Brooklyn College Faculty Survey:
Report of Findings

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Overview

The Brooklyn College implementation of the Ithaka S+R Faculty Survey was launched on October 22nd, 2018, and was closed to new responses on November 30th, 2018, with a total of 157 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; faculty member's instructional practices, including OER and learning analytics; and faculty members' choices regarding classroom formats, assignment types, and integration of new mechanisms The following report provides a high-level overview of findings from Brooklyn College faculty survey.[1]

Details

1,522 Brooklyn College faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. Faculty members were not offered an incentive for participation. Five email reminders were sent before the close of the survey.

In total, 296 respondents clicked the survey link (about 19% of those who received the email invitation), with 269 of those starting the survey (about 18%) and 157 of those respondents completing the survey, for an overall response rate of about 10%. Due to the survey flow and skip patterns, not all Brooklyn College faculty respondents received every question in the survey.

How to interpret the findings

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

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

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

Core National Questionnaire

Q1

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

Q2

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

Q3

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

Q4

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

Q5

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

Q6

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

Q7

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

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

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

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

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

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

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

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

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

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

Q17 [Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution's repository, **[CUNY Academic Works],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

Q18 [Contingent on R conducting academic research]

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

Q19 [Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]

When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

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

Q20

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

Q21 [Contingent on R selecting at least one option from Q15]

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

Q22 [Contingent on R selecting at least one option from Q15]

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

Q23 [Contingent on R selecting at least one option from Q15] [Multiple selections possible]

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

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

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

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

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

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

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

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

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

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

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

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

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

Q1

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

	Response	Percent
Visit my college or university library's website or online catalog	32	20.51%
Search on a specific scholarly database	64	41.03%
Search on a general purpose search engine	10	6.41%
Search on Google Scholar	41	26.28%
Ask a colleague	1	0.64%
Ask a librarian	3	1.92%
Other	5	3.21%
	156	100.00%
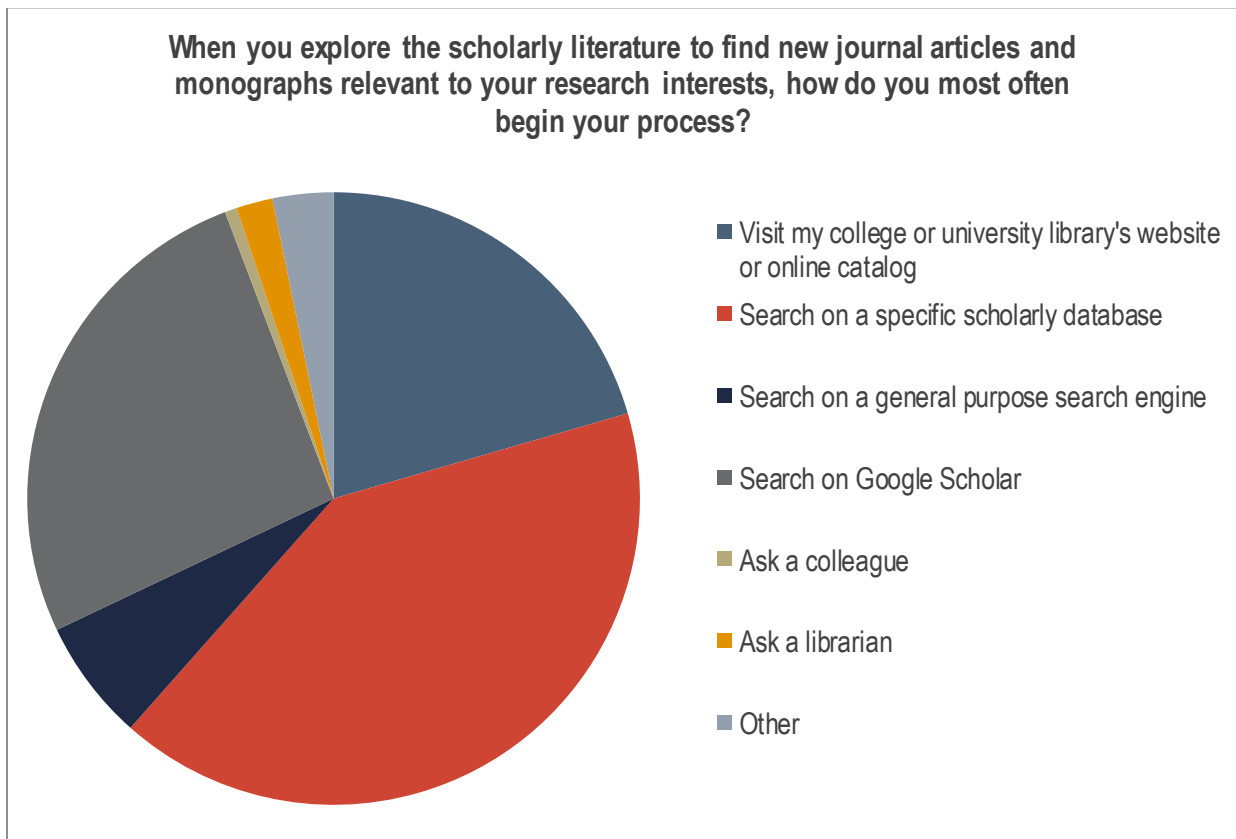
When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process?

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

Q2

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

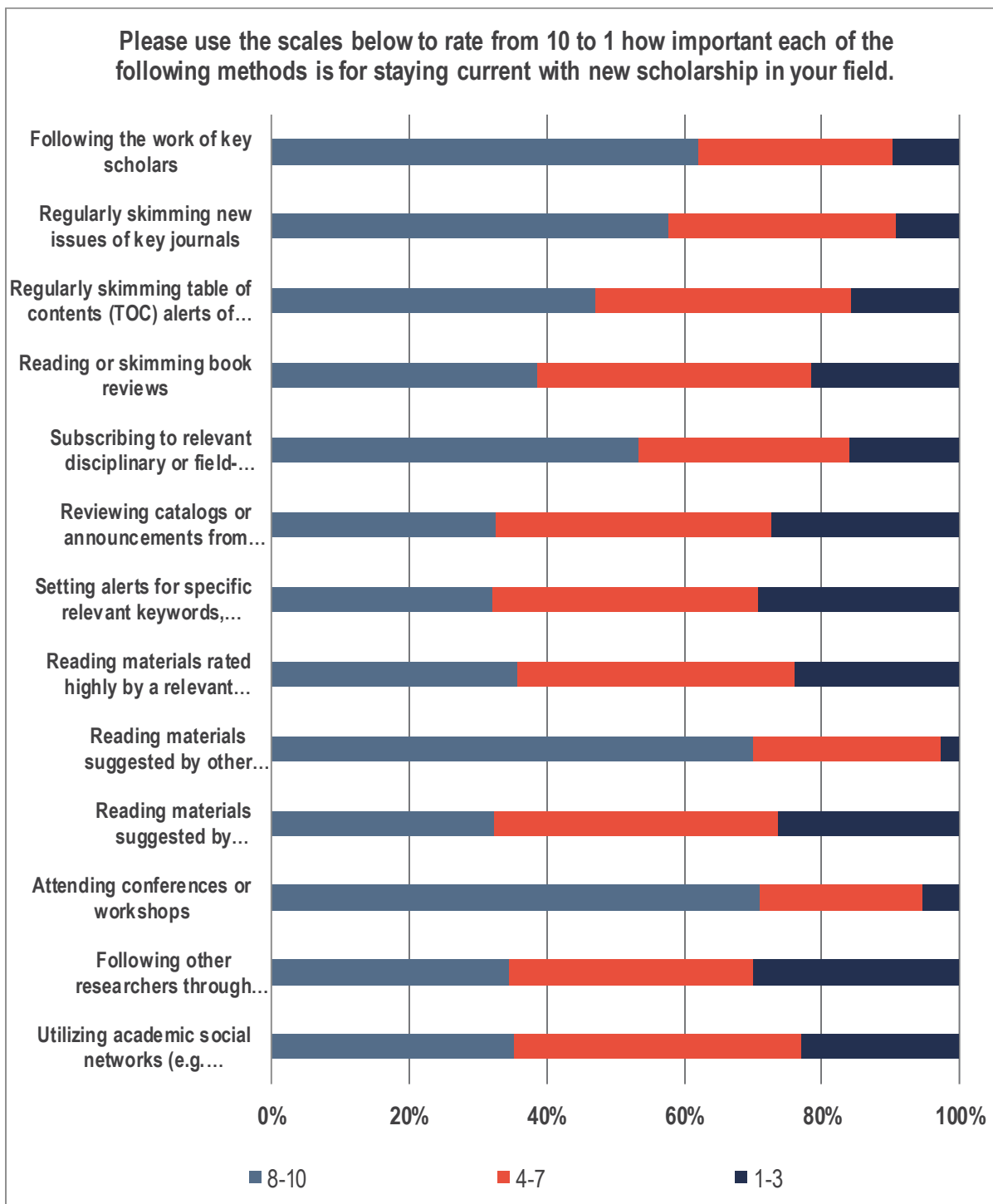|	8-10	4-7	1-3	Response
Following the work of key scholars	62.09%	28.10%	9.80%	153
Regularly skimming new issues of key journals	57.62%	33.11%	9.27%	151
Regularly skimming table of contents (TOC) alerts of key journals	47.06%	37.25%	15.69%	153
Reading or skimming book reviews	38.56%	39.87%	21.57%	153
Subscribing to relevant disciplinary or field-specific email listservs	53.33%	30.67%	16.00%	150
Reviewing catalogs or announcements from scholarly publishers	32.68%	39.87%	27.45%	153
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	32.00%	38.67%	29.33%	150
Reading materials rated highly by a relevant repository or scholarly tool	35.71%	40.26%	24.03%	154
Reading materials suggested by other scholars	69.93%	27.45%	2.61%	153
Reading materials suggested by personalized search engine recommendations	32.26%	41.29%	26.45%	155
Attending conferences or workshops	71.05%	23.68%	5.26%	152
Following other researchers through blogs or social media	34.64%	35.29%	30.07%	153
Utilizing academic social networks (e.g. Academia.edu, ResearchGate)	35.29%	41.83%	22.88%	153

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

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

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

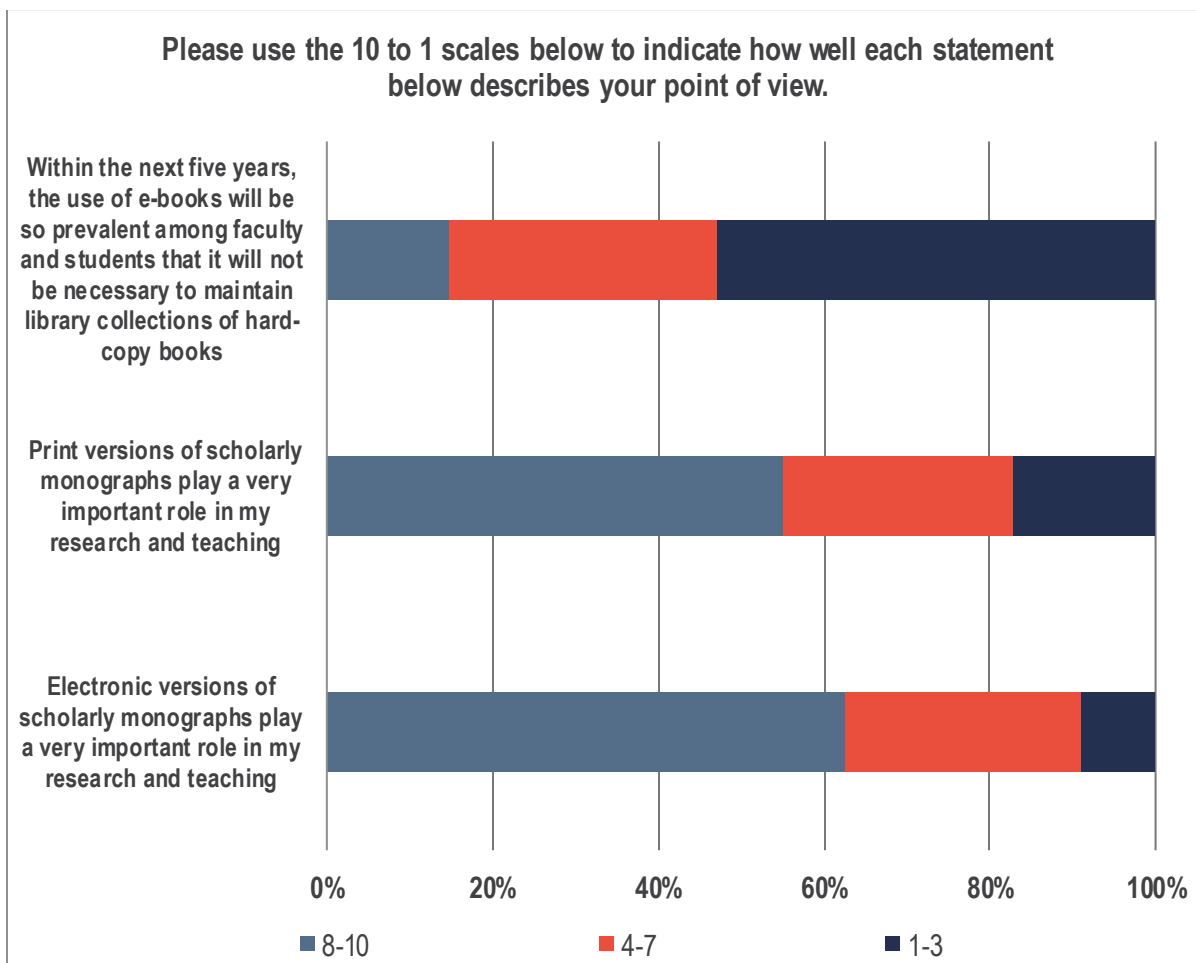|	8-10	4-7	1-3	Response
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books	14.84%	32.26%	52.90%	155
Print versions of scholarly monographs play a very important role in my research and teaching	55.13%	27.56%	17.31%	156
Electronic versions of scholarly monographs play a very important role in my research and teaching	62.42%	28.66%	8.92%	157

Q3

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

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

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

Q4

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

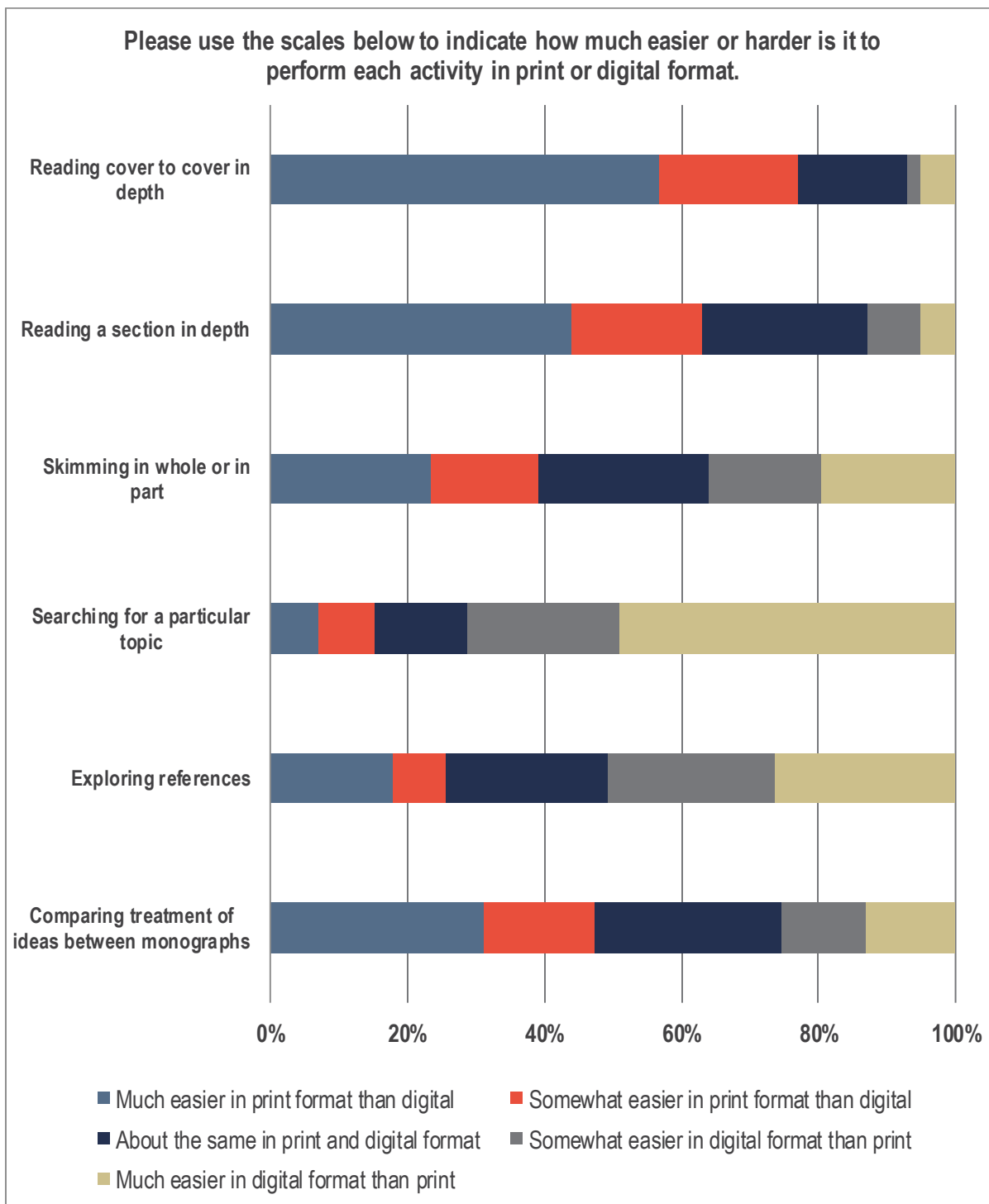|	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	56.69%	20.38%	15.92%	1.91%	5.10%	157
Reading a section in depth	43.95%	19.11%	24.20%	7.64%	5.10%	157
Skimming in whole or in part	23.53%	15.69%	24.84%	16.34%	19.61%	153
Searching for a particular topic	7.01%	8.28%	13.38%	22.29%	49.04%	157
Exploring references	17.95%	7.69%	23.72%	24.36%	26.28%	156
Comparing treatment of ideas between monographs	31.17%	16.23%	27.27%	12.34%	12.99%	154

Q4

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

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

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

Q5

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

	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	75.16%	20.92%	3.92%	153
My own personal collection or subscriptions	46.71%	32.89%	20.39%	152
My academic department's collections or subscriptions	23.65%	29.73%	46.62%	148
Collections or subscriptions of other institutions	50.66%	33.55%	15.79%	152
Materials that are freely available online	66.88%	25.97%	7.14%	154
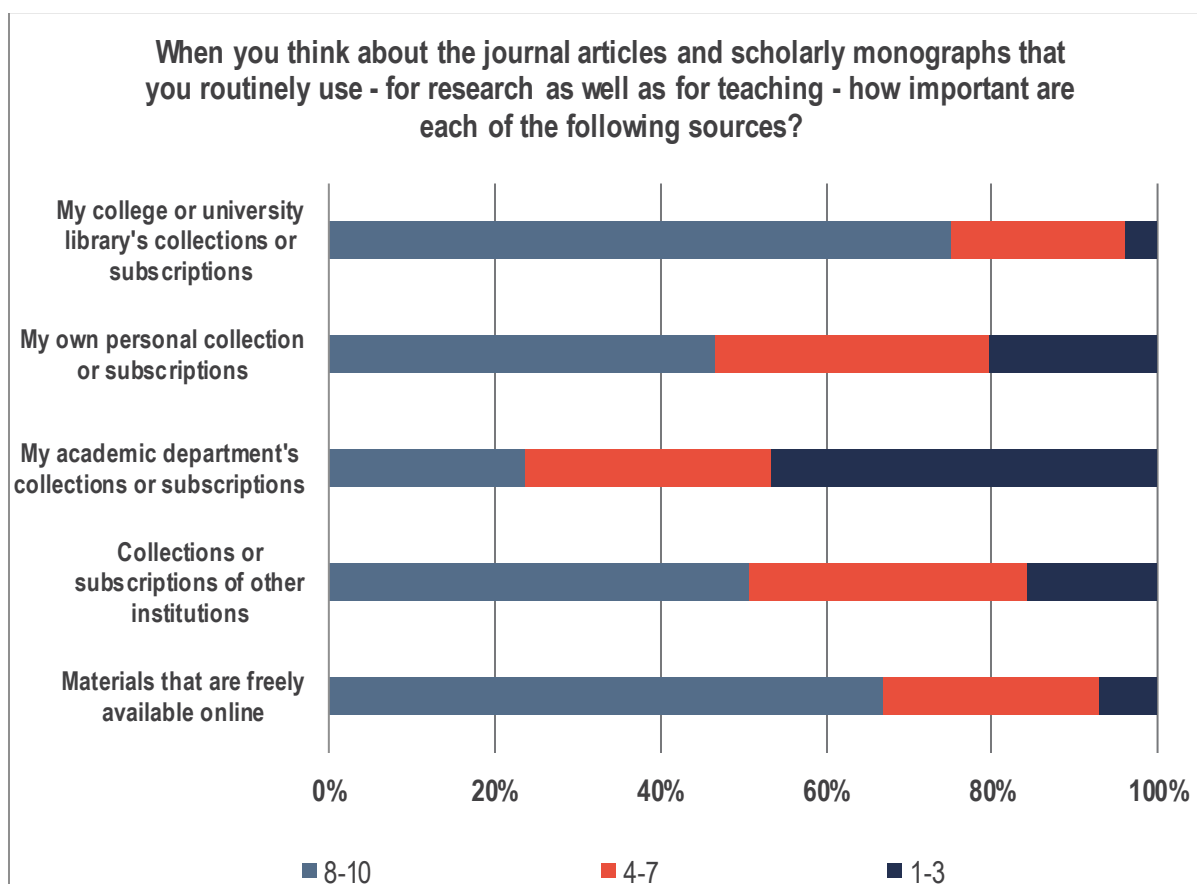
When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources?

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

|	Often	Occasionally	Rarely	Never	Response
Give up and look for a different resource that I can access	18.95%	31.37%	25.49%	24.18%	153
Use interlibrary loan or document delivery services provided by my library	49.03%	29.03%	14.19%	7.74%	155
Contact the author	3.95%	23.03%	40.13%	32.89%	152
Search for a freely available version online	65.16%	27.74%	5.16%	1.94%	155
Purchase it myself from the publisher or a vendor	12.99%	23.38%	25.97%	37.66%	154
Ask a friend at another institution	17.65%	22.22%	31.37%	28.76%	153
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	4.58%	11.11%	22.88%	61.44%	153

Q6

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

How often do you use each of the following methods to seek access to a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections?
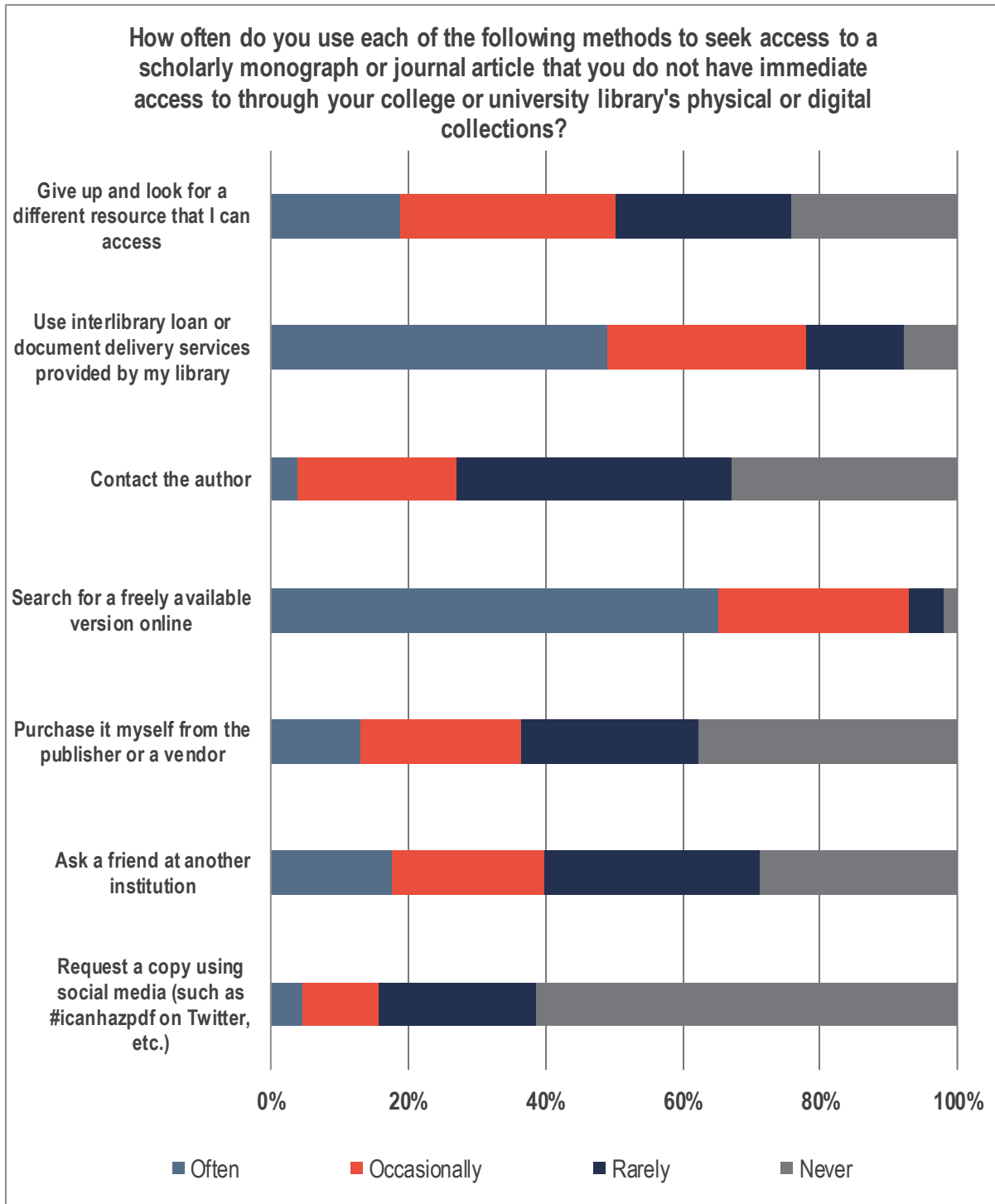
Q7
Please indicate which, if any, of the following are among your professional responsibilities.

	Yes	No	Response
Conducting academic research	85.53%	14.47%	152
Producing works of art (e.g. visual art, theatre, dance)	7.43%	92.57%	148
Teaching undergraduate and/or graduate students	97.39%	2.61%	153
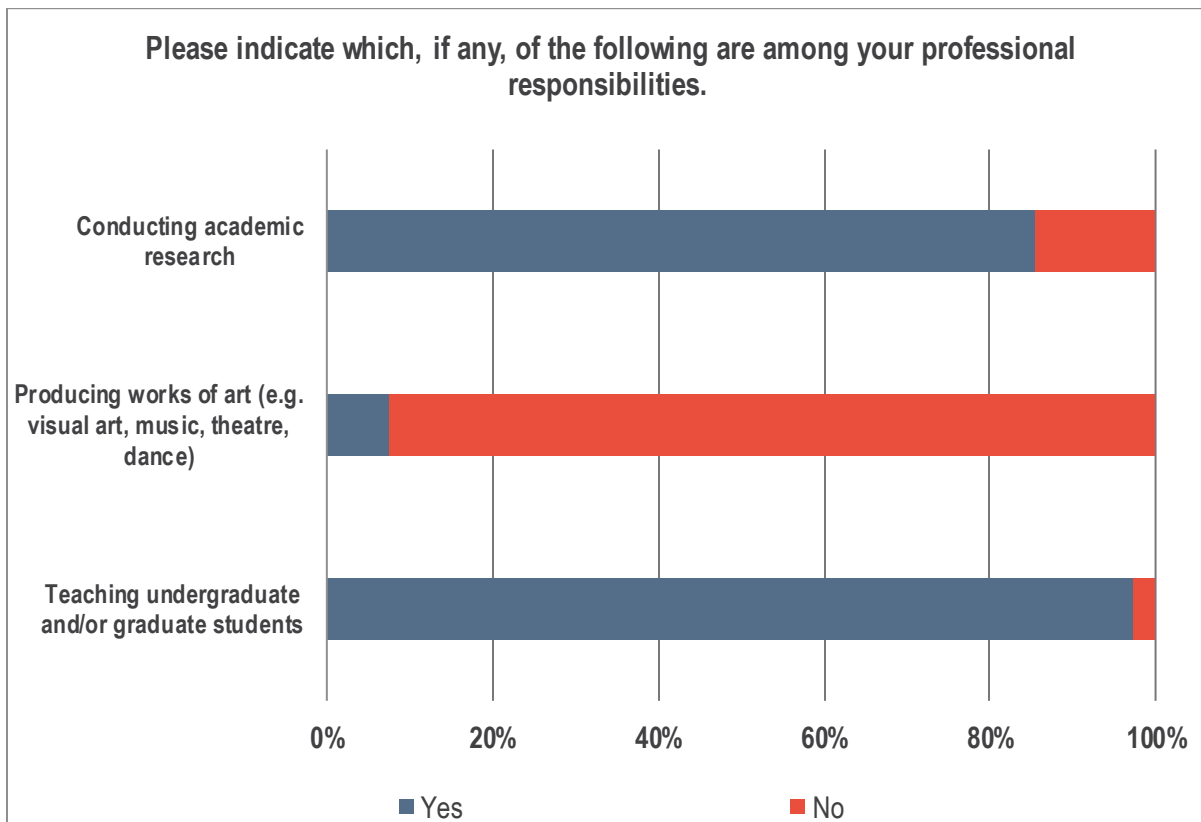
Q8 **[Contingent on R conducting academic research]**
How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

|	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	20.16%	17.83%	62.02%	129
GIS/mapping of data	16.67%	17.46%	65.87%	126
Analysis of quantitative data that you generate in the course of your research	51.16%	17.05%	31.78%	129
Analysis of qualitative data that you generate in the course of your research	58.46%	15.38%	26.15%	130
Analysis of pre-existing quantitative data that you do not generate in the course of your research	39.53%	20.16%	40.31%	129
Analysis of pre-existing qualitative data that you do not generate in the course of your research	41.73%	18.11%	40.16%	127
Writing software or code	15.63%	12.50%	71.88%	128
Using models or simulations	20.47%	23.62%	55.91%	127

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

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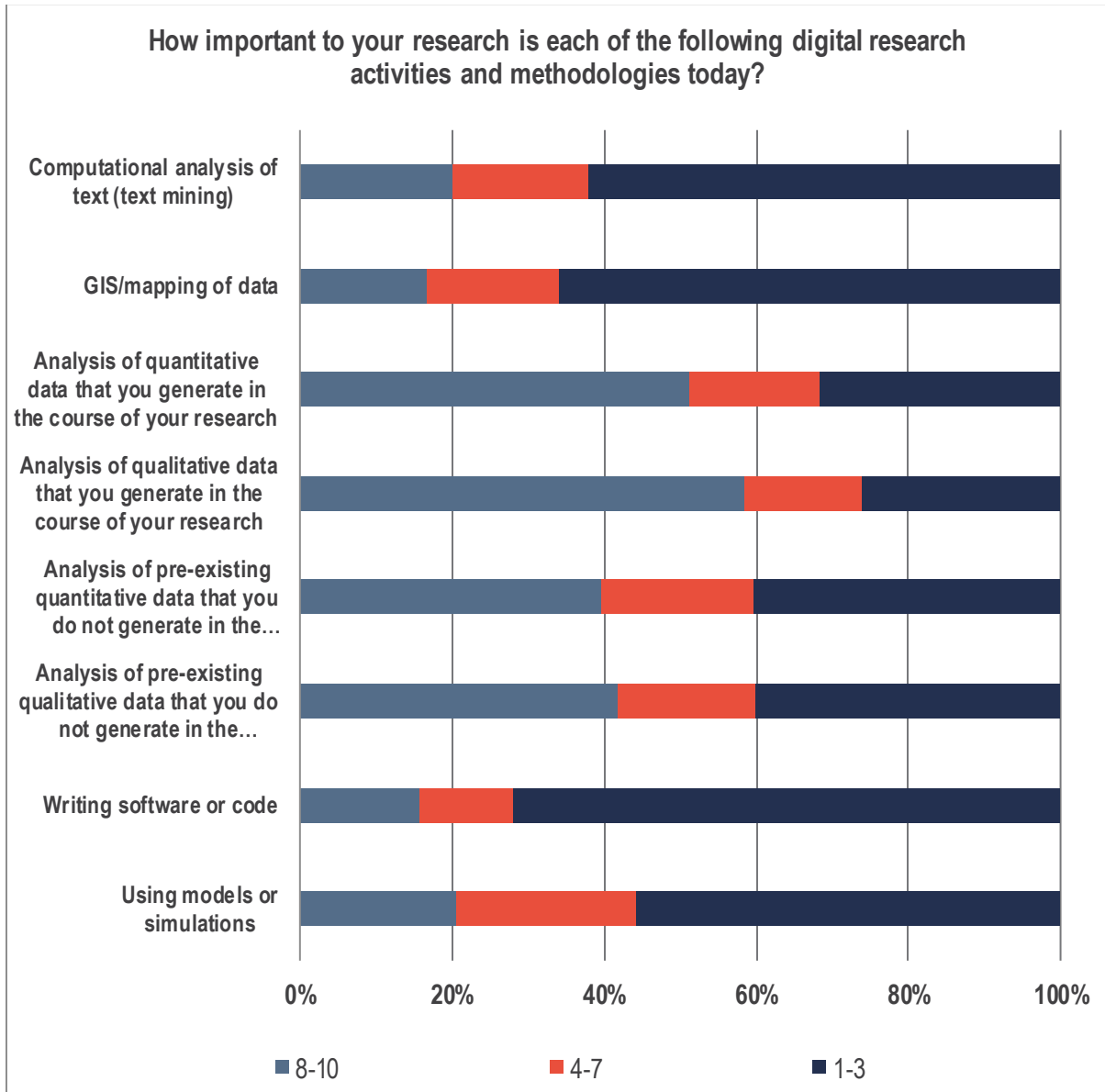
Q9 **[Contingent on R conducting academic research]**
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways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

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	77.34%	17.97%	3.13%	1.56%	128
Magazines and trade journals that are not peer reviewed	4.69%	15.63%	35.94%	43.75%	128
Scholarly monographs or edited volumes, published by an academic publisher	38.58%	34.65%	11.81%	14.96%	127
Trade books that do not specifically target an academic audience	3.13%	16.41%	24.22%	56.25%	128
Published conference proceedings	32.03%	36.72%	14.06%	17.19%	128
Blogs or social media	7.09%	22.83%	22.83%	47.24%	127
Working papers or pre-prints	24.60%	25.40%	19.84%	30.16%	126

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

Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.
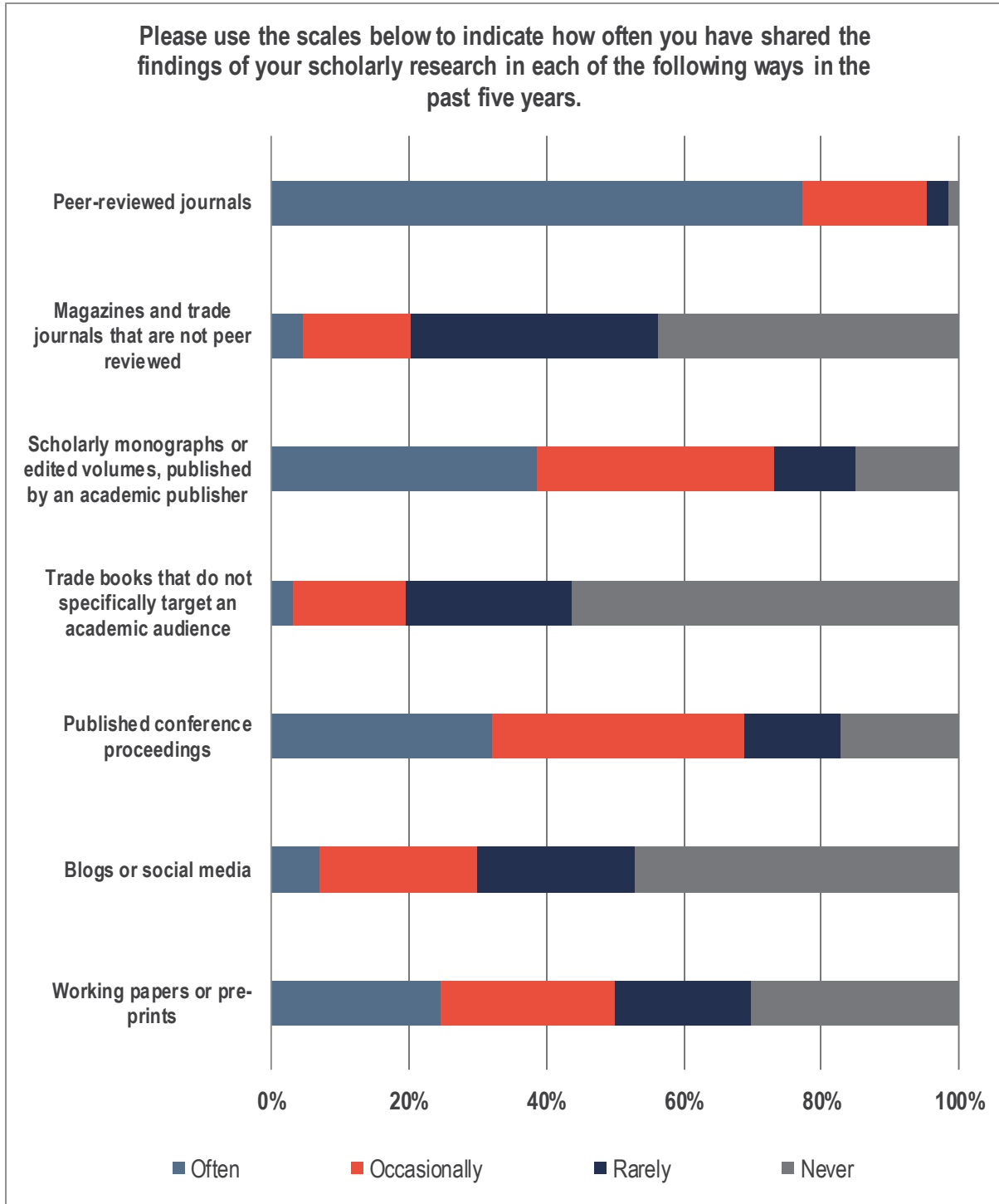
Q10 **[Contingent on R conducting academic research]**
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

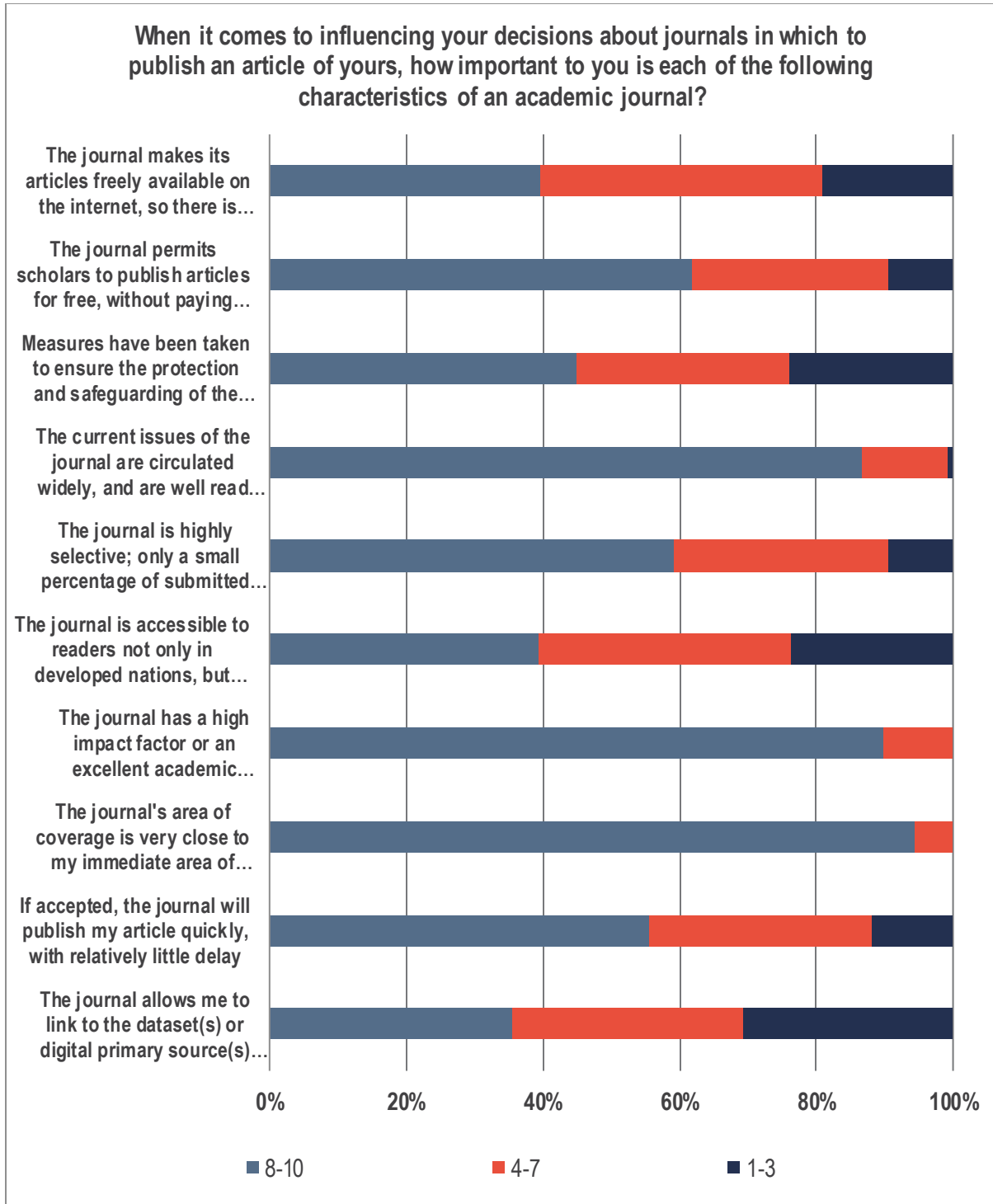|	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	39.68%	41.27%	19.05%	126
The journal permits scholars to publish articles for free, without paying page or article charges	61.90%	28.57%	9.52%	126
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	44.80%	31.20%	24.00%	125
The current issues of the journal are circulated widely, and are well read by scholars in your field	86.72%	12.50%	0.78%	128
The journal is highly selective; only a small percentage of submitted articles are published	59.06%	31.50%	9.45%	127
The journal is accessible to readers not only in developed nations, but also in developing nations	39.37%	37.01%	23.62%	127
The journal has a high impact factor or an excellent academic reputation	89.84%	10.16%	-	128
The journal's area of coverage is very close to my immediate area of research	94.49%	5.51%	-	127
If accepted, the journal will publish my article quickly, with relatively little delay	55.56%	32.54%	11.90%	126
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	35.48%	33.87%	30.65%	124

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

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal?

Q11 [Contingent on R conducting academic research]

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

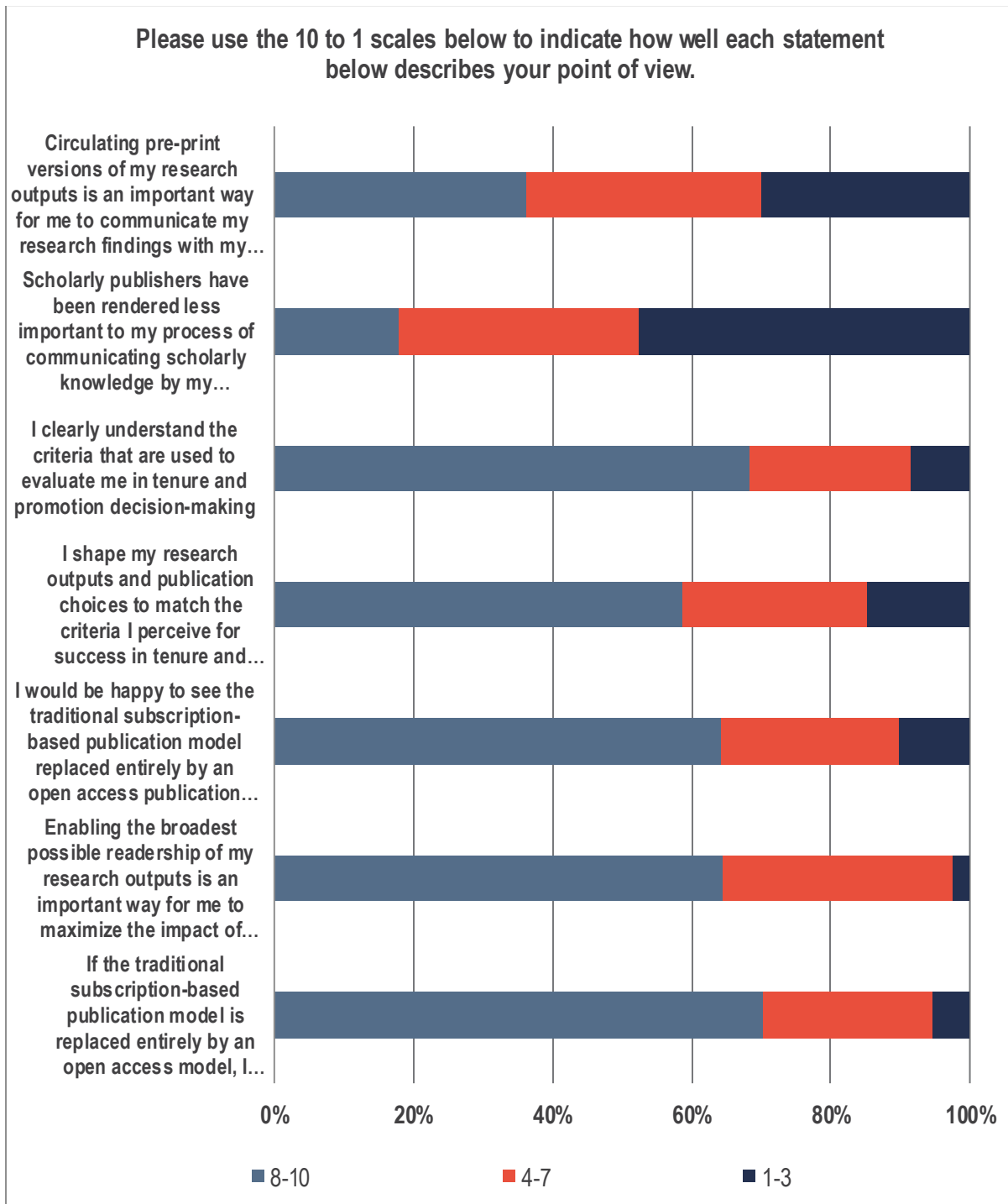|	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	36.22%	33.86%	29.92%	127
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online	17.97%	34.38%	47.66%	128
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	68.22%	23.26%	8.53%	129
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	58.59%	26.56%	14.84%	128
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	64.29%	25.40%	10.32%	126
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	64.57%	33.07%	2.36%	127
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	70.31%	24.22%	5.47%	128

Q11 [Contingent on R conducting academic research]

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

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

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

Legend: ■ 8-10   ■ 4-7   ■ 1-3

Q12 [Contingent on R conducting academic research]

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

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	10.32%	89.68%	126
Helping me determine where to publish a given work to maximize its impact	12.60%	87.40%	127
Helping me to assess the impact of my work following its publication	17.46%	82.54%	126
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	34.38%	65.63%	128

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

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

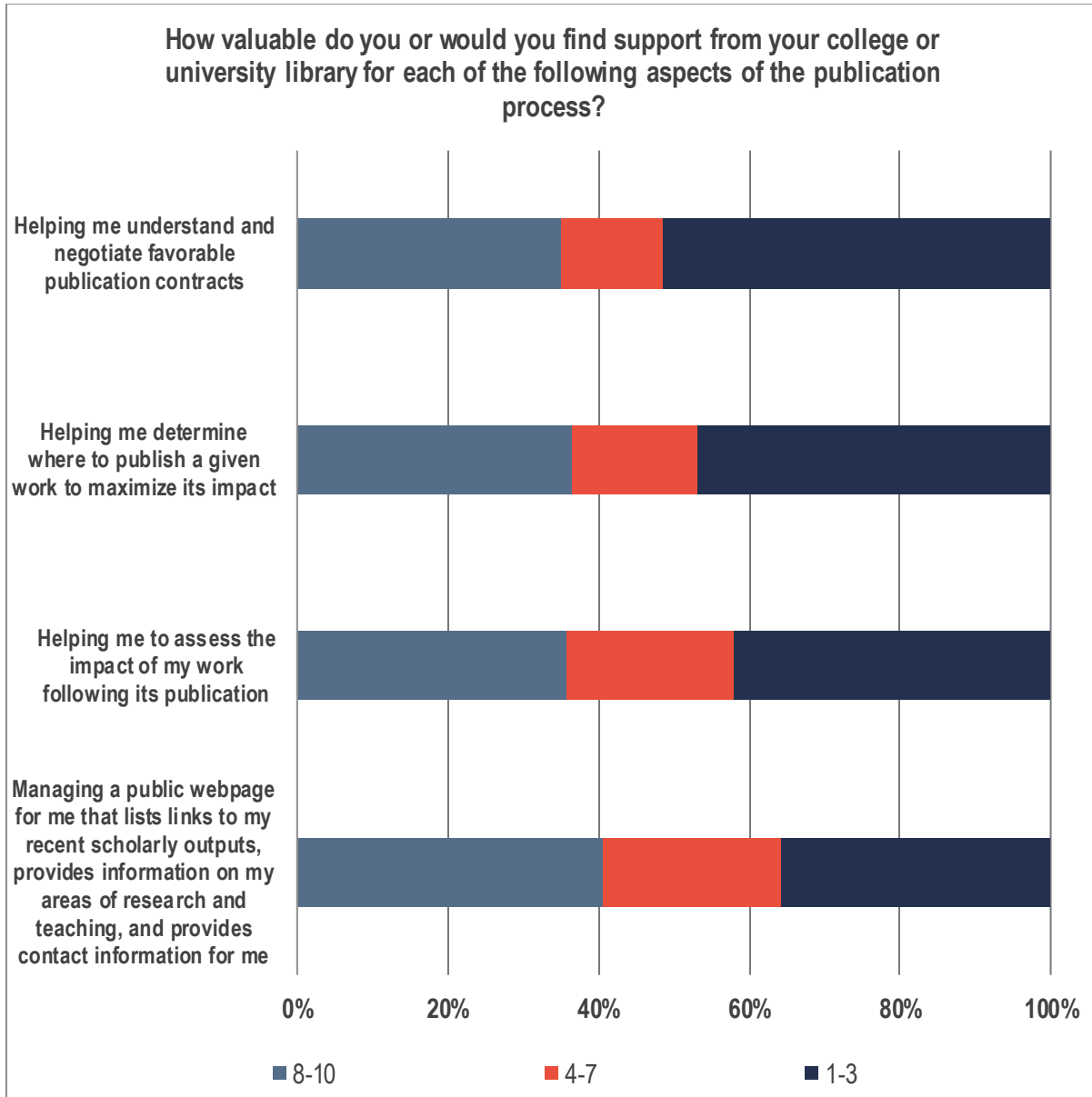|	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	34.92%	13.49%	51.59%	126
Helping me determine where to publish a given work to maximize its impact	36.51%	16.67%	46.83%	126
Helping me to assess the impact of my work following its publication	35.71%	22.22%	42.06%	126
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	40.48%	23.81%	35.71%	126

Q13 [Contingent on R conducting academic research]

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

How valuable do you or would you find support from your college or university library for each of the following aspects of the publication process?

Q14 [Contingent on R conducting academic research]

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

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	94.57%	5.43%	-	129
Scholars in my discipline but outside of my specific subdiscipline or field of research	82.81%	17.19%	-	128
Scholars outside my discipline	58.14%	31.01%	10.85%	129
Undergraduate students	49.61%	40.16%	10.24%	127
Professionals outside of academia in areas related to my research interests	67.19%	27.34%	5.47%	128
The general public beyond the scholarly and associated professional community	57.81%	31.25%	10.94%	128
Graduate students	81.25%	15.63%	3.13%	128
Policy makers in areas related to my field of research	62.79%	21.71%	15.50%	129

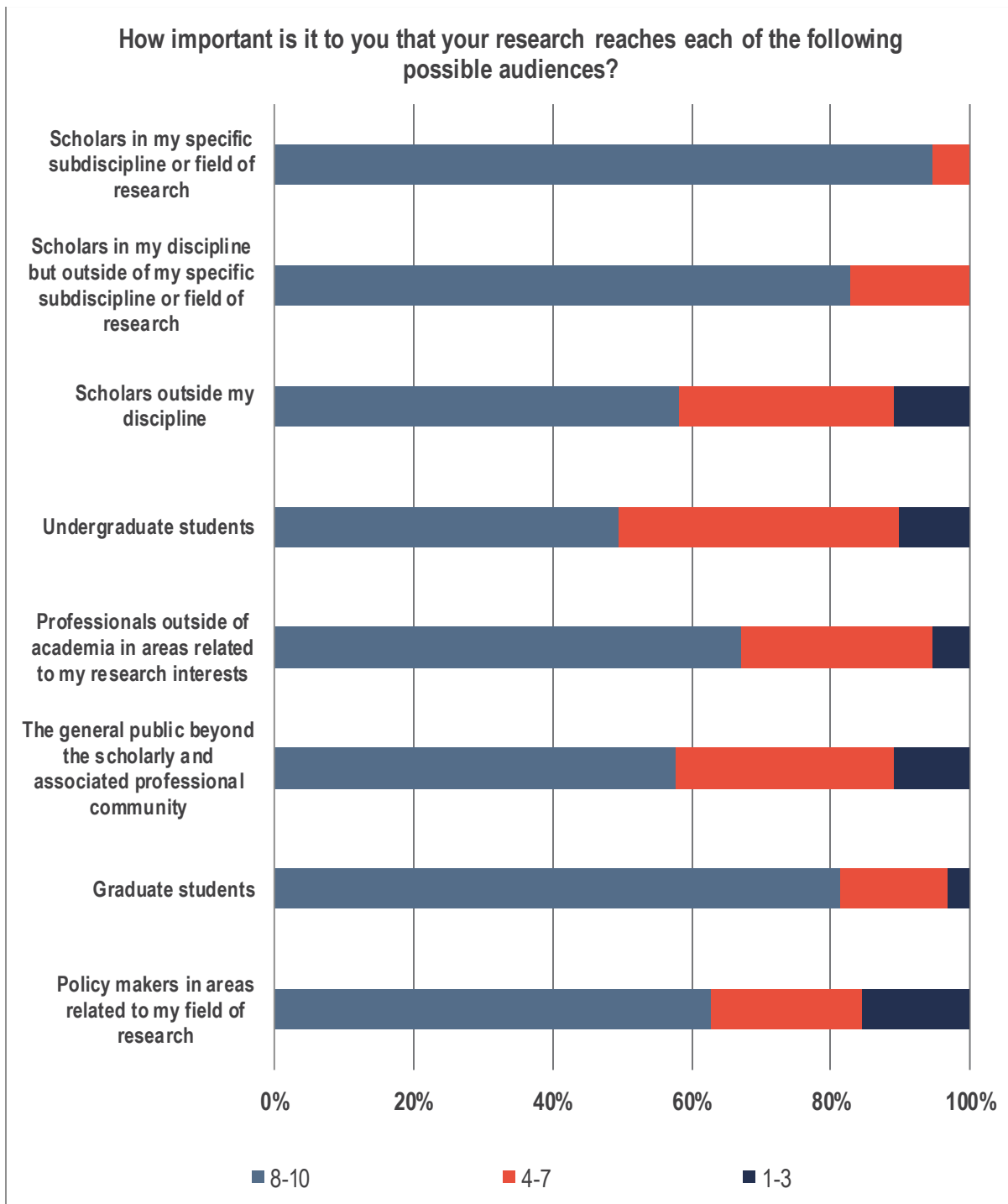## Q14 [Contingent on R conducting academic research]

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

[10 = extremely important; 1 = not at all important]

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

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

Legend: ■ 8-10 ■ 4-7 ■ 1-3

Q15 [Contingent on R conducting academic research] [Multiple selections possible]

Which of the following types of research data do you build up or collect for your own research? Please select all that apply:

	Response	Percent
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	81	65.32%
Scientific (such as slides, biological specimens, samples, etc.)	26	20.97%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	70	56.45%
Other	11	8.87%
	188	

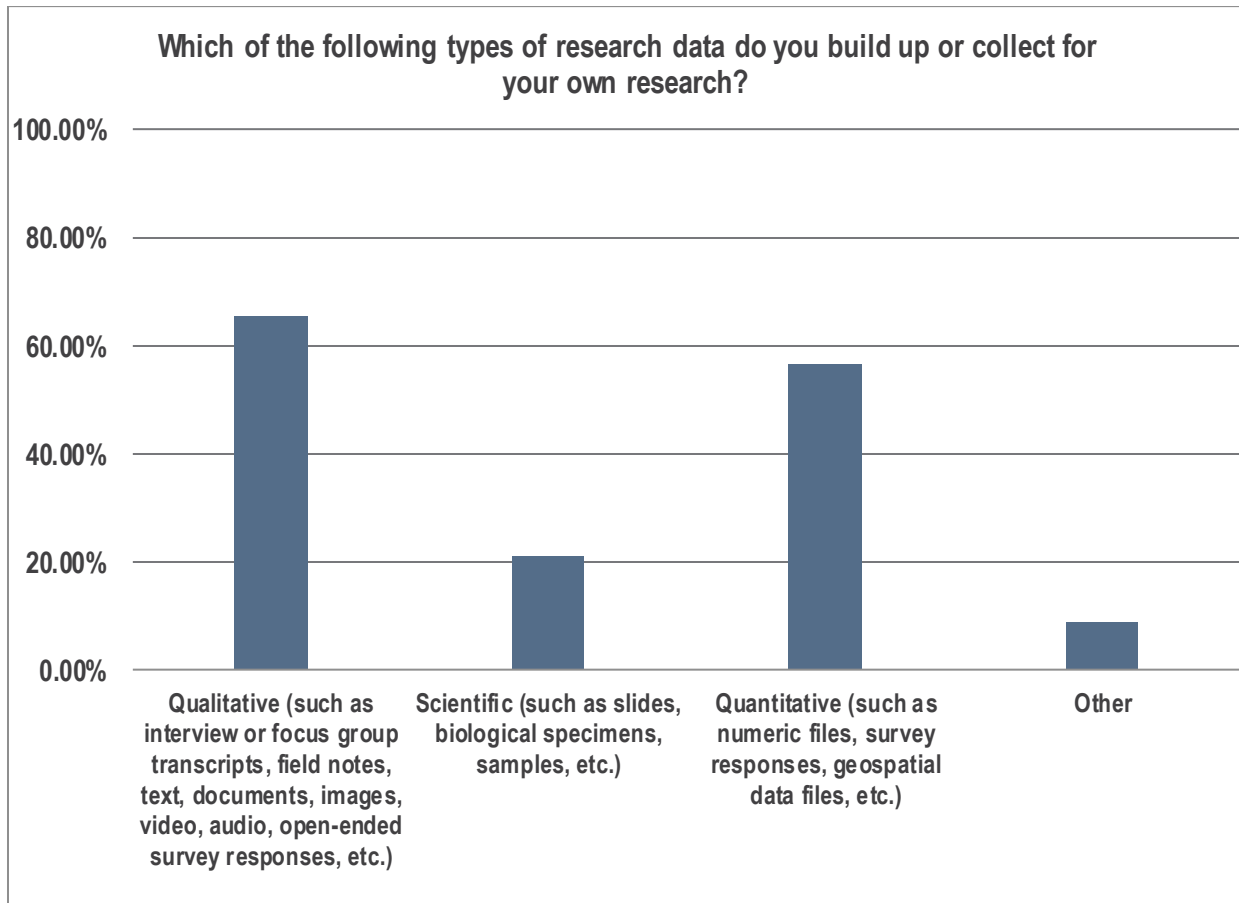Which of the following types of research data do you build up or collect for your own research?

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

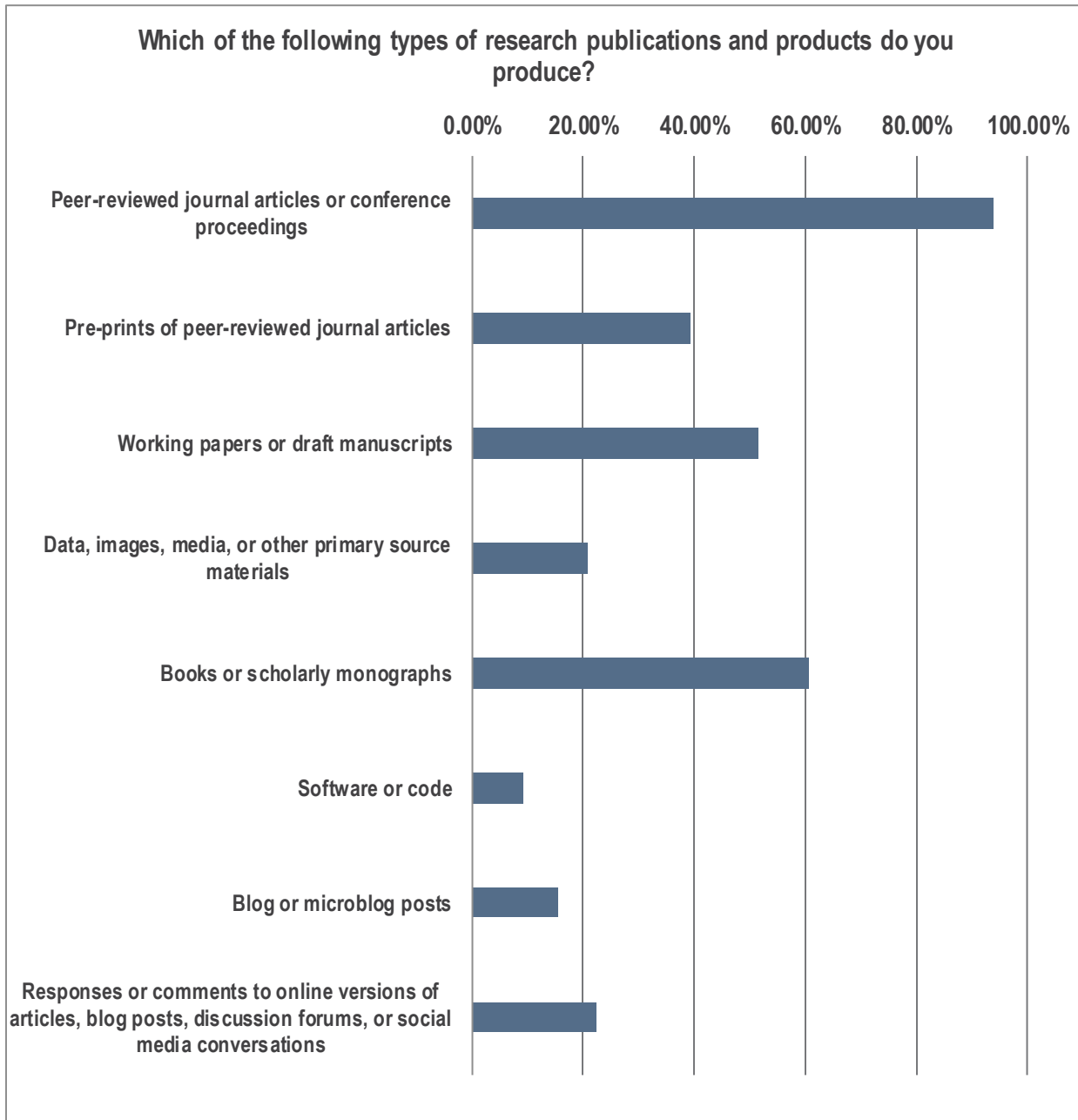|	Response	Percent
Peer-reviewed journal articles or conference proceedings	122	93.85%
Pre-prints of peer-reviewed journal articles	51	39.23%
Working papers or draft manuscripts	67	51.54%
Data, images, media, or other primary source materials	27	20.77%
Books or scholarly monographs	79	60.77%
Software or code	12	9.23%
Blog or microblog posts	20	15.38%
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	29	22.31%
	407	

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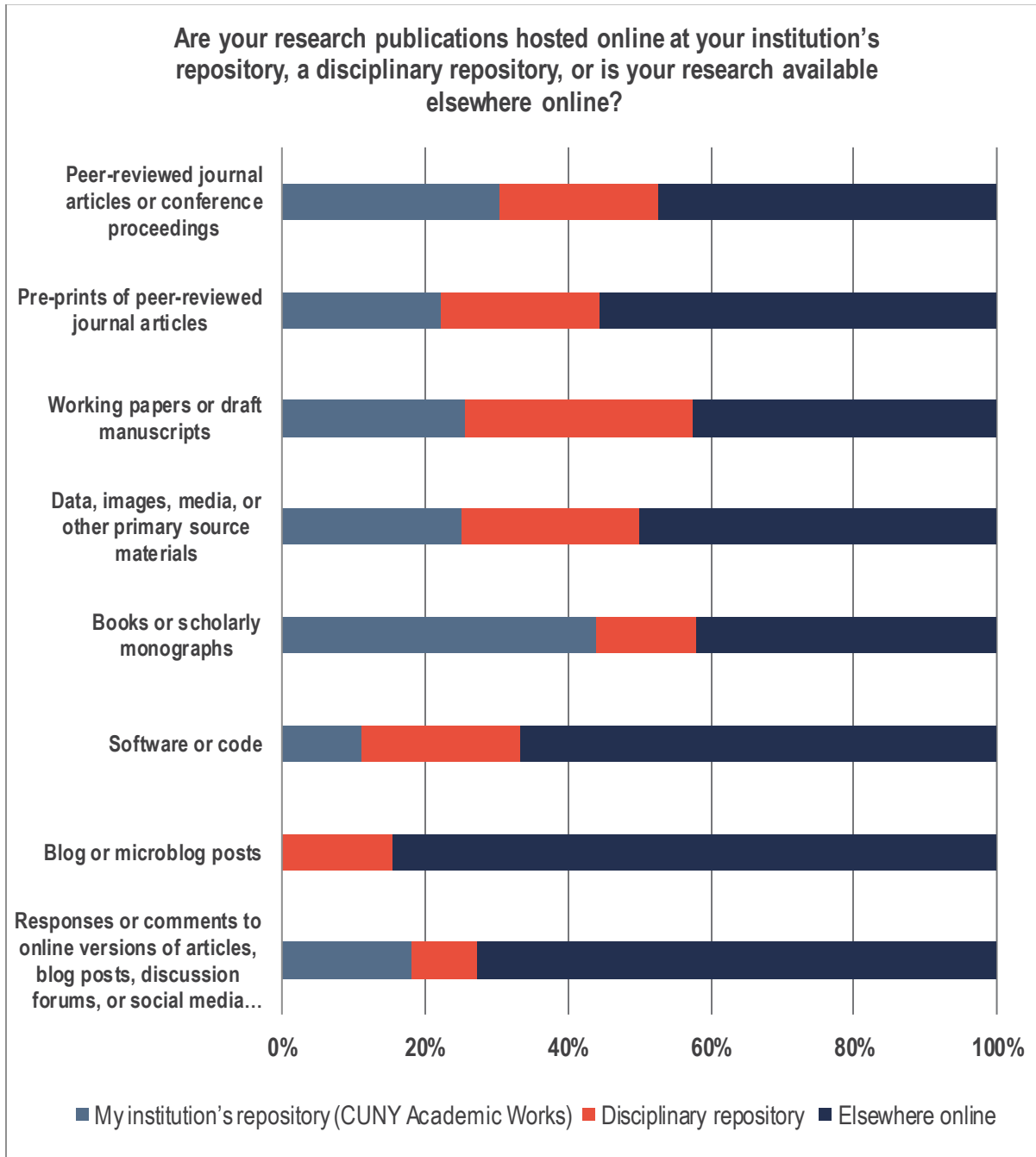

Which of the following types of research publications and products do you produce?

Q17 [Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution's repository, **[CUNY Academic Works],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

	My institution's repository (CUNY Academic Works)	Disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	37.11%	26.80%	57.73%	118
Pre-prints of peer-reviewed journal articles	27.03%	27.03%	67.57%	45
Working papers or draft manuscripts	30.77%	38.46%	51.28%	47
Data, images, media, or other primary source materials	29.41%	29.41%	58.82%	20
Books or scholarly monographs	52.08%	16.67%	50.00%	57
Software or code	14.29%	28.57%	85.71%	9
Blog or microblog posts	-	16.67%	91.67%	13
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	20.00%	10.00%	80.00%	22

Q17 [Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution's repository, **[CUNY Academic Works],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

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

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

	Response	Percent
Yes	26	20.31%
No	102	79.69%
	128	100.00%

In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization?

■ Yes ■ No

Q19 [Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]

When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

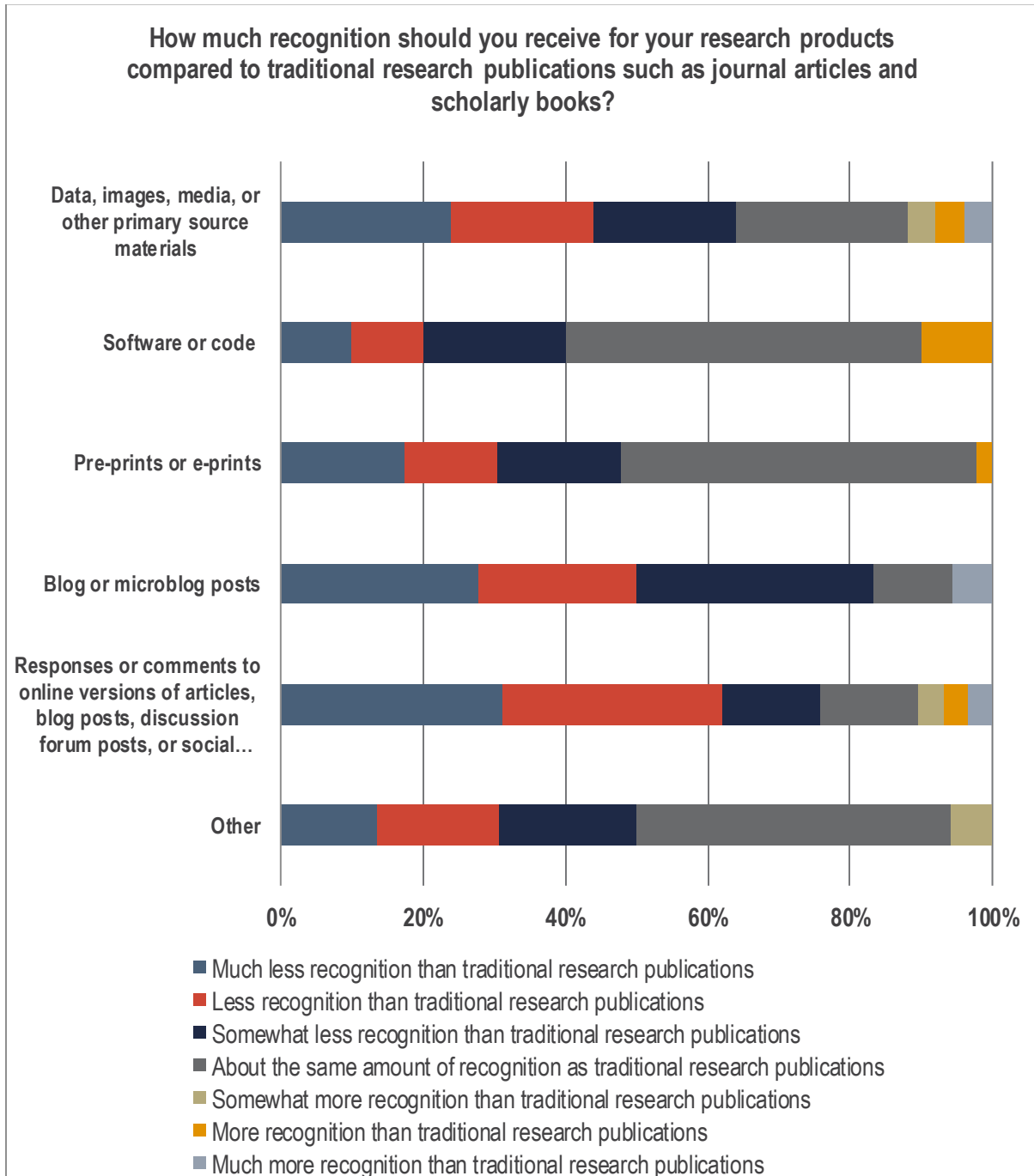|	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications	Response
Data, images, media, or other primary source materials	24.00%	20.00%	20.00%	24.00%	4.00%	4.00%	4.00%	25
Software or code	10.00%	10.00%	20.00%	50.00%	-	10.00%	-	10
Pre-prints or e-prints	17.39%	13.04%	17.39%	50.00%	-	2.17%	-	46
Blog or microblog posts	27.78%	22.22%	33.33%	11.11%	-	-	5.56%	18
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	31.03%	31.03%	13.79%	13.79%	3.45%	3.45%	3.45%	29
Other	13.46%	17.31%	19.23%	44.23%	5.77%	-	-	52

Q19 [Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]

When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

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

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

Q20

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

	Response	Percent
Strongly agree	22	14.29%
Agree	30	19.48%
Somewhat agree	34	22.08%
Neither agree nor disagree	31	20.13%
Somewhat disagree	16	10.39%
Disagree	12	7.79%
Strongly disagree	9	5.84%
	154	100.00%
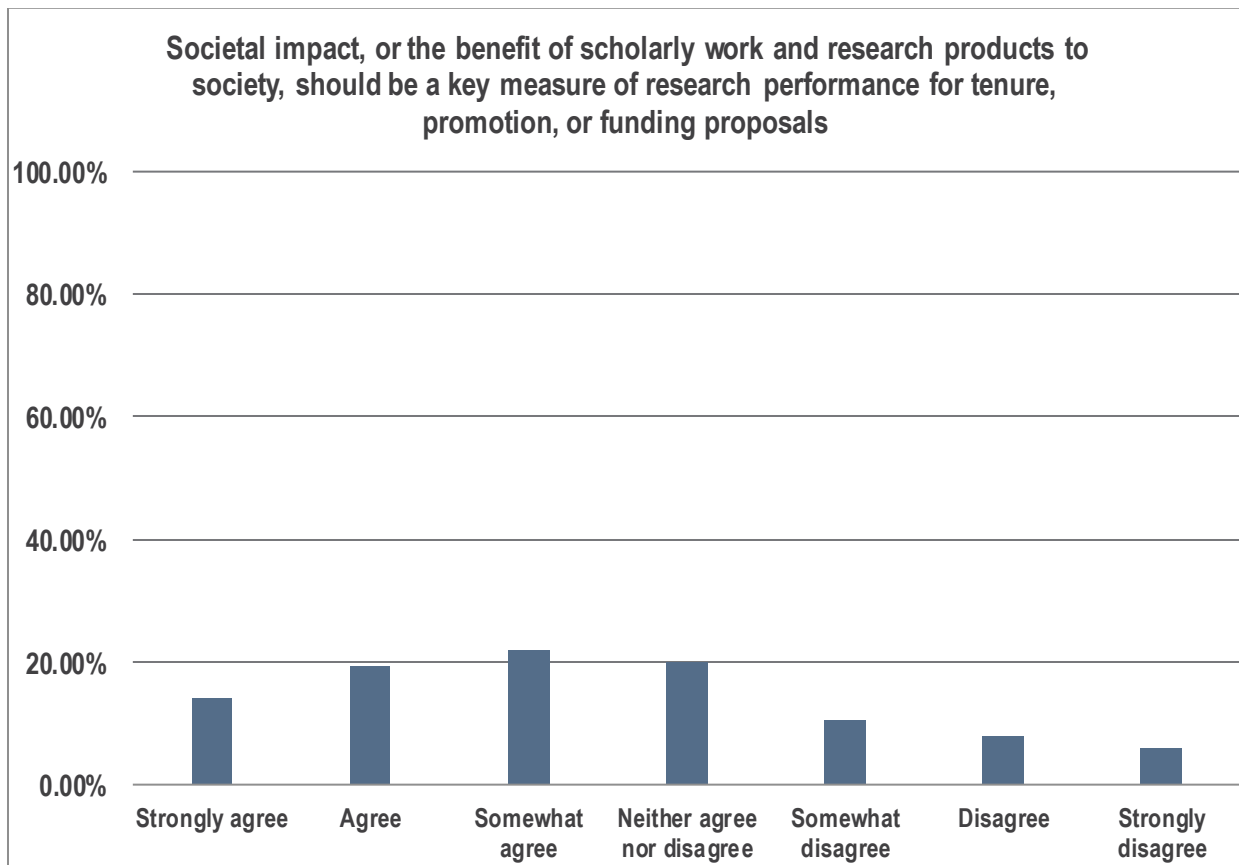
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals

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

|	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	89.08%	5.88%	5.04%	119
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.)	64.10%	10.26%	25.64%	117
I find it difficult to organize or manage my data, media, or images	27.12%	38.98%	33.90%	118
My college or university library manages or organizes my data, media, or images on my behalf	5.17%	14.66%	80.17%	116
I find it difficult to preserve or store my data, media, or images for the long-term	31.36%	34.75%	33.90%	118
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	23.44%	45.31%	31.25%	64
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	61.76%	35.29%	2.94%	68

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

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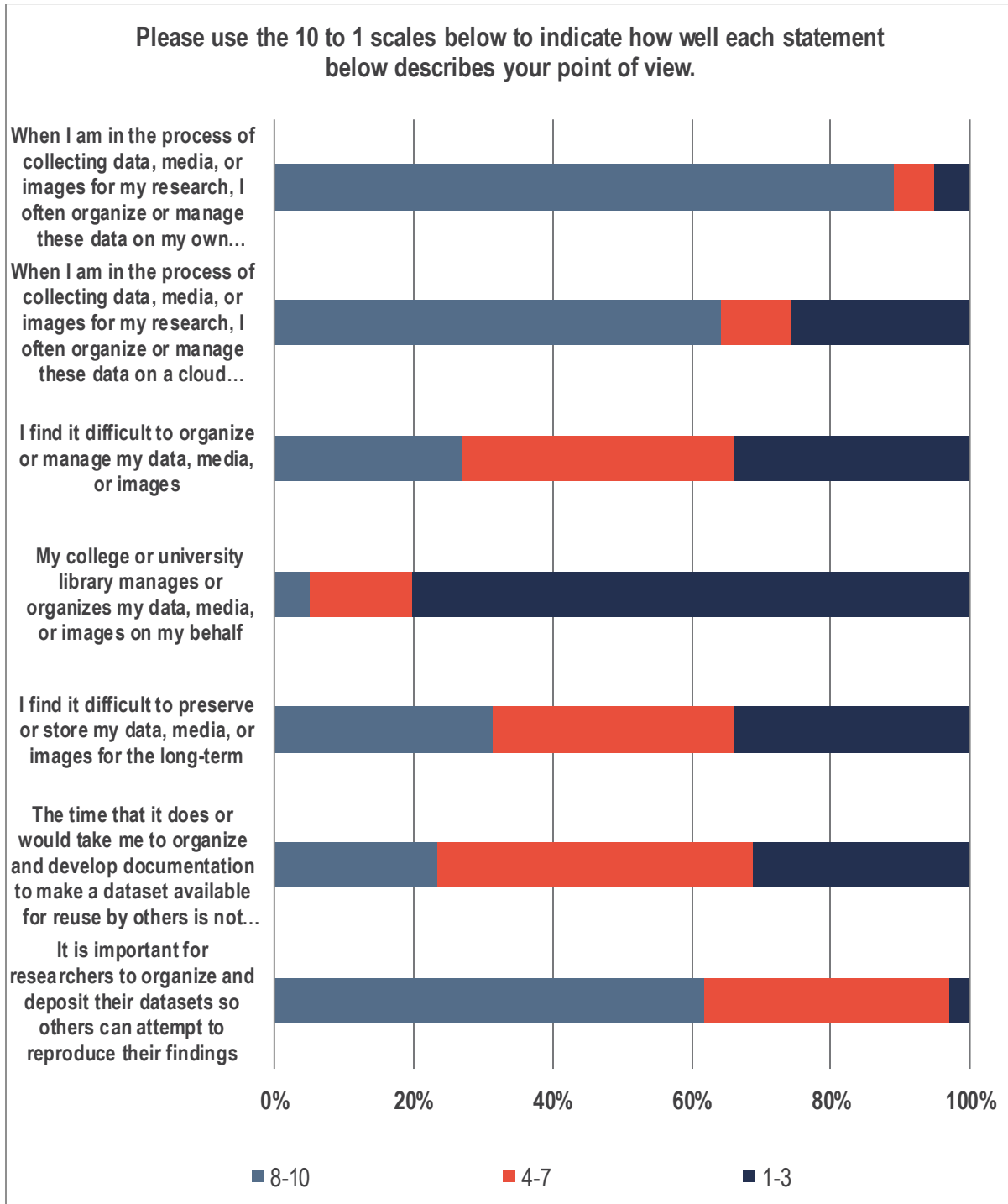
Q22 **[Contingent on R selecting at least one option from Q15]**
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

|	8-10	4-7	1-3	Response
My college or university library	46.96%	24.35%	28.70%	115
My college or university IT department	38.79%	28.45%	32.76%	116
An AV or media support department at my institution	32.46%	26.32%	41.23%	114
A disciplinary or departmental repository at my institution	40.17%	22.22%	37.61%	117
A disciplinary repository at another institution	21.93%	31.58%	46.49%	114
A publisher or a university press	37.93%	28.45%	33.62%	116
A scholarly society	31.58%	29.82%	38.60%	114
Freely available software	61.06%	17.70%	21.24%	113
A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)	22.12%	30.09%	47.79%	113
File hosting service (e.g. Box, Dropbox)	74.36%	14.53%	11.11%	117

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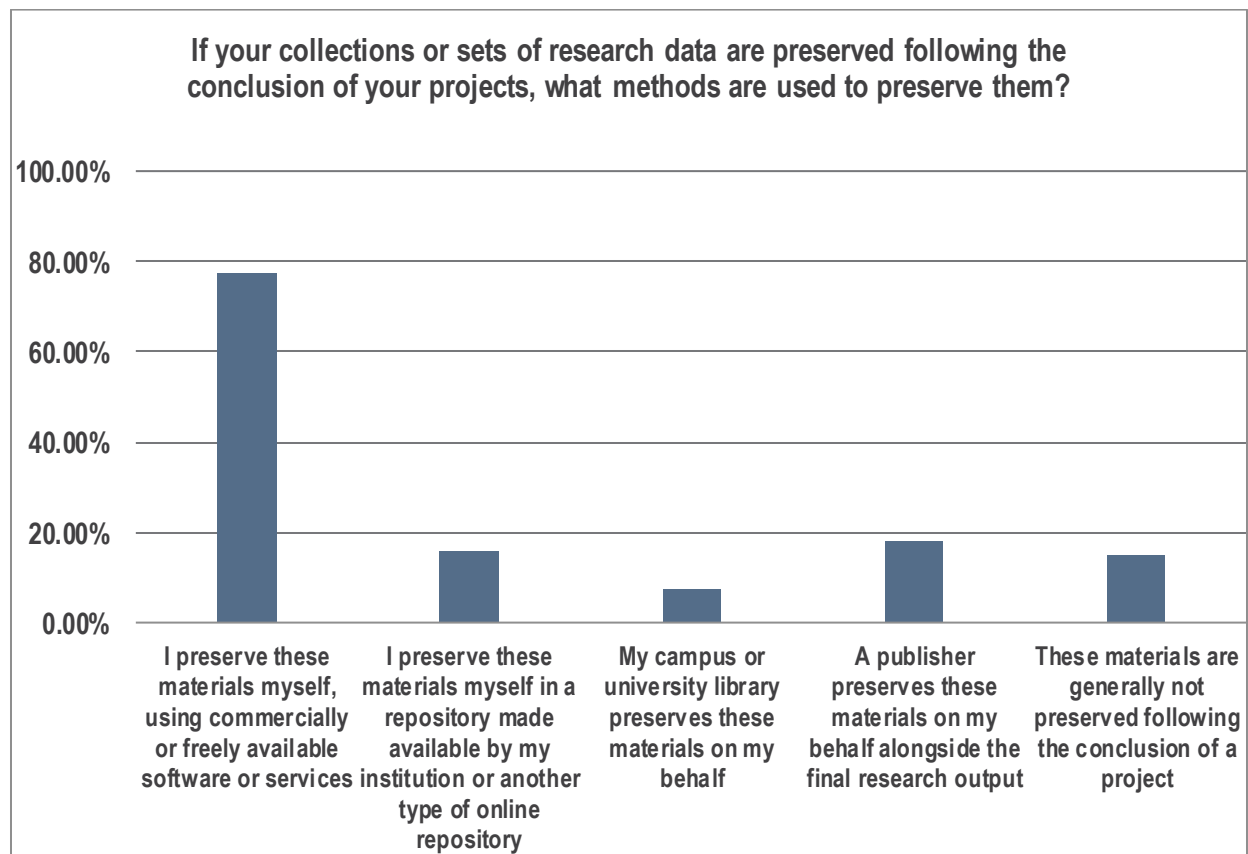Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

How valuable do you find each of the following possible sources of support for managing or preserving research data, media, or images?
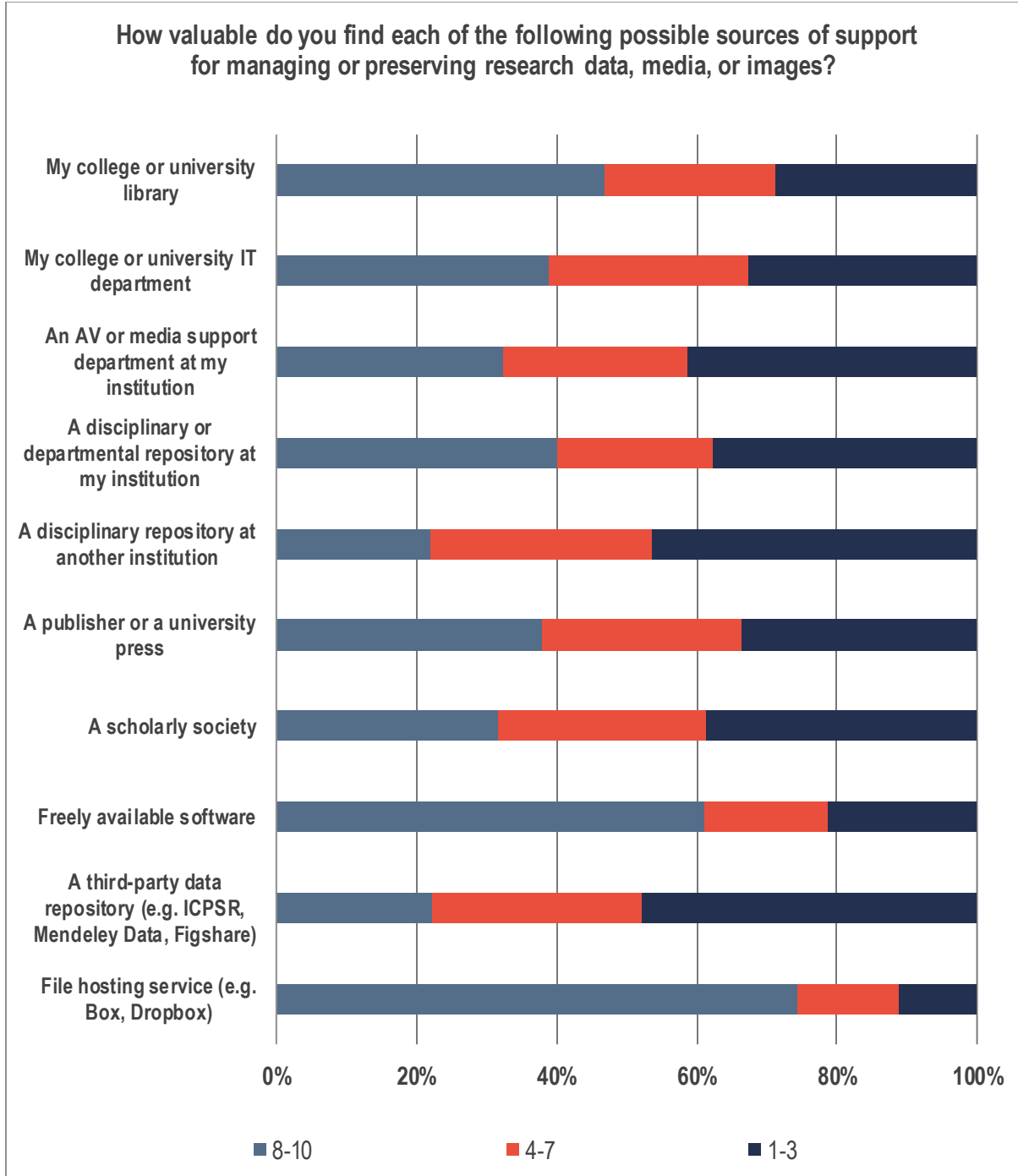
Q23 [Contingent on R selecting at least one option from Q15] [Multiple selections possible]

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

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	82	77.36%
I preserve these materials myself in a repository made available by my institution or another type of online repository	17	16.04%
My campus or university library preserves these materials on my behalf	8	7.55%
A publisher preserves these materials on my behalf alongside the final research output	19	17.92%
These materials are generally not preserved following the conclusion of a project	16	15.09%
	142	

If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them?
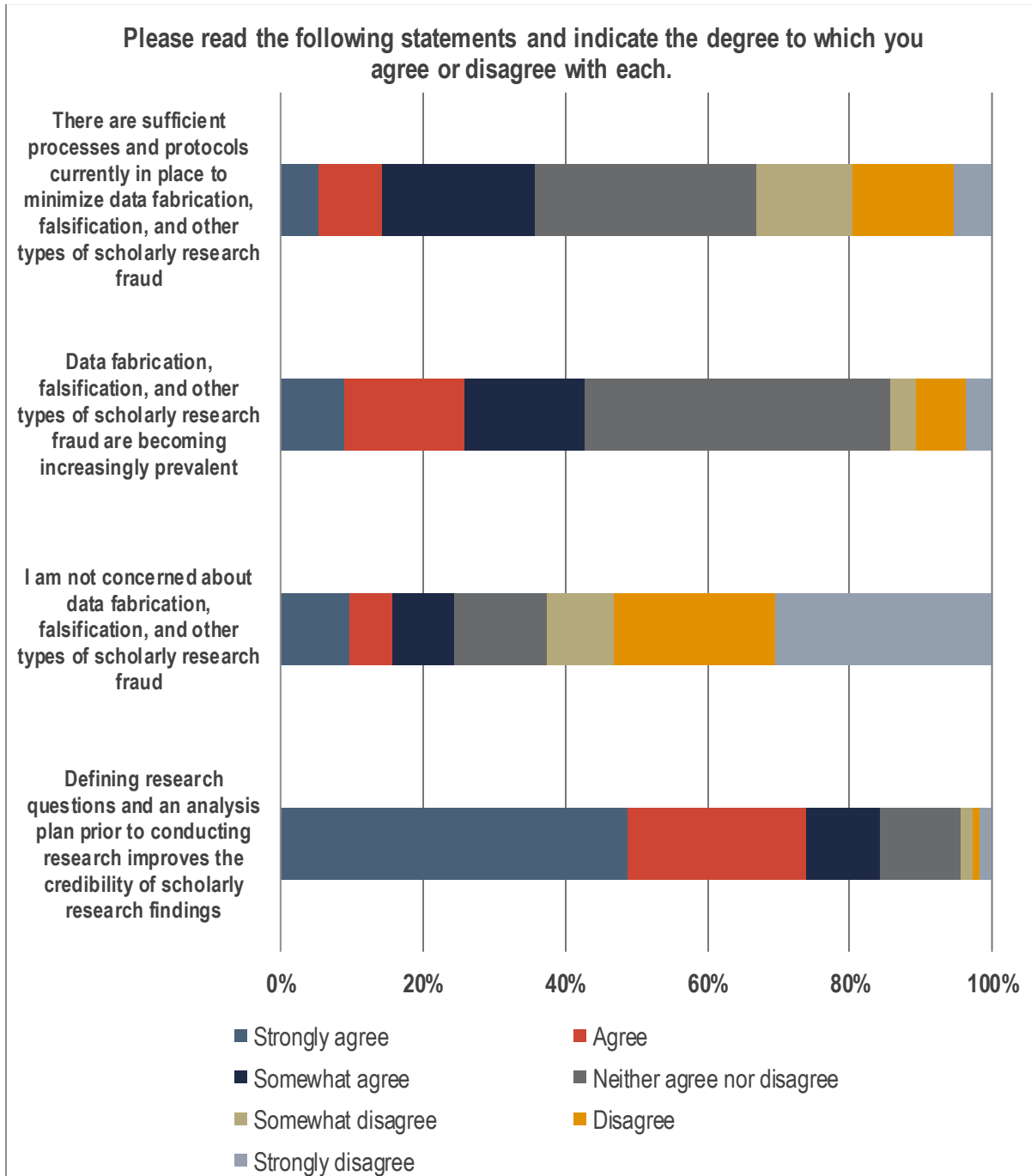
Q24 **[Contingent on R selecting at least one option from Q15]**
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	5.36%	8.93%	21.43%	31.25%	13.39%	14.29%	5.36%	112
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	8.93%	16.96%	16.96%	42.86%	3.57%	7.14%	3.57%	112
I am not concerned about data fabrication, falsification, and other types of scholarly research fraud	9.57%	6.09%	8.70%	13.04%	9.57%	22.61%	30.43%	115
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	48.70%	25.22%	10.43%	11.30%	1.74%	0.87%	1.74%	115

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

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

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

Q25

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

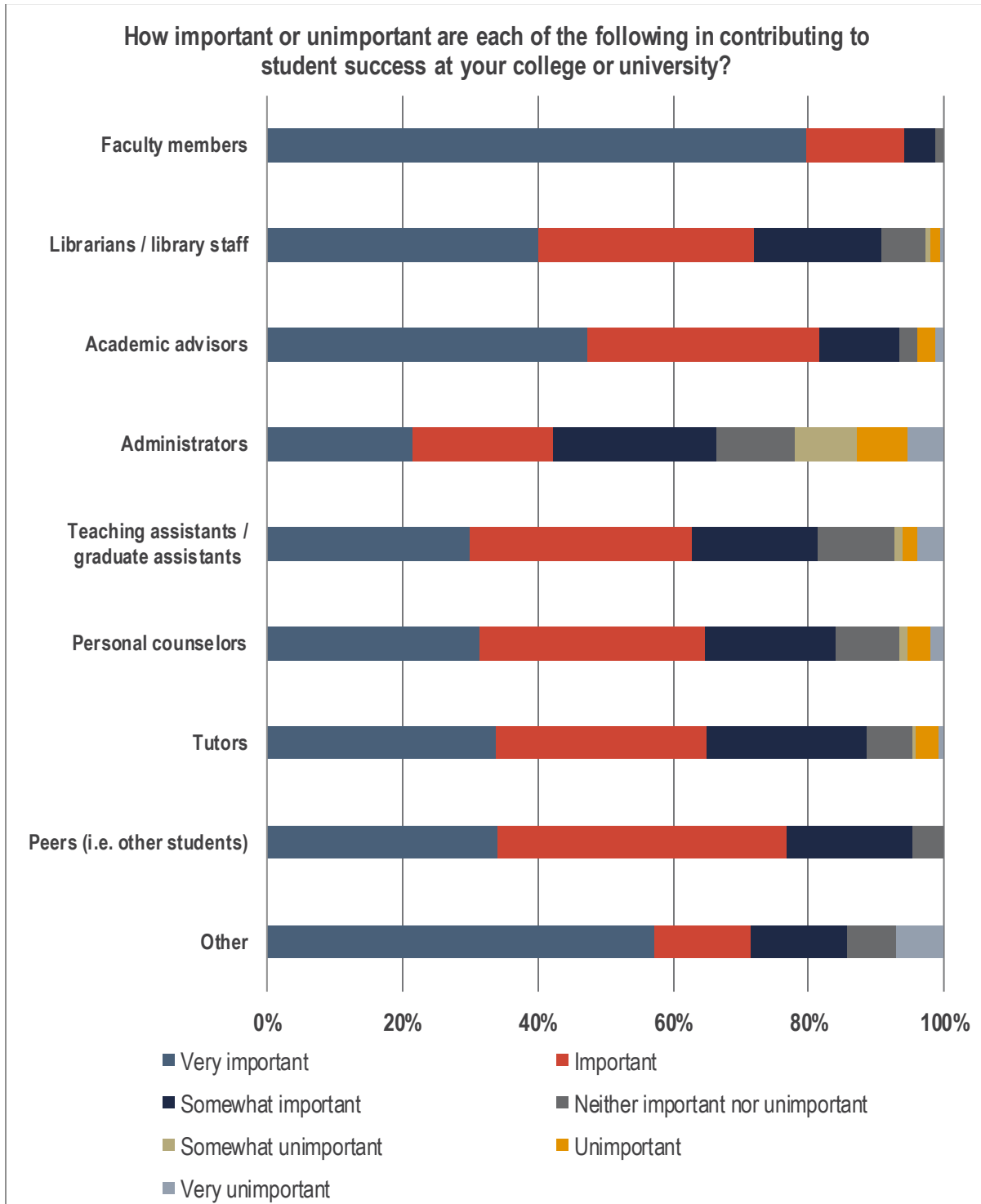|	Very important	Important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Unimportant	Very unimportant	Response
Faculty members	79.61%	14.47%	4.61%	1.32%	-	-	--	152
Librarians / library staff	40.00%	32.00%	18.67%	6.67%	0.67%	1.33%	0.67%	150
Academic advisors	47.37%	34.21%	11.84%	2.63%	-	2.63%	1.32%	152
Administrators	21.48%	20.81%	24.16%	11.41%	9.40%	7.38%	5.37%	149
Teaching assistants / graduate assistants	30.00%	32.67%	18.67%	11.33%	1.33%	2.00%	4.00%	150
Personal counselors	31.33%	33.33%	19.33%	9.33%	1.33%	3.33%	2.00%	150
Tutors	33.78%	31.08%	23.65%	6.76%	0.68%	3.38%	0.68%	148
Peers (i.e. other students)	34.01%	42.86%	18.37%	4.76%	-	-	-	147
Other	57.14%	14.29%	14.29%	7.14%	-	-	7.14%	14

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

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

Faculty members

Librarians / library staff

Academic advisors

Administrators

Teaching assistants / graduate assistants

Personal counselors

Tutors

Peers (i.e. other students)

Other

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

- ■ Very important
- ■ Important
- ■ Somewhat important
- ■ Neither important nor unimportant
- ■ Somewhat unimportant
- ■ Unimportant
- ■ Very unimportant

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

|	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	77.33%	18.67%	4.00%	150
The library pays for resources I need, from academic journals to books to electronic databases	90.73%	7.95%	1.32%	151
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	72.30%	18.24%	9.46%	148
The library supports and facilitates my teaching activities	77.33%	17.33%	5.33%	150
The library provides active support that helps to increase the productivity of my research and scholarship	74.50%	21.48%	4.03%	149
The library helps undergraduates develop research, critical analysis, and information literacy skills	88.00%	10.00%	2.00%	150
The library supports graduate students in conducting research, managing data, and publishing scholarship	86.75%	9.27%	3.97%	151

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

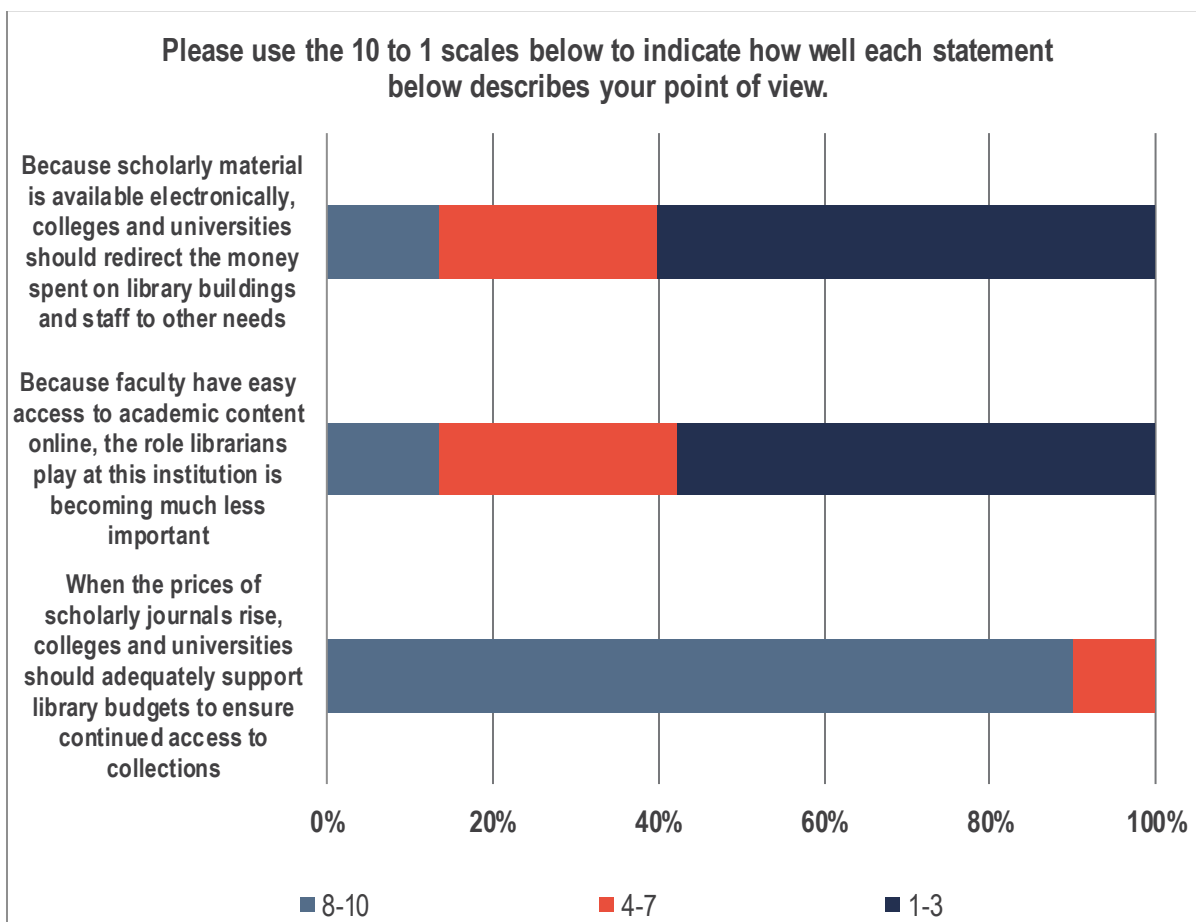**How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?**

Legend: ■ 5 - 6   ■ 3 - 4   ■ 1 - 2

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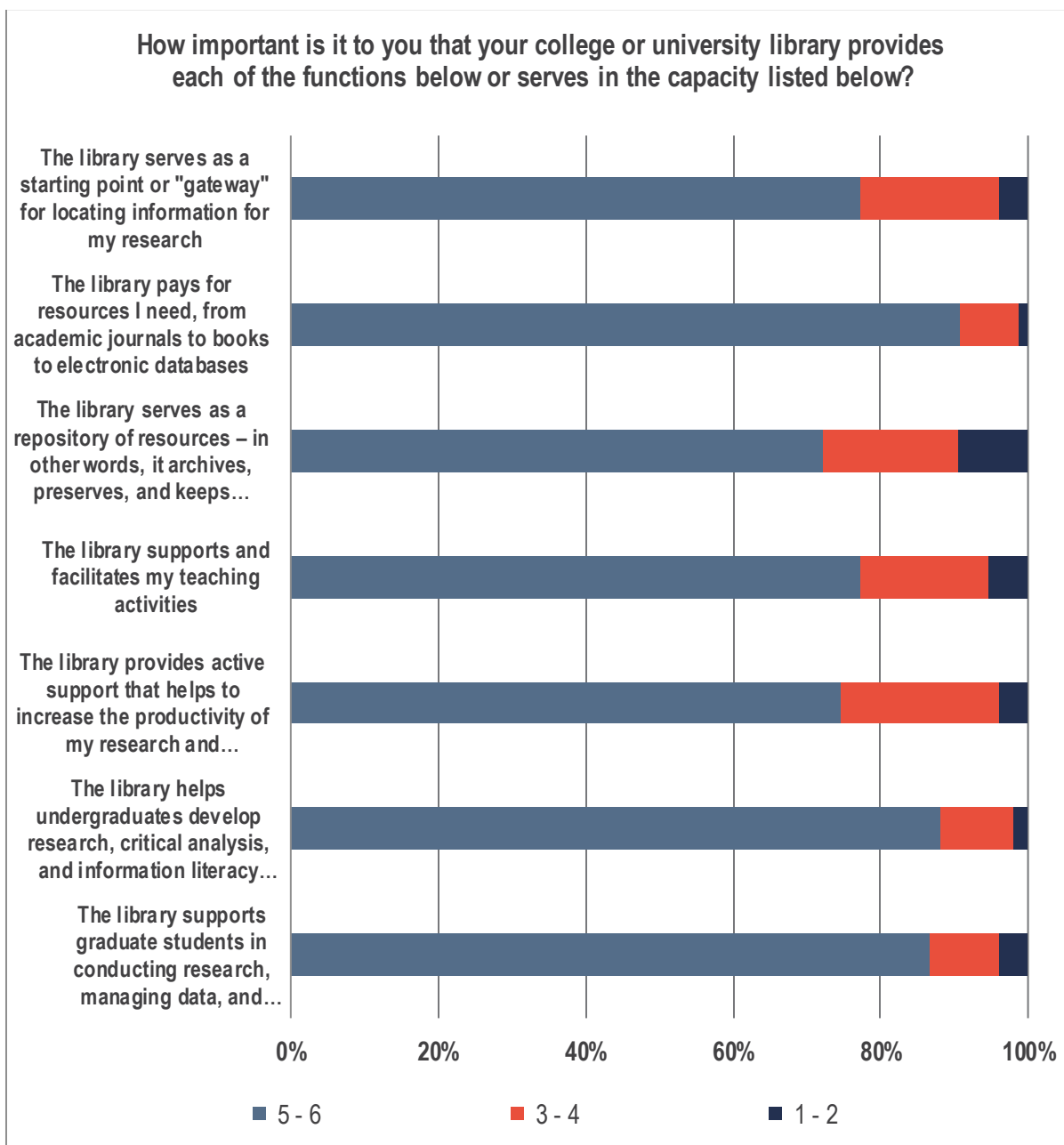
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view. [10 = extremely well; 1 = not at all well]

	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	13.51%	26.35%	60.14%	148
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	13.42%	28.86%	57.72%	149
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	89.93%	10.07%	-	149

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

Q28 [Teaching is among R's professional responsibilities] [Multiple selections possible]

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

	Response	Percent
A lower division undergraduate course (first and second year)	91	64.08%
An upper division undergraduate course (third and fourth year)	111	78.17%
A graduate-level course	81	57.04%
	283	
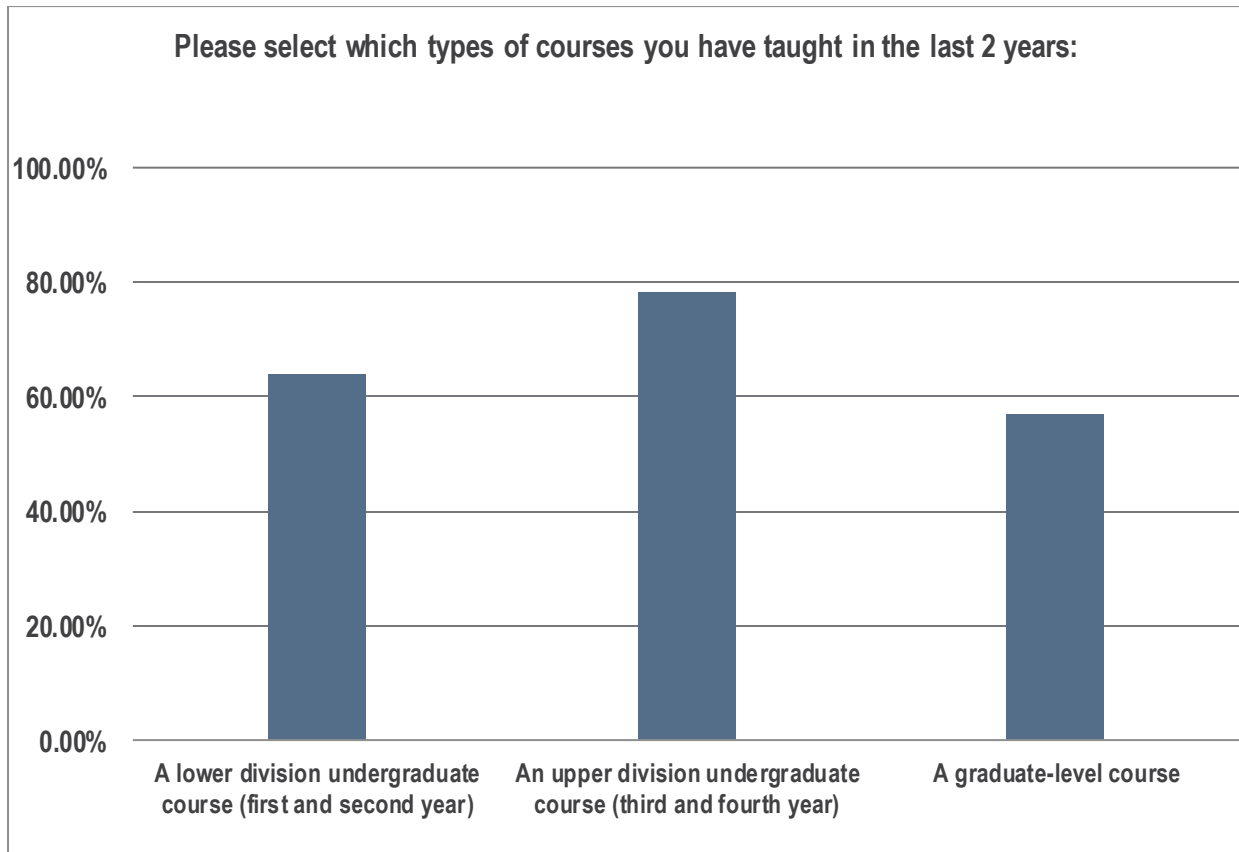
Please select which types of courses you have taught in the last 2 years:

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

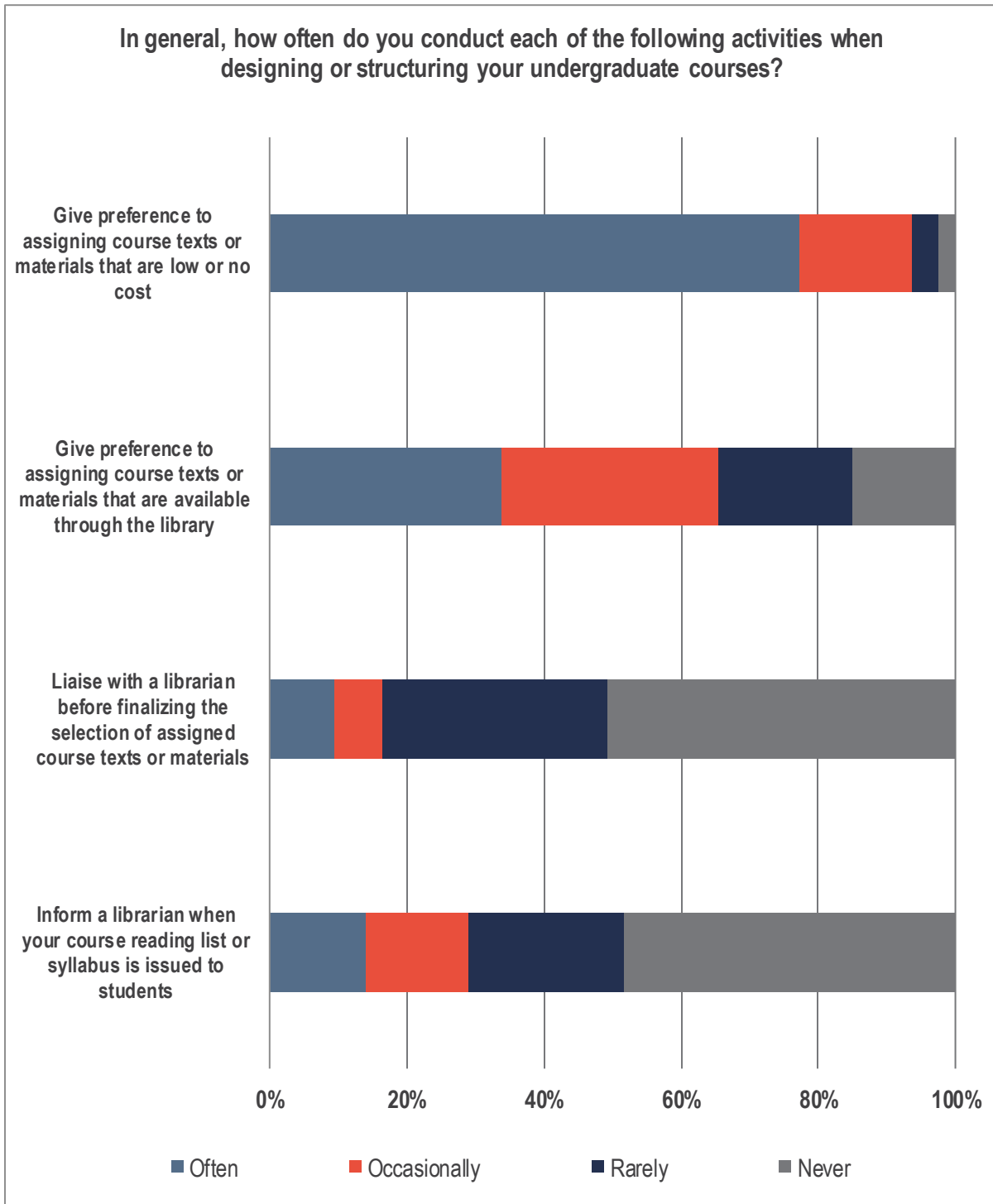|	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are low or no cost	77.17%	16.54%	3.94%	2.36%	127
Give preference to assigning course texts or materials that are available through the library	33.86%	31.50%	19.69%	14.96%	127
Liaise with a librarian before finalizing the selection of assigned course texts or materials	9.38%	7.03%	32.81%	50.78%	128
Inform a librarian when your course reading list or syllabus is issued to students	14.06%	14.84%	22.66%	48.44%	128

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

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

Legend: Often, Occasionally, Rarely, Never

Categories:
- Give preference to assigning course texts or materials that are low or no cost
- Give preference to assigning course texts or materials that are available through the library
- Liaise with a librarian before finalizing the selection of assigned course texts or materials
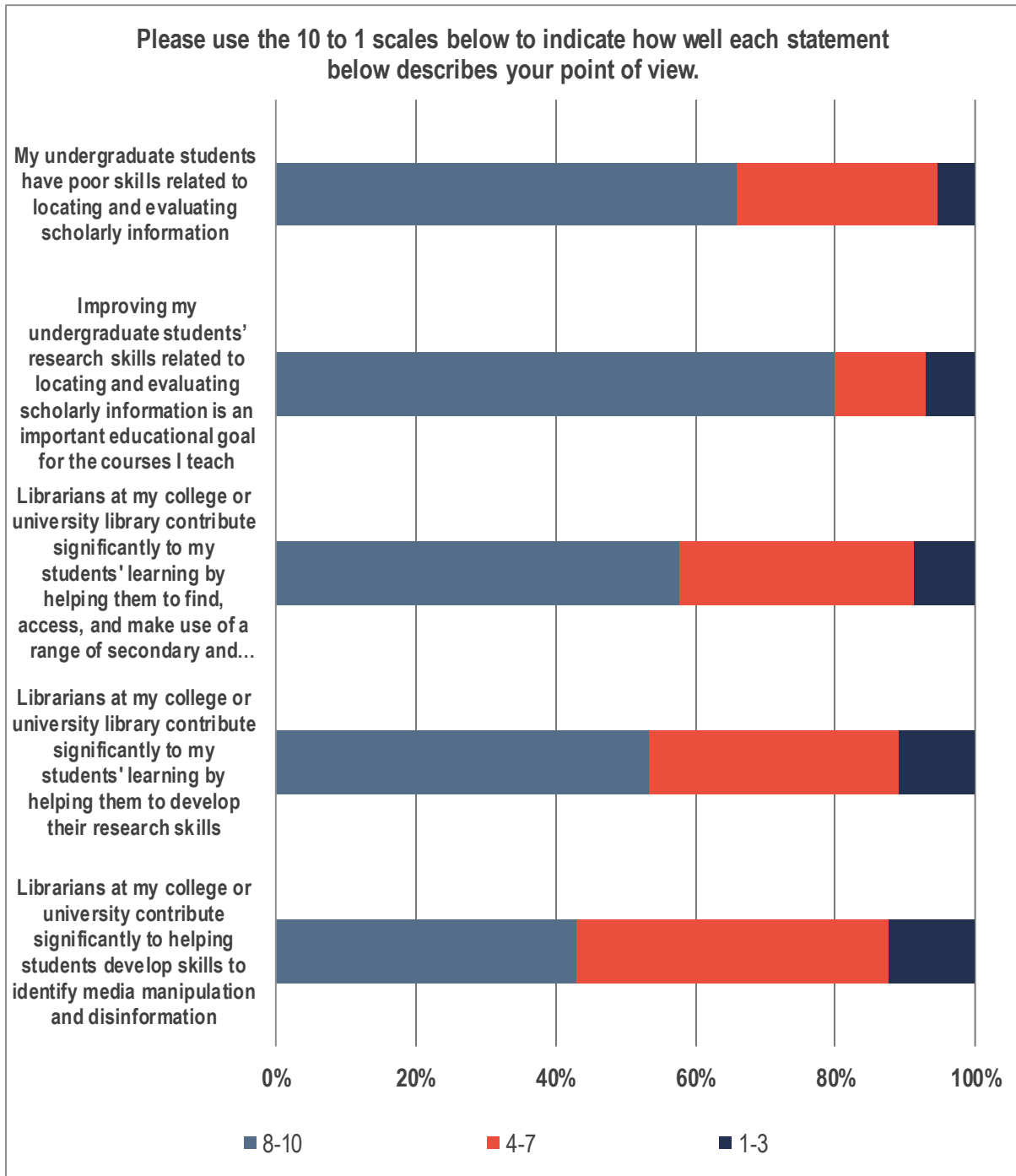- Inform a librarian when your course reading list or syllabus is issued to students

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

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	65.89%	28.68%	5.43%	129
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	79.84%	13.18%	6.98%	129
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	57.66%	33.58%	8.76%	137
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	53.28%	35.77%	10.95%	137
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	43.07%	44.53%	12.41%	137

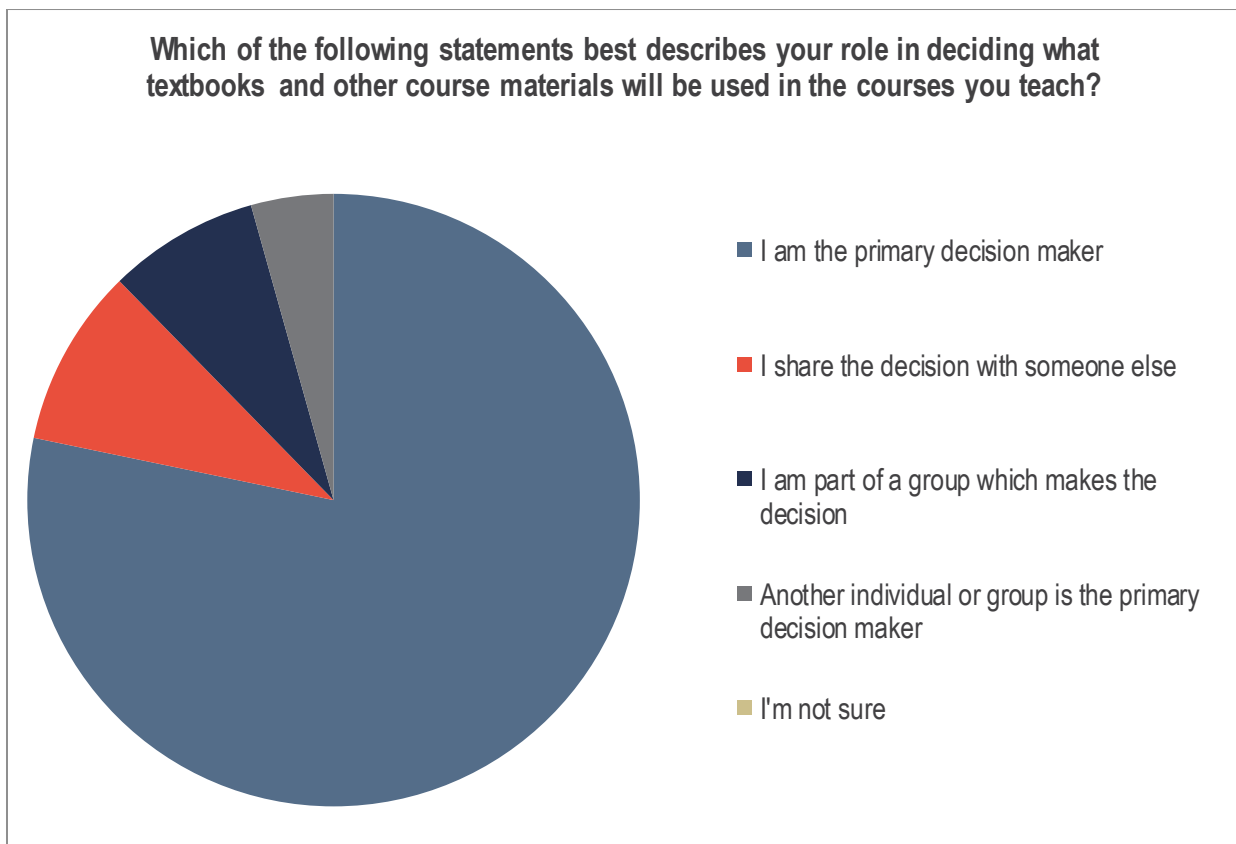## Q30 [R has taught any type of course in past 2 years]

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

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

Legend: ■ 8-10 ■ 4-7 ■ 1-3

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

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

	Response	Percent
I am the primary decision maker	108	78.26%
I share the decision with someone else	13	9.42%
I am part of a group which makes the decision	11	7.97%
Another individual or group is the primary decision maker	6	4.35%
I'm not sure	0	0.00%
	138	100.00%

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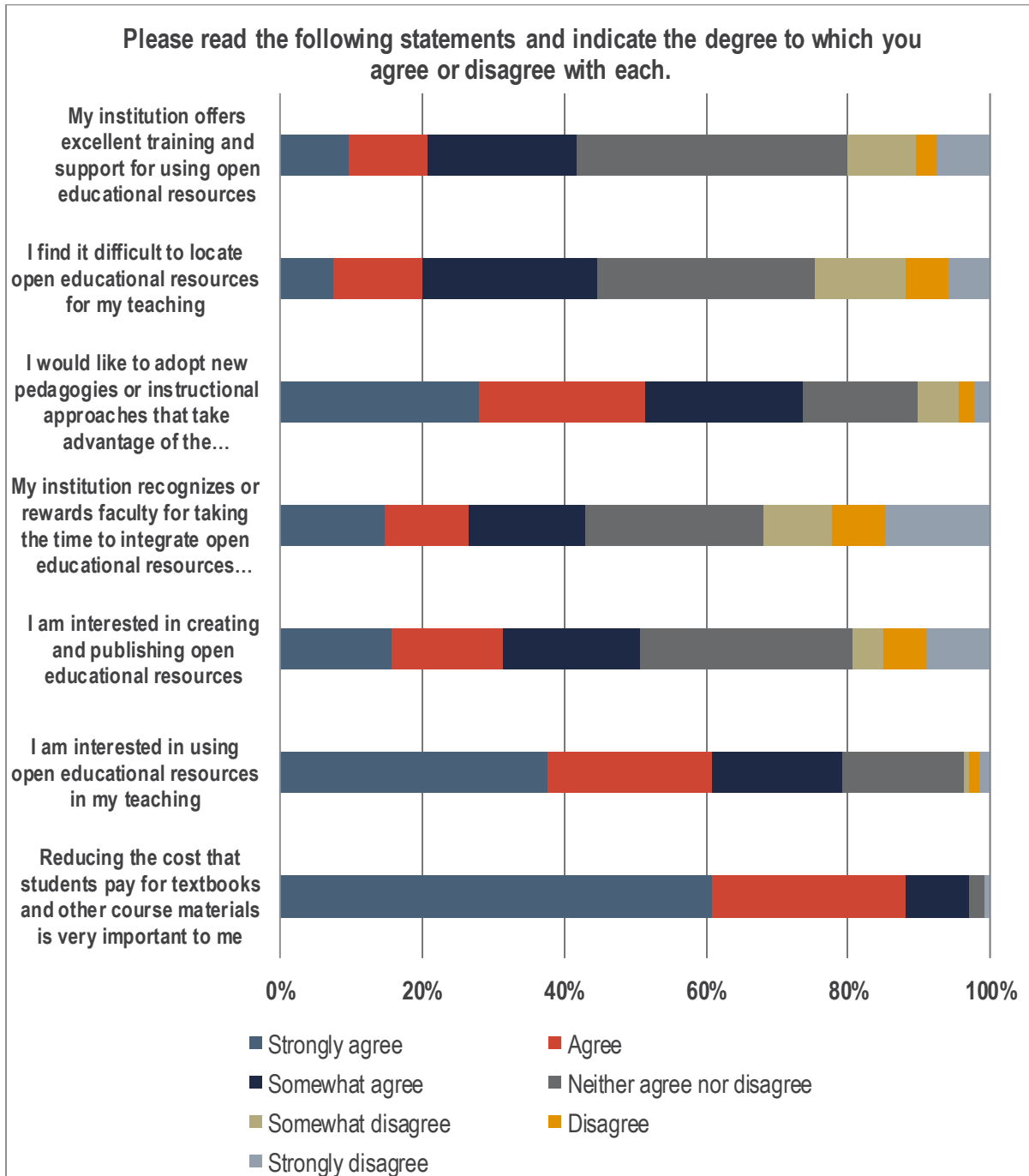
Q32 **[R has taught any type of course in past 2 years]**
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation,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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
My institution offers excellent training and support for using open educational resources	9.70%	11.19%	20.90%	38.06%	9.70%	2.99%	7.46%	134
I find it difficult to locate open educational resources for my teaching	7.46%	12.69%	24.63%	30.60%	12.69%	5.97%	5.97%	134
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources	27.94%	23.53%	22.06%	16.18%	5.88%	2.21%	2.21%	136
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	14.81%	11.85%	16.30%	25.19%	9.63%	7.41%	14.81%	135
I am interested in creating and publishing open educational resources	15.67%	15.67%	19.40%	29.85%	4.48%	5.97%	8.96%	134
I am interested in using open educational resources in my teaching	37.78%	22.96%	18.52%	17.04%	0.74%	1.48%	1.48%	135
Reducing the cost that students pay for textbooks and other course materials is very important to me	60.74%	27.41%	8.89%	2.22%	-	-	0.74%	135

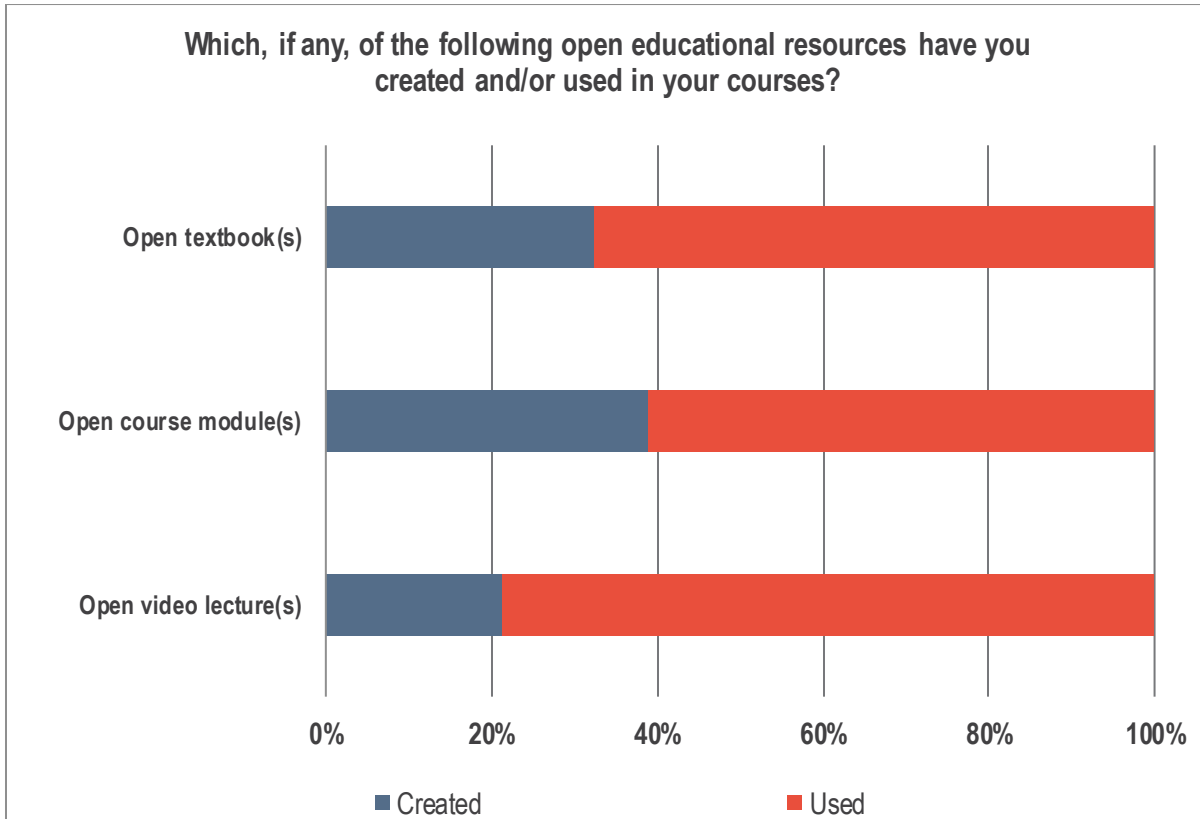Q32 **[R has taught any type of course in past 2 years]**
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation,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

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

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

Q33 **[R has taught any type of course in past 2 years]**
Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.
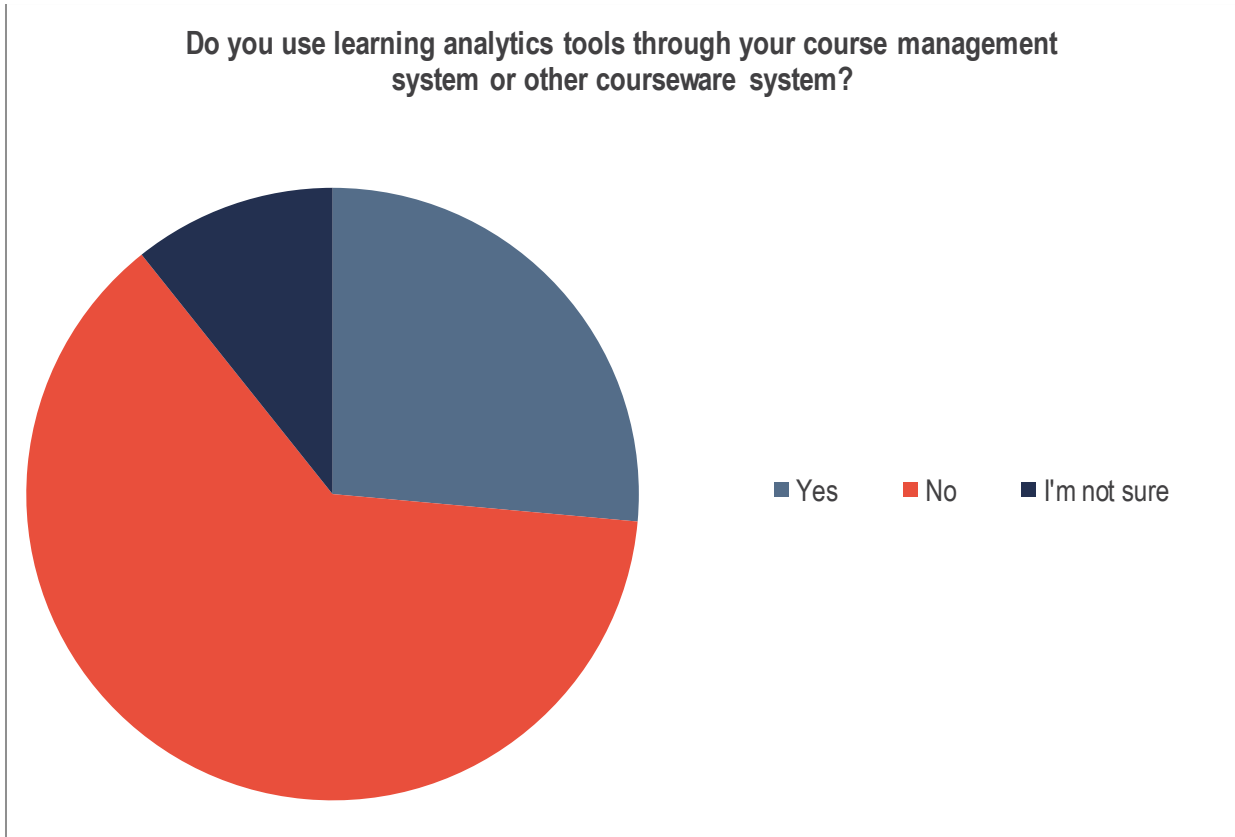
	Created	Used	Response
Open textbook(s)	39.29%	82.14%	68
Open course module(s)	41.18%	64.71%	54
Open video lecture(s)	24.39%	90.24%	47

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

	Response	Percent
Yes	37	26.43%
No	88	62.86%
I'm not sure	15	10.71%
	140	100.00%

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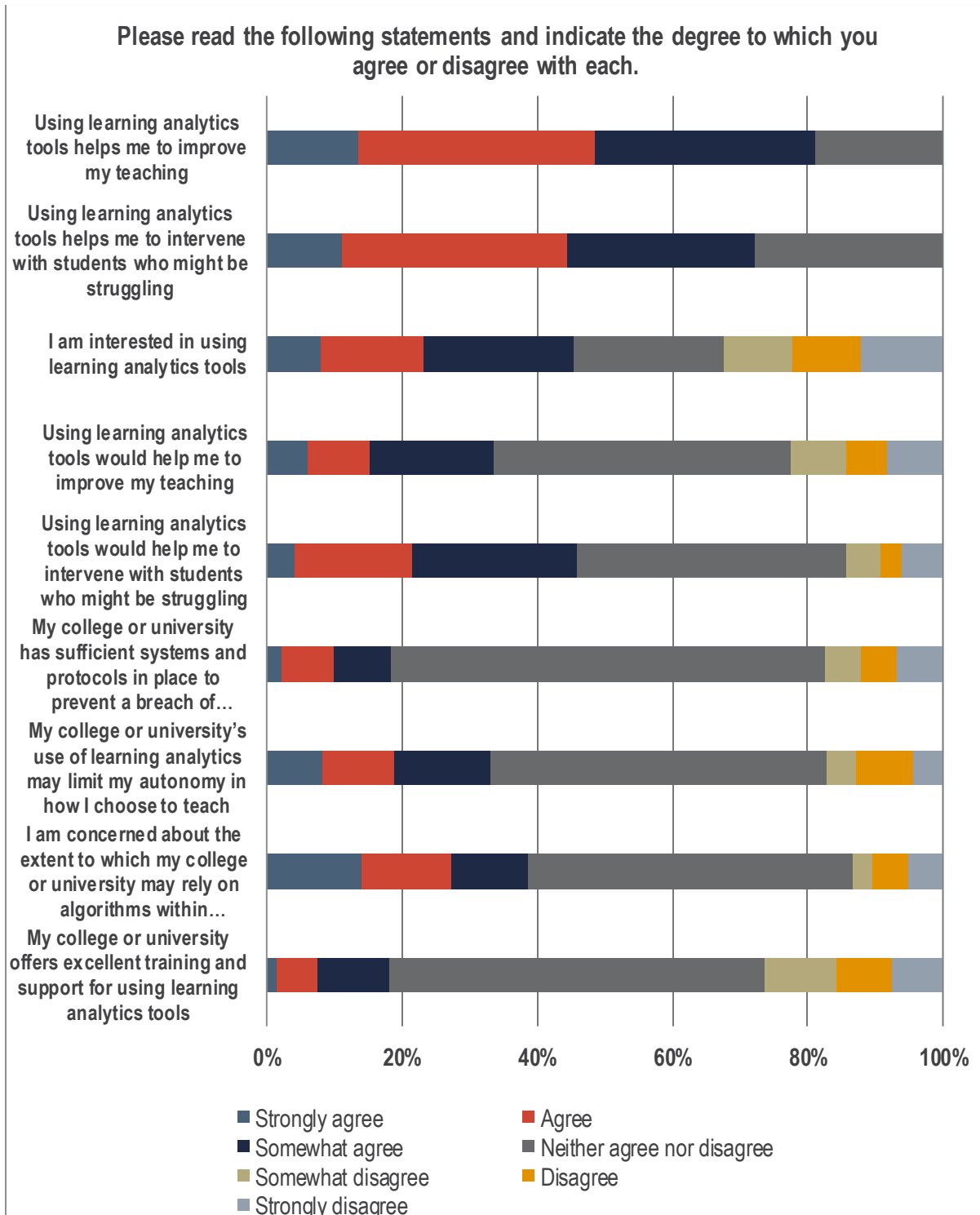

■ Yes   ■ No   ■ I'm not sure

Q35 [R has taught any type of course in past 2 years]

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
Using learning analytics tools helps me to improve my teaching	13.51%	35.14%	32.43%	18.92%	-	-	-	37
Using learning analytics tools helps me to intervene with students who might be struggling	11.11%	33.33%	27.78%	27.78%	-	-	-	36
I am interested in using learning analytics tools	8.08%	15.15%	22.22%	22.22%	10.10%	10.10%	12.12%	99
Using learning analytics tools would help me to improve my teaching	6.12%	9.18%	18.37%	43.88%	8.16%	6.12%	8.16%	98
Using learning analytics tools would help me to intervene with students who might be struggling	4.08%	17.35%	24.49%	39.80%	5.10%	3.06%	6.12%	98
My college or university has sufficient systems and protocols in place to prevent a breach of student activity data	2.29%	7.63%	8.40%	64.12%	5.34%	5.34%	6.87%	131
My college or university's use of learning analytics may limit my autonomy in how I choose to teach	8.27%	10.53%	14.29%	49.62%	4.51%	8.27%	4.51%	133
I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools	14.07%	13.33%	11.11%	48.15%	2.96%	5.19%	5.19%	135
My college or university offers excellent training and support for using learning analytics tools	1.50%	6.02%	10.53%	55.64%	10.53%	8.27%	7.52%	133

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

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

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

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

Discovery & Access

DSC1

When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process? Select one of the following answers.

DSC2

In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy editing, layout, and formatting of the final version. How often do you do each of the following with these versions of scholarly outputs - often, occasionally, rarely, or never? Please select one answer for each item.
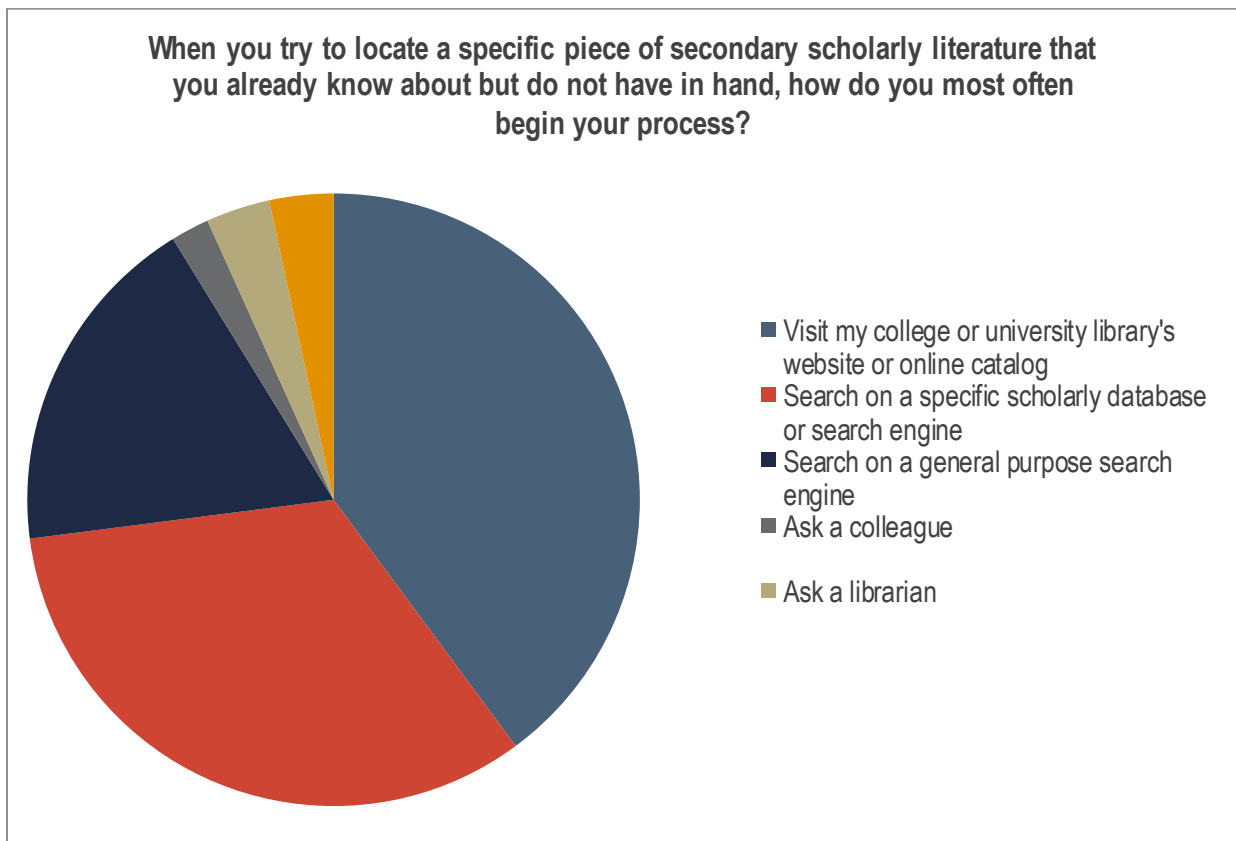
DSC3

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

DSC1

When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process? Select one of the following answers.

	Response	Percent
Visit my college or university library's website or online catalog	59	39.86%
Search on a specific scholarly database or search engine	49	33.11%
Search on a general purpose search engine	27	18.24%
Ask a colleague	3	2.03%
Ask a librarian	5	3.38%
Other	5	3.38%
	148	100.00%

When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process?

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

DSC2

In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy editing, layout, and formatting of the final version. How often do you do each of the following with these versions of scholarly outputs - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Read these versions of a scholarly work instead of the published version	13.38%	35.21%	25.35%	26.06%	142
Cite these versions of a scholarly work instead of the published version	4.23%	18.31%	33.10%	44.37%	142
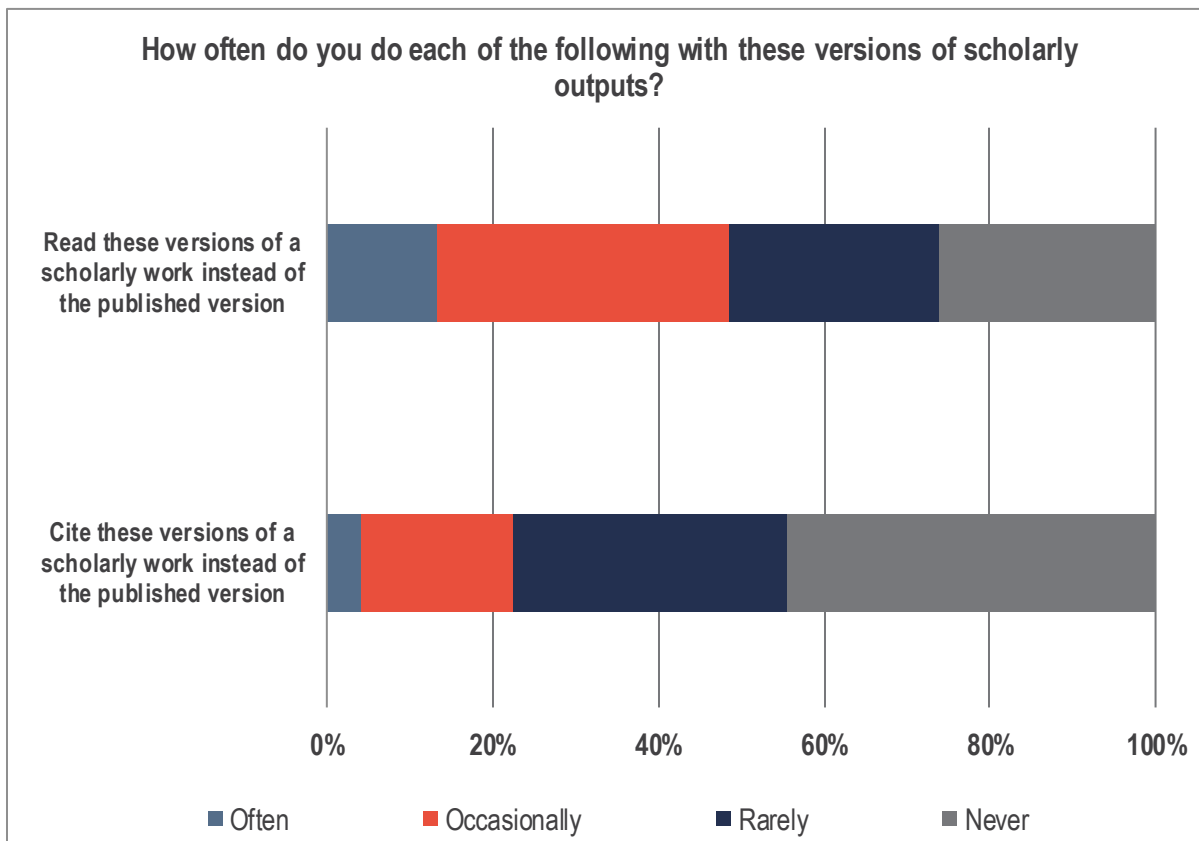
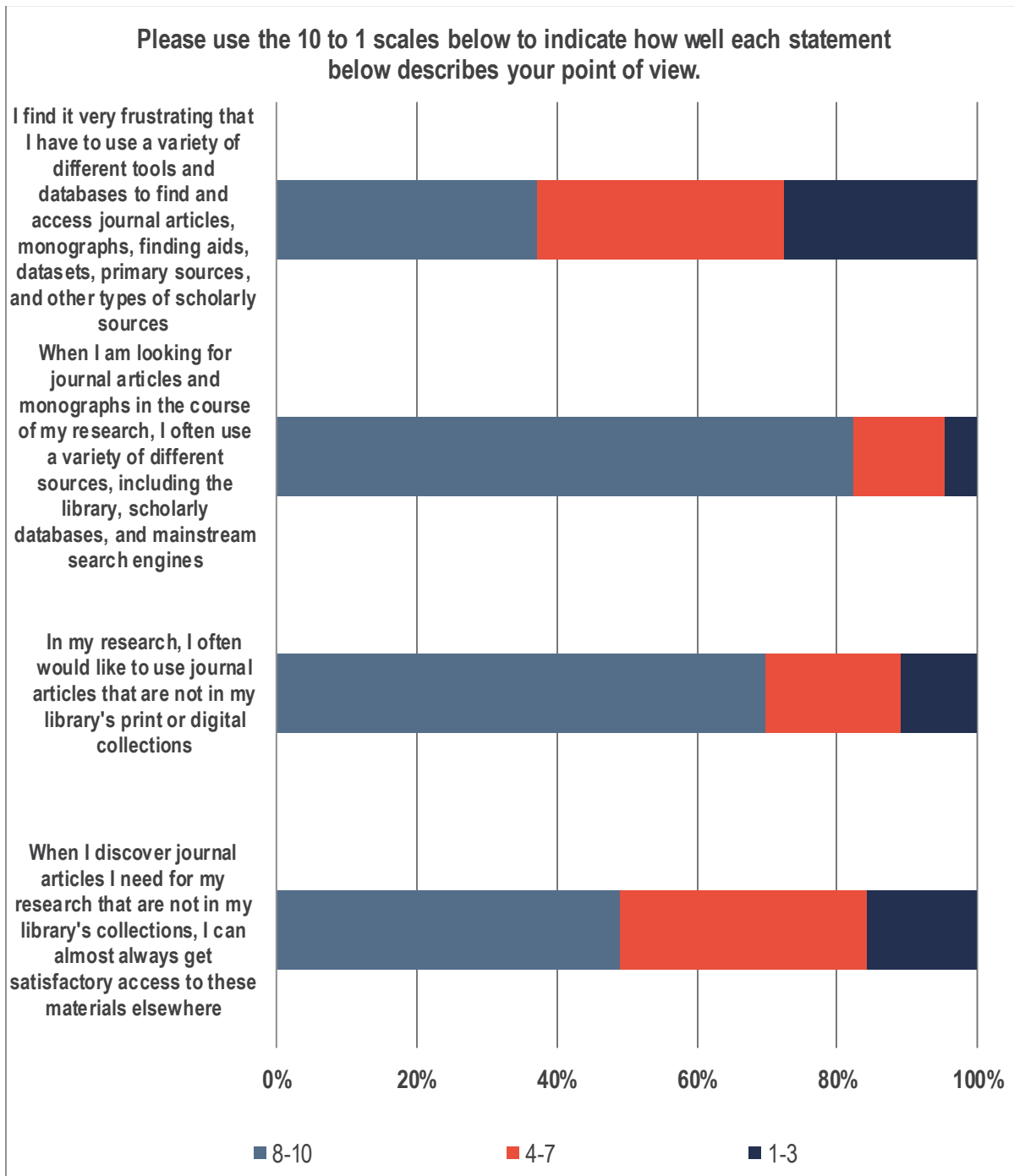How often do you do each of the following with these versions of scholarly outputs?

DSC3
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

	8-10	4-7	1-3	Response
I find it very frustrating that I have to use a variety of different tools and databases to find and access journal articles, monographs, finding aids, datasets, primary sources, and other types of scholarly sources	37.24%	35.17%	27.59%	145
When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines	82.31%	12.93%	4.76%	147
In my research, I often would like to use journal articles that are not in my library's print or digital collections	69.66%	19.31%	11.03%	145
When I discover journal articles I need for my research that are not in my library's collections, I can almost always get satisfactory access to these materials elsewhere	48.97%	35.17%	15.86%	145

DSC3
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

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

Chart categories (top to bottom):
- I find it very frustrating that I have to use a variety of different tools and databases to find and access journal articles, monographs, finding aids, datasets, primary sources, and other types of scholarly sources
- When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines
- In my research, I often would like to use journal articles that are not in my library's print or digital collections
- When I discover journal articles I need for my research that are not in my library's collections, I can almost always get satisfactory access to these materials elsewhere

Legend: ■ 8-10   ■ 4-7   ■ 1-3

Undergraduate Instruction

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

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

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

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

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

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

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

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

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

Ul10 **[R has taught an upper division course in past 2 years]**
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

Ul11 **[R has taught an upper division course in past 2 years]**
How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

Ul12 **[R has taught an upper division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

Ul13 **[R has taught an upper division course in past 2 years]**
How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

Ul14 **[R has taught any type of undergraduate course in past 2 years]**
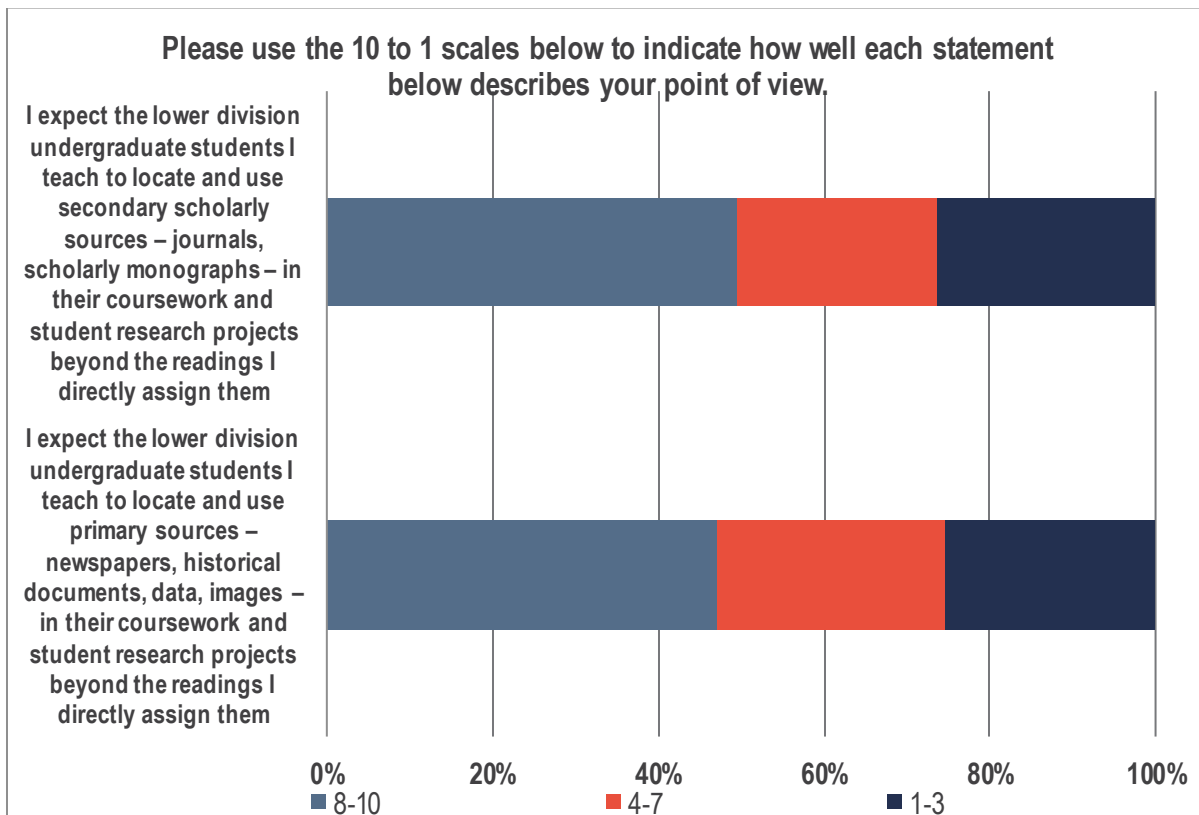Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

Ul15 **[R has taught any type of undergraduate course in past 2 years]**
Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology.

UI1 [R has taught a lower division course in past 2 years]
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.
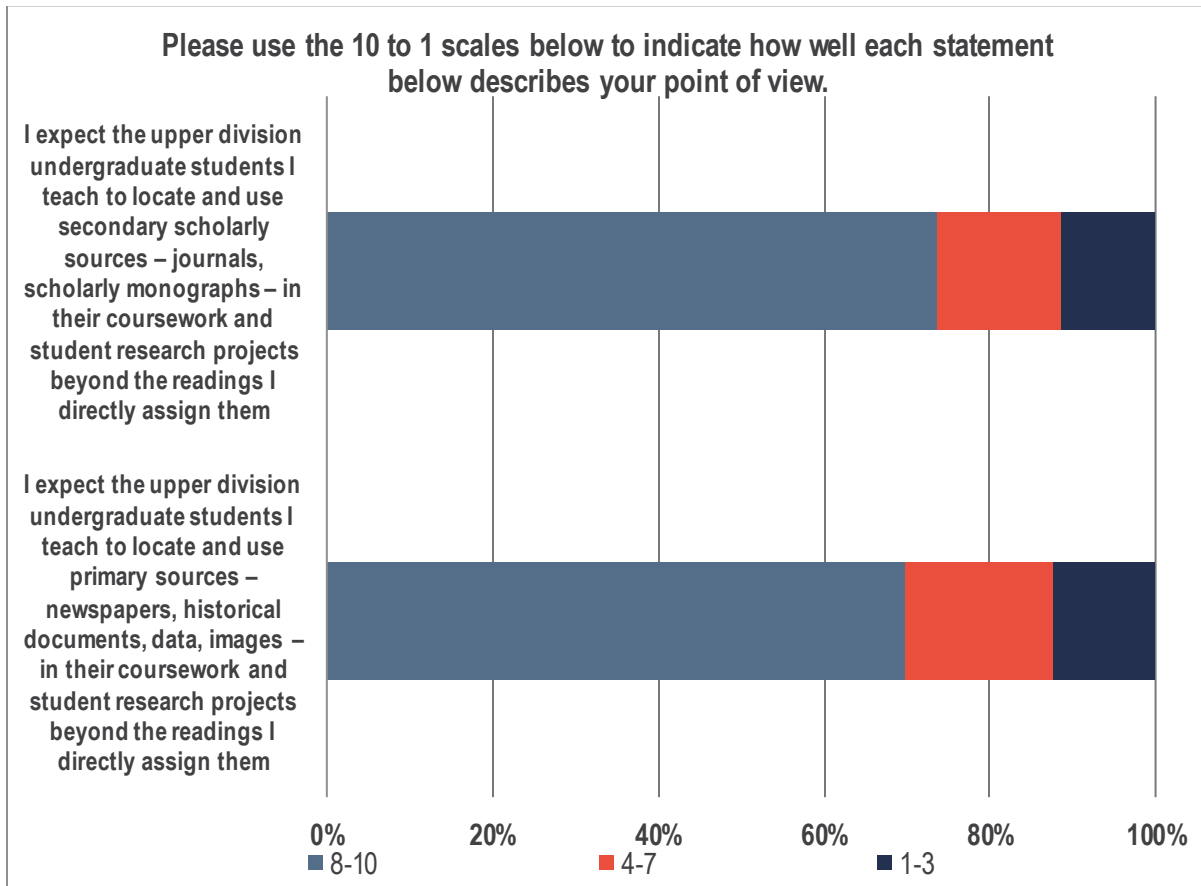
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	49.43%	24.14%	26.44%	87
I expect the lower division 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	47.13%	27.59%	25.29%	87

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

Ul2 [R has taught an upper division course in past 2 years]

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

	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	73.58%	15.09%	11.32%	106
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	69.81%	17.92%	12.26%	106

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

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

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

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

■ 8-10   ■ 4-7   ■ 1-3

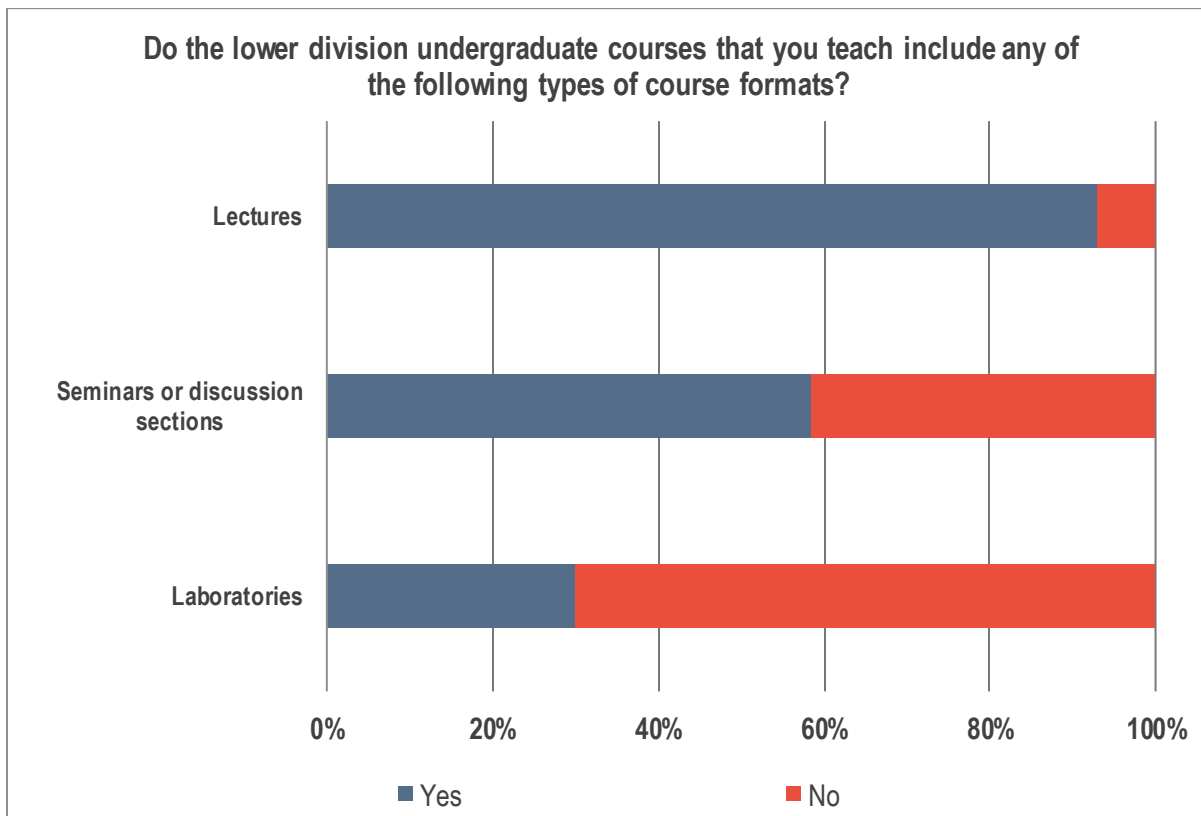Ul3 **[R has taught a lower division course in past 2 years]**
How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	76.47%	9.41%	9.41%	4.71%	85
Scholarly articles	45.35%	31.40%	13.95%	9.30%	86
Primary source materials	51.72%	27.59%	8.05%	12.64%	87
Scholarly monographs or monograph chapters	24.42%	30.23%	23.26%	22.09%	86
Non-scholarly books	16.28%	26.74%	25.58%	31.40%	86
Films, audio, artwork, or other non-textual media	32.18%	31.03%	19.54%	17.24%	87

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

How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class?
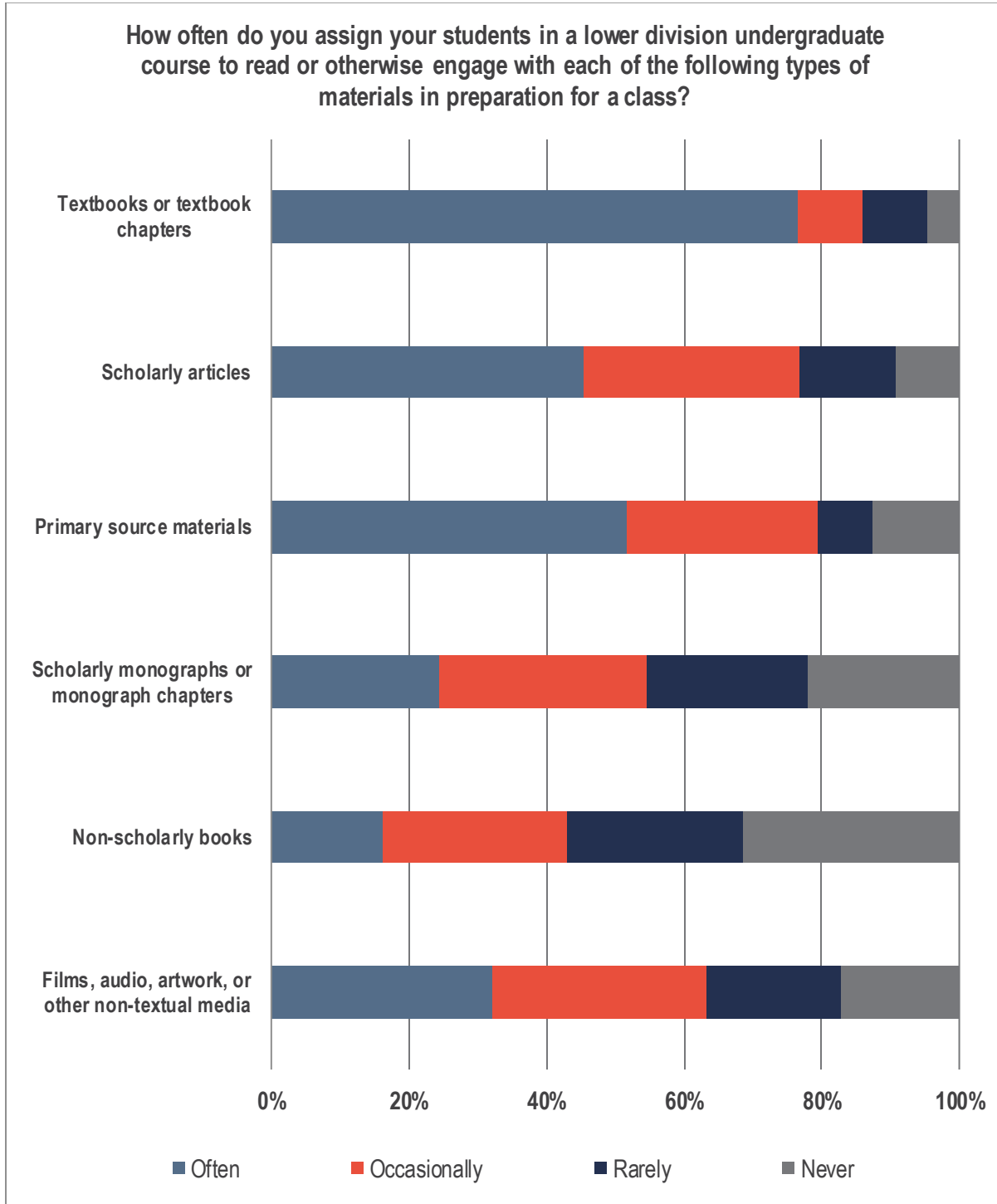
Ul4 [R has taught a lower division course in past 2 years]
Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

	Yes	No	Response
Lectures	93.02%	6.98%	86
Seminars or discussion sections	58.33%	41.67%	84
Laboratories	29.87%	70.13%	77

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

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

	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	3.45%	10.34%	10.34%	75.86%	87
Make audio or video of my lectures available online for the general public to access	2.33%	3.49%	8.14%	86.05%	86
Supplement in-person class time with additional audio or video modules	12.94%	21.18%	14.12%	51.76%	85
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	3.49%	4.65%	6.98%	84.88%	86
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	8.14%	6.98%	12.79%	72.09%	86
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	4.60%	3.45%	10.34%	81.61%	87
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	4.65%	17.44%	11.63%	66.28%	86
Use publisher-provided instructional modules that accompany a textbook to assist students	17.24%	17.24%	12.64%	52.87%	87
Assign students to create audiovisual or digital media projects	6.90%	21.84%	14.94%	56.32%	87
Assign students to share reading responses on a course discussion board or a blog	19.54%	17.24%	16.09%	47.13%	87
Use digital games or simulations to allow students to explore concepts	4.60%	11.49%	11.49%	72.41%	87
Show videos in the classroom, instead or as one component of a lecture or discussion	34.88%	29.07%	17.44%	18.60%	86

	Often	Occasionally	Rarely	Never	Response
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	3.45%	4.60%	13.79%	78.16%	87

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

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

How often do you utilize each of the following techniques in your lower division undergraduate courses?
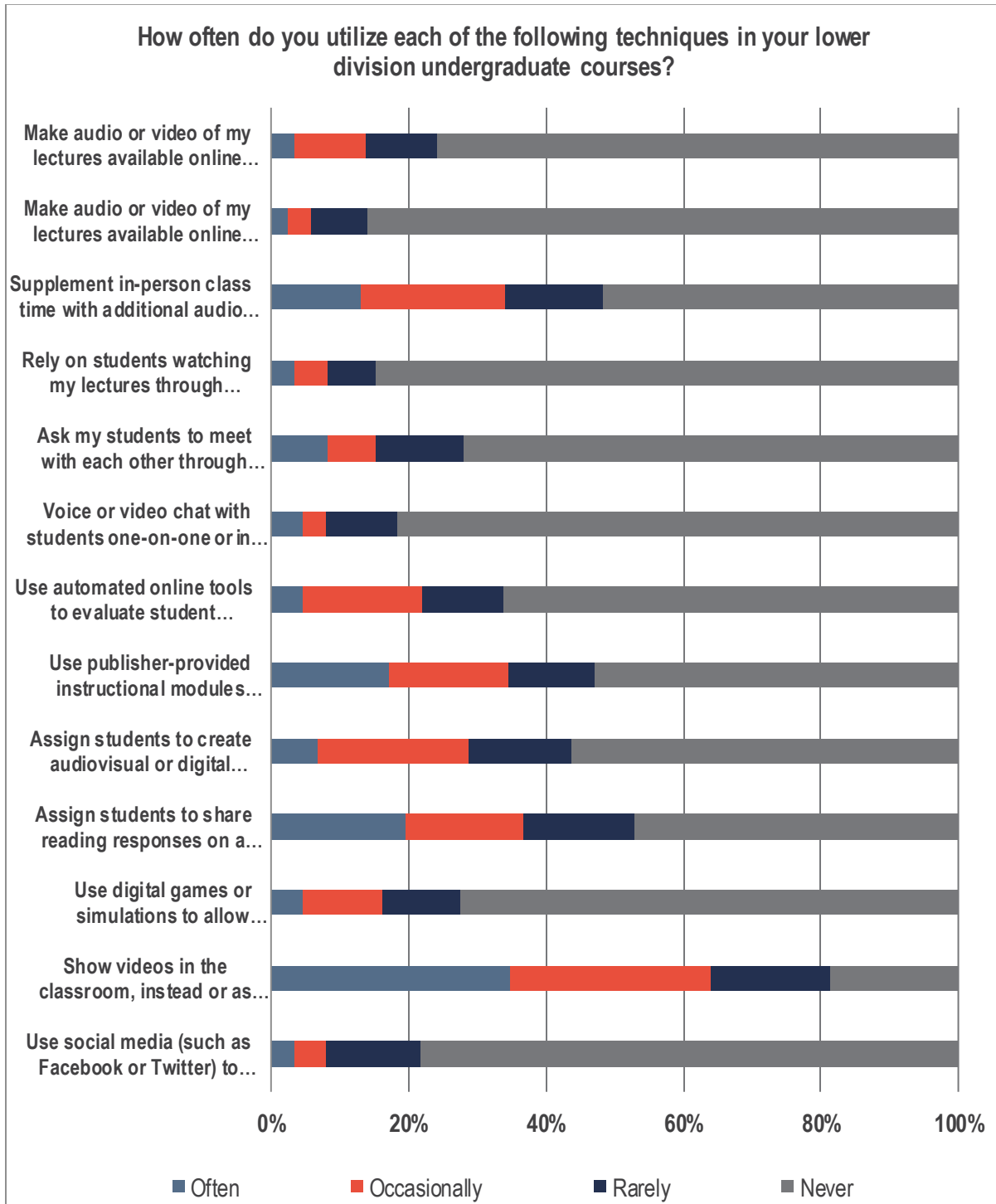
UI6 [R has taught a lower division course in past 2 years]
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.
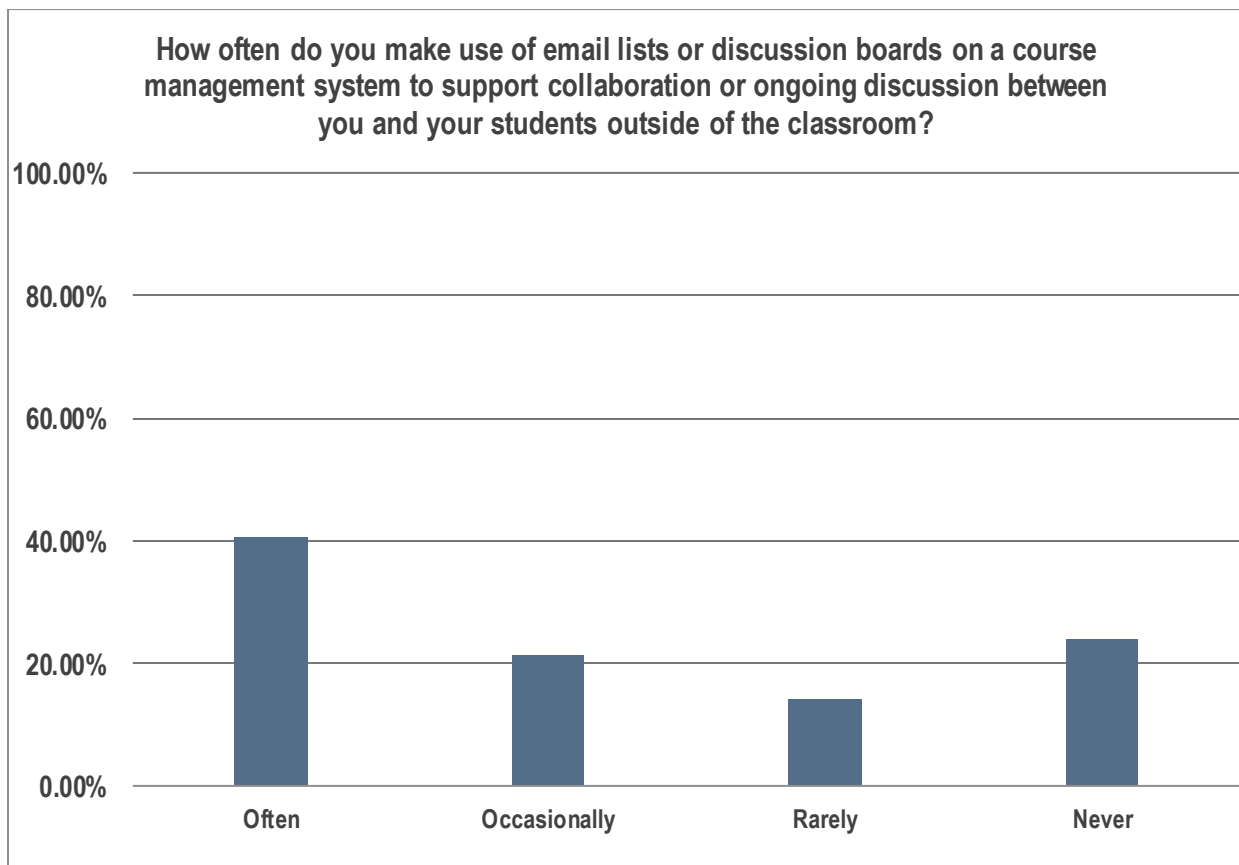
	Often	Occasionally	Rarely	Never	Response
Problem sets	29.07%	12.79%	9.30%	48.84%	86
Responses to assigned readings	63.22%	13.79%	11.49%	11.49%	87
Research papers	41.38%	17.24%	21.84%	19.54%	87
Experiments or experiential learning	22.99%	18.39%	16.09%	42.53%	87
Presentations or multimedia projects	34.88%	23.26%	19.77%	22.09%	86
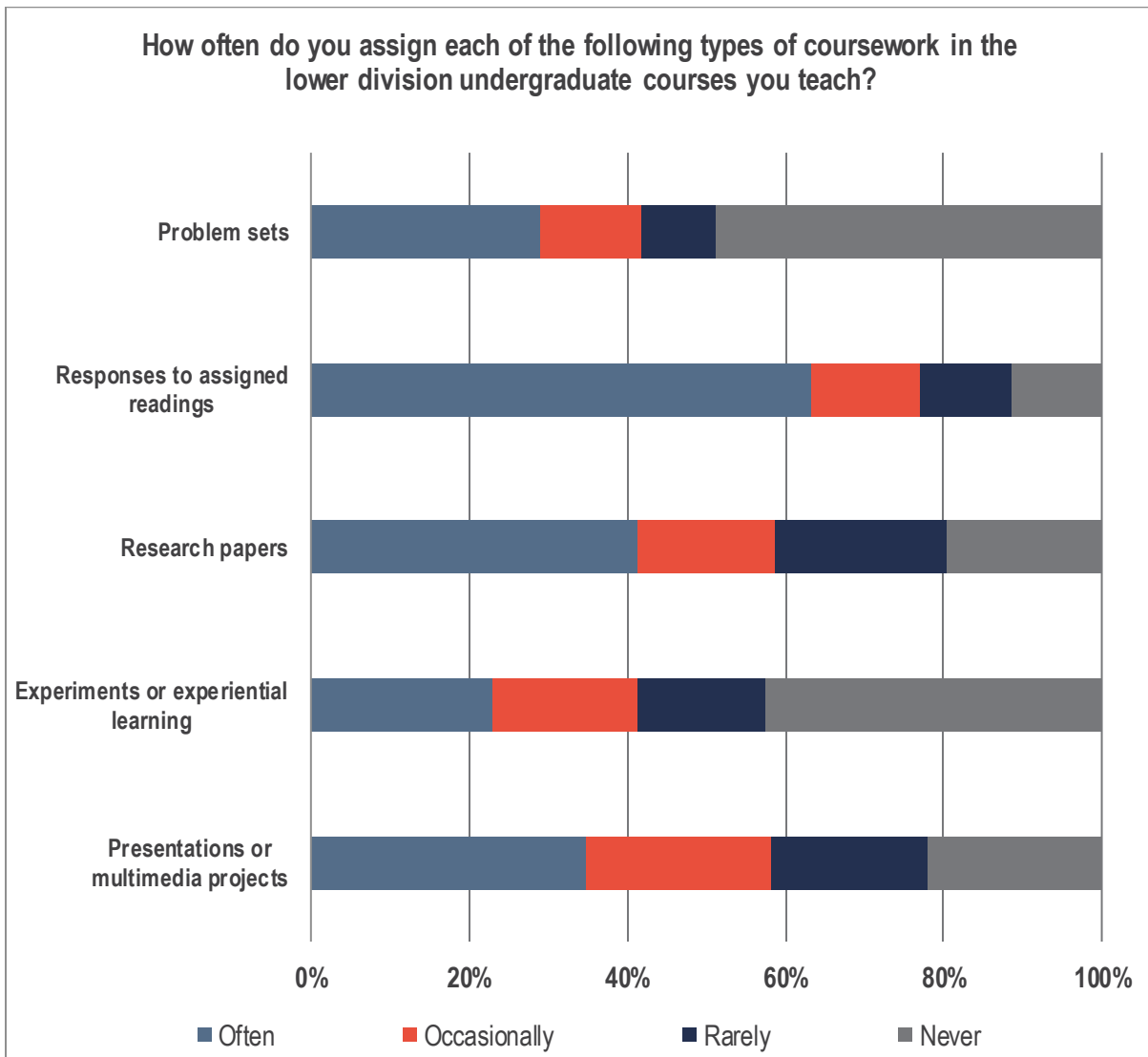
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach?

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

	Response	Percent
Often	51	40.48%
Occasionally	27	21.43%
Rarely	18	14.29%
Never	30	23.81%
	126	100.00%

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

UI8 [R has taught a lower division course in past 2 years]

How often do you do each of the following in the lower division undergraduate courses that you teach - often, occasionally, rarely, or never? Please select one answer for each item.
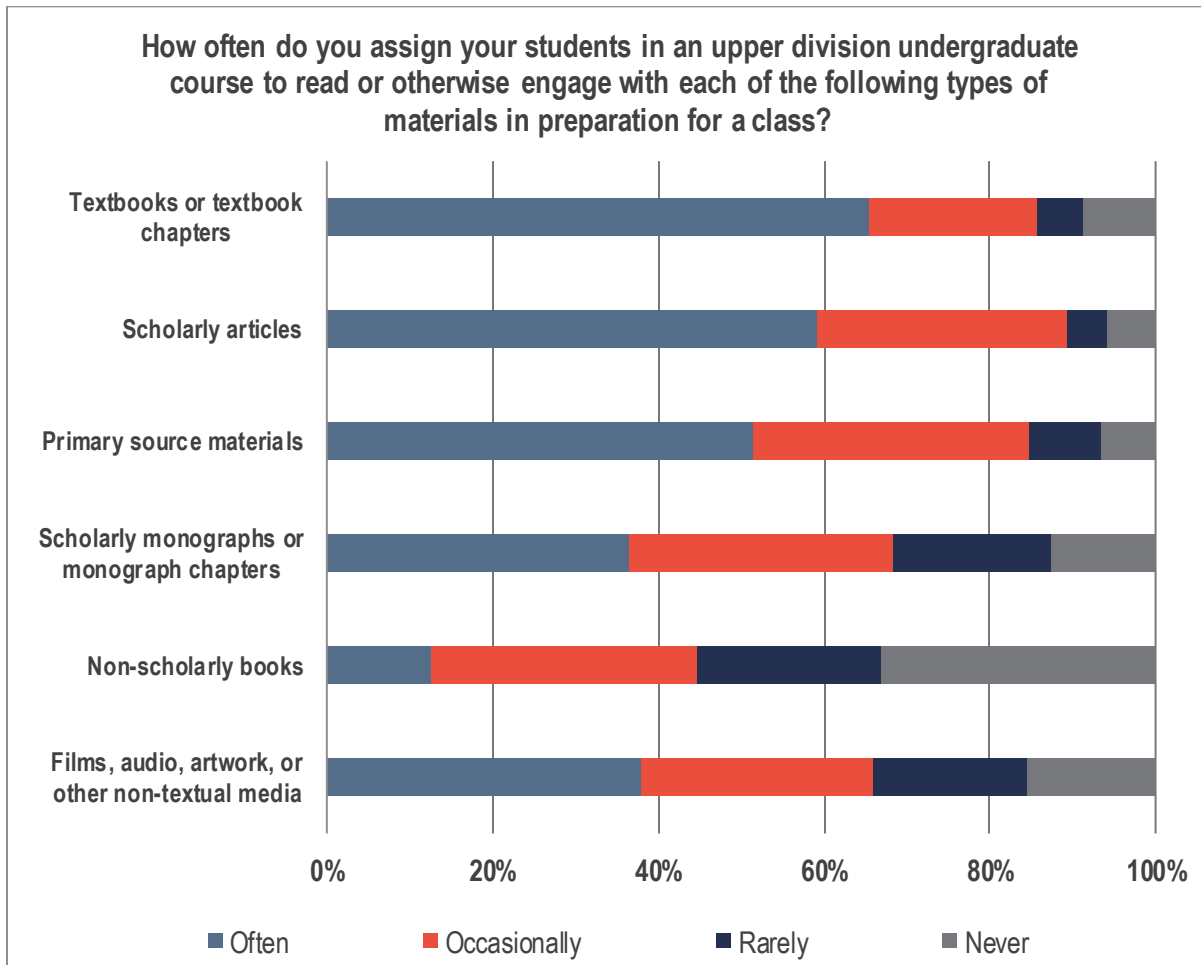
	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	3.49%	12.79%	8.14%	75.58%	86
Replace in-person laboratory exercises with digital simulations of laboratory activities	2.33%	6.98%	4.65%	86.05%	86
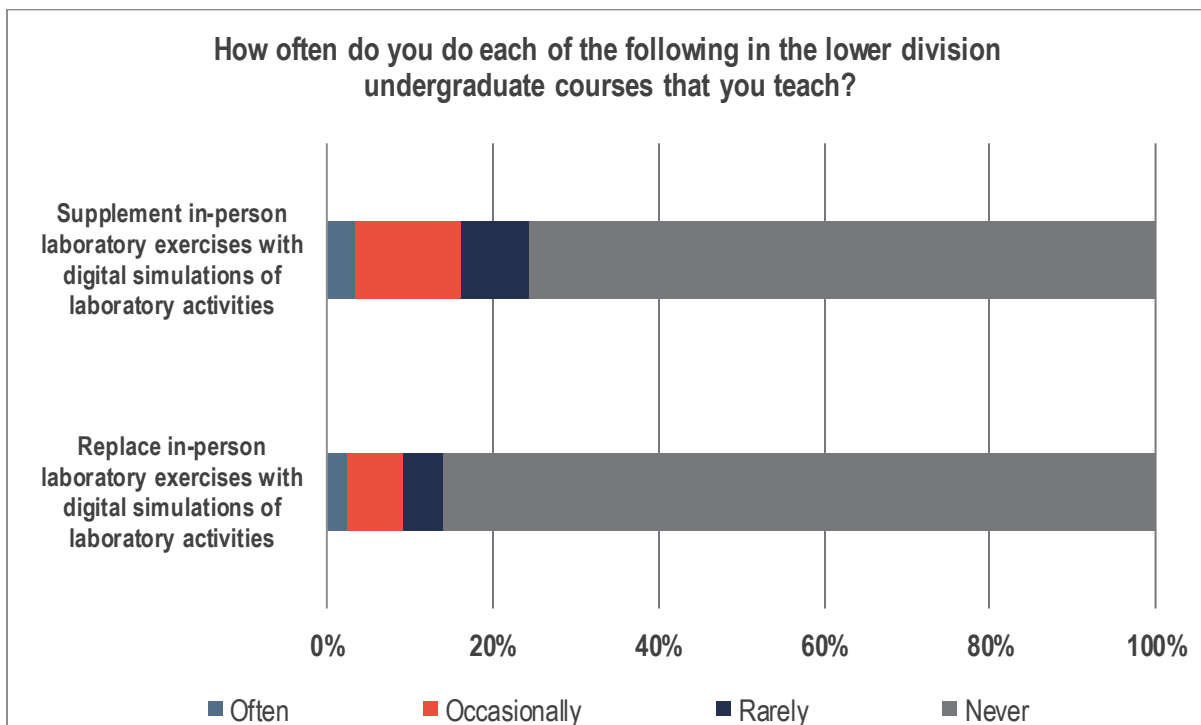
How often do you do each of the following in the lower division undergraduate courses that you teach?

UI9 [R has taught an upper division course in past 2 years]
How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.
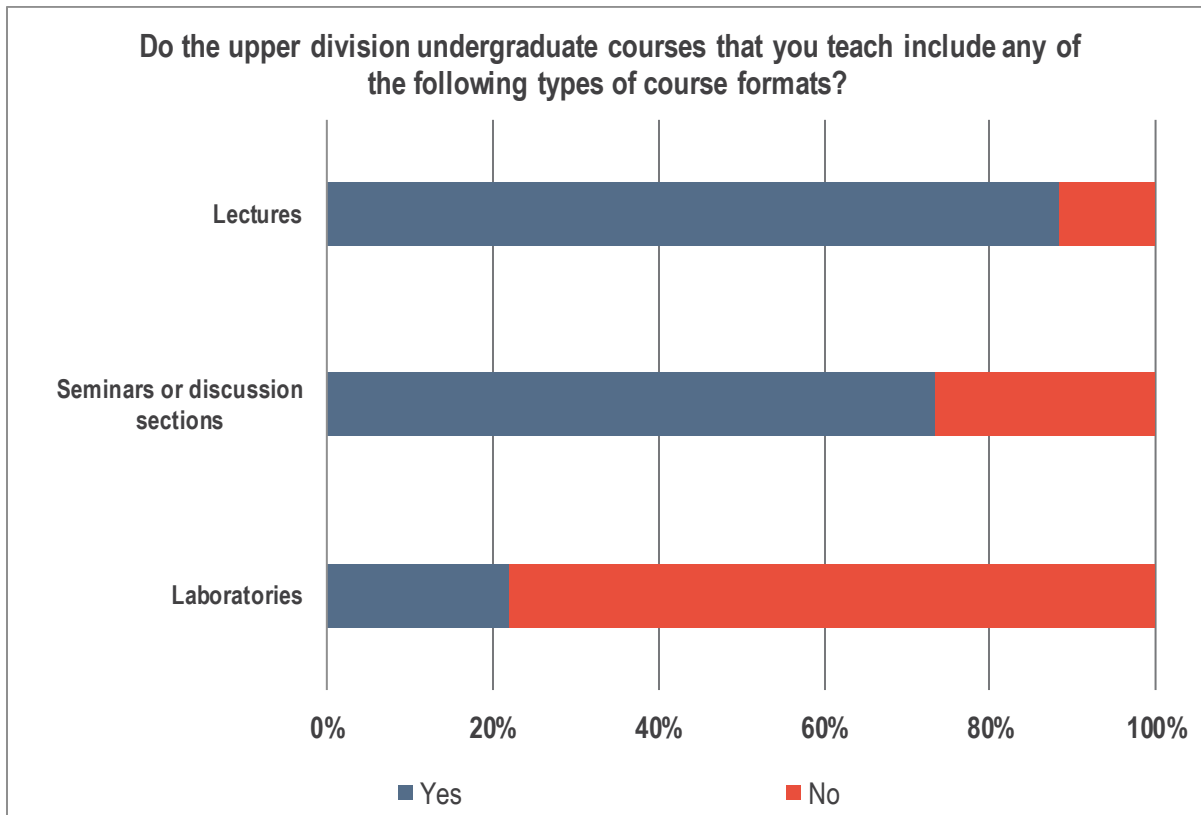
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	65.38%	20.19%	5.77%	8.65%	104
Scholarly articles	59.22%	30.10%	4.85%	5.83%	103
Primary source materials	51.43%	33.33%	8.57%	6.67%	105
Scholarly monographs or monograph chapters	36.54%	31.73%	19.23%	12.50%	104
Non-scholarly books	12.62%	32.04%	22.33%	33.01%	103
Films, audio, artwork, or other non-textual media	37.86%	28.16%	18.45%	15.53%	103

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

UI10 [R has taught an upper division course in past 2 years]
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.
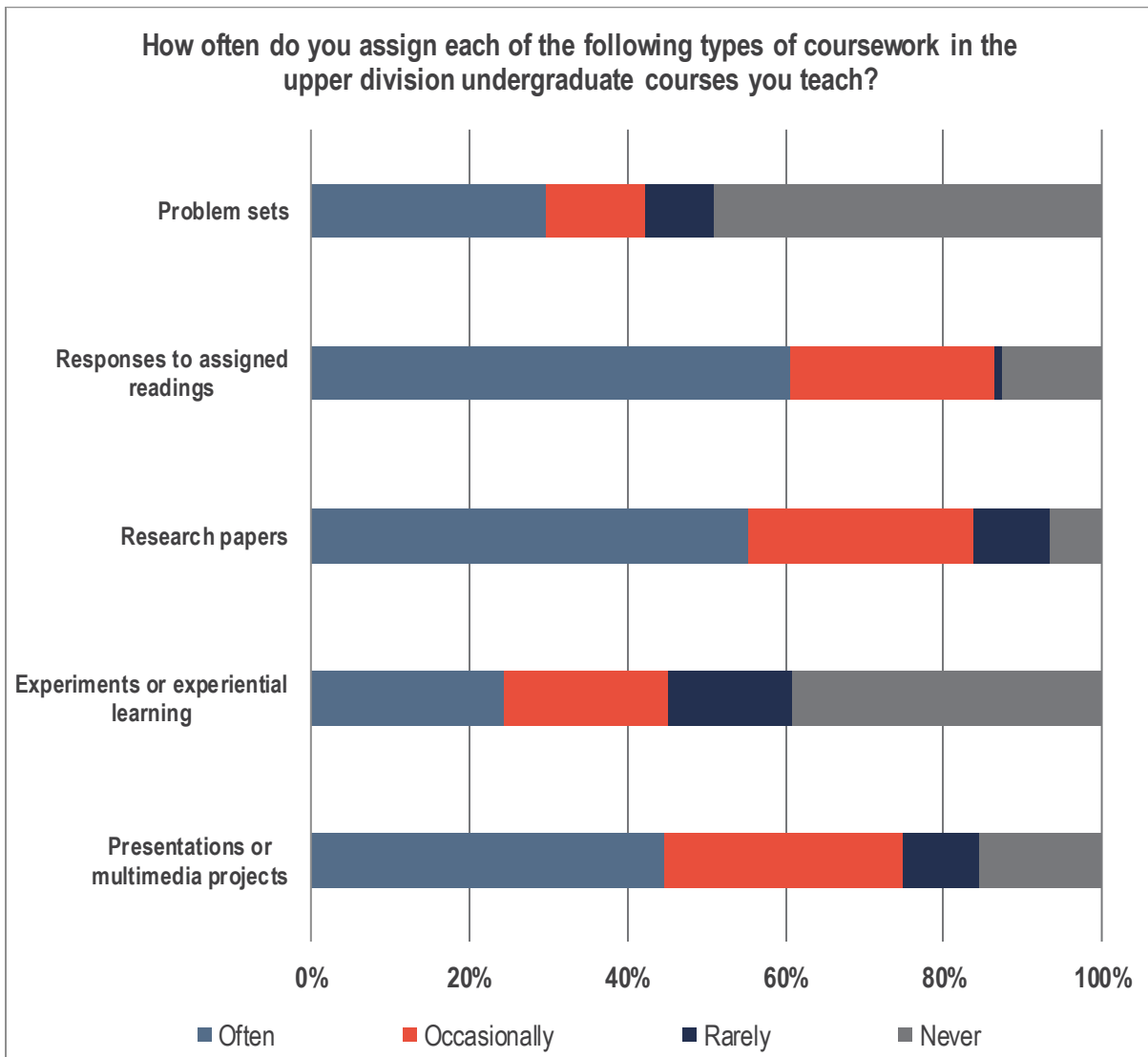
	Yes	No	Response
Lectures	88.46%	11.54%	104
Seminars or discussion sections	73.33%	26.67%	105
Laboratories	21.88%	78.13%	96

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

UI11 [R has taught an upper division course in past 2 years]

How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Problem sets	29.81%	12.50%	8.65%	49.04%	104
Responses to assigned readings	60.58%	25.96%	0.96%	12.50%	104
Research papers	55.24%	28.57%	9.52%	6.67%	105
Experiments or experiential learning	24.51%	20.59%	15.69%	39.22%	102
Presentations or multimedia projects	44.66%	30.10%	9.71%	15.53%	103

How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach?

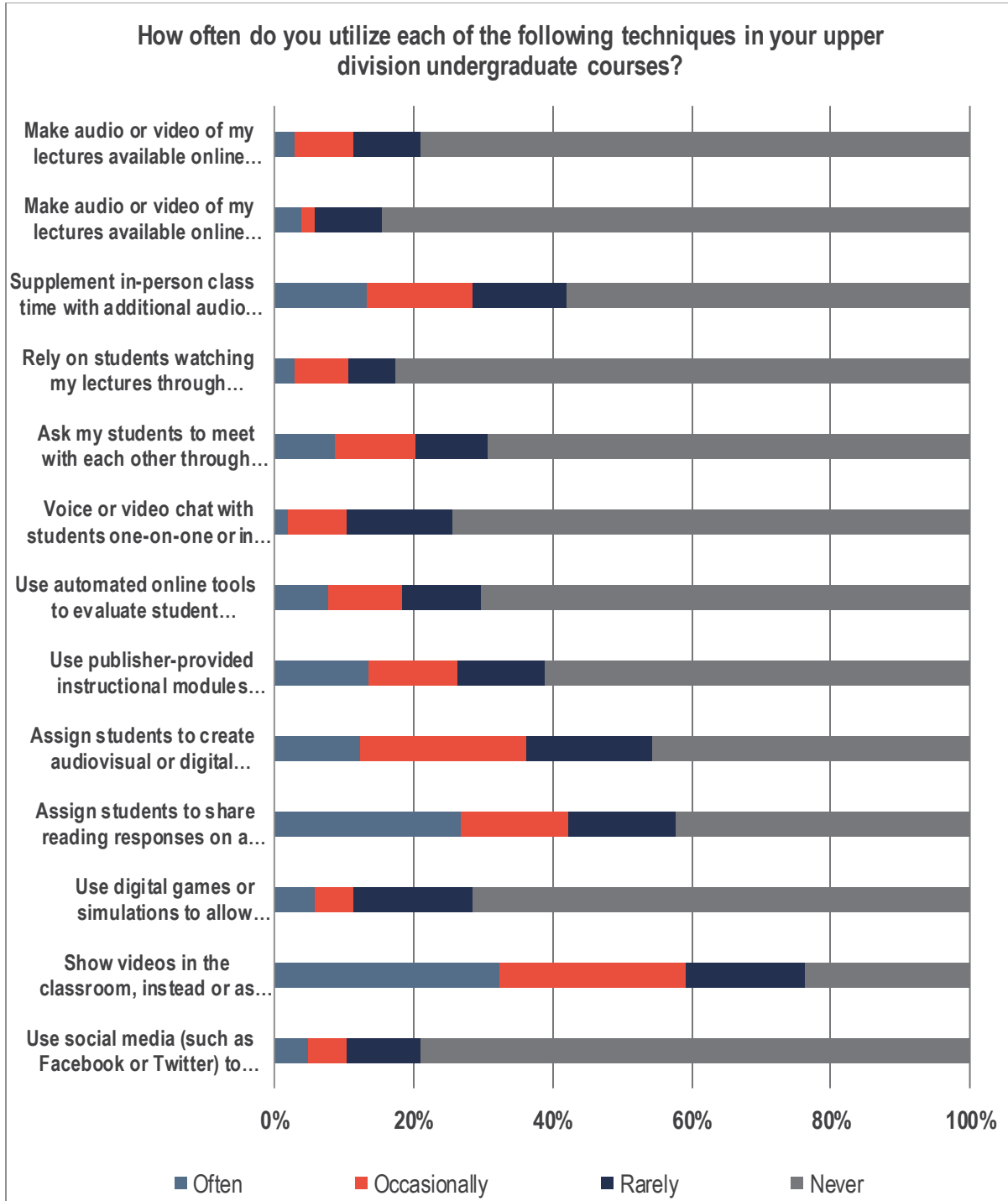## UI12 [R has taught an upper division course in past 2 years]

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

	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	2.86%	8.57%	9.52%	79.05%	105
Make audio or video of my lectures available online for the general public to access	3.85%	1.92%	9.62%	84.62%	104
Supplement in-person class time with additional audio or video modules	13.33%	15.24%	13.33%	58.10%	105
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	2.88%	7.69%	6.73%	82.69%	104
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	8.65%	11.54%	10.58%	69.23%	104
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	1.90%	8.57%	15.24%	74.29%	105
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	7.69%	10.58%	11.54%	70.19%	104
Use publisher-provided instructional modules that accompany a textbook to assist students	13.59%	12.62%	12.62%	61.17%	103
Assign students to create audiovisual or digital media projects	12.38%	23.81%	18.10%	45.71%	105
Assign students to share reading responses on a course discussion board or a blog	26.92%	15.38%	15.38%	42.31%	104
Use digital games or simulations to allow students to explore concepts	5.71%	5.71%	17.14%	71.43%	105
Show videos in the classroom, instead or as one component of a lecture or discussion	32.38%	26.67%	17.14%	23.81%	105

	Often	Occasionally	Rarely	Never	Response
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	4.76%	5.71%	10.48%	79.05%	105

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

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

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

	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	1.94%	7.77%	9.71%	80.58%	103
Replace in-person laboratory exercises with digital simulations of laboratory activities	0.97%	6.80%	8.74%	83.50%	103
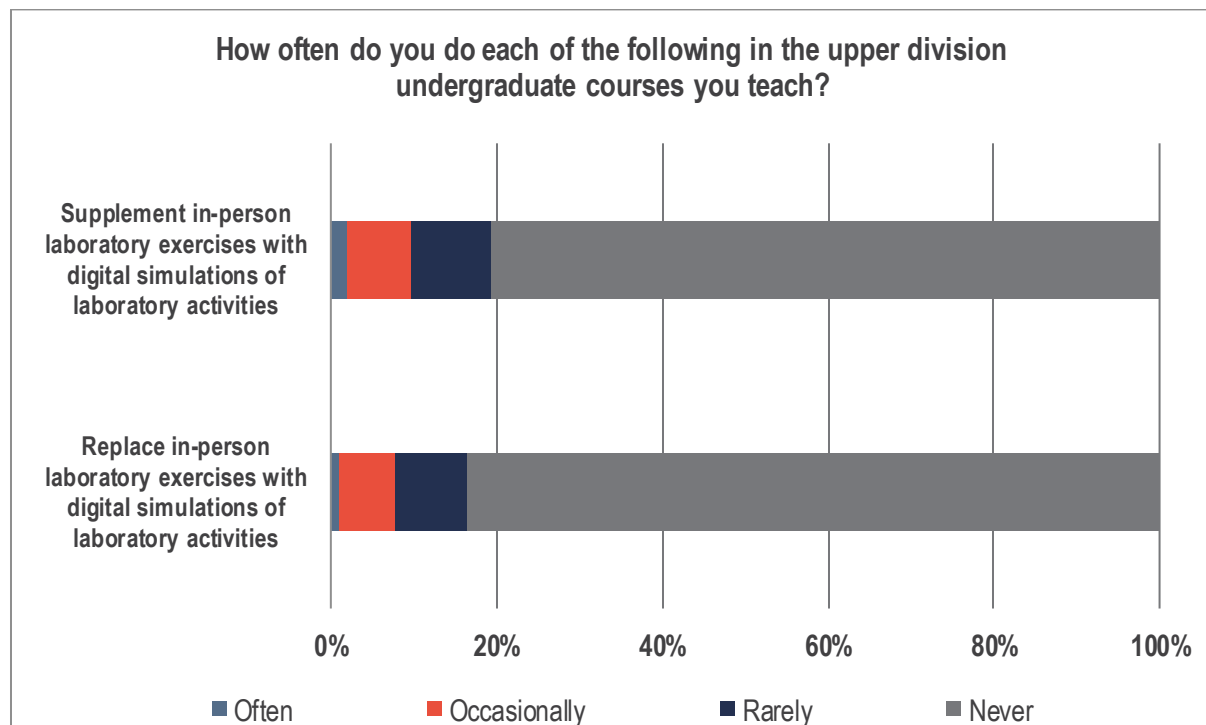
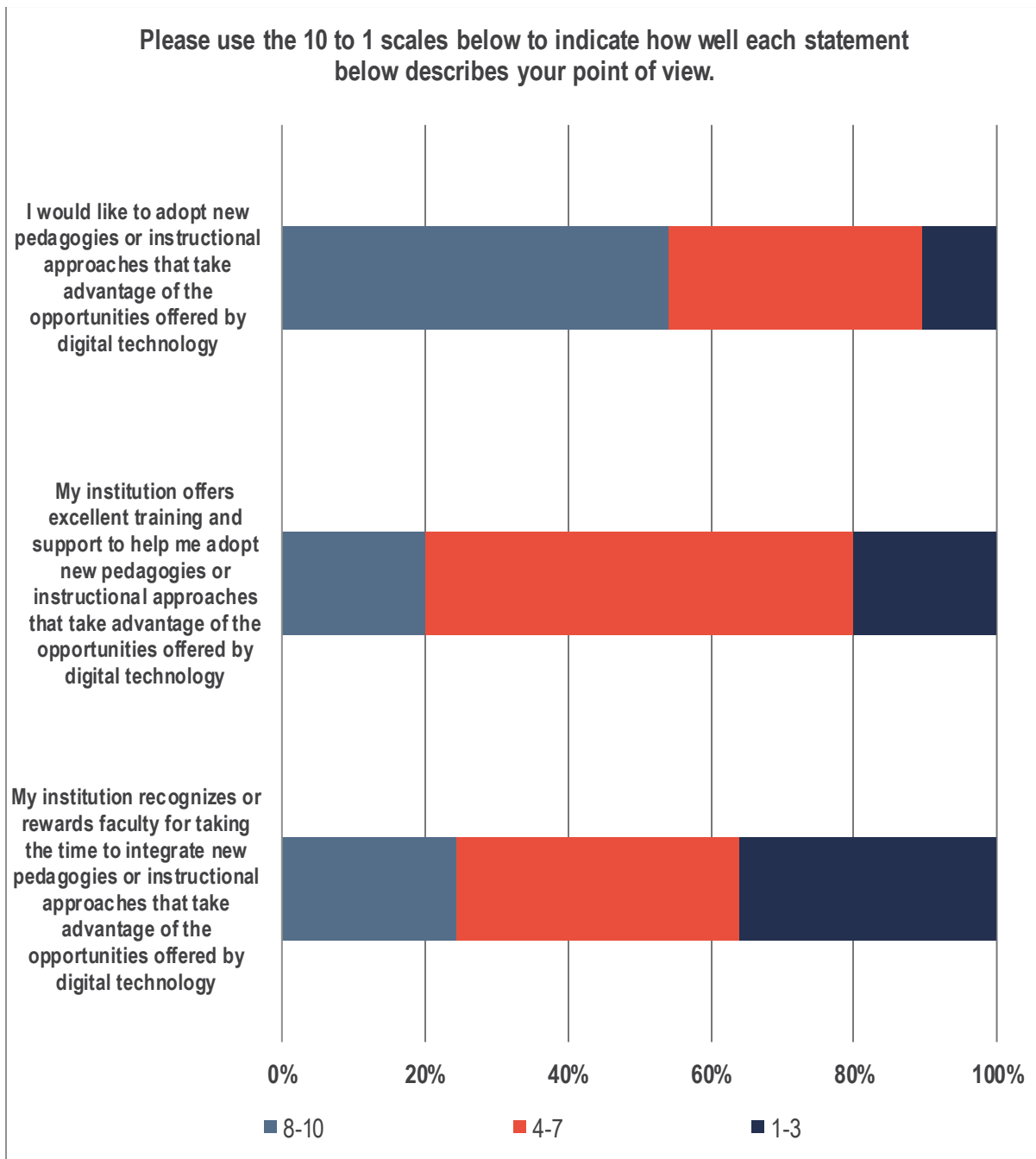How often do you do each of the following in the upper division undergraduate courses you teach?

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

	8-10	4-7	1-3	Response
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	54.03%	35.48%	10.48%	124
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	20.00%	60.00%	20.00%	120
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	24.37%	39.50%	36.13%	119

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

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

Legend: ■ 8-10   ■ 4-7   ■ 1-3

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

	8-10	4-7	1-3	Response
My own ideas	81.30%	15.45%	3.25%	123
My college or university library	36.67%	37.50%	25.83%	120
My college or university IT office	28.33%	34.17%	37.50%	120
An AV or media support department at my institution	23.33%	30.00%	46.67%	120
A teaching center at my institution	21.67%	43.33%	35.00%	120
A disciplinary center or departmental resource at my institution	11.76%	40.34%	47.90%	119
Other scholars at academic conferences	52.10%	28.57%	19.33%	119
Other scholars in my personal network	59.84%	27.87%	12.30%	122
Blogs or other online resources	33.06%	33.06%	33.88%	121
Scholarly society conference programs, newsletters, etc.	40.98%	38.52%	20.49%	122

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

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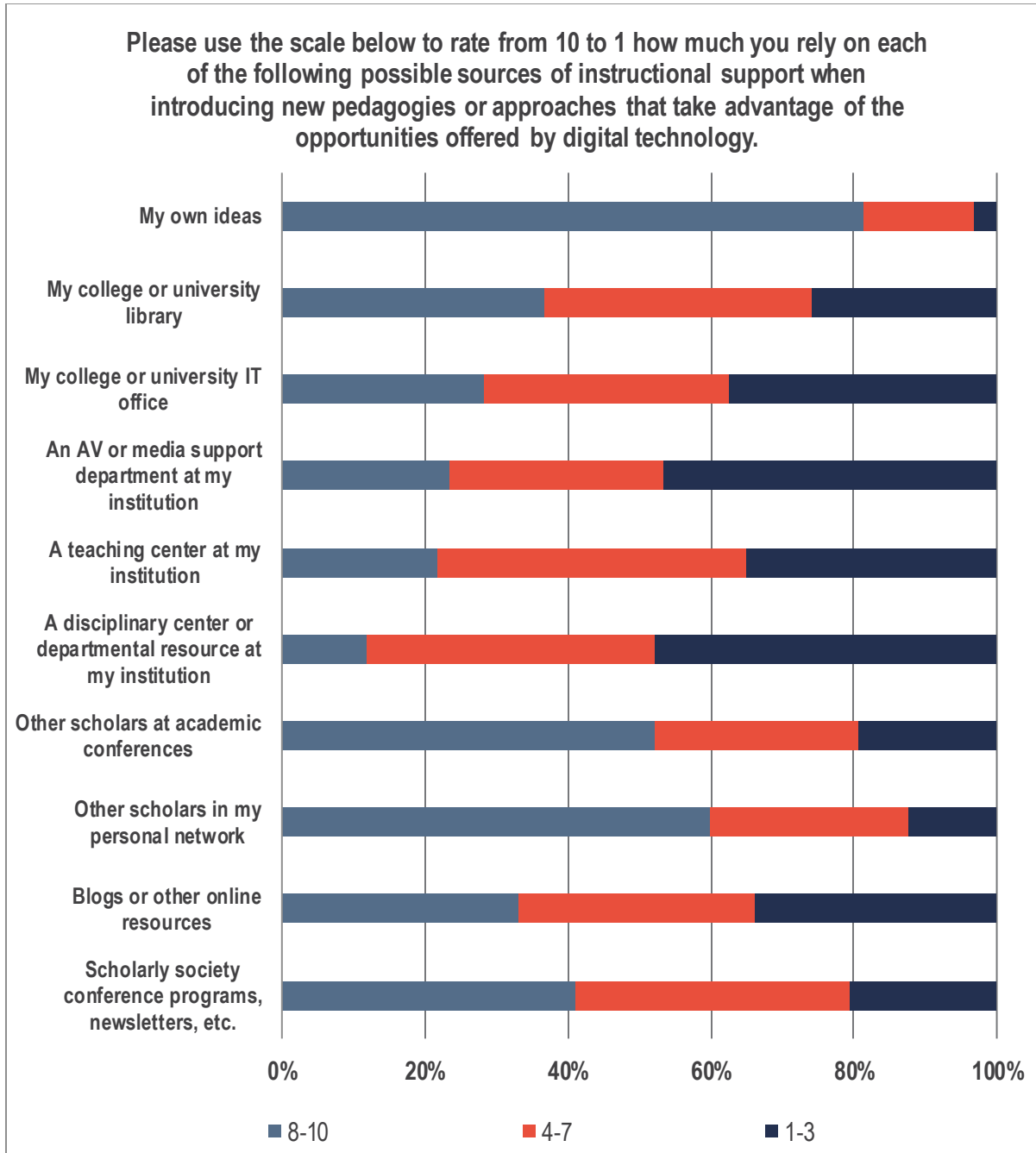
Demographic Questions

D1

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

D2

For how many years have you been in your field?

D3

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

D4

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

D5

What is your age?

D6

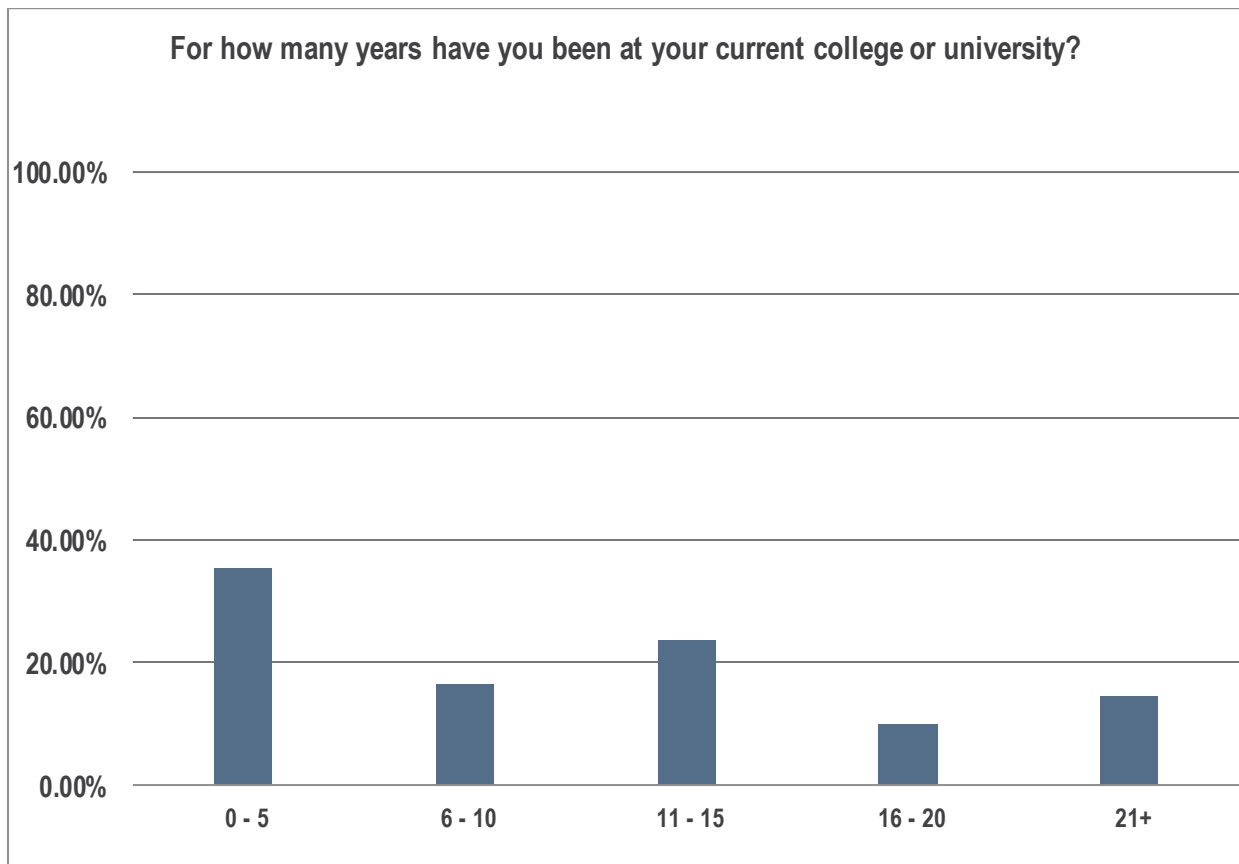With which gender identity do you most identify?

D7

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

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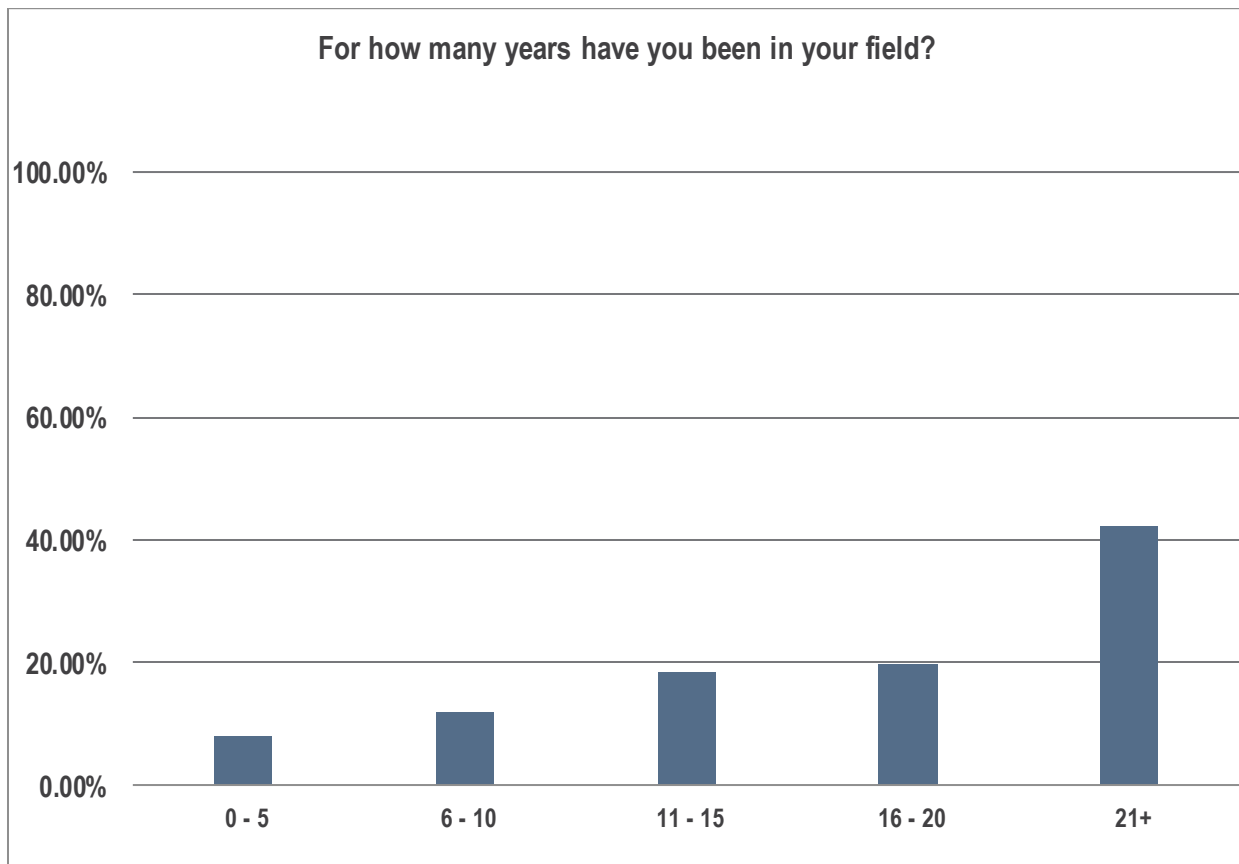For how many years have you been at your current college or university?

	Response	Percent
0 - 5	54	35.53%
6 - 10	25	16.45%
11 - 15	36	23.68%
16 - 20	15	9.87%
21+	22	14.47%
	152	100.00%

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

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

	Response	Percent
0 - 5	12	7.89%
6 - 10	18	11.84%
11 - 15	28	18.42%
16 - 20	30	19.74%
21+	64	42.11%
	152	100.00%

For how many years have you been in your field?

D3

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

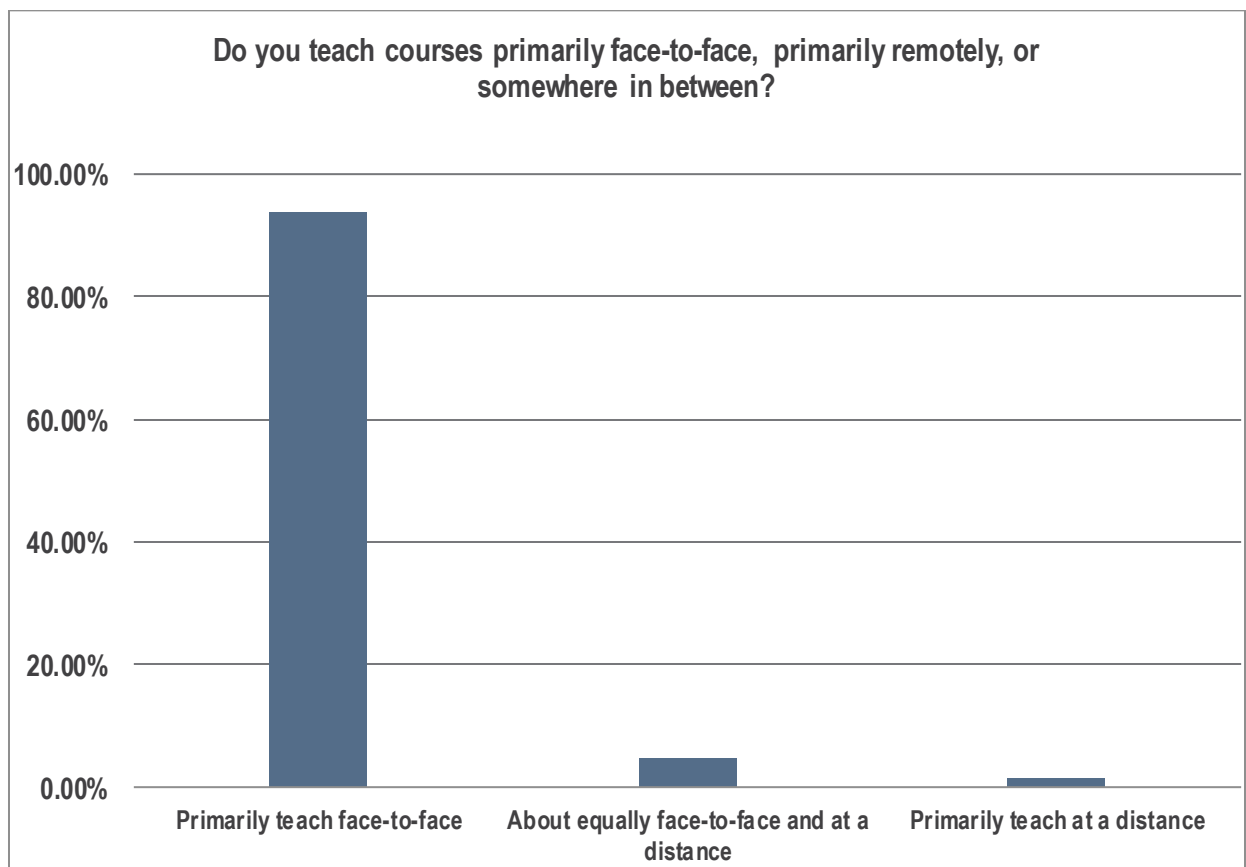|	Response	Percent
Much more as a researcher than as a teacher	9	6.08%
Somewhat more as a researcher than as a teacher	21	14.19%
About equally as a researcher and a teacher	74	50.00%
Somewhat more as a teacher than as a researcher	20	13.51%
Much more as a teacher than as a researcher	24	16.22%
	148	100.00%
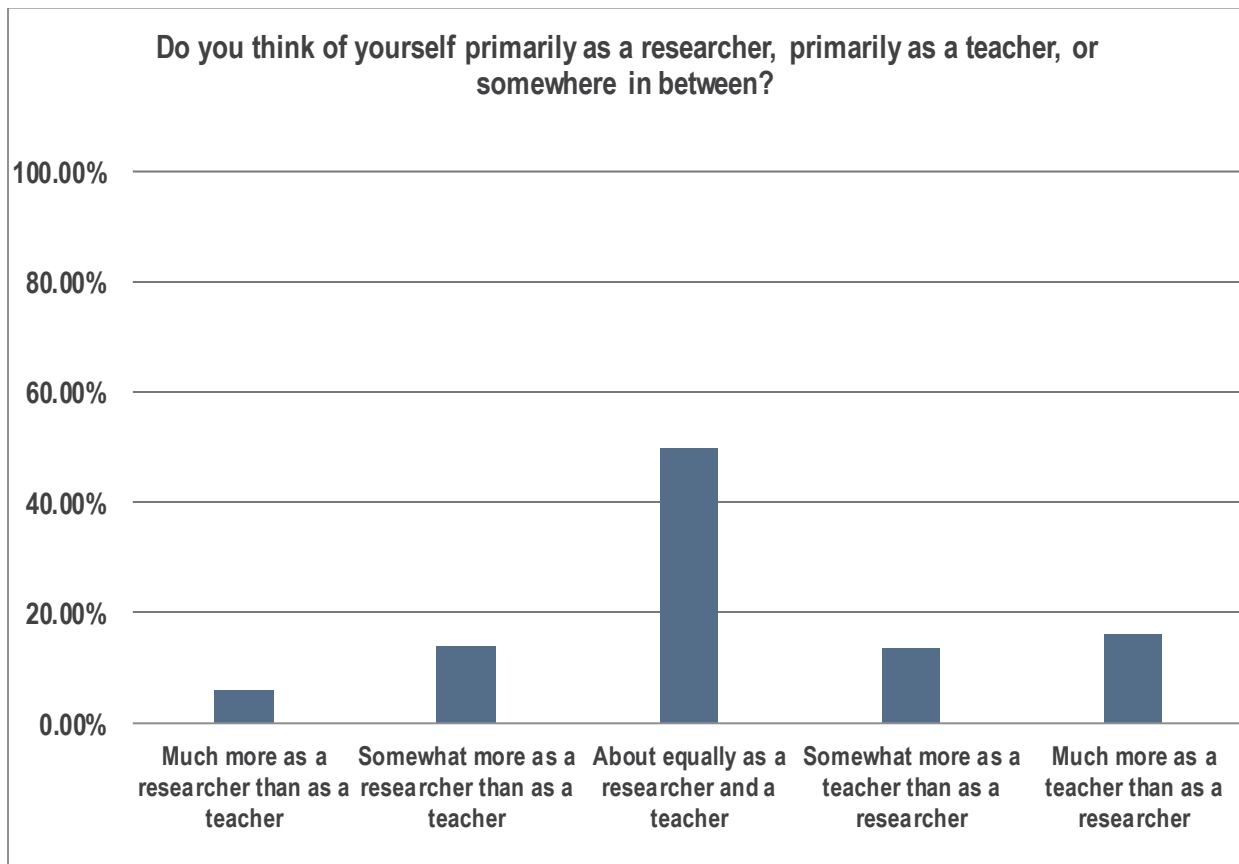
Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

D4

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

	Response	Percent
Primarily teach face-to-face	137	93.84%
About equally face-to-face and at a distance	7	4.79%
Primarily teach at a distance	2	1.37%
	146	100.00%

Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

D5
What is your age?

	Response	Percent
22 to 34	10	6.99%
35 to 44	39	27.27%
45 to 54	40	27.97%
55 to 64	25	17.48%
65 and over	29	20.28%
	143	100.00%
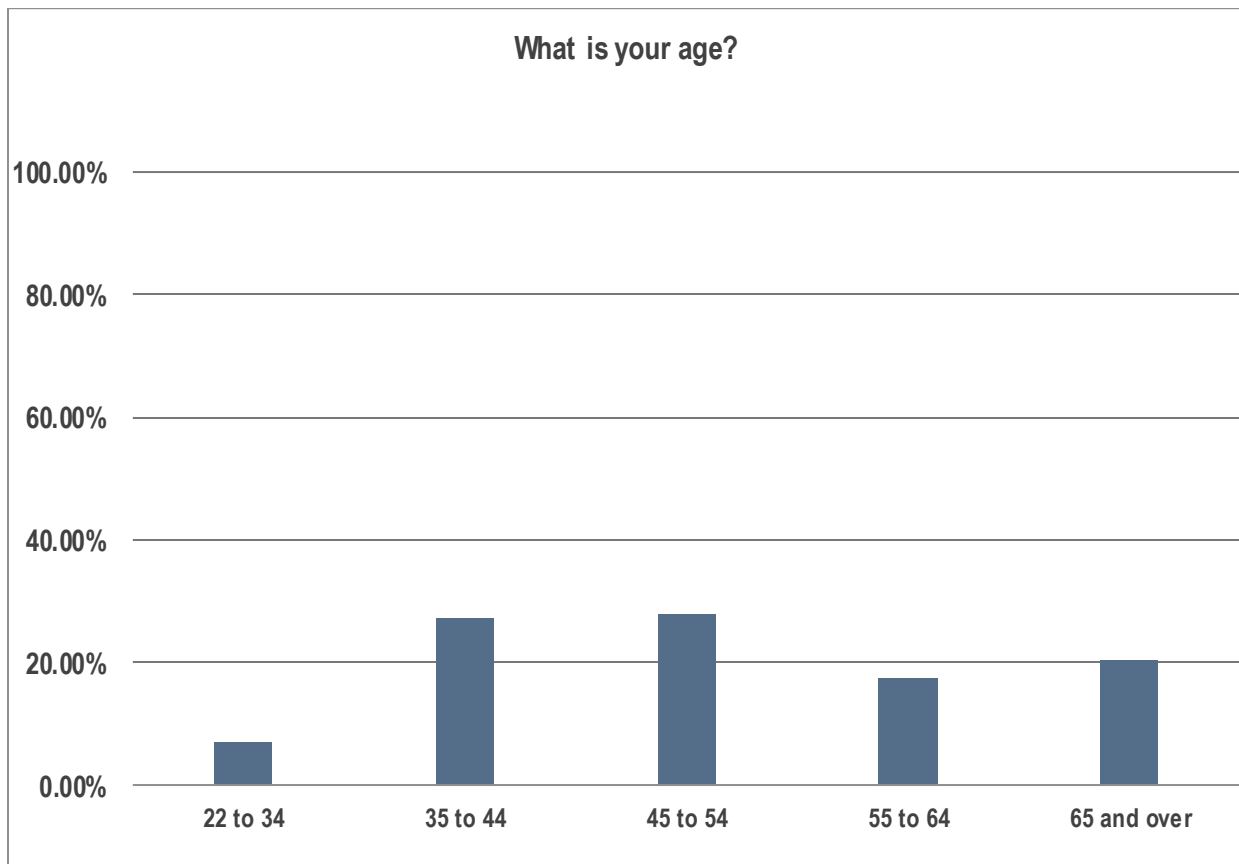
What is your age?

D6
With which gender identity do you most identify?
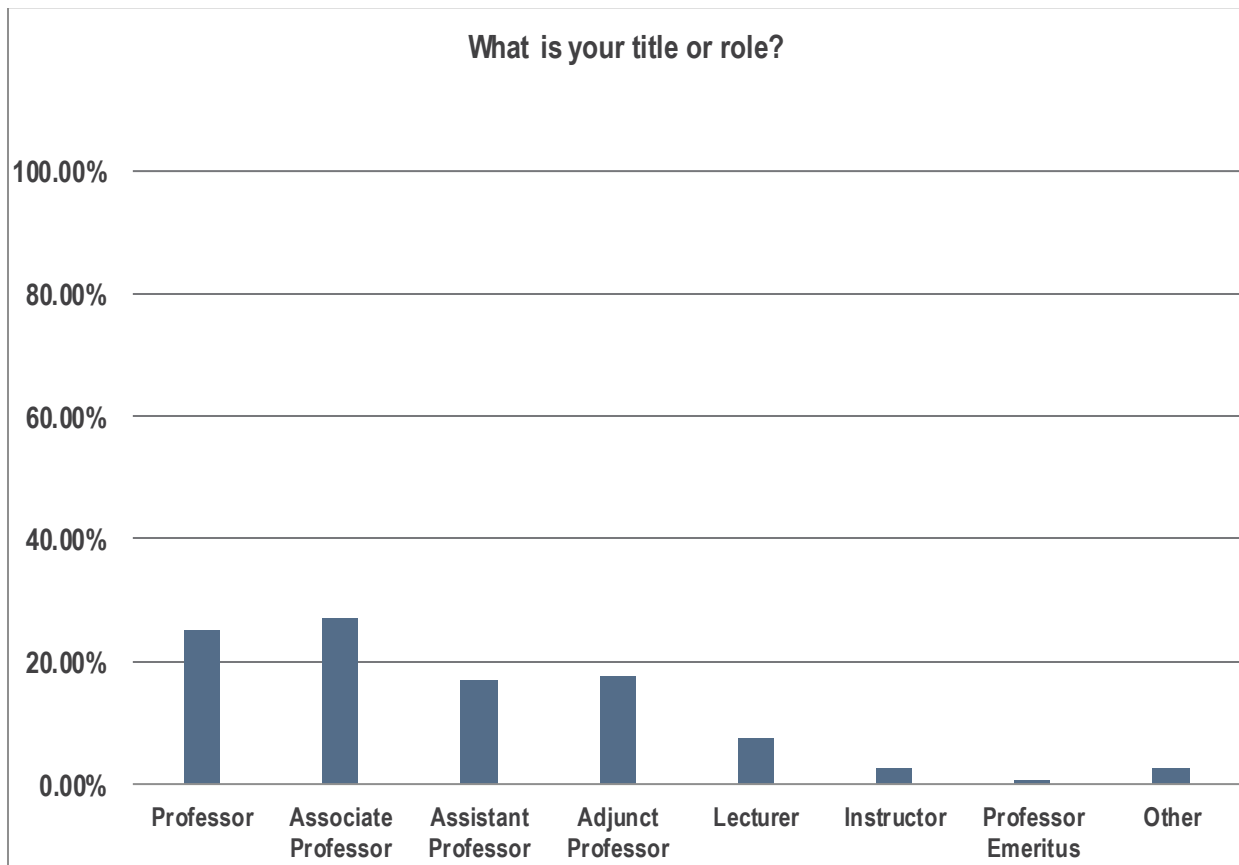
	Response	Percent
Male	55	37.67%
Female	73	50.00%
I don't identify as either of these, instead I identify as:	2	1.37%
I prefer not to answer this question	16	10.96%
	146	100.00%

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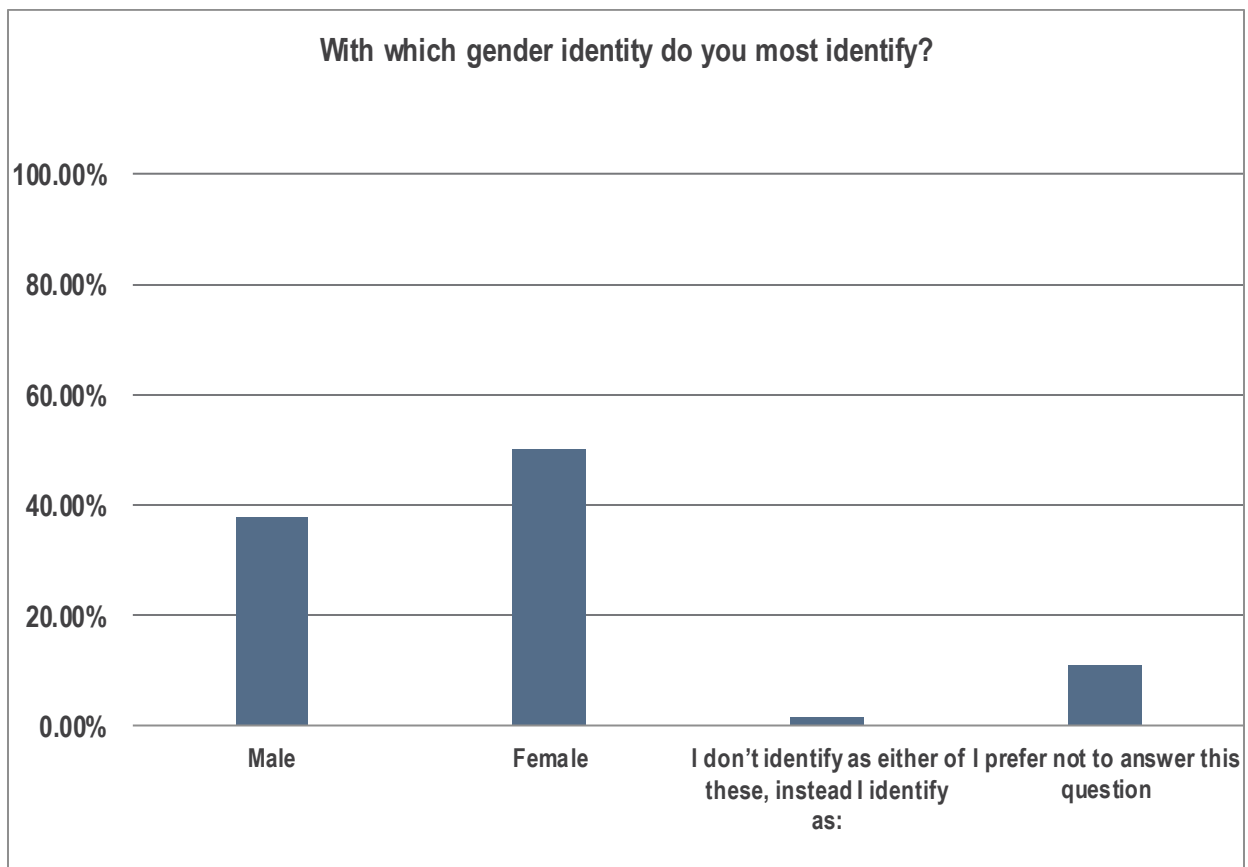
D7
What is your title or role? Please select one answer below.

	Response	Percent
Professor	37	25.00%
Associate Professor	40	27.03%
Assistant Professor	25	16.89%
Adjunct Professor	26	17.57%
Lecturer	11	7.43%
Instructor	4	2.70%
Professor Emeritus	1	0.68%
Other	4	2.70%
	148	100.00%

What is your title or role?

Embedded Data

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

Rank

Department

Full or Part Time

Rank

	Response	Percent
Adjunct Assistant Professor	13	8.28%
Adjunct Associate Professor	2	1.27%
Adjunct Lecturer	20	12.74%
Adjunct Lecturer Doctoral Student	4	2.55%
Adjunct Professor	1	0.64%
Assistant Professor	28	17.83%
Associate Professor	44	28.03%
Asst Professor Hourly	1	0.64%
Dist Lecturer	1	0.64%
Dist Professor	1	0.64%
Lecturer	2	1.27%
Lecturer/Doctoral Scholar	3	1.91%
Professor	37	23.57%
	157	100.00%

Department

	Response	Percent
Accounting	7	4.46%
Africana Studies	3	1.91%
Anthropology and Archaeology	4	2.55%
Art	3	1.91%
Biology	9	5.73%
Business Management	4	2.55%
Chemistry	5	3.18%
Childhood, Bilingual and Special Education	6	3.82%
Classics	7	4.46%
Communication Arts, Sciences, and Disorders	4	2.55%
Computer and Information Science	2	1.27%
Early Childhood Education/Art Education	3	1.91%
Earth and Environmental Sciences	5	3.18%
Economics	4	2.55%
English	11	7.01%
Film	2	1.27%
Finance	3	1.91%
Health and Nutrition Sciences	5	3.18%
History	6	3.82%
Kinesiology	5	3.18%
Library	8	5.10%
Mathematics	4	2.55%
Modern Languages and Literatures	5	3.18%
Music, Conservatory of	2	1.27%
Personal Counseling	1	0.64%
Philosophy	2	1.27%
Physics	2	1.27%
Political Science	3	1.91%
Psychology	15	9.55%
Puerto Rican and Latino Studies	2	1.27%
Secondary Education	2	1.27%
Sociology	8	5.10%
Television and Radio	3	1.91%
Theater	2	1.27%
	157	100.00%

Full or Part Time

	Response	Percent
Full-time	116	73.89%
Part-time	41	26.11%
	157	100.00%