



ITHAKA S+R

**University of Massachusetts Amherst**  
**Faculty Survey:**  
Report of Findings

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## Overview

The University of Massachusetts Amherst implementation of the Ithaka S+R Faculty Survey was launched on October 15<sup>th</sup>, 2018, and was closed to new responses on December 7<sup>th</sup>, 2018, with a total of 401 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; and faculty member's instructional practices, including OER and learning analytics. The following report provides a high-level overview of findings from University of Massachusetts Amherst faculty survey.<sup>1</sup>

## Details

1,301 University of Massachusetts Amherst faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. Faculty members were entered into a lottery to win an iPad as an incentive for participation. Three email reminders were sent before the close of the survey.

In total, 515 respondents clicked the survey link (about 40% of those who received the email invitation), with 487 of those starting the survey (about 37%) and 401 of those respondents completing the survey, for an overall response rate of about 31%. Due to the survey flow and skip patterns, not all University of Massachusetts Amherst faculty respondents received every question in the survey.

## How to interpret the findings

For each question in University of Massachusetts Amherst 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](mailto:nicole.betancourt@ithaka.org).

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<sup>1</sup> 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, [**ScholarWorks**], 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]**

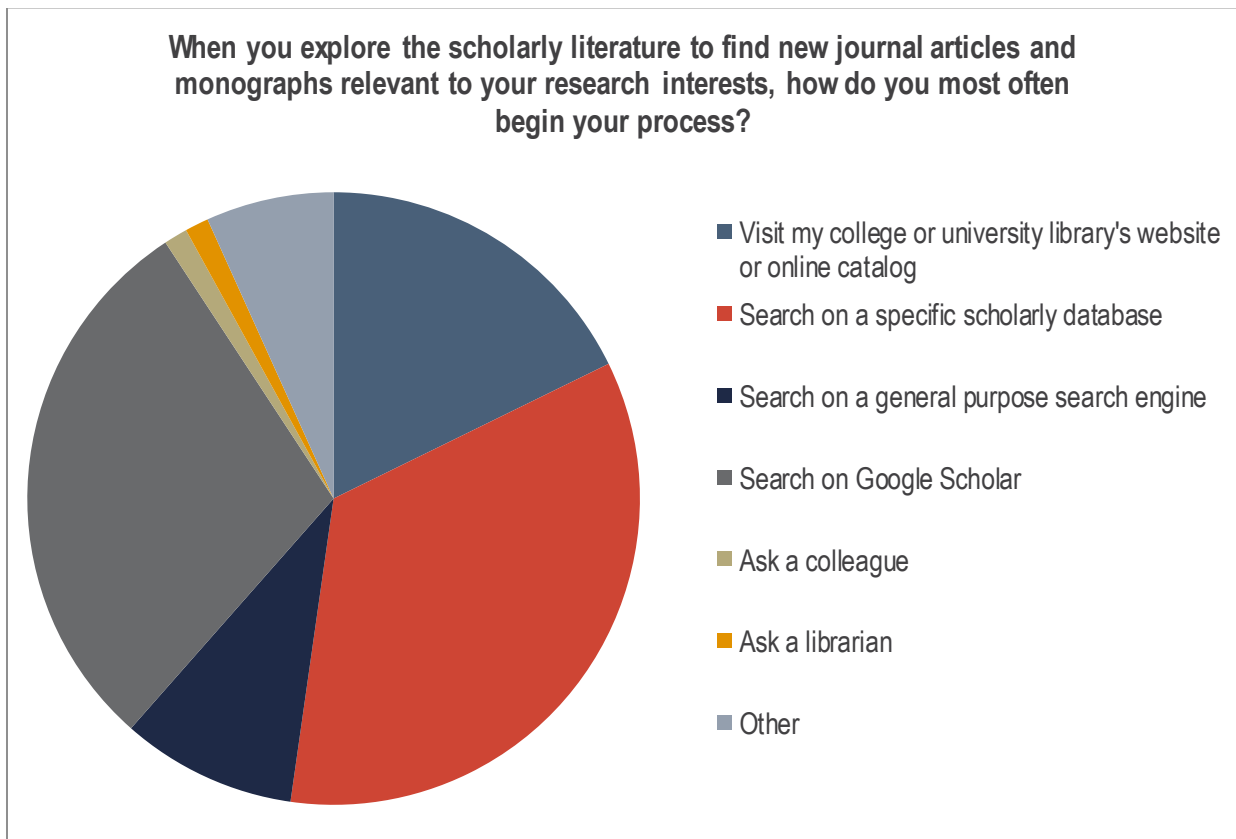
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]



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	71	17.75%
Search on a specific scholarly database	138	34.50%
Search on a general purpose search engine	37	9.25%
Search on Google Scholar	117	29.25%
Ask a colleague	5	1.25%
Ask a librarian	5	1.25%
Other	27	6.75%
	400	100.00%



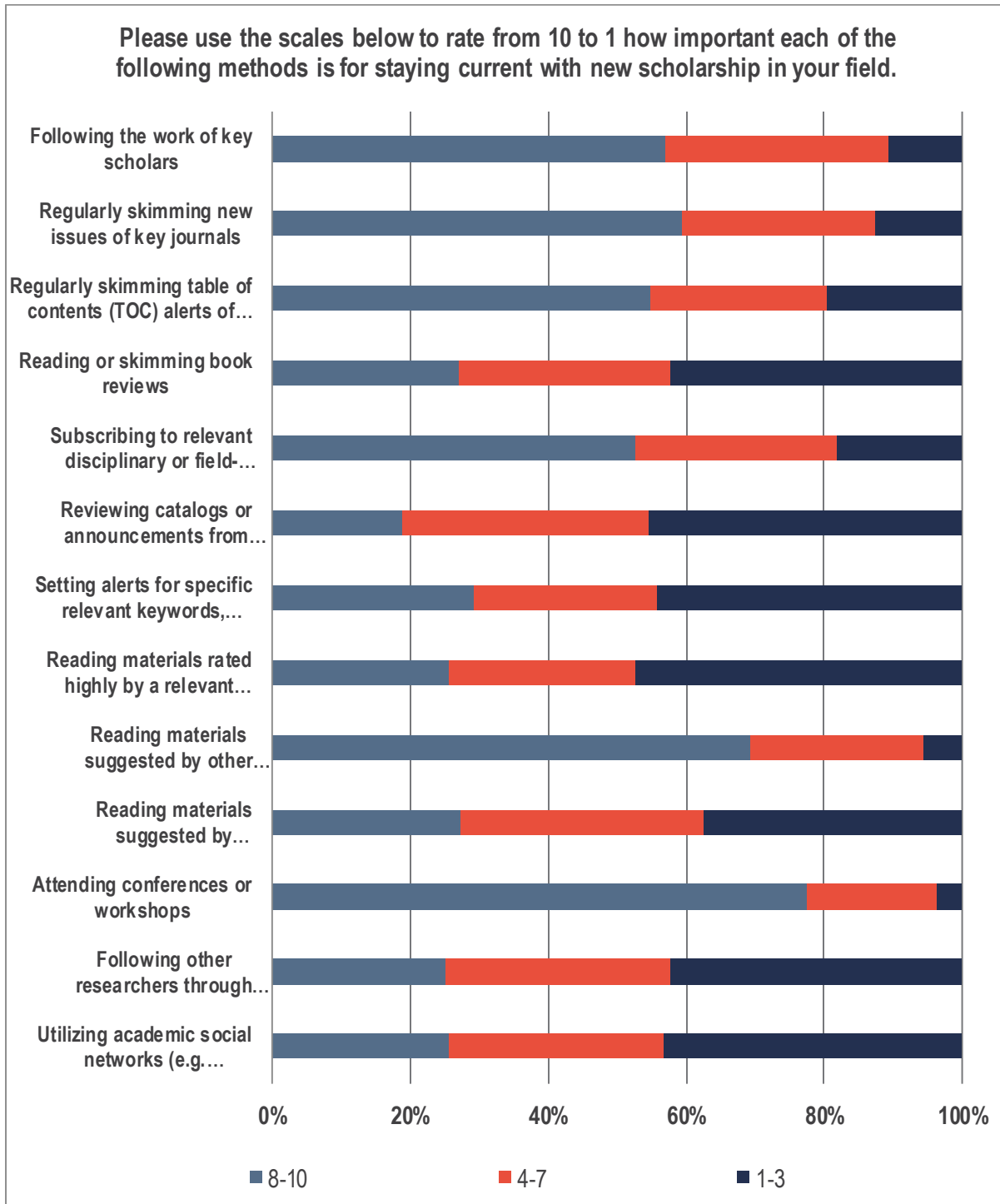
Q2

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	57.07%	32.13%	10.80%	389
Regularly skimming new issues of key journals	59.44%	28.06%	12.50%	392
Regularly skimming table of contents (TOC) alerts of key journals	54.78%	25.58%	19.64%	387
Reading or skimming book reviews	27.13%	30.49%	42.38%	387
Subscribing to relevant disciplinary or field-specific email listservs	52.54%	29.19%	18.27%	394
Reviewing catalogs or announcements from scholarly publishers	18.77%	35.73%	45.50%	389
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	29.12%	26.55%	44.33%	388
Reading materials rated highly by a relevant repository or scholarly tool	25.58%	27.13%	47.29%	387
Reading materials suggested by other scholars	69.31%	25.06%	5.63%	391
Reading materials suggested by personalized search engine recommendations	27.18%	35.38%	37.44%	390
Attending conferences or workshops	77.41%	18.78%	3.81%	394
Following other researchers through blogs or social media	25.00%	32.73%	42.27%	388
Utilizing academic social networks (e.g. Academia.edu, ResearchGate)	25.58%	31.20%	43.22%	391

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]



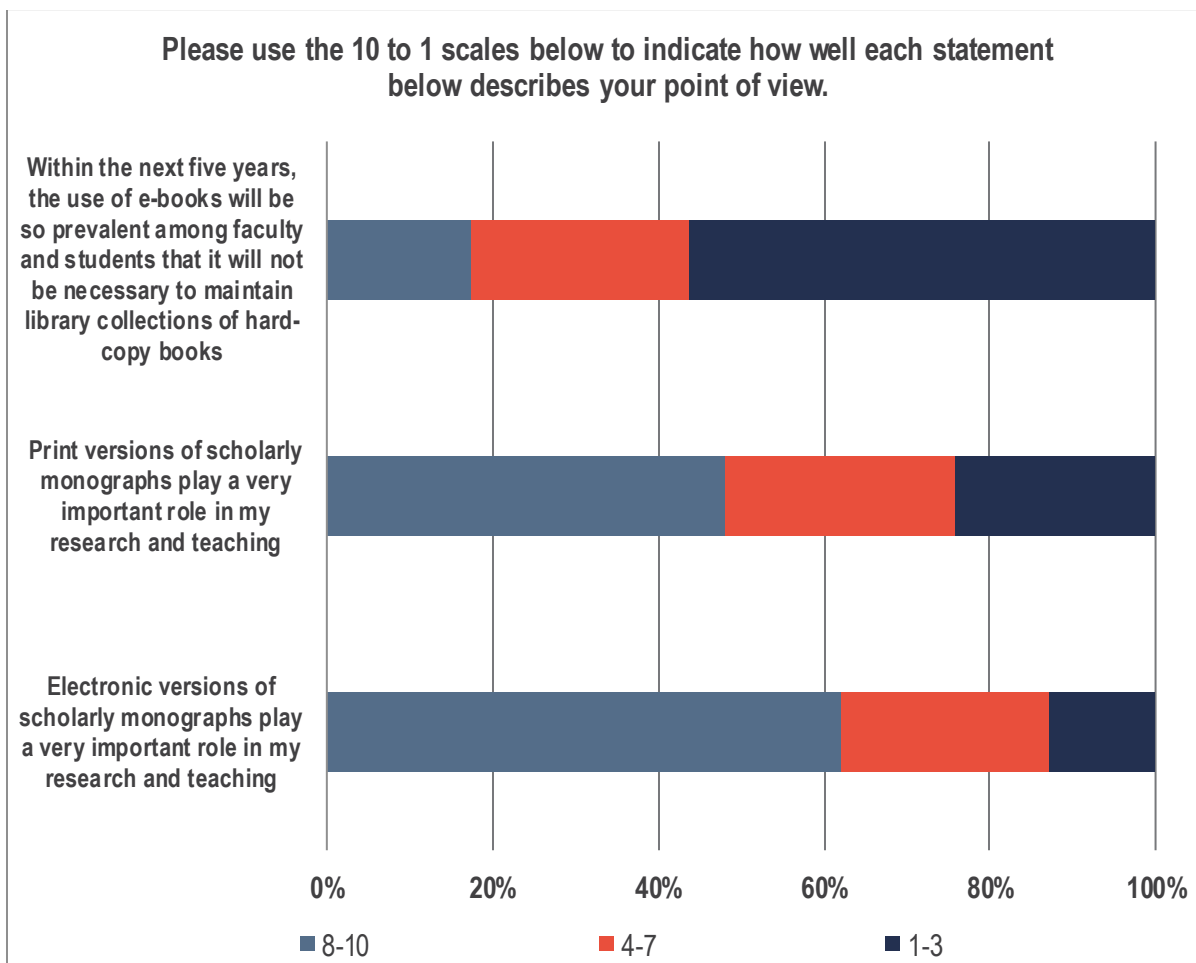
Q3

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.

	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	17.34%	26.38%	56.28%	398
Print versions of scholarly monographs play a very important role in my research and teaching	48.00%	27.75%	24.25%	400
Electronic versions of scholarly monographs play a very important role in my research and teaching	62.06%	25.13%	12.81%	398

### 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.



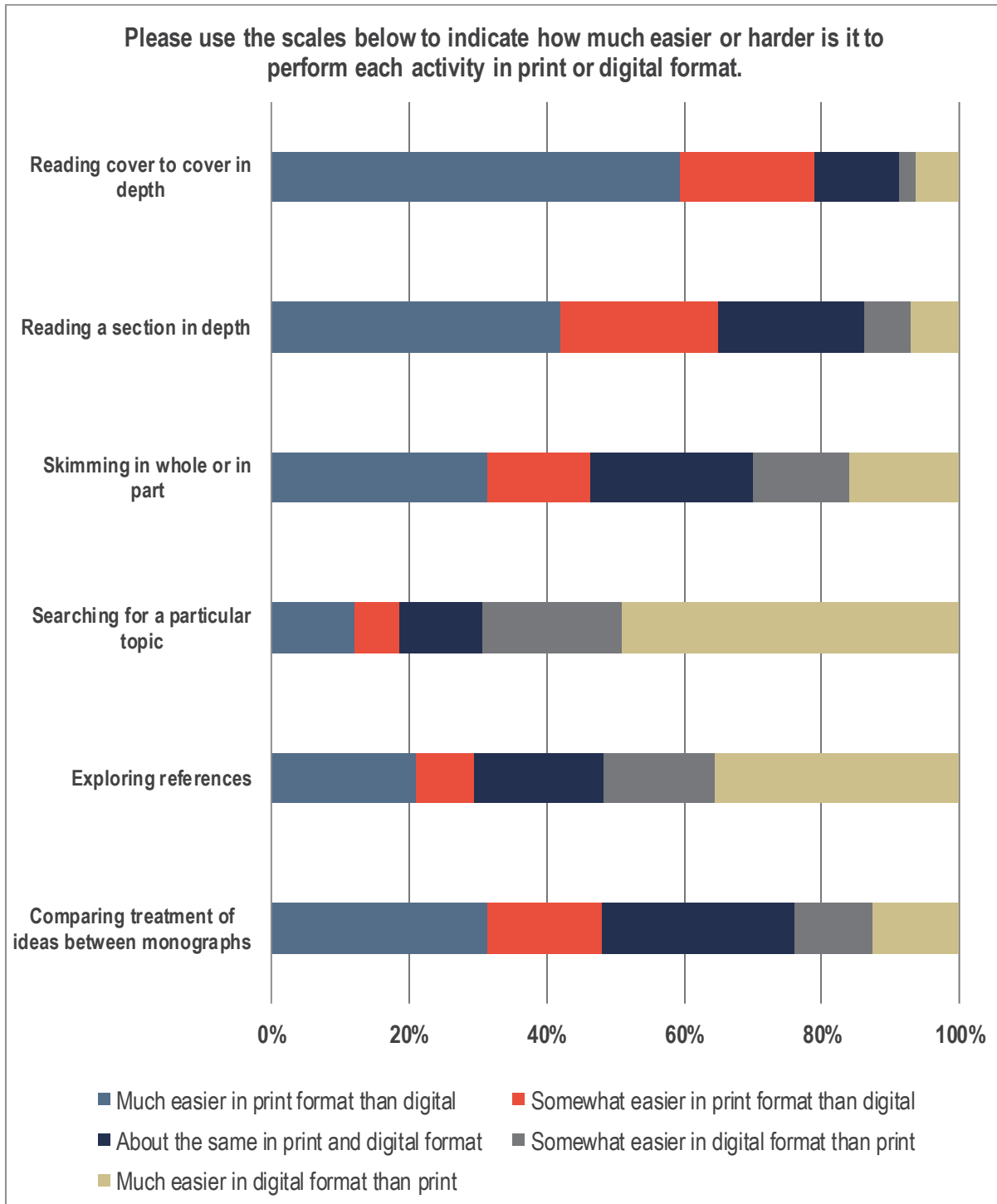
Q4

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.

	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	59.29%	19.59%	12.47%	2.29%	6.36%	393
Reading a section in depth	42.13%	22.84%	21.32%	6.60%	7.11%	394
Skimming in whole or in part	31.38%	15.05%	23.47%	14.03%	16.07%	392
Searching for a particular topic	12.14%	6.46%	12.14%	20.16%	49.10%	387
Exploring references	20.97%	8.44%	18.93%	16.11%	35.55%	391
Comparing treatment of ideas between monographs	31.36%	16.71%	28.02%	11.31%	12.60%	389

Q4

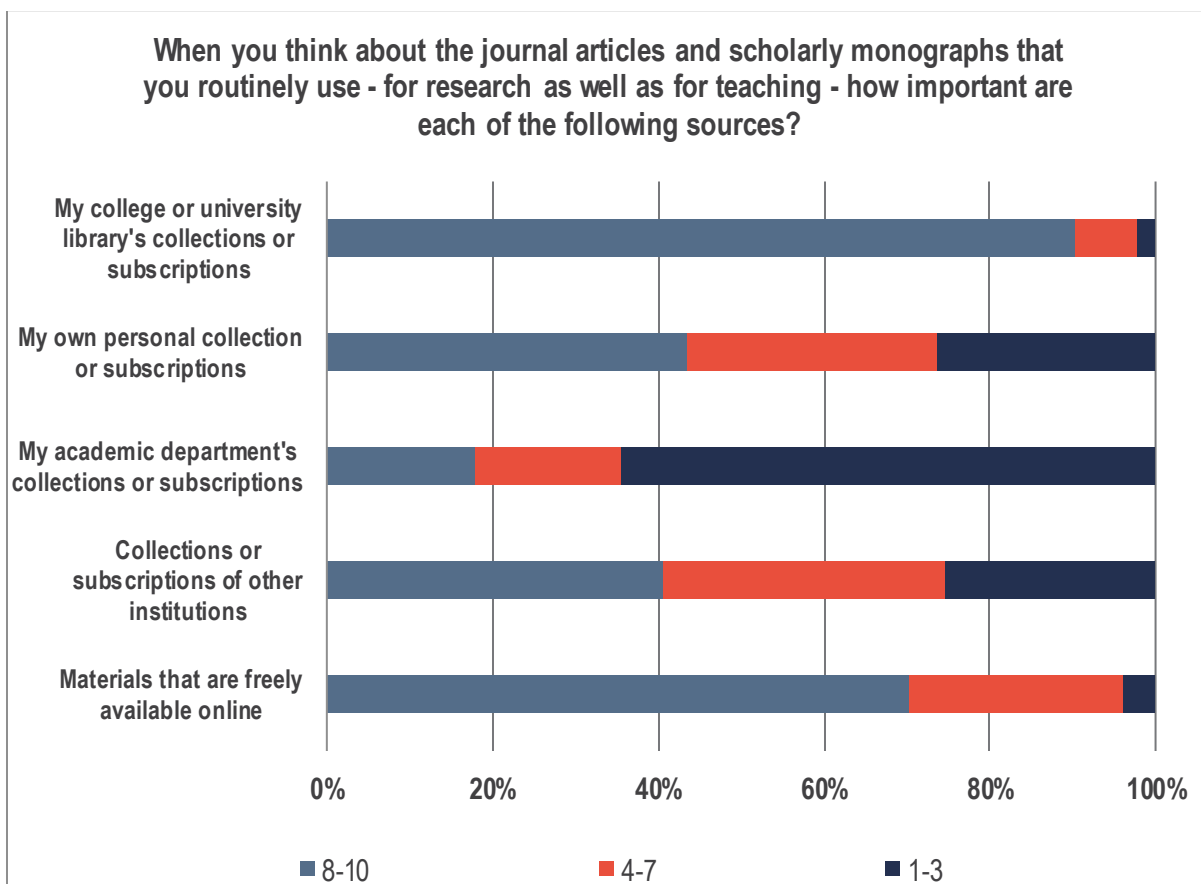
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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

	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	90.23%	7.52%	2.26%	399
My own personal collection or subscriptions	43.47%	30.15%	26.38%	398
My academic department's collections or subscriptions	17.93%	17.68%	64.39%	396
Collections or subscriptions of other institutions	40.45%	34.17%	25.38%	398
Materials that are freely available online	70.18%	25.81%	4.01%	399





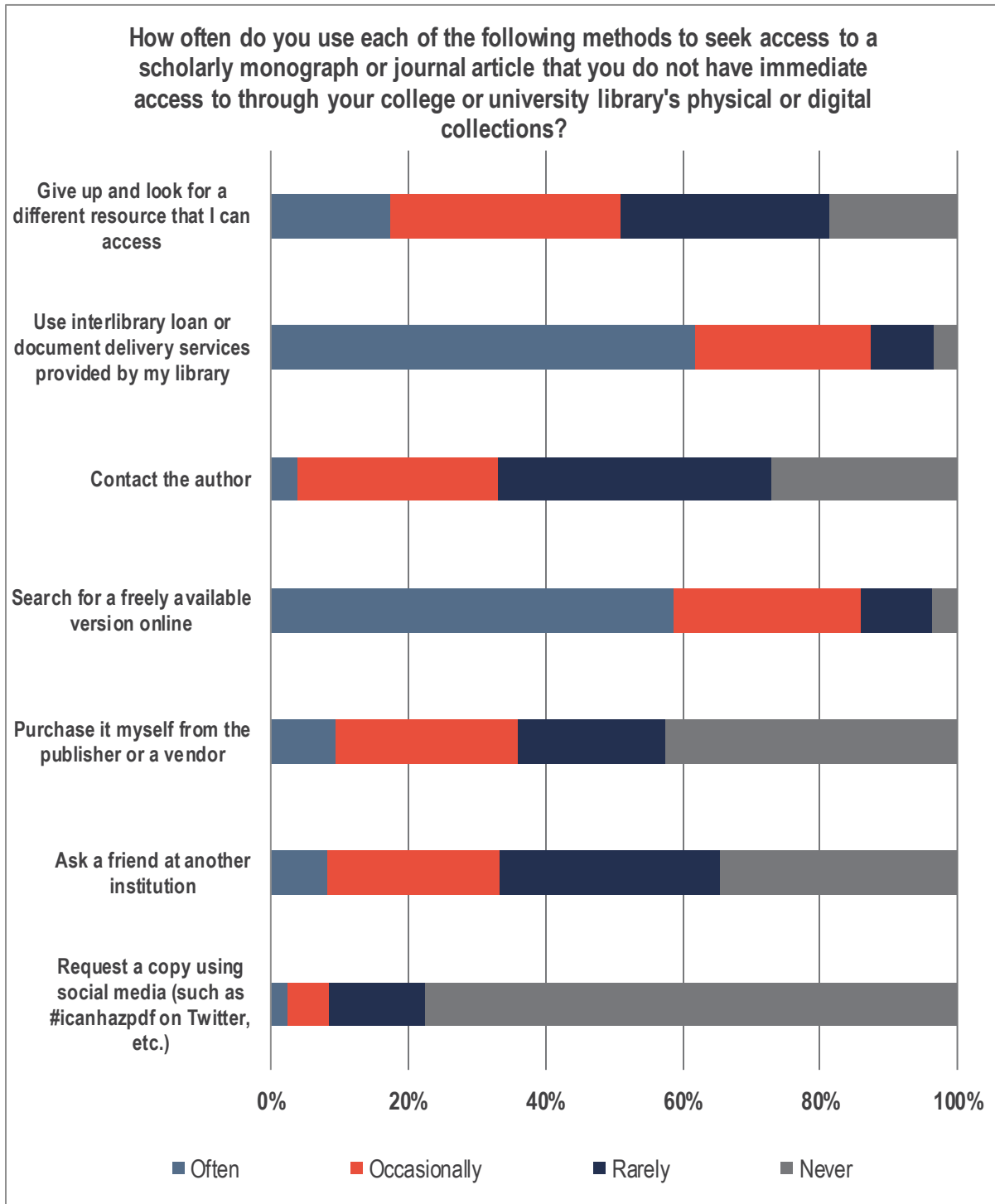
Q6

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	17.29%	33.58%	30.58%	18.55%	399
Use interlibrary loan or document delivery services provided by my library	61.75%	25.75%	9.00%	3.50%	400
Contact the author	3.79%	29.29%	39.90%	27.02%	396
Search for a freely available version online	58.75%	27.25%	10.25%	3.75%	400
Purchase it myself from the publisher or a vendor	9.55%	26.38%	21.61%	42.46%	398
Ask a friend at another institution	8.33%	25.00%	32.07%	34.60%	396
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	2.53%	6.06%	13.89%	77.53%	396

Q6

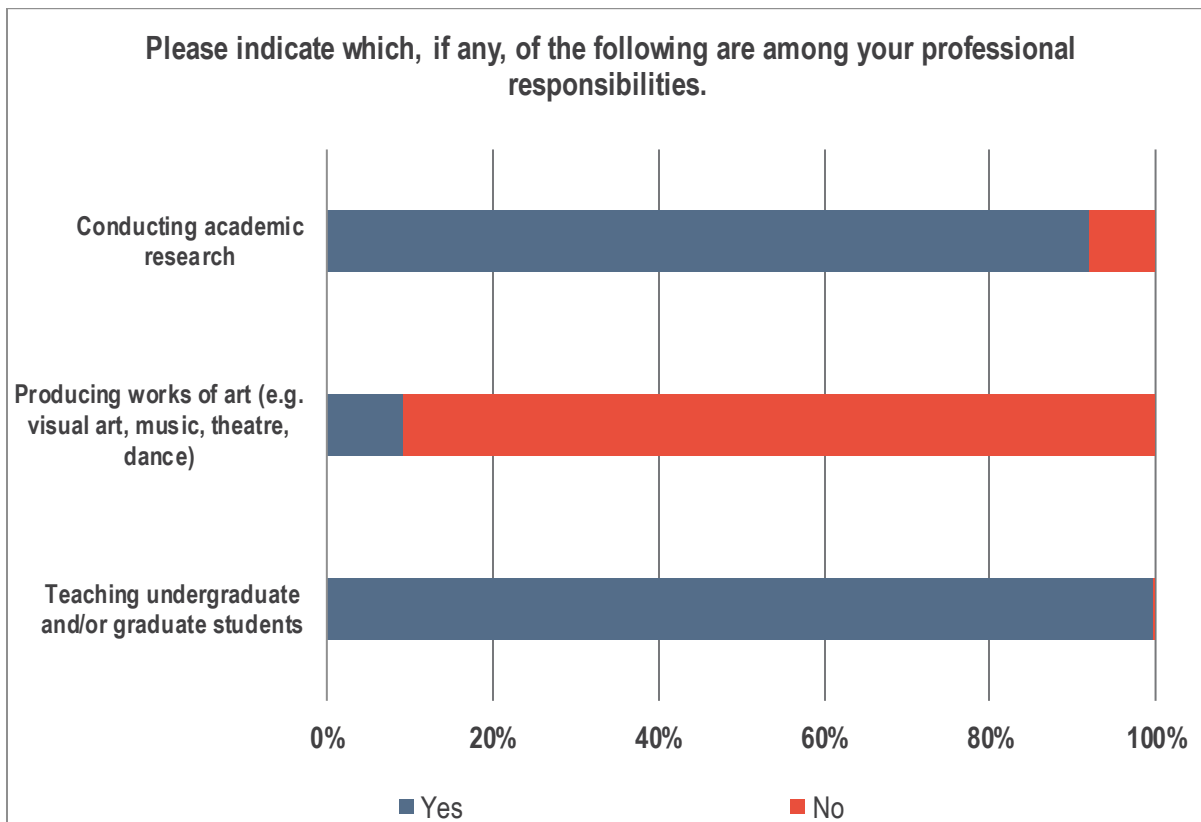
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q7

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

	Yes	No	Response
Conducting academic research	92.00%	8.00%	400
Producing works of art (e.g. visual art, music, theatre, dance)	9.30%	90.70%	387
Teaching undergraduate and/or graduate students	99.75%	0.25%	401



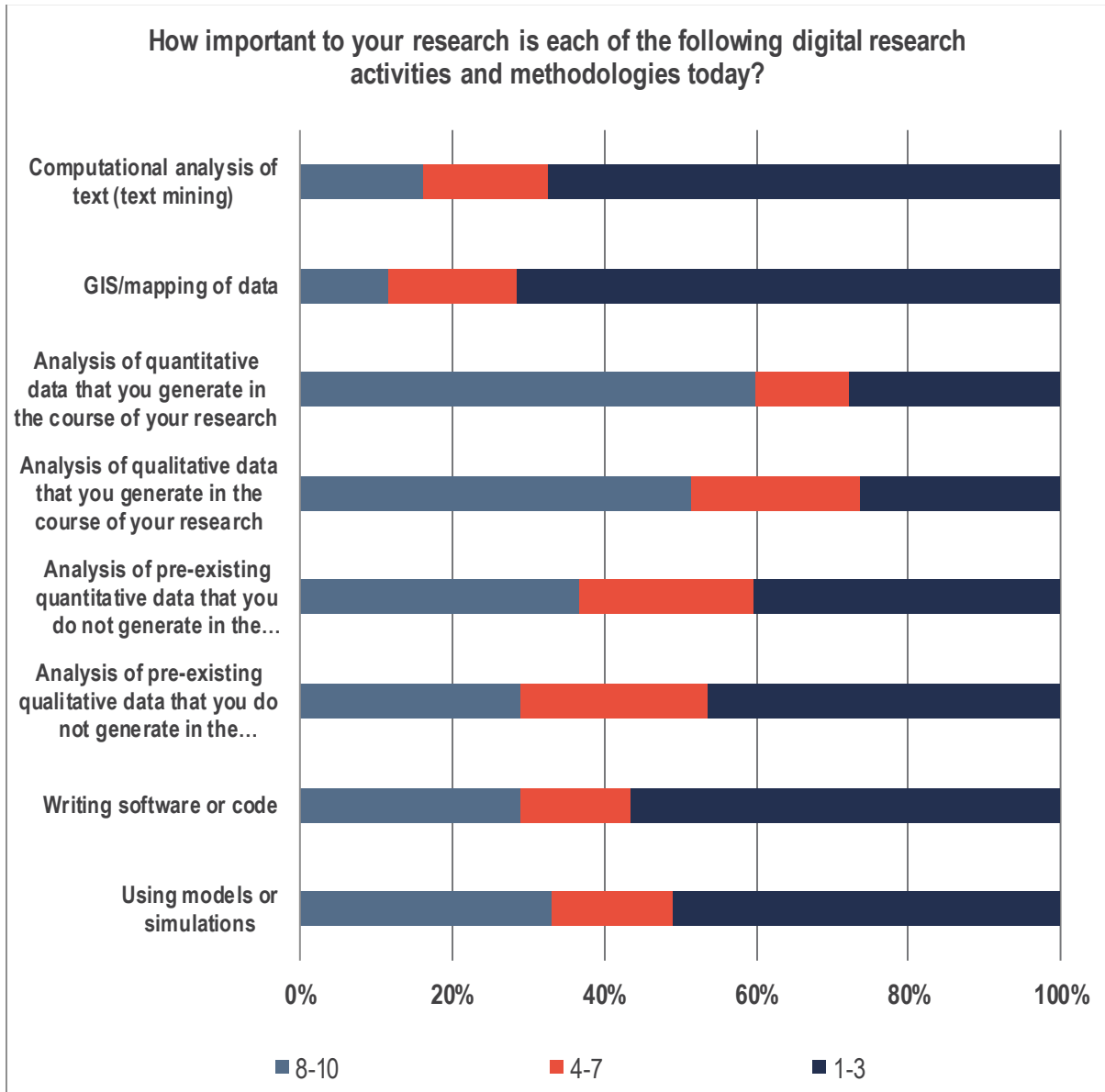
**Q8 [Contingent on R conducting academic research]**

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)	16.16%	16.44%	67.40%	365
GIS/mapping of data	11.60%	16.85%	71.55%	362
Analysis of quantitative data that you generate in the course of your research	59.89%	12.36%	27.75%	364
Analysis of qualitative data that you generate in the course of your research	51.37%	22.25%	26.37%	364
Analysis of pre-existing quantitative data that you do not generate in the course of your research	36.81%	22.80%	40.38%	364
Analysis of pre-existing qualitative data that you do not generate in the course of your research	29.04%	24.66%	46.30%	365
Writing software or code	28.93%	14.60%	56.47%	363
Using models or simulations	33.15%	15.75%	51.10%	362

### 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]



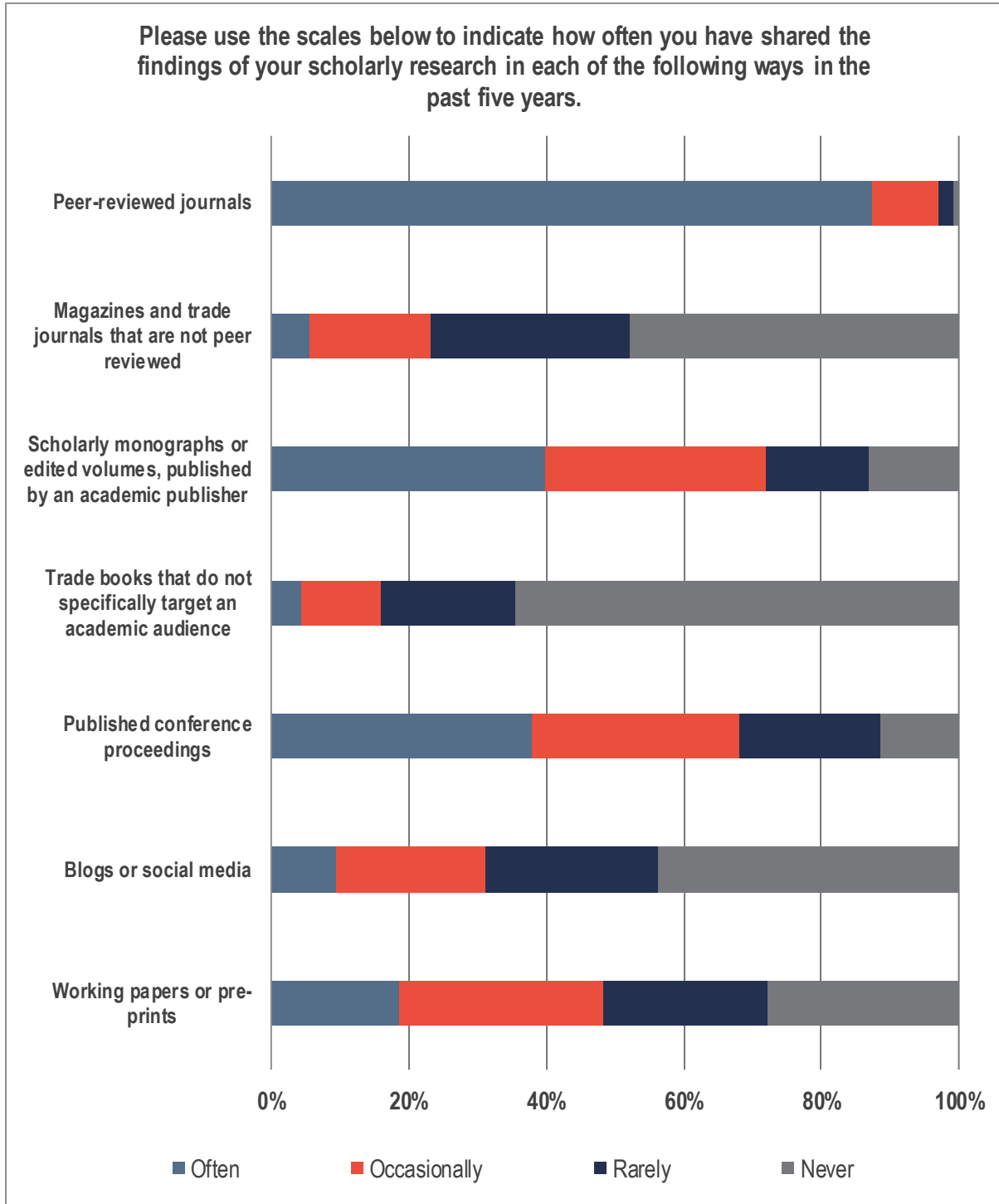
**Q9 [Contingent on R conducting academic research]**

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.

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	87.33%	9.64%	2.20%	0.83%	363
Magazines and trade journals that are not peer reviewed	5.57%	17.55%	28.97%	47.91%	359
Scholarly monographs or edited volumes, published by an academic publisher	39.78%	32.04%	15.19%	12.98%	362
Trade books that do not specifically target an academic audience	4.44%	11.39%	19.72%	64.44%	360
Published conference proceedings	37.95%	30.19%	20.50%	11.36%	361
Blogs or social media	9.47%	21.73%	25.07%	43.73%	359
Working papers or pre-prints	18.66%	29.53%	23.96%	27.86%	359

**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]**

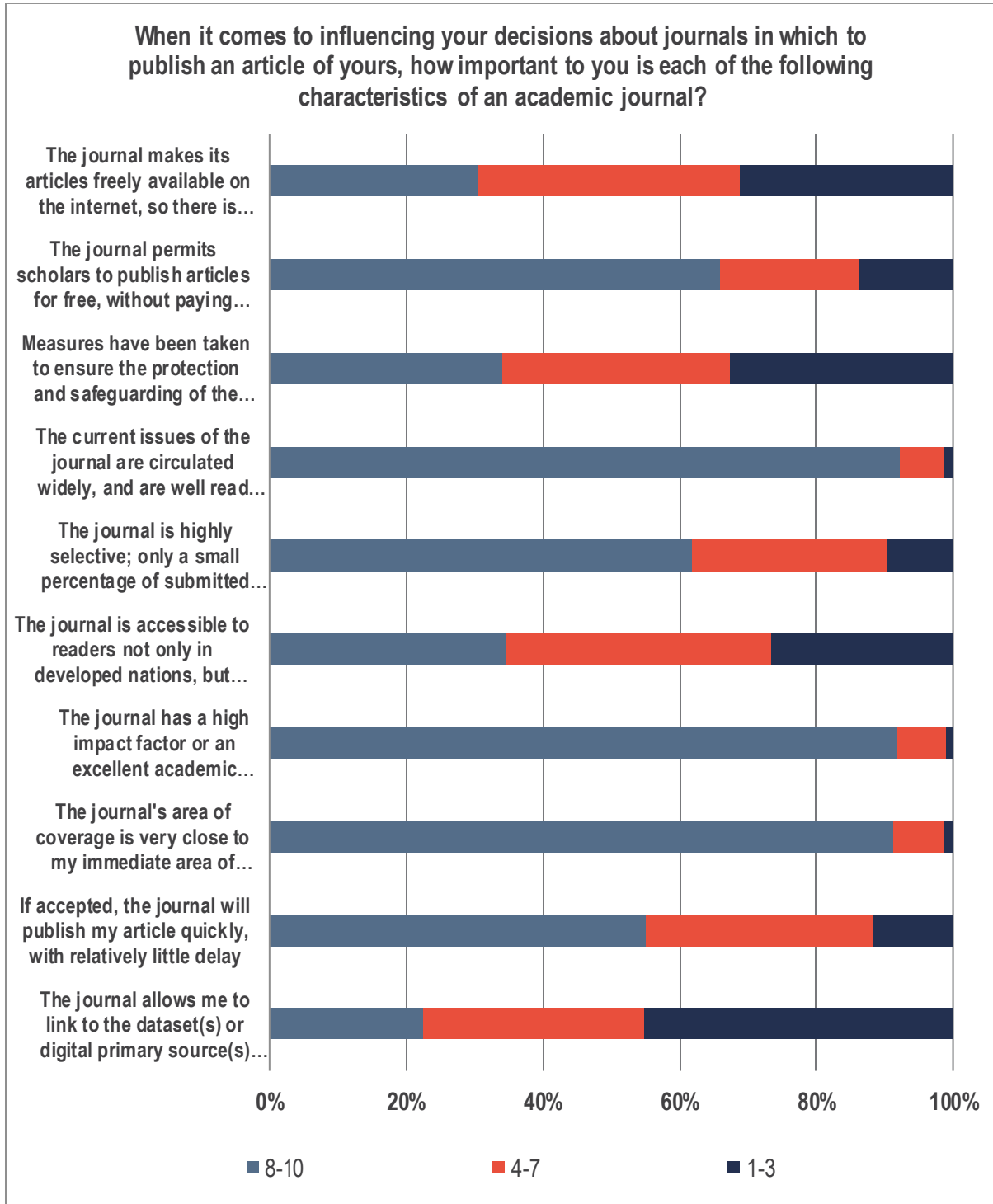
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

	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	30.36%	38.44%	31.20%	359
The journal permits scholars to publish articles for free, without paying page or article charges	66.02%	20.06%	13.93%	359
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	34.08%	33.24%	32.68%	358
The current issues of the journal are circulated widely, and are well read by scholars in your field	92.29%	6.34%	1.38%	363
The journal is highly selective; only a small percentage of submitted articles are published	61.73%	28.49%	9.78%	358
The journal is accessible to readers not only in developed nations, but also in developing nations	34.44%	38.89%	26.67%	360
The journal has a high impact factor or an excellent academic reputation	91.69%	7.20%	1.11%	361
The journal's area of coverage is very close to my immediate area of research	91.14%	7.48%	1.39%	361
If accepted, the journal will publish my article quickly, with relatively little delay	54.97%	33.43%	11.60%	362
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	22.38%	32.32%	45.30%	362



**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]



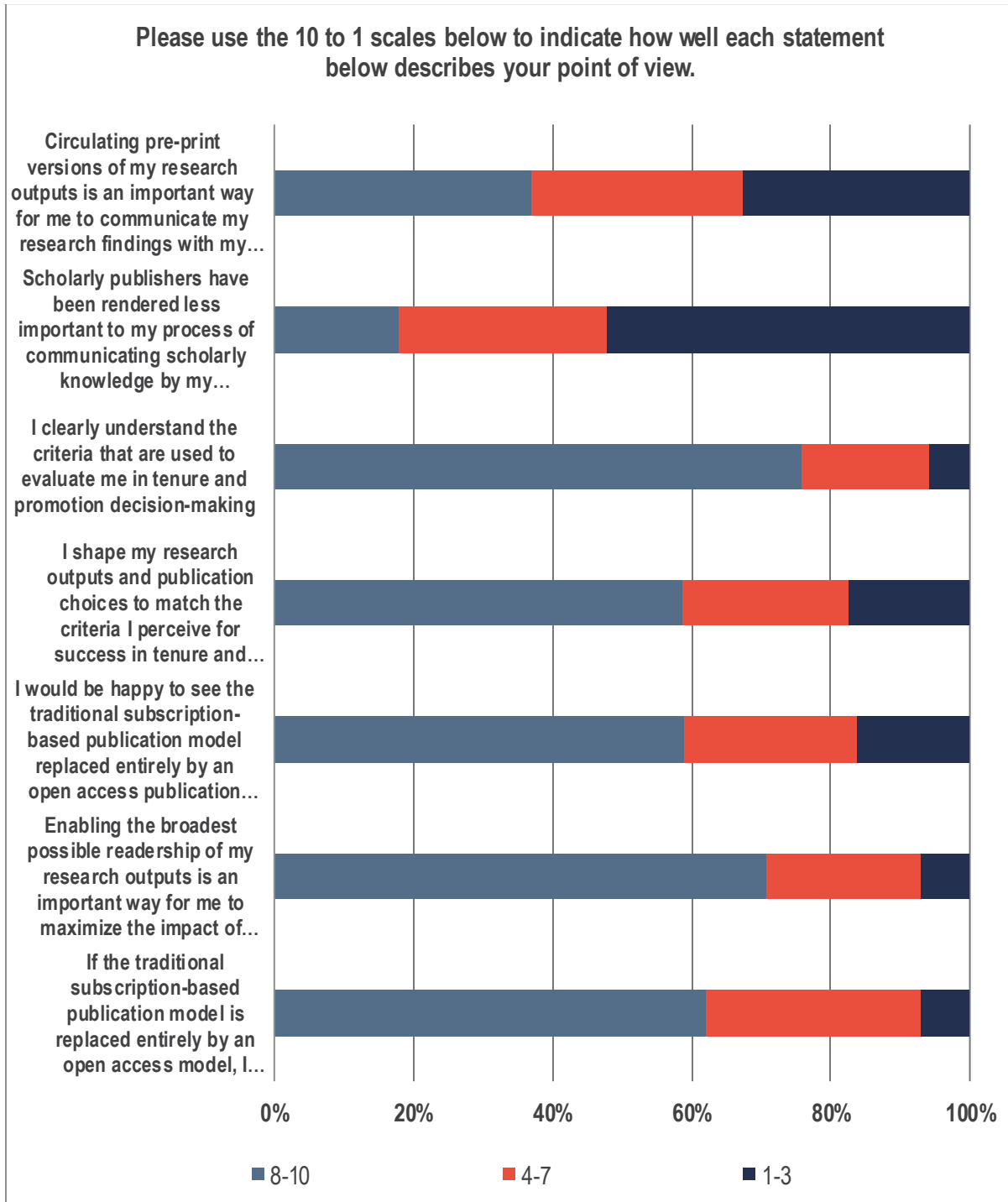
**Q11 [Contingent on R conducting academic research]**

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]

	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	36.90%	30.42%	32.68%	355
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	17.88%	29.89%	52.23%	358
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	75.84%	18.26%	5.90%	356
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	58.59%	23.94%	17.46%	355
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	58.94%	24.86%	16.20%	358
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	70.67%	22.35%	6.98%	358
If the traditional subscription-based publication model is replaced entirely by an open access model, I would be happy to see the same publishers stay involved in the open access model	62.01%	31.01%	6.98%	358

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

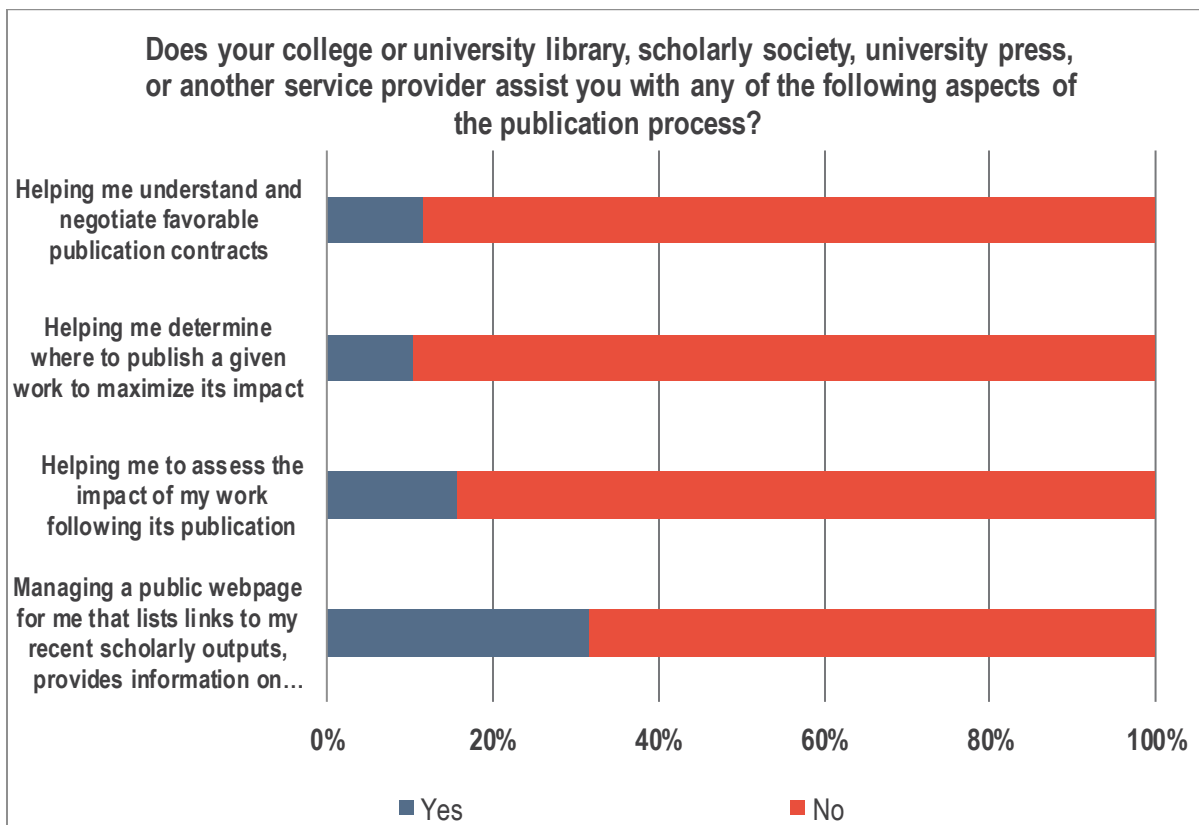
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



**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?

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	11.52%	88.48%	356
Helping me determine where to publish a given work to maximize its impact	10.42%	89.58%	355
Helping me to assess the impact of my work following its publication	15.73%	84.27%	356
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	31.75%	68.25%	359



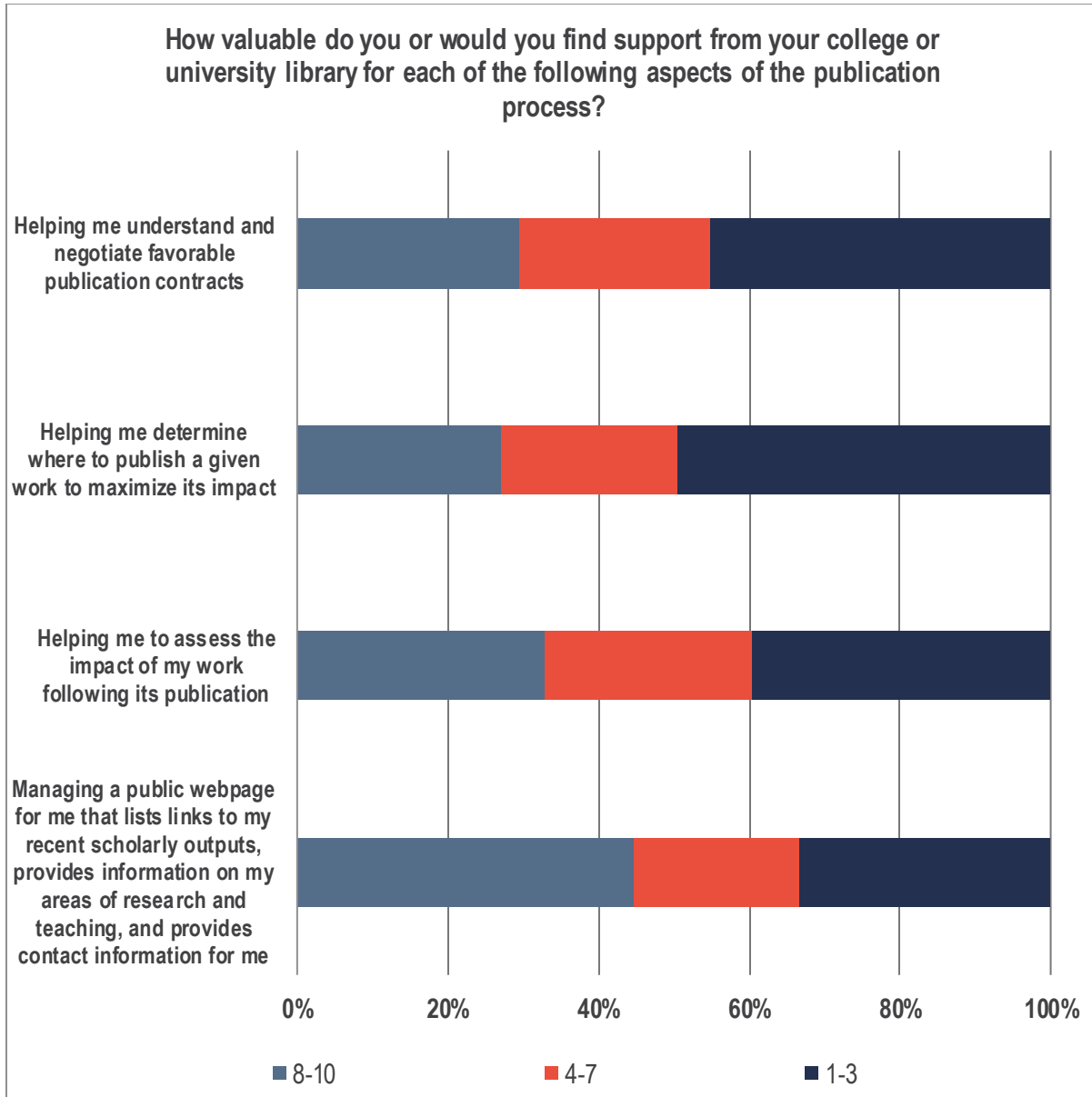
**Q13 [Contingent on R conducting academic research]**

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	29.43%	25.43%	45.14%	350
Helping me determine where to publish a given work to maximize its impact	27.14%	23.43%	49.43%	350
Helping me to assess the impact of my work following its publication	32.86%	27.43%	39.71%	350
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	44.57%	22.00%	33.43%	350

**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]**

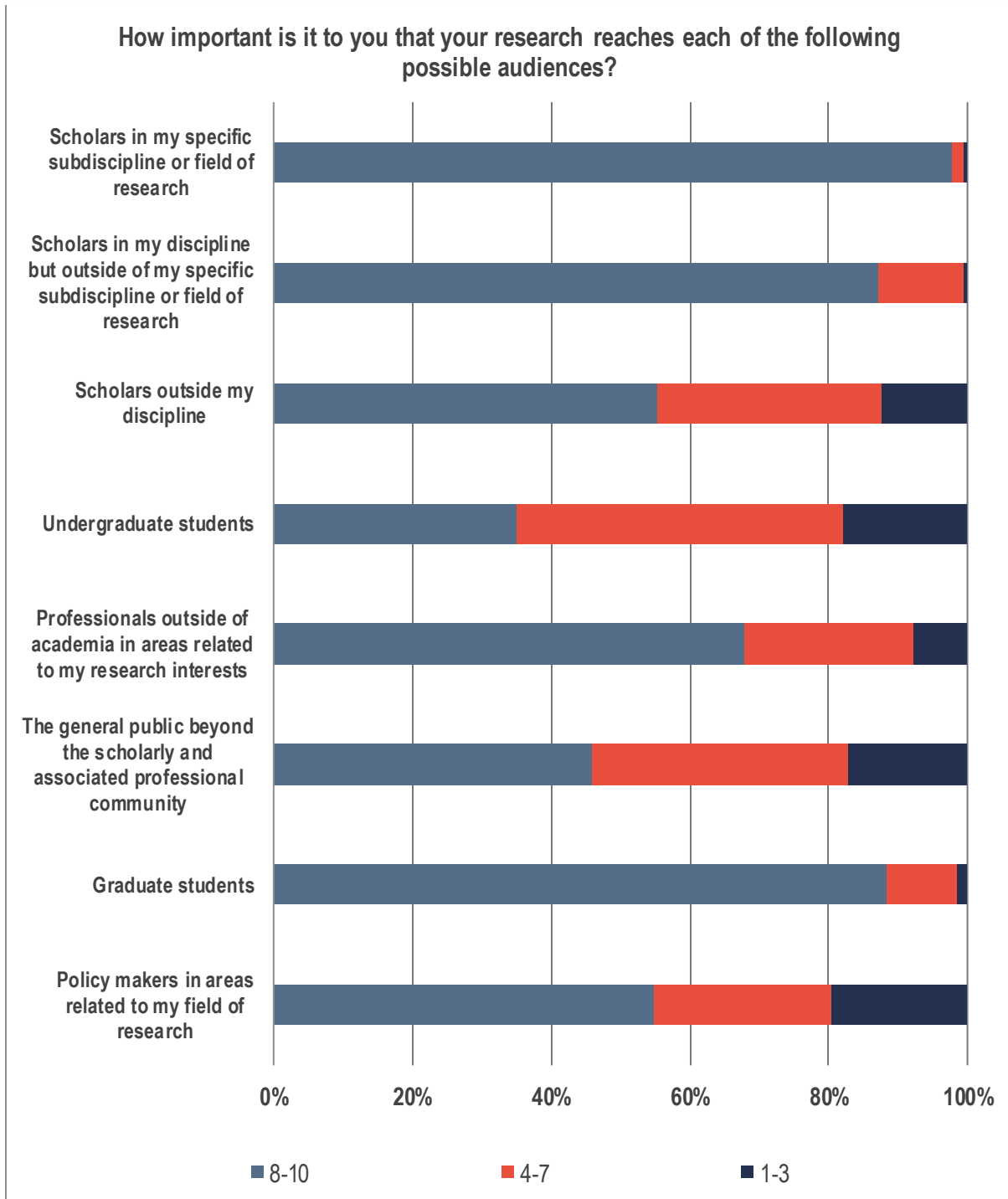
How important is it to you that your research reaches each of the following possible audiences?

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

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	97.77%	1.68%	0.56%	358
Scholars in my discipline but outside of my specific subdiscipline or field of research	87.11%	12.32%	0.56%	357
Scholars outside my discipline	55.18%	32.49%	12.32%	357
Undergraduate students	34.93%	47.04%	18.03%	355
Professionals outside of academia in areas related to my research interests	67.79%	24.37%	7.84%	357
The general public beyond the scholarly and associated professional community	45.94%	36.97%	17.09%	357
Graduate students	88.27%	10.34%	1.40%	358
Policy makers in areas related to my field of research	54.78%	25.56%	19.66%	356

**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]



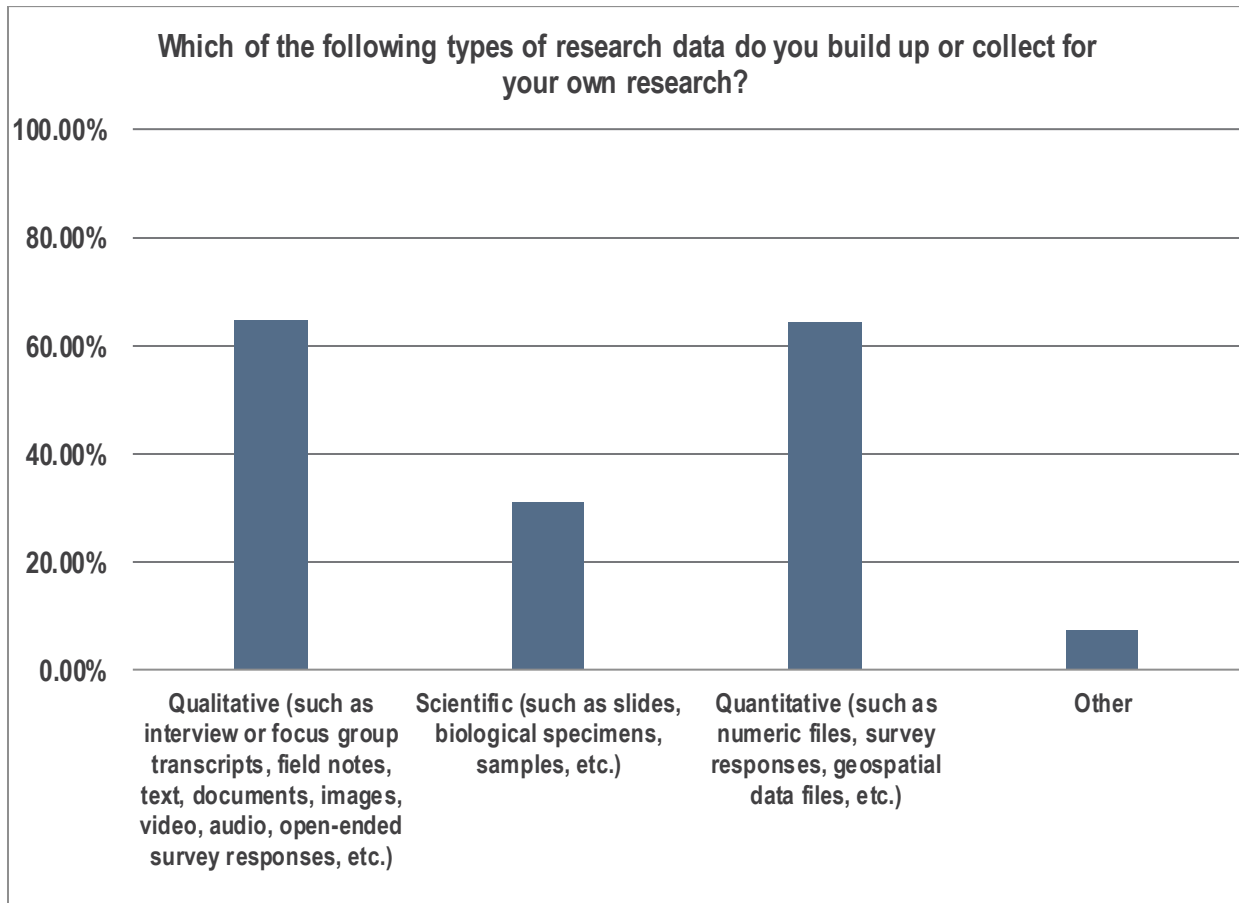


**Q15 [Contingent on R conducting academic research] [Multiple selections possible]**

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

Please select all that apply:

	Response	Percent
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	224	64.74%
Scientific (such as slides, biological specimens, samples, etc.)	107	30.92%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	222	64.16%
Other	26	7.51%
	579	

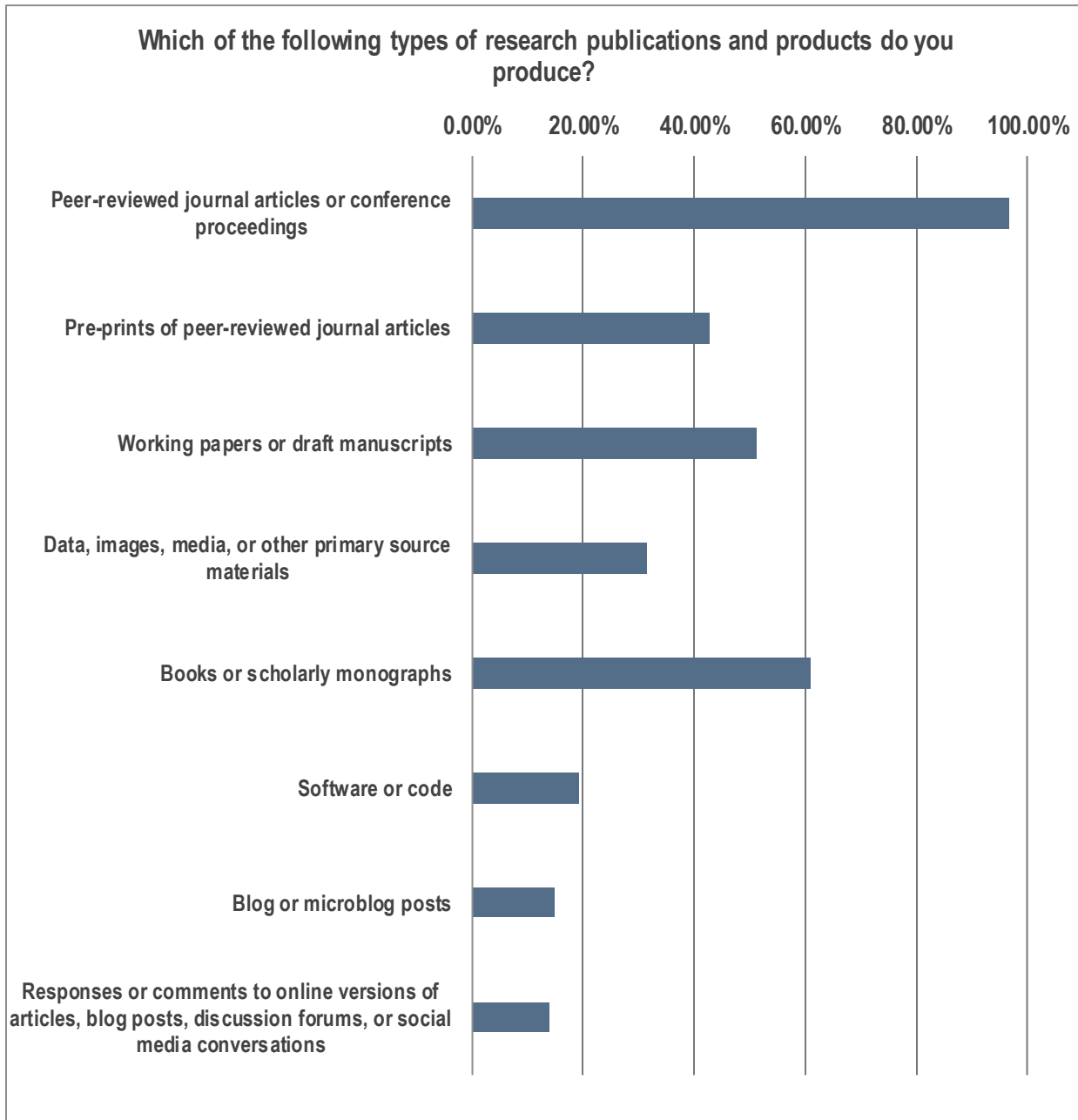


**Q16 [Contingent on R conducting academic research] [Multiple selections possible]**

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	350	96.69%
Pre-prints of peer-reviewed journal articles	155	42.82%
Working papers or draft manuscripts	185	51.10%
Data, images, media, or other primary source materials	114	31.49%
Books or scholarly monographs	221	61.05%
Software or code	70	19.34%
Blog or microblog posts	54	14.92%
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	50	13.81%
	1,199	

**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.



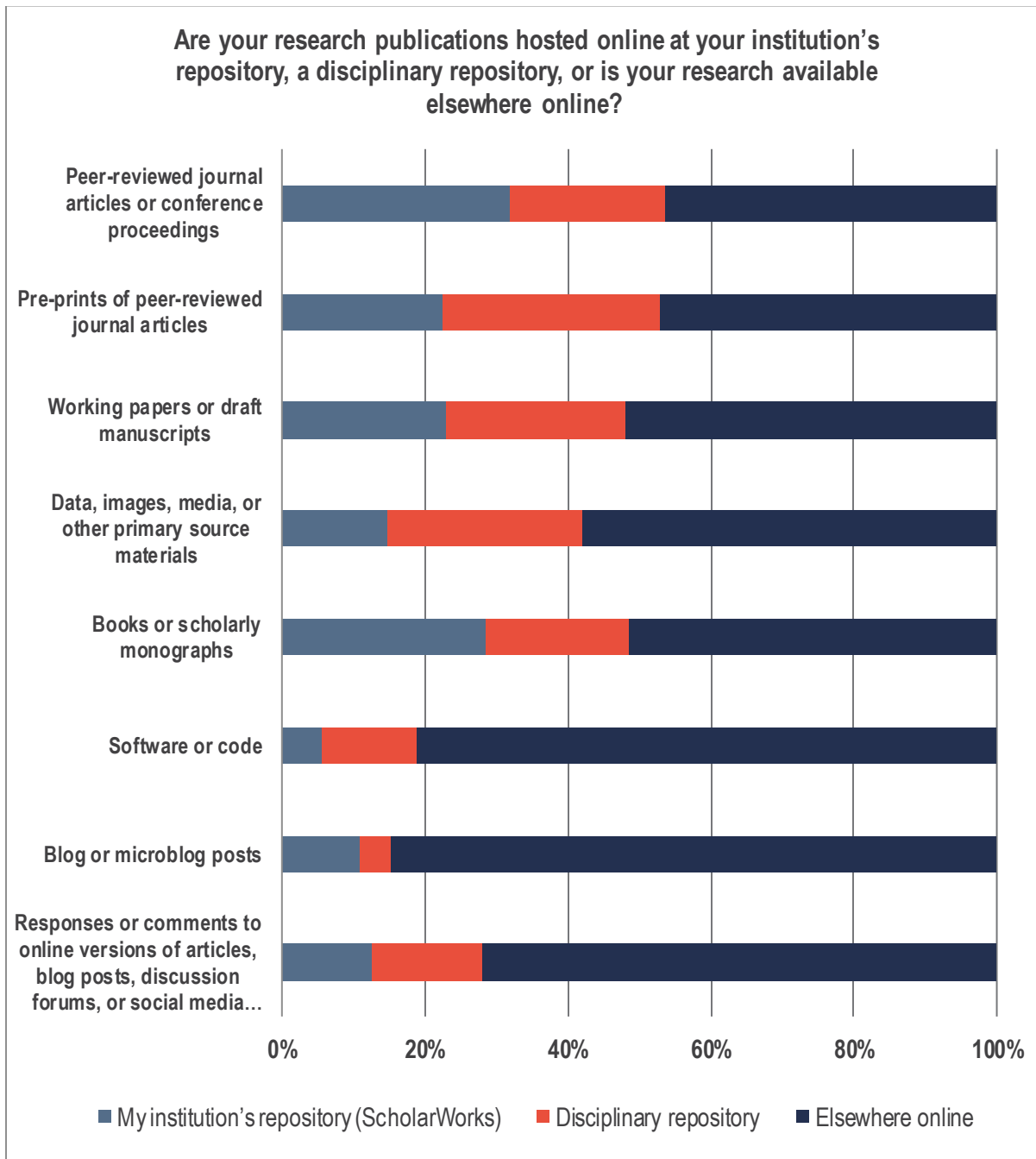
**Q17 [Contingent – if R answers “yes” to any options in the previous question, those options are pulled forward to this question]**

Are your research publications and/or products freely available online through your institution’s repository, [**ScholarWorks**], 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 (ScholarWorks)	Disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	39.57%	26.62%	57.55%	344
Pre-prints of peer-reviewed journal articles	26.09%	35.65%	54.78%	134
Working papers or draft manuscripts	27.88%	30.77%	63.46%	127
Data, images, media, or other primary source materials	18.06%	33.33%	70.83%	88
Books or scholarly monographs	33.06%	23.14%	59.50%	140
Software or code	5.88%	13.73%	84.31%	53
Blog or microblog posts	11.36%	4.55%	88.64%	46
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	13.79%	17.24%	79.31%	32

**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, [ScholarWorks], 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.)?

	Response	Percent
Yes	189	52.79%
No	169	47.21%
	358	100.00%



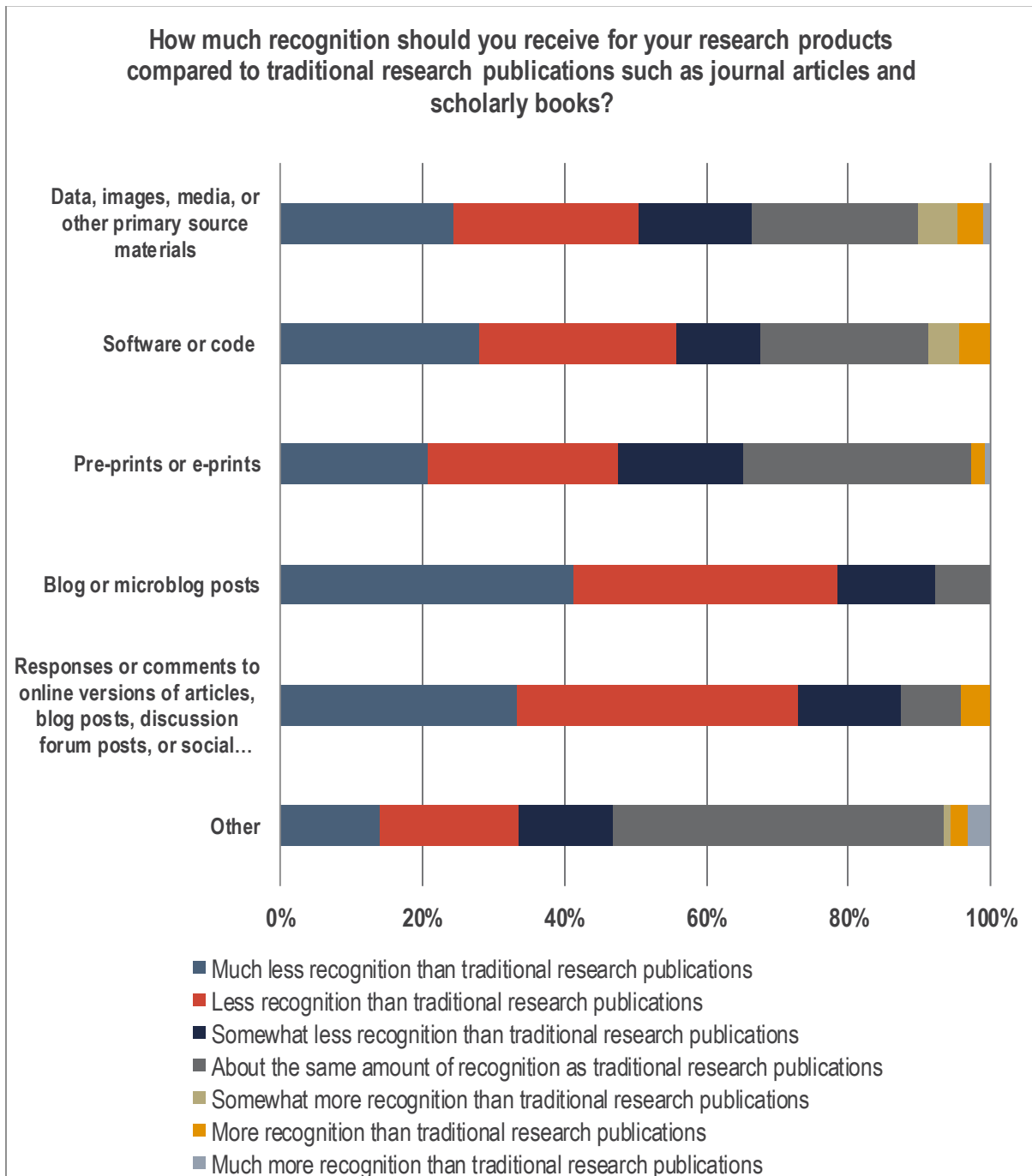
**Q19 [Contingent on selections of “yes” to Q16 – only options that R selects as “yes” will be pulled into this question]**

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	24.30%	26.17%	15.89%	23.36%	5.61%	3.74%	0.93%	107
Software or code	27.94%	27.94%	11.76%	23.53%	4.41%	4.41%	-	68
Pre-prints or e-prints	20.81%	26.85%	17.45%	32.21%	-	2.01%	0.67%	149
Blog or microblog posts	41.18%	37.25%	13.73%	7.84%	-	-	-	51
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	33.33%	39.58%	14.58%	8.33%	-	4.17%	-	48
Other	13.93%	19.67%	13.11%	46.72%	0.82%	2.46%	3.28%	122

**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?

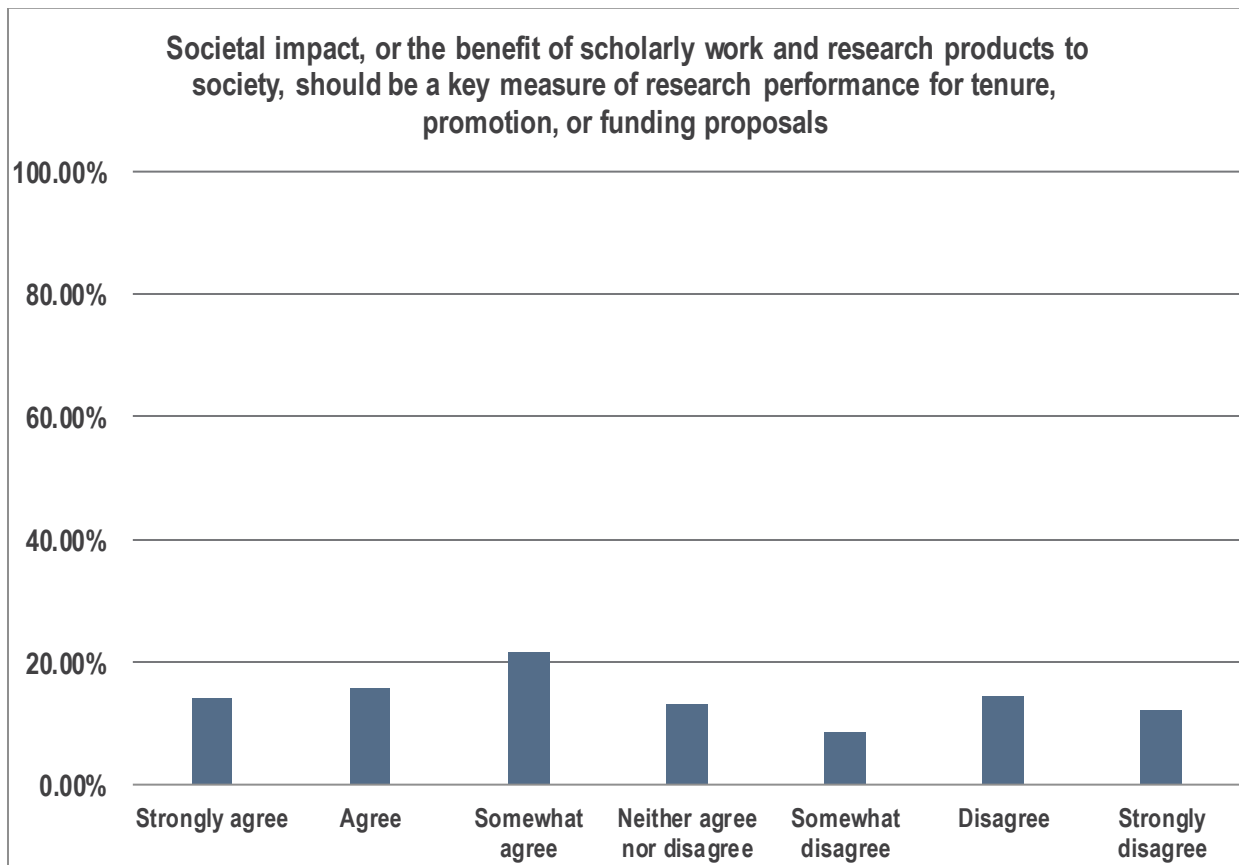




Q20

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	55	14.07%
Agree	62	15.86%
Somewhat agree	84	21.48%
Neither agree nor disagree	52	13.30%
Somewhat disagree	34	8.70%
Disagree	57	14.58%
Strongly disagree	47	12.02%
	391	100.00%



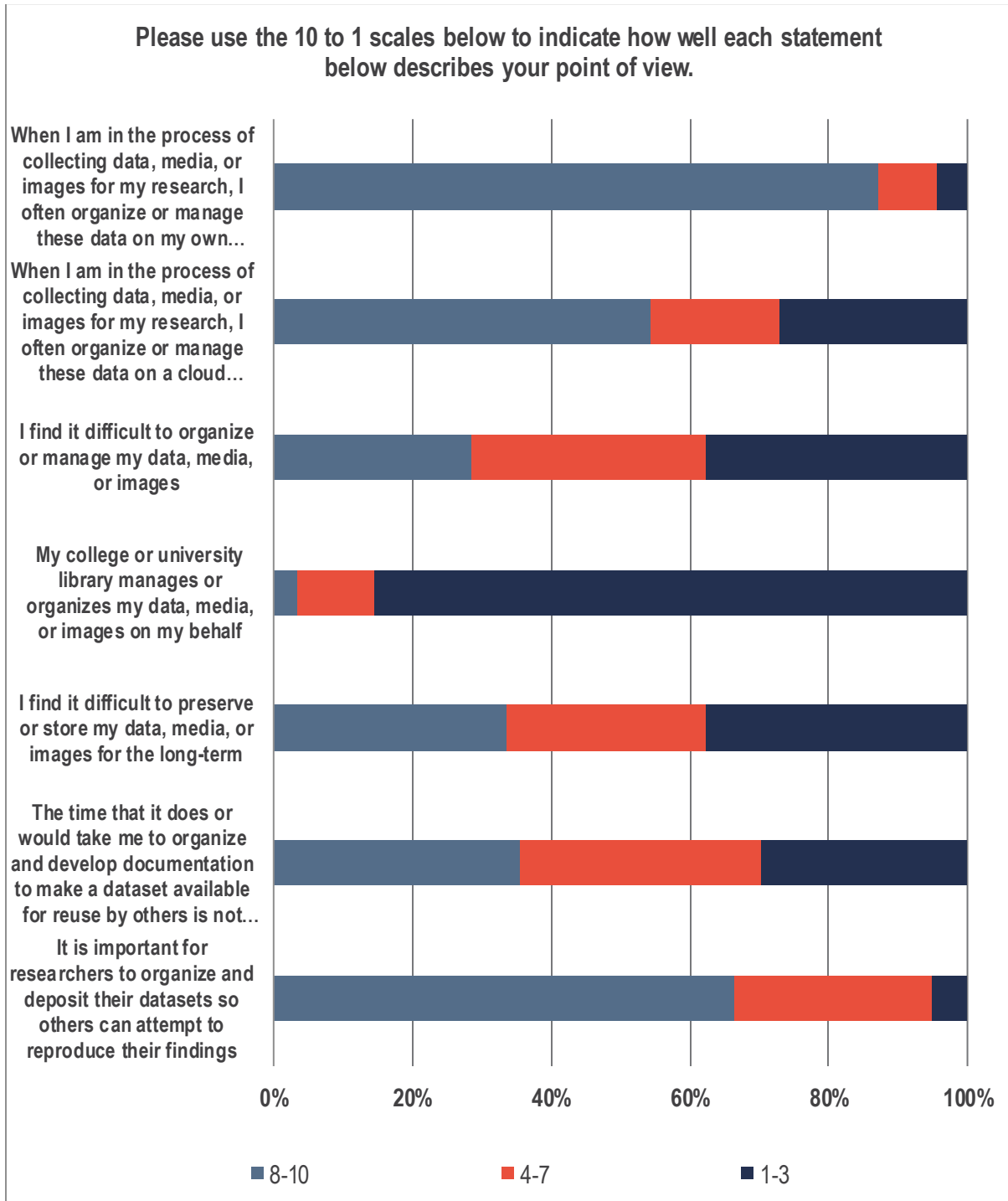
**Q21 [Contingent on R selecting at least one option from Q15]**

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	87.09%	8.41%	4.50%	333
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.)	54.35%	18.62%	27.03%	333
I find it difficult to organize or manage my data, media, or images	28.61%	33.73%	37.65%	332
My college or university library manages or organizes my data, media, or images on my behalf	3.31%	11.14%	85.54%	332
I find it difficult to preserve or store my data, media, or images for the long-term	33.53%	28.74%	37.72%	334
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	35.41%	34.93%	29.67%	209
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	66.36%	28.50%	5.14%	214

**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]



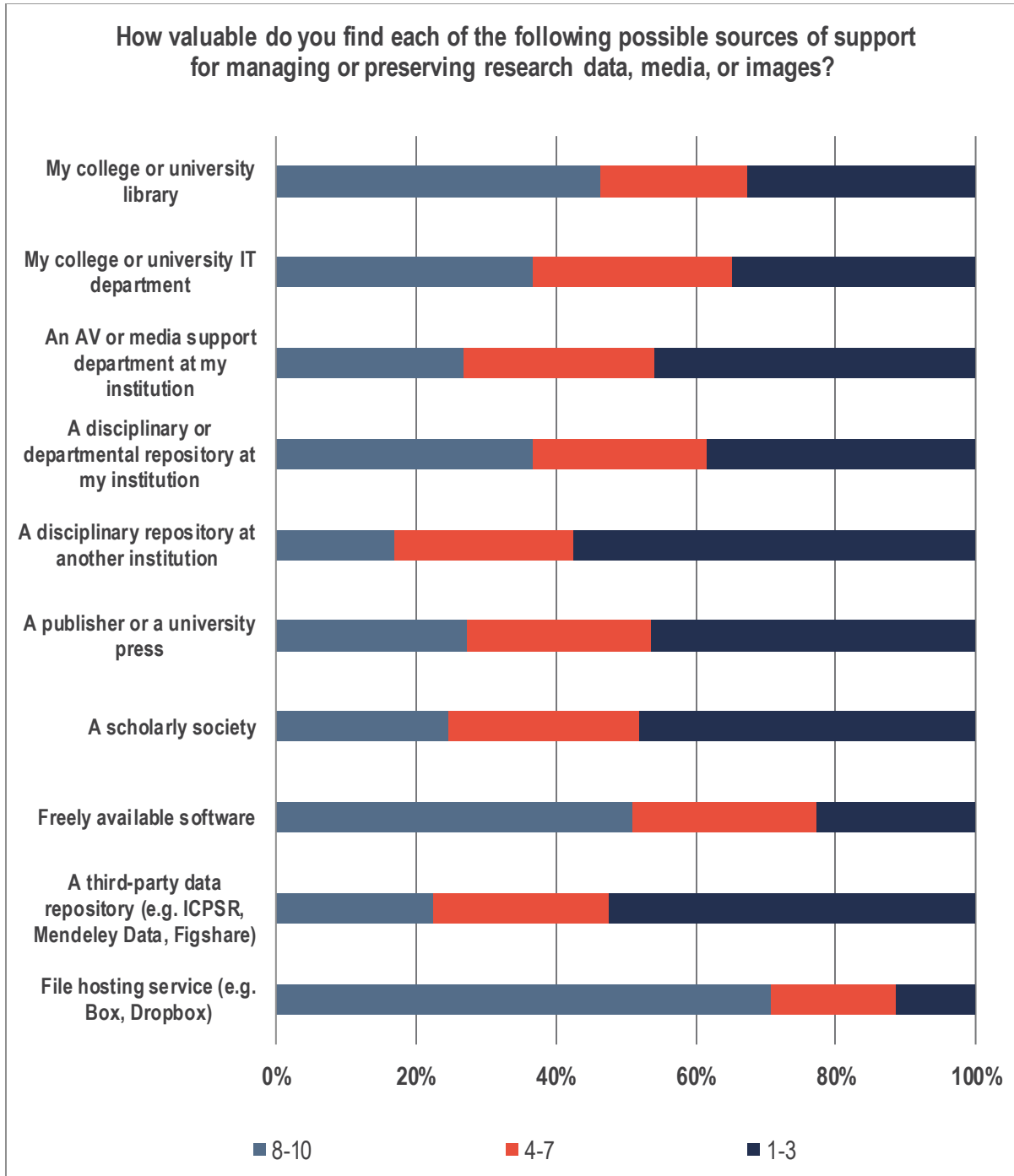
**Q22 [Contingent on R selecting at least one option from Q15]**

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]

	8-10	4-7	1-3	Response
My college or university library	46.42%	20.87%	32.71%	321
My college or university IT department	36.68%	28.53%	34.80%	319
An AV or media support department at my institution	26.75%	27.39%	45.86%	314
A disciplinary or departmental repository at my institution	36.68%	24.76%	38.56%	319
A disciplinary repository at another institution	16.98%	25.47%	57.55%	318
A publisher or a university press	27.22%	26.27%	46.52%	316
A scholarly society	24.53%	27.36%	48.11%	318
Freely available software	50.93%	26.40%	22.67%	322
A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)	22.47%	25.00%	52.53%	316
File hosting service (e.g. Box, Dropbox)	70.72%	17.76%	11.53%	321

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

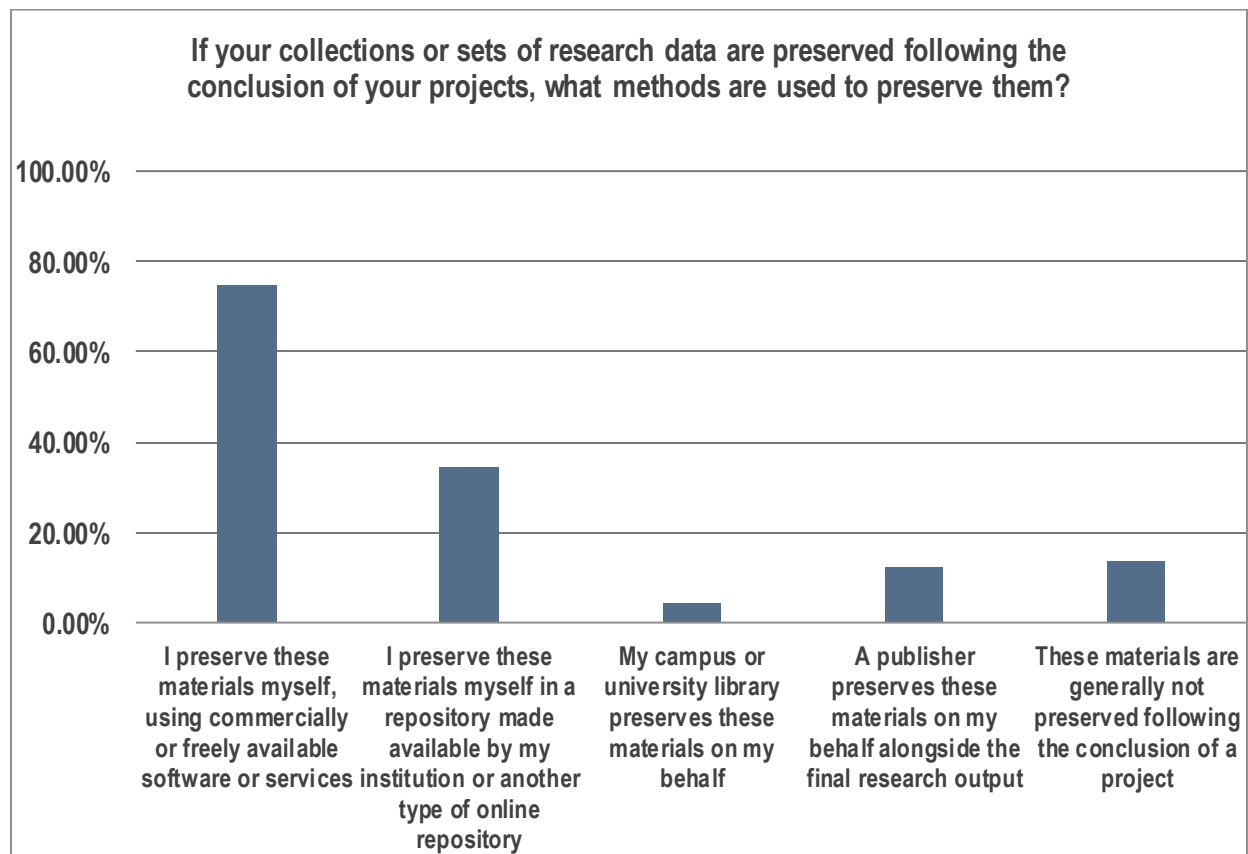
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]



**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.

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	236	74.92%
I preserve these materials myself in a repository made available by my institution or another type of online repository	108	34.29%
My campus or university library preserves these materials on my behalf	14	4.44%
A publisher preserves these materials on my behalf alongside the final research output	39	12.38%
These materials are generally not preserved following the conclusion of a project	43	13.65%
	440	



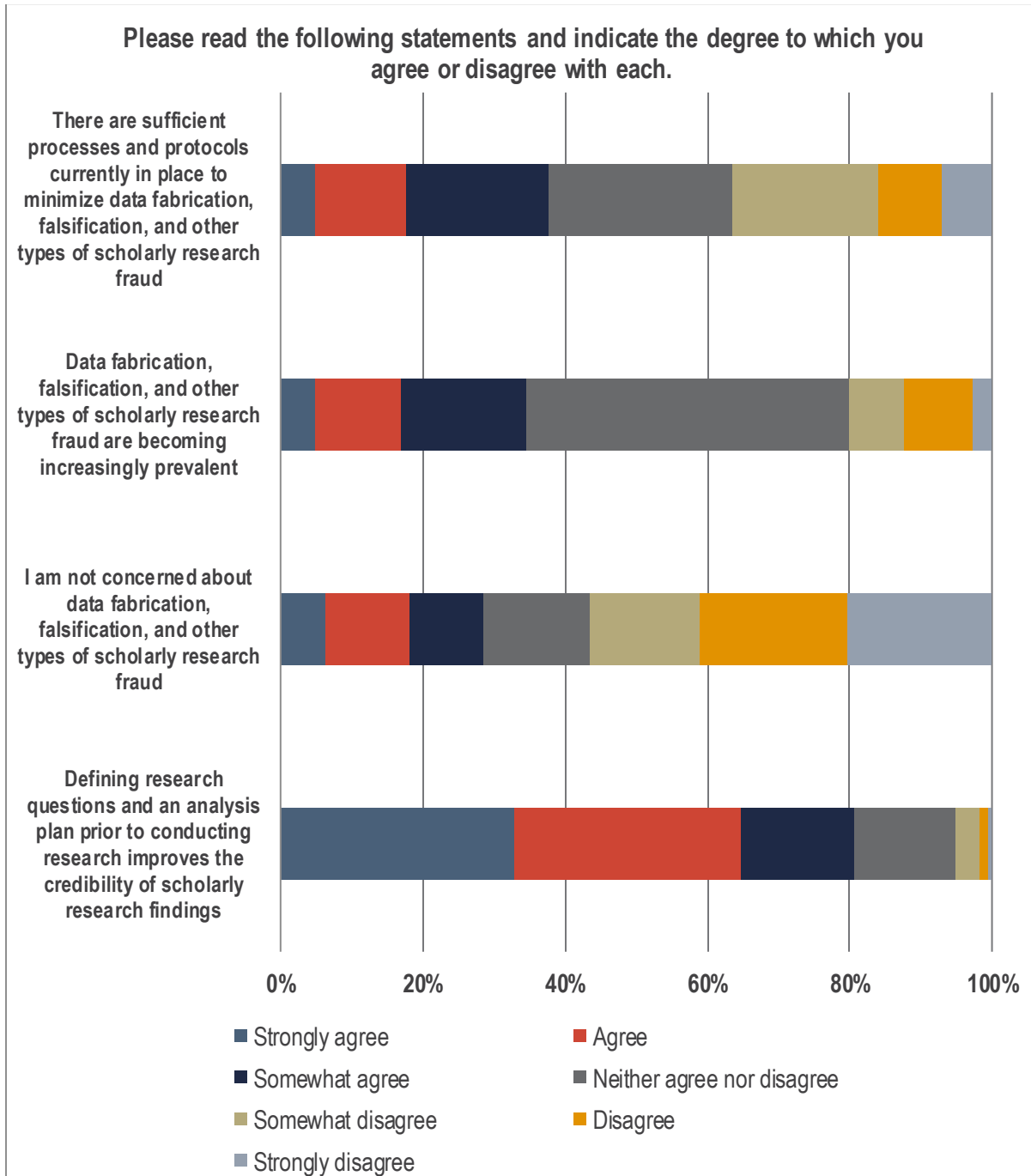
**Q24 [Contingent on R selecting at least one option from Q15]**

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	4.83%	12.69%	20.24%	25.68%	20.54%	9.06%	6.95%	331
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	4.86%	12.16%	17.63%	45.29%	7.60%	9.73%	2.74%	329
I am not concerned about data fabrication, falsification, and other types of scholarly research fraud	6.31%	11.71%	10.51%	15.02%	15.32%	20.72%	20.42%	333
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	32.83%	31.93%	15.96%	14.16%	3.31%	1.20%	0.60%	332

**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]





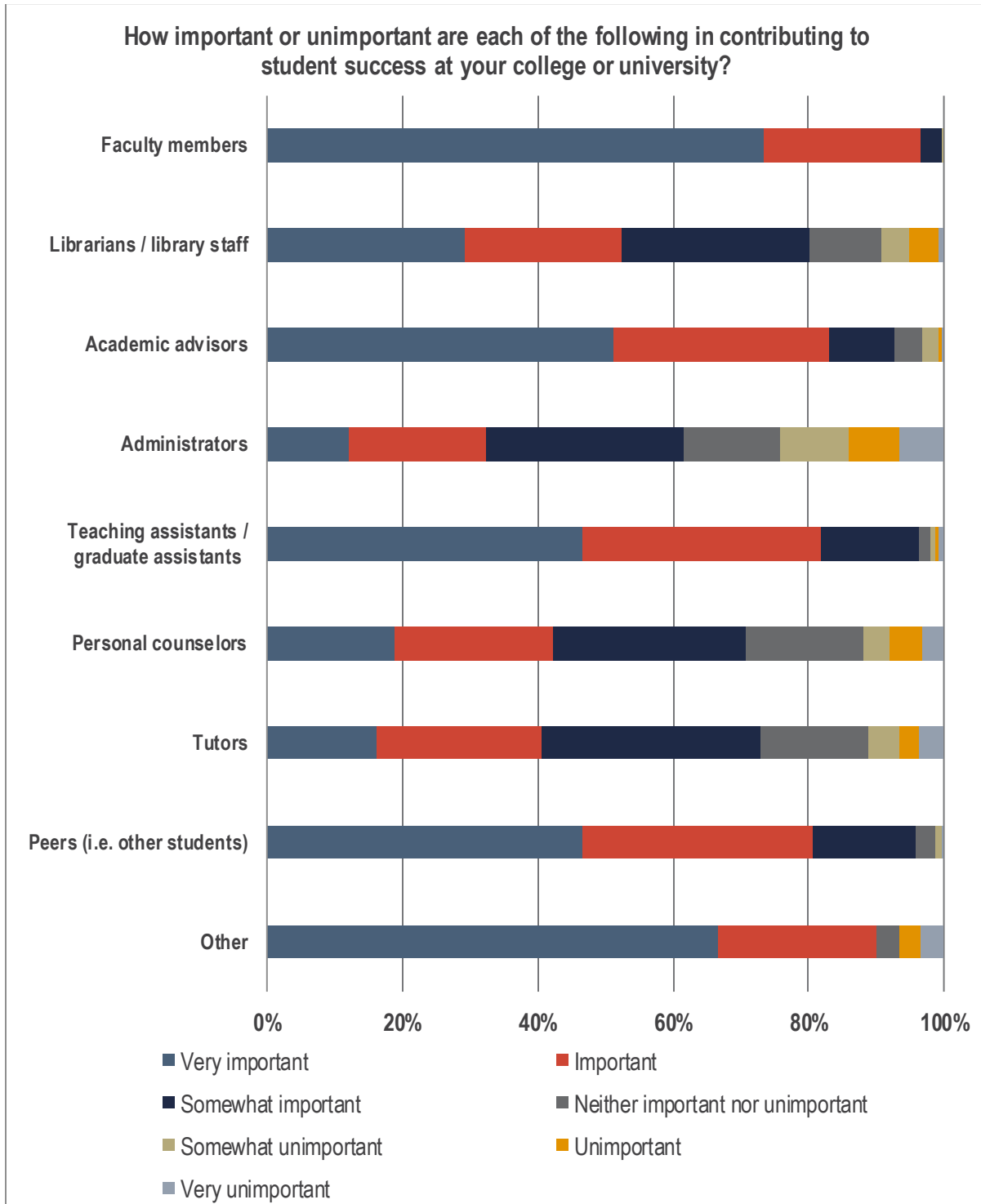
Q25

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]

	Very important	Important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Unimportant	Very unimportant	Response
Faculty members	73.51%	23.12%	3.12%	-	0.26%	-	-	385
Librarians / library staff	29.24%	23.24%	27.68%	10.70%	3.92%	4.44%	0.78%	383
Academic advisors	51.17%	31.85%	9.66%	4.18%	2.35%	0.52%	0.26%	383
Administrators	12.04%	20.42%	29.06%	14.40%	9.95%	7.59%	6.54%	382
Teaching assistants / graduate assistants	46.61%	35.16%	14.58%	1.56%	0.78%	0.52%	0.78%	384
Personal counselors	18.77%	23.59%	28.42%	17.43%	3.75%	4.83%	3.22%	373
Tutors	16.09%	24.54%	32.19%	16.09%	4.49%	2.90%	3.69%	379
Peers (i.e. other students)	46.61%	34.11%	15.10%	2.86%	1.04%	-	0.26%	384
Other	66.67%	23.33%	-	3.33%	-	3.33%	3.33%	30

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]



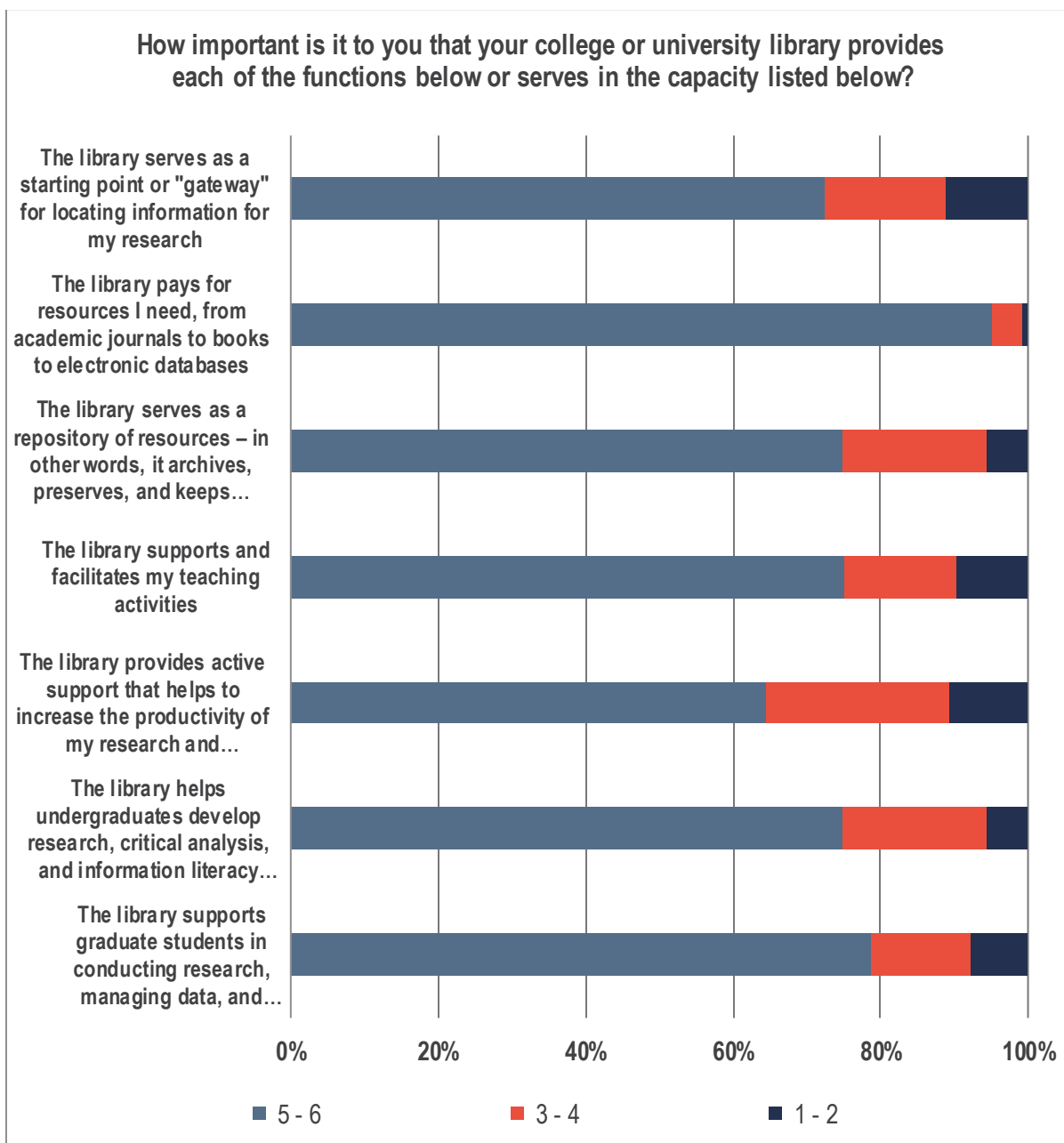
Q26

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]

	5-6	3-4	1-2	Response
The library serves as a starting point or “gateway” for locating information for my research	72.40%	16.41%	11.20%	384
The library pays for resources I need, from academic journals to books to electronic databases	95.09%	4.13%	0.78%	387
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	74.87%	19.63%	5.50%	382
The library supports and facilitates my teaching activities	75.06%	15.32%	9.61%	385
The library provides active support that helps to increase the productivity of my research and scholarship	64.49%	24.80%	10.70%	383
The library helps undergraduates develop research, critical analysis, and information literacy skills	74.94%	19.38%	5.68%	387
The library supports graduate students in conducting research, managing data, and publishing scholarship	78.59%	13.58%	7.83%	383

Q26

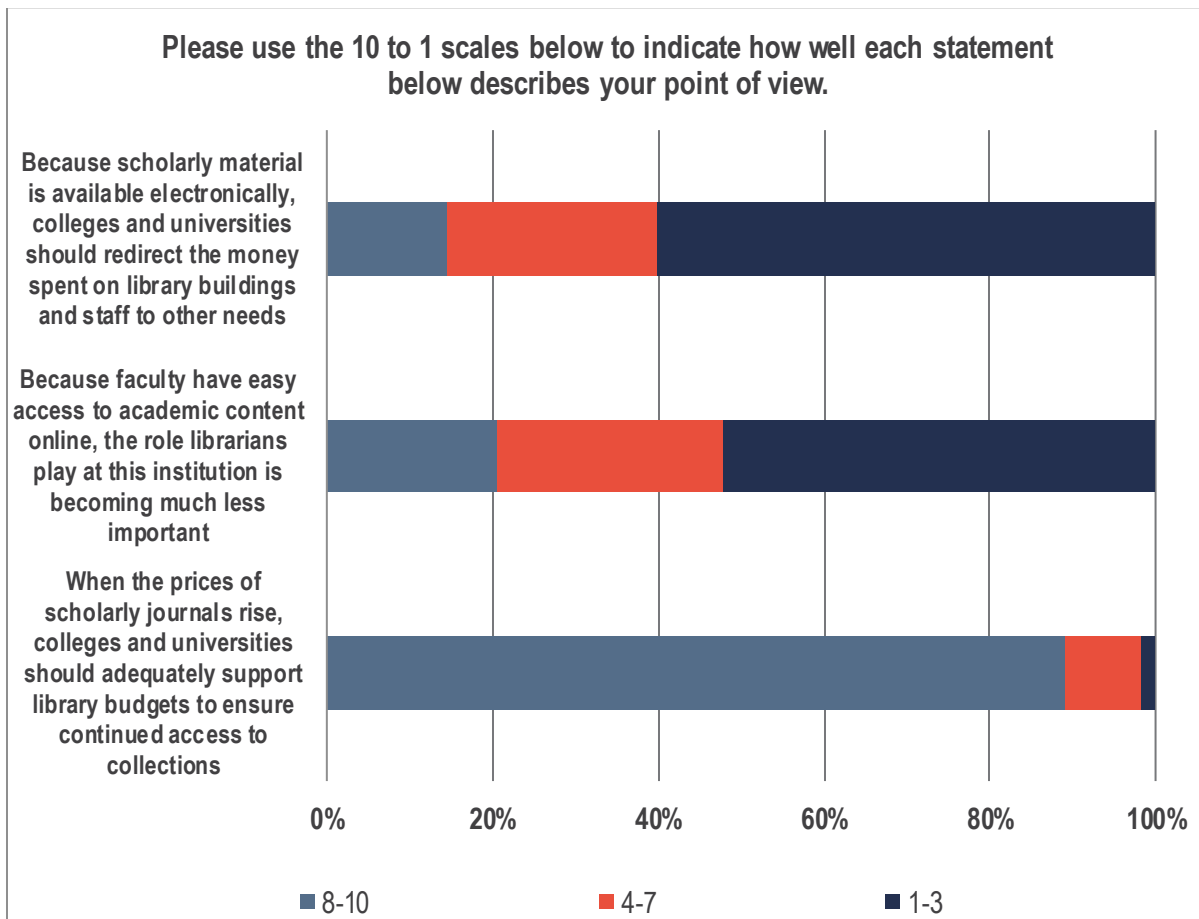
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



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]

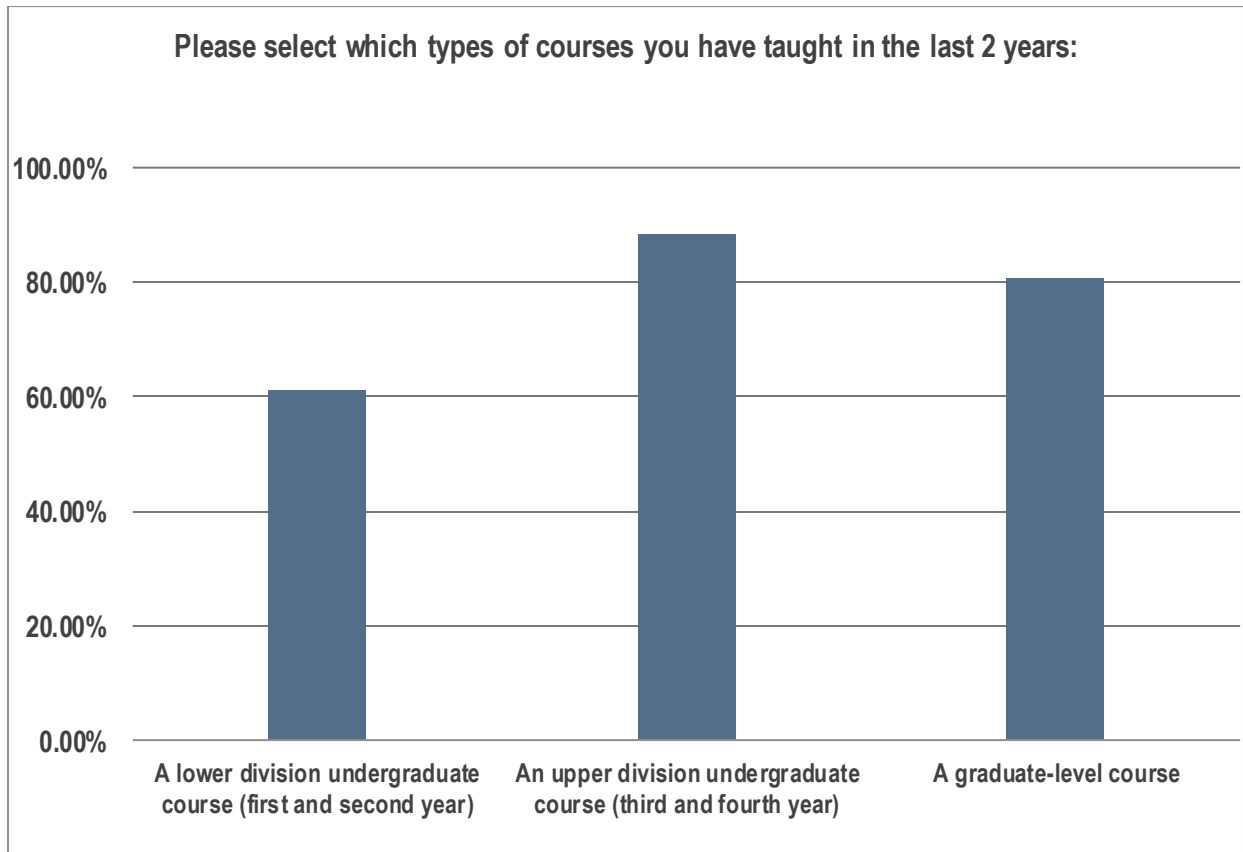
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	14.47%	25.32%	60.21%	387
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	20.41%	27.39%	52.20%	387
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	89.15%	9.04%	1.81%	387



**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)	236	61.14%
An upper division undergraduate course (third and fourth year)	341	88.34%
A graduate-level course	311	80.57%
	888	



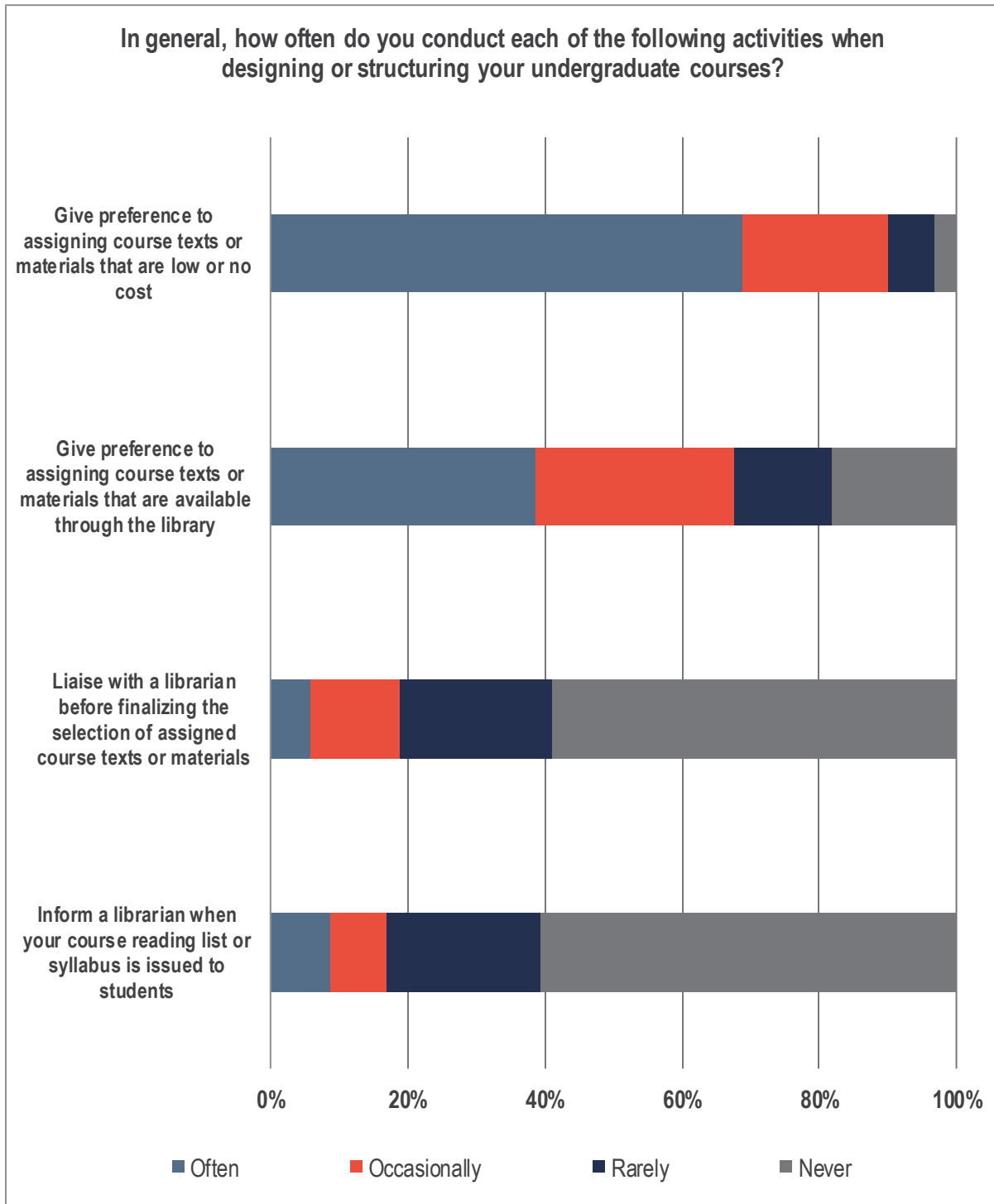
**Q29 [Contingent on R selecting “lower division” or “upper division” in previous Q]**

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	68.70%	21.33%	6.65%	3.32%	361
Give preference to assigning course texts or materials that are available through the library	38.67%	29.01%	14.09%	18.23%	362
Liaise with a librarian before finalizing the selection of assigned course texts or materials	5.82%	13.02%	22.16%	59.00%	361
Inform a librarian when your course reading list or syllabus is issued to students	8.64%	8.36%	22.28%	60.72%	359

**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?





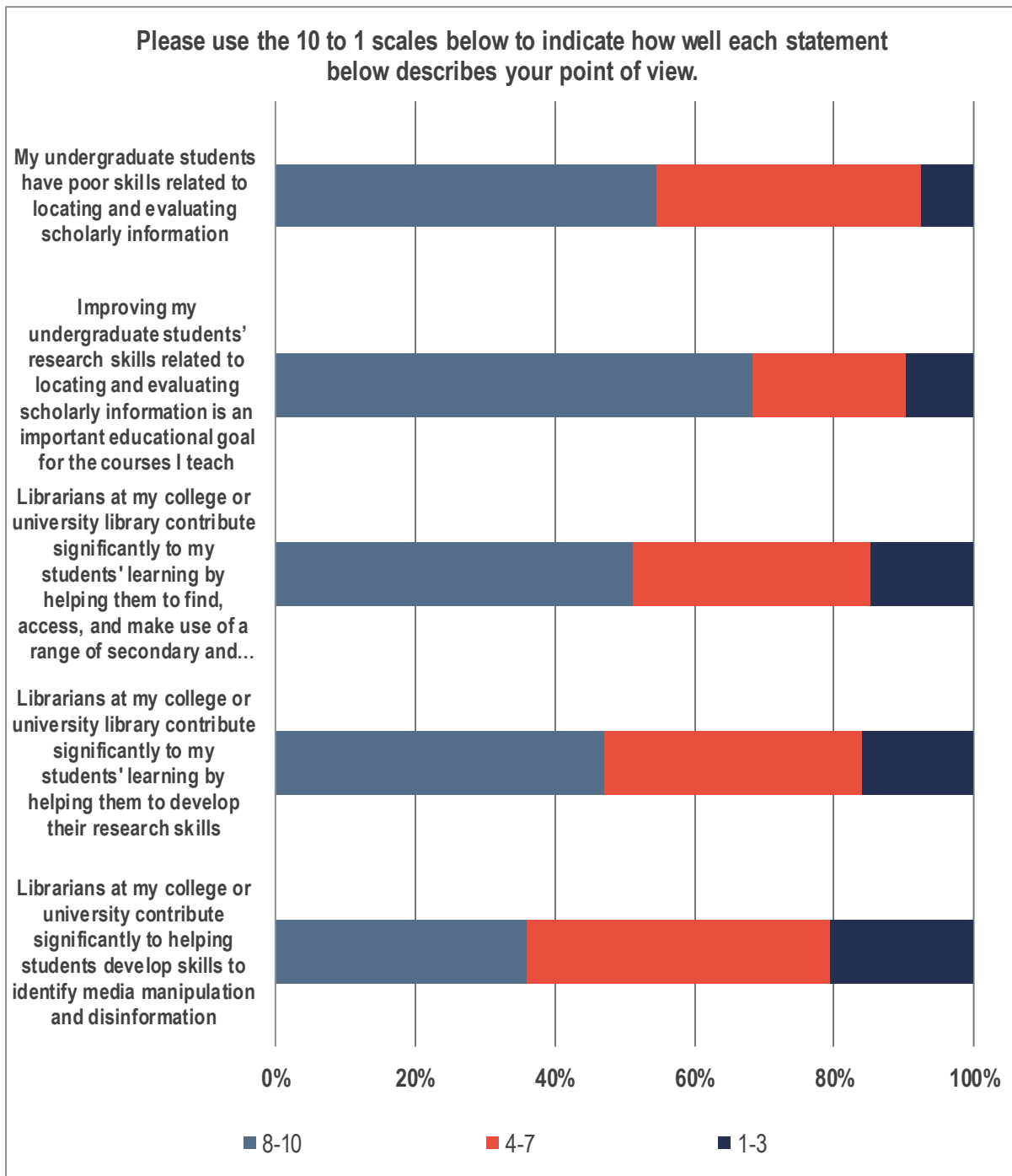
**Q30 [R has taught any type of course in past 2 years]**

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]

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	54.65%	37.75%	7.61%	355
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	68.44%	21.79%	9.78%	358
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	51.10%	34.07%	14.84%	364
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	47.01%	36.96%	16.03%	368
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	36.09%	43.25%	20.66%	363

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

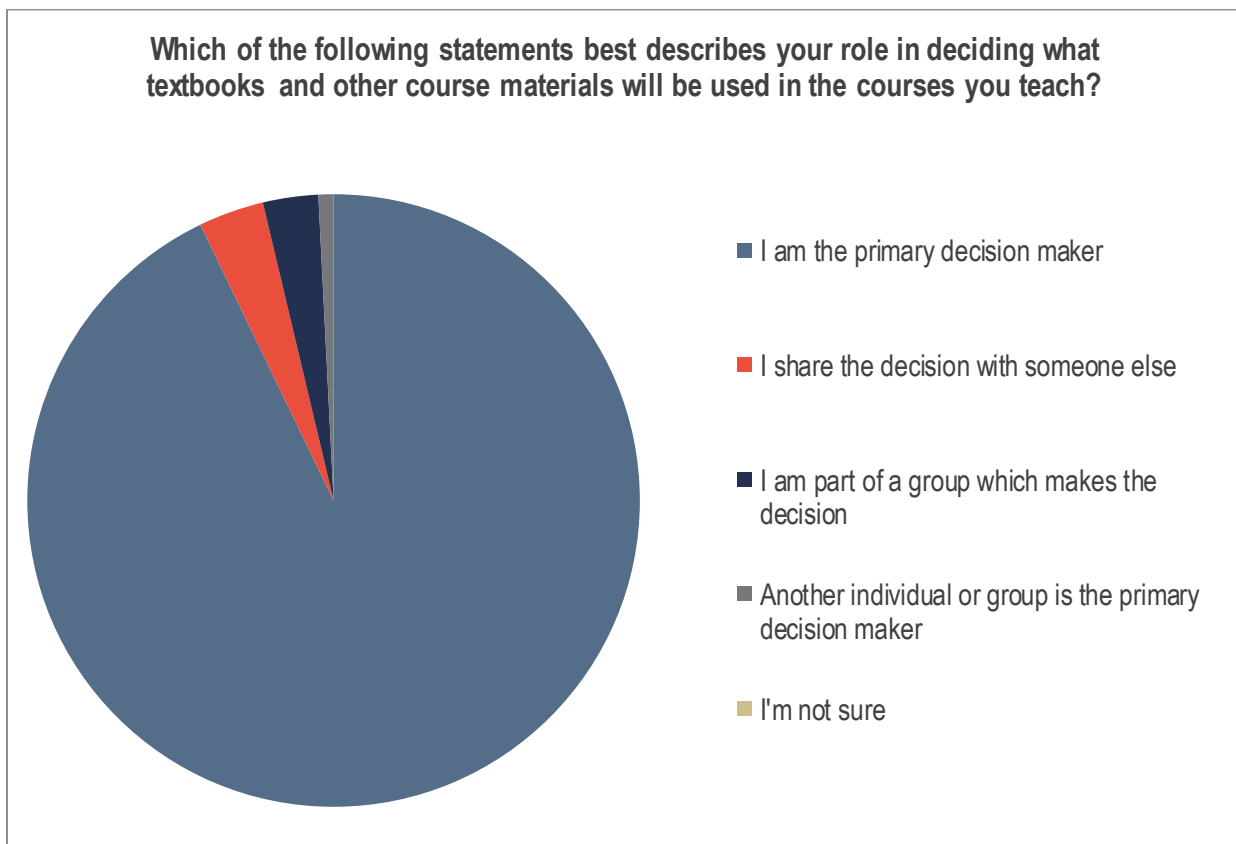
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



**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?

	Response	Percent
I am the primary decision maker	350	92.84%
I share the decision with someone else	13	3.45%
I am part of a group which makes the decision	11	2.92%
Another individual or group is the primary decision maker	3	0.80%
I'm not sure	0	0.00%
	377	100.00%



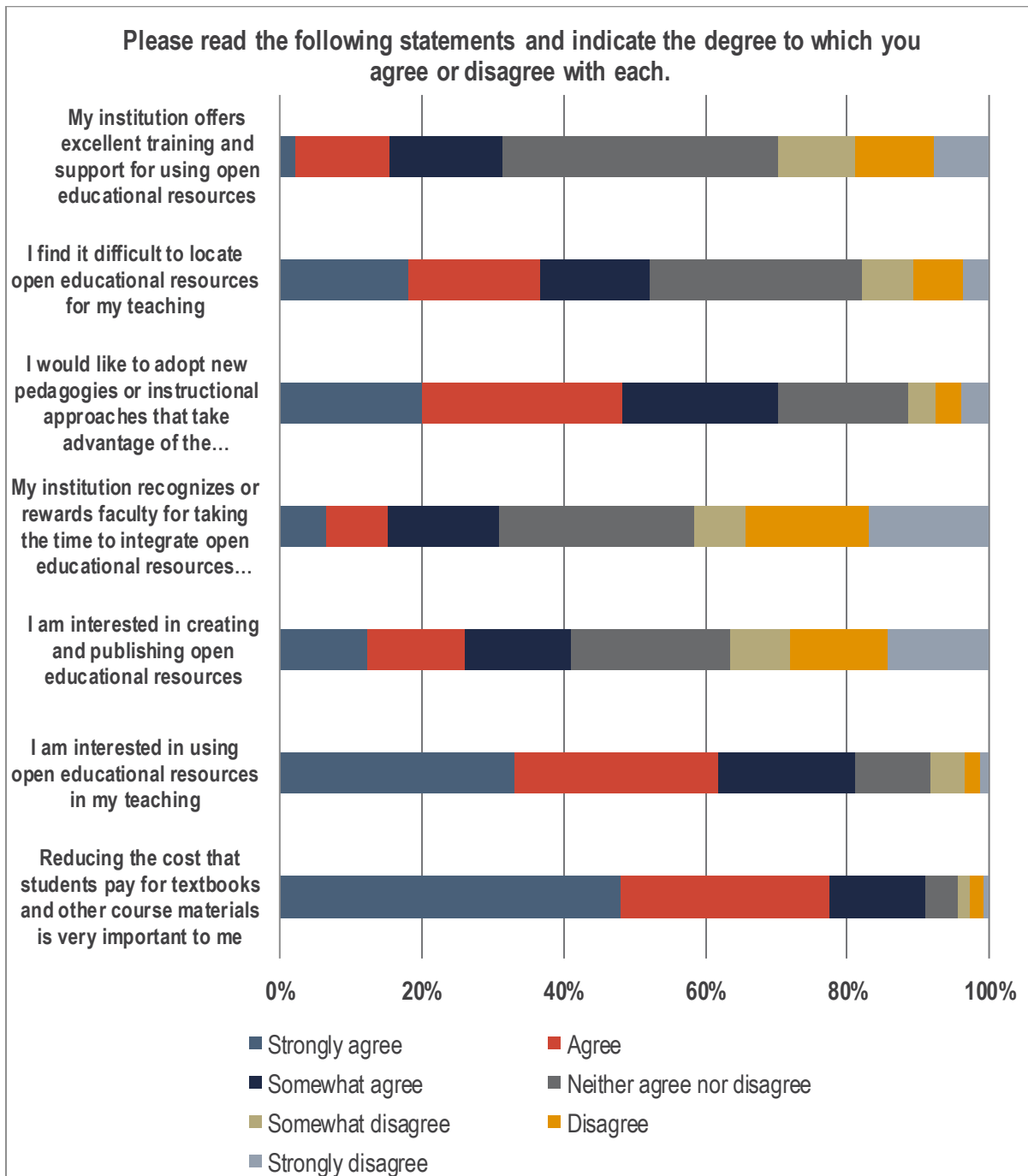
**Q32 [R has taught any type of course in past 2 years]**

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	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	2.22%	13.33%	15.83%	38.89%	10.83%	11.11%	7.78%	360
I find it difficult to locate open educational resources for my teaching	18.23%	18.51%	15.47%	29.83%	7.18%	7.18%	3.59%	362
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources	19.95%	28.42%	21.86%	18.31%	3.83%	3.83%	3.83%	366
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	6.65%	8.59%	15.79%	27.42%	7.20%	17.45%	16.90%	361
I am interested in creating and publishing open educational resources	12.36%	13.74%	14.84%	22.53%	8.52%	13.74%	14.29%	364
I am interested in using open educational resources in my teaching	33.15%	28.77%	19.18%	10.68%	4.66%	2.19%	1.37%	365
Reducing the cost that students pay for textbooks and other course materials is very important to me	48.10%	29.35%	13.59%	4.62%	1.63%	1.90%	0.82%	368

**Q32 [R has taught any type of course in past 2 years]**

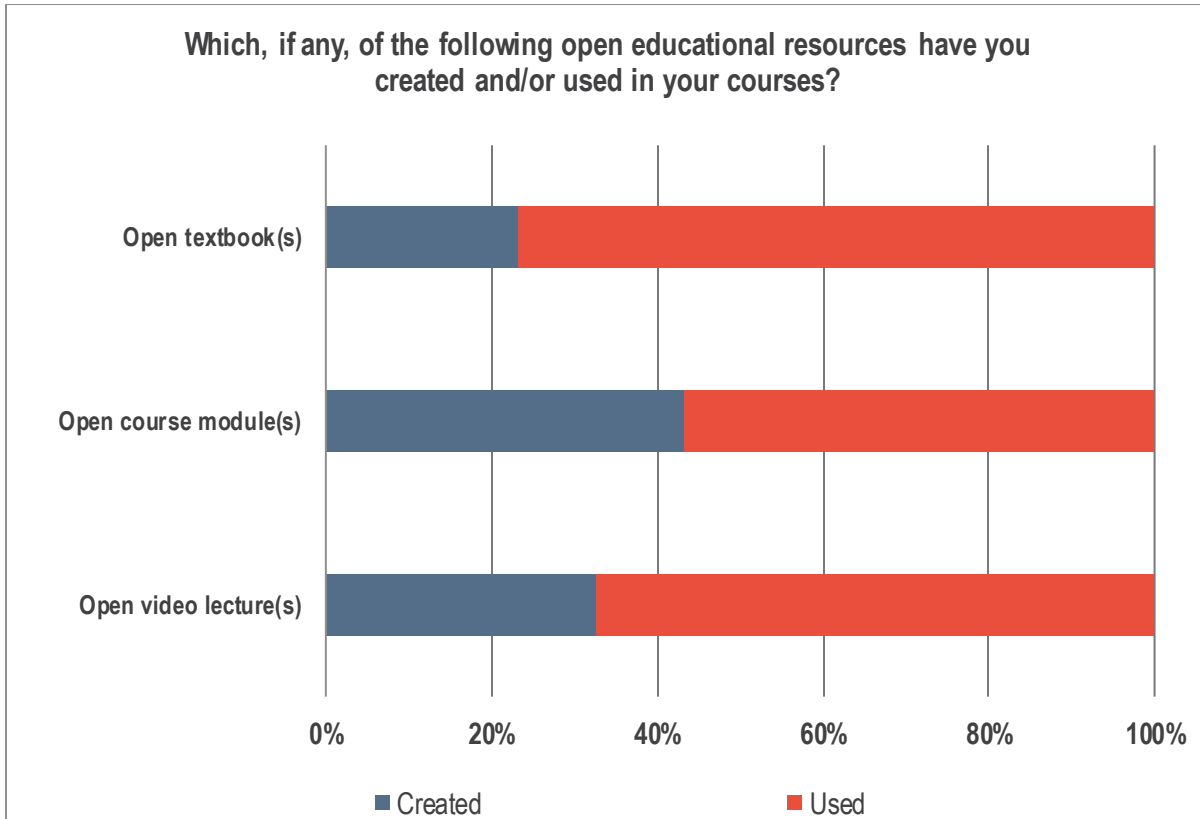
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**Q33 [R has taught any type of course in past 2 years]**

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

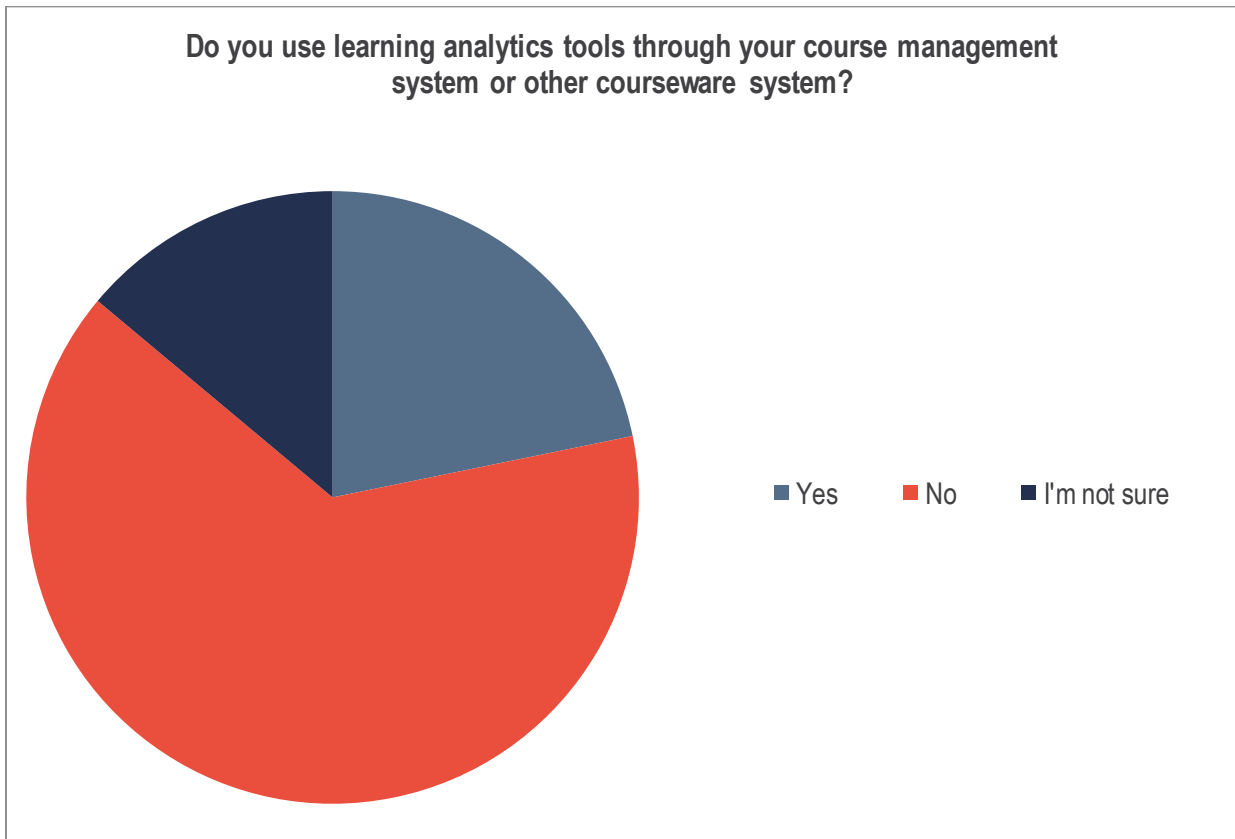
	Created	Used	Response
Open textbook(s)	25.81%	85.48%	138
Open course module(s)	49.52%	64.76%	120
Open video lecture(s)	38.05%	78.76%	132



**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	83	21.78%
No	245	64.30%
I'm not sure	53	13.91%
	381	100.00%



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

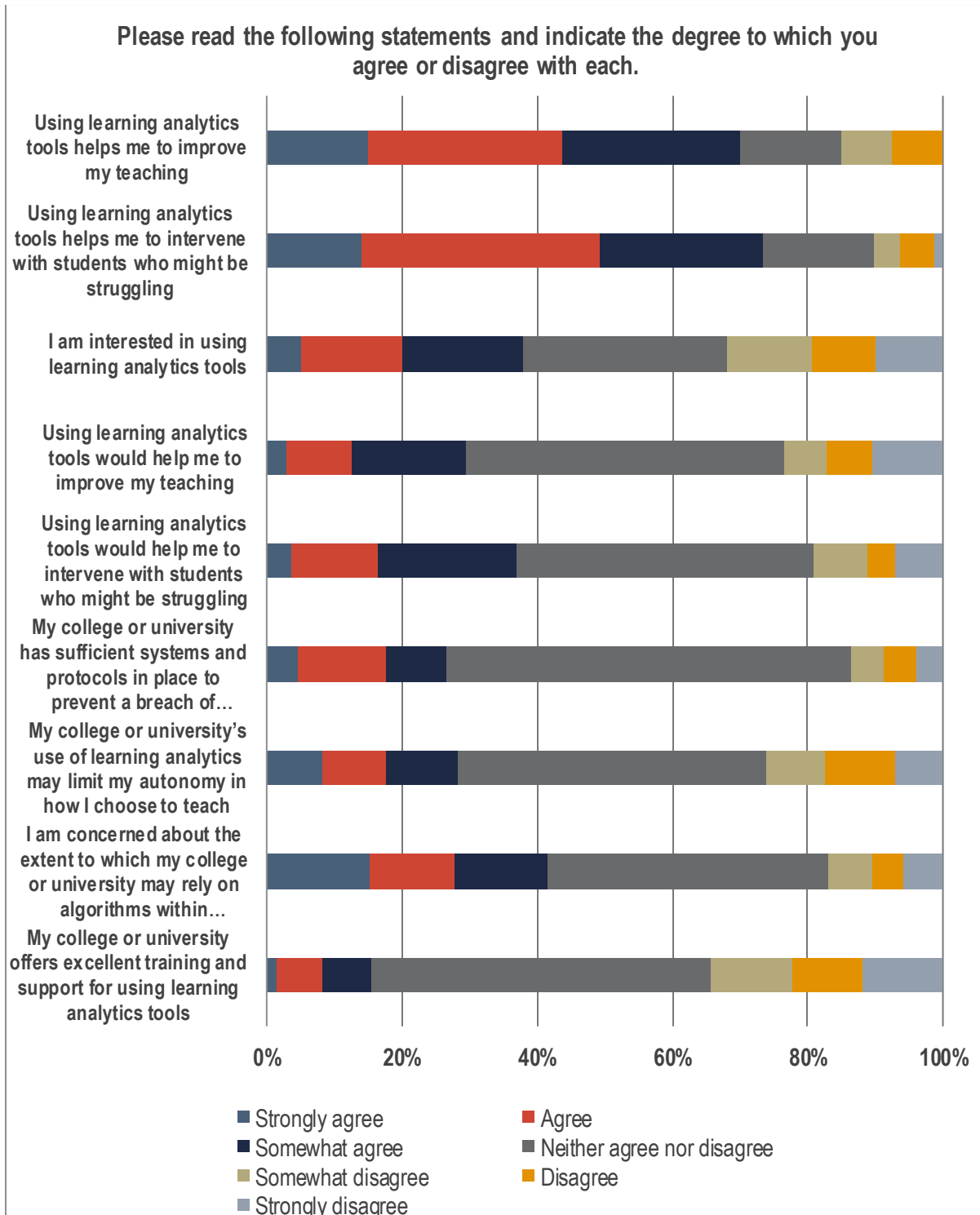
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	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	15.00%	28.75%	26.25%	15.00%	7.50%	7.50%	-	80
Using learning analytics tools helps me to intervene with students who might be struggling	13.92%	35.44%	24.05%	16.46%	3.80%	5.06%	1.27%	79
I am interested in using learning analytics tools	5.20%	14.87%	17.84%	30.11%	12.64%	9.29%	10.04%	269
Using learning analytics tools would help me to improve my teaching	2.97%	9.67%	16.73%	47.21%	6.32%	6.69%	10.41%	269
Using learning analytics tools would help me to intervene with students who might be struggling	3.73%	12.69%	20.52%	44.03%	7.84%	4.10%	7.09%	268
My college or university has sufficient systems and protocols in place to prevent a breach of student activity data	4.71%	12.94%	8.82%	60.00%	4.71%	5.00%	3.82%	340
My college or university's use of learning analytics may limit my autonomy in how I choose to teach	8.14%	9.59%	10.47%	45.64%	8.72%	10.47%	6.98%	344
I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools	15.27%	12.39%	13.83%	41.50%	6.63%	4.61%	5.76%	347
My college or university offers excellent training and support for using learning analytics tools	1.45%	6.69%	7.27%	50.29%	11.92%	10.47%	11.92%	344



**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]



## 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?

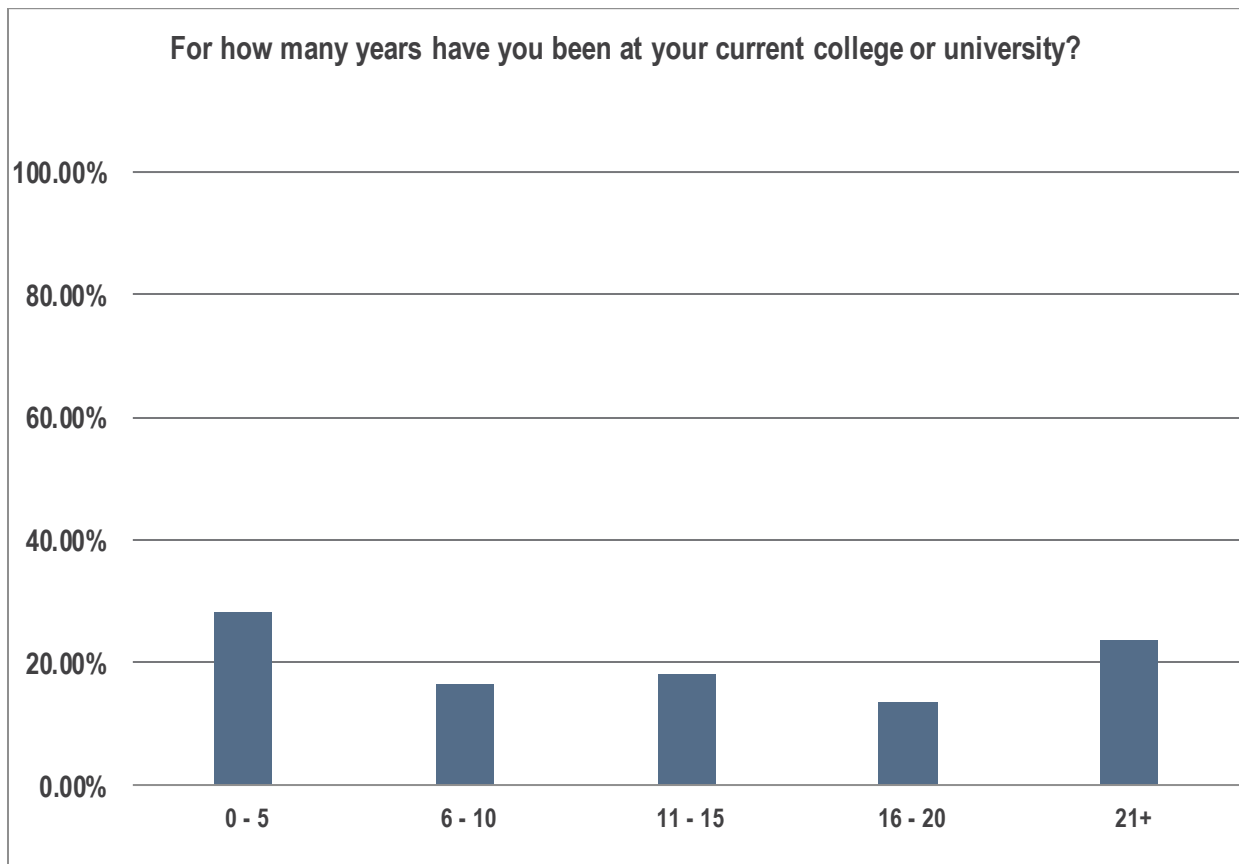
D7

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?

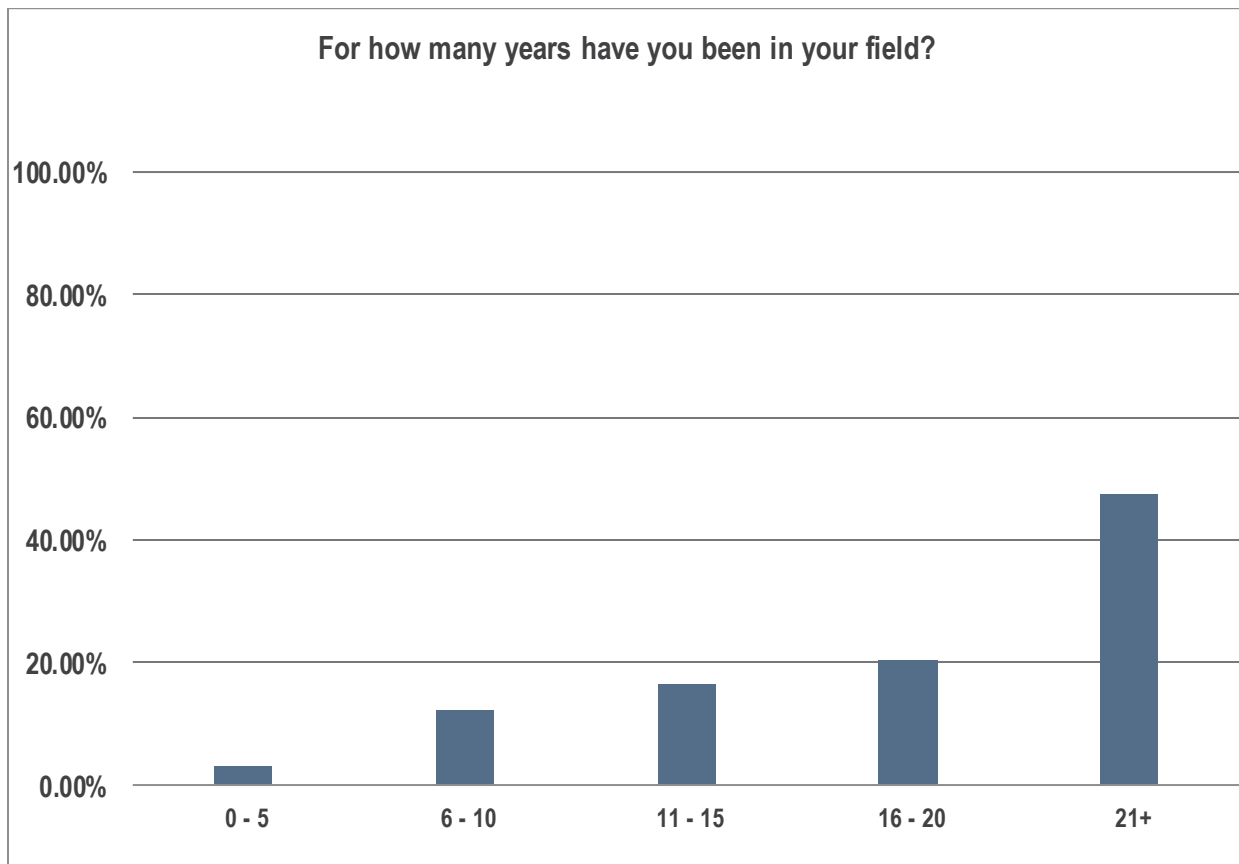
	Response	Percent
0 - 5	111	28.24%
6 - 10	65	16.54%
11 - 15	71	18.07%
16 - 20	53	13.49%
21+	93	23.66%
	393	100.00%



D2

For how many years have you been in your field?

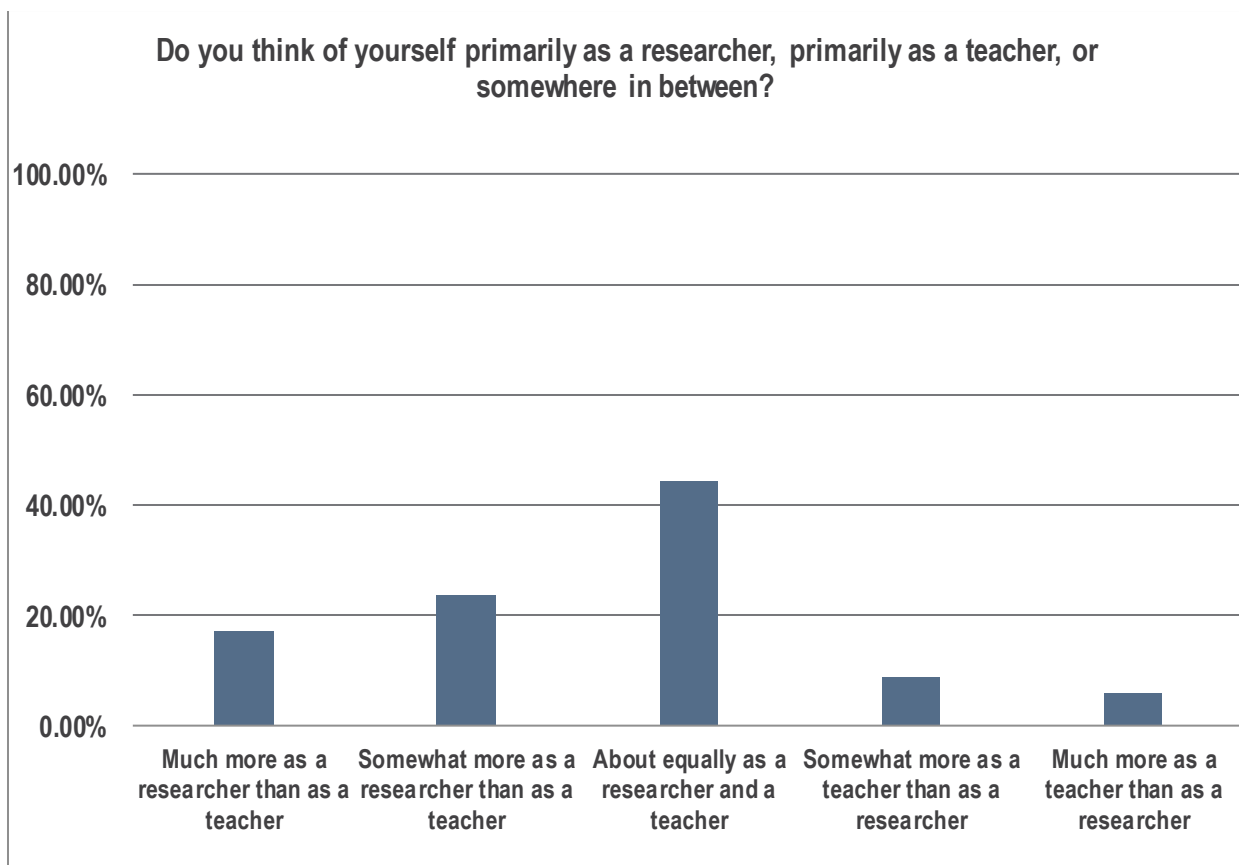
	Response	Percent
0 - 5	12	3.07%
6 - 10	48	12.28%
11 - 15	65	16.62%
16 - 20	80	20.46%
21+	186	47.57%
	391	100.00%



D3

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

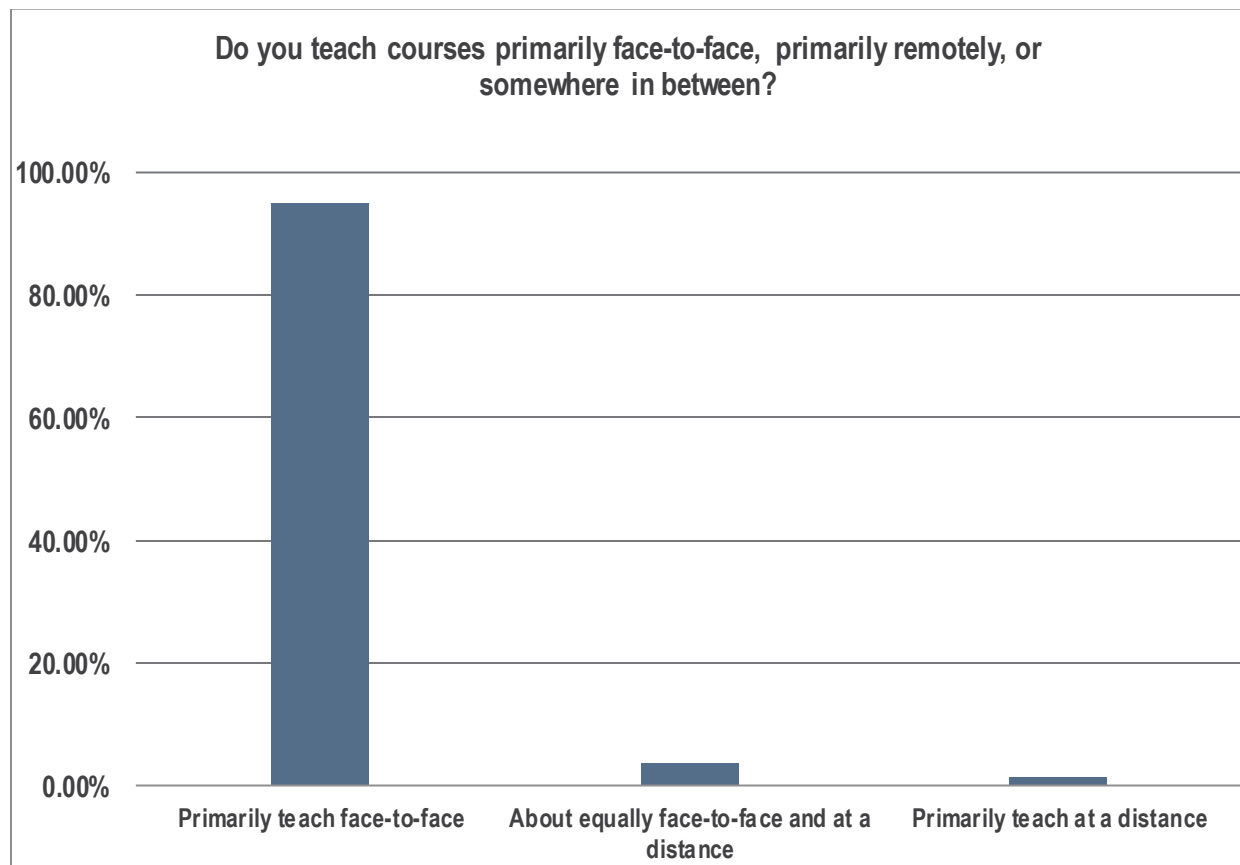
	Response	Percent
Much more as a researcher than as a teacher	68	17.30%
Somewhat more as a researcher than as a teacher	93	23.66%
About equally as a researcher and a teacher	174	44.27%
Somewhat more as a teacher than as a researcher	35	8.91%
Much more as a teacher than as a researcher	23	5.85%
	393	100.00%



D4

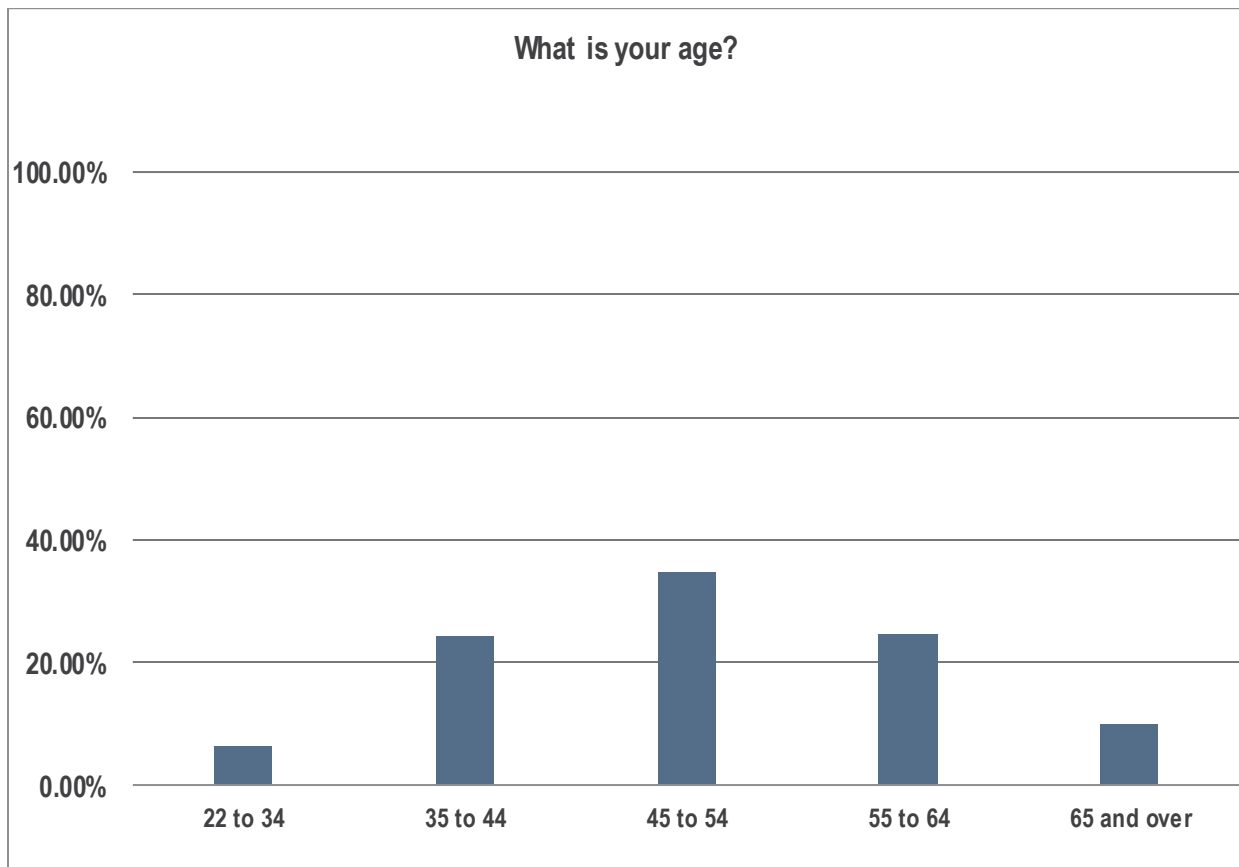
Faculty members teach courses both in traditional face-to-face classroom settings and using a variety of distance education models. Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

	Response	Percent
Primarily teach face-to-face	373	95.15%
About equally face-to-face and at a distance	14	3.57%
Primarily teach at a distance	5	1.28%
	392	100.00%



D5  
What is your age?

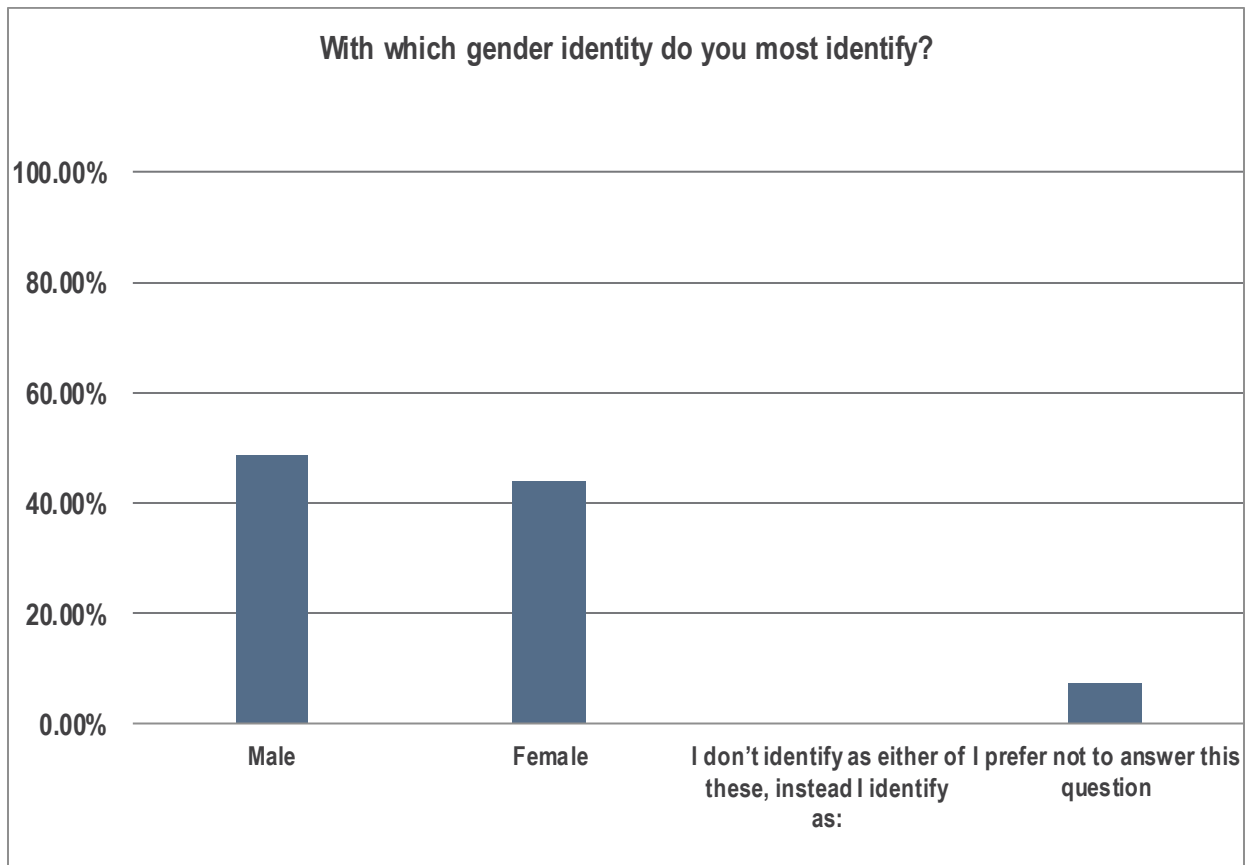
	Response	Percent
22 to 34	25	6.44%
35 to 44	94	24.23%
45 to 54	135	34.79%
55 to 64	95	24.48%
65 and over	39	10.05%
	388	100.00%



D6

With which gender identity do you most identify?

	Response	Percent
Male	188	48.58%
Female	170	43.93%
I don't identify as either of these, instead I identify as:	0	0.00%
I prefer not to answer this question	29	7.49%
	387	100.00%

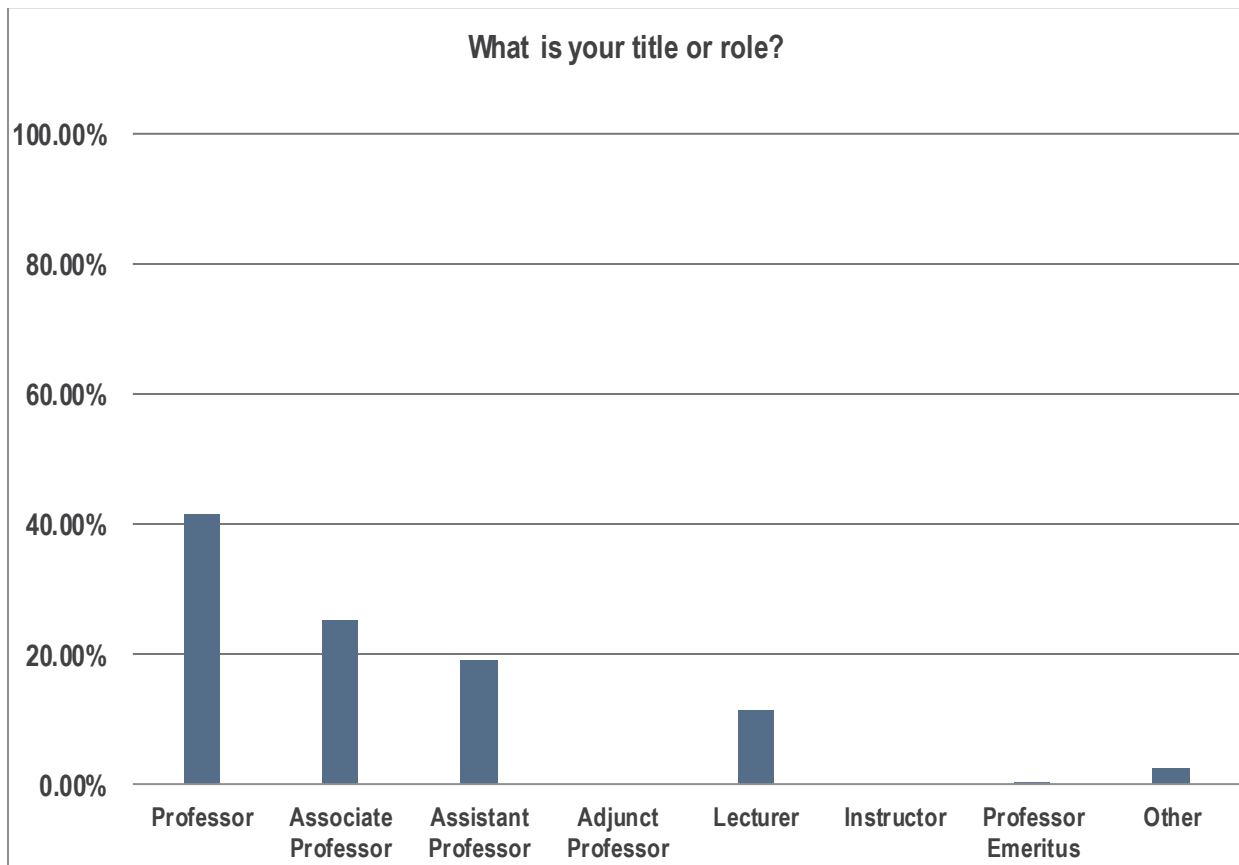




D7

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

	Response	Percent
Professor	162	41.54%
Associate Professor	98	25.13%
Assistant Professor	75	19.23%
Adjunct Professor	0	0.00%
Lecturer	44	11.28%
Instructor	0	0.00%
Professor Emeritus	1	0.26%
Other	10	2.56%
	390	100.00%



## Embedded Data

*The 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.*

School/College

Department

Title

School/College

	Response	Percent
CNS	96	23.94%
EDUC	13	3.24%
ENG	41	10.22%
HFA	117	29.18%
ICS	6	1.50%
ISOM	23	5.74%
NUR	6	1.50%
OTH	8	2.00%
PHHS	25	6.23%
SBS	66	16.46%
	401	100.00%

Department

	Response	Percent
Accounting	5	1.25%
Afro-American Studies	3	0.75%
Anthropology	9	2.24%
Architecture	6	1.50%
Art	5	1.25%
Arts and Sciences Advising Center	1	0.25%
Astronomy	4	1.00%
Biochemistry and Molecular Biology	6	1.50%
Biology	16	3.99%
Biostatistics and Epidemiology	1	0.25%
Chemical Engineering	8	2.00%
Chemistry	5	1.25%
Civic Engagement and Service Learning	1	0.25%
Civil and Environmental Engineering	8	2.00%
Classics	6	1.50%
College of Humanities and Fine Arts	1	0.25%
Commonwealth Honors College	3	0.75%
Communication	13	3.24%
Communication Disorders	8	2.00%
Computer Science	6	1.50%
Economics	10	2.49%
Education Policy, Research and Administration	6	1.50%
Electrical and Computer Engineering	11	2.74%
English	17	4.24%
Environmental Conservation	9	2.24%
Environmental Health Sciences	4	1.00%
Food Science	2	0.50%
Geosciences	4	1.00%
Health Promotion and Policy	2	0.50%
History	16	3.99%
History of Art and Architecture	6	1.50%
Hospitality and Tourism Management	3	0.75%
Isenberg School of Management	2	0.50%
Journalism	1	0.25%
Judaic and Near Eastern Studies	1	0.25%
Kinesiology	6	1.50%
Landscape Architecture and Regional Planning	4	1.00%
Languages, Literatures and Cultures	27	6.73%
Linguistics	4	1.00%
Management	4	1.00%

	Response	Percent
Marketing	4	1.00%
Mathematics and Statistics	7	1.75%
Mechanical and Industrial Engineering	14	3.49%
Microbiology	4	1.00%
Music and Dance	12	2.99%
Nursing	6	1.50%
Nutrition	3	0.75%
Operations and Information Management	3	0.75%
Philosophy	5	1.25%
Physics	8	2.00%
Political Science	11	2.74%
Polymer Science and Engineering	6	1.50%
Psychological and Brain Sciences	13	3.24%
Resource Economics	5	1.25%
School of Public Health and Health Sciences	<b>1</b>	0.25%
Sociology	13	3.24%
Sport Management	2	0.50%
Stockbridge School of Agriculture	<b>5</b>	1.25%
Student Development	2	0.50%
Teacher Education and Curriculum Studies	5	1.25%
Theater	5	1.25%
University Without Walls	3	0.75%
Veterinary and Animal Sciences	6	1.50%
Women, Gender, Sexuality Studies	3	0.75%
Writing Program	1	0.25%
	401	100.00%

Title

	Response	Percent
Assoc. Professor	100	24.9%
Asst. Professor	83	20.7%
Instructor	1	0.2%
Lecturer	51	12.7%
Professor	166	41.4%
	401	100.0%

