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The University of Iowa Libraries Administrative and Public Relations Materials

5-1-2015

University of Iowa Faculty Survey: Report of Findings

Ithaka S+R

University of Iowa Faculty Survey: Report of Findings

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Overview

The University of Iowa implementation of the Ithaka S+R Faculty Survey was launched on April 1, 2015, and was closed to new responses on April 30, 2015, with a total of 875 complete responses. The questionnaire covers topics in several key areas, including: the role of scholarly journal and monograph formats; faculty members' digital research activities and methodologies; faculty members' usage of scholarly communication services; faculty members' data preservation and management behaviors and needs; the role of the library in supporting faculty members' needs; faculty members' undergraduate instruction practices; and teaching and research within a clinical or health sciences context. The following report provides a high-level overview of findings from the University of Iowa faculty survey.[1]

Details

3,064 University of Iowa faculty members received an email invitation to participate in a survey about faculty research habits.[2] Three email reminders were sent before the close of the survey. Five $100.00 Downtown District gift cards were offered as incentives for participation. In total, 1,244 respondents clicked the survey link (about 41% of those who received the email invitation), with 1,184 of those starting the survey (39%), and 875 of those respondents completing the survey, for an overall response rate of about 29%. Due to the survey flow and skip patterns, not all University of Iowa faculty respondents received every question in the survey.

How to interpret the findings

For each question in the University of Iowa 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 Christine Wolff, Ithaka S+R Survey Administrator, at Christine.Wolff@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.
[2] The maximum sample size is 3,001 faculty members, after taking consideration of undeliverable emails.

Formats

F1

Please use the 10 to 1 scales below to indicate how well each statement below 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.

F2

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

F3

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.

F4

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.

F1

Please use the 10 to 1 scales below to indicate how well each statement below 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.

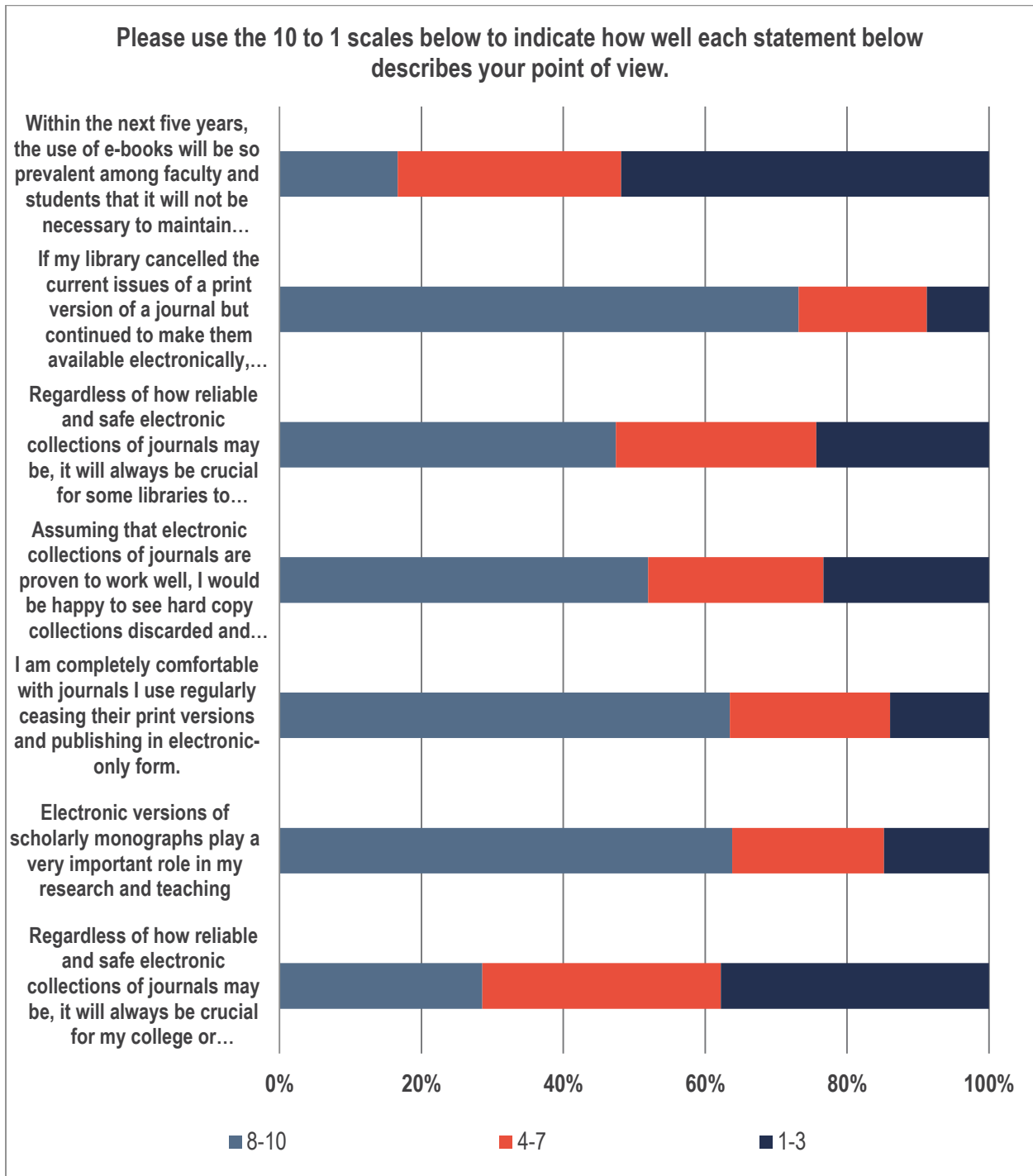|	8-10	4-7	1-3	Response
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books.	16.67%	31.49%	51.84%	870
If my library cancelled the current issues of a print version of a journal but continued to make them available electronically, that would be fine with me	73.19%	18.07%	8.75%	869
Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for some libraries to maintain hard-copy collections of journals	47.40%	28.26%	24.34%	867
Assuming that electronic collections of journals are proven to work well, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections	51.95%	24.71%	23.33%	870
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	63.48%	22.58%	13.94%	868
Electronic versions of scholarly monographs play a very important role in my research and teaching	63.82%	21.39%	14.80%	865
Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for my college or university library to maintain hard-copy collections of journals	28.57%	33.64%	37.79%	868

F1

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

F2
You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as standalone e-books. How often have you used scholarly monographs in digital form in the past six months - often, occasionally, rarely, or never?

	Response	Percent
Often	399	45.91%
Occasionally	222	25.55%
Rarely	156	17.95%
Never	92	10.59%
	869	100.00%
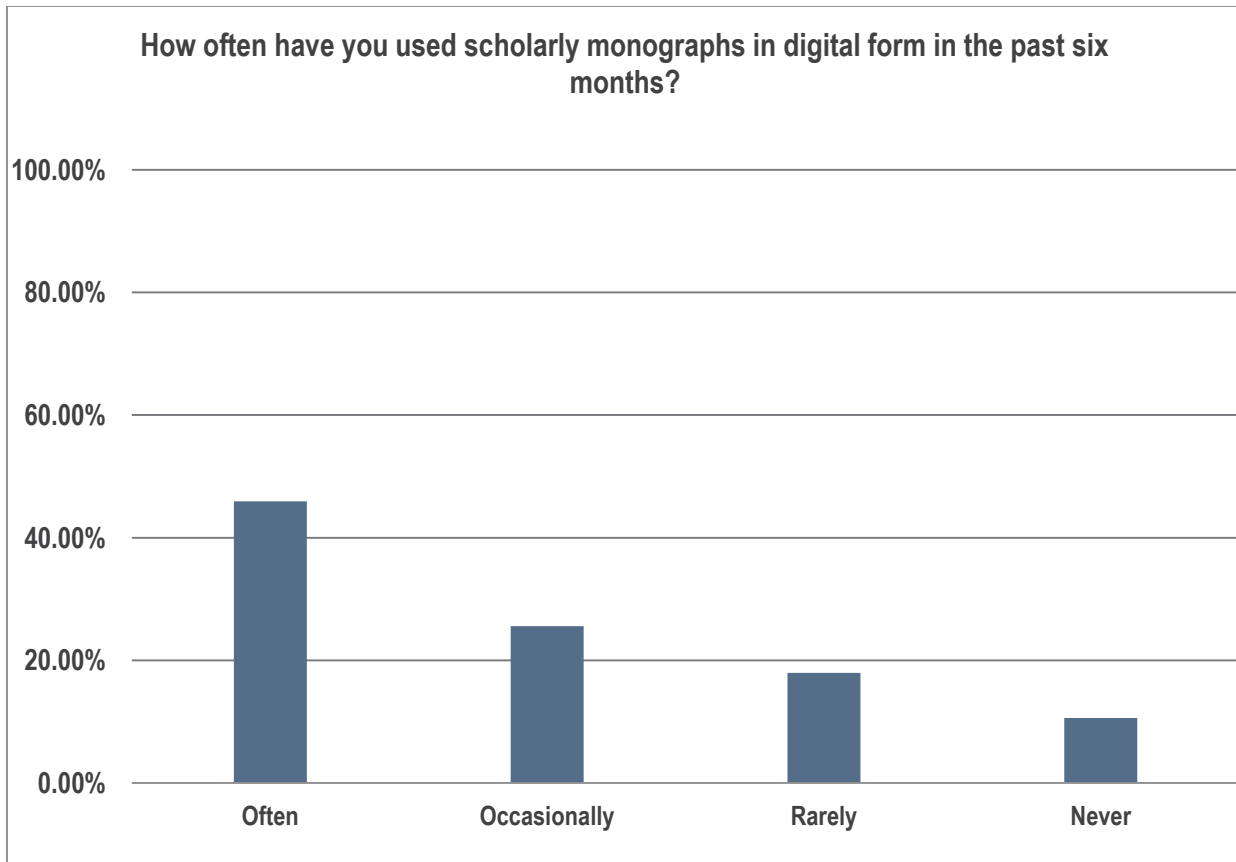
How often have you used scholarly monographs in digital form in the past six months?

F3
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select one answer for each item.

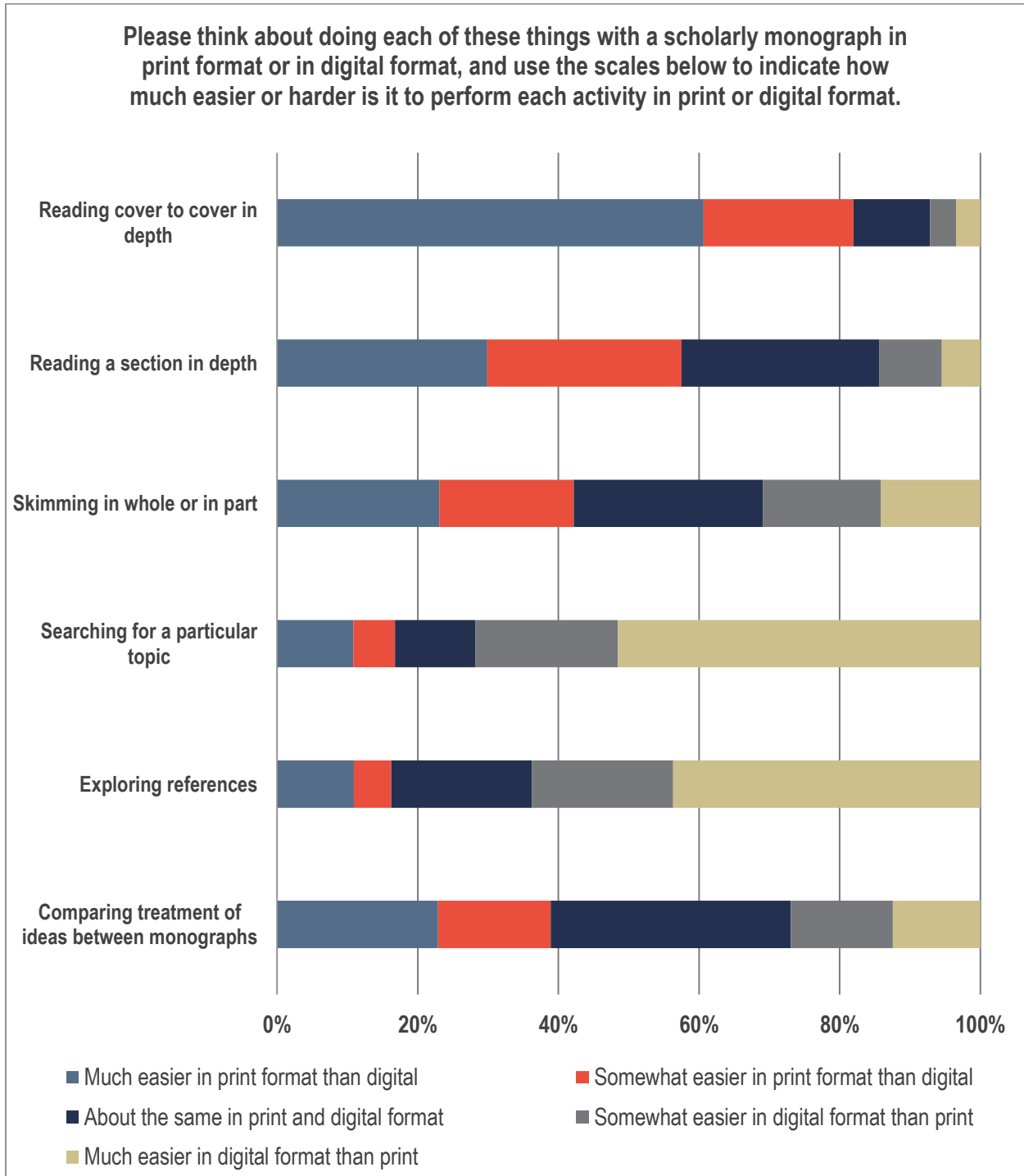|	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	60.65%	21.30%	10.88%	3.70%	3.47%	864
Reading a section in depth	29.87%	27.65%	28.12%	8.87%	5.48%	857
Skimming in whole or in part	23.06%	19.12%	26.88%	16.80%	14.14%	863
Searching for a particular topic	10.83%	5.94%	11.41%	20.26%	51.57%	859
Exploring references	10.92%	5.34%	19.98%	20.09%	43.67%	861
Comparing treatment of ideas between monographs	22.88%	16.03%	34.15%	14.52%	12.43%	861

F3

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 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.

- 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

F4

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.

|	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	76.20%	19.58%	4.22%	853
Improved ability to download and organize a personal collection of monographs	73.42%	20.84%	5.74%	854
Improved ability to navigate through and among monographs	73.33%	21.62%	5.05%	851
Improved ability to read scholarly monographs on my device of choice	67.45%	24.24%	8.31%	854
Improved ability to highlight, annotate, and print materials as needed	73.92%	18.36%	7.72%	855
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	61.10%	26.44%	12.46%	851
More effective integration of images, multimedia, and graphs linked to the text	70.22%	23.68%	6.10%	853
Certified preservation of digital scholarly monographs	56.64%	33.18%	10.19%	844

F4

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.
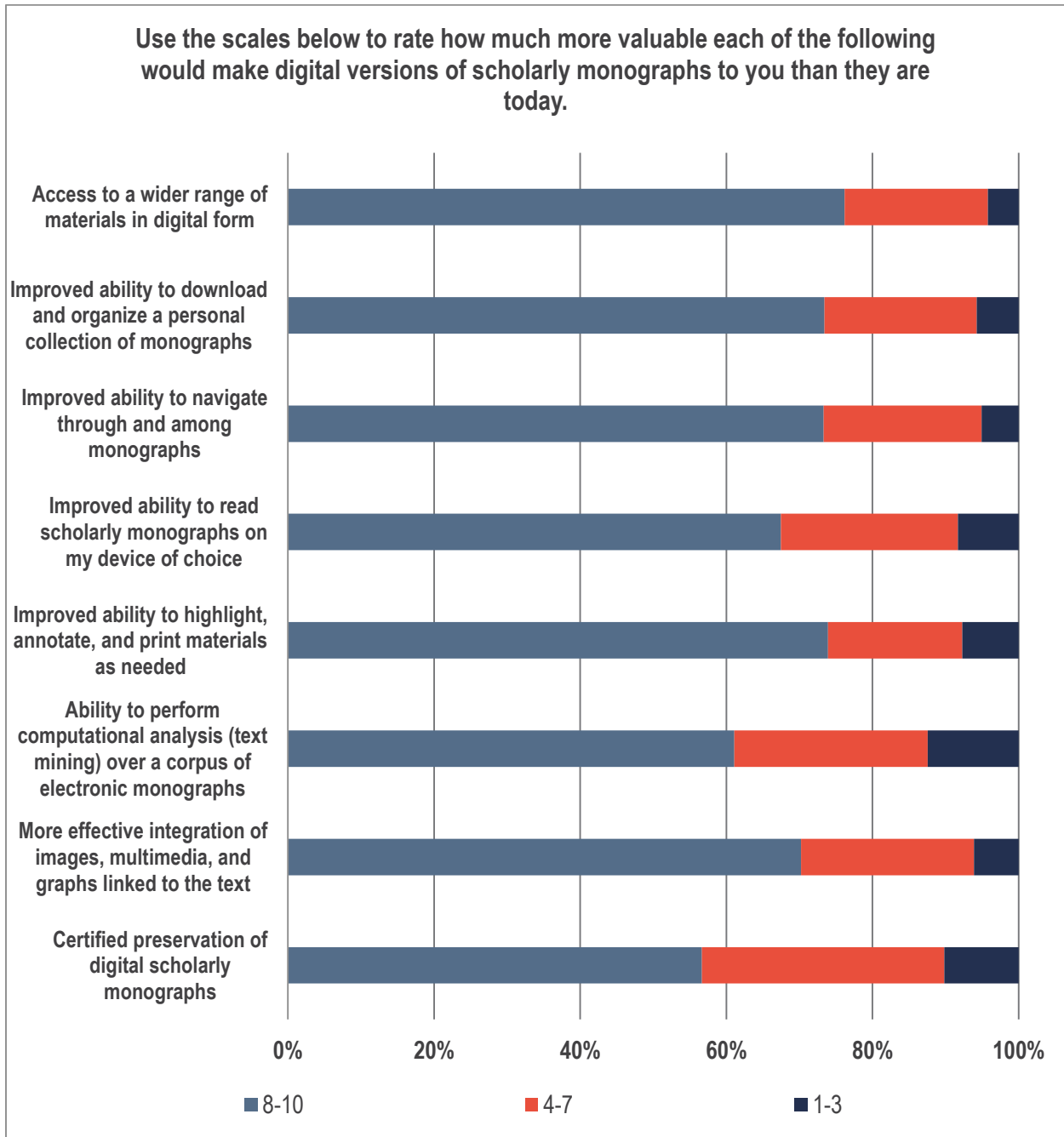
Digital Research Activities

DRA1
How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

DRA2
Please select the statement below that best describes your point of view:

DRA3
Please use the 10 to 1 scales below to indicate how well each statement below 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.

DRA1

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	24.36%	29.72%	45.92%	858
GIS/mapping of data	18.27%	25.53%	56.21%	854
Analysis of quantitative data that you generate in the course of your research	51.98%	17.44%	30.58%	860
Analysis of pre-existing quantitative data that you do not generate in the course of your research	37.24%	27.52%	35.25%	854
Writing software or code	23.34%	20.07%	56.59%	857
Using models or simulations	32.87%	22.38%	44.76%	858

DRA1

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

How important to your research is each of the following digital research activities and methodologies today?
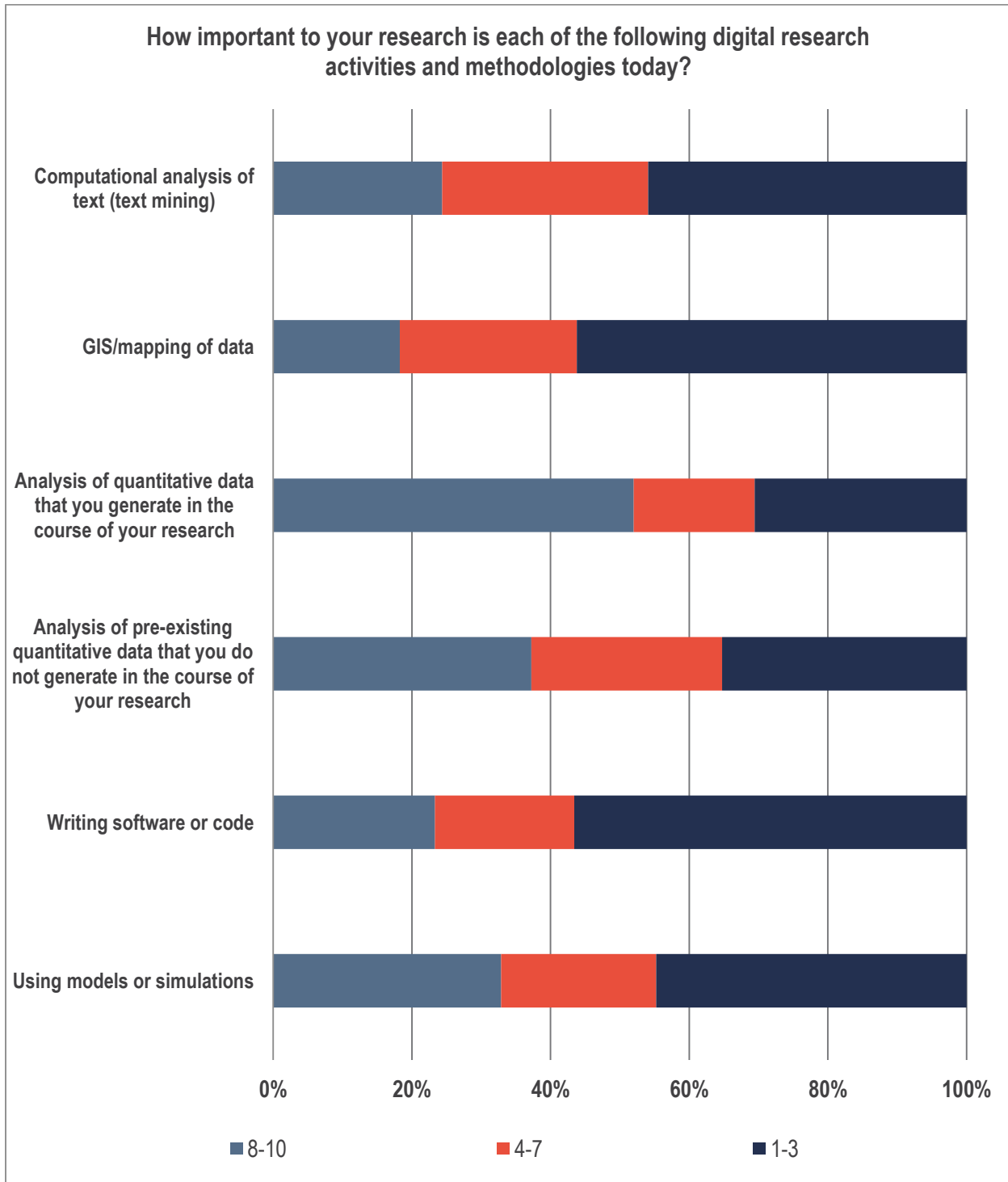
DRA2
Please select the statement below that best describes your point of view:

	Response	Percent
I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work	395	46.04%
I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work	278	32.40%
I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work	185	21.56%
	858	100.00%

Please select the statement below that best describes your point of view:

DRA3
Please use the 10 to 1 scales below to indicate how well each statement below 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.

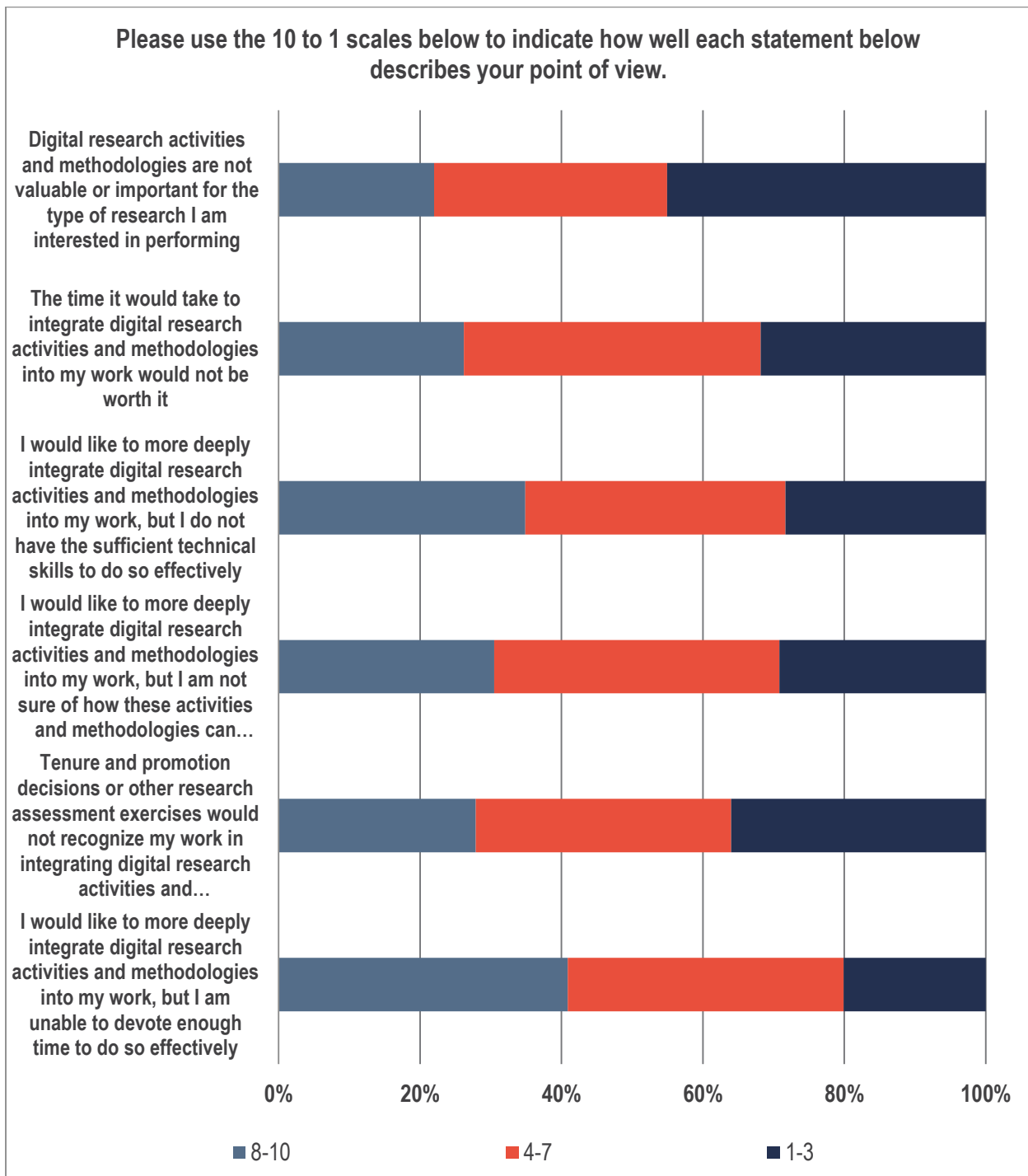|	8-10	4-7	1-3	Response
Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing	22.00%	32.94%	45.06%	850
The time it would take to integrate digital research activities and methodologies into my work would not be worth it	26.20%	41.95%	31.84%	851
I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively	34.90%	36.78%	28.32%	851
I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals	30.47%	40.35%	29.18%	850
Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and methodologies into my work	27.89%	36.11%	36.00%	839
I would like to more deeply integrate digital research activities and methodologies into my work, but I am unable to devote enough time to do so effectively	40.89%	39.01%	20.09%	851

DRA3

Please use the 10 to 1 scales below to indicate how well each statement below 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 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

Statements (top to bottom):
- Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing
- The time it would take to integrate digital research activities and methodologies into my work would not be worth it
- I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively
- I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can...
- Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and...
- I would like to more deeply integrate digital research activities and methodologies into my work, but I am unable to devote enough time to do so effectively

Scholarly Communication Services

SC1

Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?

SC2 **[Contingent on SC1]**

Is your scholarly research hosted online at your institutional repository (Iowa Research Online), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply:

SC3

How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).

SC4

Have you ever negotiated with a publisher to modify the copyright terms of your author agreement(s)?

SC5 **[Contingent on SC4]**

Please select the statement from the following list that best describes your point of view about negotiating copyright terms with publishers, or explain your point of view about negotiating copyright terms with publishers in the "other" option:

SC6 **[Contingent on SC4]**

Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?

SC7

How would you rate your personal understanding of your institution's policy or stance on publishing journal articles via a freely available repository? Please use the scale below to rate from 6 to 1, where 6 equals "Have a very good understanding" and 1 equals "Do not understand at all."

SC8
To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

SC9
Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?
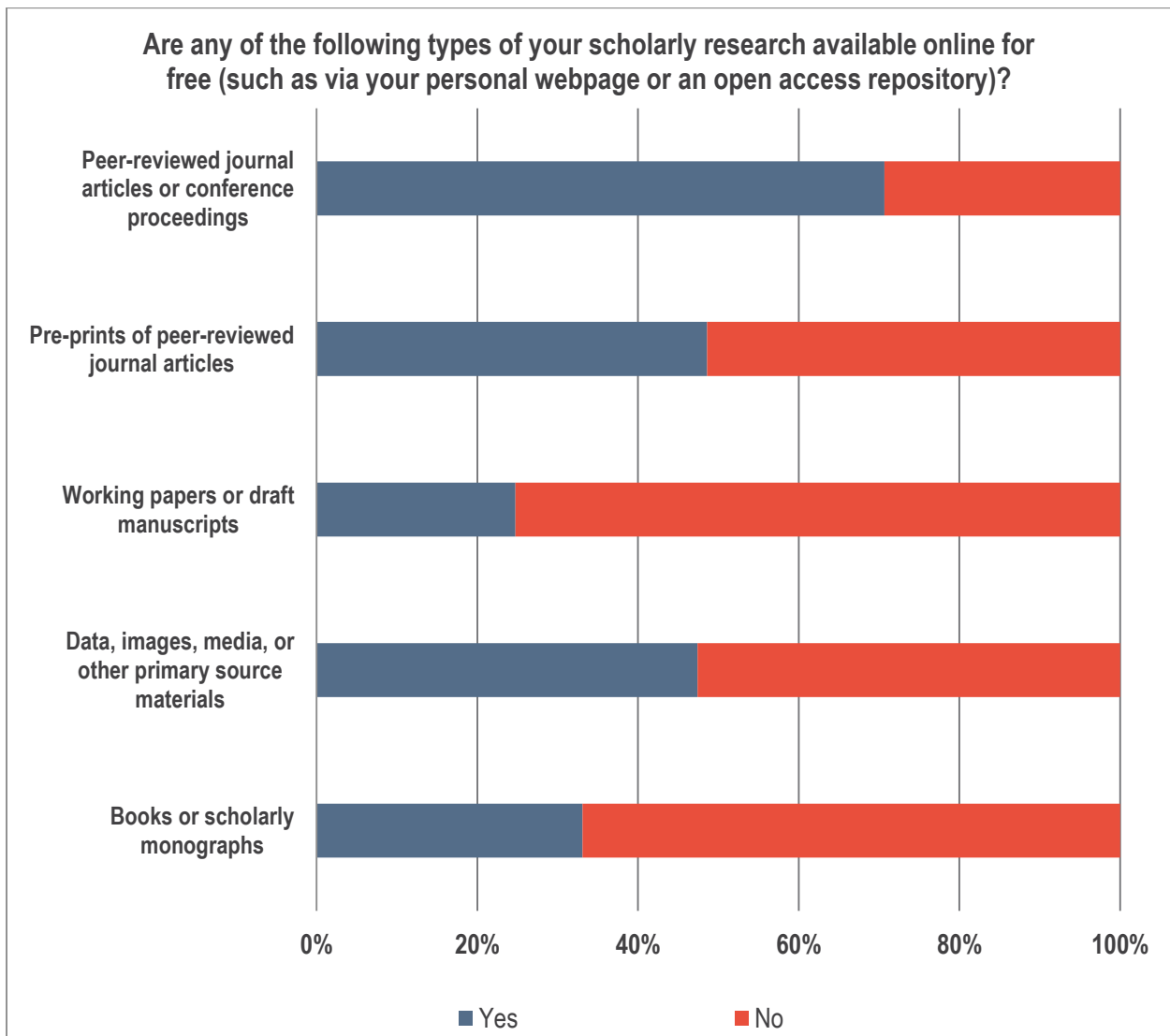
SC10
To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

SC1

Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?

	Yes	No	Response
Peer-reviewed journal articles or conference proceedings	70.65%	29.35%	862
Pre-prints of peer-reviewed journal articles	48.59%	51.41%	854
Working papers or draft manuscripts	24.74%	75.26%	853
Data, images, media, or other primary source materials	47.42%	52.58%	854
Books or scholarly monographs	33.10%	66.90%	852

Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?
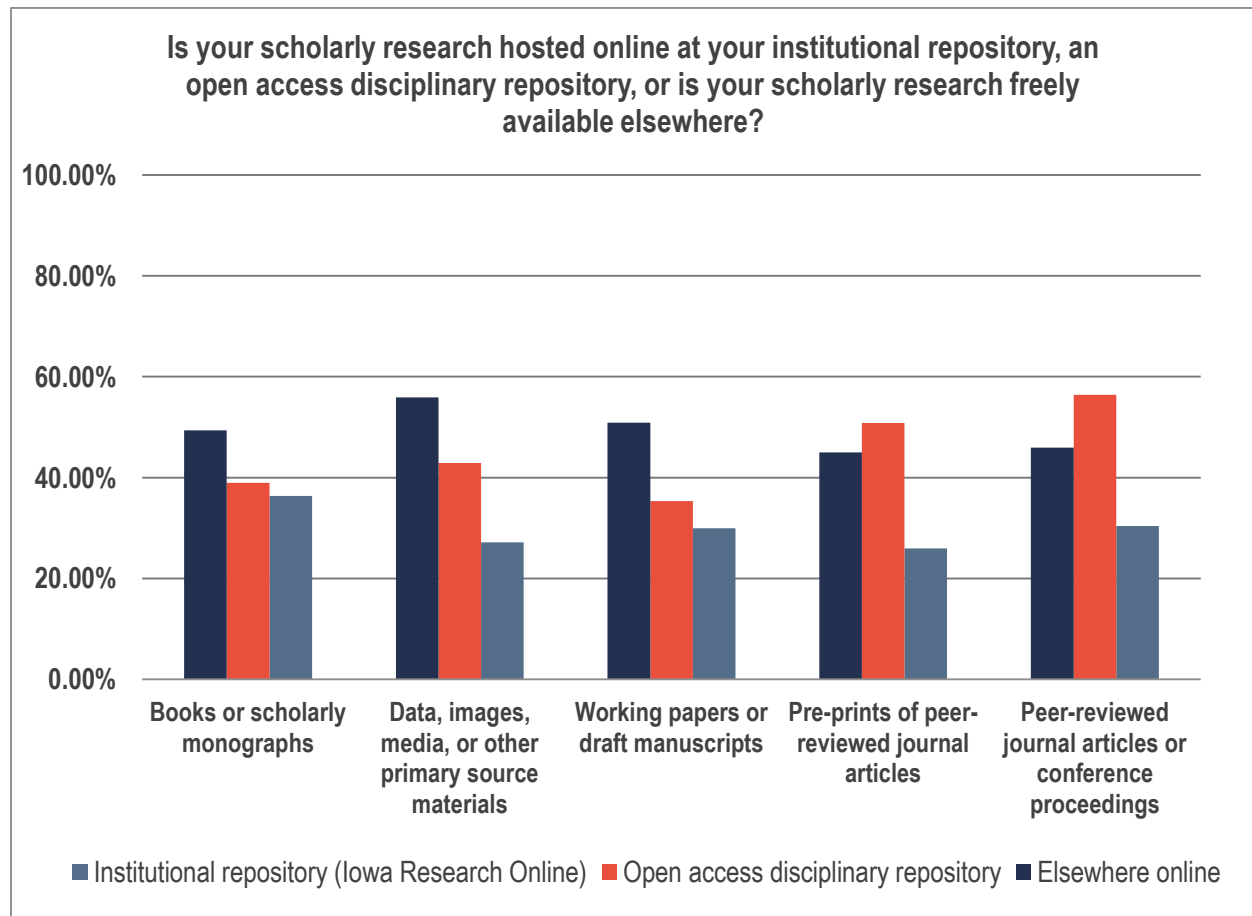
SC2 **[Contingent on SC1]**

Is your scholarly research hosted online at your institutional repository (Iowa Research Online), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply:

	Institutional repository (Iowa Research Online)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	30.38%	56.42%	45.93%	734
Pre-prints of peer-reviewed journal articles	25.98%	50.84%	44.97%	436
Working papers or draft manuscripts	29.94%	35.33%	50.90%	194
Data, images, media, or other primary source materials	27.19%	42.90%	55.89%	417
Books or scholarly monographs	36.36%	38.96%	49.35%	288

Is your scholarly research hosted online at your institutional repository, an open access disciplinary repository, or is your scholarly research freely available elsewhere?

Legend: ■ Institutional repository (Iowa Research Online) ■ Open access disciplinary repository ■ Elsewhere online

SC3

How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).

	Very useful	Somewhat useful	Not too useful	Not useful at all	Response
Consultation on or review of author agreement terms	25.53%	37.35%	24.35%	12.77%	846
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	37.15%	37.85%	17.45%	7.55%	848
Data management, preservation, or storage planning	41.75%	35.38%	14.74%	8.14%	848
Online guides or tutorials about copyright or intellectual property issues	30.84%	40.69%	20.40%	8.07%	843
Assistance with depositing your scholarly research in Iowa Research Online or an open access disciplinary repository (such as PubMed, SSRN, etc.)	35.15%	35.98%	17.28%	11.60%	845
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	25.27%	37.96%	24.67%	12.10%	843
Advice about open access publishing options tailored for your department or field	31.06%	42.05%	16.97%	9.92%	837
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	42.01%	36.92%	14.44%	6.63%	845
Identifying publishers that are willing to comply with open access policies mandated by your institution and/or funding source (such as research funded by the NIH, NSF, NEH, etc.)	33.37%	38.92%	16.75%	10.97%	848

SC3

How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).

How useful is it to you personally that your college or university provides each of the services listed below?

SC4
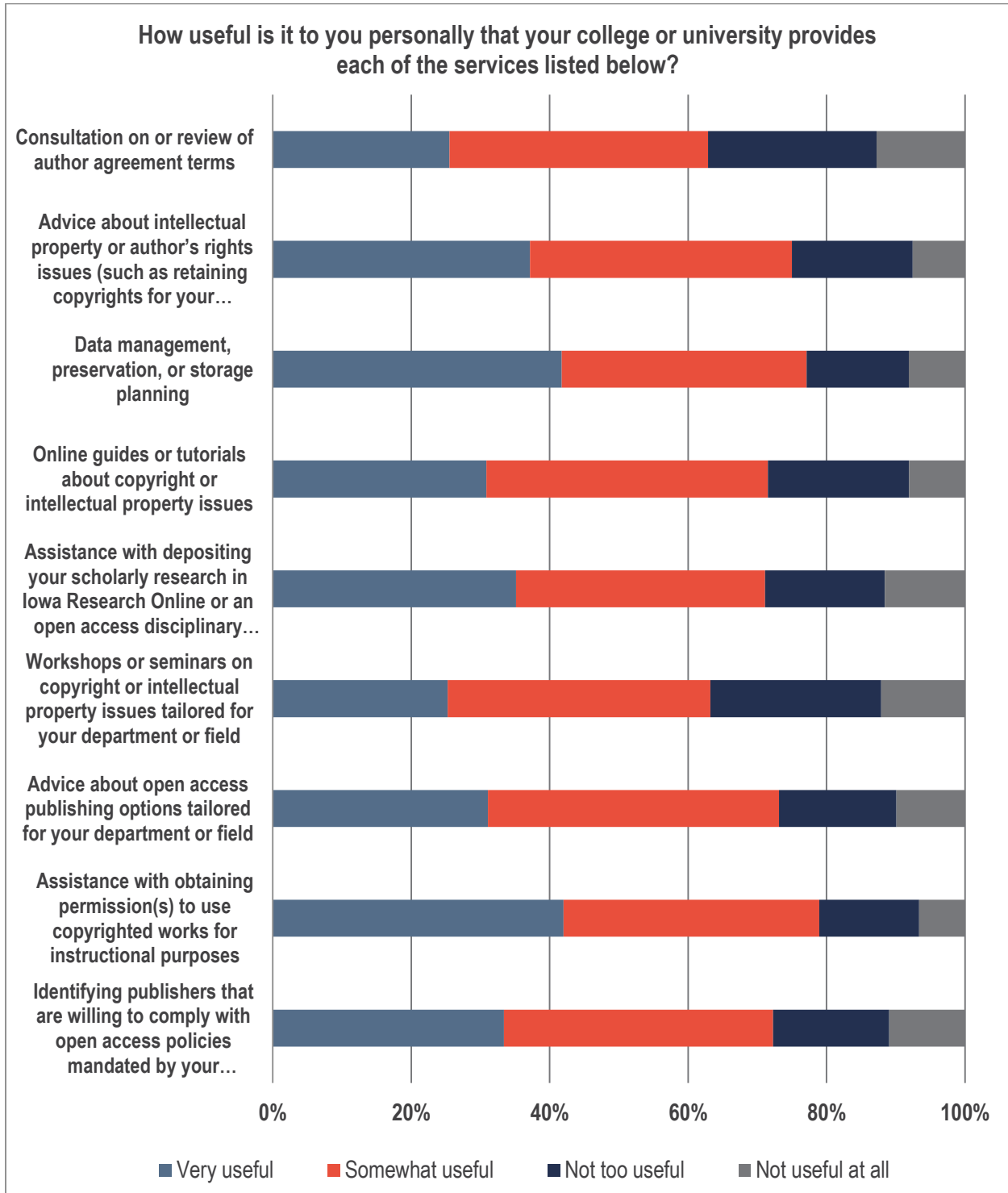
Have you ever negotiated with a publisher to modify the copyright terms of your author agreement(s)?

	Response	Percent
Yes	100	11.64%
No	759	88.36%
	859	100.00%
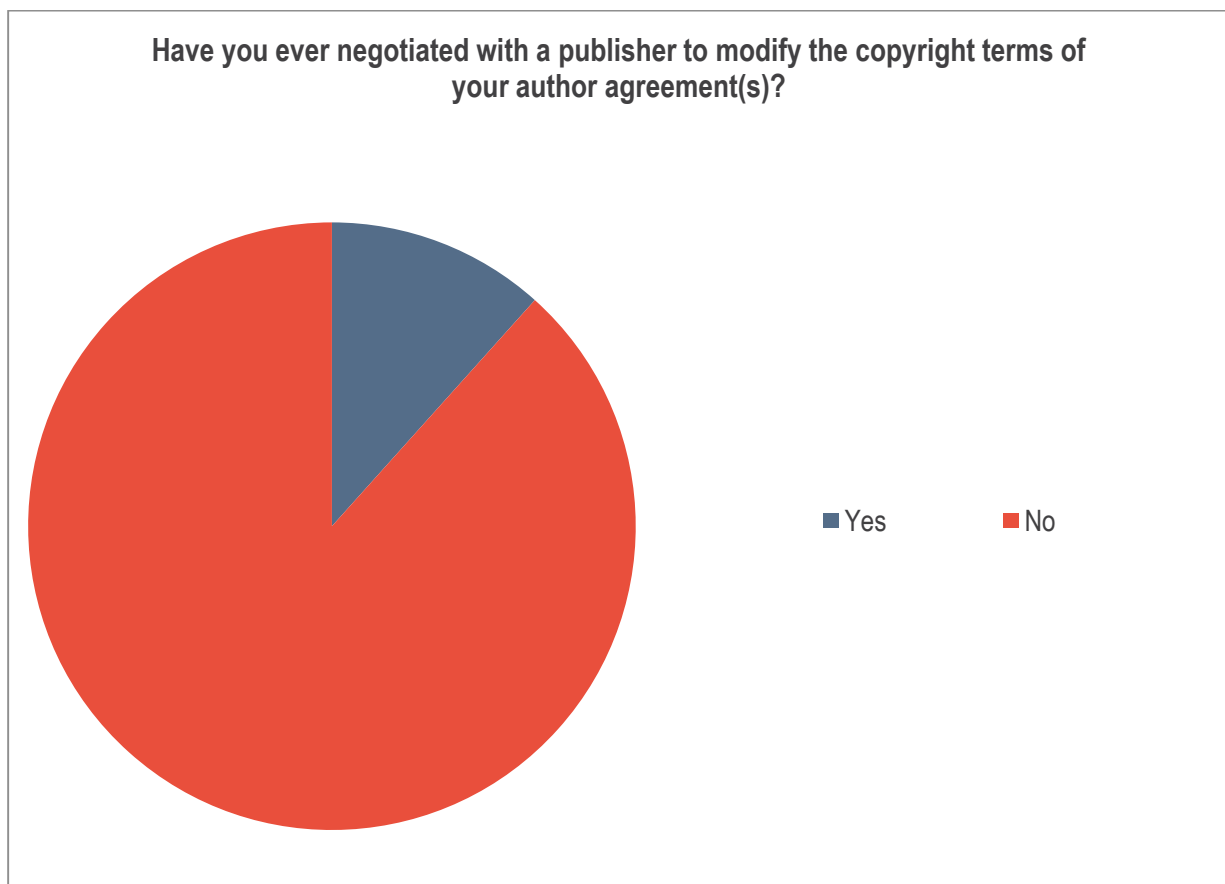
Have you ever negotiated with a publisher to modify the copyright terms of your author agreement(s)?

■ Yes   ■ No

SC5 **[Contingent on SC4]**

Please select the statement from the following list that best describes your point of view about negotiating copyright terms with publishers, or explain your point of view about negotiating copyright terms with publishers in the "other" option:

|	Response	Percent
Negotiating with publishers would not be worth it	38	5.09%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	222	29.76%
I was not aware about the option to negotiate with publishers over copyright terms	185	24.80%
For tenure, merit, or other promotion decisions, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	52	6.97%
To contribute to the scholarly literature in my field or subdiscipline, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	131	17.56%
I do not care about negotiating copyright terms for my author agreement(s)	76	10.19%
Other (please explain):	42	5.63%
	746	100.00%

SC5 **[Contingent on SC4]**

Please select the statement from the following list that best describes your point of view about negotiating copyright terms with publishers, or explain your point of view about negotiating copyright terms with publishers in the "other" option:

Please select the statement from the following list that best describes your point of view about negotiating copyright terms with publishers:
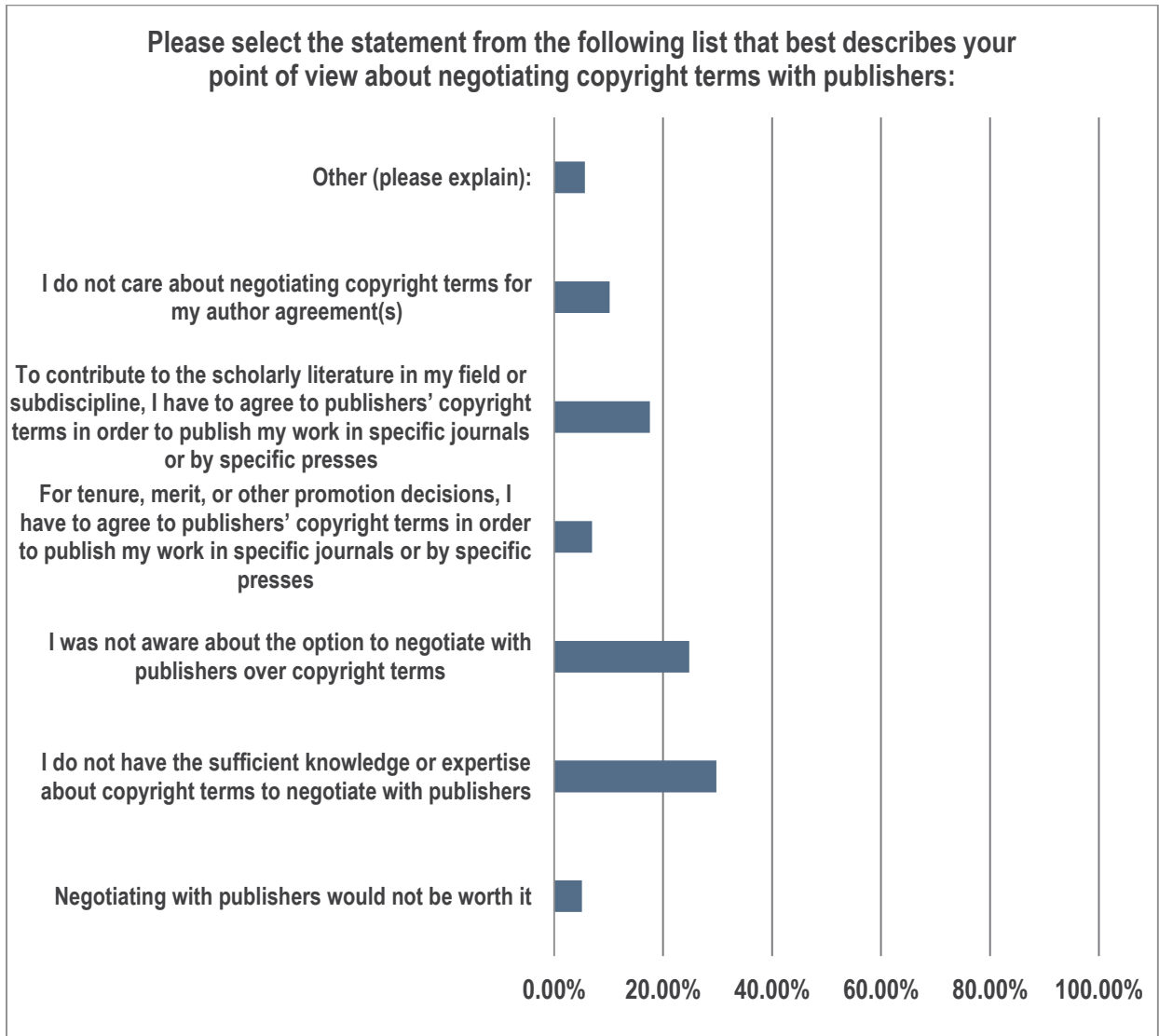
SC6 **[Contingent on SC4]**

Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?

|	Yes	No	Response
A campus librarian	15.31%	84.69%	98
My publisher	78.79%	21.21%	99
A campus attorney or legal counsel	15.31%	84.69%	98
A colleague or colleagues in my department	51.52%	48.48%	99
A colleague or colleagues outside my department	45.45%	54.55%	99
Web-based resources (such as online guides or tutorials)	38.38%	61.62%	99
Other (please fill in):	14.71%	85.29%	34

SC6 [Contingent on SC4]

Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?
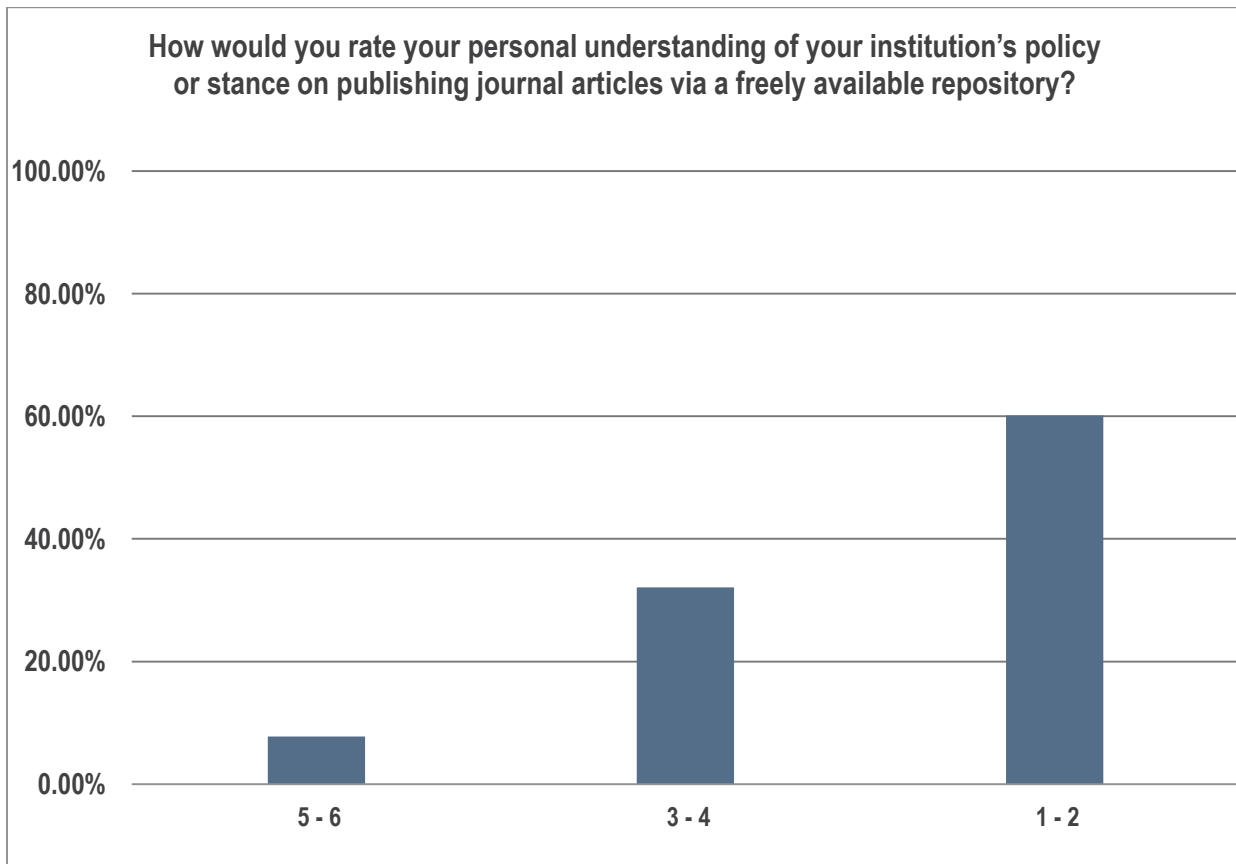
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?

SC7
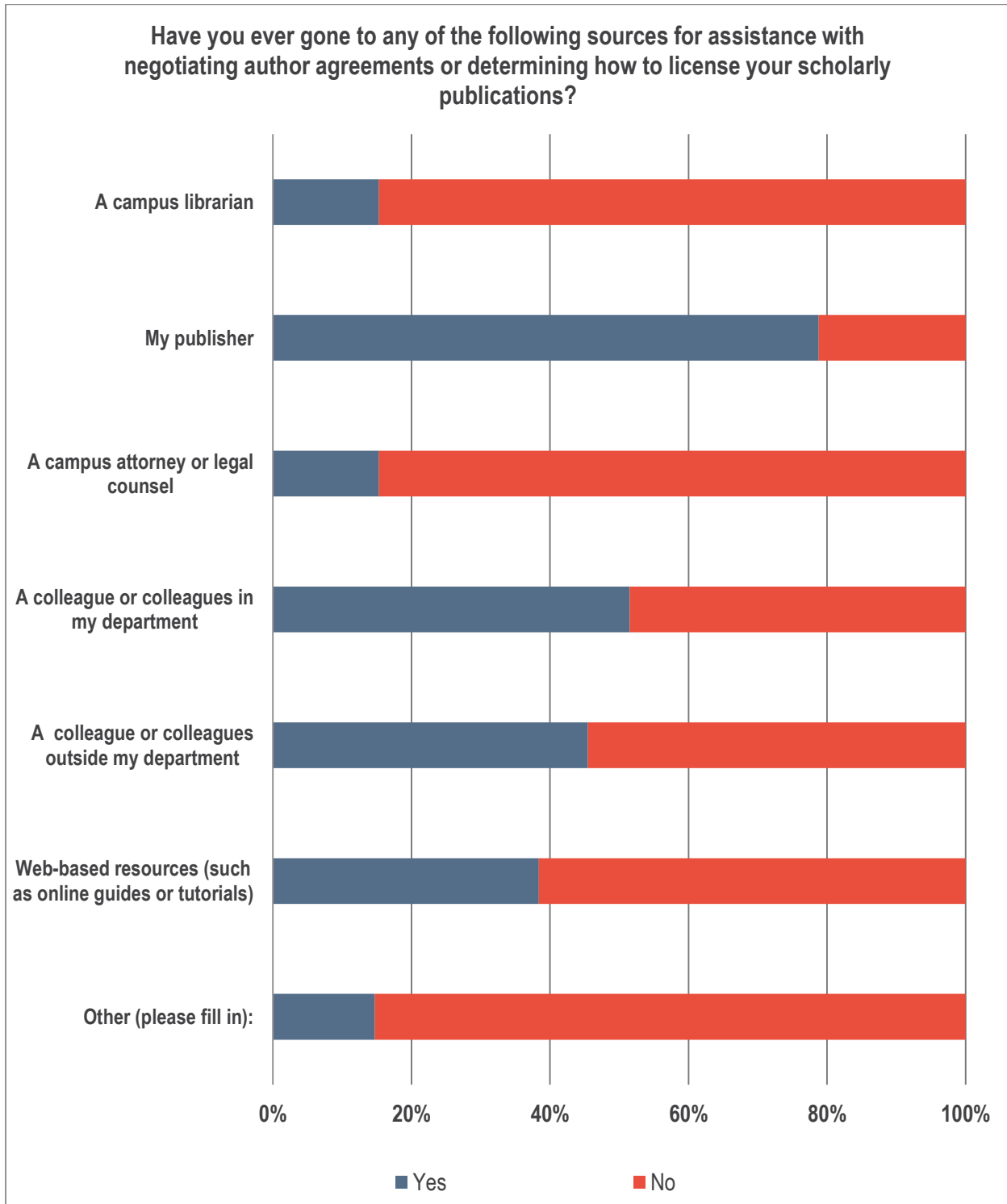
How would you rate your personal understanding of your institution's policy or stance on publishing journal articles via a freely available repository? Please use the scale below to rate from 6 to 1, where 6 equals "Have a very good understanding" and 1 equals "Do not understand at all."

	Response	Percent
5 - 6	66	7.78%
3 - 4	272	32.08%
1 - 2	510	60.14%
	848	100.00%

How would you rate your personal understanding of your institution's policy or stance on publishing journal articles via a freely available repository?

SC8

To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

	5-6	3-4	1-2	Response
Peer-reviewed journal articles or conference proceedings	73.84%	17.32%	8.84%	837
Pre-prints of peer-reviewed journal articles	53.05%	29.22%	17.72%	835
Working papers or draft manuscripts	23.01%	28.92%	48.07%	830
Data, images, media, or other primary source materials	47.96%	31.18%	20.86%	834
Books or scholarly monographs	54.43%	28.47%	17.11%	836
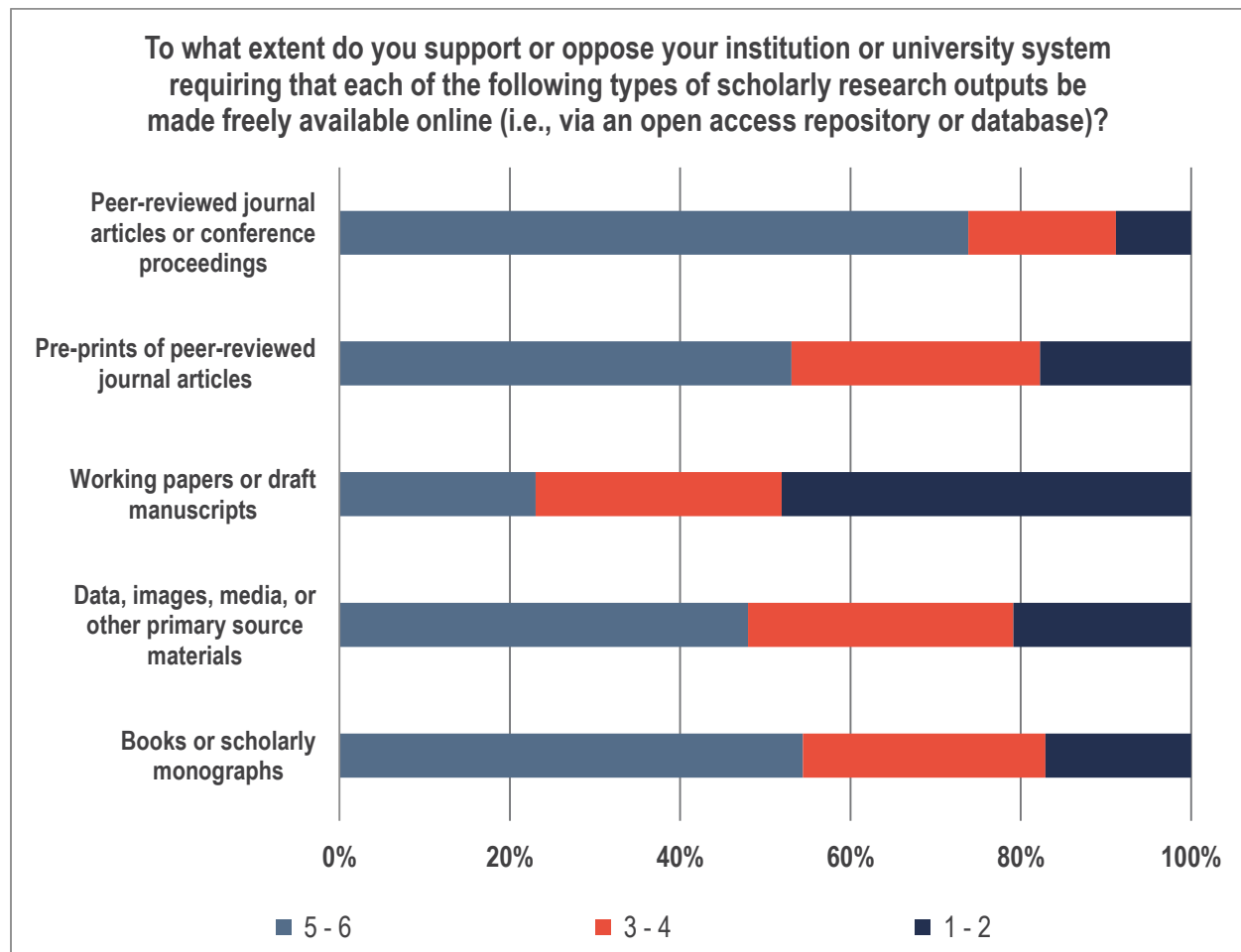
To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs be made freely available online (i.e., via an open access repository or database)?

SC9

Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

	Response	Percent
Yes	454	53.47%
No	395	46.53%
	849	100.00%

Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization?

■ Yes ■ No

SC10

To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."
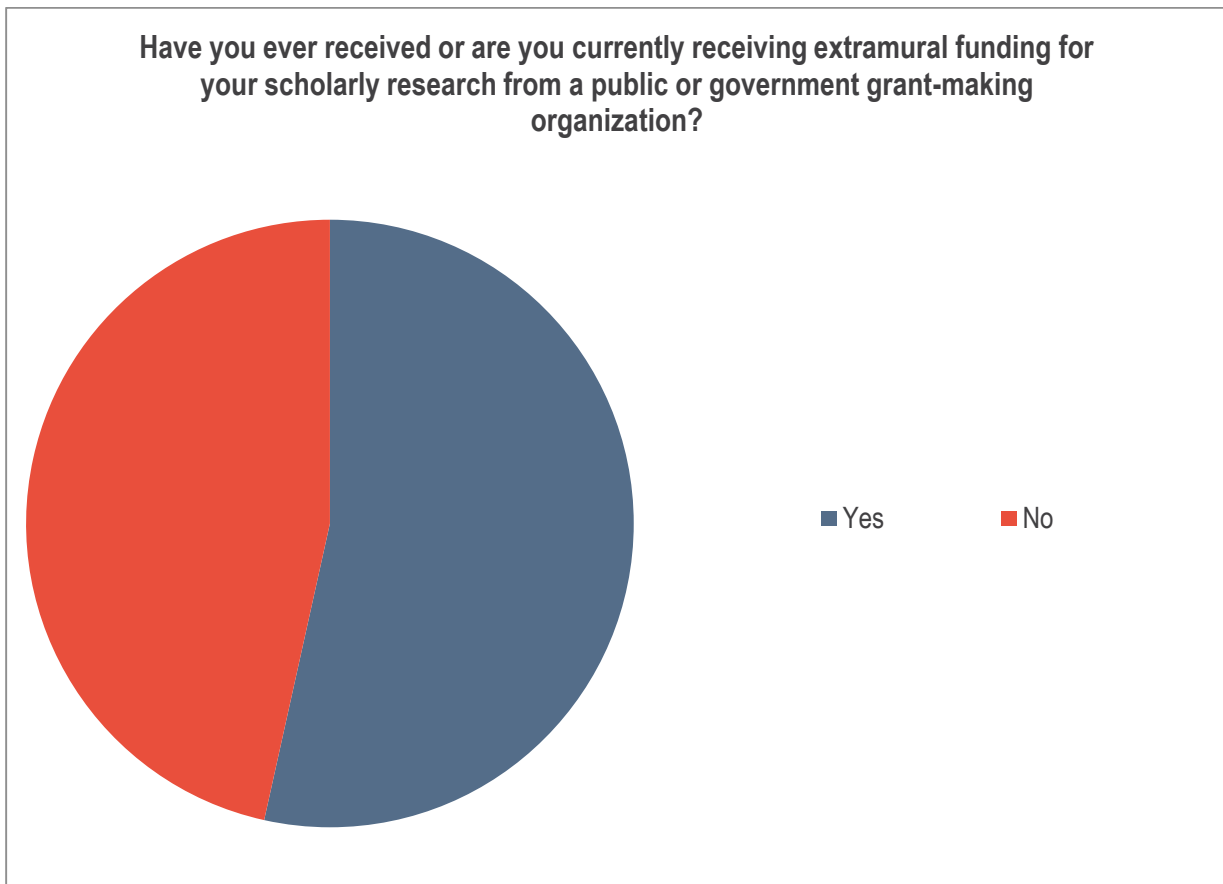
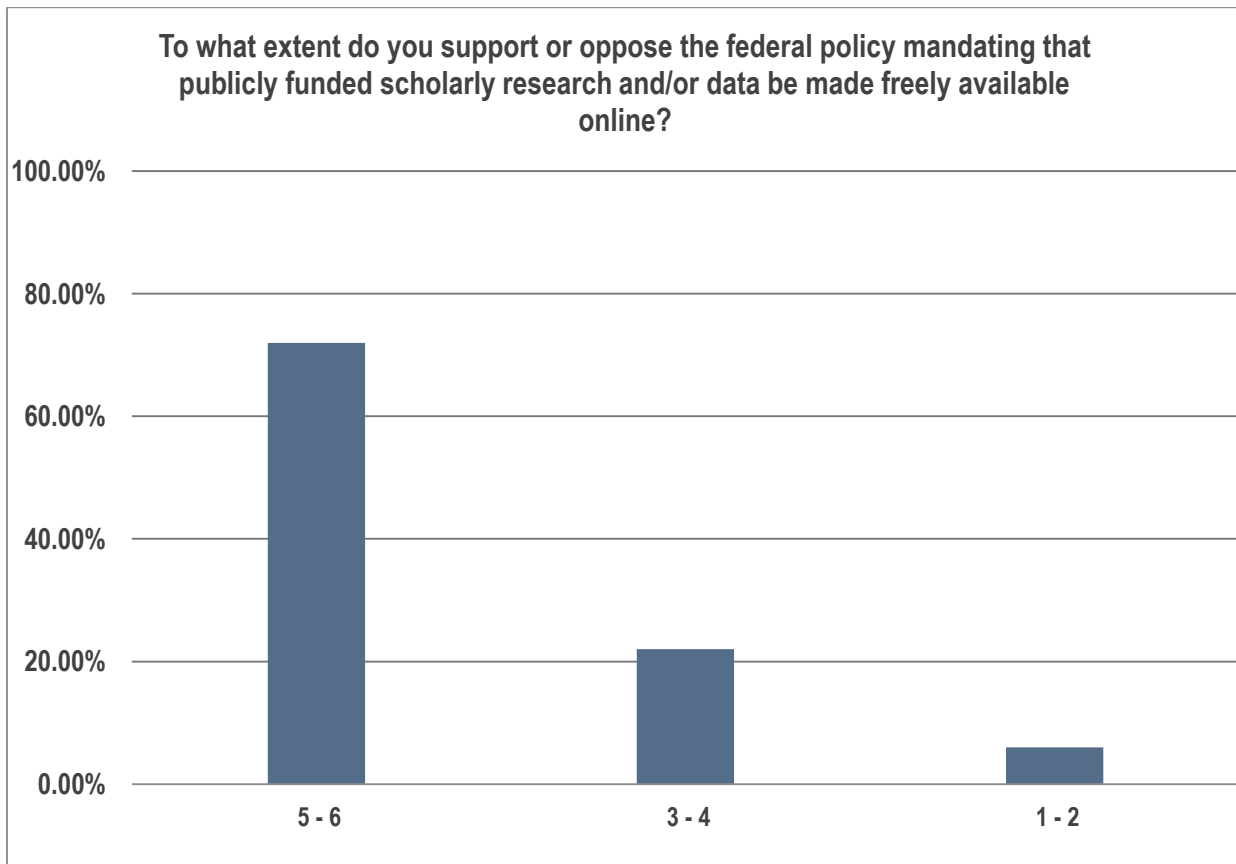|	Response	Percent
5 - 6	611	71.97%
3 - 4	187	22.03%
1 - 2	51	6.01%
	849	100.00%

To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online?

Data Preservation and Management

DATA1

In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research? Please select one answer.

DATA2

In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research? Please select one answer.

DATA3 **[Contingent on DATA1 and DATA2]**

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

DATA4 **[Contingent on DATA1 and DATA2]**

When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

DATA5 **[Contingent on DATA1 and DATA2]**

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

DATA6 **[Contingent on DATA1 and DATA2]**

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

DATA7 **[Contingent on DATA1 and DATA2] [Multiple responses possible]**
If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

DATA1

In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research? Please select one answer.

	Response	Percent
Yes	613	71.95%
No	239	28.05%
	852	100.00%
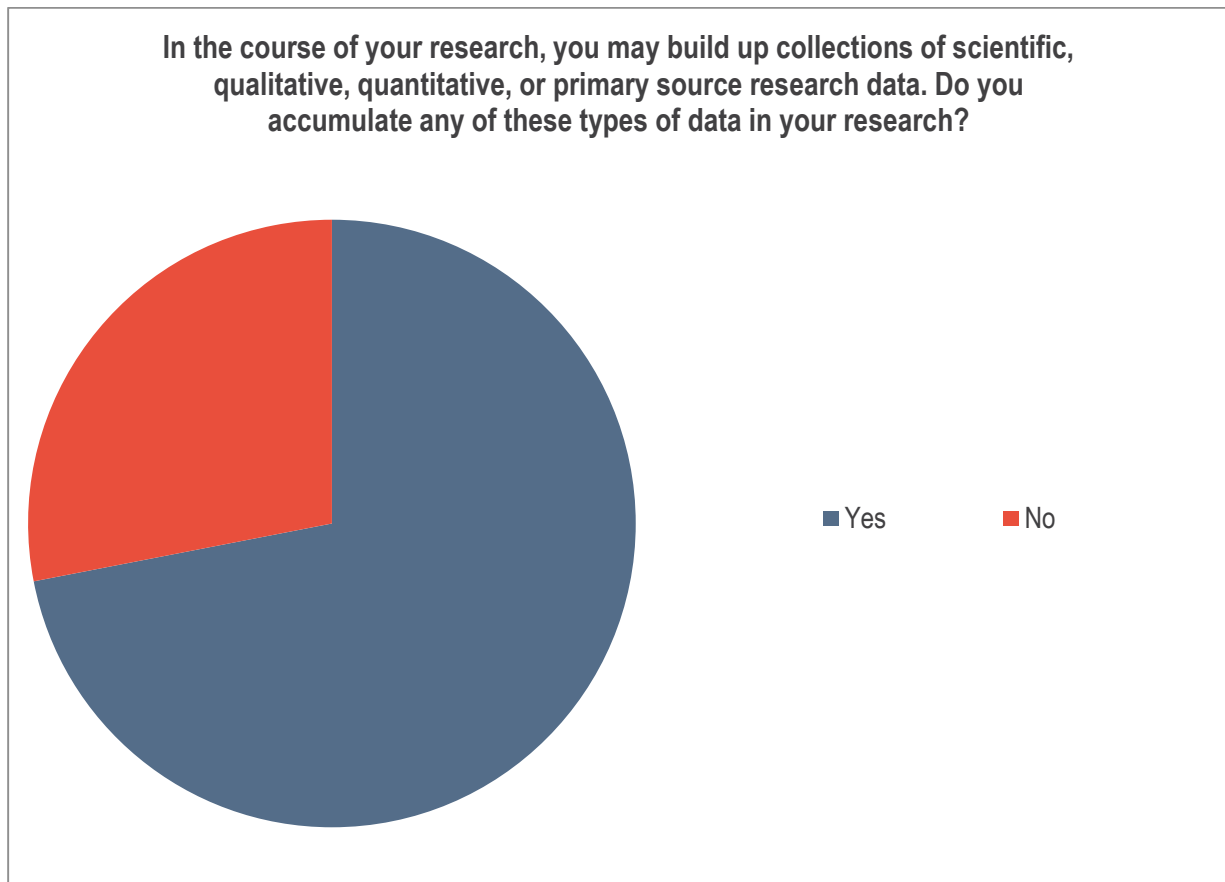
In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?
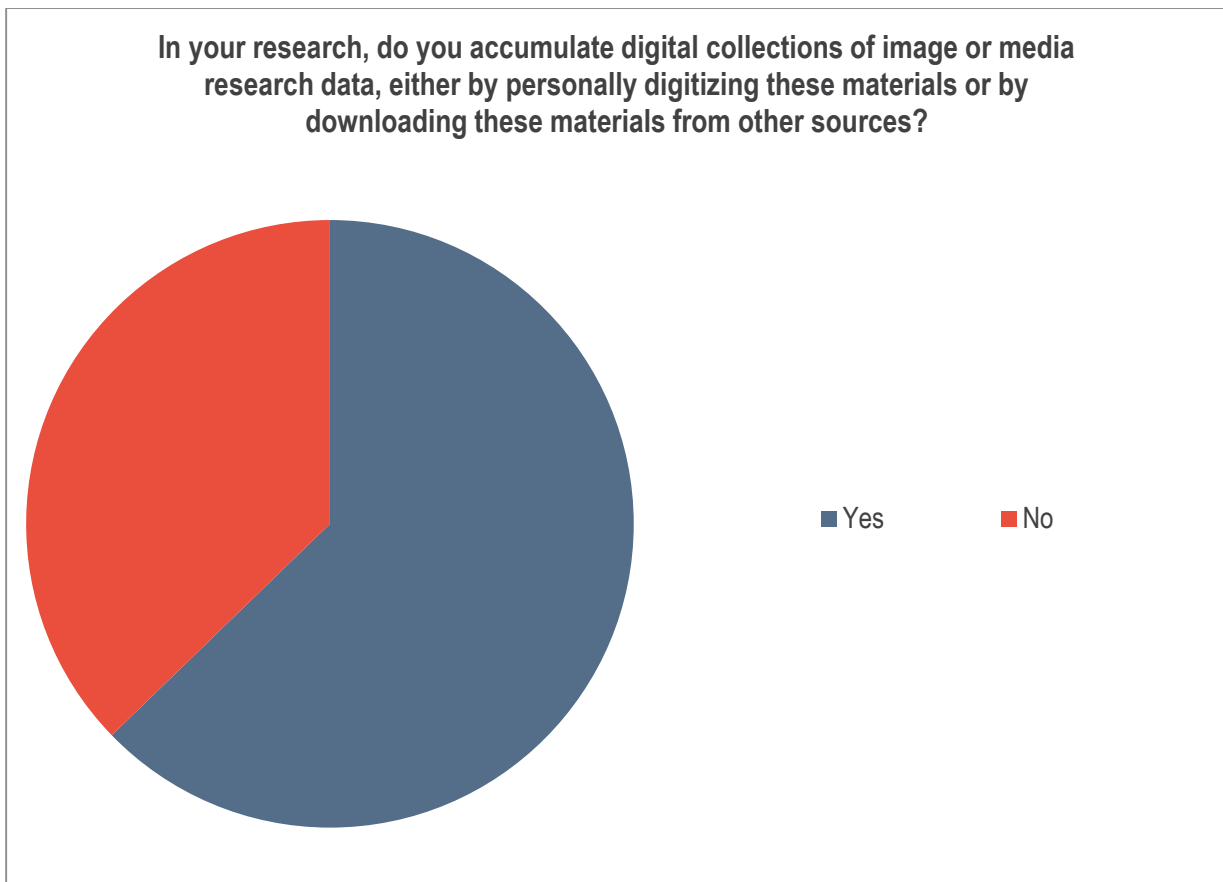
DATA2

In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research? Please select one answer.

	Response	Percent
Yes	534	62.75%
No	317	37.25%
	851	100.00%

In your research, do you accumulate digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources?

■ Yes   ■ No

DATA3 [Contingent on DATA1 and DATA2]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

|	8-10	4-7	1-3	Response
Data, media, or images that I collect myself	84.45%	10.73%	4.82%	643
Data, media, or images collected by other researchers in my field at my college or university	47.14%	29.21%	23.65%	647
Data, media, or images collected by researchers in my field at other institutions	60.93%	24.65%	14.42%	645
Data, media, or images that I access through my college or university library's subscription to an online repository	57.54%	24.46%	18.00%	650
Data, media, or images that are freely available online	63.16%	25.54%	11.30%	646
Data, media, or images collected by other researchers outside my field	41.95%	32.51%	25.54%	646
Other (Please explain):	31.91%	25.53%	42.55%	47

DATA3 **[Contingent on DATA1 and DATA2]**

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

How important to your research are the following types of data?

Legend: ■ 8-10   ■ 4-7   ■ 1-3
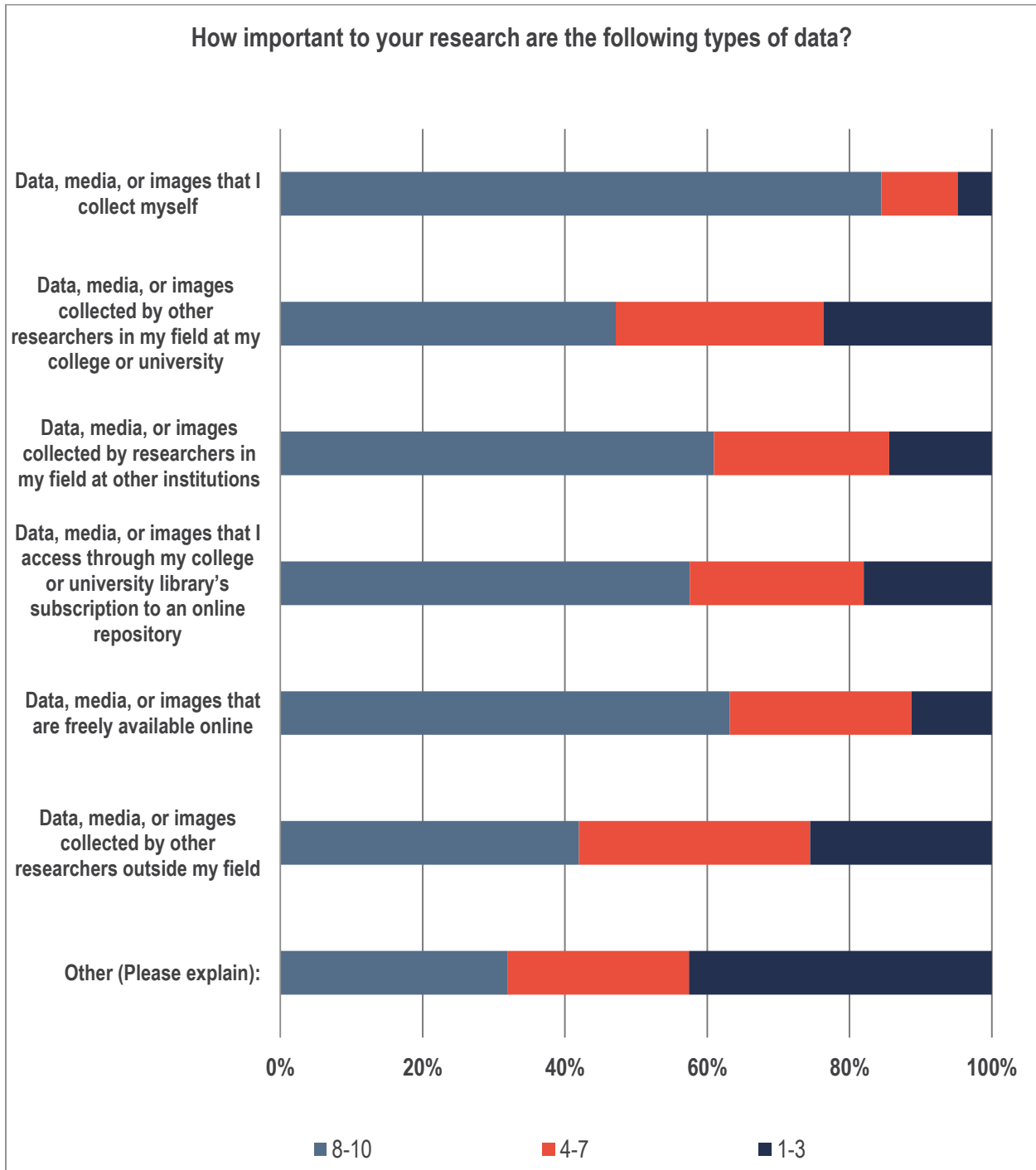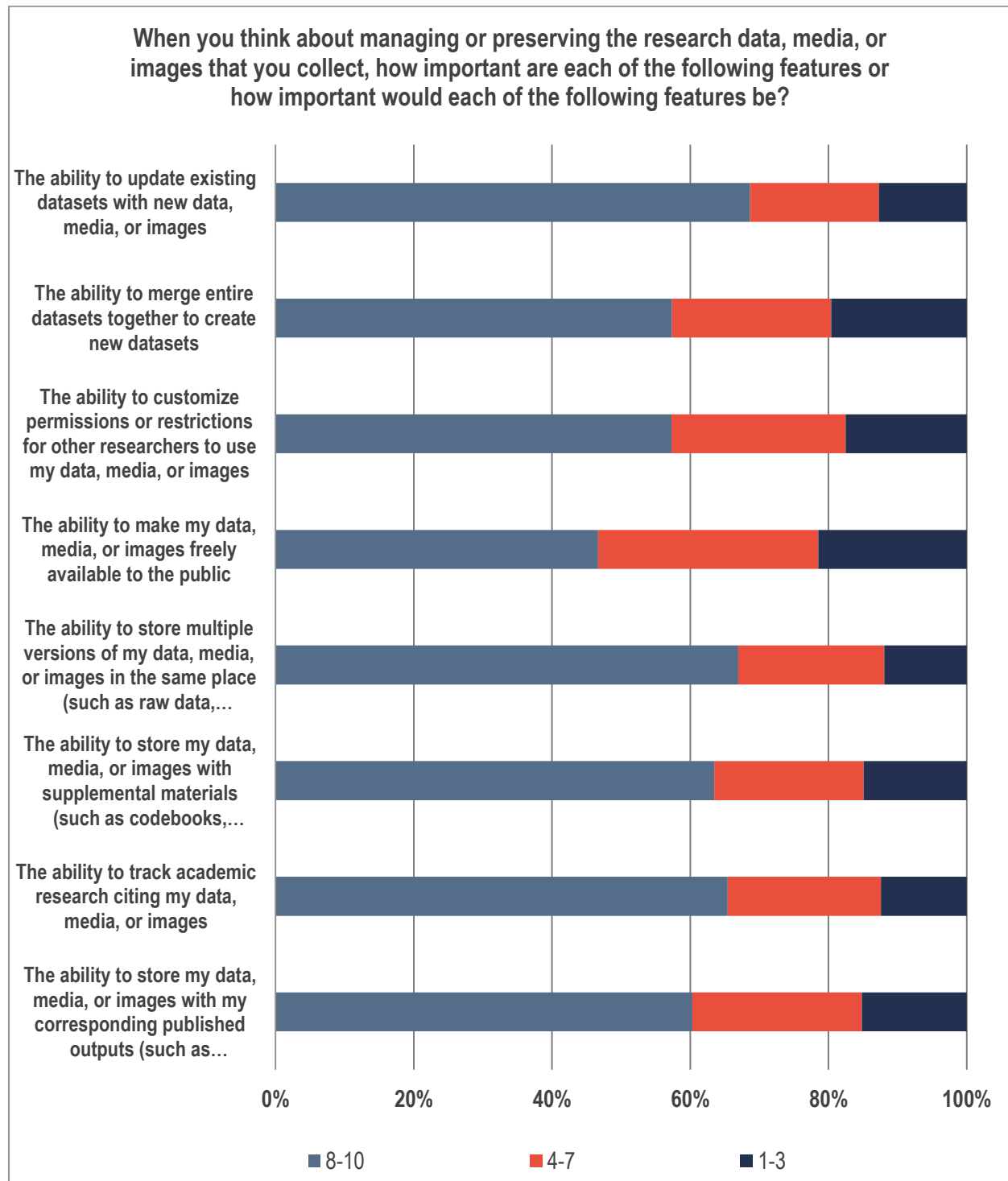
DATA4 [Contingent on DATA1 and DATA2]

When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

	8-10	4-7	1-3	Response
The ability to update existing datasets with new data, media, or images	68.65%	18.65%	12.70%	638
The ability to merge entire datasets together to create new datasets	57.37%	23.04%	19.59%	638
The ability to customize permissions or restrictions for other researchers to use my data, media, or images	57.28%	25.20%	17.53%	639
The ability to make my data, media, or images freely available to the public	46.66%	31.88%	21.46%	643
The ability to store multiple versions of my data, media, or images in the same place (such as raw data, normalized data, recoded data, restricted use data, etc.)	66.93%	21.16%	11.91%	638
The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)	63.48%	21.63%	14.89%	638
The ability to track academic research citing my data, media, or images	65.41%	22.17%	12.42%	636
The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)	60.31%	24.53%	15.16%	640

DATA4 [Contingent on DATA1 and DATA2]

When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".
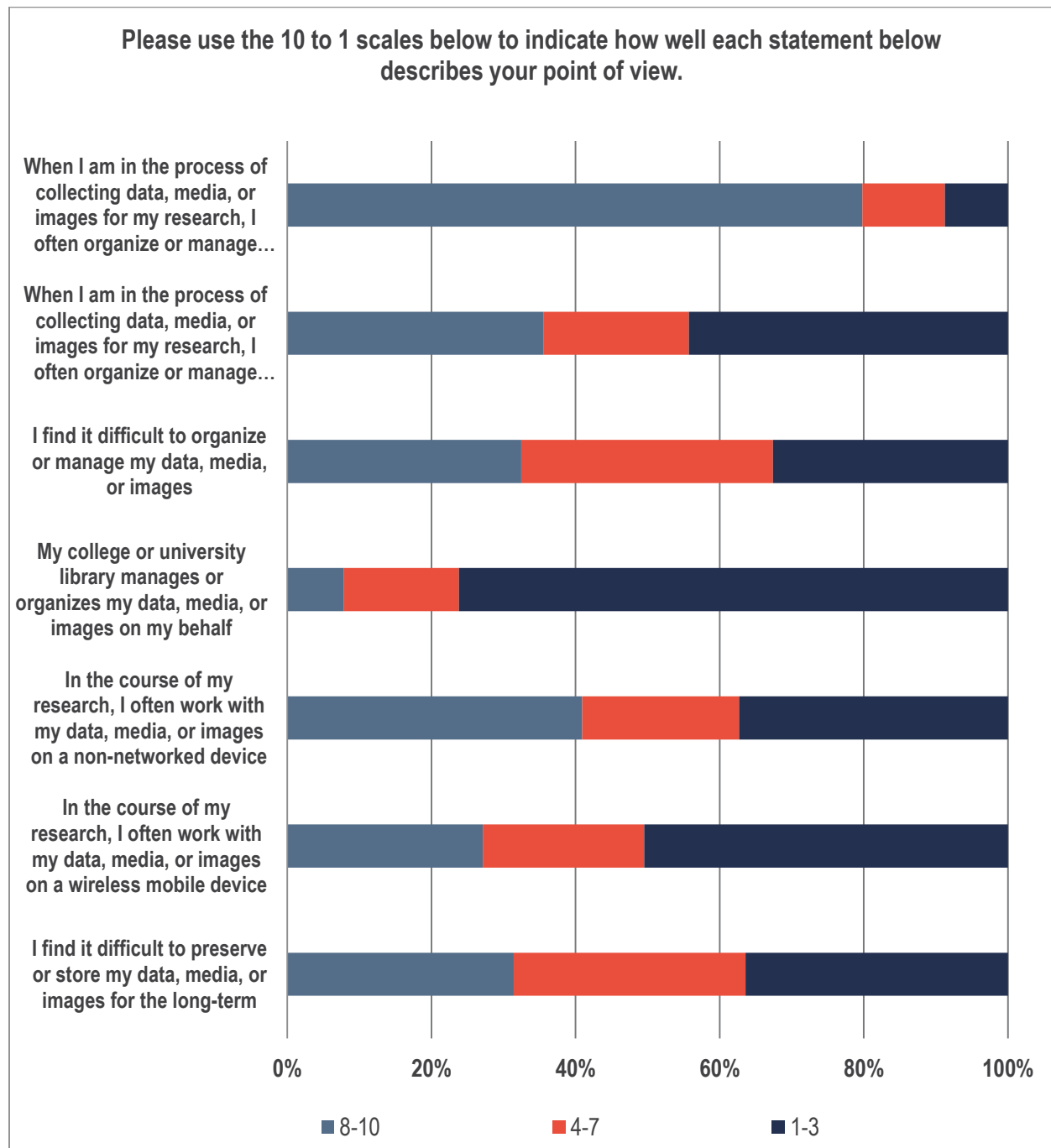

When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be?

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

Categories:
- The ability to update existing datasets with new data, media, or images
- The ability to merge entire datasets together to create new datasets
- The ability to customize permissions or restrictions for other researchers to use my data, media, or images
- The ability to make my data, media, or images freely available to the public
- The ability to store multiple versions of my data, media, or images in the same place (such as raw data,…
- The ability to store my data, media, or images with supplemental materials (such as codebooks,…
- The ability to track academic research citing my data, media, or images
- The ability to store my data, media, or images with my corresponding published outputs (such as…

DATA5 **[Contingent on DATA1 and DATA2]**

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

	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	79.81%	11.42%	8.76%	639
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.)	35.52%	20.19%	44.29%	639
I find it difficult to organize or manage my data, media, or images	32.45%	34.95%	32.61%	641
My college or university library manages or organizes my data, media, or images on my behalf	7.84%	15.99%	76.18%	638
In the course of my research, I often work with my data, media, or images on a non-networked device	40.91%	21.79%	37.30%	638
In the course of my research, I often work with my data, media, or images on a wireless mobile device	27.12%	22.41%	50.47%	638
I find it difficult to preserve or store my data, media, or images for the long-term	31.40%	32.18%	36.42%	637

DATA5 **[Contingent on DATA1 and DATA2]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where 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.
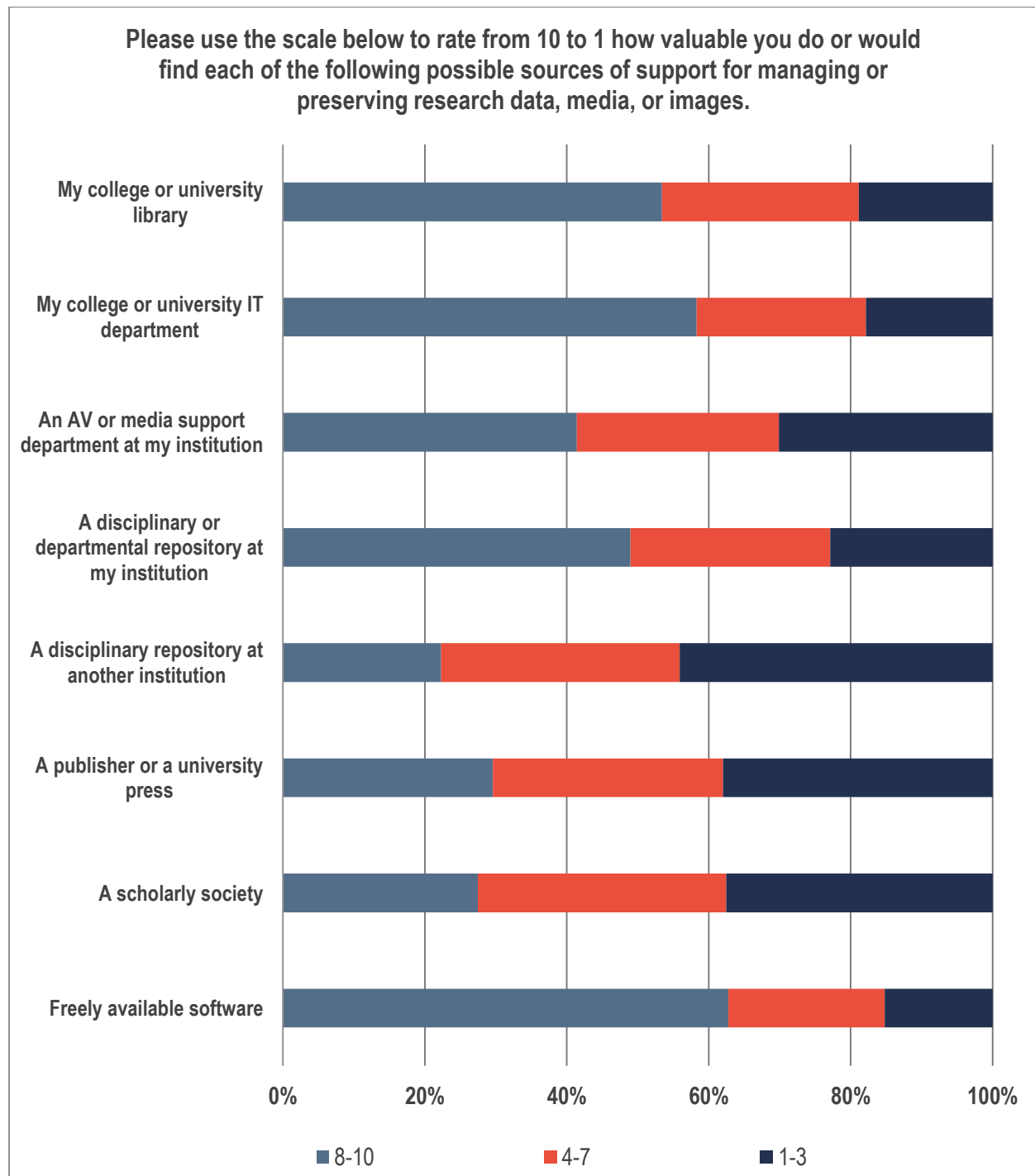

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

DATA6 **[Contingent on DATA1 and DATA2]**
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

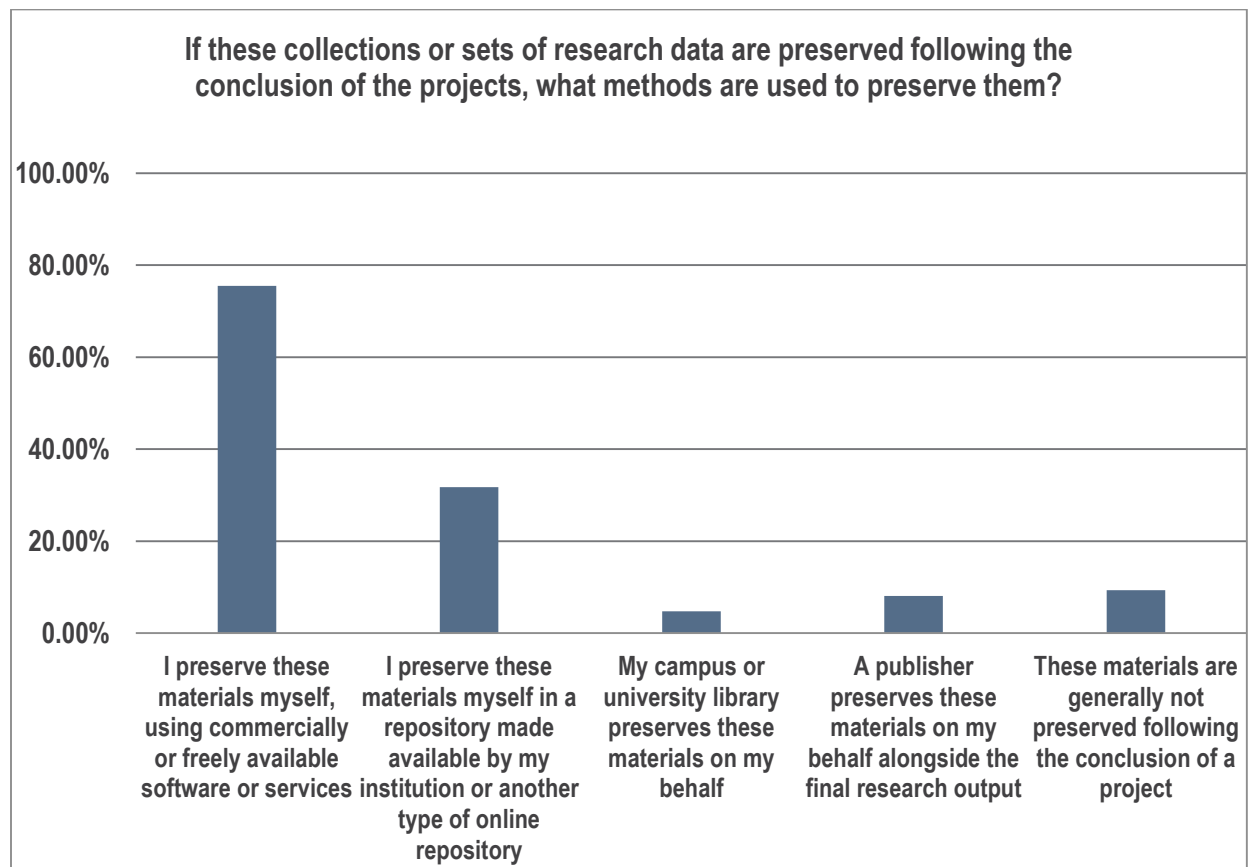|	8-10	4-7	1-3	Response
My college or university library	53.41%	27.73%	18.86%	631
My college or university IT department	58.29%	23.85%	17.85%	633
An AV or media support department at my institution	41.40%	28.50%	30.10%	628
A disciplinary or departmental repository at my institution	48.97%	28.14%	22.89%	629
A disciplinary repository at another institution	22.29%	33.60%	44.11%	628
A publisher or a university press	29.59%	32.44%	37.97%	632
A scholarly society	27.48%	34.98%	37.54%	626
Freely available software	62.76%	22.03%	15.21%	631

DATA6 [Contingent on DATA1 and DATA2]
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

Please use the scale below to rate from 10 to 1 how valuable you do or would find each of the following possible sources of support for managing or preserving research data, media, or images.

Legend: ■ 8-10 ■ 4-7 ■ 1-3

DATA7 **[Contingent on DATA1 and DATA2] [Multiple responses possible]**
If these collections or sets of research data are preserved following the conclusion of the 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	478	75.51%
I preserve these materials myself in a repository made available by my institution or another type of online repository	201	31.75%
My campus or university library preserves these materials on my behalf	30	4.74%
A publisher preserves these materials on my behalf alongside the final research output	51	8.06%
These materials are generally not preserved following the conclusion of a project	59	9.32%
	819	

If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?

Role of the Library

ROL1

How dependent would you say you are on your college or university library for research you conduct? Please rate from 10 to 1 where 10 equals "Completely dependent" and 1 equals "Not at all dependent."

ROL2

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? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

ROL3

Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important."

ROL4

Please use the 10 to 1 scales below to indicate how well each statement below 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.

ROL1

How dependent would you say you are on your college or university library for research you conduct? Please rate from 10 to 1 where 10 equals "Completely dependent" and 1 equals "Not at all dependent."

	Response	Percent
8 - 10	410	50.93%
4 - 7	258	32.05%
1 - 3	137	17.02%
	805	100.00%
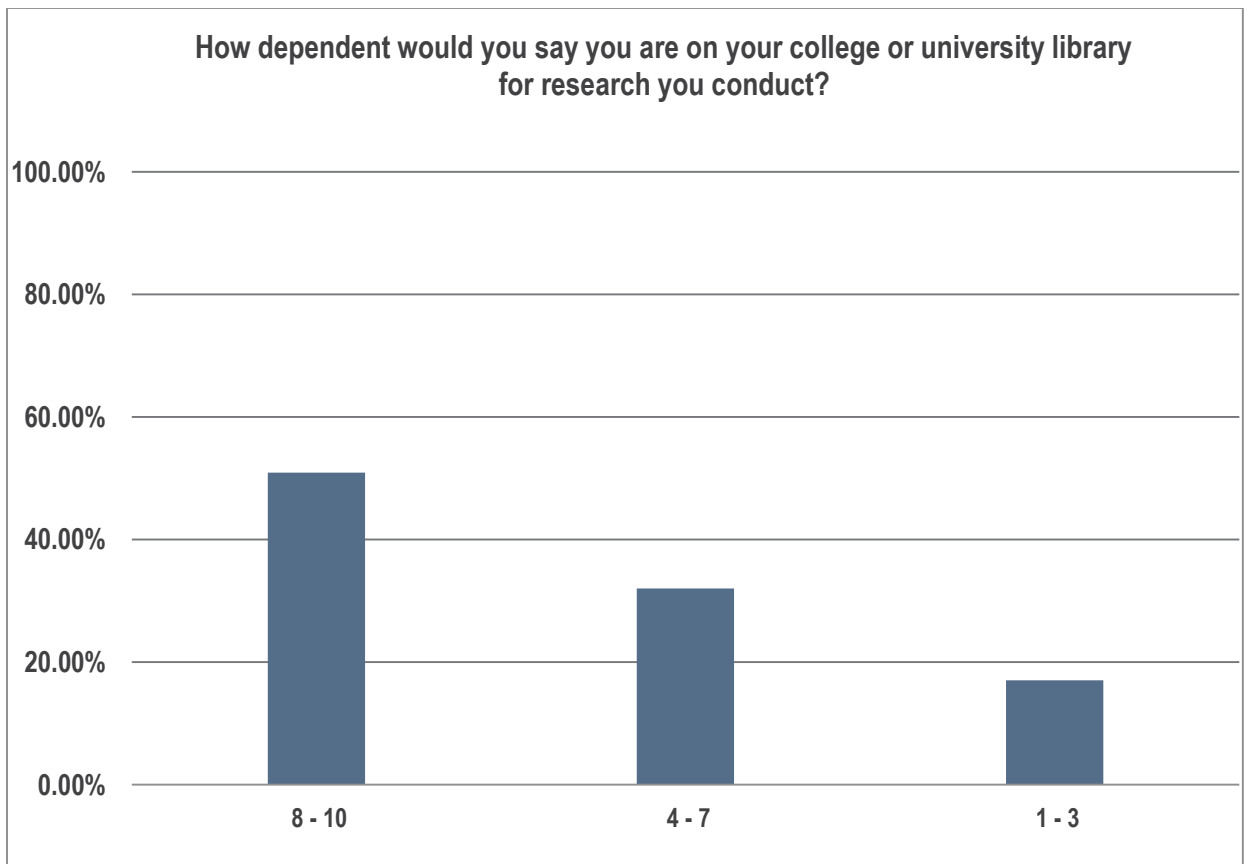
How dependent would you say you are on your college or university library for research you conduct?

ROL2

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? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	70.99%	19.75%	9.26%	810
The library pays for resources I need, from academic journals to books to electronic databases	87.75%	9.03%	3.22%	808
The library serves as a repository of resources - in other words, it archives, preserves, and keeps track of resources	68.56%	21.45%	9.99%	811
The library supports and facilitates my teaching activities	59.90%	26.61%	13.49%	808
The library provides active support that helps to increase the productivity of my research and scholarship	58.82%	26.39%	14.80%	811
The library helps undergraduates develop research, critical analysis, and information literacy skills	64.48%	25.62%	9.90%	808

ROL2

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? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.
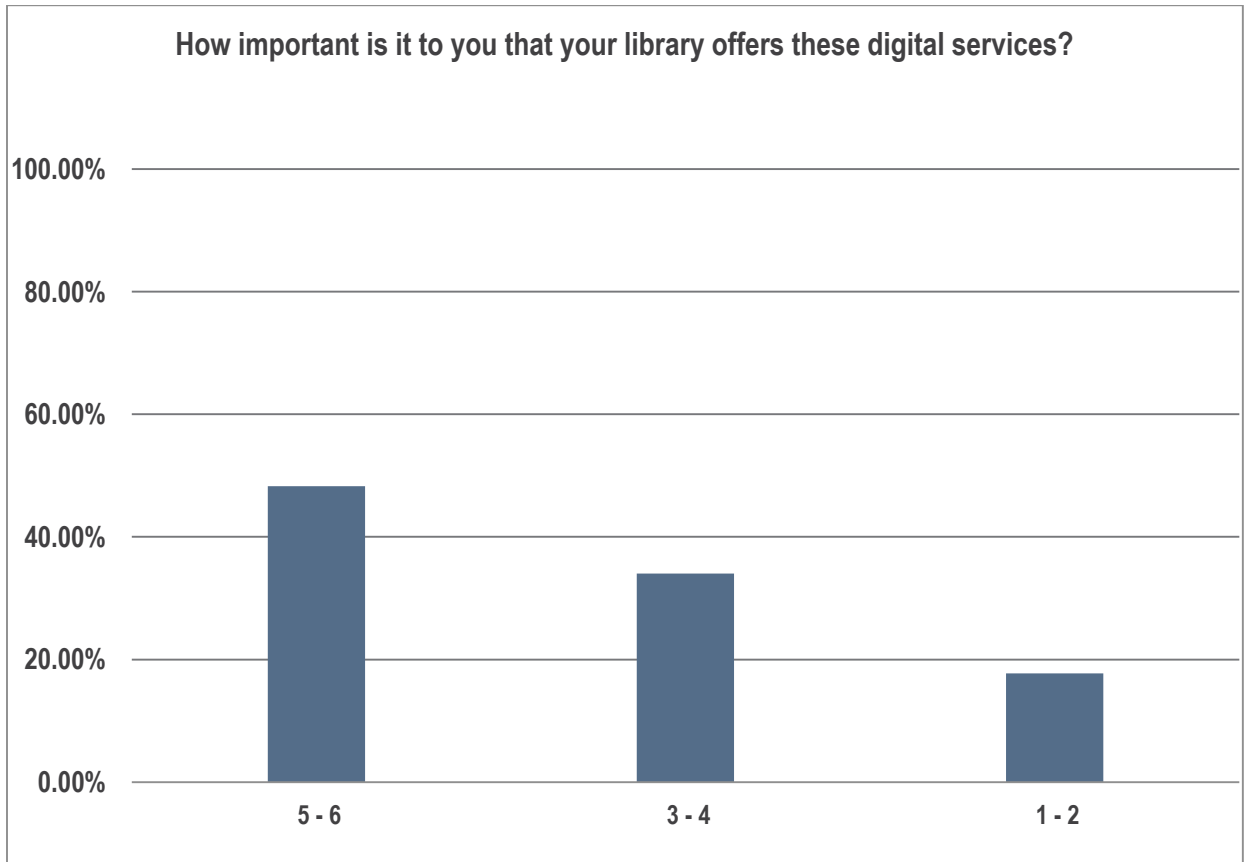
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?
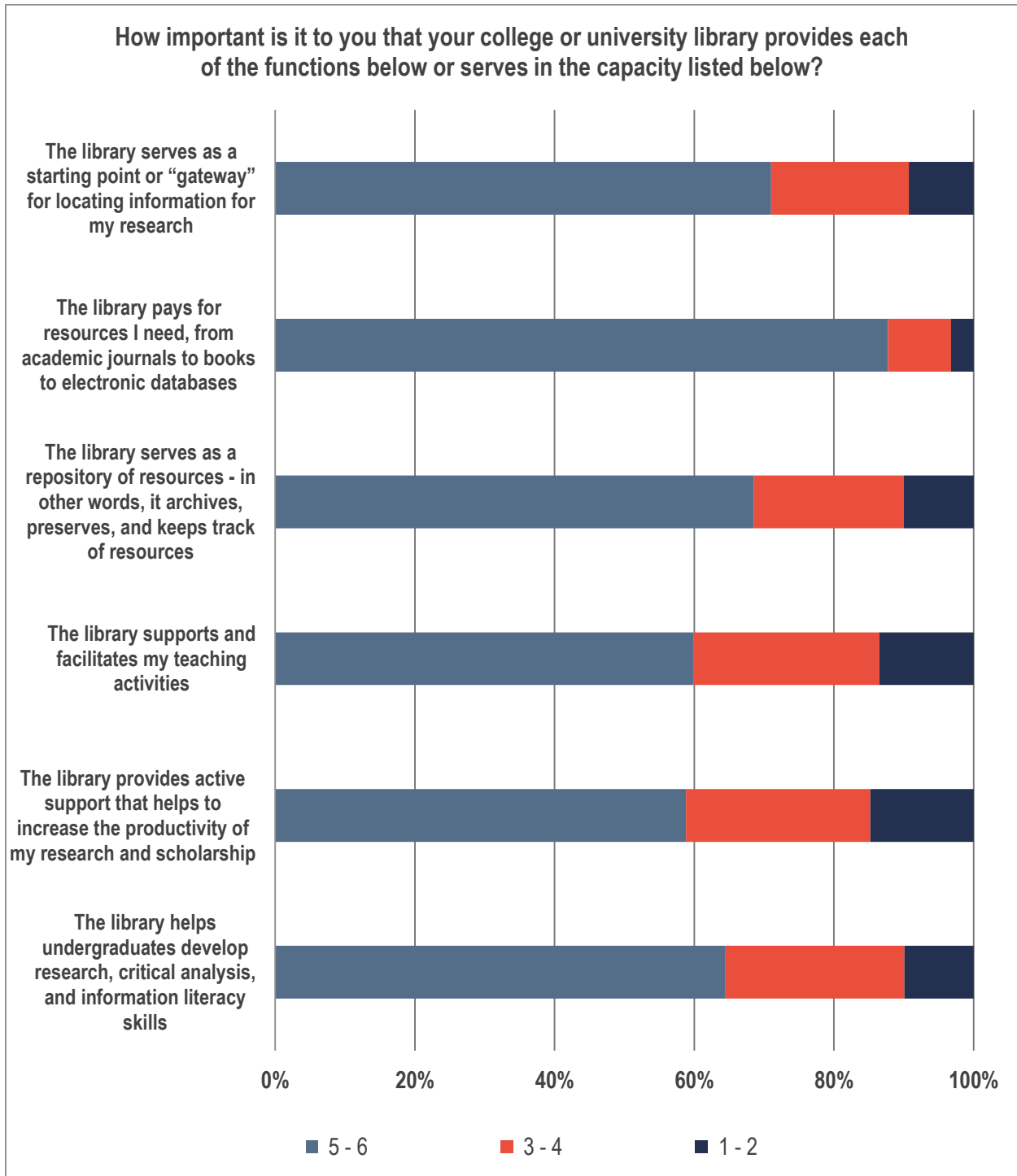
ROL3

Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important."

	Response	Percent
5 - 6	387	48.25%
3 - 4	273	34.04%
1 - 2	142	17.71%
	802	100.00%

How important is it to you that your library offers these digital services?

ROL4

Please use the 10 to 1 scales below to indicate how well each statement below 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.

	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	18.33%	33.09%	48.59%	813
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	19.21%	32.51%	48.28%	812
The primary responsibility of my college or university library should be facilitating my access to any scholarly materials in print or digital form that I may need for my research and teaching	71.27%	24.33%	4.40%	818
The primary responsibility of my college or university library should be supporting undergraduate student learning by helping students to develop research skills and find, access, and make use of needed materials	45.45%	42.01%	12.53%	814

ROL4
Please use the 10 to 1 scales below to indicate how well each statement below 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 use the 10 to 1 scales below to indicate how well each statement below describes your point of view.
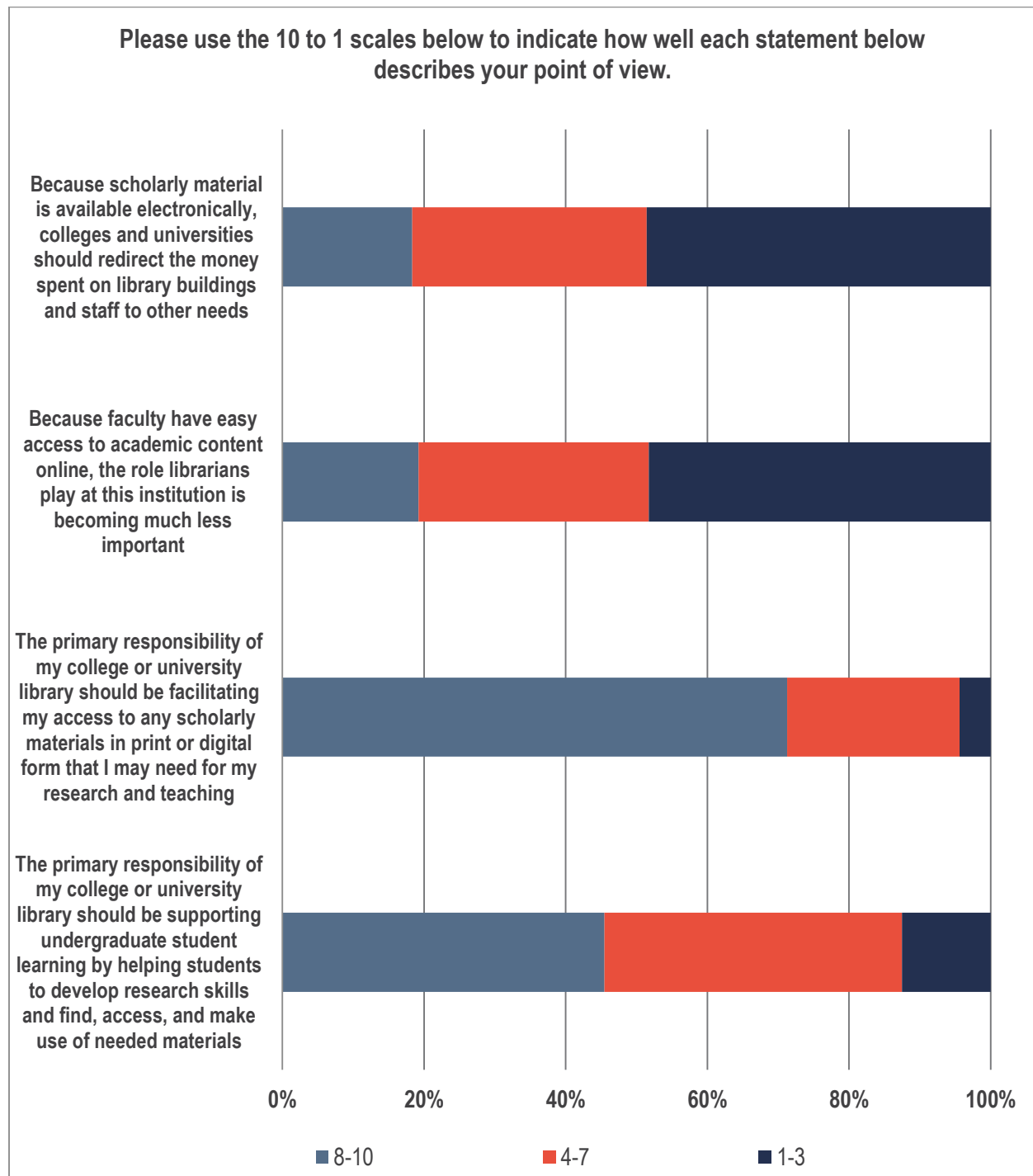
Undergraduate Instruction

UI1

Is teaching either undergraduate or postgraduate courses among your professional responsibilities?

UI2 **[Contingent on UI1] [Multiple selections possible]**

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

UI3 **[Contingent on UI2]**

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

UI4 **[Contingent on UI2]**

Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

UI5 **[Contingent on UI2]**

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

UI6 **[Contingent on UI4]**

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

UI7 **[Contingent on UI2]**

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.

UI8 **[Contingent on UI2]**

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?

UI9 [Contingent on UI2]
How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

UI10 [Contingent on UI2]
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

UI11 [Contingent on UI2]
How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI12 [Contingent on UI2]
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

UI13 [Contingent on UI10]
How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI14 [Contingent on UI2]
Please use the 10 to 1 scales below to indicate how well each statement below 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.
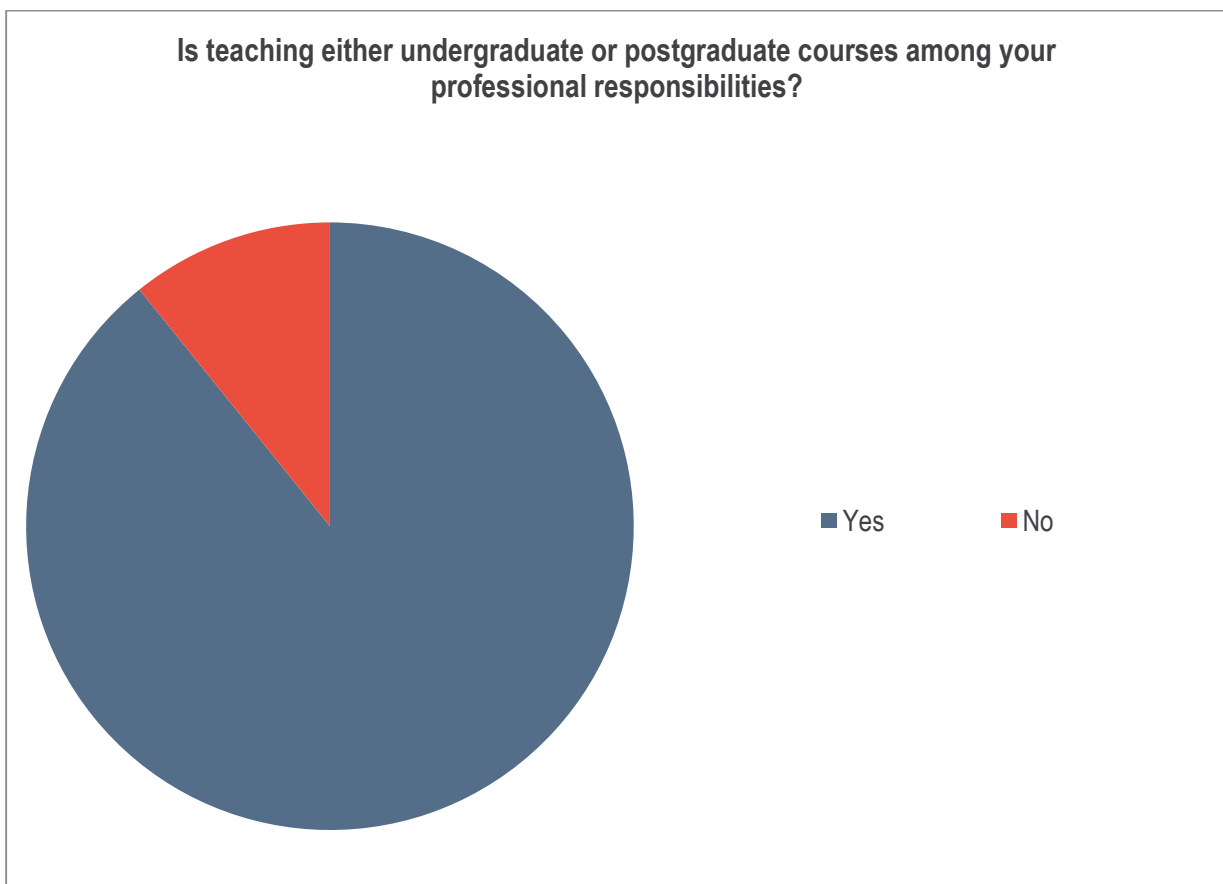
UI15 [Contingent on UI2]
Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology, where 10 equals "A great deal" and 1 equals "Not at all." Please select one answer for each item.

UI1

Is teaching either undergraduate or postgraduate courses among your professional responsibilities?

	Response	Percent
Yes	769	89.21%
No	93	10.79%
	862	100.00%

Is teaching either undergraduate or postgraduate courses among your professional responsibilities?
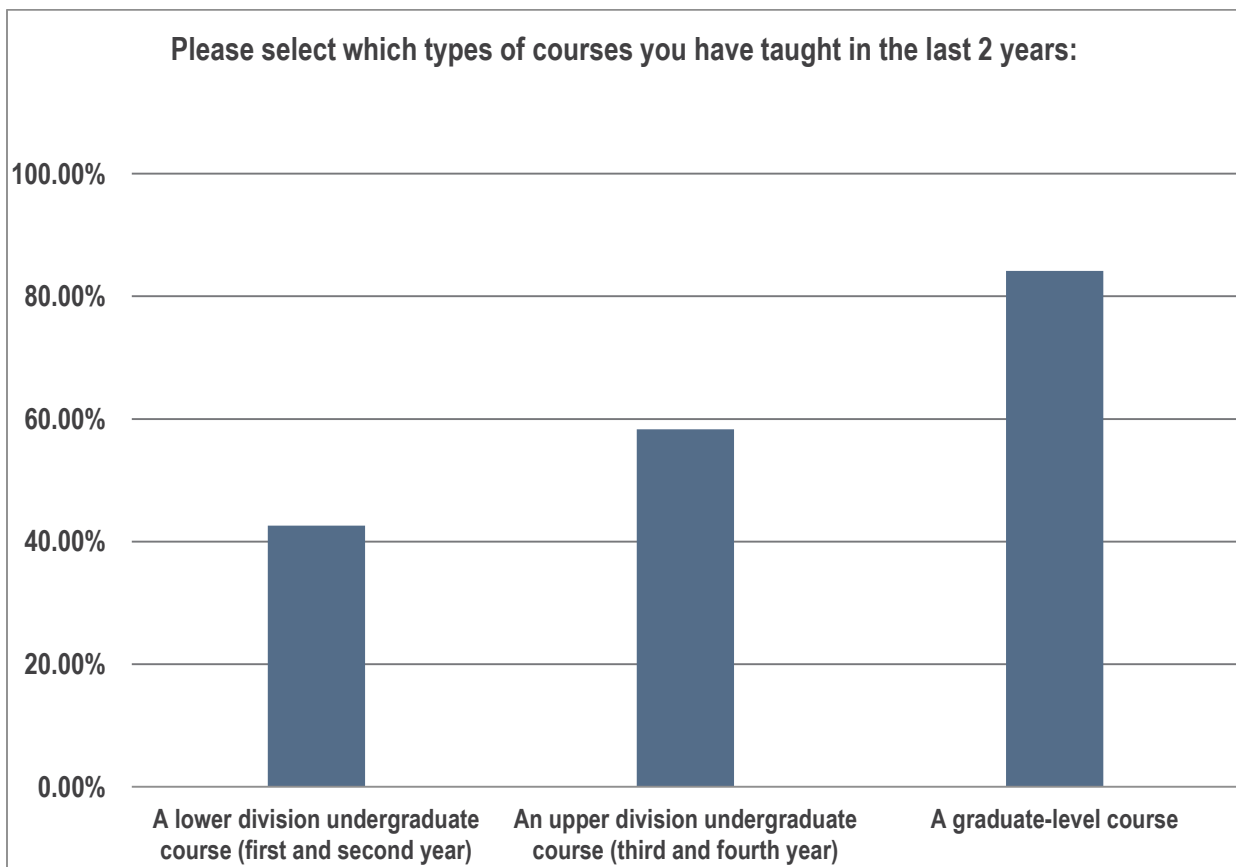
UI2 **[Contingent on UI1] [Multiple selections possible]**
Please select which types of courses you have taught in the last 2 years:
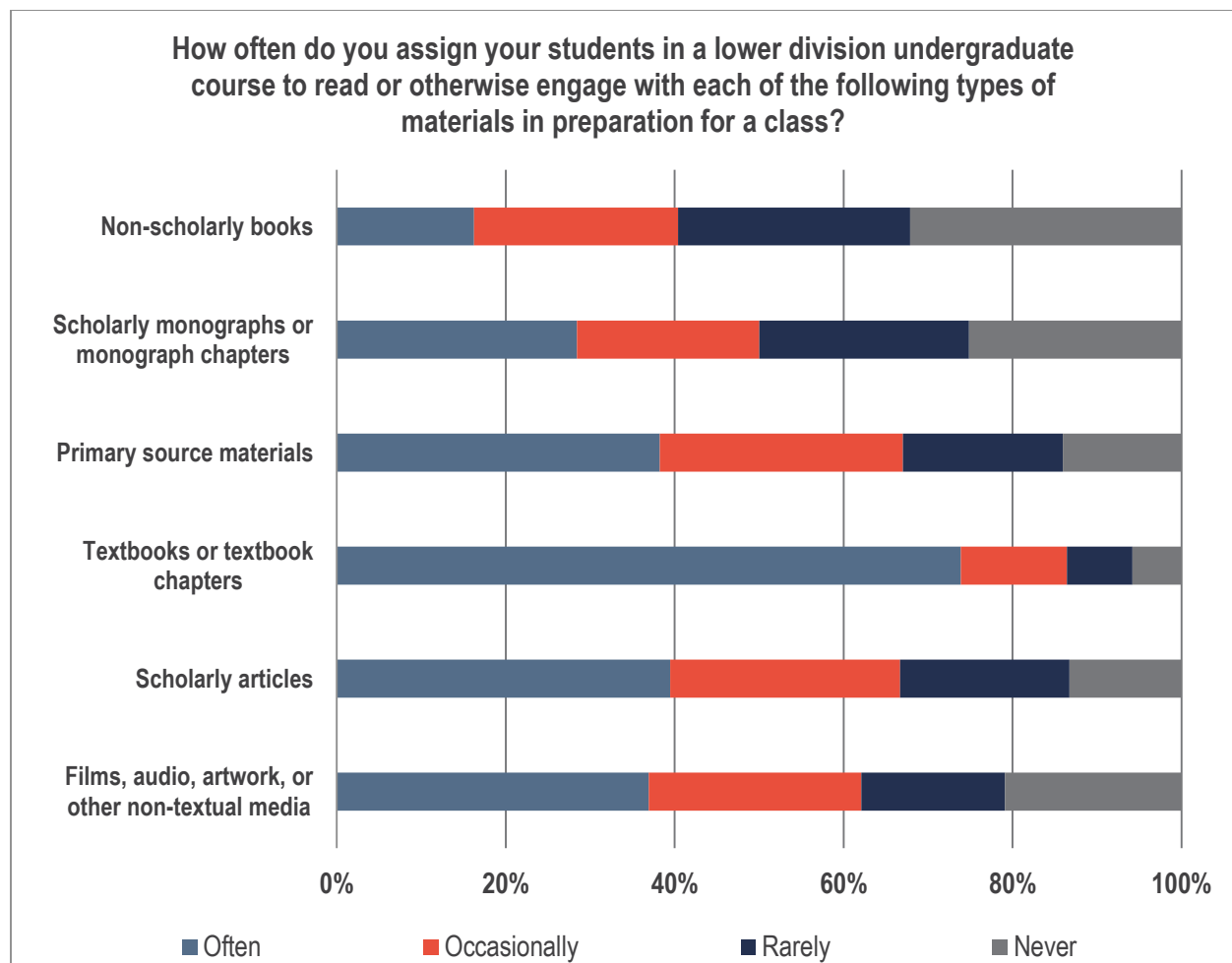
	Response	Percent
A lower division undergraduate course (first and second year)	320	42.61%
An upper division undergraduate course (third and fourth year)	438	58.32%
A graduate-level course	632	84.15%
	1390	

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

UI3 **[Contingent on UI2]**

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
Non-scholarly books	16.23%	24.17%	27.48%	32.12%	302
Scholarly monographs or monograph chapters	28.43%	21.57%	24.84%	25.16%	306
Primary source materials	38.24%	28.76%	18.95%	14.05%	306
Textbooks or textbook chapters	73.87%	12.58%	7.74%	5.81%	310
Scholarly articles	39.48%	27.18%	20.06%	13.27%	309
Films, audio, artwork, or other non-textual media	36.93%	25.16%	16.99%	20.92%	306

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?

UI4 **[Contingent on UI2]**

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	92.13%	7.87%	305
Seminars or discussion sections	79.55%	20.45%	308
Laboratories	30.90%	69.10%	288

UI5 [Contingent on UI2]

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.
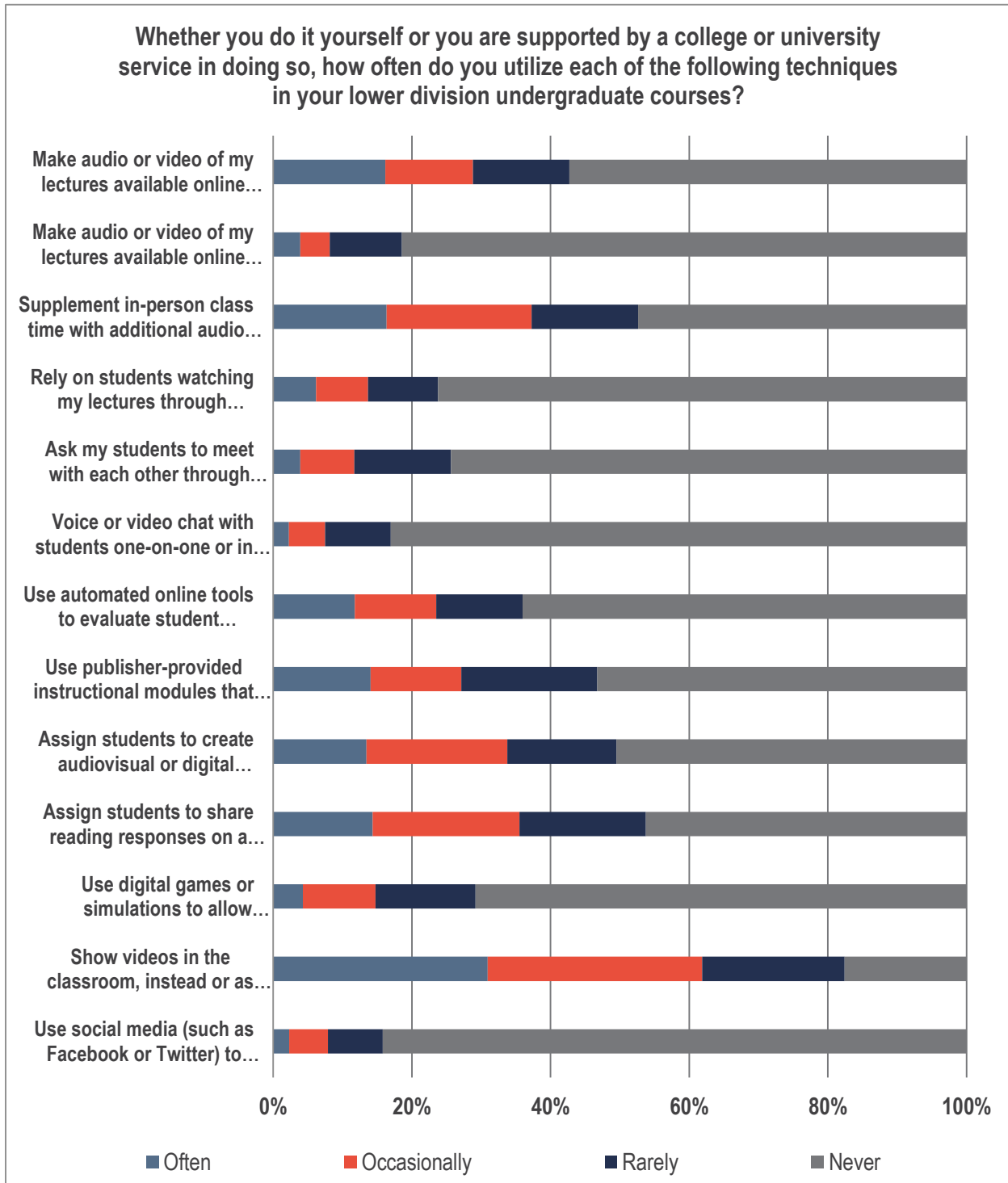
	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	16.18%	12.62%	13.92%	57.28%	309
Make audio or video of my lectures available online for the general public to access	3.91%	4.23%	10.42%	81.43%	307
Supplement in-person class time with additional audio or video modules	16.34%	20.92%	15.36%	47.39%	306
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	6.19%	7.49%	10.10%	76.22%	307
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	3.90%	7.79%	13.96%	74.35%	308
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	2.28%	5.21%	9.45%	83.06%	307
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	11.76%	11.76%	12.42%	64.05%	306
Use publisher-provided instructional modules that accompany a textbook to assist students	14.05%	13.07%	19.61%	53.27%	306
Assign students to create audiovisual or digital media projects	13.44%	20.33%	15.74%	50.49%	305
Assign students to share reading responses on a course discussion board or a blog	14.33%	21.17%	18.24%	46.25%	307
Use digital games or simulations to allow students to explore concepts	4.26%	10.49%	14.43%	70.82%	305
Show videos in the classroom, instead or as one component of a lecture or discussion	30.94%	30.94%	20.52%	17.59%	307
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	2.30%	5.59%	7.89%	84.21%	304

UI5 [Contingent on UI2]

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.


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?

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

Legend: ■ Often ■ Occasionally ■ Rarely ■ Never

UI6 **[Contingent on UI4]**

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	33.22%	12.83%	10.86%	43.09%	304
Responses to assigned readings	43.00%	28.34%	13.03%	15.64%	307
Research papers	38.31%	22.40%	14.94%	24.35%	308
Experiments or experiential learning	26.89%	20.98%	14.43%	37.70%	305
Presentations or multimedia projects	35.50%	28.34%	12.70%	23.45%	307
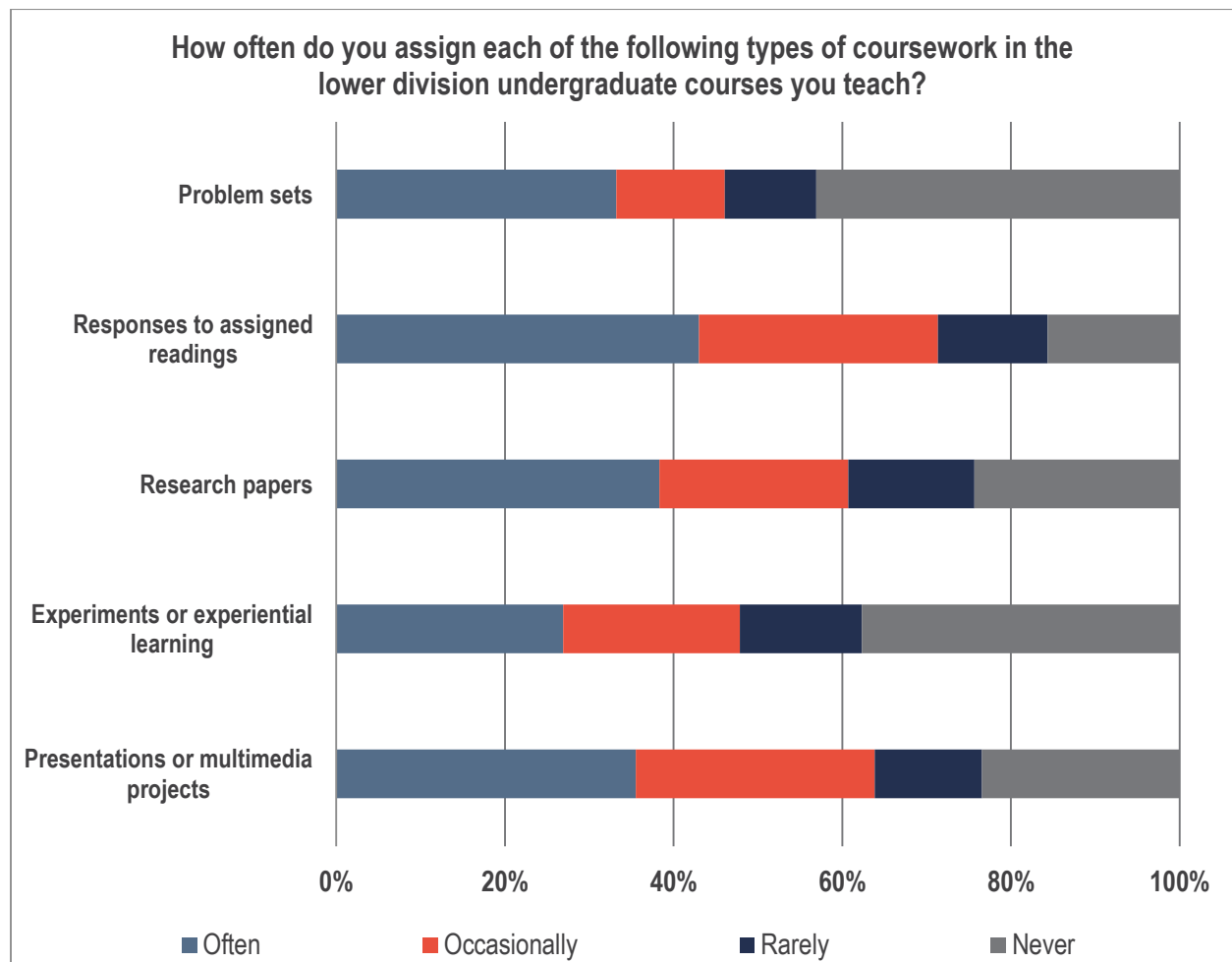
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach?

UI7 **[Contingent on UI2]**

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.
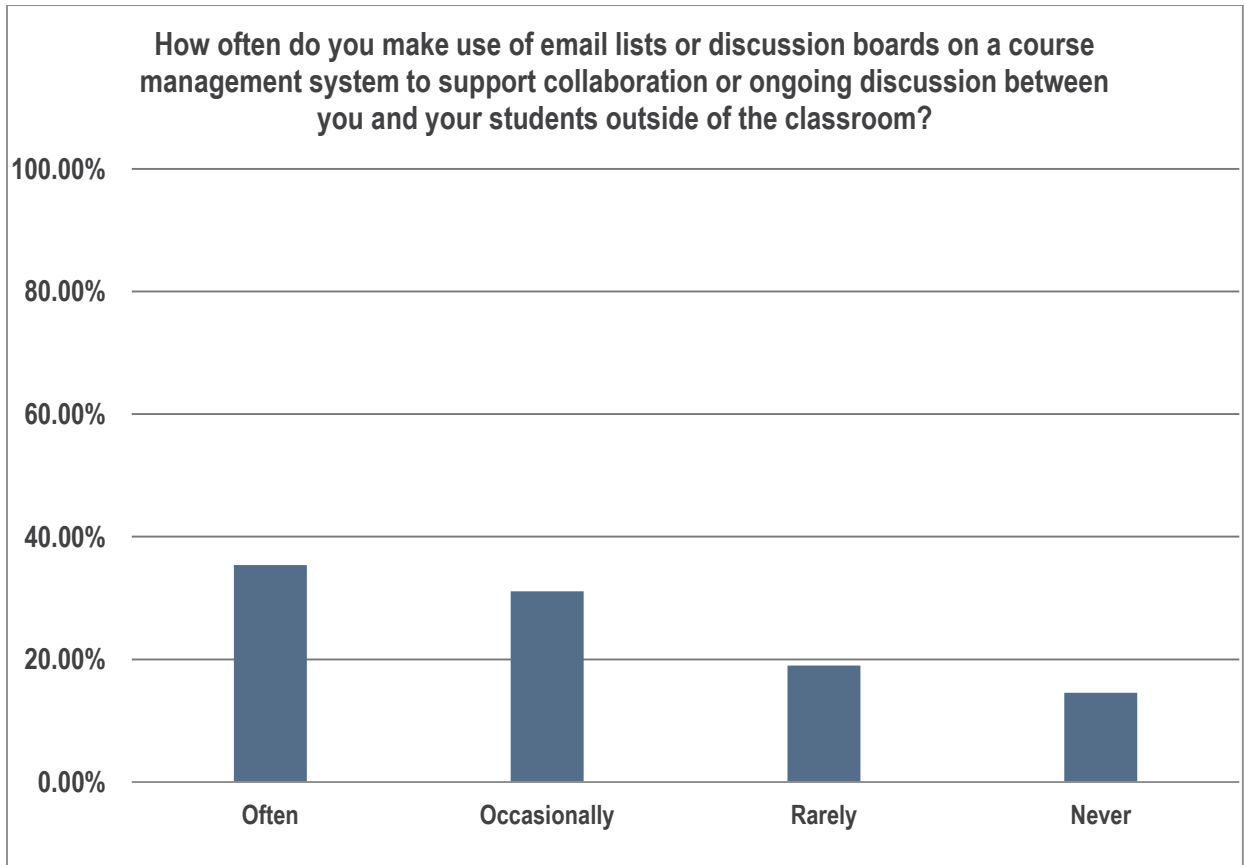
	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	17.24%	22.99%	22.99%	36.78%	87
Replace in-person laboratory exercises with digital simulations of laboratory activities	5.75%	13.79%	24.14%	56.32%	87
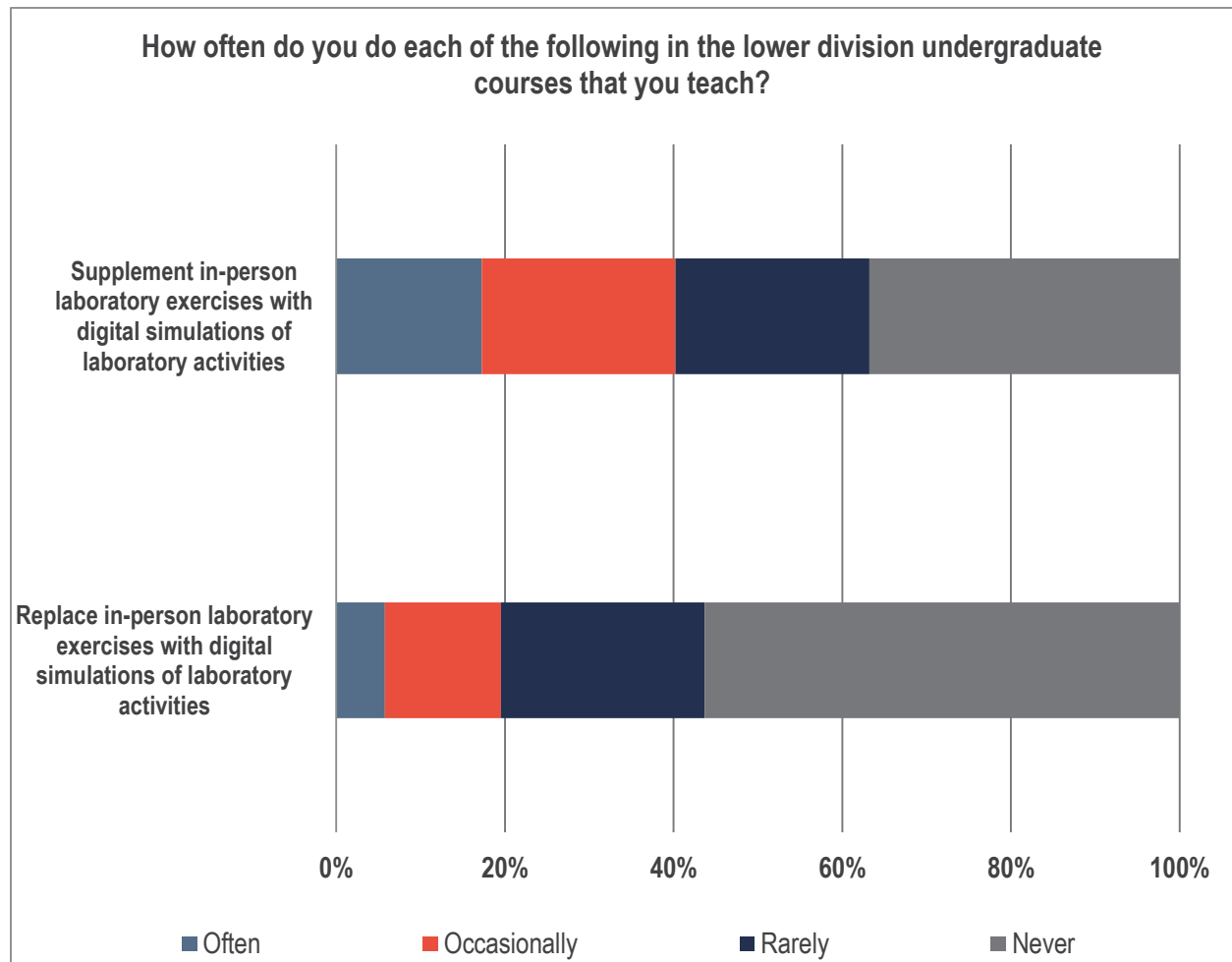
UI8 **[Contingent on UI2]**
How often do you make use of email lists or discussion boards on a course
management system to support collaboration or ongoing discussion between you and
your students outside of the classroom - often, occasionally, rarely, or never?

	Response	Percent
Often	175	35.35%
Occasionally	154	31.11%
Rarely	94	18.99%
Never	72	14.55%
	495	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?
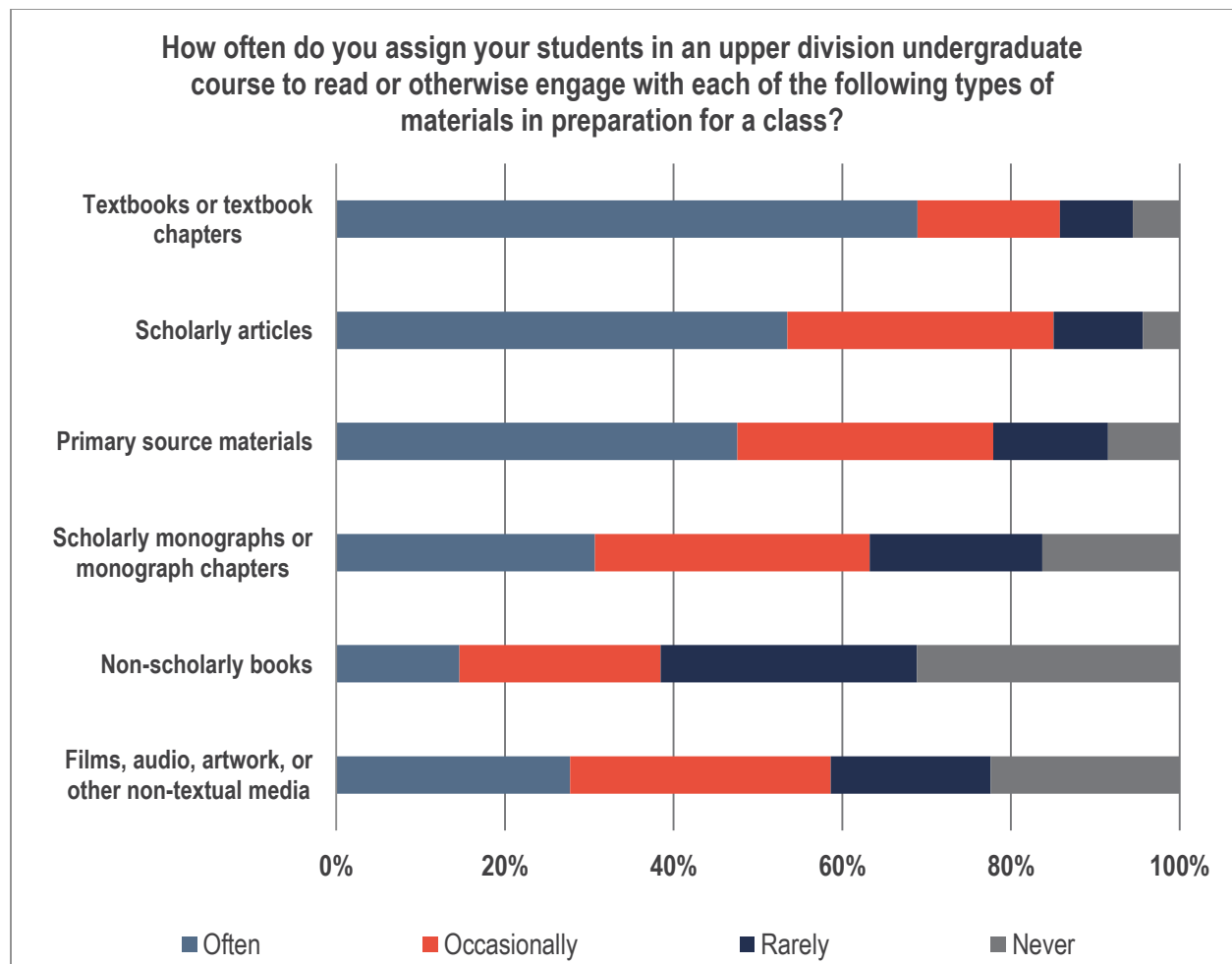
UI9 **[Contingent on UI2]**

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.
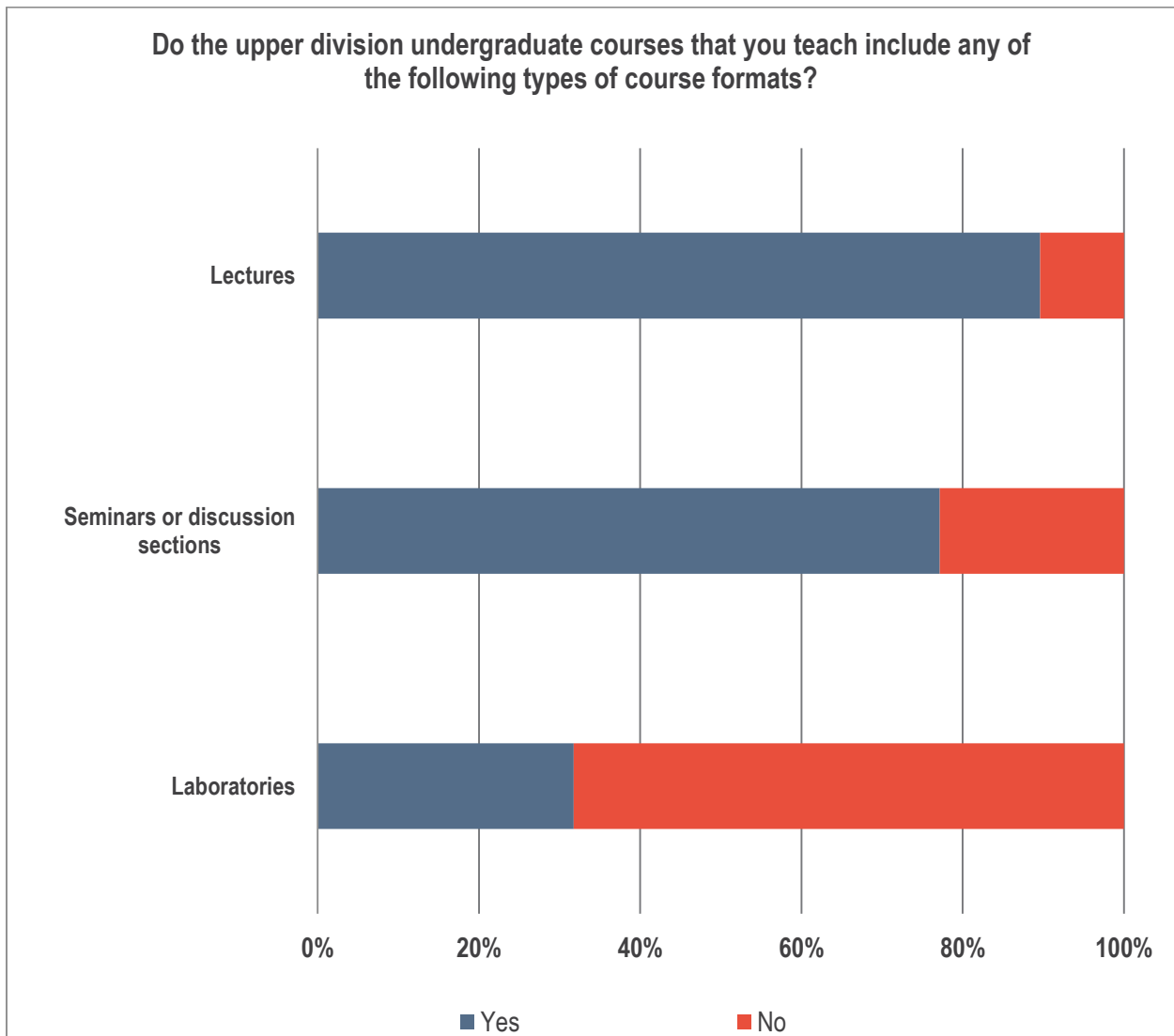
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	68.92%	16.87%	8.67%	5.54%	415
Scholarly articles	53.49%	31.57%	10.60%	4.34%	415
Primary source materials	47.57%	30.34%	13.59%	8.50%	412
Scholarly monographs or monograph chapters	30.66%	32.60%	20.44%	16.30%	411
Non-scholarly books	14.60%	23.84%	30.41%	31.14%	411
Films, audio, artwork, or other non-textual media	27.74%	30.90%	18.98%	22.38%	411

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 **[Contingent on UI2]**

Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.
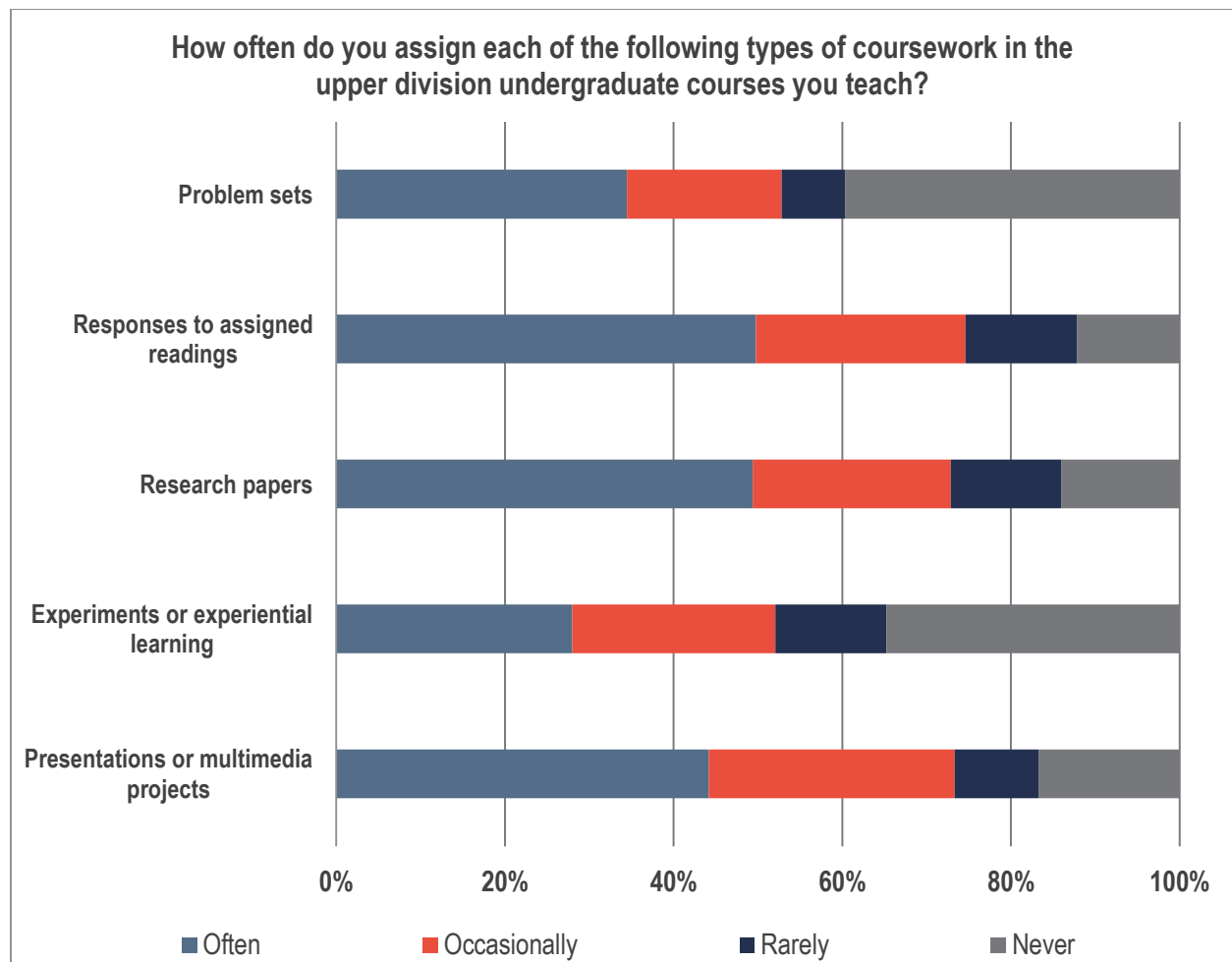
	Yes	No	Response
Lectures	89.60%	10.40%	404
Seminars or discussion sections	77.15%	22.85%	407
Laboratories	31.75%	68.25%	378

UI11 **[Contingent on UI2]**
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	34.47%	18.34%	7.58%	39.61%	409
Responses to assigned readings	49.76%	24.88%	13.17%	12.20%	410
Research papers	49.39%	23.49%	13.08%	14.04%	413
Experiments or experiential learning	27.98%	24.09%	13.14%	34.79%	411
Presentations or multimedia projects	44.17%	29.13%	9.95%	16.75%	412

How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach?
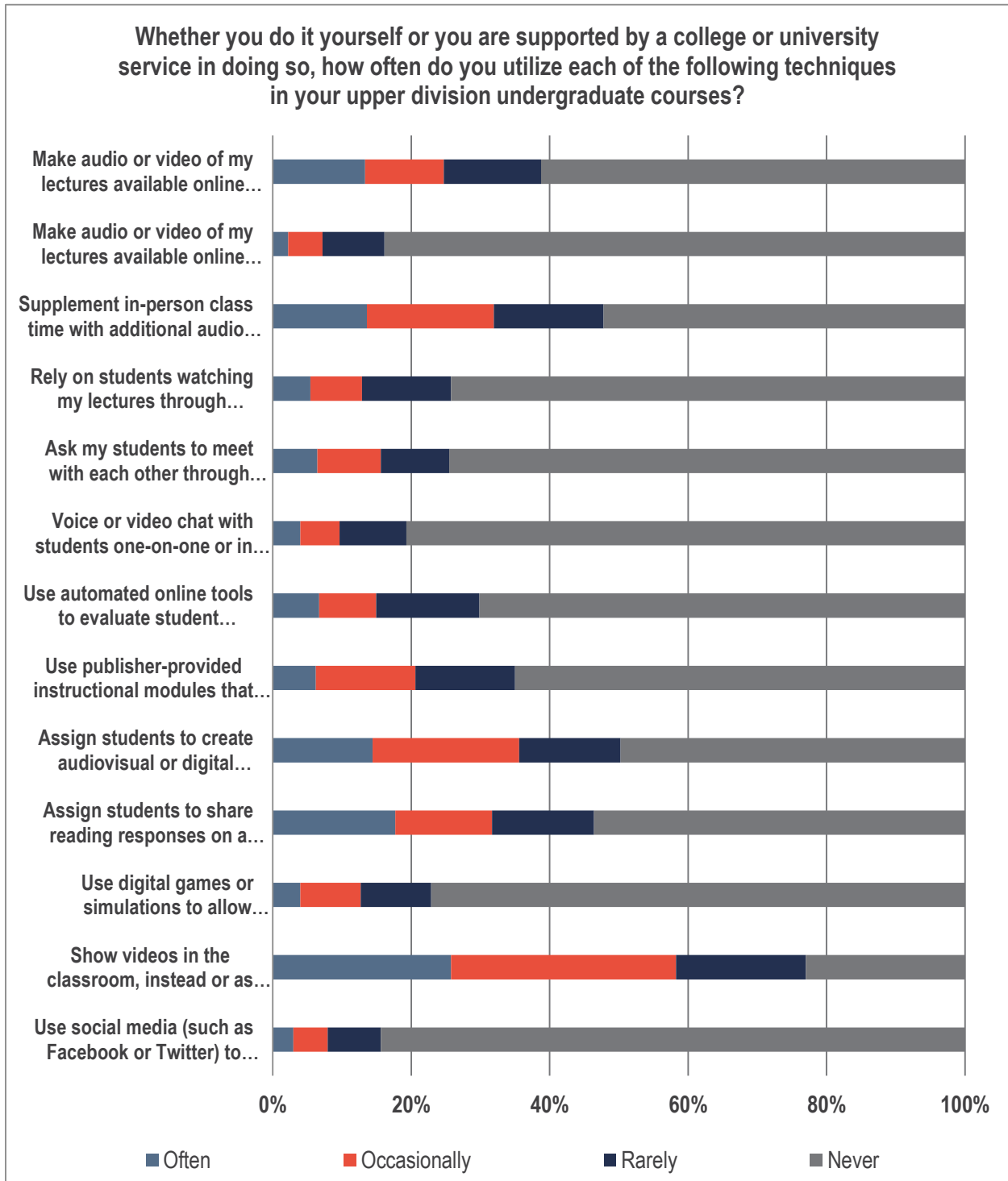
UI12 [Contingent on UI2]

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.

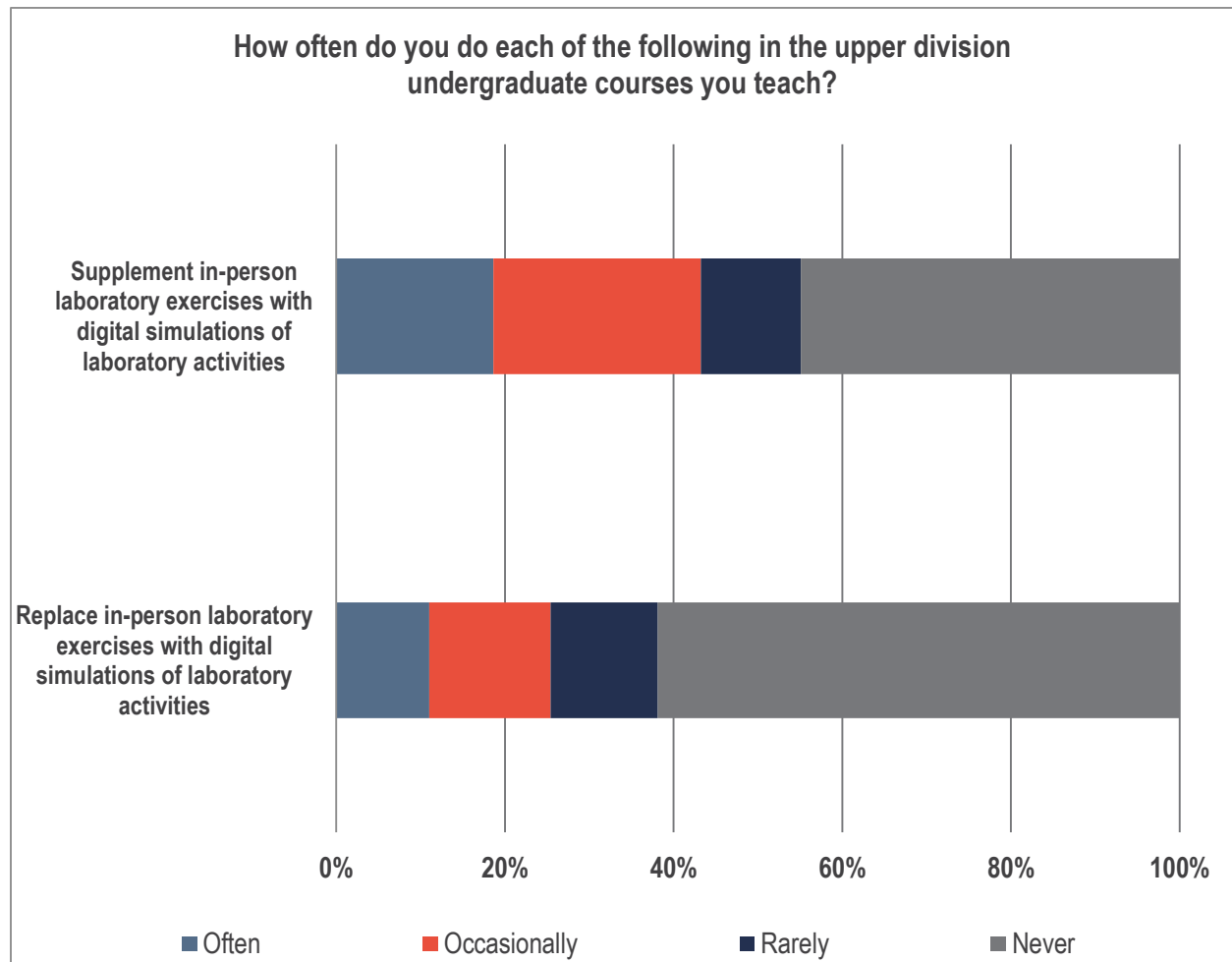|	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	13.33%	11.36%	14.07%	61.23%	405
Make audio or video of my lectures available online for the general public to access	2.23%	4.96%	8.93%	83.87%	403
Supplement in-person class time with additional audio or video modules	13.61%	18.32%	15.84%	52.23%	404
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	5.45%	7.43%	12.87%	74.26%	404
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	6.44%	9.16%	9.90%	74.50%	404
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	3.96%	5.69%	9.65%	80.69%	404
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	6.72%	8.21%	14.93%	70.15%	402
Use publisher-provided instructional modules that accompany a textbook to assist students	6.20%	14.39%	14.39%	65.01%	403
Assign students to create audiovisual or digital media projects	14.43%	21.14%	14.68%	49.75%	402
Assign students to share reading responses on a course discussion board or a blog	17.71%	13.97%	14.71%	53.62%	401
Use digital games or simulations to allow students to explore concepts	3.98%	8.71%	10.20%	77.11%	402
Show videos in the classroom, instead or as one component of a lecture or discussion	25.75%	32.50%	18.75%	23.00%	400
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	2.97%	4.95%	7.67%	84.41%	404

UI12 **[Contingent on UI2]**
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.

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?

Legend: Often, Occasionally, Rarely, Never

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

UI13 **[Contingent on UI10]**

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	18.64%	24.58%	11.86%	44.92%	118
Replace in-person laboratory exercises with digital simulations of laboratory activities	11.02%	14.41%	12.71%	61.86%	118

UI14 [Contingent on UI2]

Please use the 10 to 1 scales below to indicate how well each statement below 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.

	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	57.63%	31.18%	11.18%	465
My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	35.51%	47.71%	16.78%	459
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	21.88%	41.58%	36.54%	457
Open access, open source, or freely available instructional resources, (for example open textbooks, course modules, or video lectures), play a very important role in my teaching	31.60%	32.90%	35.50%	462
I find it difficult to locate open access, open source, or freely available instructional resources	25.87%	40.22%	33.91%	460

UI14 **[Contingent on UI2]**

Please use the 10 to 1 scales below to indicate how well each statement below 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.
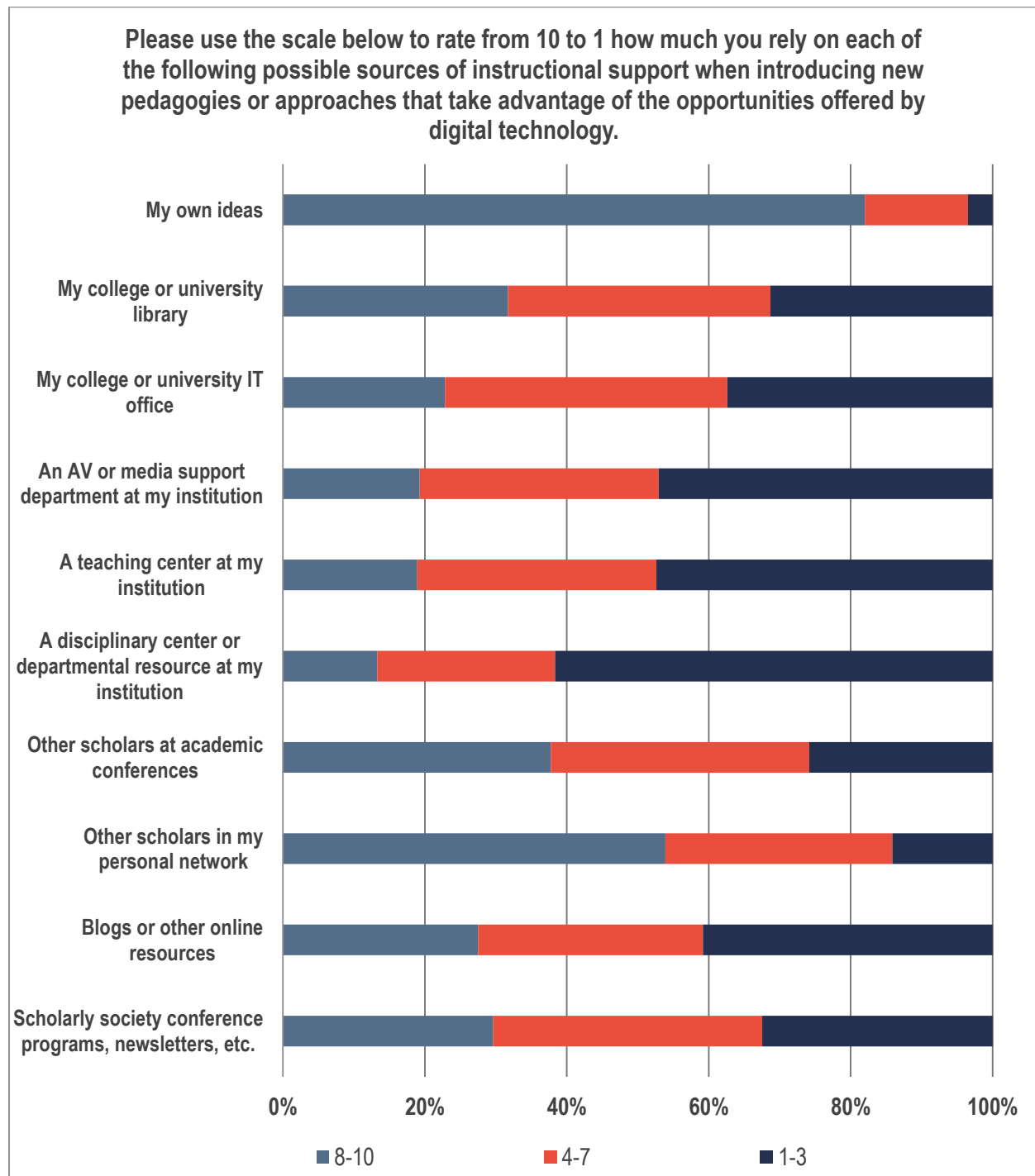

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

UI15 **[Contingent on UI2]**

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, where 10 equals "A great deal" and 1 equals "Not at all." Please select one answer for each item.

	8-10	4-7	1-3	Response
My own ideas	82.00%	14.53%	3.47%	461
My college or university library	31.73%	36.98%	31.29%	457
My college or university IT office	22.83%	39.78%	37.39%	460
An AV or media support department at my institution	19.26%	33.70%	47.05%	457
A teaching center at my institution	18.91%	33.70%	47.39%	460
A disciplinary center or departmental resource at my institution	13.29%	25.05%	61.66%	459
Other scholars at academic conferences	37.74%	36.44%	25.81%	461
Other scholars in my personal network	53.91%	31.96%	14.13%	460
Blogs or other online resources	27.51%	31.66%	40.83%	458
Scholarly society conference programs, newsletters, etc.	29.61%	37.94%	32.46%	456

UI15 [Contingent on UI2]
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, where 10 equals "A great deal" and 1 equals "Not at all." Please select one answer for each item.

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.

Serving Clinicians and Health Scientists

HS1

Is patient care among your professional responsibilities?

HS2

Are you a health scientist, clinical researcher, or a health science researcher?

HS3 **[Contingent on HS1]**

How important is each of the following assets in helping you make decisions about the care of your patients? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

HS4 **[Contingent on HS1]**

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

HS5 **[Contingent on HS1 and HS2]**

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

HS6 **[Contingent on HS1 and HS2]**

Please use the scale below to rate from 10 to 1 how valuable you find each of the following possible sources of instructional support for your clinical or health science courses, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

HS7 **[Contingent on HS1 and HS2]**

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

HS1
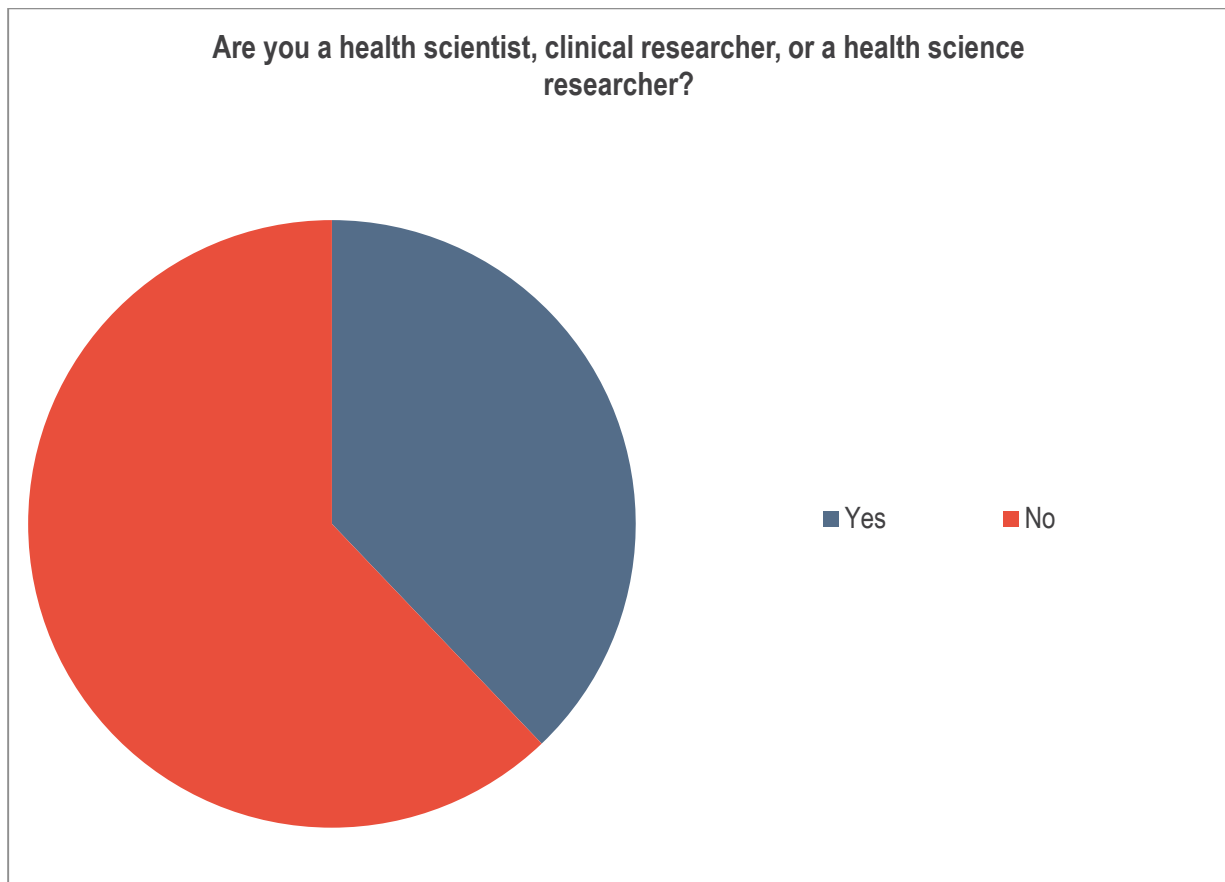Is patient care among your professional responsibilities?

	Response	Percent
Yes	230	27.00%
No	622	73.00%
	852	100.00%

Is patient care among your professional responsibilities?

Yes No

HS2
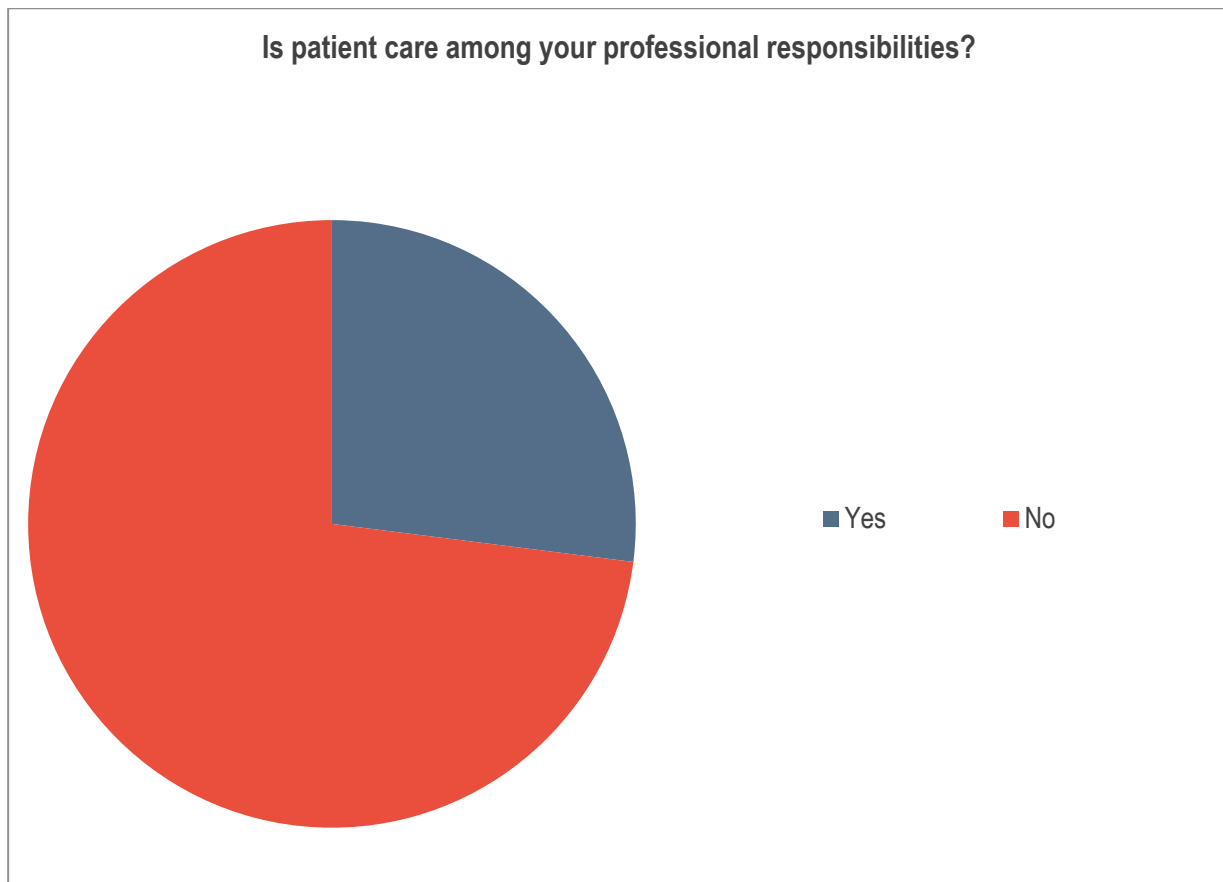
Are you a health scientist, clinical researcher, or a health science researcher?

	Response	Percent
Yes	323	37.87%
No	530	62.13%
	853	100.00%

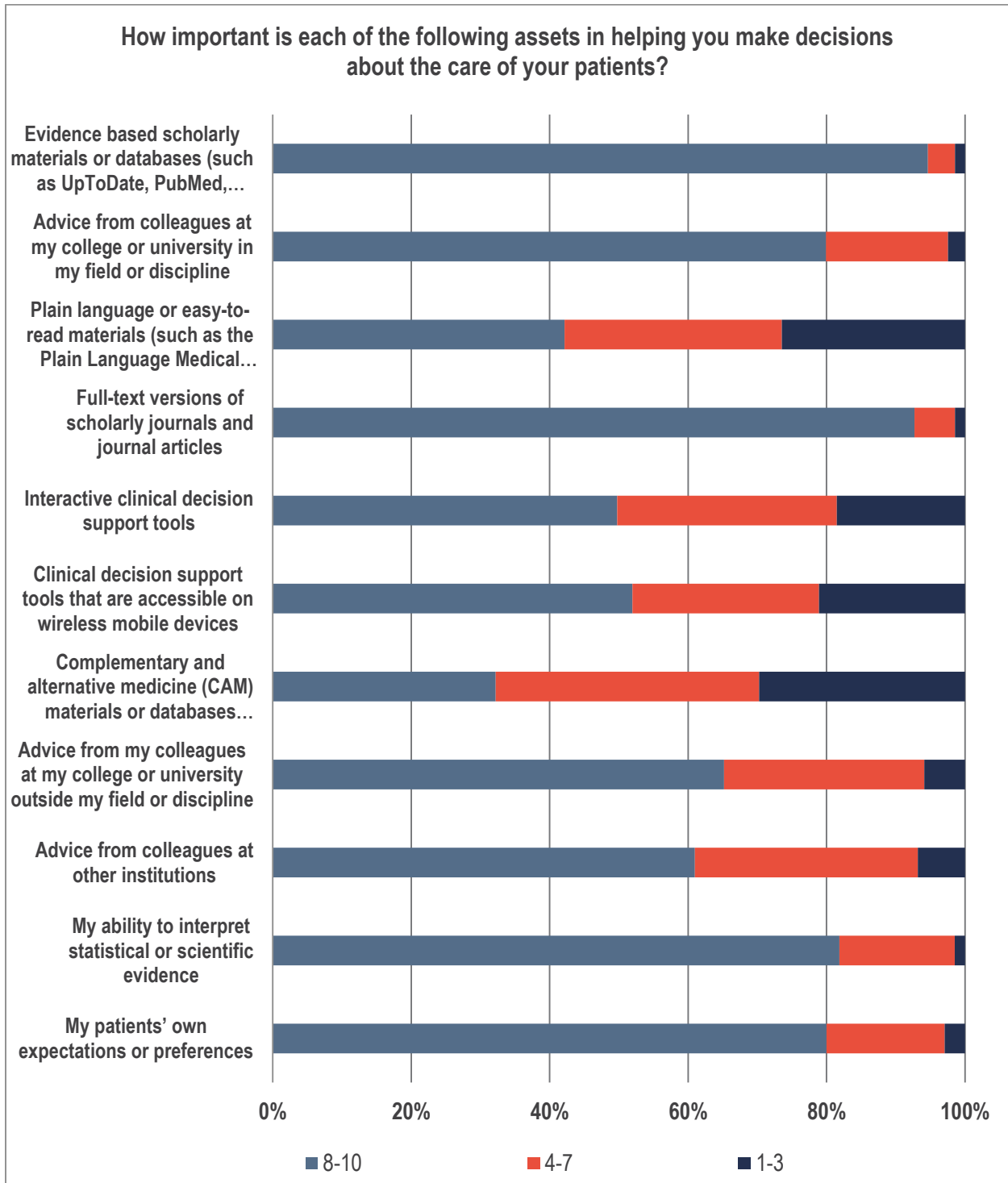**Are you a health scientist, clinical researcher, or a health science researcher?**

■ Yes ■ No

HS3 **[Contingent on HS1]**
How important is each of the following assets in helping you make decisions about the care of your patients? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Evidence based scholarly materials or databases (such as UpToDate, PubMed, Cochrane Library, Nursing Consult, etc.)	94.63%	3.90%	1.46%	205
Advice from colleagues at my college or university in my field or discipline	79.90%	17.65%	2.45%	204
Plain language or easy-to-read materials (such as the Plain Language Medical Dictionary, the Plain Language Thesaurus, etc.)	42.16%	31.37%	26.47%	204
Full-text versions of scholarly journals and journal articles	92.72%	5.83%	1.46%	206
Interactive clinical decision support tools	49.76%	31.71%	18.54%	205
Clinical decision support tools that are accessible on wireless mobile devices	51.96%	26.96%	21.08%	204
Complementary and alternative medicine (CAM) materials or databases (such as Natural Standard, AMED, PsycInfo, etc.)	32.20%	38.05%	29.76%	205
Advice from my colleagues at my college or university outside my field or discipline	65.20%	28.92%	5.88%	204
Advice from colleagues at other institutions	60.98%	32.20%	6.83%	205
My ability to interpret statistical or scientific evidence	81.86%	16.67%	1.47%	204
My patients' own expectations or preferences	80.00%	17.07%	2.93%	205

HS3 [Contingent on HS1]

How important is each of the following assets in helping you make decisions about the care of your patients? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.
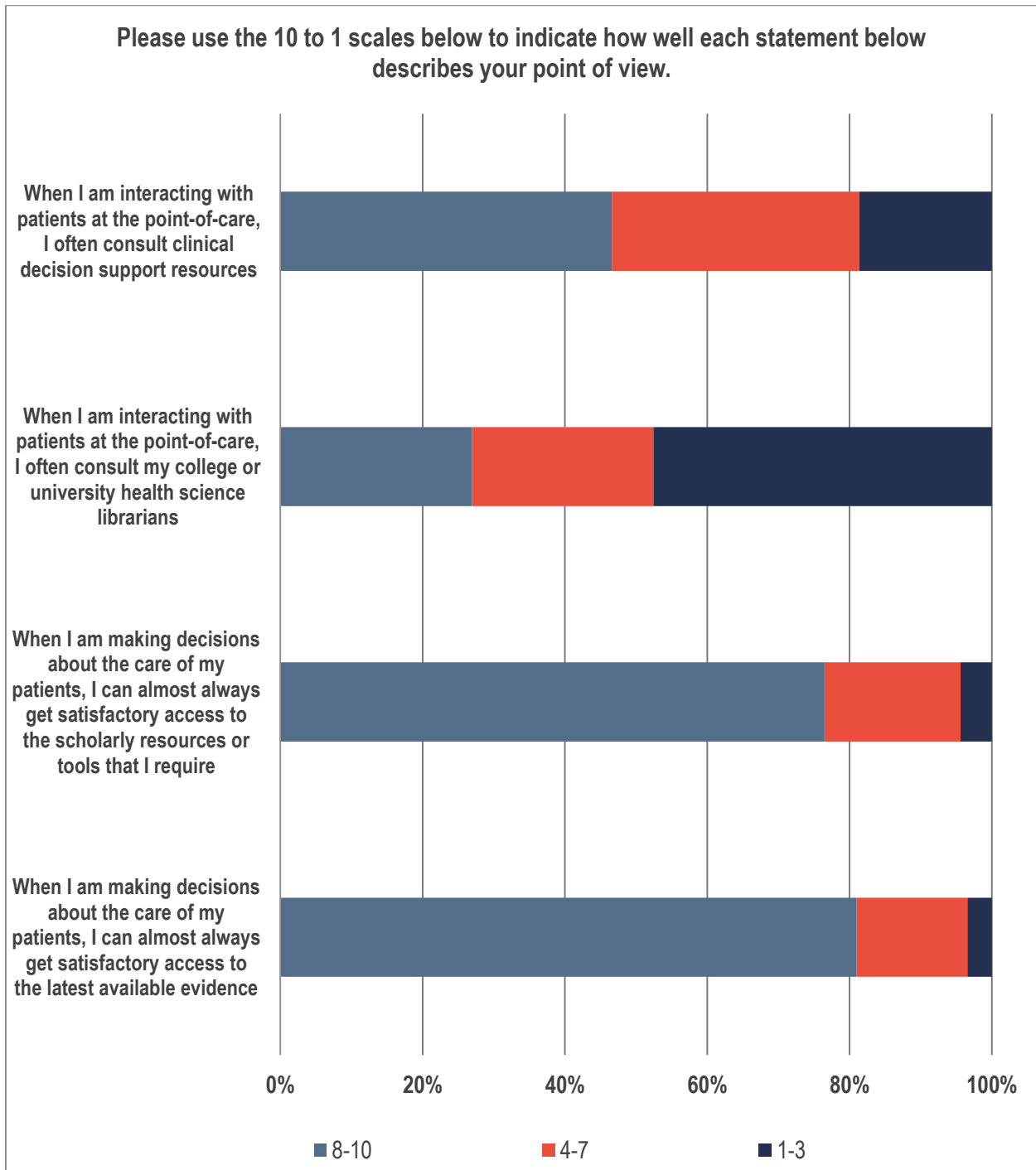

How important is each of the following assets in helping you make decisions about the care of your patients?

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

HS4 **[Contingent on HS1]**

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

	8-10	4-7	1-3	Response
When I am interacting with patients at the point-of-care, I often consult clinical decision support resources	46.57%	34.80%	18.63%	204
When I am interacting with patients at the point-of-care, I often consult my college or university health science librarians	26.96%	25.49%	47.55%	204
When I am making decisions about the care of my patients, I can almost always get satisfactory access to the scholarly resources or tools that I require	76.47%	19.12%	4.41%	204
When I am making decisions about the care of my patients, I can almost always get satisfactory access to the latest available evidence	80.98%	15.61%	3.41%	205

HS4 [Contingent on HS1]

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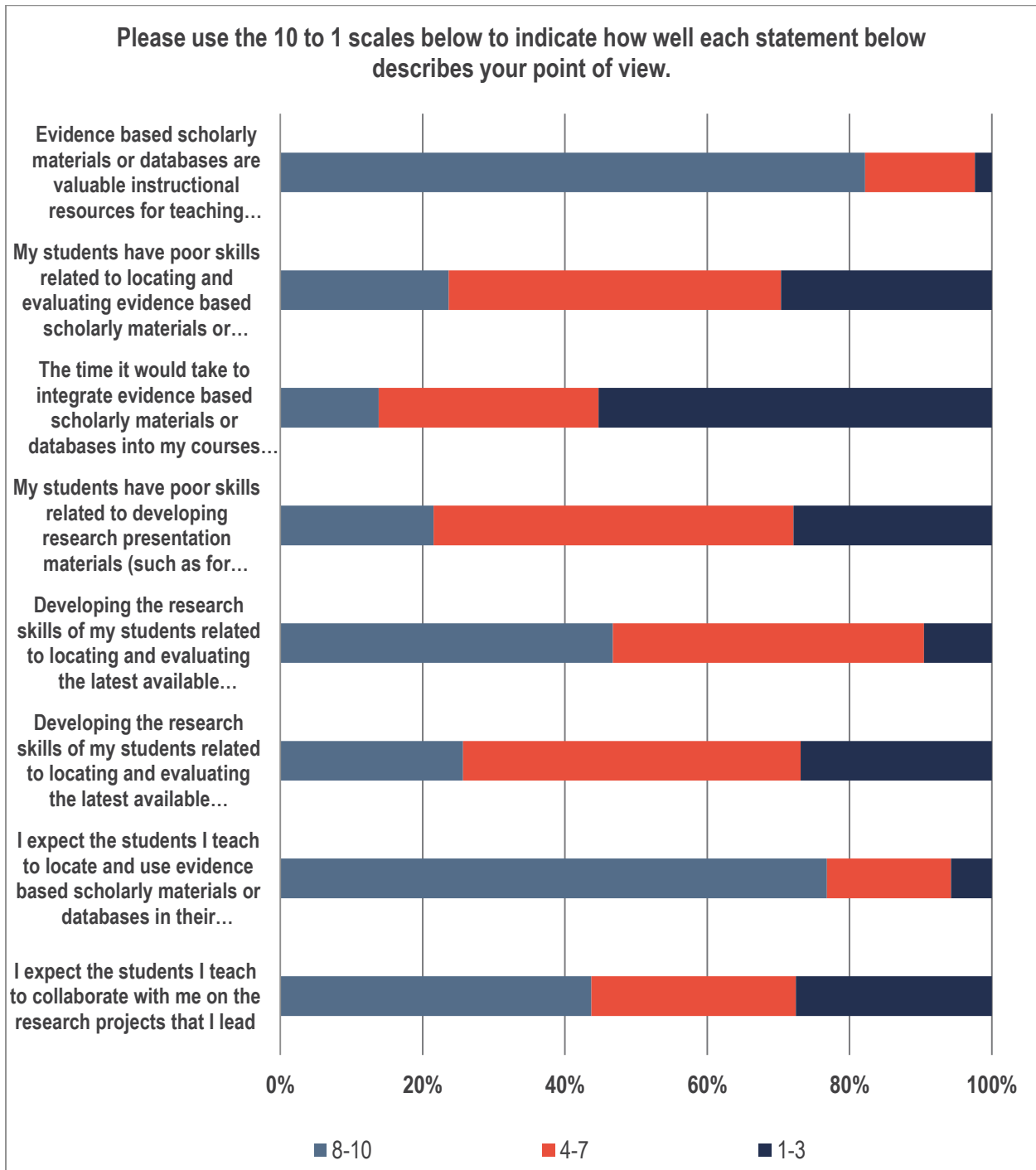
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

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

HS5 **[Contingent on HS1 and HS2]**

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

	8-10	4-7	1-3	Response
Evidence based scholarly materials or databases are valuable instructional resources for teaching clinical or health science courses	82.20%	15.43%	2.37%	337
My students have poor skills related to locating and evaluating evidence based scholarly materials or databases	23.65%	46.71%	29.64%	334
The time it would take to integrate evidence based scholarly materials or databases into my courses as instructional resources is not worth it	13.81%	30.93%	55.26%	333
My students have poor skills related to developing research presentation materials (such as for poster sessions, conference papers, etc.)	21.52%	50.61%	27.88%	330
Developing the research skills of my students related to locating and evaluating the latest available evidence is principally my responsibility	46.73%	43.75%	9.52%	336
Developing the research skills of my students related to locating and evaluating the latest available evidence is principally my health science library's responsibility	25.67%	47.46%	26.87%	335
I expect the students I teach to locate and use evidence based scholarly materials or databases in their coursework and research projects beyond the readings I directly assign them	76.81%	17.47%	5.72%	332
I expect the students I teach to collaborate with me on the research projects that I lead	43.71%	28.74%	27.54%	334

HS5 [Contingent on HS1 and HS2]
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where 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 use the 10 to 1 scales below to indicate how well each statement below describes your point of view.
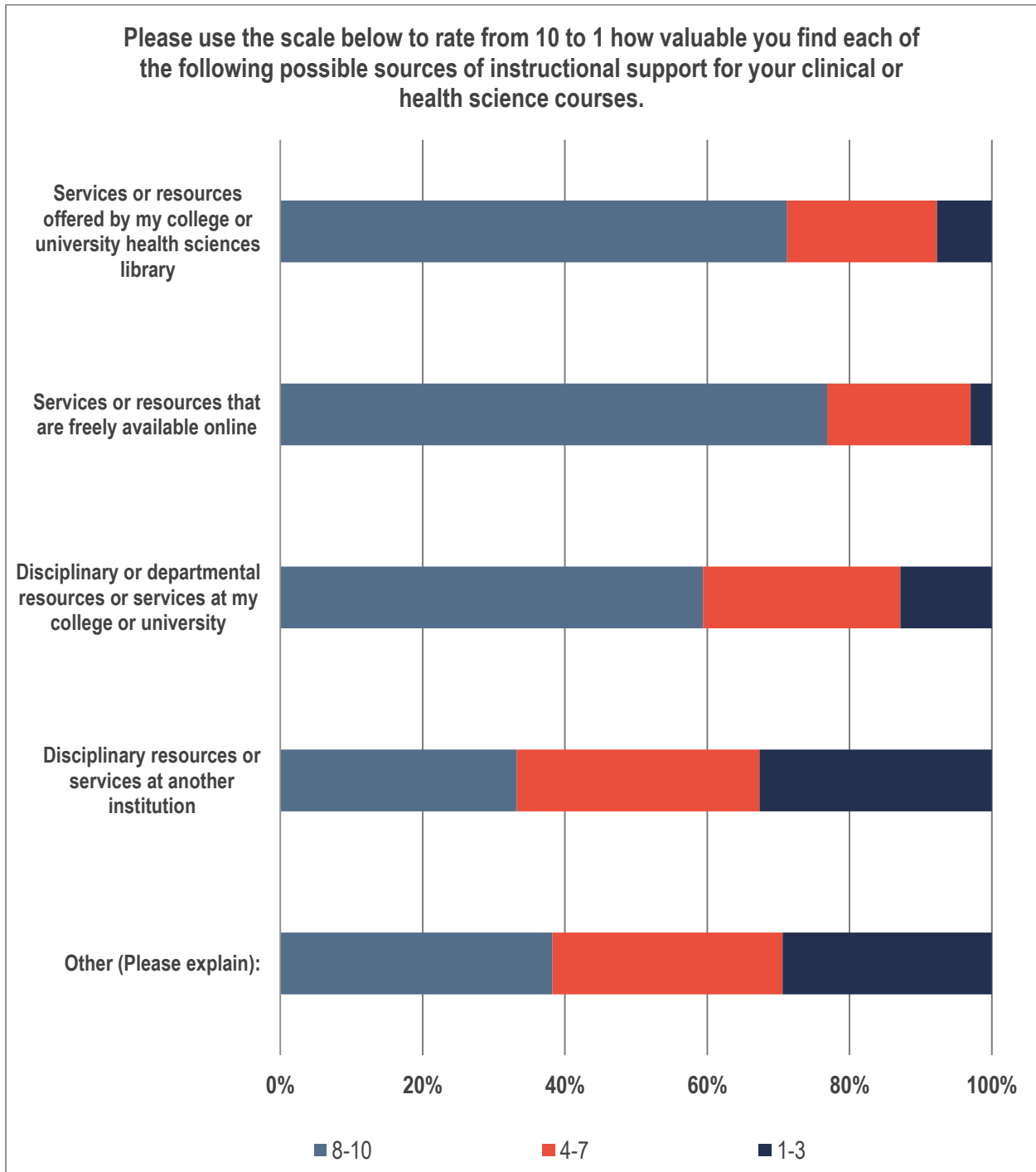
HS6 [Contingent on HS1 and HS2]

Please use the scale below to rate from 10 to 1 how valuable you find each of the following possible sources of instructional support for your clinical or health science courses, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

|	8-10	4-7	1-3	Response
Services or resources offered by my college or university health sciences library	71.22%	21.07%	7.72%	337
Services or resources that are freely available online	76.85%	20.18%	2.97%	337
Disciplinary or departmental resources or services at my college or university	59.40%	27.76%	12.84%	335
Disciplinary resources or services at another institution	33.23%	34.13%	32.63%	334
Other (Please explain):	38.24%	32.35%	29.41%	34

HS6 [Contingent on HS1 and HS2]

Please use the scale below to rate from 10 to 1 how valuable you find each of the following possible sources of instructional support for your clinical or health science courses, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

Please use the scale below to rate from 10 to 1 how valuable you find each of the following possible sources of instructional support for your clinical or health science courses.

HS7 [Contingent on HS1 and HS2]

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

	8-10	4-7	1-3	Response
When I am conducting research, I can almost always get satisfactory access to the latest available evidence	84.27%	12.76%	2.97%	337
When I am conducting research, I can almost always get satisfactory access to the scholarly resources or tools that I require	83.63%	14.29%	2.08%	336

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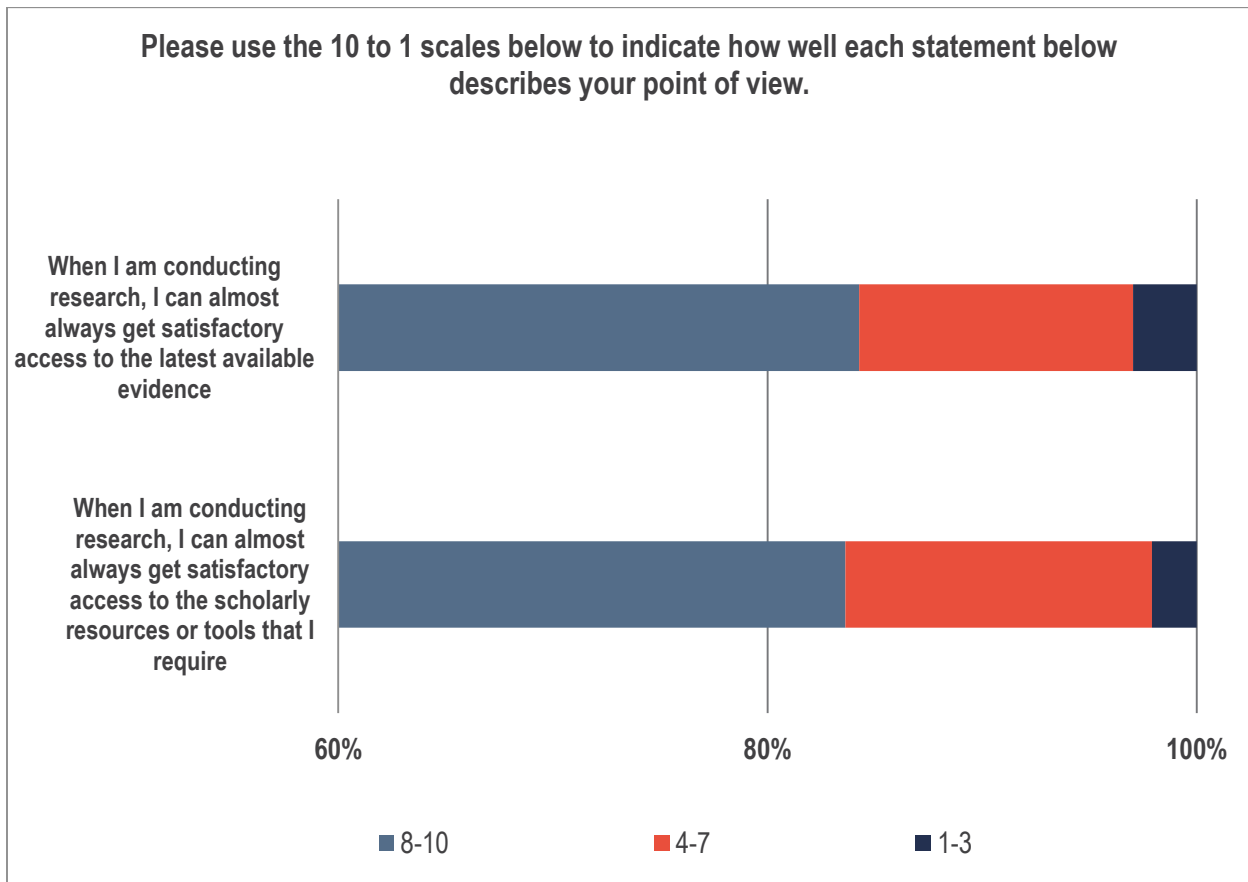
Demographics

D1

For how many years have you been employed at the University of Iowa?

D2

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

D3

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?

D4

What is your age?

D5

Do you identify as:

D6

Please select the college that you are primarily affiliated with:
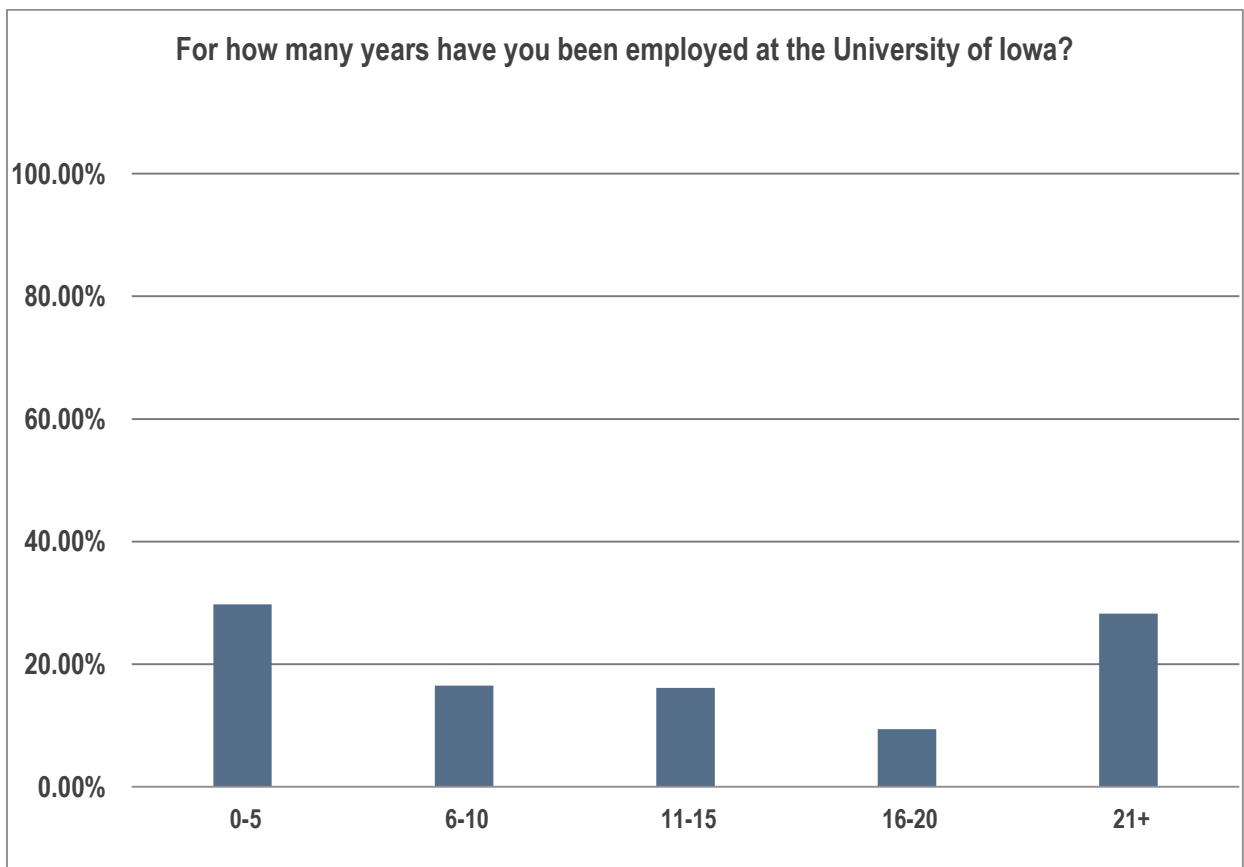
D7

What is your status?

D8 **[Multiple selections possible]**

Please select the population group or groups that you most closely identify with from the list below:

D1
For how many years have you been employed at the University of Iowa?

	Response	Percent
0-5	253	29.76%
6-10	140	16.47%
11-15	137	16.12%
16-20	80	9.41%
21+	240	28.24%
	850	100.00%

For how many years have you been employed at the University of Iowa?

D2
Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

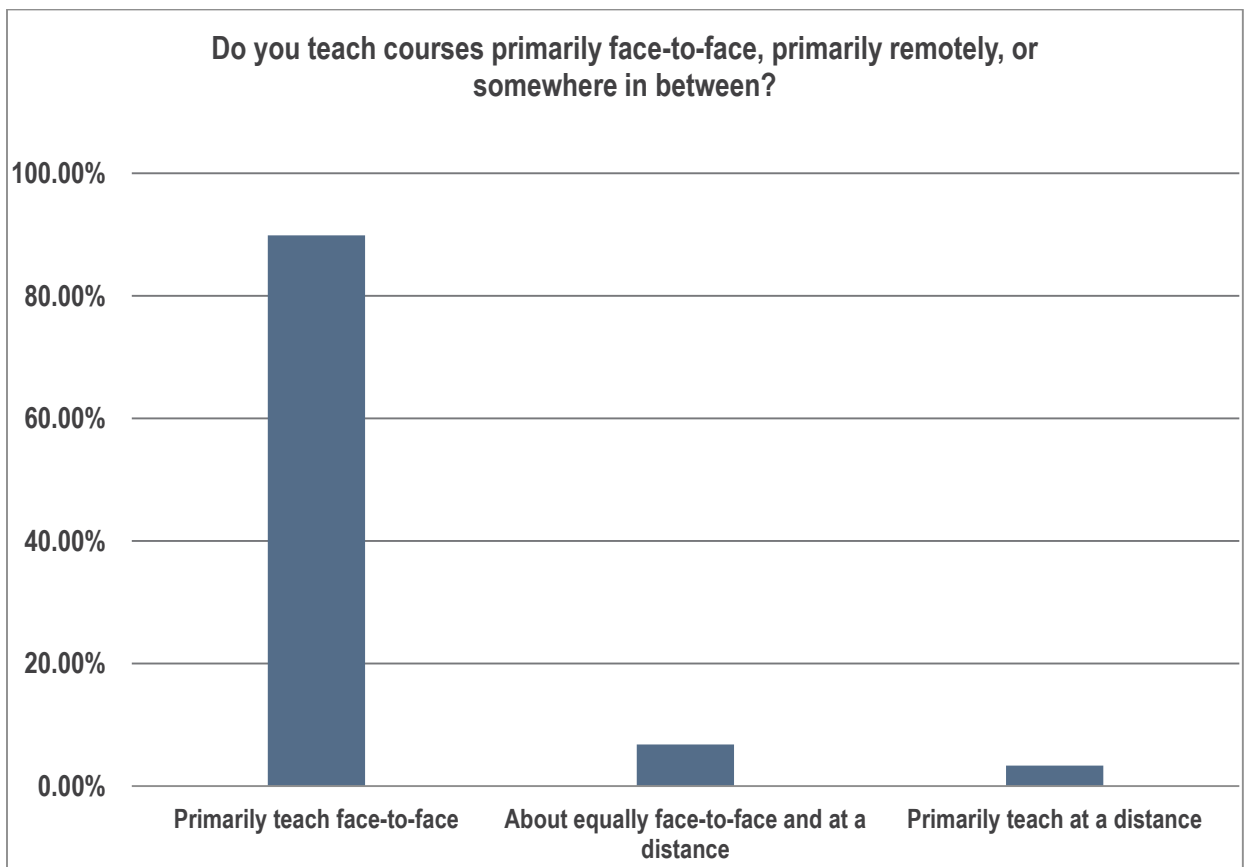|	Response	Percent
Much more as a researcher than as a teacher	120	14.05%
Somewhat more as a researcher than as a teacher	145	16.98%
About equally as a researcher and a teacher	312	36.53%
Somewhat more as a teacher than as a researcher	86	10.07%
Much more as a teacher than as a researcher	191	22.37%
	854	100.00%
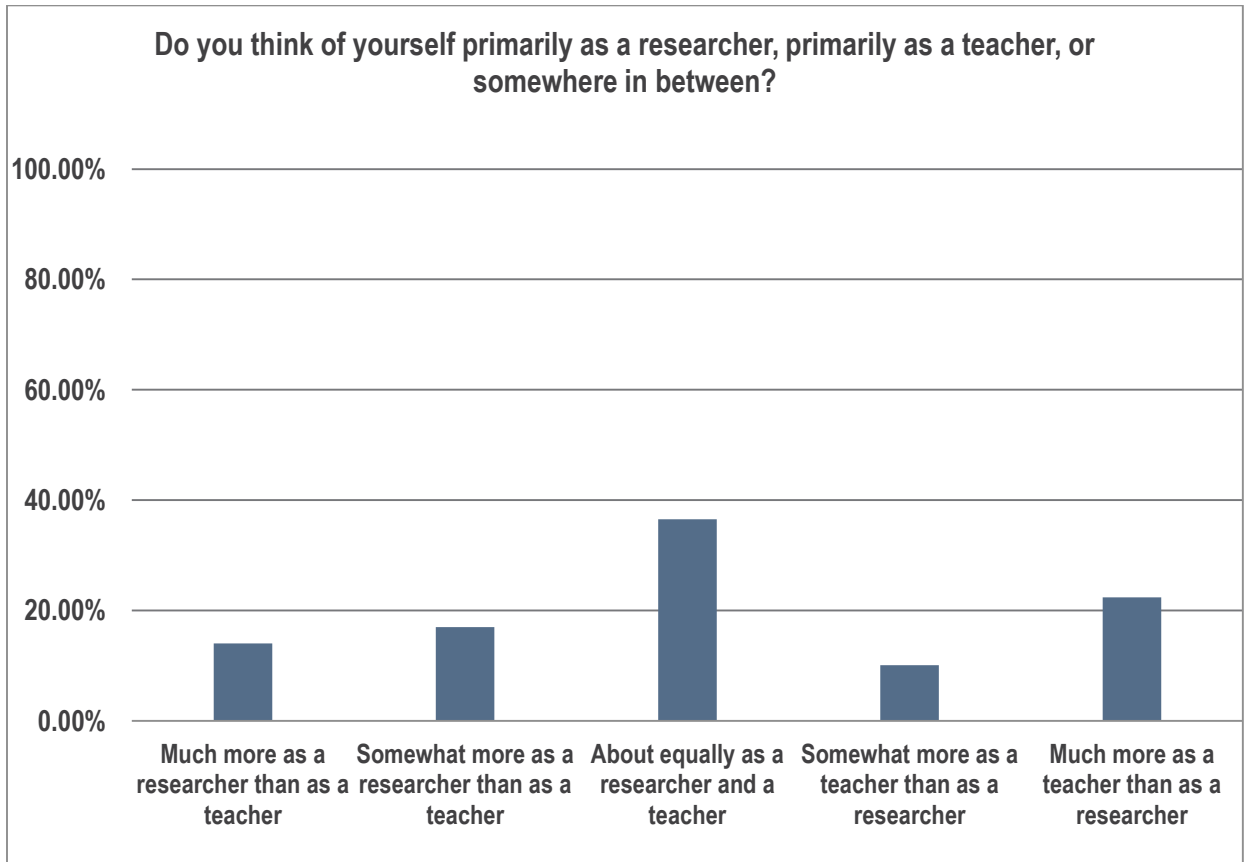
Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

D3

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?
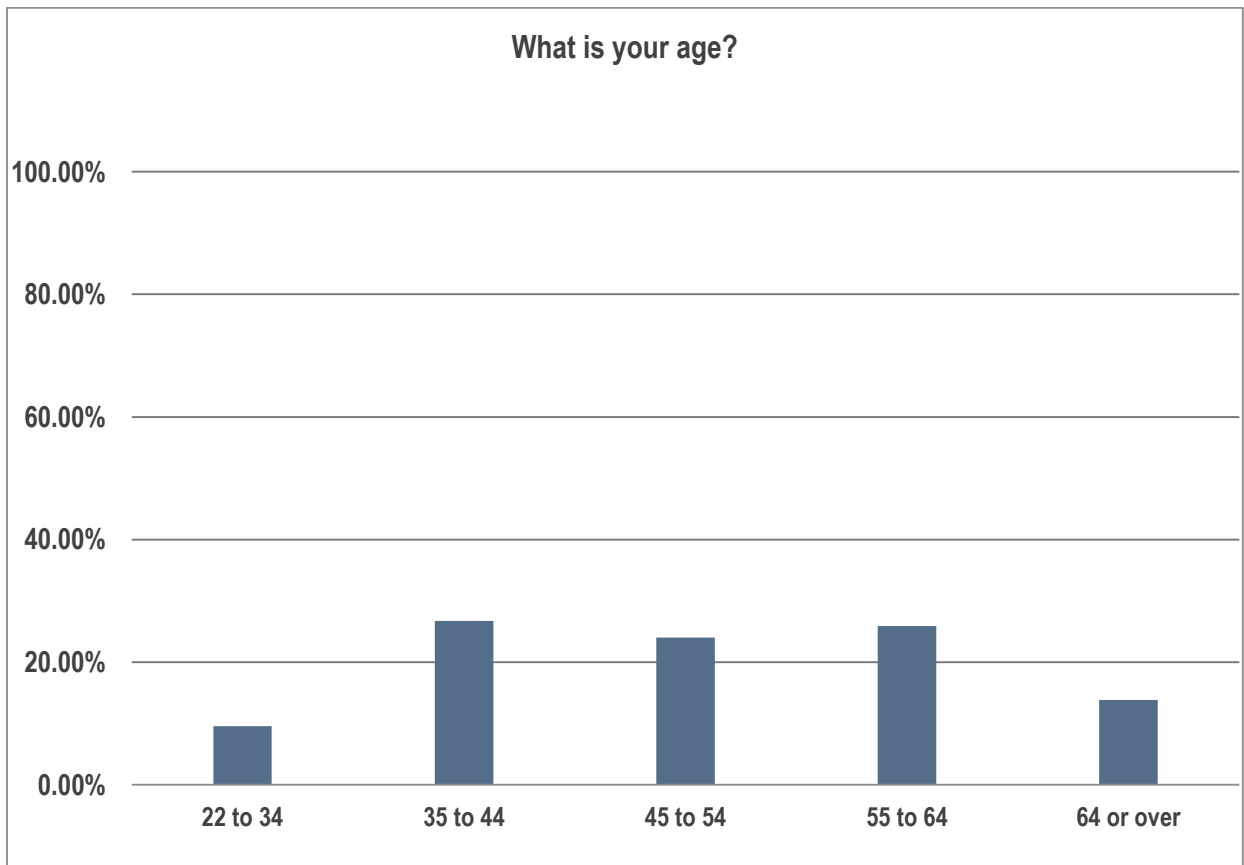
	Response	Percent
Primarily teach face-to-face	752	89.84%
About equally face-to-face and at a distance	57	6.81%
Primarily teach at a distance	28	3.35%
	837	100.00%

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

D4
What is your age?

	Response	Percent
22 to 34	81	9.57%
35 to 44	226	26.71%
45 to 54	203	24.00%
55 to 64	219	25.89%
64 or over	117	13.83%
	846	100.00%

What is your age?

100.00%	
80.00%	
60.00%	
40.00%	
20.00%	
0.00%	22 to 34 35 to 44 45 to 54 55 to 64 64 or over

D5
Do you identify as:

	Response	Percent
Female	345	40.78%
Male	465	54.96%
Prefer not to disclose	32	3.78%
I do not identify with either of these. Instead, I identify as:	4	0.47%
	846	100.00%

Do you identify as:
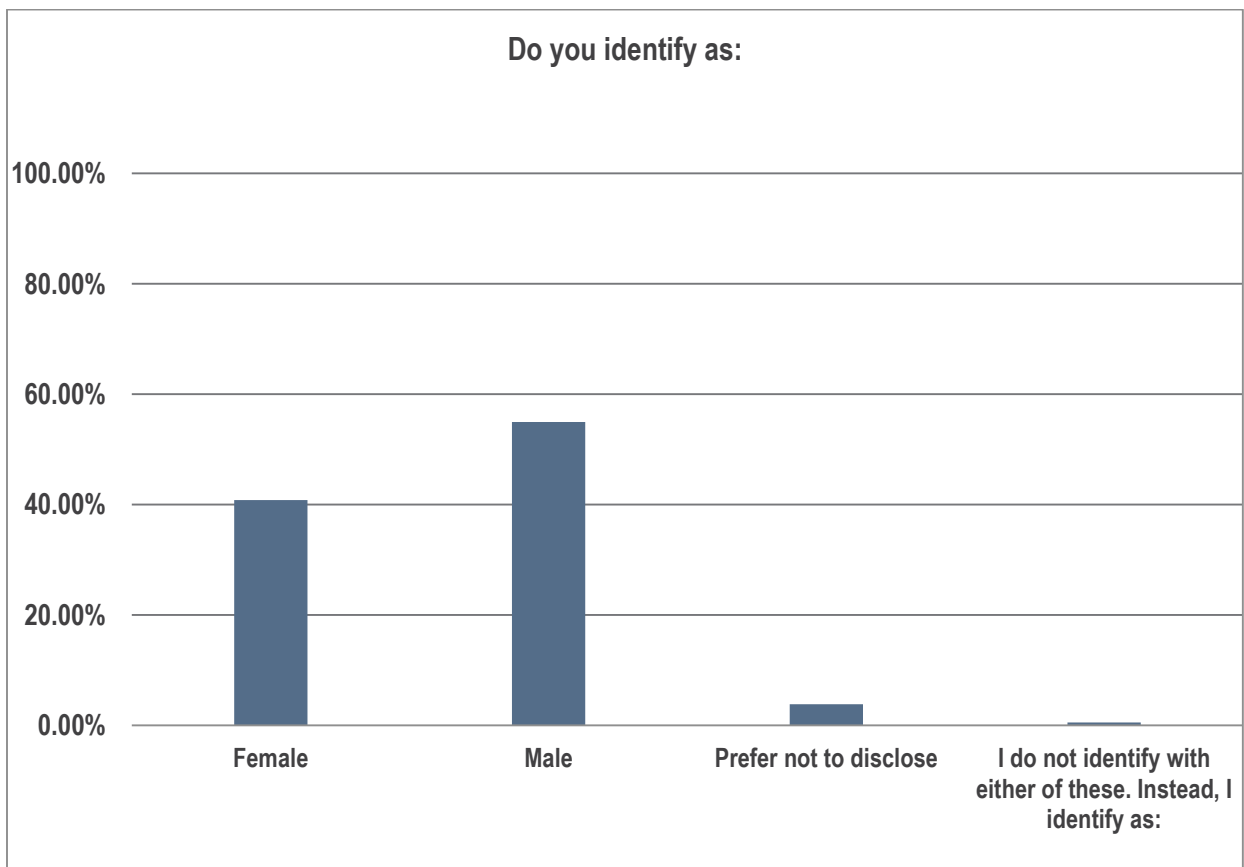
D6
Please select the college that you are primarily affiliated with:

	Response	Percent
Carver College of Medicine	242	28.50%
College of Dentistry	31	3.65%
College of Education	46	5.42%
College of Engineering	43	5.06%
College of Law	15	1.77%
College of Liberal Arts and Sciences	341	40.16%
College of Nursing	26	3.06%
College of Pharmacy	26	3.06%
College of Public Health	32	3.77%
Tippie College of Business	33	3.89%
Graduate College	14	1.65%
	849	100.00%

Please select the college that you are primarily affiliated with:
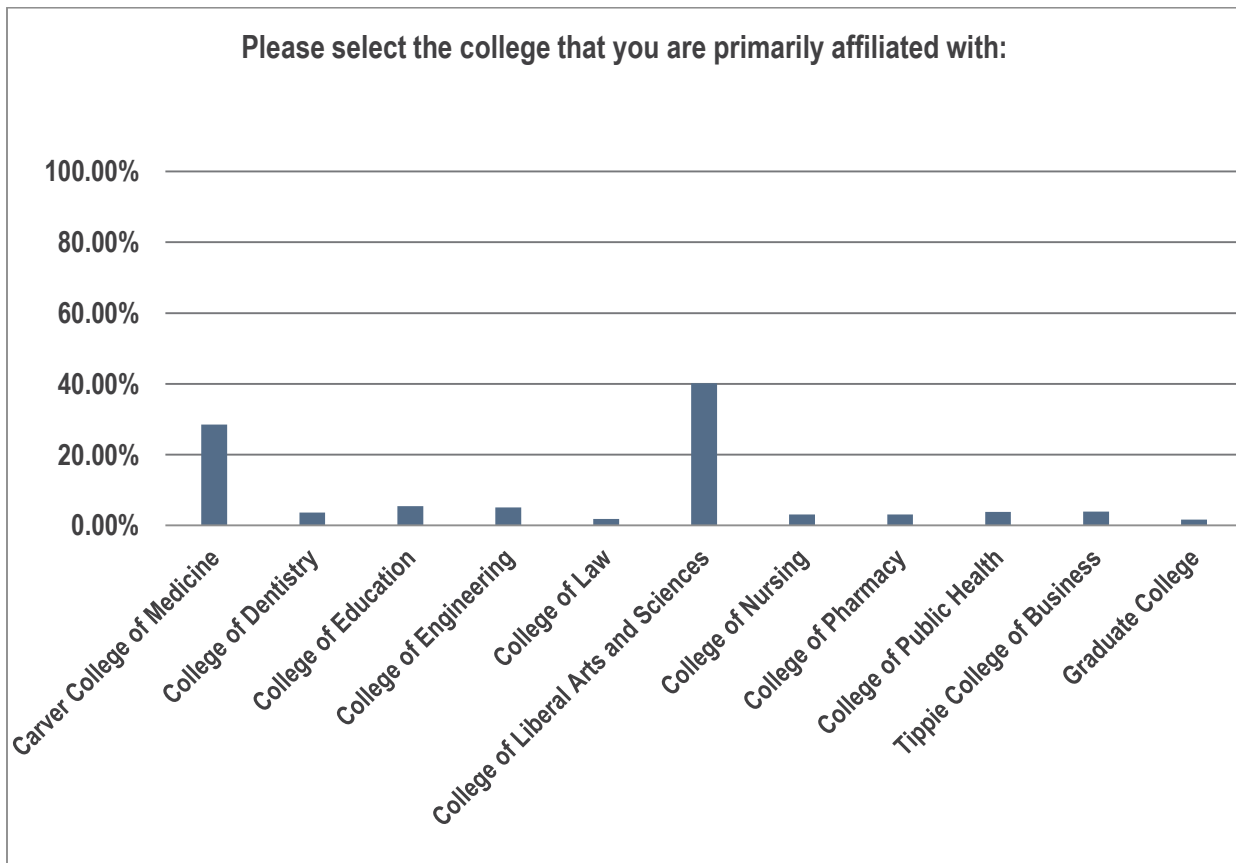
D7
What is your status?

	Response	Percent
Tenured	439	51.71%
Non-tenured, Tenure track	130	15.31%
Clinical Track	145	17.08%
Other non-tenure track (e.g., Visiting, Adjunct, Lecturer, etc.)	135	15.90%
	849	100.00%
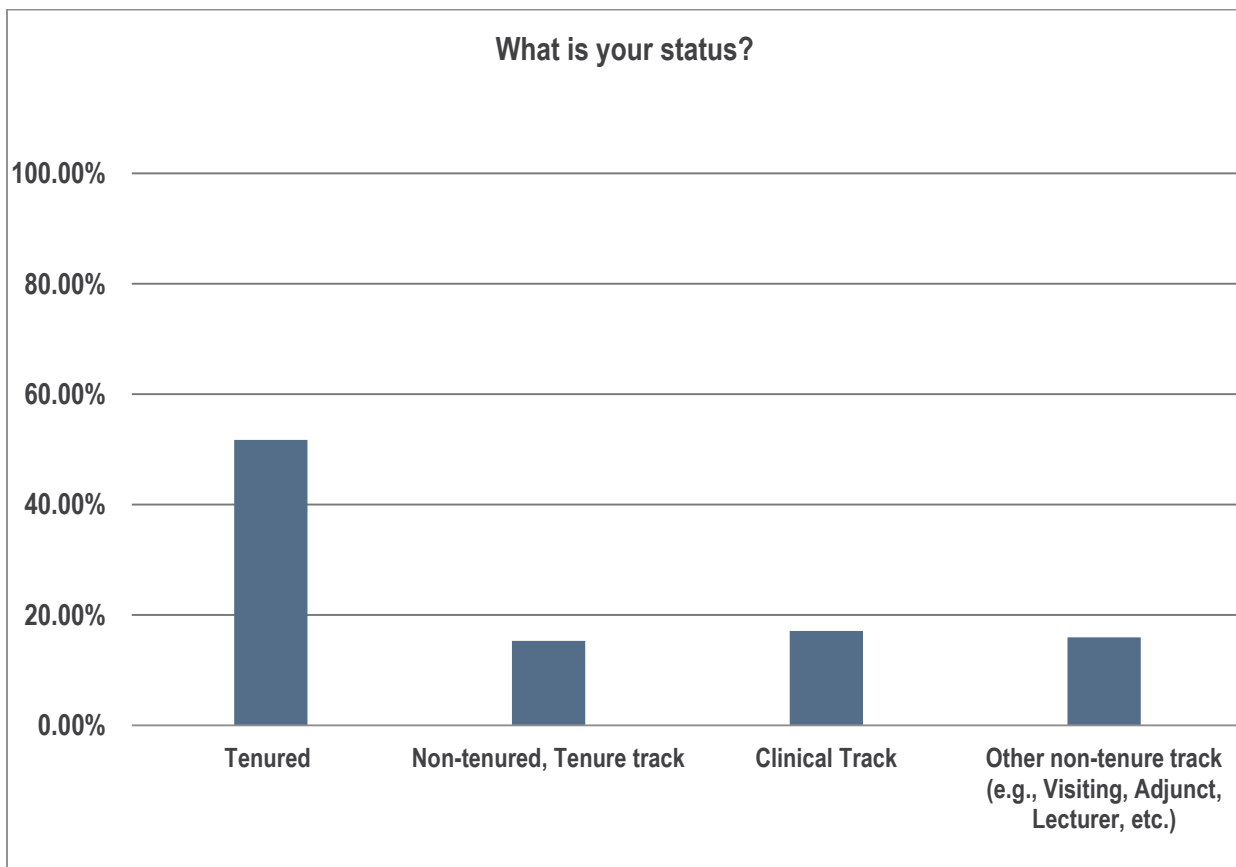
What is your status?

D8 [Multiple selections possible]

Please select the population group or groups that you most closely identify with from the list below:

	Response	Percent
American Indian/Alaskan Native	5	0.60%
Asian or Pacific Islander	76	9.07%
Black	15	1.79%
Hispanic (Mexican, Cuban or other Hispanic culture)	28	3.34%
White (not of Hispanic origin)	654	78.04%
Prefer not to identify	73	8.71%
	851	

Please select the population group or groups that you most closely identify with from the list below: