



University of South Florida, Tampa
Faculty Survey:
Report of Findings

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Overview

The University of South Florida, Tampa implementation of the Ithaka S+R Faculty Survey was launched on September 22, 2015, and was closed to new responses on December 11, 2015, with a total of 168 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 members' undergraduate and graduate instruction practices. The following report provides a high-level overview of findings from the USF Tampa faculty survey.¹

Details

1,300 USF Tampa faculty members received an email invitation to participate in a survey about the impact of digital technologies on their research, teaching, and publishing. Three email reminders were sent before the close of the survey.

In total, 288 respondents clicked the survey link (about 22% of those who received the email invitation), with 245 of those starting the survey (about 19%) and 168 of those respondents completing the survey, for an overall response rate of about 13%. Due to the survey flow and skip patterns, not all USF Tampa respondents received every question in the survey.

How to interpret the findings

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

If you have any questions about this report or working with the raw data provided, please contact Christine Wolff, Ithaka S+R Survey Administrator, at Christine.Wolff@ithaka.org.

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

Core National Questionnaire

Q1

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?

Q2

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:

Q3

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]

Q4

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 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.

Q5

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.

Q6

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]

Q7

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?

Q8

Is performing academic research among your professional responsibilities?

Q9 [Contingent on respondent selecting “yes” in Q8]

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

Q10 [Contingent on respondent selecting “yes” in Q8]

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.

Q11 [Contingent on respondent selecting “yes” in Q8]

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]

Q12 [Contingent on respondent selecting “yes” in Q8]

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]

Q13 [Contingent on respondent selecting “yes” in Q8]

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?

Q14 [Contingent on respondent selecting “yes” in Q8]

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]

Q15 [Contingent on respondent selecting “yes” in Q8]

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

Q16 [Contingent on respondent selecting “yes” in Q8] [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:

Q17 [Contingent on respondent selecting “yes” in Q8]

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

Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

Is your scholarly research hosted online at your institution’s repository (USF Scholar Commons), 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:

Q19 [Contingent on respondent selecting “yes” in Q8]

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.)?

Q20 [Contingent on respondent selecting “yes” in Q8]

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)? [6 = highly support; 1 = highly oppose]

Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, 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.

Q22

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

Q23 [Contingent on respondent selecting at least one option in Q16]

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]

Q24 [Contingent on respondent selecting at least one option in Q16]

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

Q25 [Contingent on respondent selecting at least one option in Q16] [Multiple selections 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.

Q26

How dependent would you say you are on your college or university library for research you conduct? [10 = completely dependent; 1 = not at all dependent]

Q27

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]

Q28

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]

Q29

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

Q30 [Contingent on respondent selecting “yes” in Q29] [Multiple selections possible]

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

Q31 [Contingent on respondent teaching an undergraduate course]

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

Q32 [Contingent on respondent selecting “yes” in Q29]

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]

Q33 [Contingent on respondent teaching a lower division undergraduate course]

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]

Q34 [Contingent on respondent teaching an upper division undergraduate course]

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]

Q35 [Contingent on respondent teaching an undergraduate and/or graduate course]

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library?

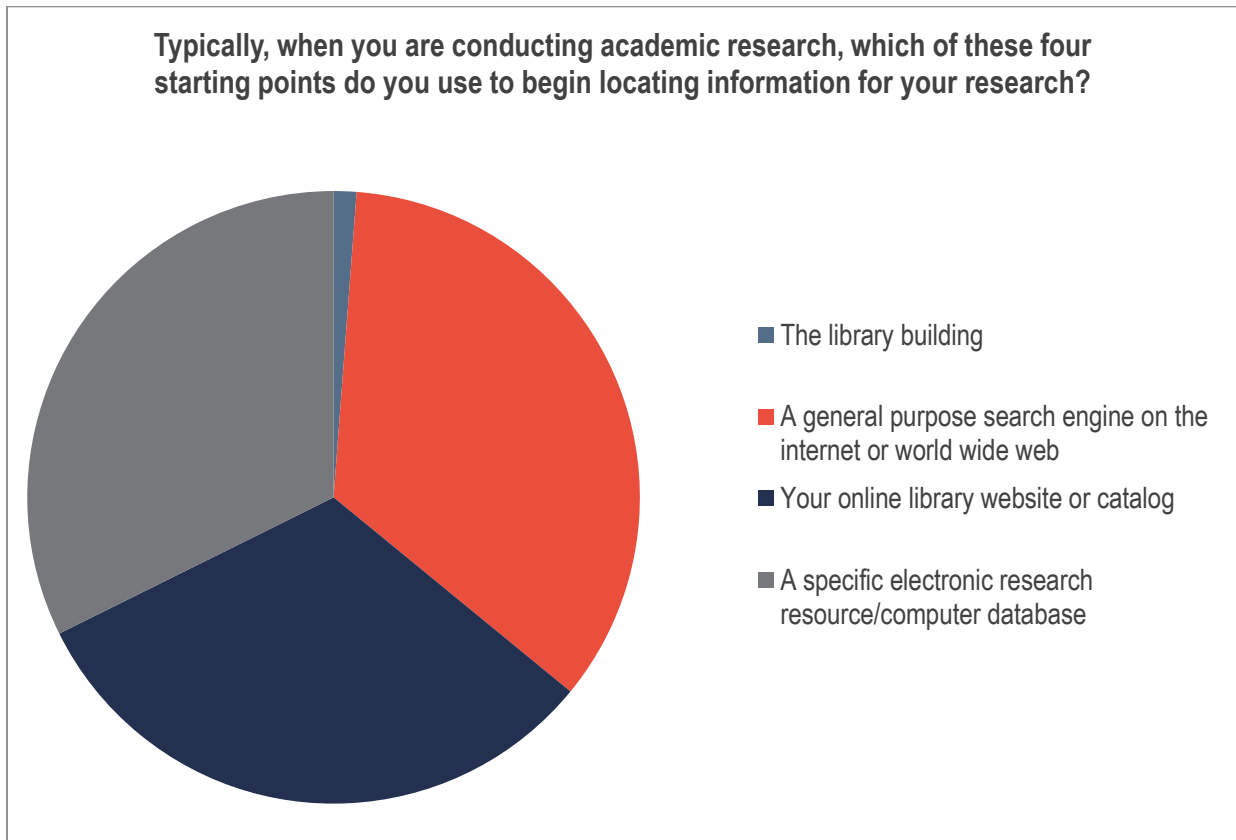
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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]

Q1

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?

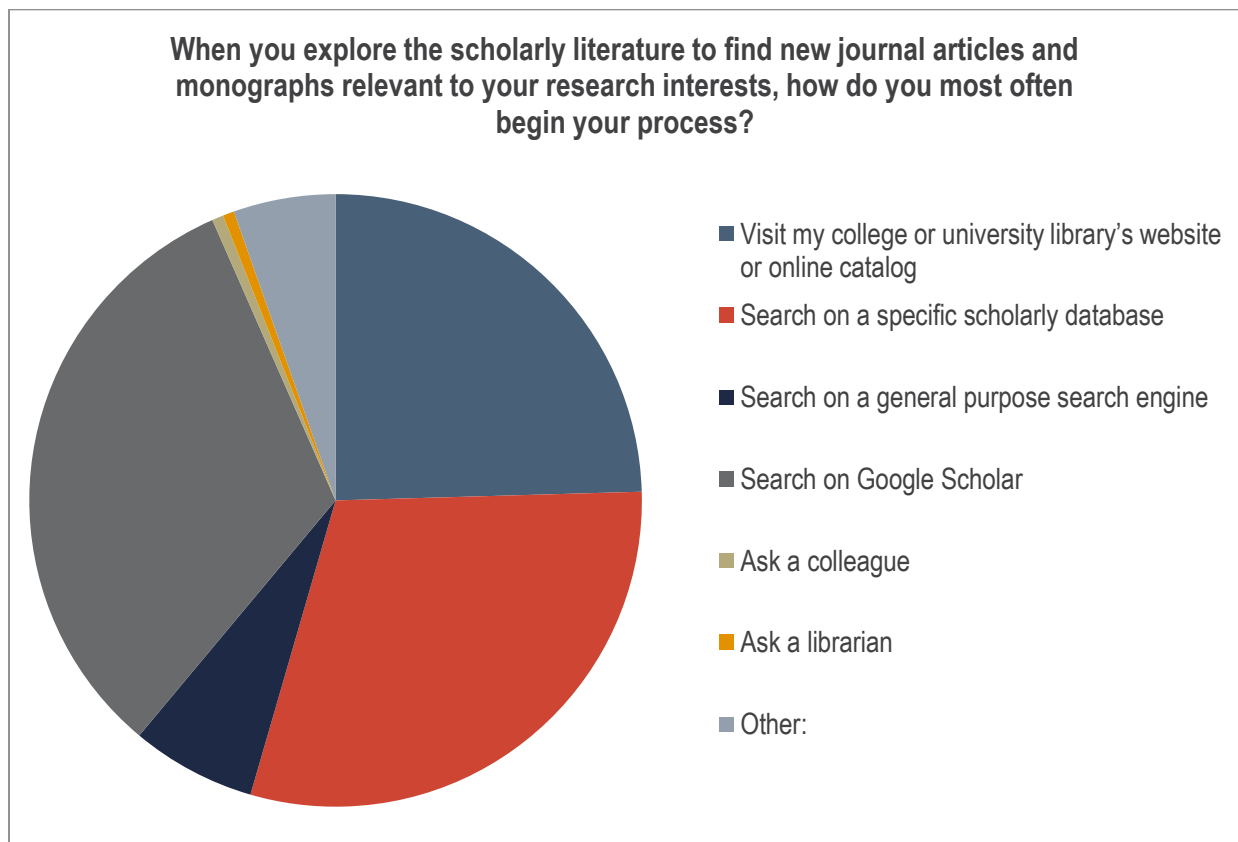
	Response	Percent
The library building	2	1.20%
A general purpose search engine on the internet or world wide web	58	34.73%
Your online library website or catalog	53	31.74%
A specific electronic research resource/computer database	54	32.34%
	167	100.00%



Q2

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	41	24.55%
Search on a specific scholarly database	50	29.94%
Search on a general purpose search engine	11	6.59%
Search on Google Scholar	54	32.34%
Ask a colleague	1	0.60%
Ask a librarian	1	0.60%
Other:	9	5.39%
	167	100.00%



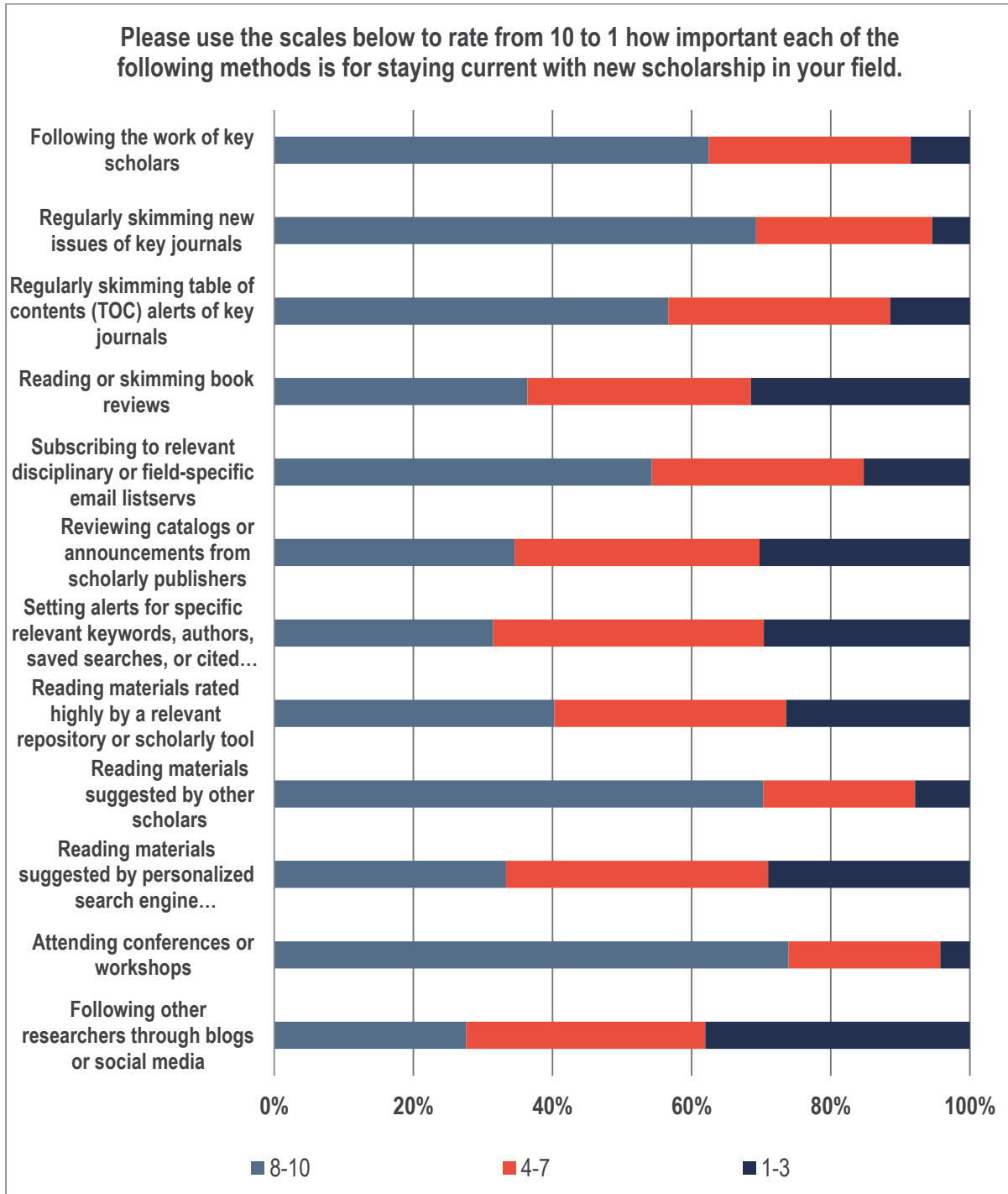
Q3

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

	8-10	4-7	1-3	Response
Following the work of key scholars	62.42%	29.09%	8.48%	165
Regularly skimming new issues of key journals	69.28%	25.30%	5.42%	166
Regularly skimming table of contents (TOC) alerts of key journals	56.63%	31.93%	11.45%	166
Reading or skimming book reviews	36.42%	32.10%	31.48%	162
Subscribing to relevant disciplinary or field-specific email listservs	54.27%	30.49%	15.24%	164
Reviewing catalogs or announcements from scholarly publishers	34.57%	35.19%	30.25%	162
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	31.48%	38.89%	29.63%	162
Reading materials rated highly by a relevant repository or scholarly tool	40.25%	33.33%	26.42%	159
Reading materials suggested by other scholars	70.30%	21.82%	7.88%	165
Reading materials suggested by personalized search engine recommendations	33.33%	37.65%	29.01%	162
Attending conferences or workshops	73.94%	21.82%	4.24%	165
Following other researchers through blogs or social media	27.61%	34.36%	38.04%	163

Q3

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]



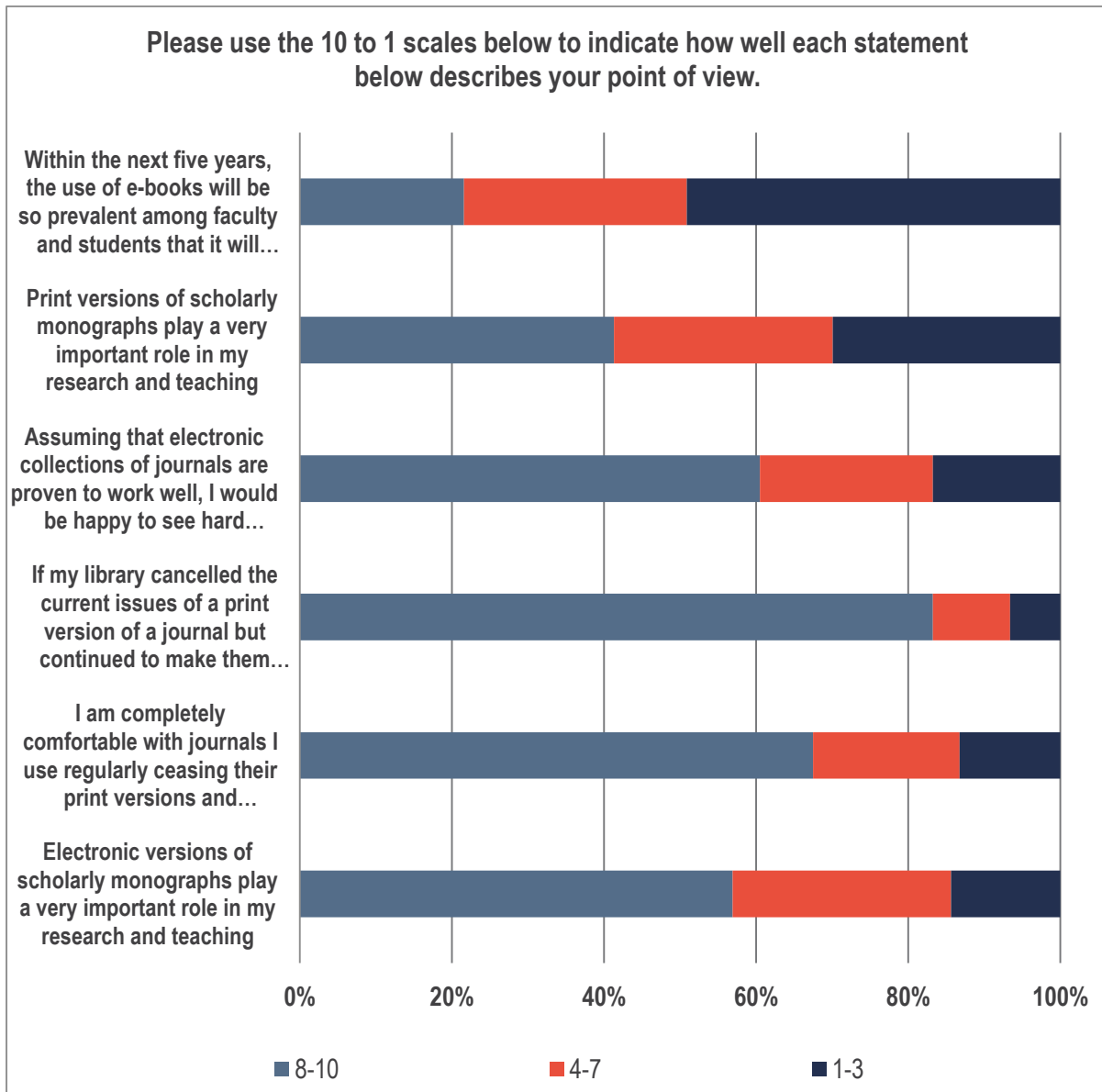
Q4

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 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.	21.56%	29.34%	49.10%	167
Print versions of scholarly monographs play a very important role in my research and teaching	41.32%	28.74%	29.94%	167
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	60.48%	22.75%	16.77%	167
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	83.23%	10.18%	6.59%	167
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	67.47%	19.28%	13.25%	166
Electronic versions of scholarly monographs play a very important role in my research and teaching	56.89%	28.74%	14.37%	167

Q4

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 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.



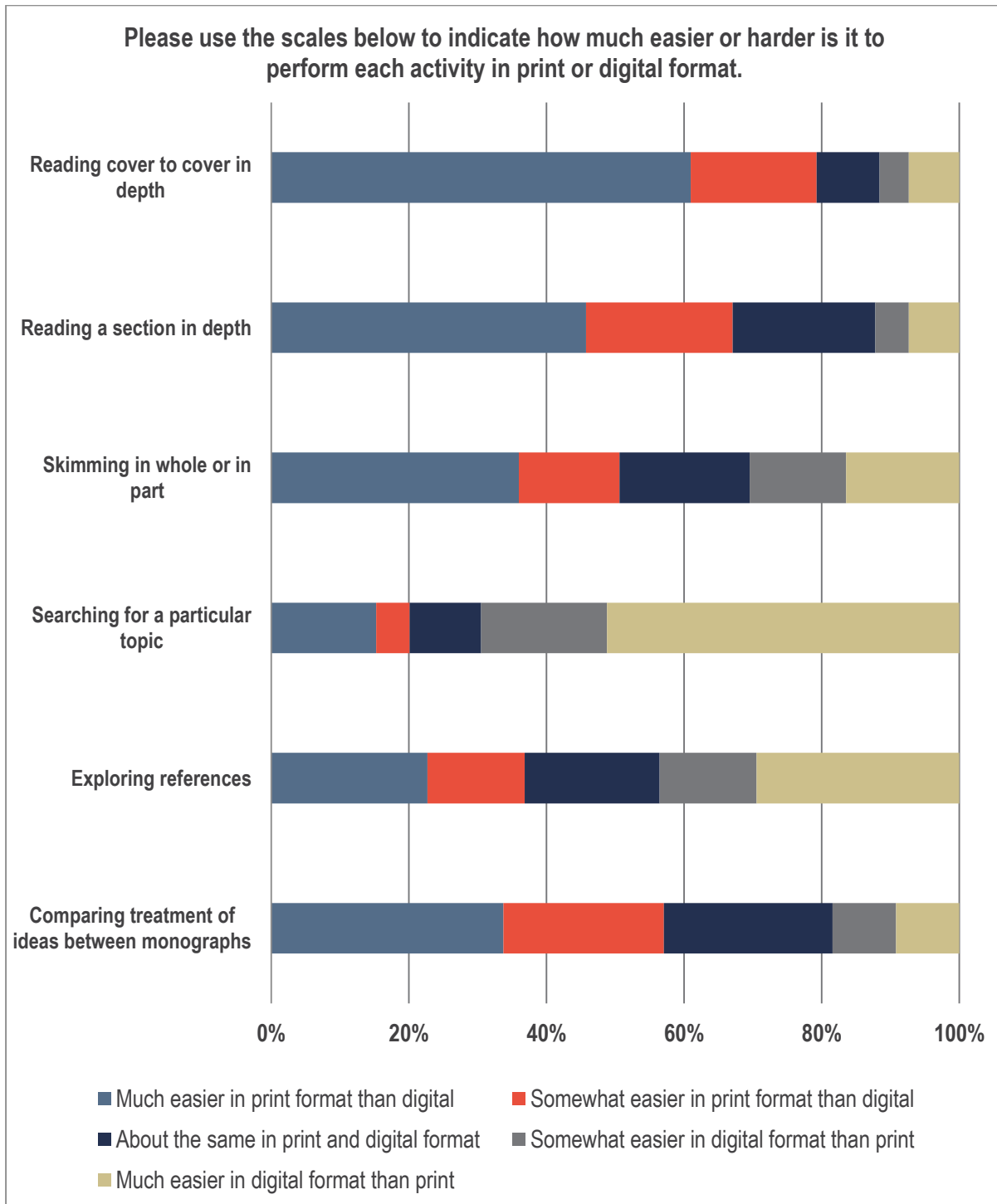
Q5

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	60.98%	18.29%	9.15%	4.27%	7.32%	164
Reading a section in depth	45.73%	21.34%	20.73%	4.88%	7.32%	164
Skimming in whole or in part	35.98%	14.63%	18.90%	14.02%	16.46%	164
Searching for a particular topic	15.24%	4.88%	10.37%	18.29%	51.22%	164
Exploring references	22.70%	14.11%	19.63%	14.11%	29.45%	163
Comparing treatment of ideas between monographs	33.74%	23.31%	24.54%	9.20%	9.20%	163

Q5

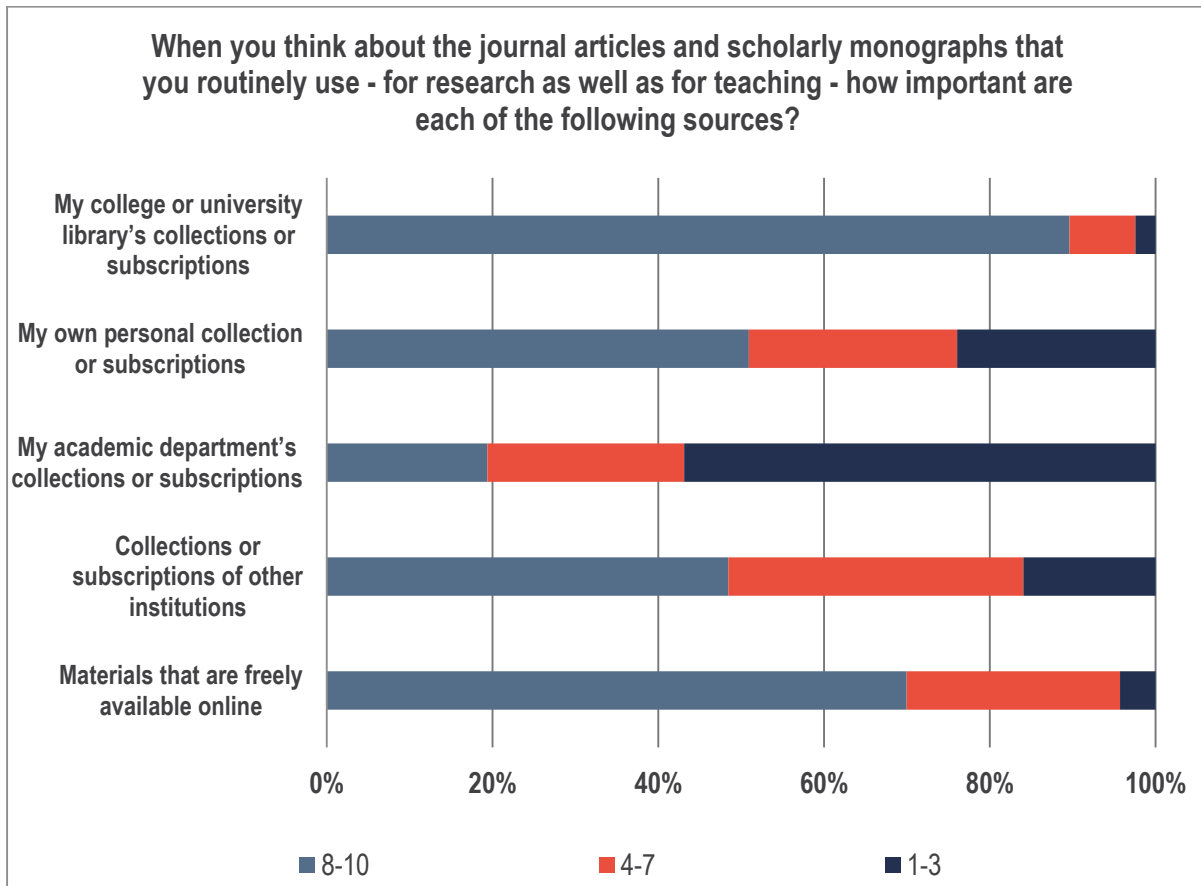
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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



Q6

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	89.63%	7.93%	2.44%	164
My own personal collection or subscriptions	50.92%	25.15%	23.93%	163
My academic department's collections or subscriptions	19.38%	23.75%	56.88%	160
Collections or subscriptions of other institutions	48.47%	35.58%	15.95%	163
Materials that are freely available online	69.94%	25.77%	4.29%	163



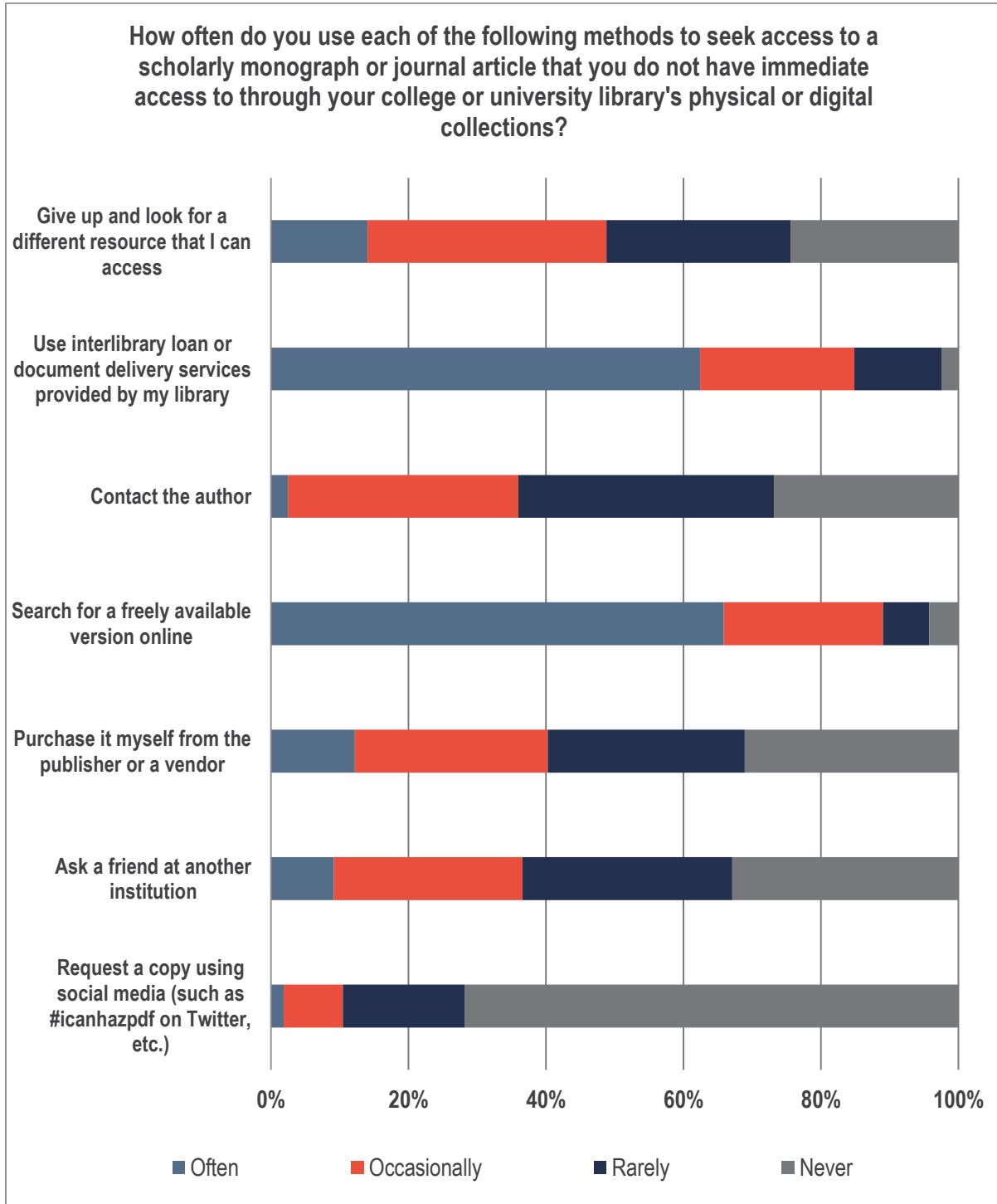
Q7

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	14.02%	34.76%	26.83%	24.39%	164
Use interlibrary loan or document delivery services provided by my library	62.42%	22.42%	12.73%	2.42%	165
Contact the author	2.44%	33.54%	37.20%	26.83%	164
Search for a freely available version online	65.85%	23.17%	6.71%	4.27%	164
Purchase it myself from the publisher or a vendor	12.20%	28.05%	28.66%	31.10%	164
Ask a friend at another institution	9.15%	27.44%	30.49%	32.93%	164
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	1.84%	8.59%	17.79%	71.78%	163

Q7

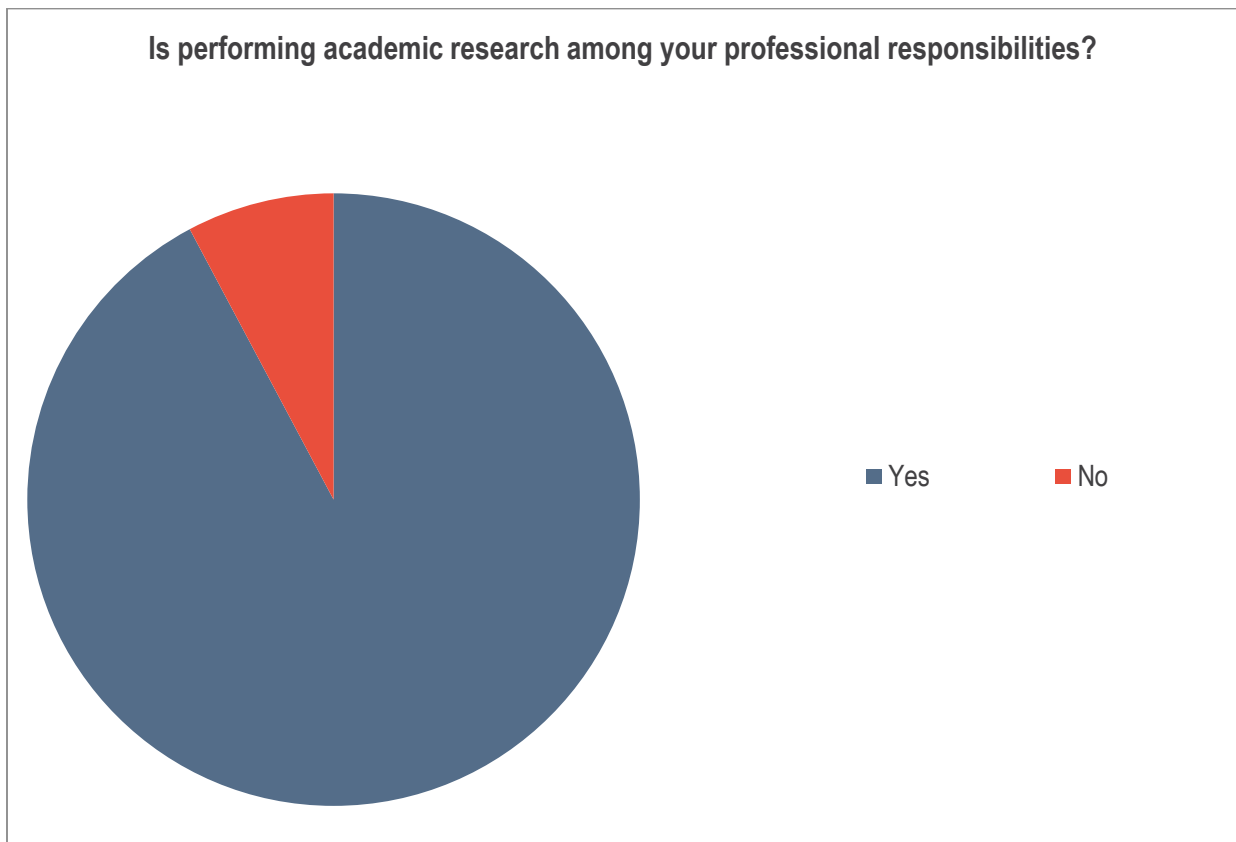
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q8

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	154	92.22%
No	13	7.78%
	167	100.00%



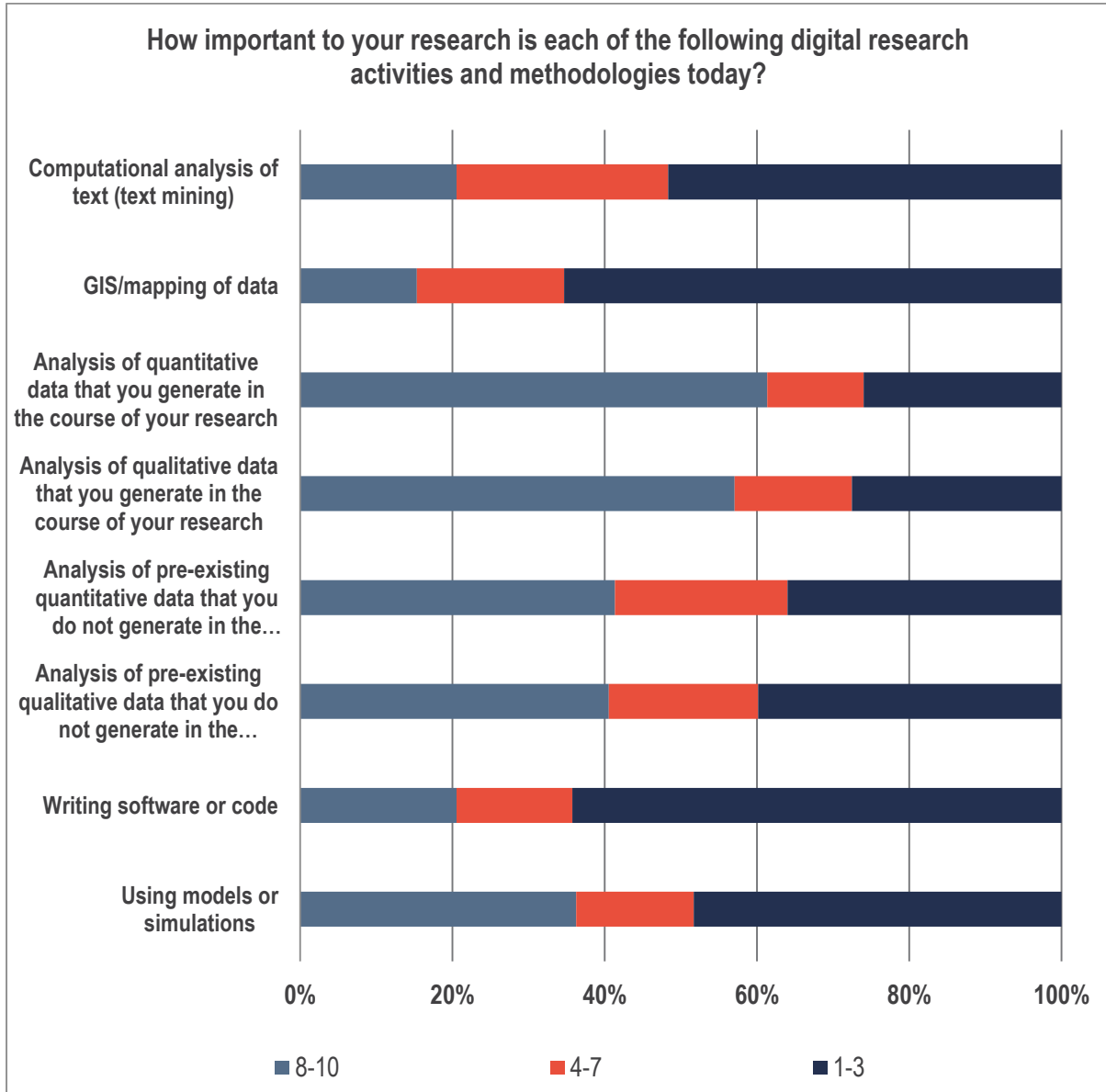
Q9 [Contingent on respondent selecting “yes” in Q8]

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

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	20.53%	27.81%	51.66%	151
GIS/mapping of data	15.33%	19.33%	65.33%	150
Analysis of quantitative data that you generate in the course of your research	61.33%	12.67%	26.00%	150
Analysis of qualitative data that you generate in the course of your research	57.05%	15.44%	27.52%	149
Analysis of pre-existing quantitative data that you do not generate in the course of your research	41.33%	22.67%	36.00%	150
Analysis of pre-existing qualitative data that you do not generate in the course of your research	40.54%	19.59%	39.86%	148
Writing software or code	20.53%	15.23%	64.24%	151
Using models or simulations	36.24%	15.44%	48.32%	149

Q9 [Contingent on respondent selecting “yes” in Q8]

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



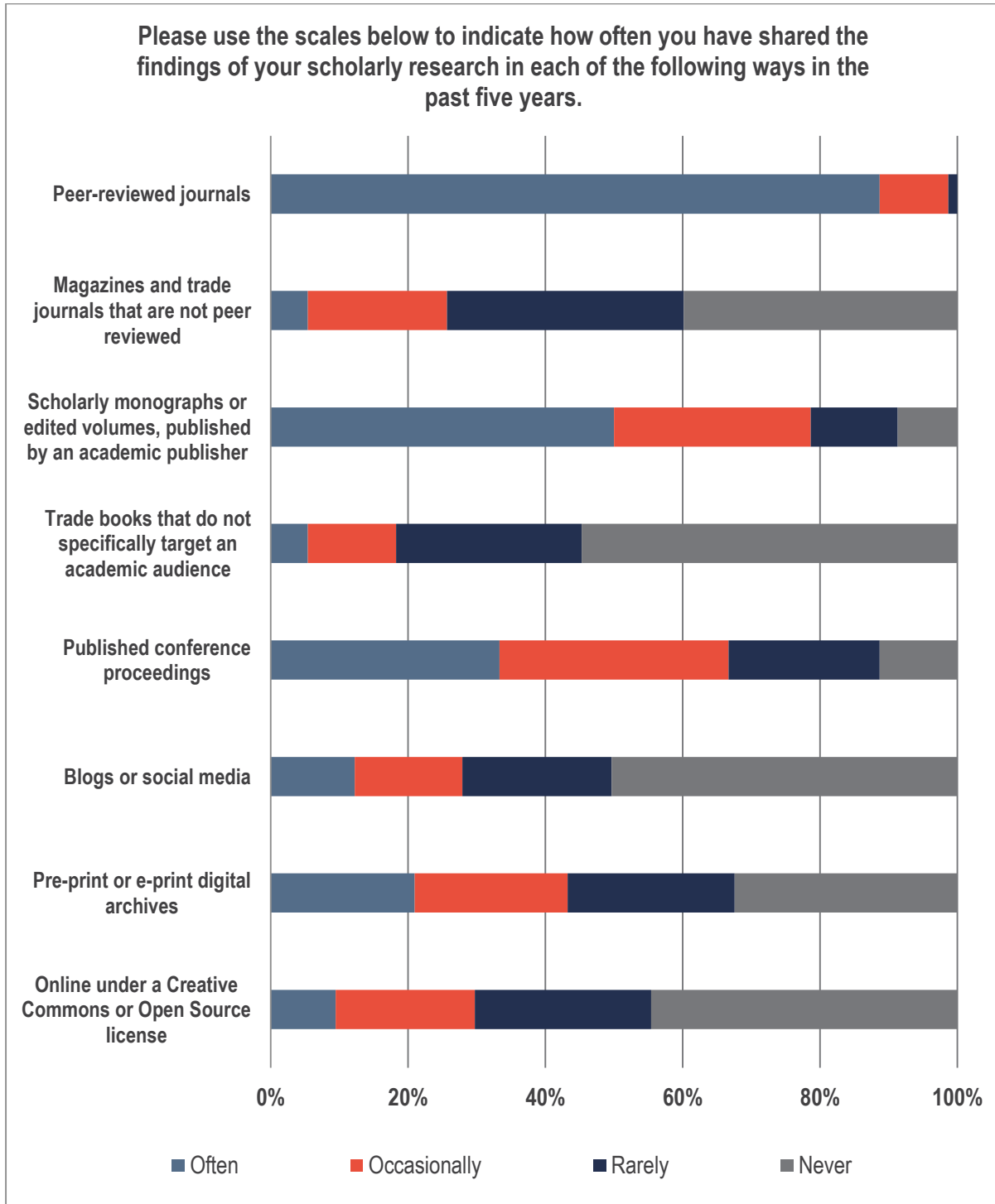
Q10 [Contingent on respondent selecting “yes” in Q8]

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	88.67%	10.00%	1.33%		150
Magazines and trade journals that are not peer reviewed	5.41%	20.27%	34.46%	39.86%	148
Scholarly monographs or edited volumes, published by an academic publisher	50.00%	28.67%	12.67%	8.67%	150
Trade books that do not specifically target an academic audience	5.41%	12.84%	27.03%	54.73%	148
Published conference proceedings	33.33%	33.33%	22.00%	11.33%	150
Blogs or social media	12.24%	15.65%	21.77%	50.34%	147
Pre-print or e-print digital archives	20.95%	22.30%	24.32%	32.43%	148
Online under a Creative Commons or Open Source license	9.46%	20.27%	25.68%	44.59%	148

Q10 [Contingent on respondent selecting “yes” in Q8]

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.



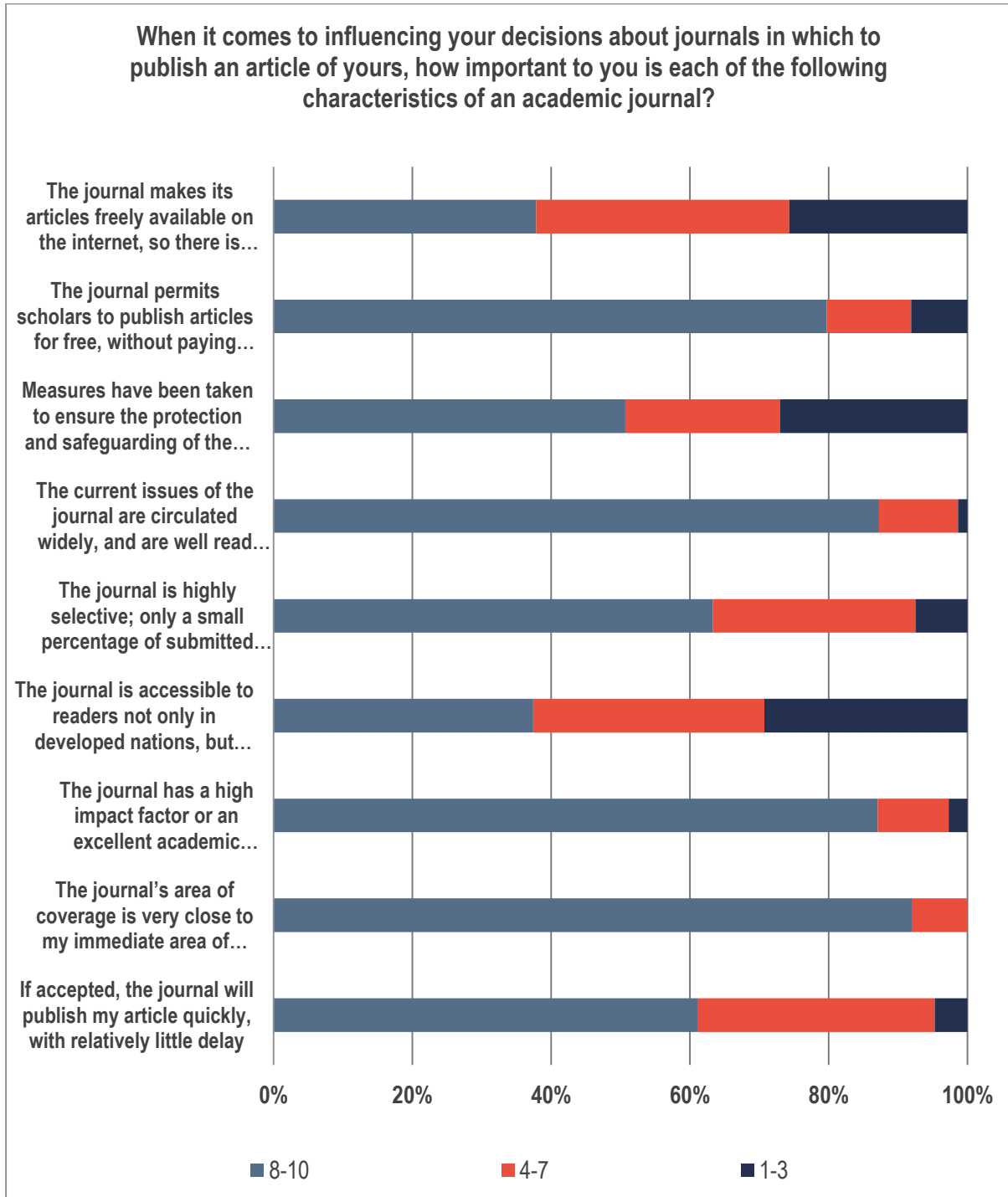
Q11 [Contingent on respondent selecting “yes” in Q8]

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	37.84%	36.49%	25.68%	148
The journal permits scholars to publish articles for free, without paying page or article charges	79.73%	12.16%	8.11%	148
Measures have been taken to ensure the protection and safeguarding of the journal’s content for the long term	50.68%	22.30%	27.03%	148
The current issues of the journal are circulated widely, and are well read by scholars in your field	87.25%	11.41%	1.34%	149
The journal is highly selective; only a small percentage of submitted articles are published	63.27%	29.25%	7.48%	147
The journal is accessible to readers not only in developed nations, but also in developing nations	37.41%	33.33%	29.25%	147
The journal has a high impact factor or an excellent academic reputation	87.07%	10.20%	2.72%	147
The journal’s area of coverage is very close to my immediate area of research	91.95%	8.05%		149
If accepted, the journal will publish my article quickly, with relatively little delay	61.07%	34.23%	4.70%	149

Q11 [Contingent on respondent selecting “yes” in Q8]

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]



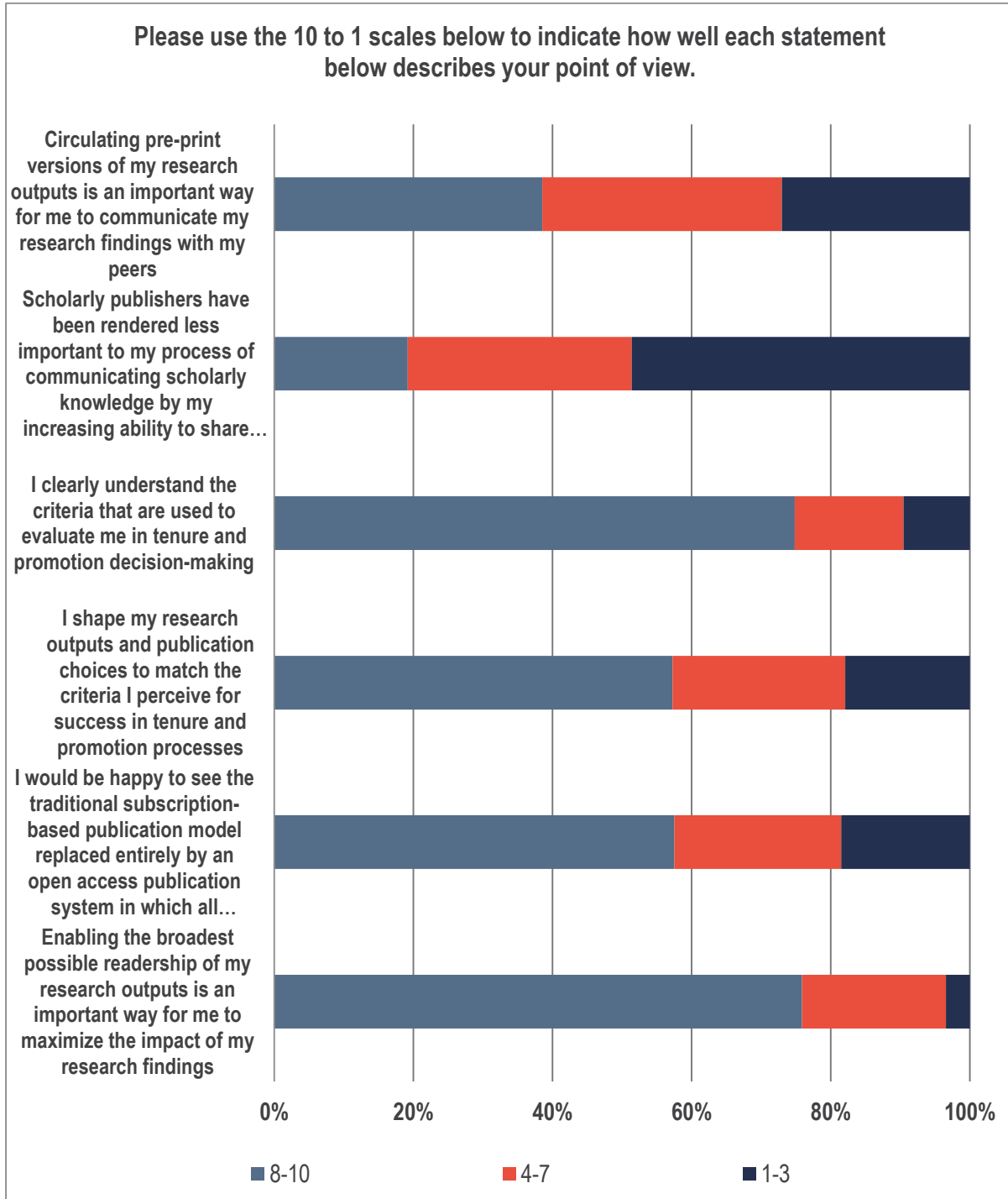
Q12 [Contingent on respondent selecting “yes” in Q8]

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	38.51%	34.46%	27.03%	148
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	19.18%	32.19%	48.63%	146
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	74.83%	15.65%	9.52%	147
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	57.24%	24.83%	17.93%	145
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	57.53%	23.97%	18.49%	146
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	75.86%	20.69%	3.45%	145

Q12 [Contingent on respondent selecting “yes” in Q8]

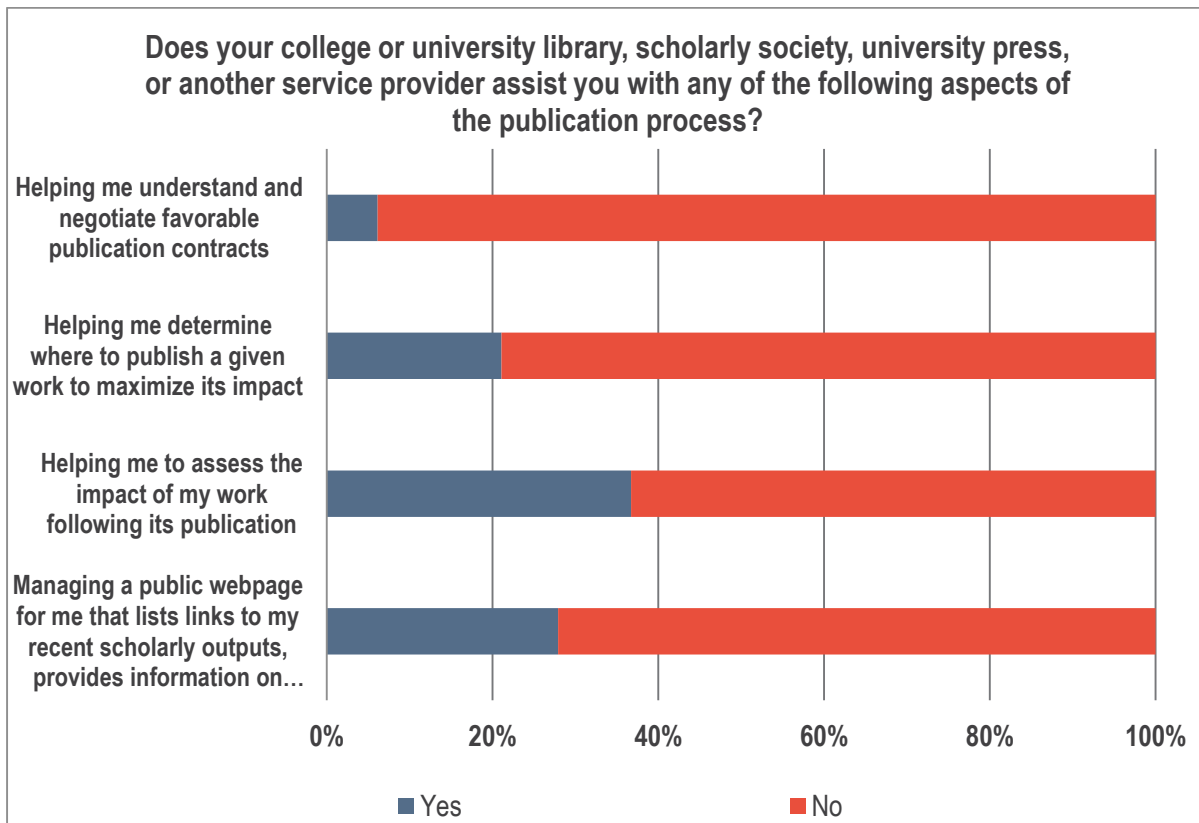
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q13 [Contingent on respondent selecting “yes” in Q8]

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	6.12%	93.88%	147
Helping me determine where to publish a given work to maximize its impact	21.09%	78.91%	147
Helping me to assess the impact of my work following its publication	36.73%	63.27%	147
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	27.89%	72.11%	147



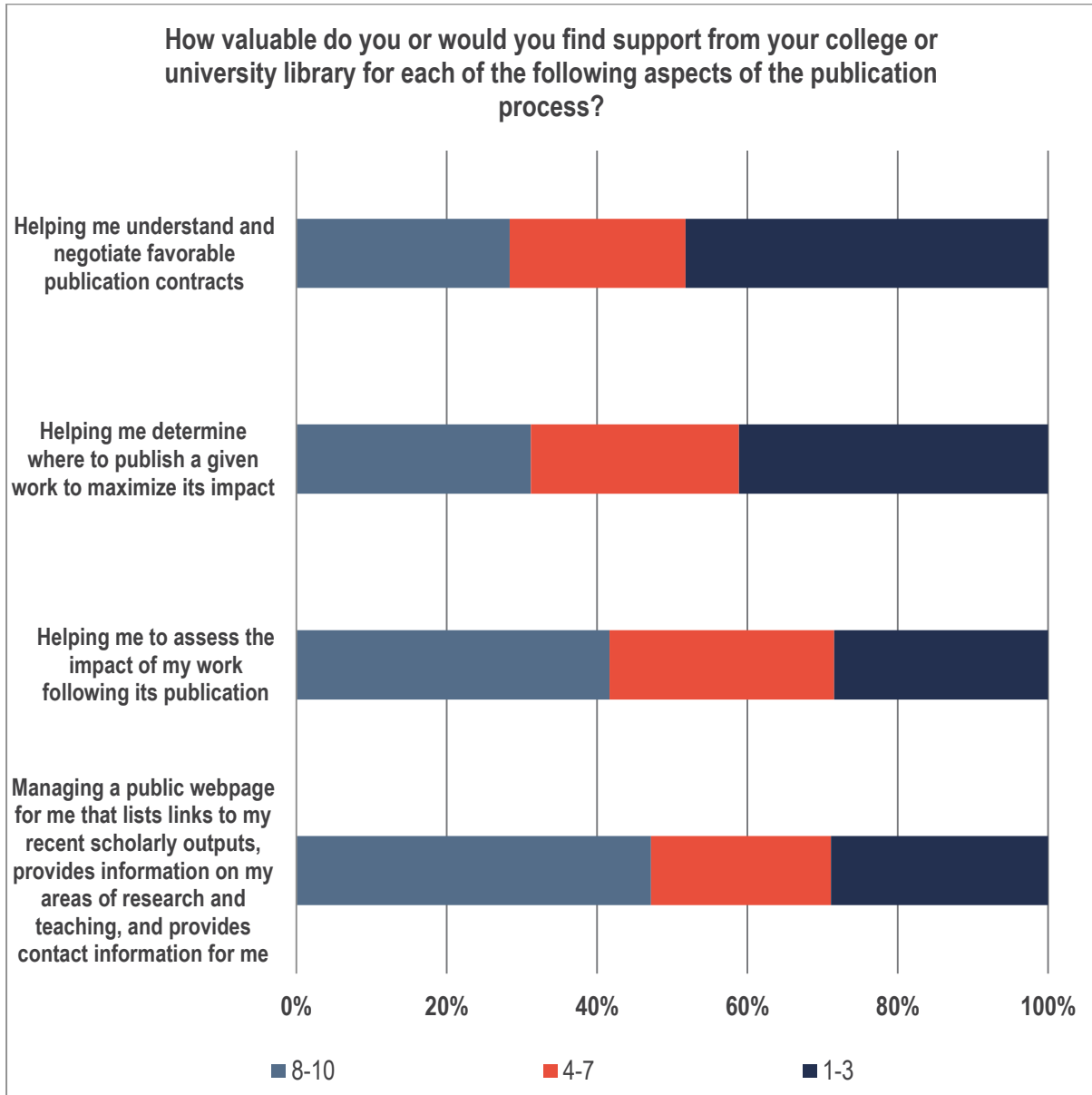
Q14 [Contingent on respondent selecting “yes” in Q8]

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	28.37%	23.40%	48.23%	141
Helping me determine where to publish a given work to maximize its impact	31.21%	27.66%	41.13%	141
Helping me to assess the impact of my work following its publication	41.67%	29.86%	28.47%	144
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	47.18%	23.94%	28.87%	142

Q14 [Contingent on respondent selecting “yes” in Q8]

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]



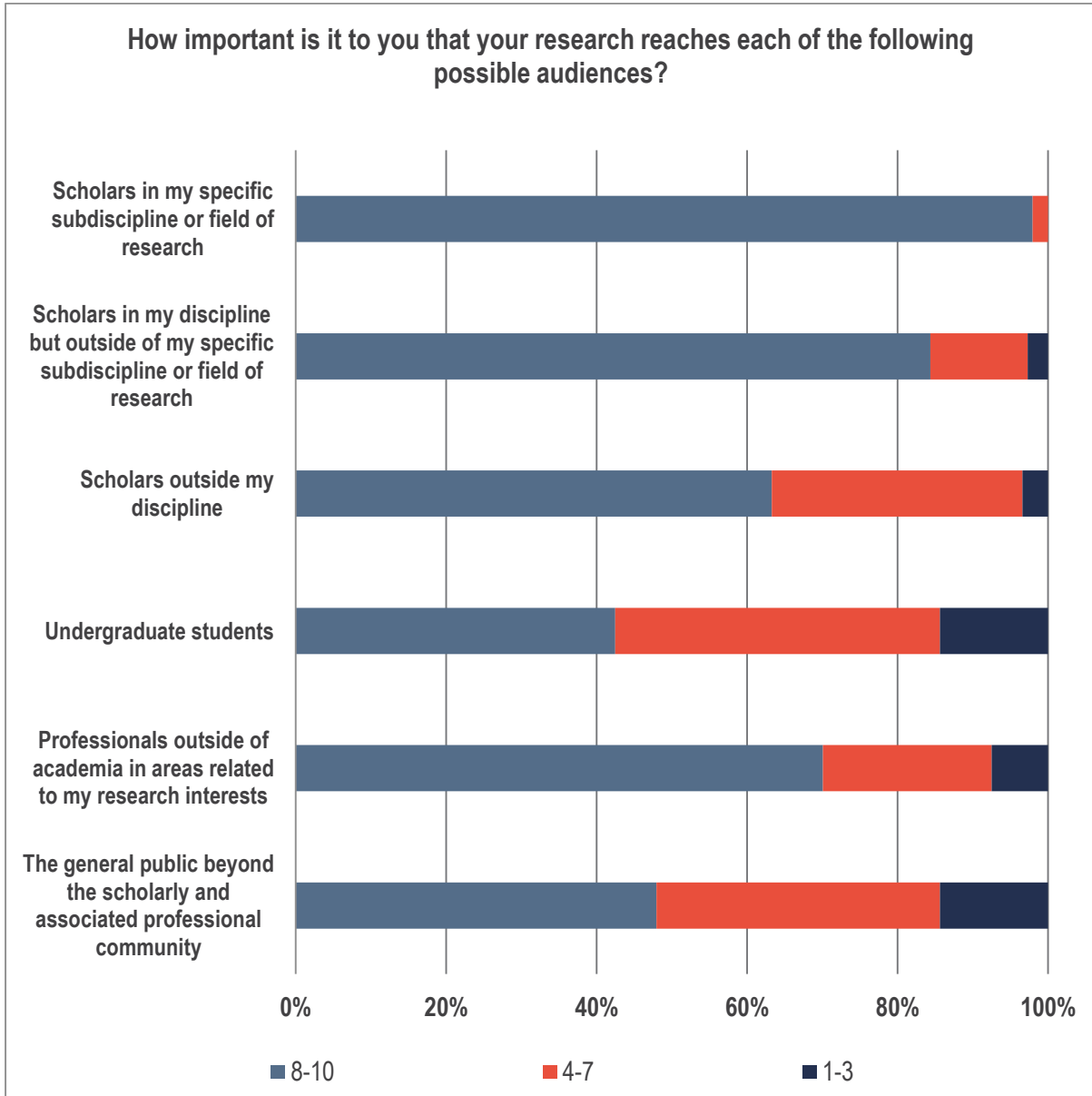
Q15 [Contingent on respondent selecting “yes” in Q8]

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	97.96%	2.04%		147
Scholars in my discipline but outside of my specific subdiscipline or field of research	84.35%	12.93%	2.72%	147
Scholars outside my discipline	63.27%	33.33%	3.40%	147
Undergraduate students	42.47%	43.15%	14.38%	146
Professionals outside of academia in areas related to my research interests	70.07%	22.45%	7.48%	147
The general public beyond the scholarly and associated professional community	47.95%	37.67%	14.38%	146

Q15 [Contingent on respondent selecting “yes” in Q8]

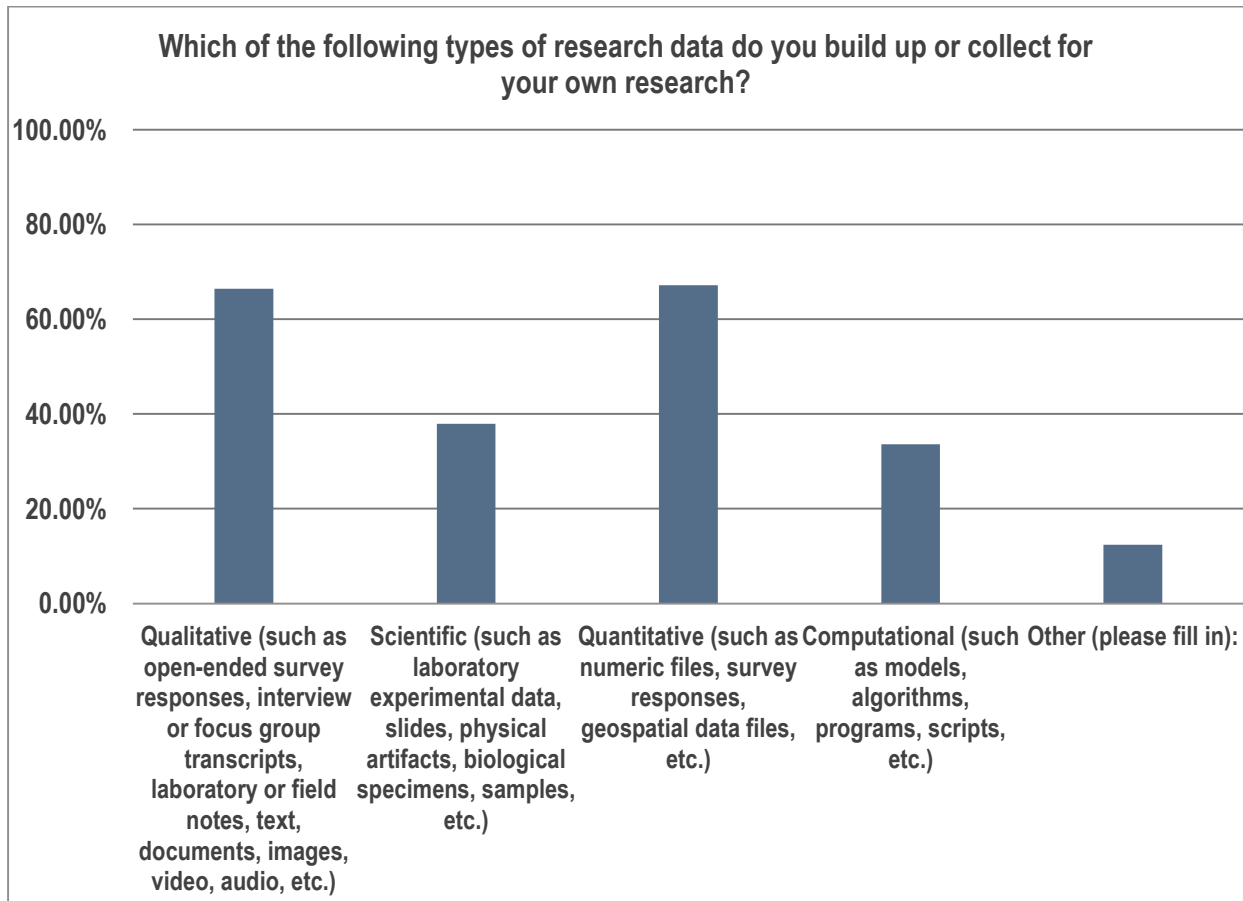
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]



Q16 [Contingent on respondent selecting “yes” in Q8] [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 open-ended survey responses, interview or focus group transcripts, laboratory or field notes, text, documents, images, video, audio, etc.)	91	66.42%
Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)	52	37.96%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	92	67.15%
Computational (such as models, algorithms, programs, scripts, etc.)	46	33.58%
Other (please fill in):	17	12.41%
	298	



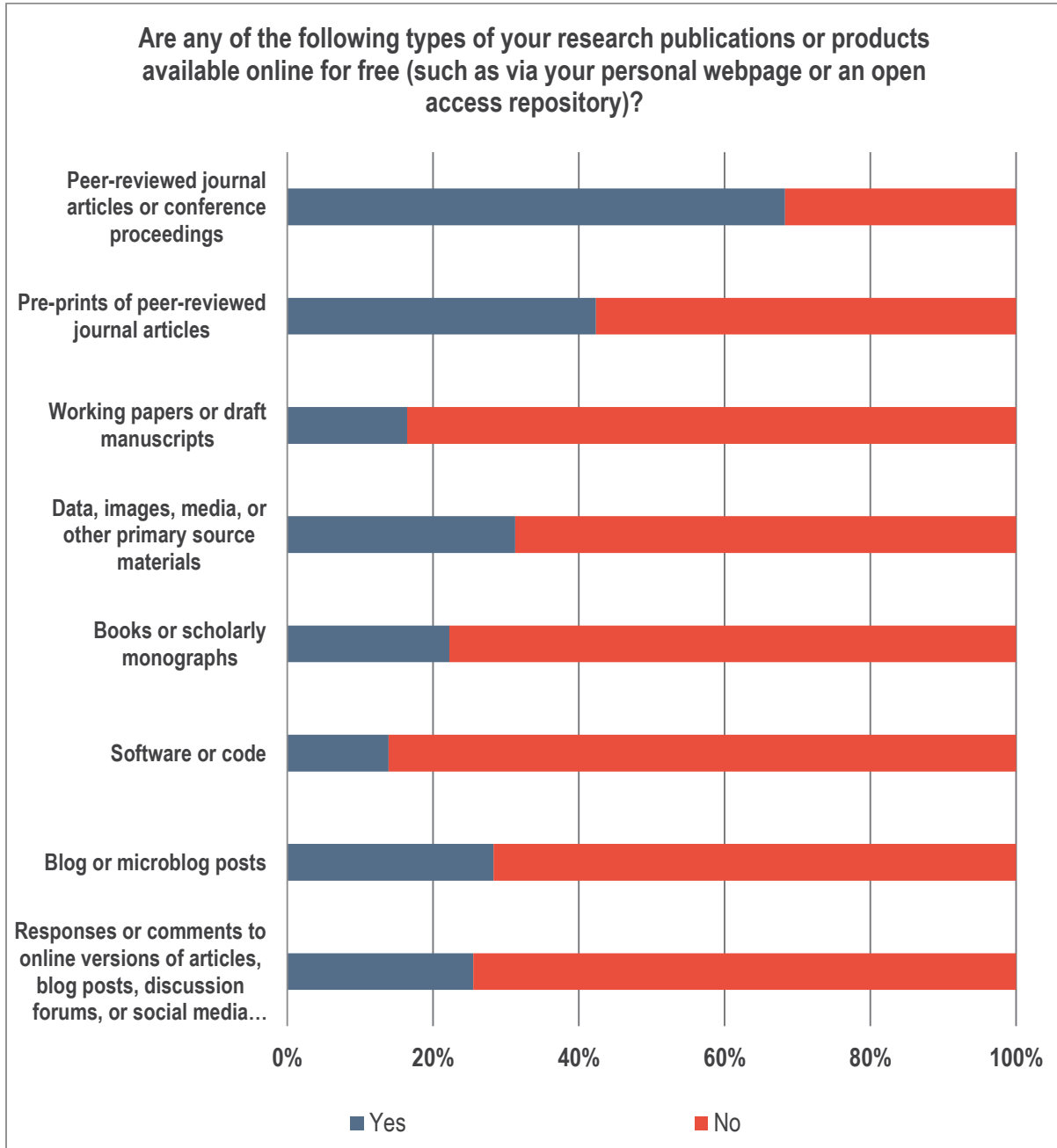
Q17 [Contingent on respondent selecting “yes” in Q8]

Are any of the following types of your research publications or products 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	68.28%	31.72%	145
Pre-prints of peer-reviewed journal articles	42.36%	57.64%	144
Working papers or draft manuscripts	16.44%	83.56%	146
Data, images, media, or other primary source materials	31.25%	68.75%	144
Books or scholarly monographs	22.22%	77.78%	144
Software or code	13.89%	86.11%	144
Blog or microblog posts	28.28%	71.72%	145
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	25.52%	74.48%	145

Q17 [Contingent on respondent selecting “yes” in Q8]

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



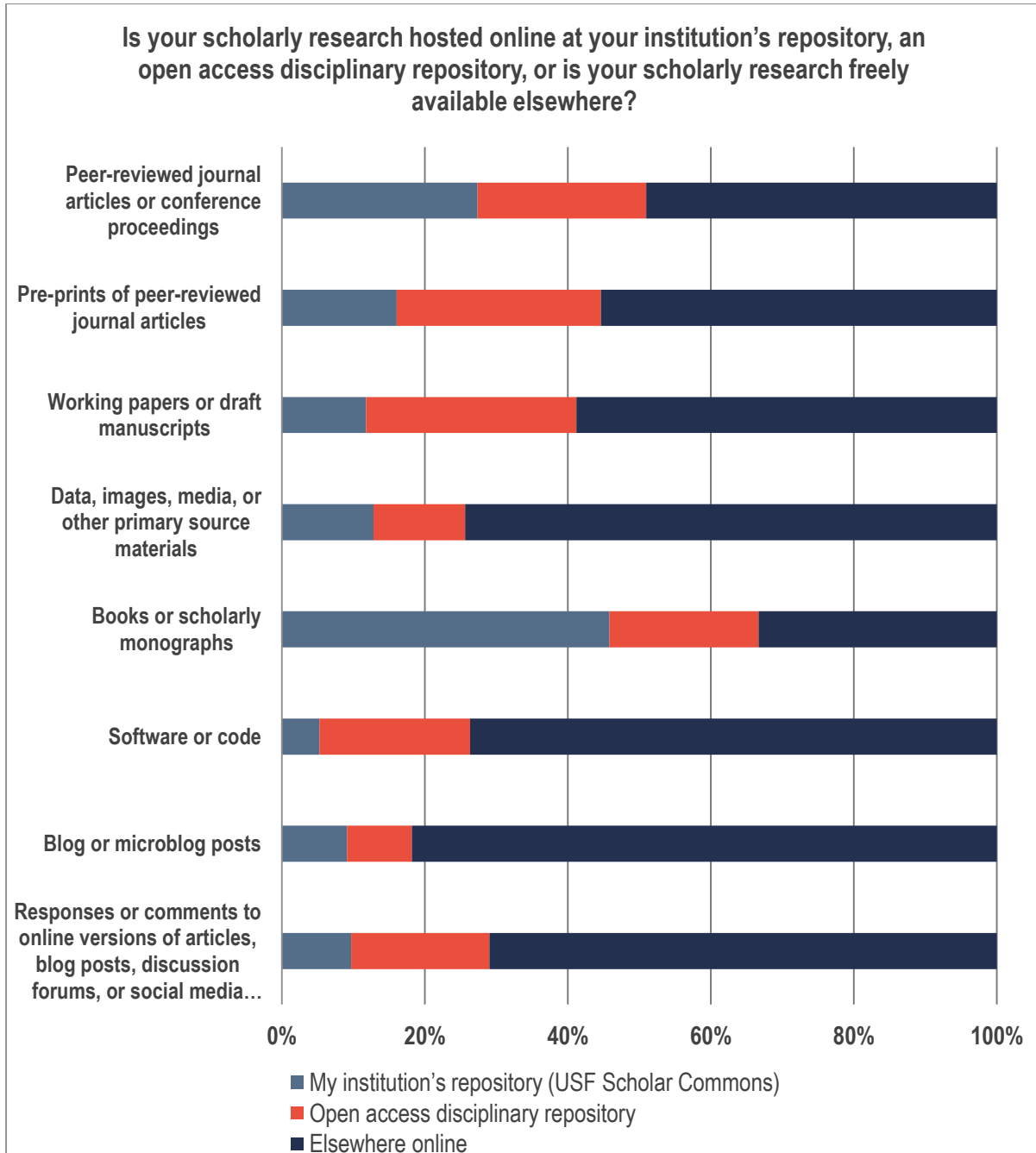
Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

Is your scholarly research hosted online at your institution’s repository (USF Scholar Commons), 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:

	My institution’s repository (USF Scholar Commons)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	34.12%	29.41%	61.18%	106
Pre-prints of peer-reviewed journal articles	18.75%	33.33%	64.58%	56
Working papers or draft manuscripts	12.50%	31.25%	62.50%	17
Data, images, media, or other primary source materials	14.29%	14.29%	82.86%	39
Books or scholarly monographs	52.38%	23.81%	38.10%	24
Software or code	5.88%	23.53%	82.35%	19
Blog or microblog posts	9.38%	9.38%	84.38%	33
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	10.71%	21.43%	78.57%	31

Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

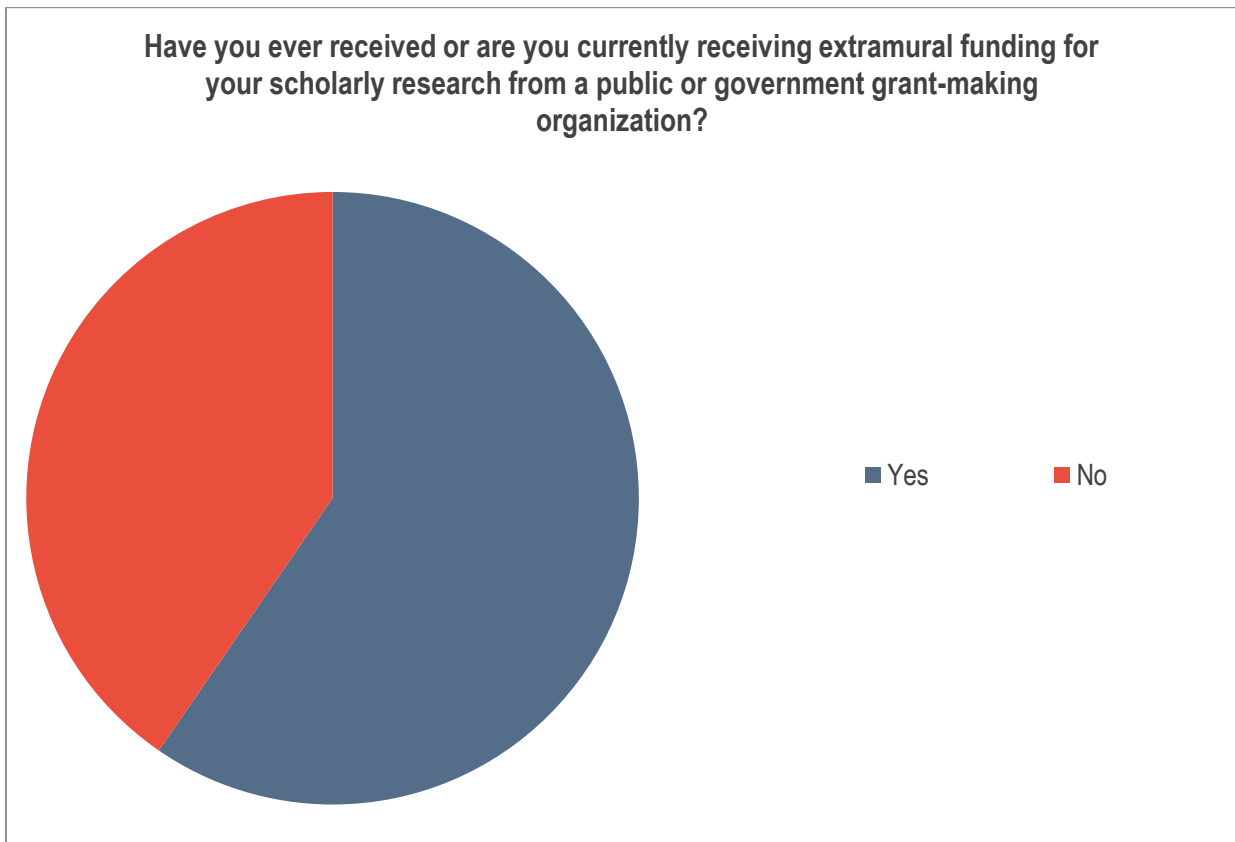
Is your scholarly research hosted online at your institution’s repository (USF Scholar Commons), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s)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



Q19 [Contingent on respondent selecting “yes” in Q8]

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.)?

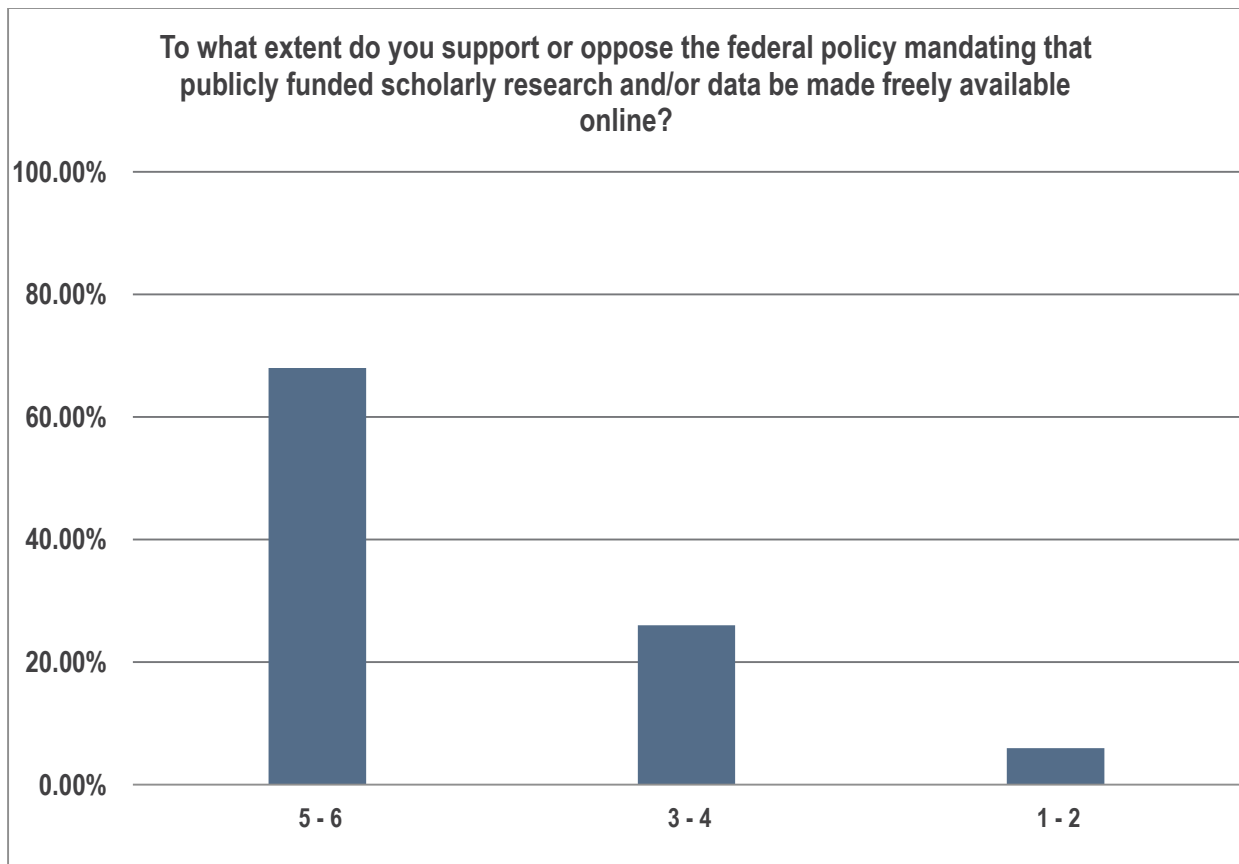
	Response	Percent
Yes	90	59.60%
No	61	40.40%
	151	100.00%



Q20 [Contingent on respondent selecting “yes” in Q8]

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)? [6 = highly support; 1 = highly oppose]

	Response	Percent
5 - 6	102	68.00%
3 - 4	39	26.00%
1 - 2	9	6.00%
	150	100.00%



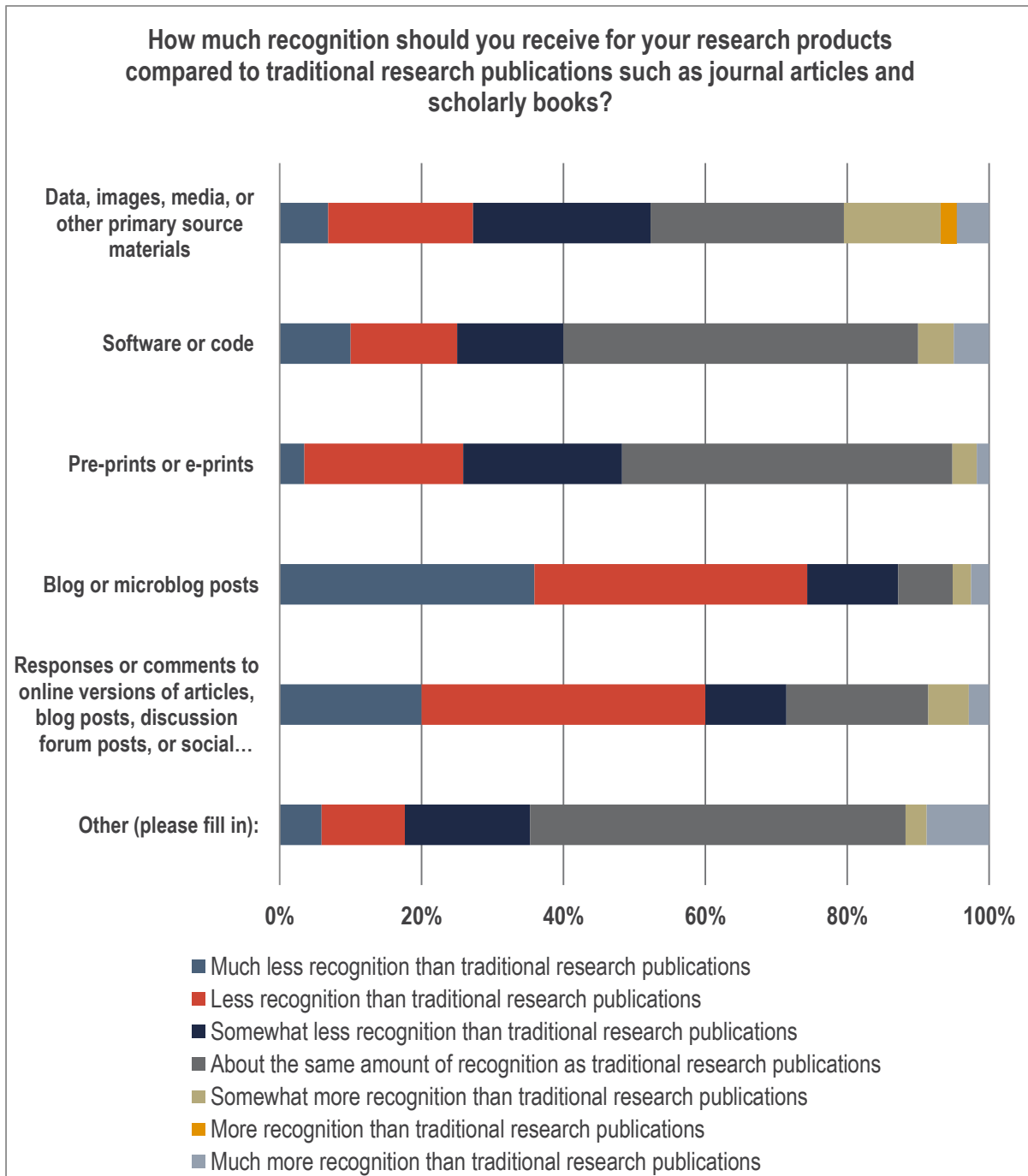
Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, 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	6.82%	20.45%	25.00%	27.27%	13.64%	2.27%	4.55%	44
Software or code	10.00%	15.00%	15.00%	50.00%	5.00%		5.00%	20
Pre-prints or e-prints	3.45%	22.41%	22.41%	46.55%	3.45%		1.72%	58
Blog or microblog posts	35.90%	38.46%	12.82%	7.69%	2.56%		2.56%	39
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	20.00%	40.00%	11.43%	20.00%	5.71%		2.86%	35
Other (please fill in):	5.88%	11.76%	17.65%	52.94%	2.94%		8.82%	34

Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

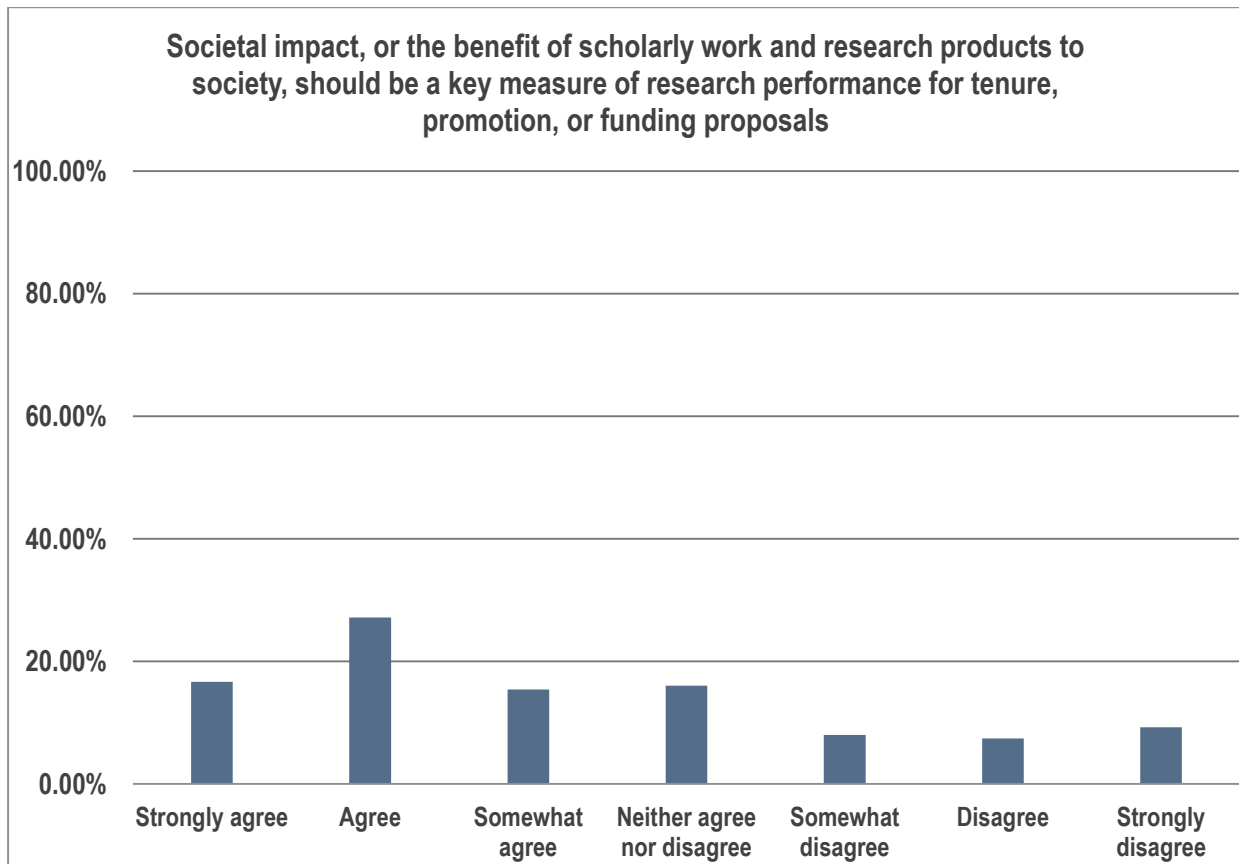
And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



Q22

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	27	16.67%
Agree	44	27.16%
Somewhat agree	25	15.43%
Neither agree nor disagree	26	16.05%
Somewhat disagree	13	8.02%
Disagree	12	7.41%
Strongly disagree	15	9.26%
	162	100.00%



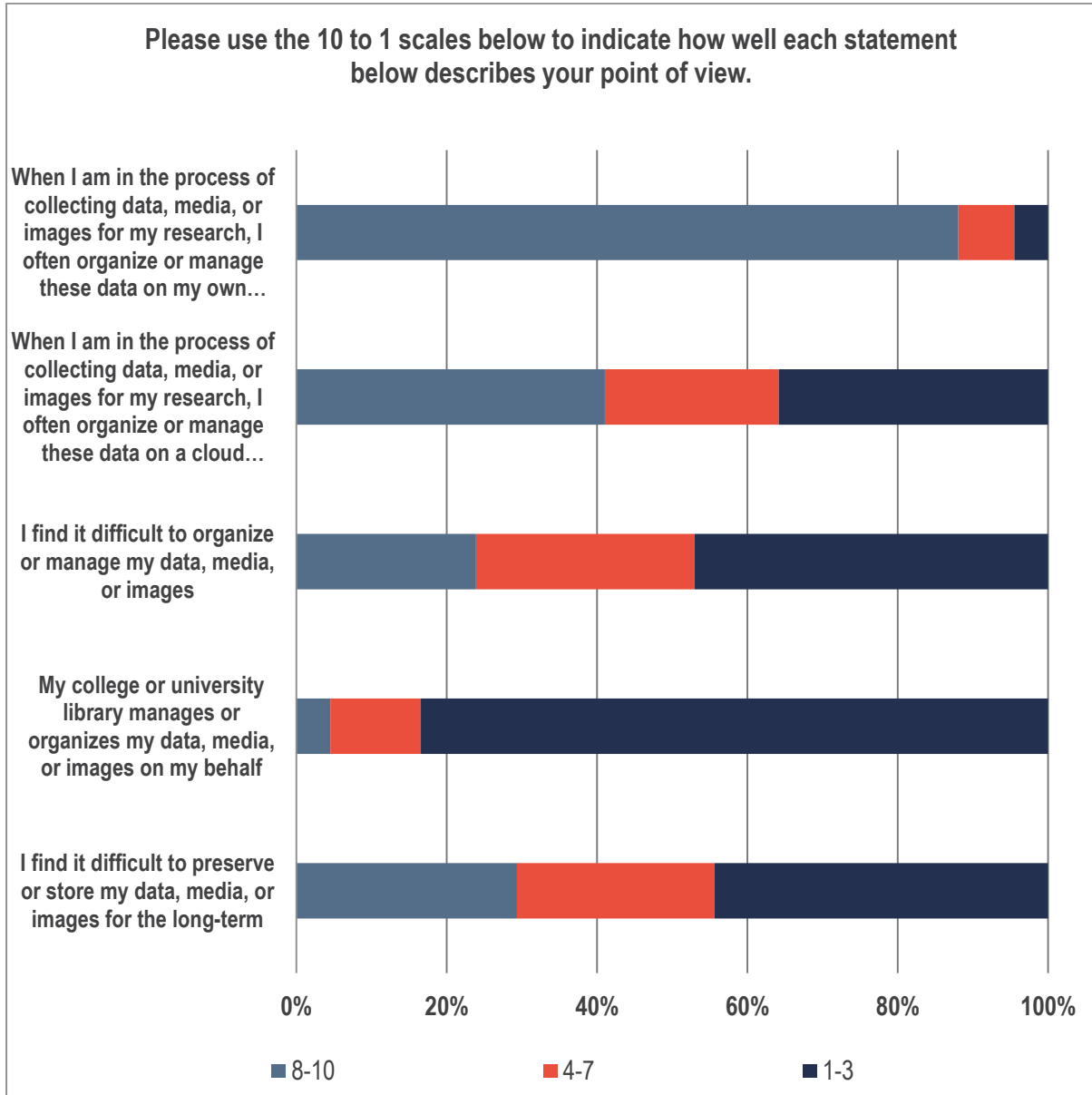
Q23 [Contingent on respondent selecting at least one option in Q16]

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	88.06%	7.46%	4.48%	134
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.)	41.04%	23.13%	35.82%	134
I find it difficult to organize or manage my data, media, or images	23.88%	29.10%	47.01%	134
My college or university library manages or organizes my data, media, or images on my behalf	4.51%	12.03%	83.46%	133
I find it difficult to preserve or store my data, media, or images for the long-term	29.32%	26.32%	44.36%	133

Q23 [Contingent on respondent selecting at least one option in Q16]

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]



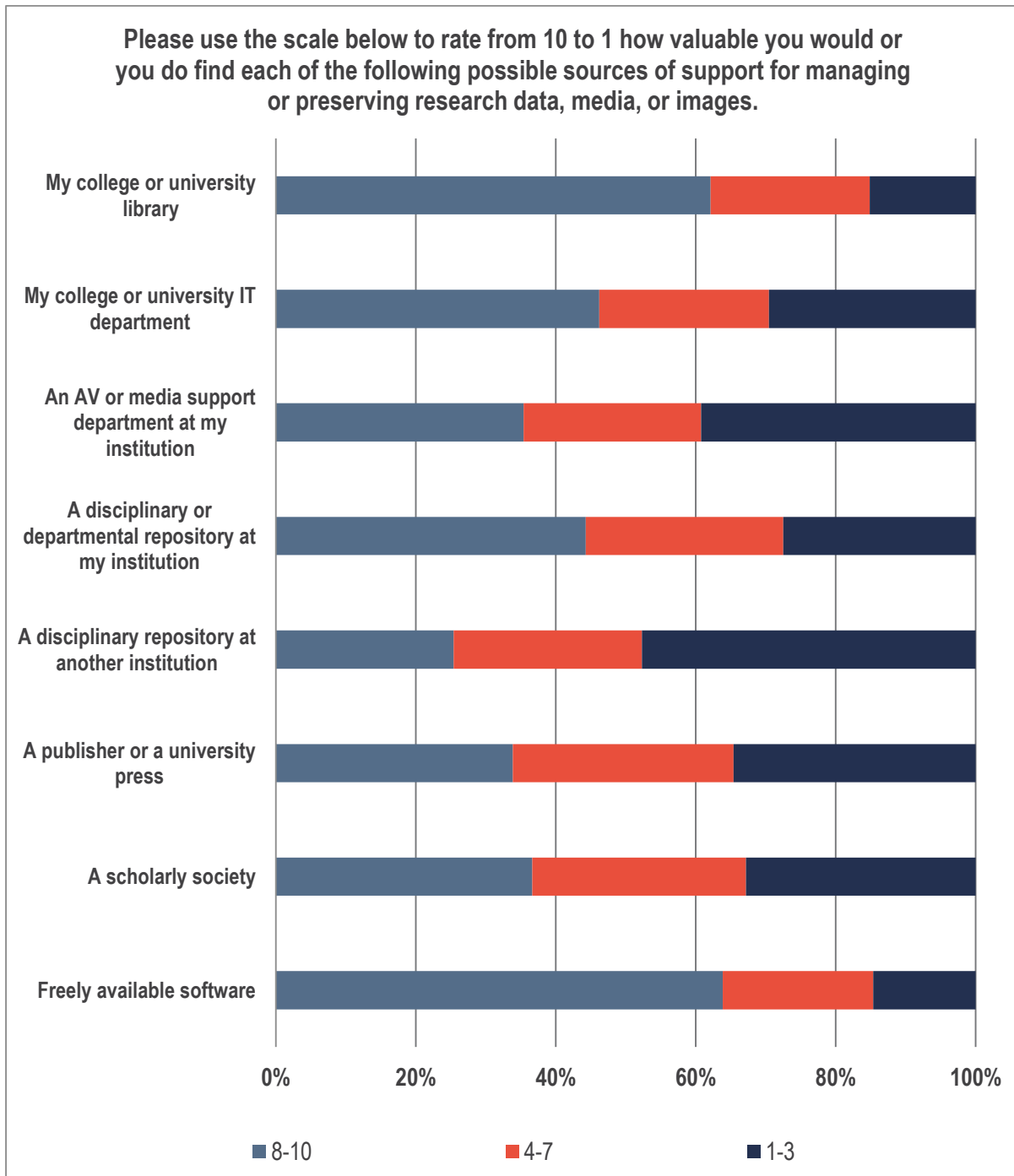
Q24 [Contingent on respondent selecting at least one option in Q16]

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

	8-10	4-7	1-3	Response
My college or university library	62.12%	22.73%	15.15%	132
My college or university IT department	46.21%	24.24%	29.55%	132
An AV or media support department at my institution	35.38%	25.38%	39.23%	130
A disciplinary or departmental repository at my institution	44.27%	28.24%	27.48%	131
A disciplinary repository at another institution	25.38%	26.92%	47.69%	130
A publisher or a university press	33.85%	31.54%	34.62%	130
A scholarly society	36.64%	30.53%	32.82%	131
Freely available software	63.85%	21.54%	14.62%	130

Q24 [Contingent on respondent selecting at least one option in Q16]

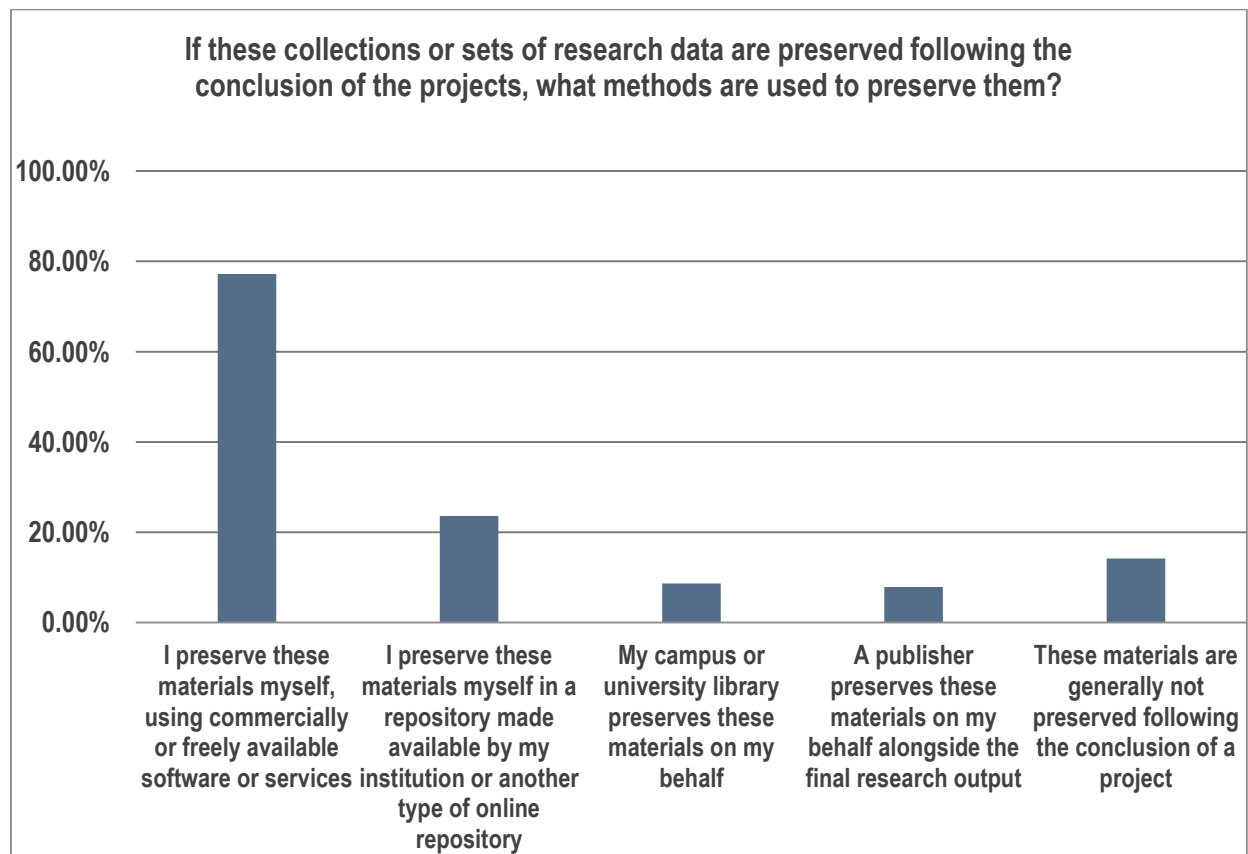
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media,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



Q25 [Contingent on respondent selecting at least one option in Q16] [Multiple selections 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.

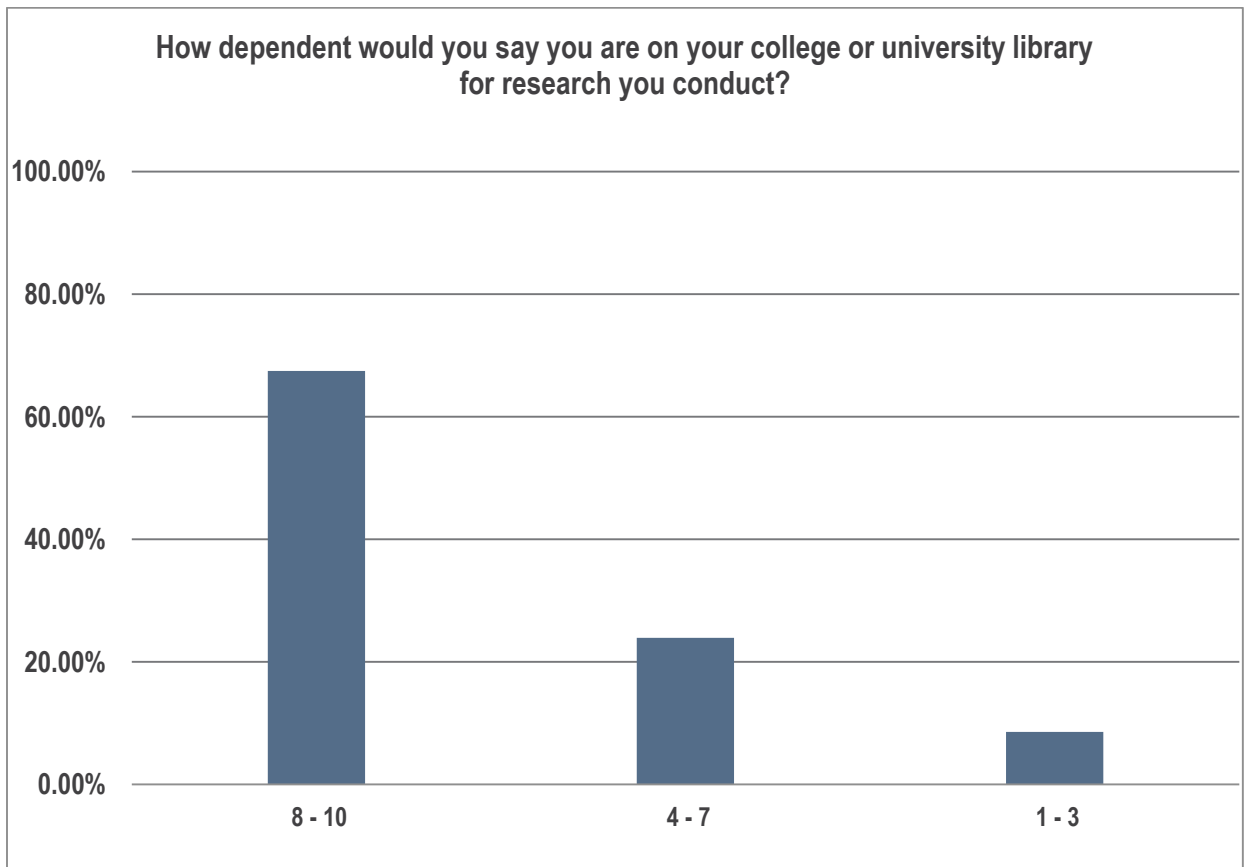
	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	98	77.17%
I preserve these materials myself in a repository made available by my institution or another type of online repository	30	23.62%
My campus or university library preserves these materials on my behalf	11	8.66%
A publisher preserves these materials on my behalf alongside the final research output	10	7.87%
These materials are generally not preserved following the conclusion of a project	18	14.17%
	167	



Q26

How dependent would you say you are on your college or university library for research you conduct? [10 = completely dependent; 1 = not at all dependent]

	Response	Percent
8 - 10	110	67.48%
4 - 7	39	23.93%
1 - 3	14	8.59%
	163	100.00%



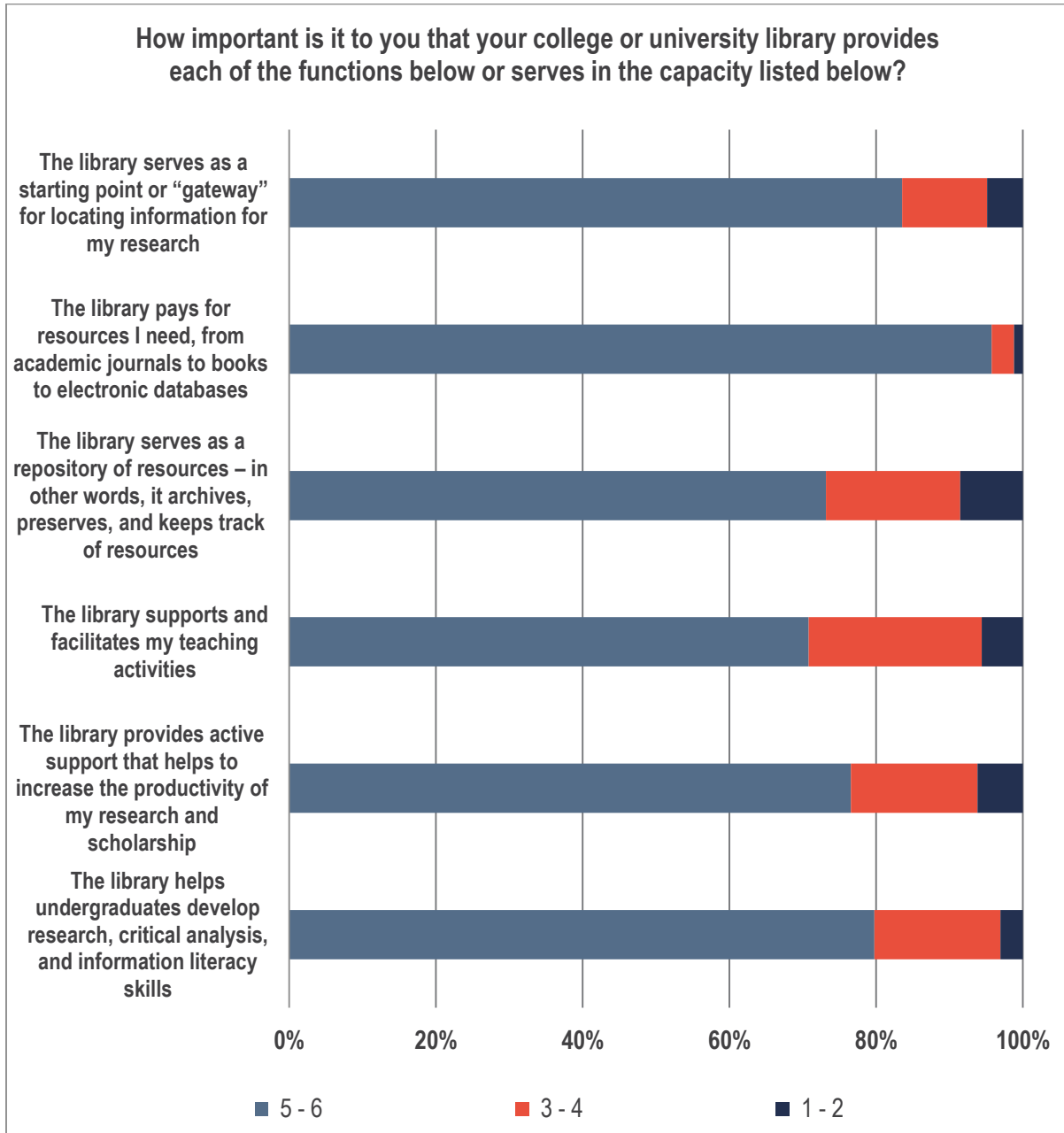
Q27

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	83.54%	11.59%	4.88%	164
The library pays for resources I need, from academic journals to books to electronic databases	95.73%	3.05%	1.22%	164
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	73.17%	18.29%	8.54%	164
The library supports and facilitates my teaching activities	70.81%	23.60%	5.59%	161
The library provides active support that helps to increase the productivity of my research and scholarship	76.54%	17.28%	6.17%	162
The library helps undergraduates develop research, critical analysis, and information literacy skills	79.75%	17.18%	3.07%	163

Q27

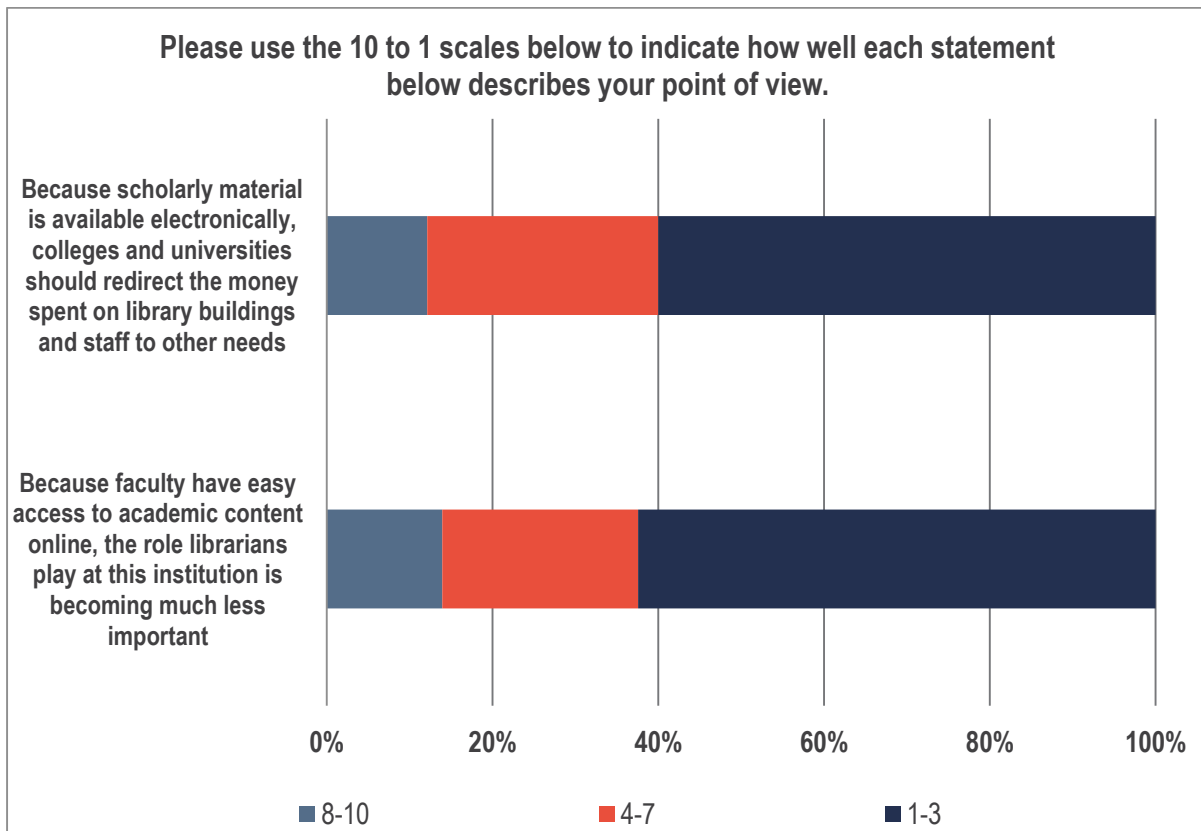
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



Q28

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]

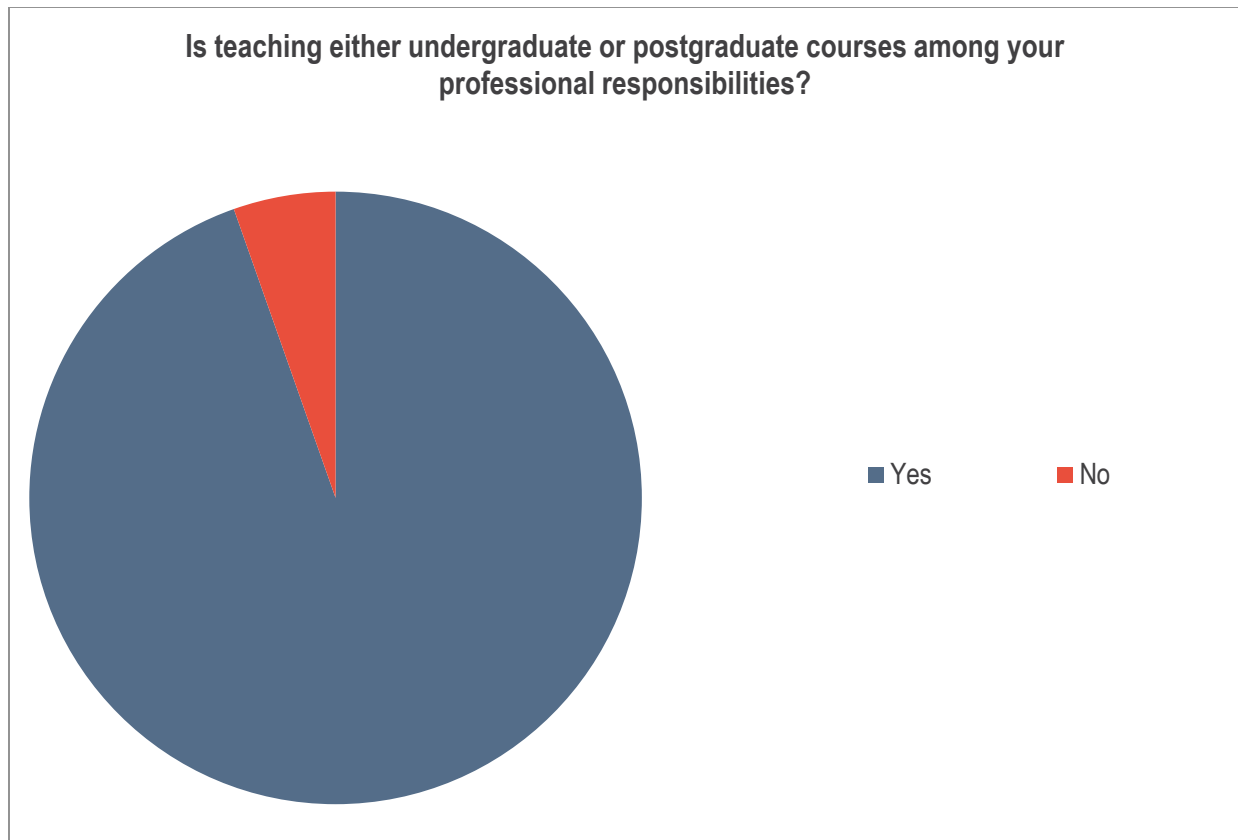
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	12.12%	27.88%	60.00%	165
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	13.94%	23.64%	62.42%	165



Q29

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

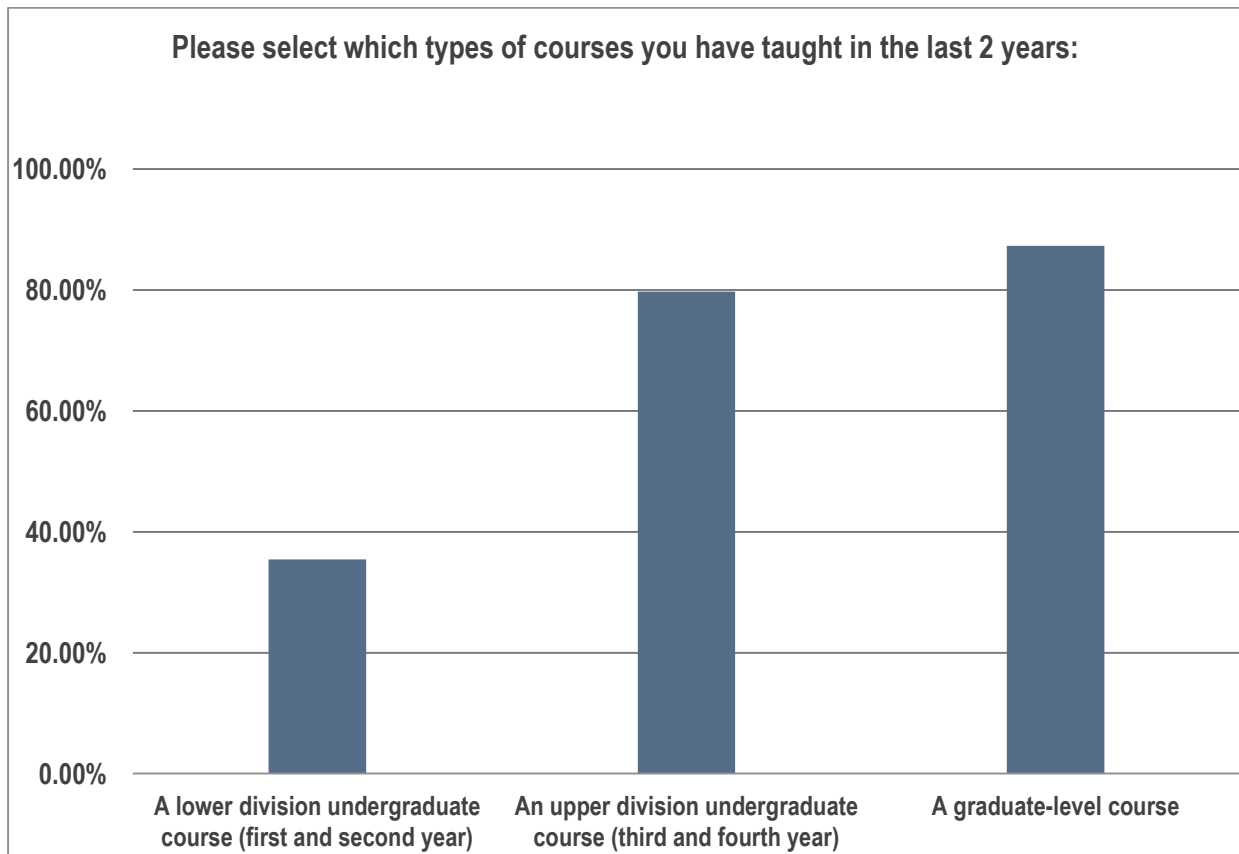
	Response	Percent
Yes	158	94.61%
No	9	5.39%
	167	100.00%



Q30 [Contingent on respondent selecting “yes” in Q29] [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)	56	35.44%
An upper division undergraduate course (third and fourth year)	126	79.75%
A graduate-level course	138	87.34%
	320	



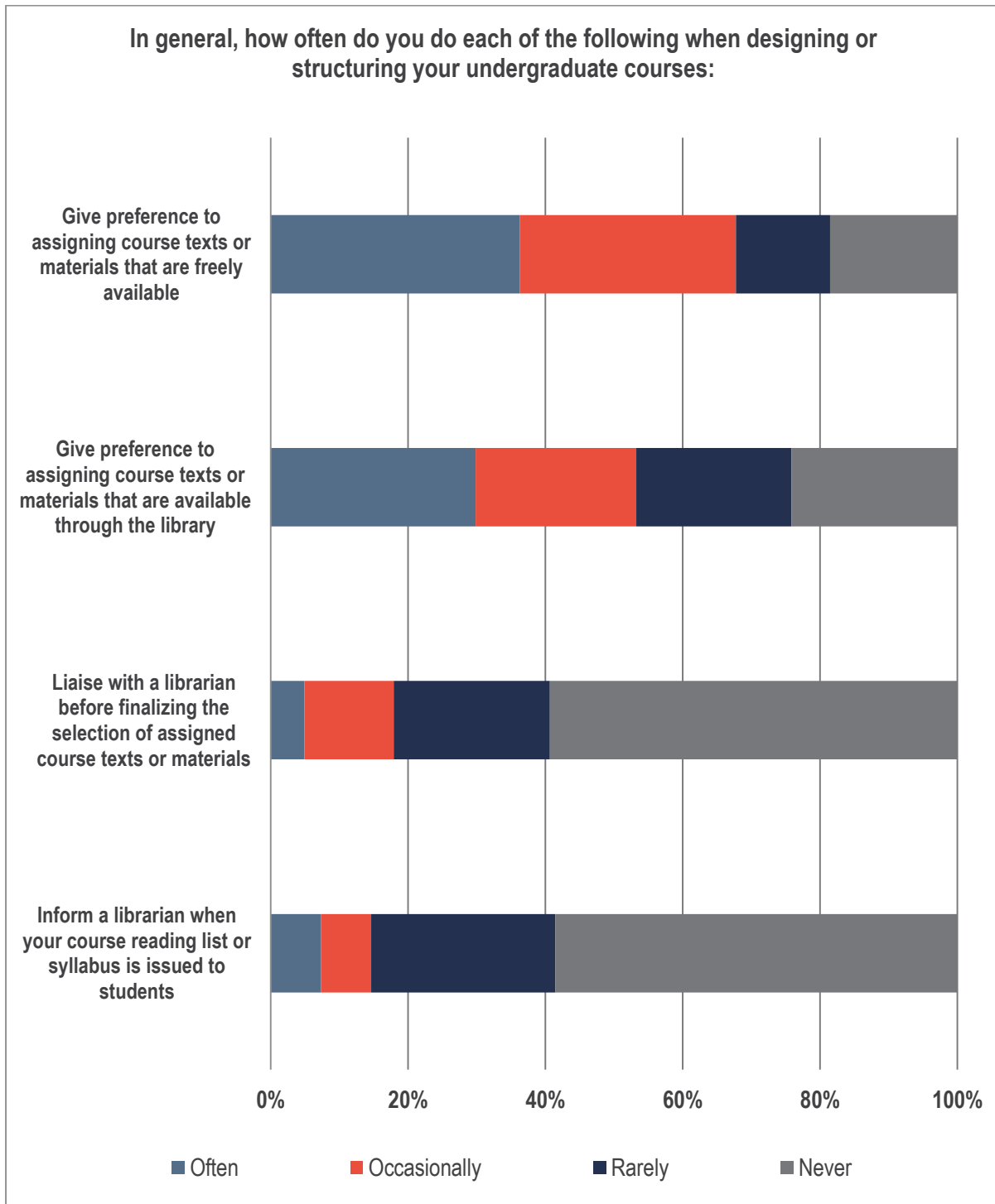
Q31 [Contingent on respondent teaching an undergraduate course]

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

	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are freely available	36.29%	31.45%	13.71%	18.55%	124
Give preference to assigning course texts or materials that are available through the library	29.84%	23.39%	22.58%	24.19%	124
Liaise with a librarian before finalizing the selection of assigned course texts or materials	4.88%	13.01%	22.76%	59.35%	123
Inform a librarian when your course reading list or syllabus is issued to students	7.32%	7.32%	26.83%	58.54%	123

Q31 [Contingent on respondent teaching an undergraduate course]

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



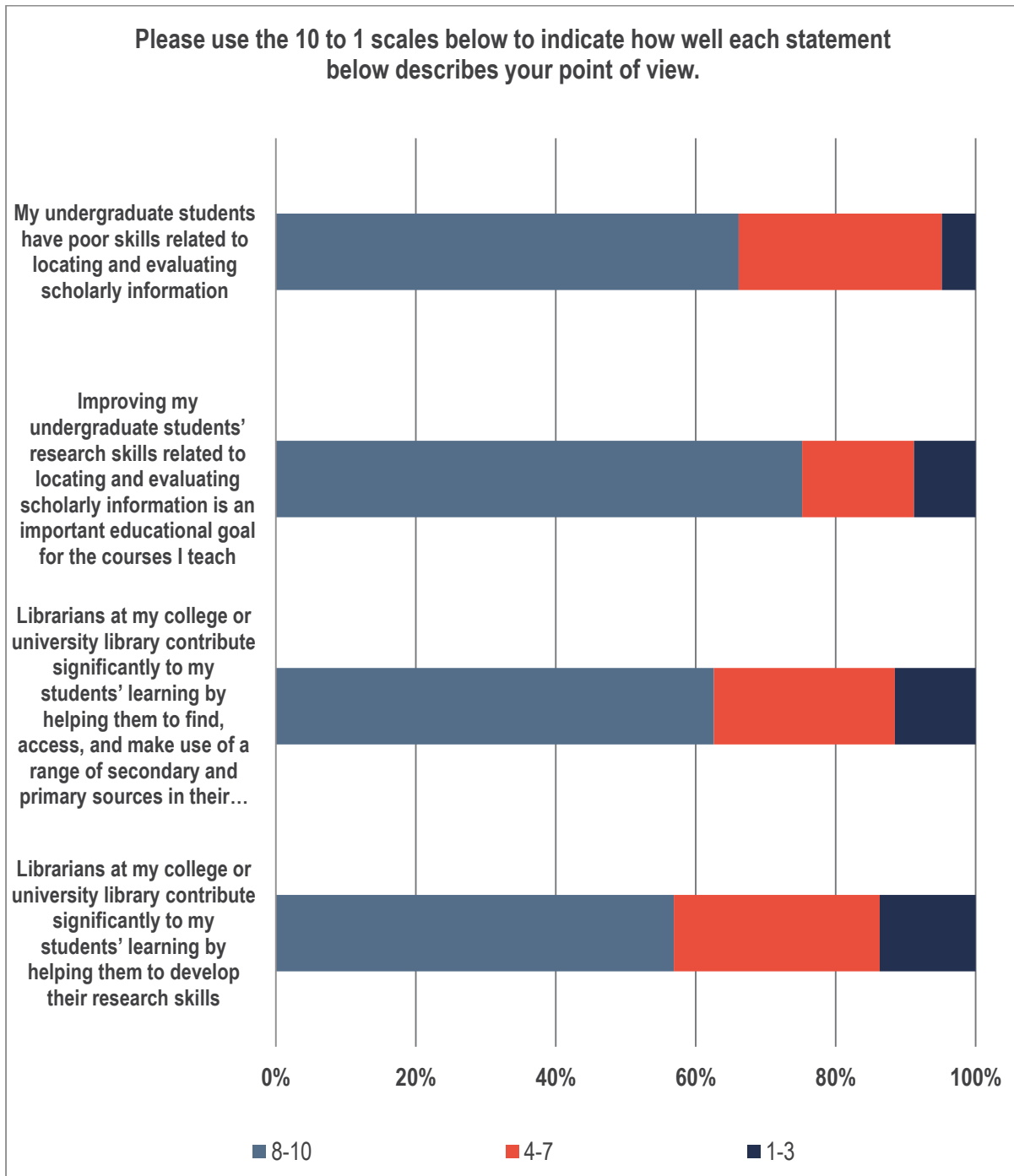
Q32 [Contingent on respondent selecting “yes” in Q29]

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	66.13%	29.03%	4.84%	124
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	75.20%	16.00%	8.80%	125
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	62.59%	25.85%	11.56%	147
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	56.85%	29.45%	13.70%	146

Q32 [Contingent on respondent selecting “yes” in Q29]

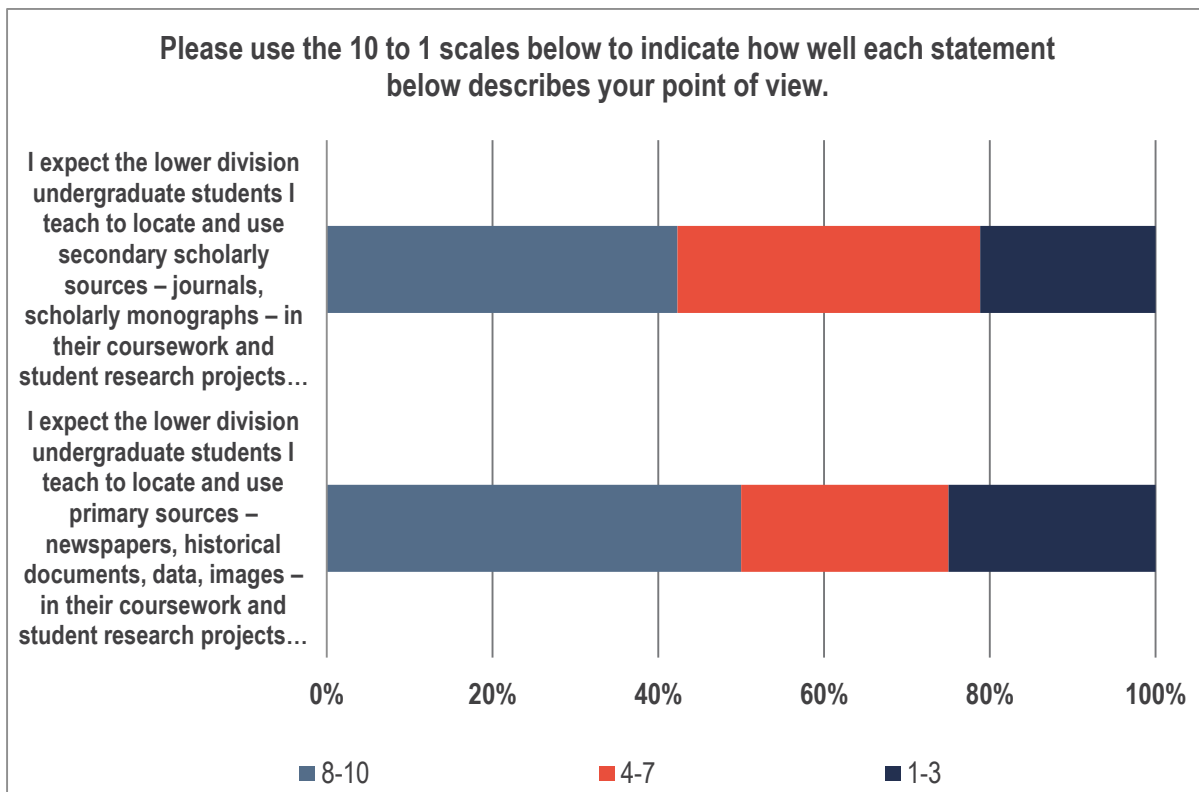
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q33 [Contingent on respondent teaching a lower division undergraduate course]

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]

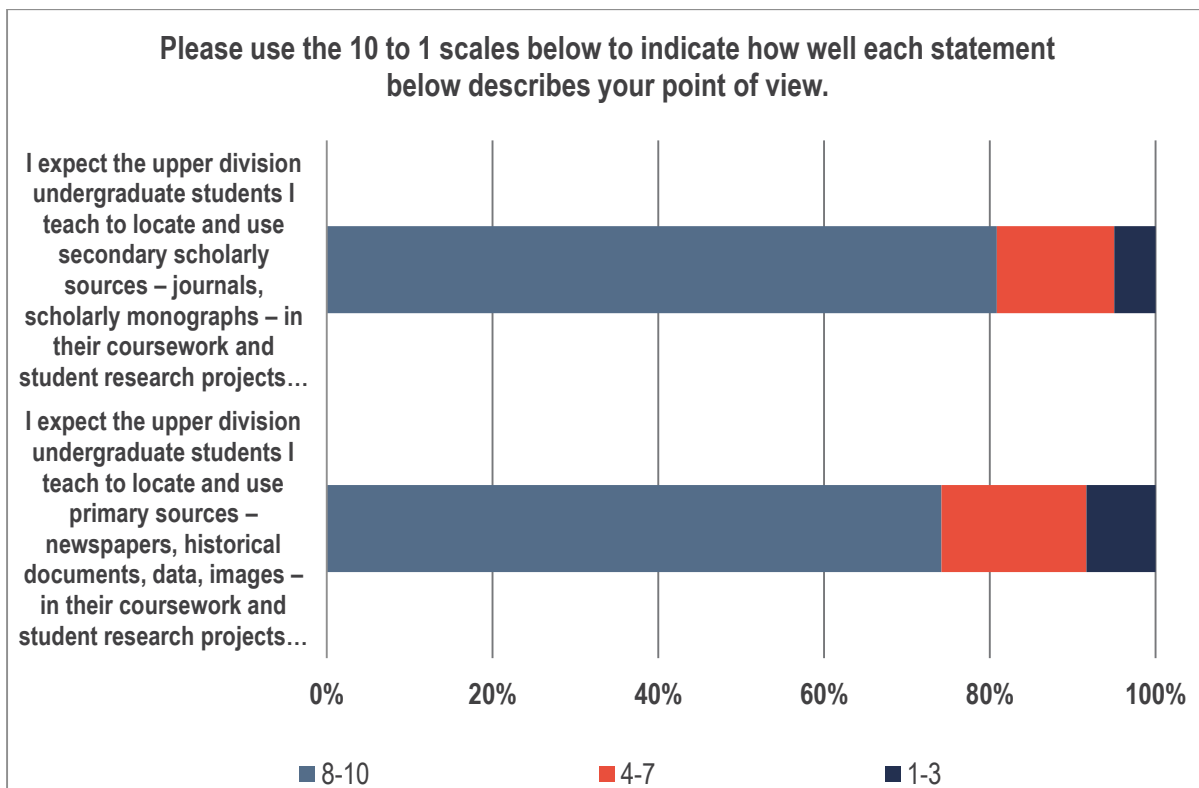
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	42.31%	36.54%	21.15%	52
I expect the lower division undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	50.00%	25.00%	25.00%	52



Q34 [Contingent on respondent teaching an upper division undergraduate course]

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]

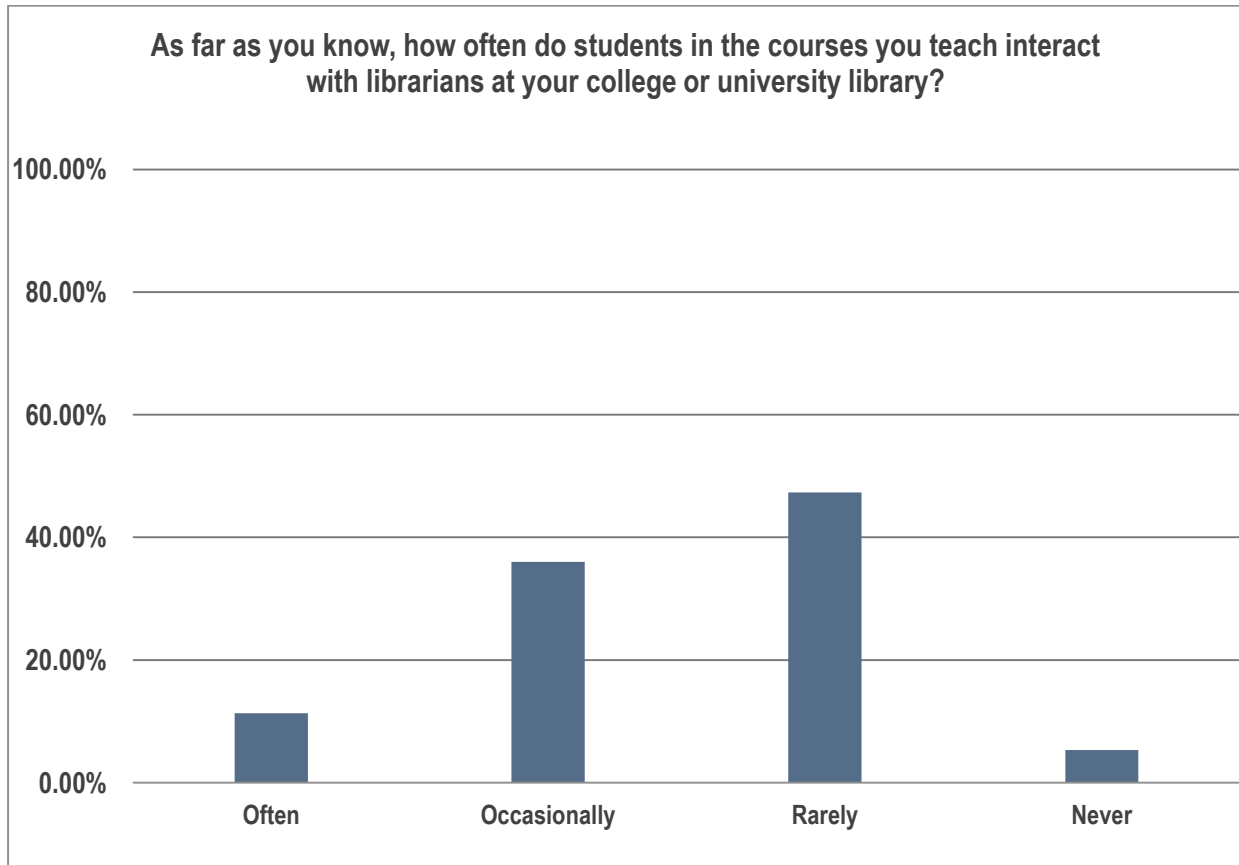
	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	80.83%	14.17%	5.00%	120
I expect the upper division undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	74.17%	17.50%	8.33%	120



Q35 [Contingent on respondent teaching an undergraduate and/or graduate course]

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library?

	Response	Percent
Often	17	11.33%
Occasionally	54	36.00%
Rarely	71	47.33%
Never	8	5.33%
	150	100.00%



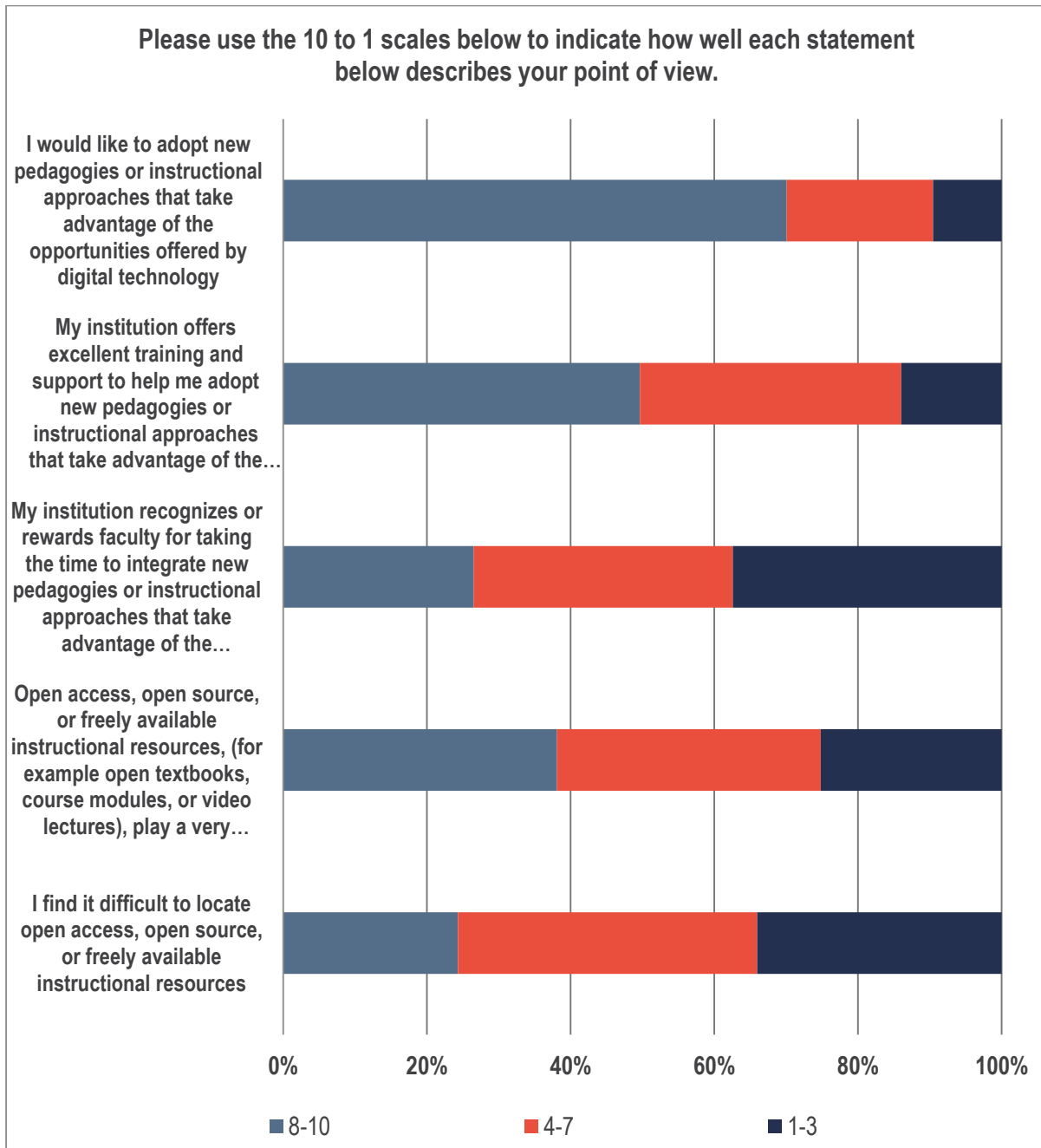
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	70.07%	20.41%	9.52%	147
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	49.65%	36.36%	13.99%	143
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	26.53%	36.05%	37.41%	147
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	38.10%	36.73%	25.17%	147
I find it difficult to locate open access, open source, or freely available instructional resources	24.31%	41.67%	34.03%	144

Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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]



Scholarly Communication

SC1

Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Select one answer for each item.

SC2

In addition to publishing your scholarship in a traditional journal or monograph, you may also have the ability to make a final or pre-print version of the article or monograph text available through a variety of other channels. Use the scales below to rate from 10 to 1 how important it is to you that your scholarship is available through each of the following channels, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

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 respondent selecting "no" in SC4]

Please select the following statement 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 respondent selecting "yes" in 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 scales 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 scales below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

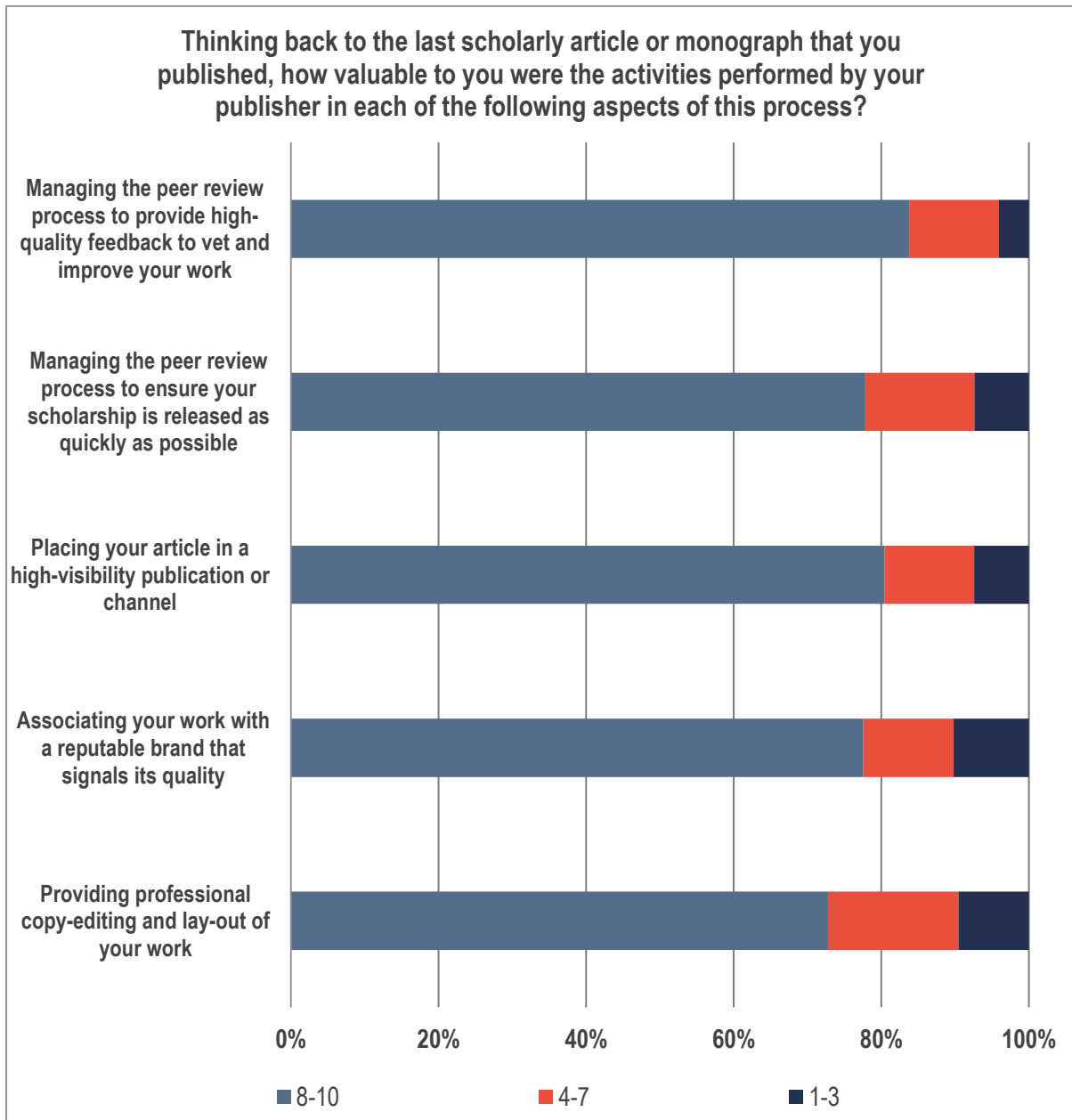
SC1

Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Select one answer for each item.

	8-10	4-7	1-3	Response
Managing the peer review process to provide high-quality feedback to vet and improve your work	83.78%	12.16%	4.05%	148
Managing the peer review process to ensure your scholarship is released as quickly as possible	77.85%	14.77%	7.38%	149
Placing your article in a high-visibility publication or channel	80.41%	12.16%	7.43%	148
Associating your work with a reputable brand that signals its quality	77.55%	12.24%	10.20%	147
Providing professional copy-editing and lay-out of your work	72.79%	17.69%	9.52%	147

SC1

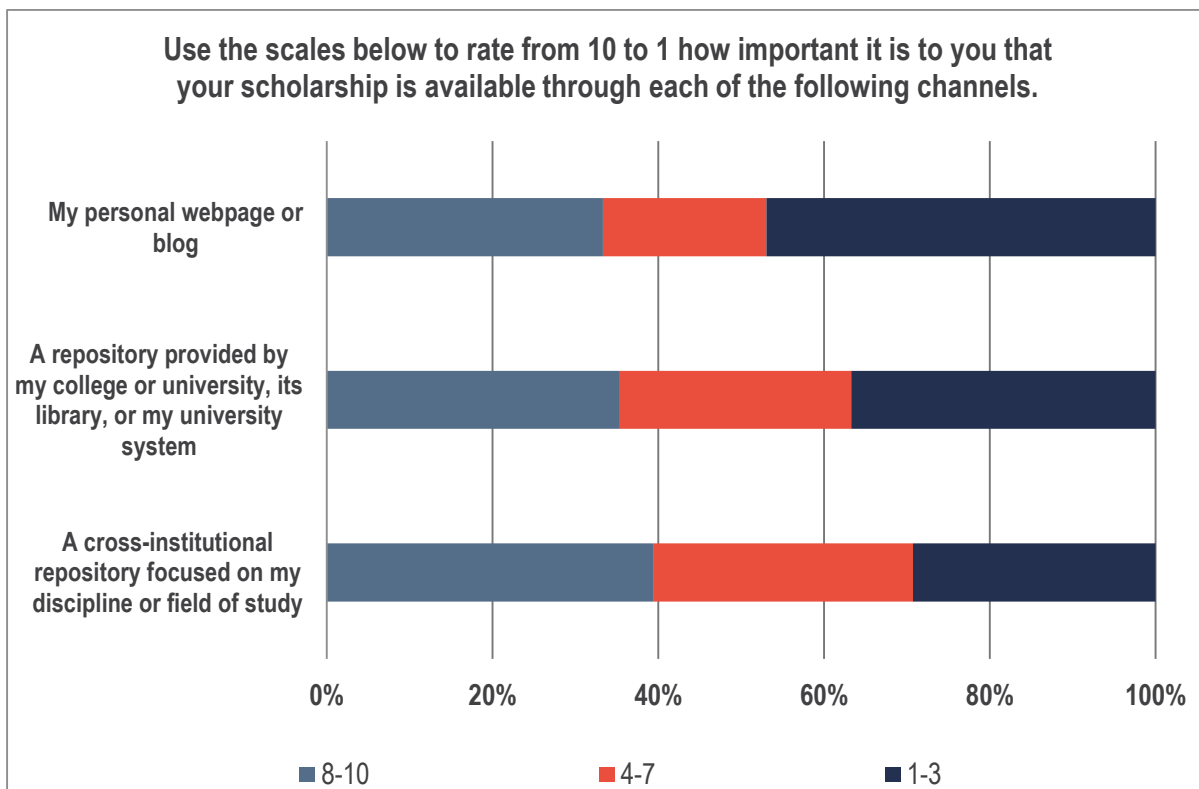
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Select one answer for each item.



SC2

In addition to publishing your scholarship in a traditional journal or monograph, you may also have the ability to make a final or pre-print version of the article or monograph text available through a variety of other channels. Use the scales below to rate from 10 to 1 how important it is to you that your scholarship is available through each of the following channels, 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
My personal webpage or blog	33.33%	19.73%	46.94%	147
A repository provided by my college or university, its library, or my university system	35.37%	27.89%	36.73%	147
A cross-institutional repository focused on my discipline or field of study	39.46%	31.29%	29.25%	147



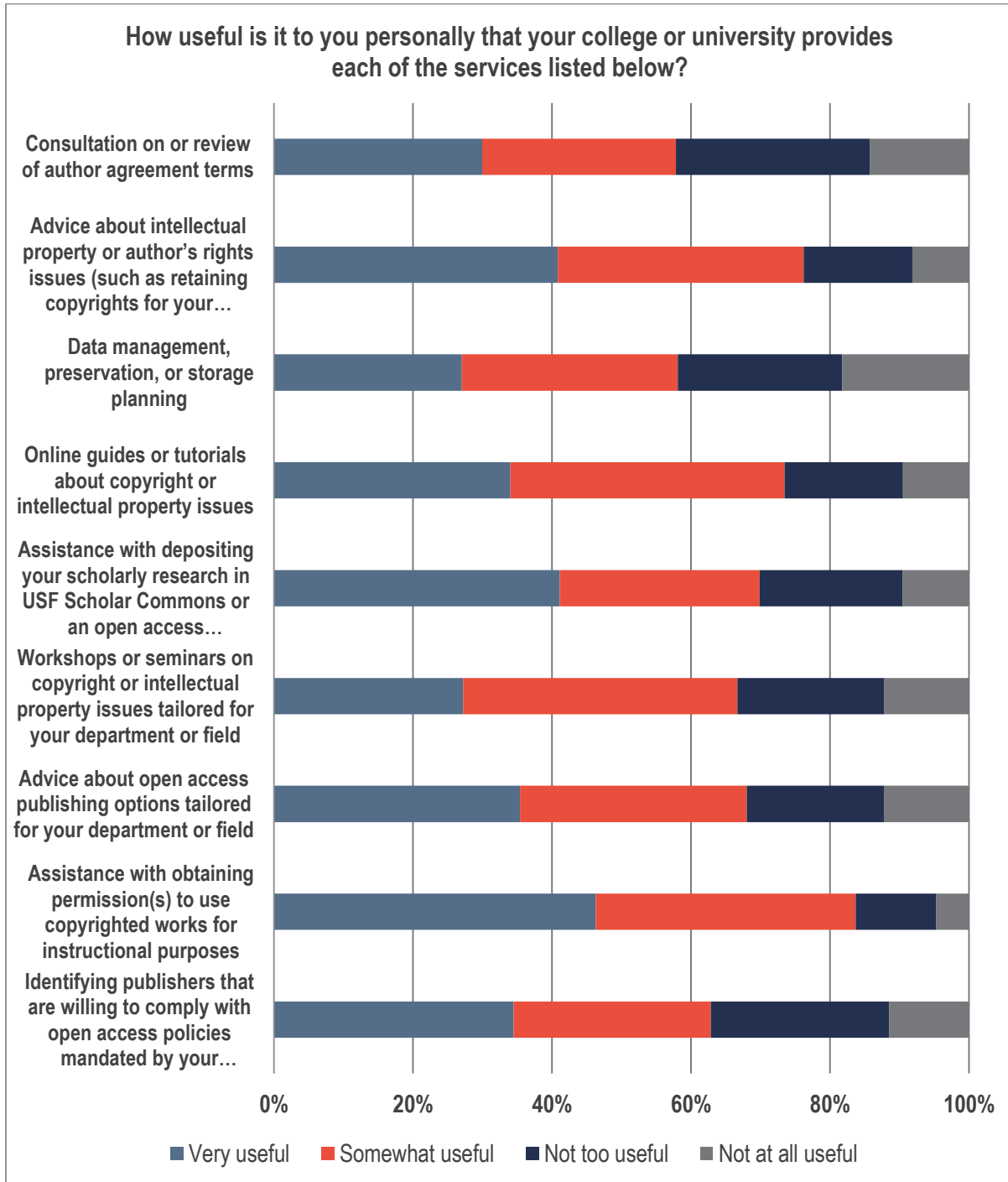
SC3

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 at all useful	Response
Consultation on or review of author agreement terms	29.93%	27.89%	27.89%	14.29%	147
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	40.82%	35.37%	15.65%	8.16%	147
Data management, preservation, or storage planning	27.03%	31.08%	23.65%	18.24%	148
Online guides or tutorials about copyright or intellectual property issues	34.01%	39.46%	17.01%	9.52%	147
Assistance with depositing your scholarly research in USF Scholar Commons or an open access disciplinary repository (such as PubMed, SSRN, etc.)	41.10%	28.77%	20.55%	9.59%	146
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	27.21%	39.46%	21.09%	12.24%	147
Advice about open access publishing options tailored for your department or field	35.37%	32.65%	19.73%	12.24%	147
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	46.26%	37.41%	11.56%	4.76%	147
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.)	34.46%	28.38%	25.68%	11.49%	148

SC3

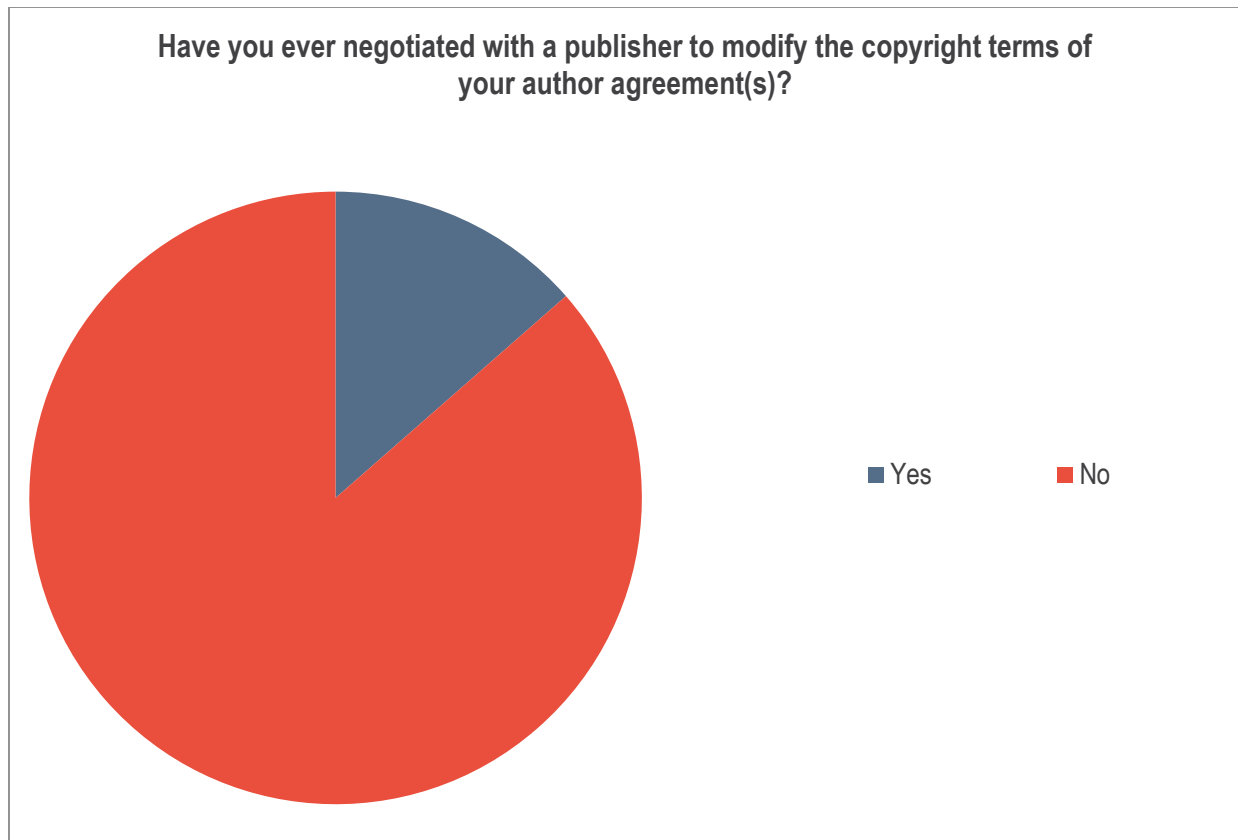
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	21	13.55%
No	134	86.45%
	155	100.00%



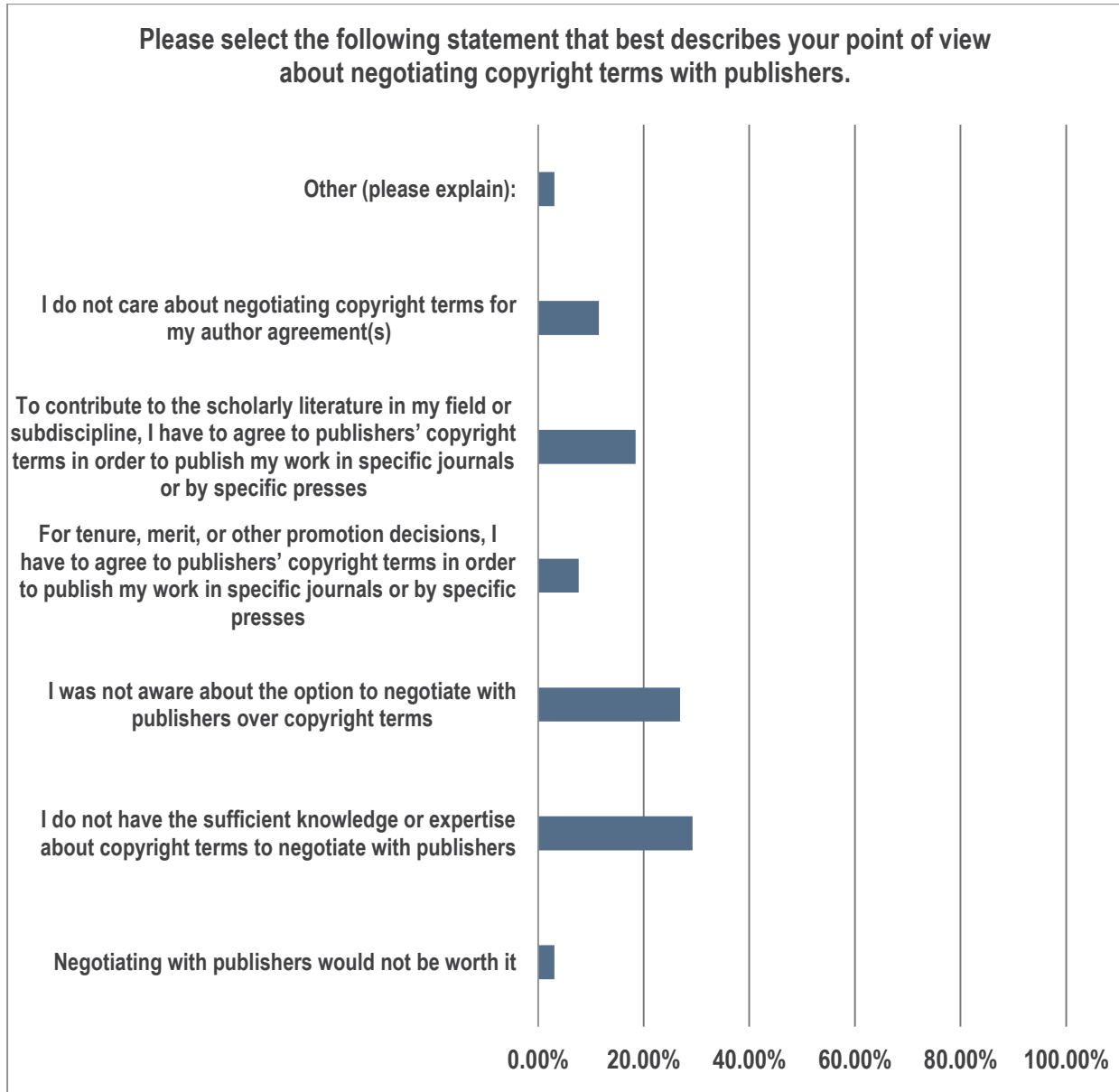
SC5 [Contingent on respondent selecting “no” in SC4]

Please select the following statement 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	4	3.08%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	38	29.23%
I was not aware about the option to negotiate with publishers over copyright terms	35	26.92%
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	10	7.69%
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	24	18.46%
I do not care about negotiating copyright terms for my author agreement(s)	15	11.54%
Other (please explain):	4	3.08%
	130	100.00%

SC5 [Contingent on respondent selecting “no” in SC4]

Please select the following statement 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:



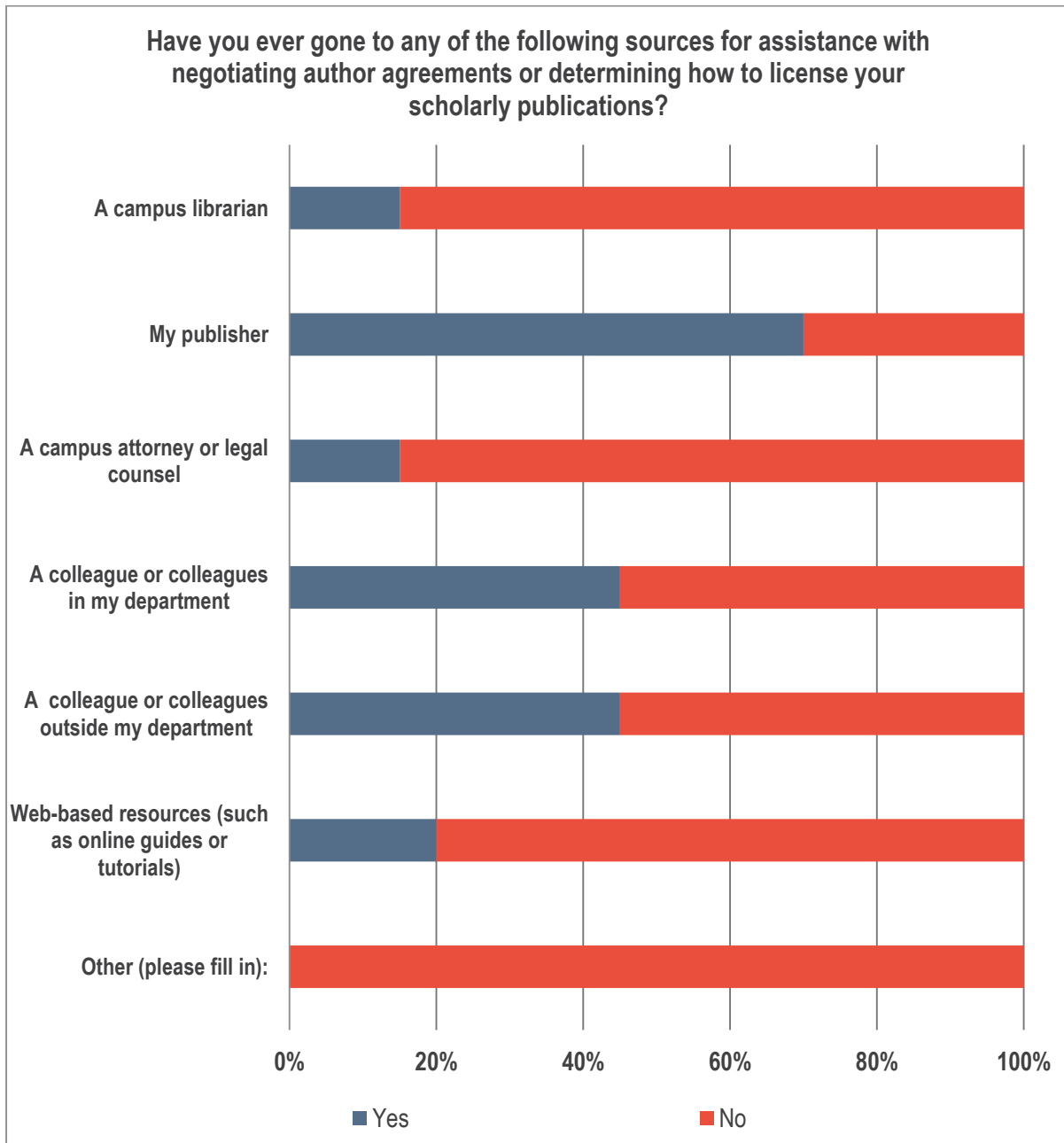
SC6 [Contingent on respondent selecting “yes” in SC4]

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	15.00%	85.00%	20
My publisher	70.00%	30.00%	20
A campus attorney or legal counsel	15.00%	85.00%	20
A colleague or colleagues in my department	45.00%	55.00%	20
A colleague or colleagues outside my department	45.00%	55.00%	20
Web-based resources (such as online guides or tutorials)	20.00%	80.00%	20
Other (please fill in):		100.00%	4

SC6 [Contingent on respondent selecting “yes” in SC4]

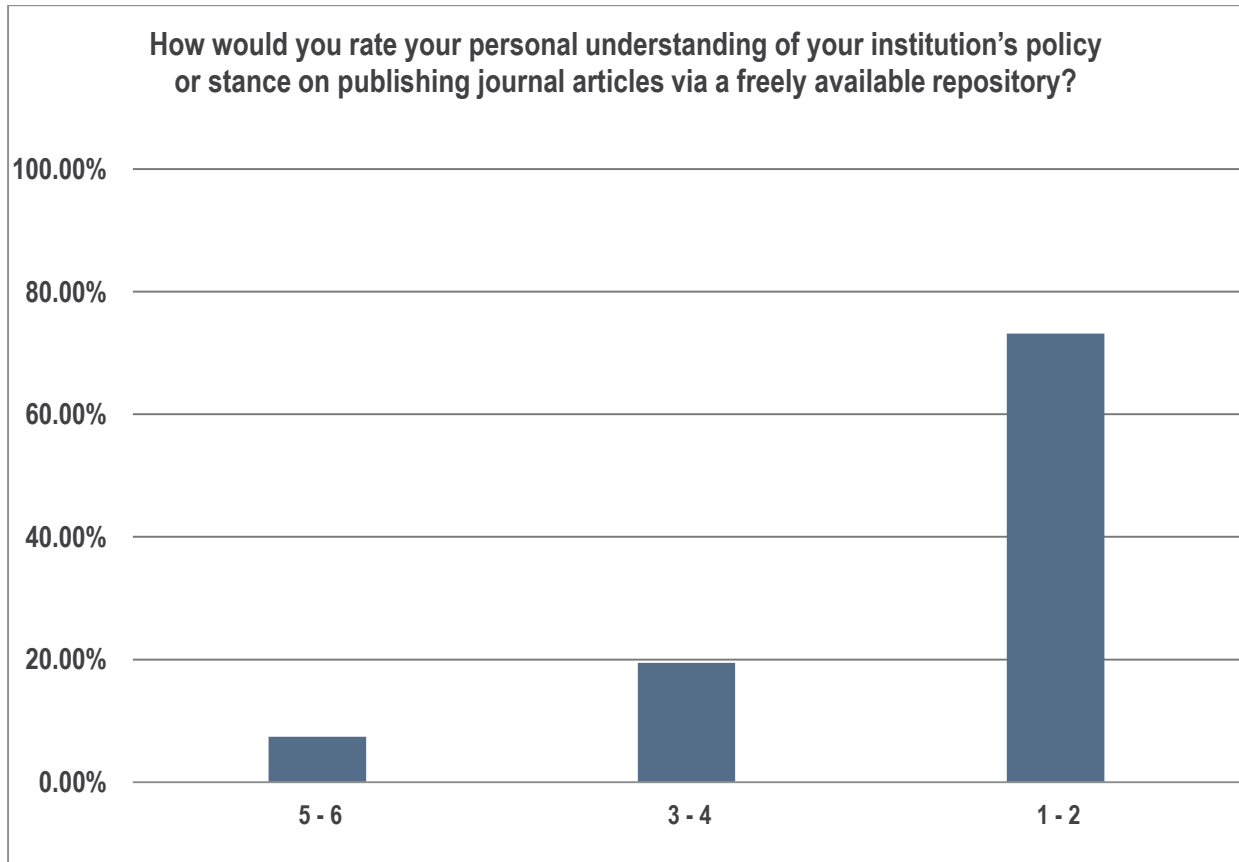
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?



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 scales 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	11	7.38%
3 - 4	29	19.46%
1 - 2	109	73.15%
	149	100.00%



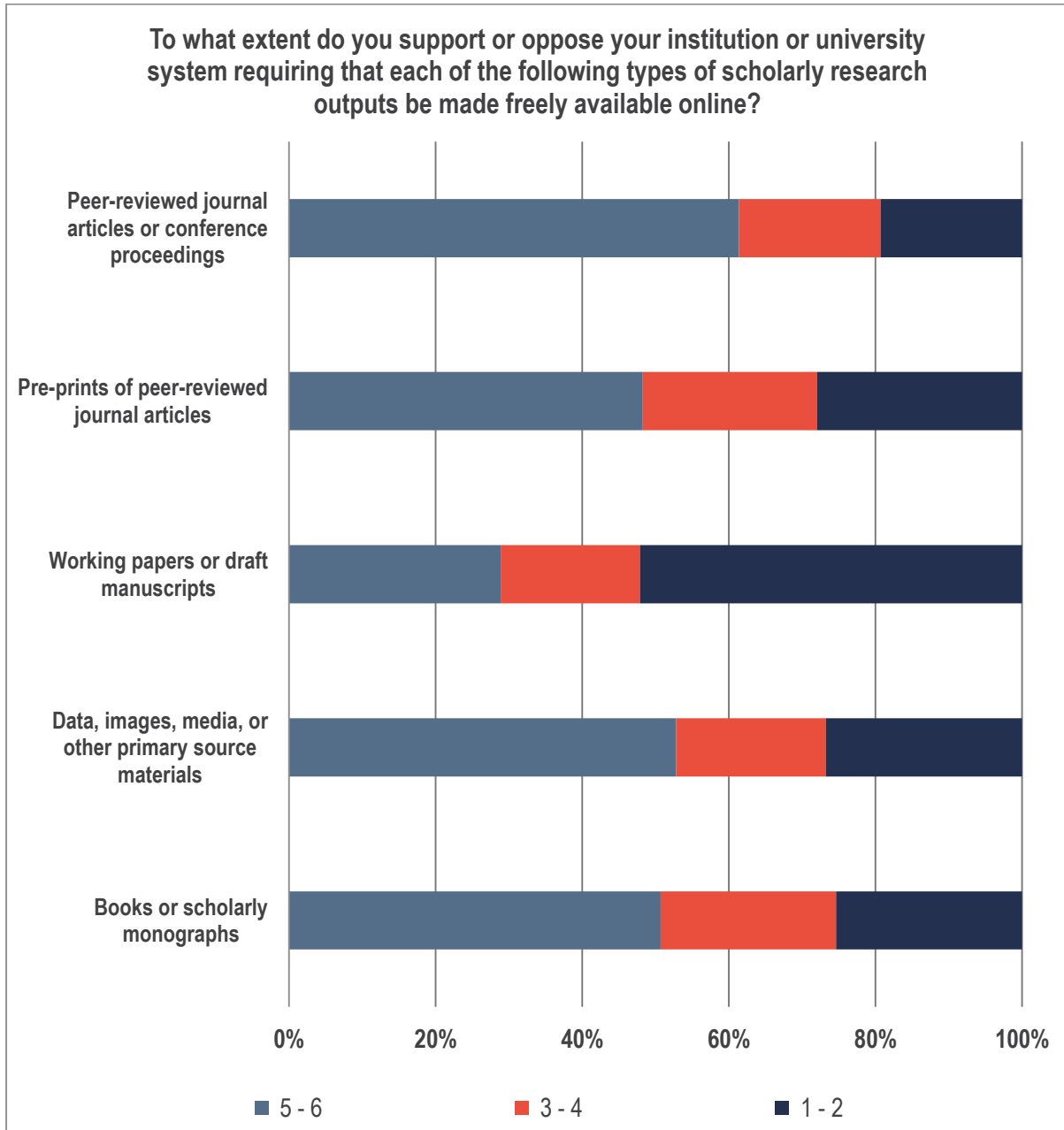
SC8

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 scales 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	61.38%	19.31%	19.31%	145
Pre-prints of peer-reviewed journal articles	48.25%	23.78%	27.97%	143
Working papers or draft manuscripts	28.87%	19.01%	52.11%	142
Data, images, media, or other primary source materials	52.82%	20.42%	26.76%	142
Books or scholarly monographs	50.70%	23.94%	25.35%	142

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 scales below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."



Undergraduate Instruction

UI1 [Contingent on respondent teaching a lower division undergraduate course]

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.

UI2 [Contingent on respondent teaching a lower division undergraduate course]

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.

UI3 [Contingent on respondent teaching a lower division undergraduate course]

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.

UI4 [Contingent on respondent teaching a lower division undergraduate course]

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.

UI5 [Contingent on respondent teaching an undergraduate and/or graduate course]

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?

UI6 [Contingent on respondent teaching a lower division undergraduate course]

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.

UI7 [Contingent on respondent teaching an upper division undergraduate course]

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.

UI8 [Contingent on respondent teaching an upper division undergraduate course]

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.

UI9 [Contingent on respondent teaching an upper division undergraduate course]

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.

UI10 [Contingent on respondent teaching an upper division undergraduate course]

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.

UI11 [Contingent on respondent teaching an upper division undergraduate course]

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.

UI12 [Contingent on respondent teaching an undergraduate and/or graduate course]

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.

UI13 [Contingent on respondent teaching an undergraduate and/or graduate course]

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.

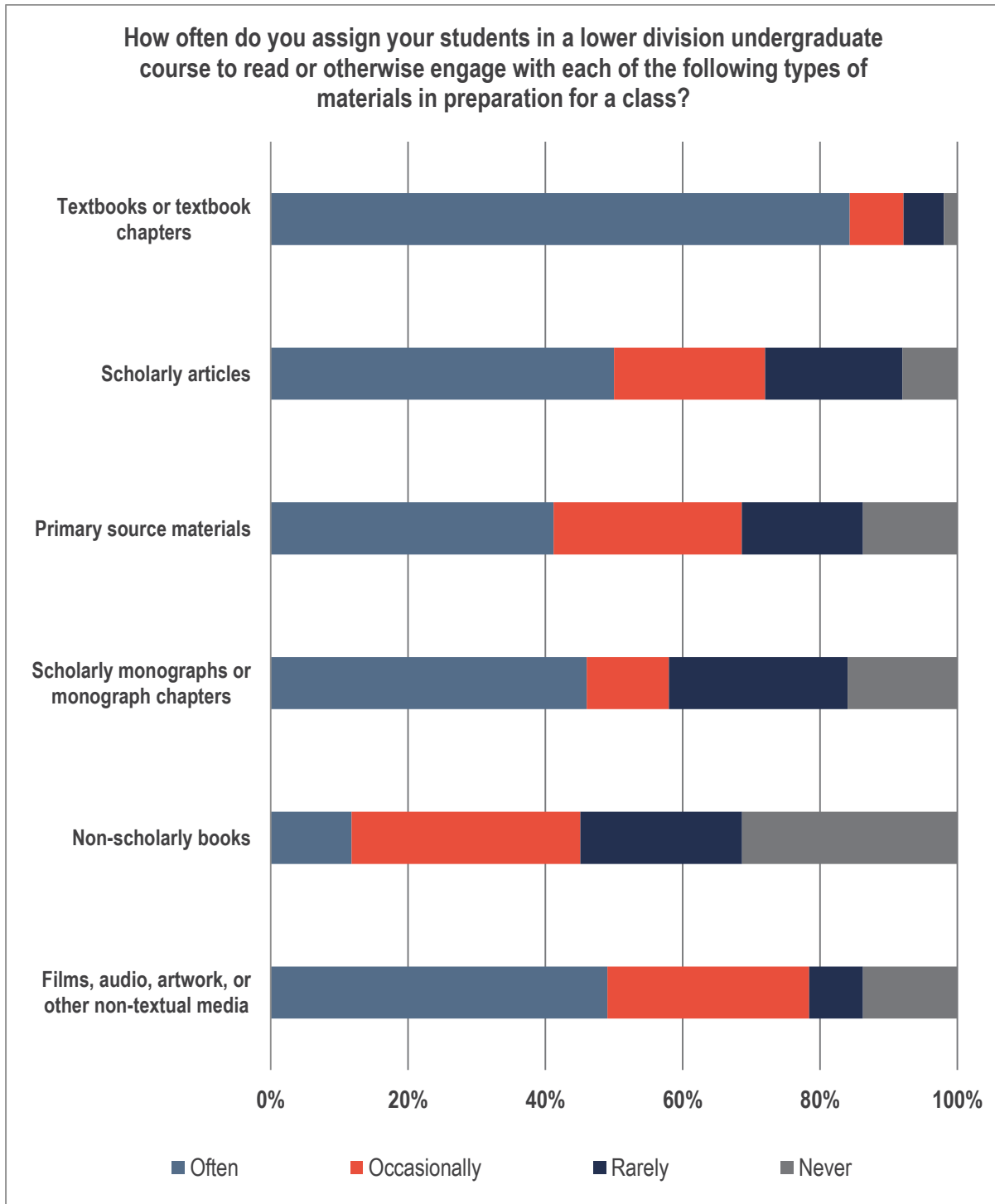
UI1 [Contingent on respondent teaching a lower division undergraduate course]

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

	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	84.31%	7.84%	5.88%	1.96%	51
Scholarly articles	50.00%	22.00%	20.00%	8.00%	50
Primary source materials	41.18%	27.45%	17.65%	13.73%	51
Scholarly monographs or monograph chapters	46.00%	12.00%	26.00%	16.00%	50
Non-scholarly books	11.76%	33.33%	23.53%	31.37%	51
Films, audio, artwork, or other non-textual media	49.02%	29.41%	7.84%	13.73%	51

UI1 [Contingent on respondent teaching a lower division undergraduate course]

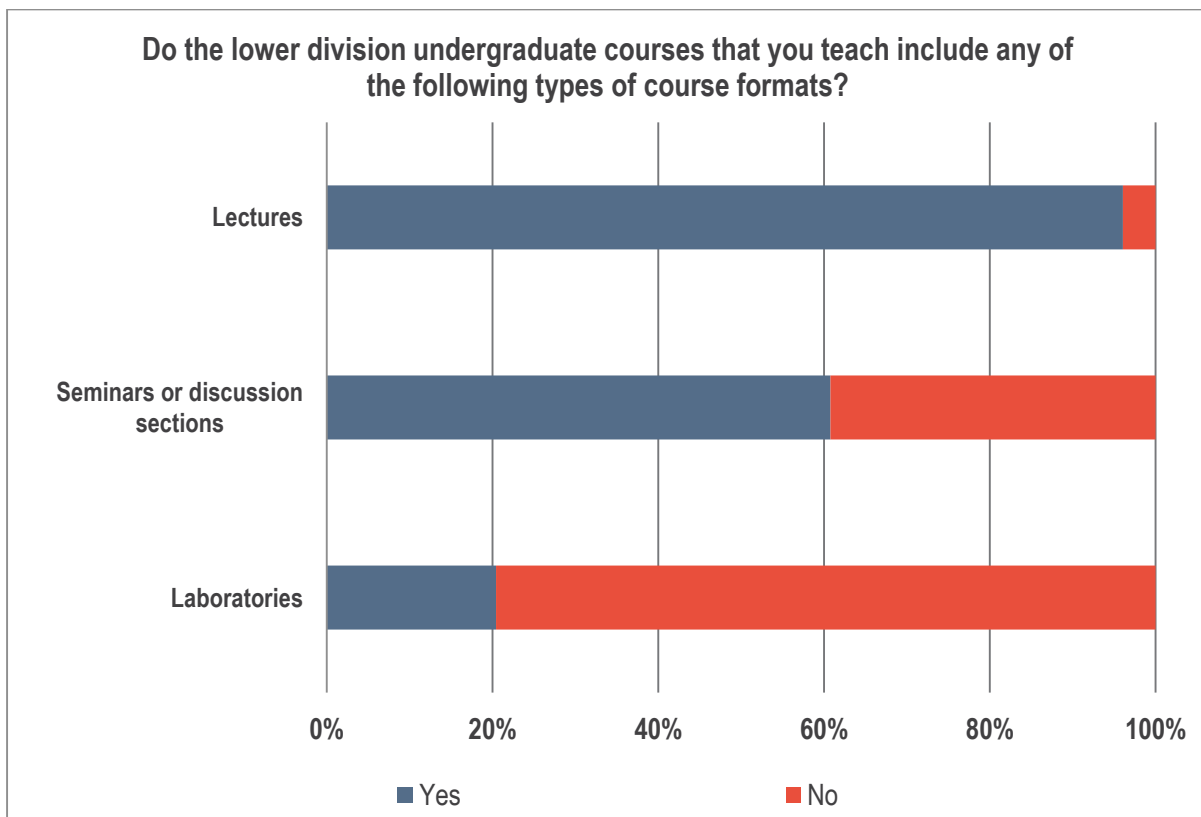
How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.



UI2 [Contingent on respondent teaching a lower division undergraduate course]

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	96.08%	3.92%	51
Seminars or discussion sections	60.78%	39.22%	51
Laboratories	20.41%	79.59%	49



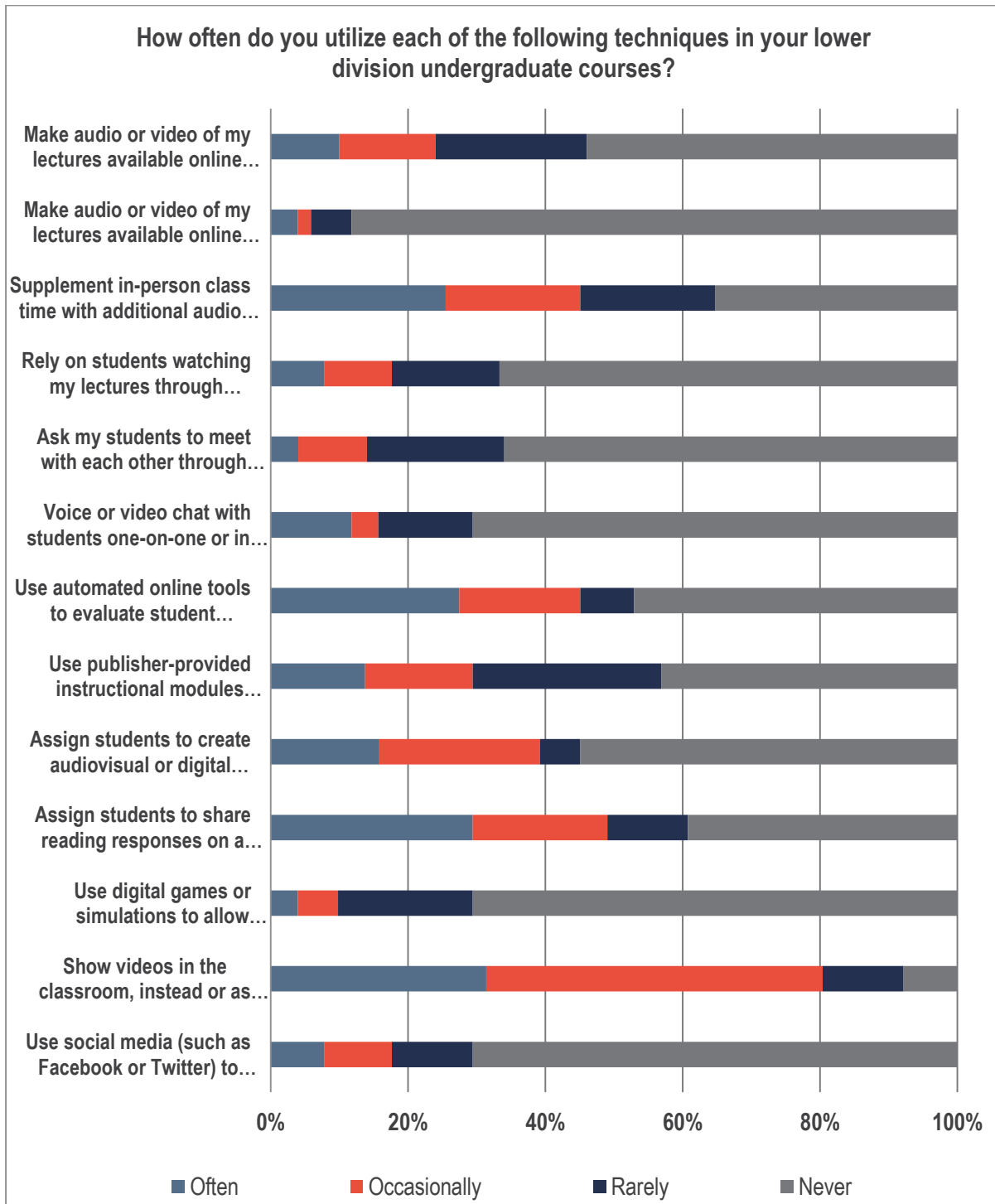
UI3 [Contingent on respondent teaching a lower division undergraduate course]

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	10.00%	14.00%	22.00%	54.00%	50
Make audio or video of my lectures available online for the general public to access	3.92%	1.96%	5.88%	88.24%	51
Supplement in-person class time with additional audio or video modules	25.49%	19.61%	19.61%	35.29%	51
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	7.84%	9.80%	15.69%	66.67%	51
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	4.00%	10.00%	20.00%	66.00%	50
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	11.76%	3.92%	13.73%	70.59%	51
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	27.45%	17.65%	7.84%	47.06%	51
Use publisher-provided instructional modules that accompany a textbook to assist students	13.73%	15.69%	27.45%	43.14%	51
Assign students to create audiovisual or digital media projects	15.69%	23.53%	5.88%	54.90%	51
Assign students to share reading responses on a course discussion board or a blog	29.41%	19.61%	11.76%	39.22%	51
Use digital games or simulations to allow students to explore concepts	3.92%	5.88%	19.61%	70.59%	51
Show videos in the classroom, instead or as one component of a lecture or discussion	31.37%	49.02%	11.76%	7.84%	51
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	7.84%	9.80%	11.76%	70.59%	51

UI3 [Contingent on respondent teaching a lower division undergraduate course]

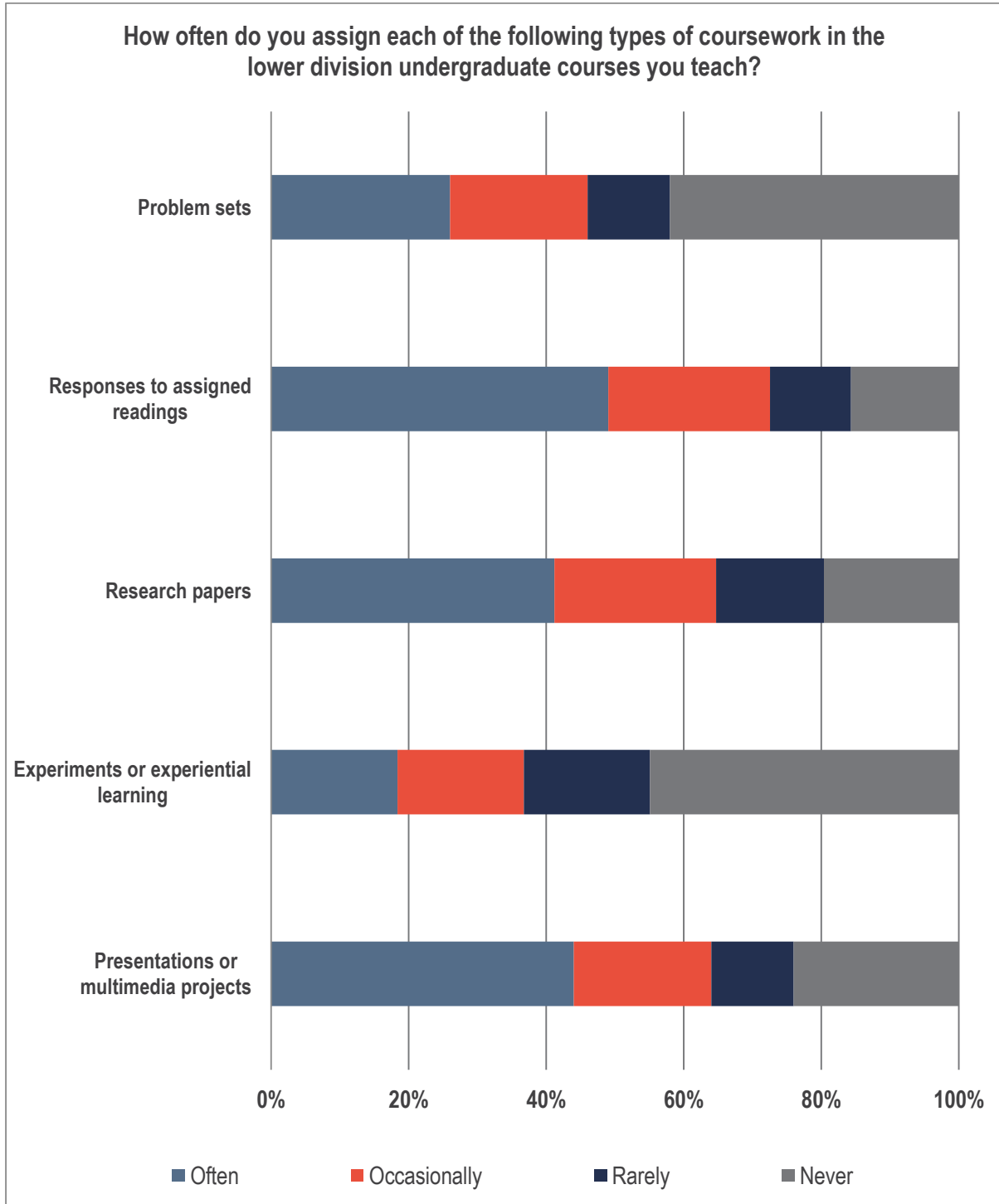
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



UI4 [Contingent on respondent teaching a lower division undergraduate course]
 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	26.00%	20.00%	12.00%	42.00%	50
Responses to assigned readings	49.02%	23.53%	11.76%	15.69%	51
Research papers	41.18%	23.53%	15.69%	19.61%	51
Experiments or experiential learning	18.37%	18.37%	18.37%	44.90%	49
Presentations or multimedia projects	44.00%	20.00%	12.00%	24.00%	50

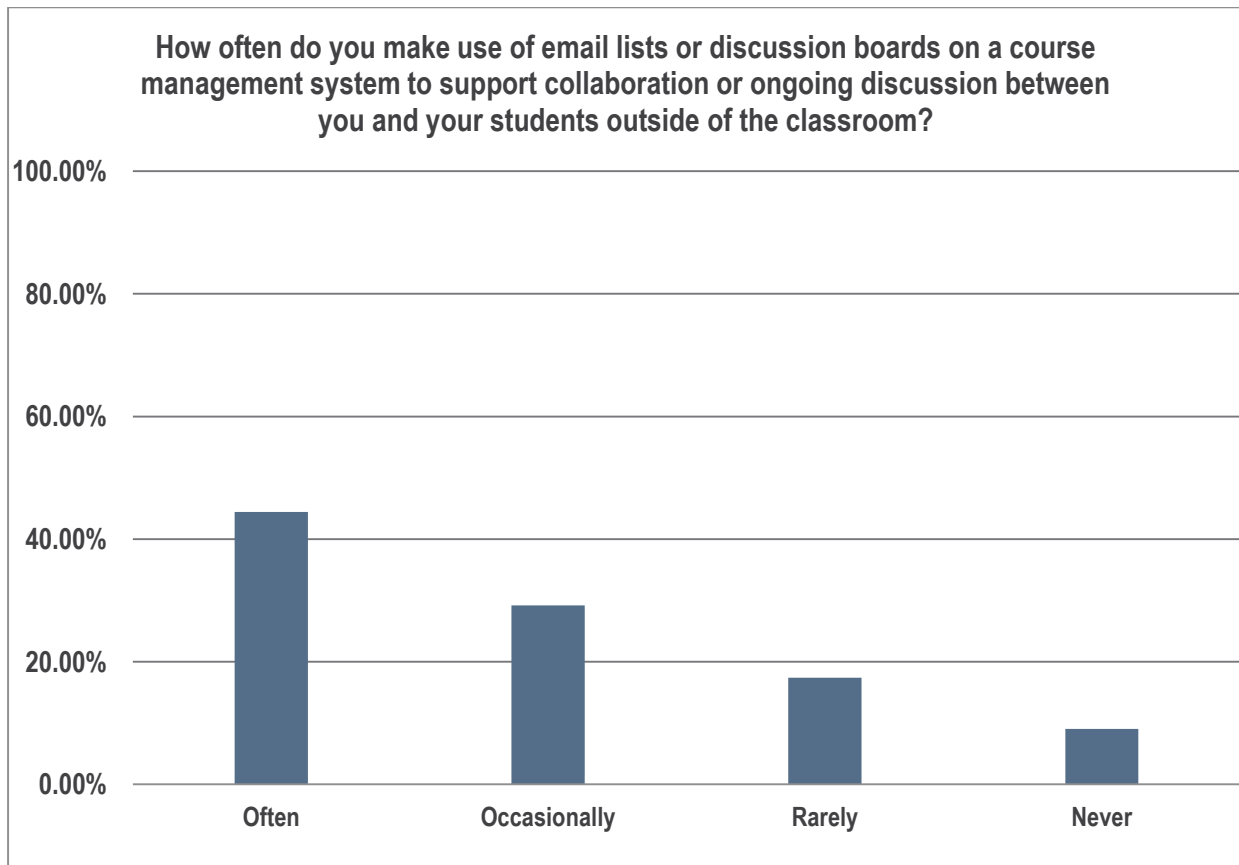
UI4 [Contingent on respondent teaching a lower division undergraduate course]
 How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.



UI5 [Contingent on respondent teaching an undergraduate and/or graduate course]

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?

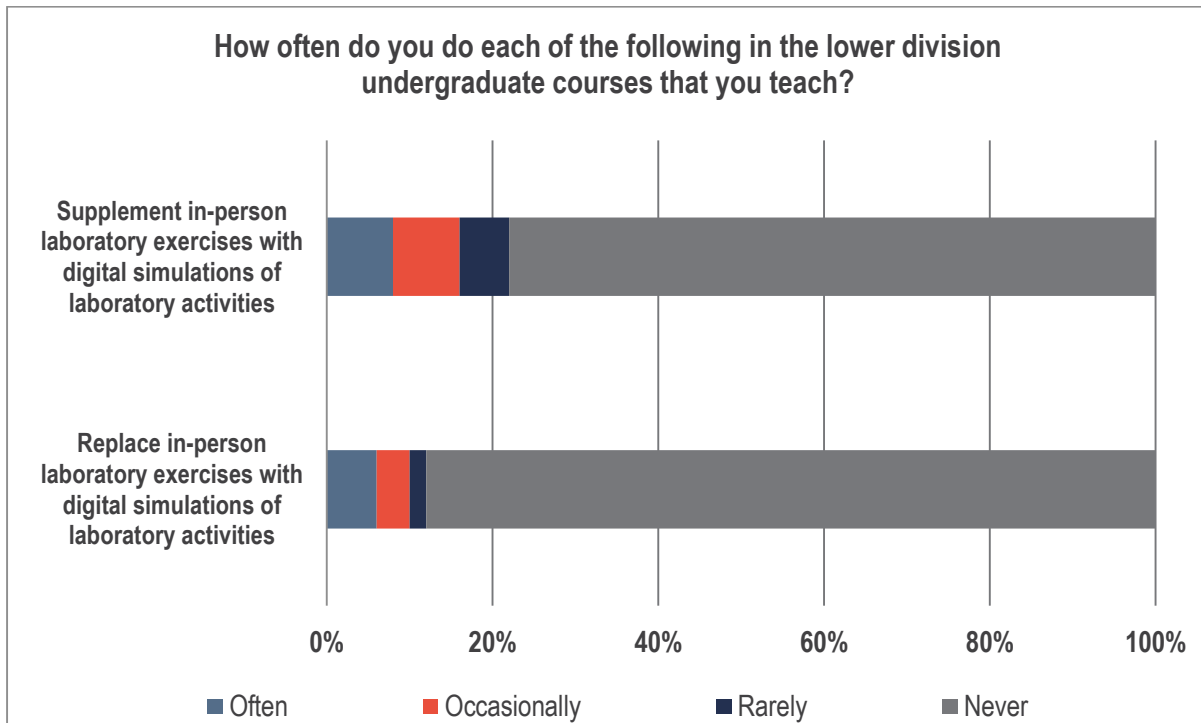
	Response	Percent
Often	64	44.44%
Occasionally	42	29.17%
Rarely	25	17.36%
Never	13	9.03%
	144	100.00%



UI6 [Contingent on respondent teaching a lower division undergraduate course]

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.

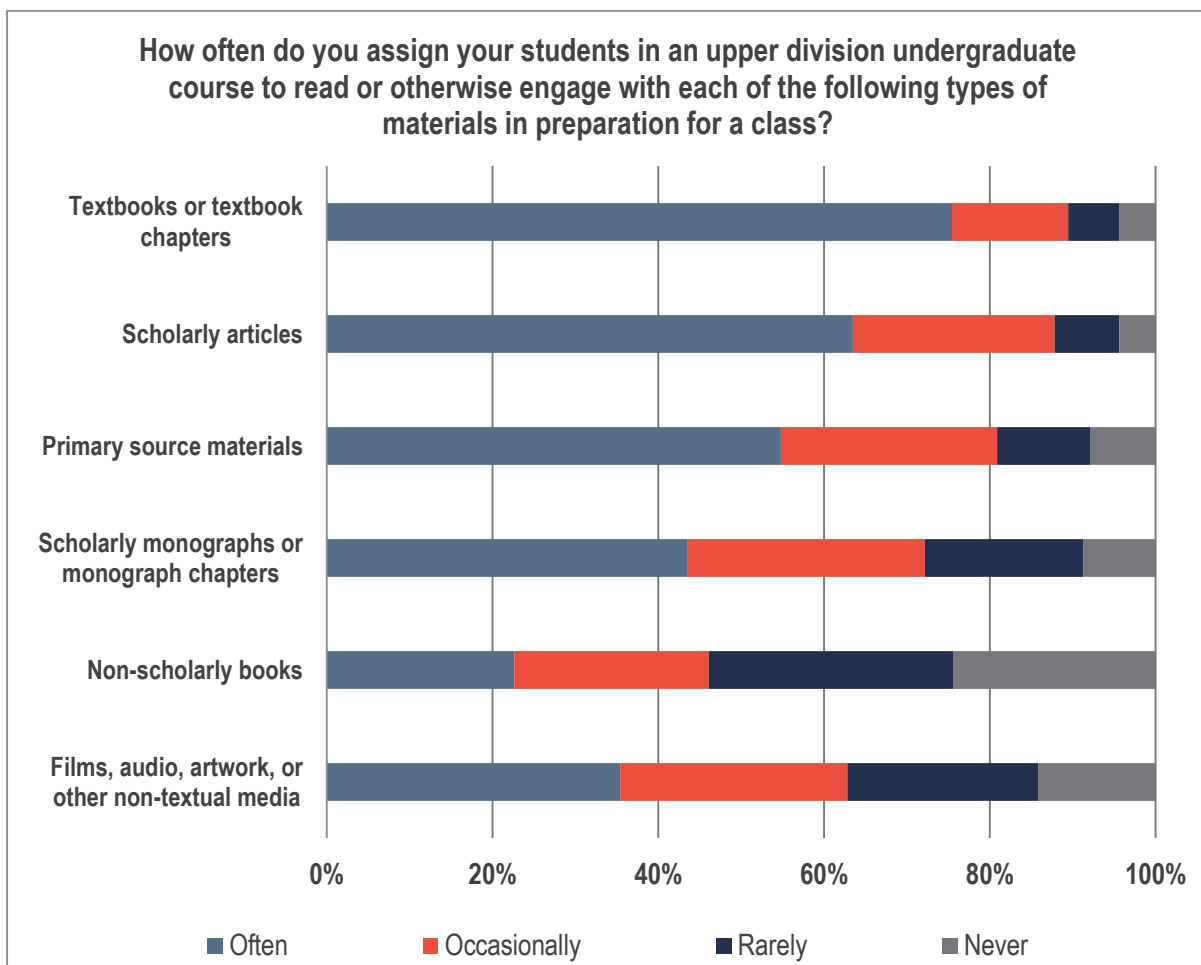
	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	8.00%	8.00%	6.00%	78.00%	50
Replace in-person laboratory exercises with digital simulations of laboratory activities	6.00%	4.00%	2.00%	88.00%	50



UI7 [Contingent on respondent teaching an upper division undergraduate course]

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.

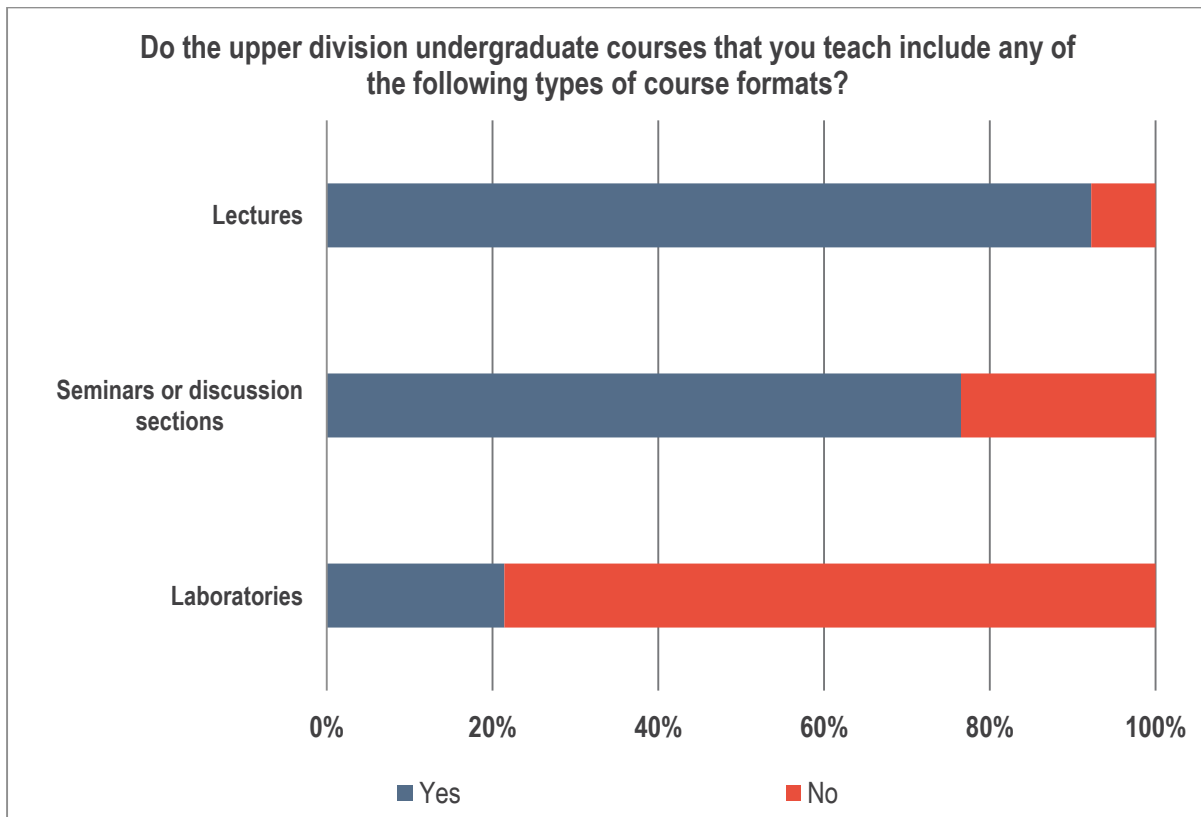
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	75.44%	14.04%	6.14%	4.39%	114
Scholarly articles	63.48%	24.35%	7.83%	4.35%	115
Primary source materials	54.78%	26.09%	11.30%	7.83%	115
Scholarly monographs or monograph chapters	43.48%	28.70%	19.13%	8.70%	115
Non-scholarly books	22.61%	23.48%	29.57%	24.35%	115
Films, audio, artwork, or other non-textual media	35.40%	27.43%	23.01%	14.16%	113



UI8 [Contingent on respondent teaching an upper division undergraduate course]

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	92.24%	7.76%	116
Seminars or discussion sections	76.52%	23.48%	115
Laboratories	21.43%	78.57%	112



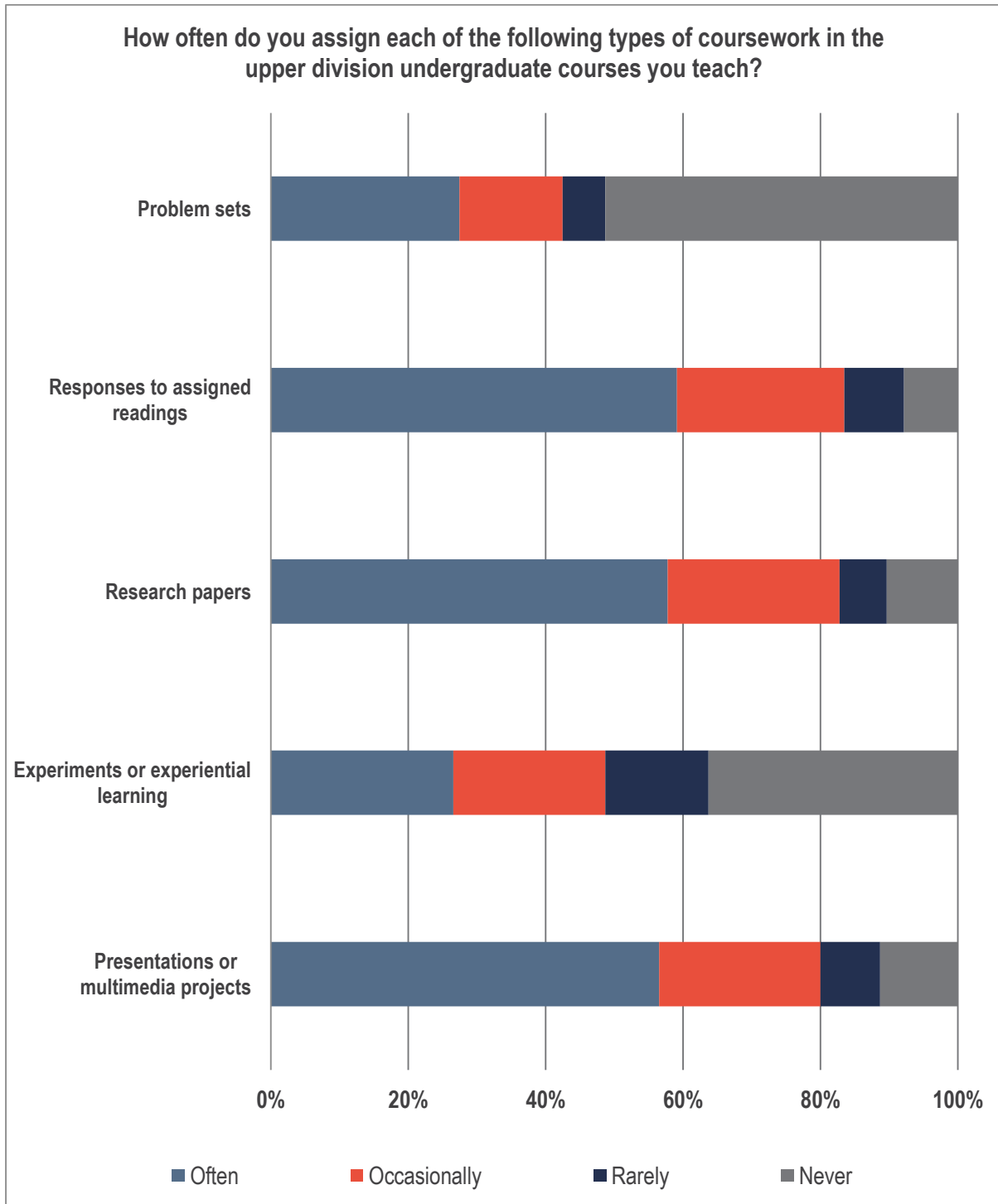
UI9 [Contingent on respondent teaching an upper division undergraduate course]

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	27.43%	15.04%	6.19%	51.33%	113
Responses to assigned readings	59.13%	24.35%	8.70%	7.83%	115
Research papers	57.76%	25.00%	6.90%	10.34%	116
Experiments or experiential learning	26.55%	22.12%	15.04%	36.28%	113
Presentations or multimedia projects	56.52%	23.48%	8.70%	11.30%	115

UI9 [Contingent on respondent teaching an upper division undergraduate course]

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.



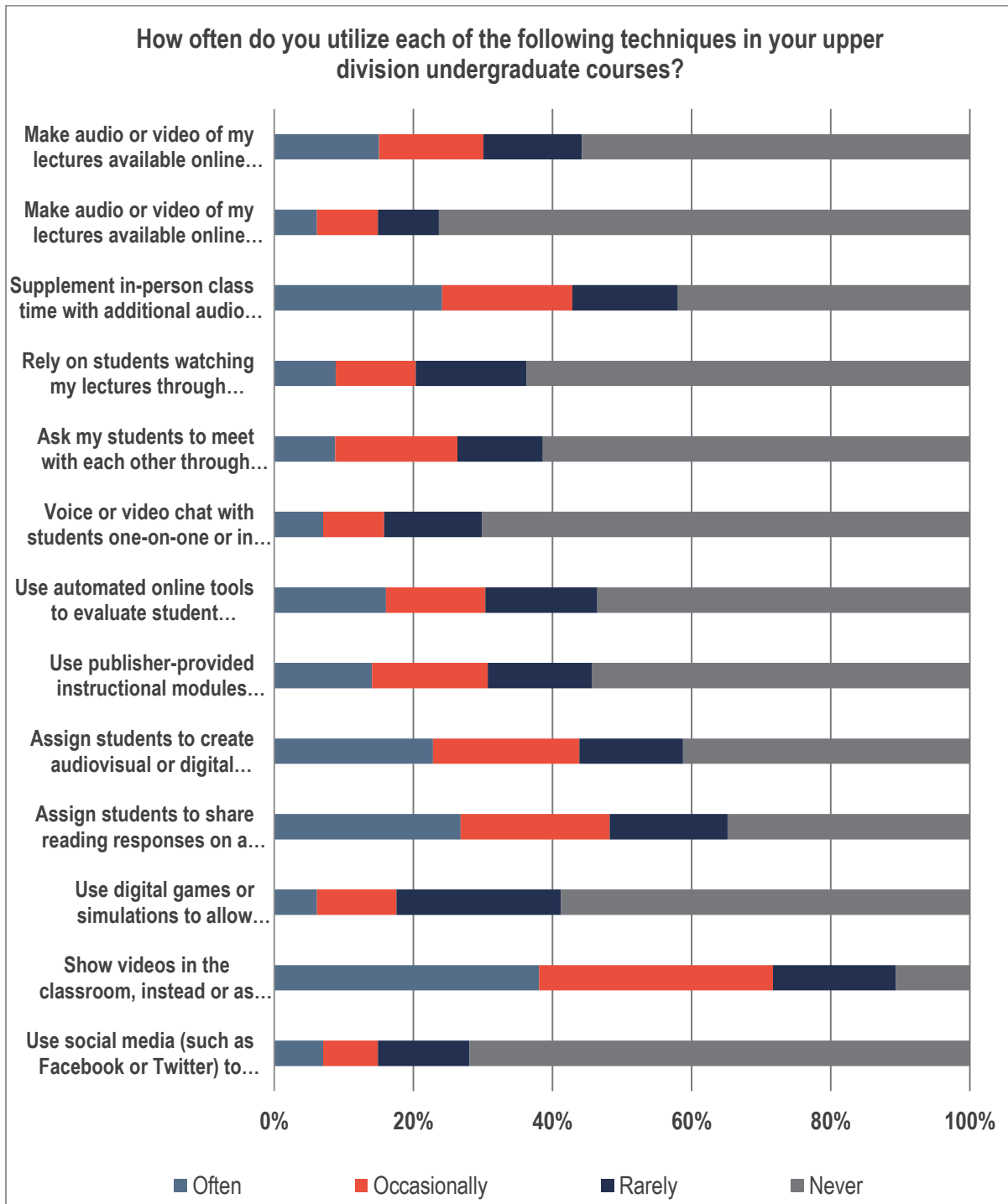
UI10 [Contingent on respondent teaching an upper division undergraduate course]

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	15.04%	15.04%	14.16%	55.75%	113
Make audio or video of my lectures available online for the general public to access	6.14%	8.77%	8.77%	76.32%	114
Supplement in-person class time with additional audio or video modules	24.11%	18.75%	15.18%	41.96%	112
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	8.85%	11.50%	15.93%	63.72%	113
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	8.77%	17.54%	12.28%	61.40%	114
Voice or video chat with students one-on-one or in small groups for “virtual office hours”	7.02%	8.77%	14.04%	70.18%	114
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	16.07%	14.29%	16.07%	53.57%	112
Use publisher-provided instructional modules that accompany a textbook to assist students	14.04%	16.67%	14.91%	54.39%	114
Assign students to create audiovisual or digital media projects	22.81%	21.05%	14.91%	41.23%	114
Assign students to share reading responses on a course discussion board or a blog	26.79%	21.43%	16.96%	34.82%	112
Use digital games or simulations to allow students to explore concepts	6.14%	11.40%	23.68%	58.77%	114
Show videos in the classroom, instead or as one component of a lecture or discussion	38.05%	33.63%	17.70%	10.62%	113
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	7.02%	7.89%	13.16%	71.93%	114

UI10 [Contingent on respondent teaching an upper division undergraduate course]

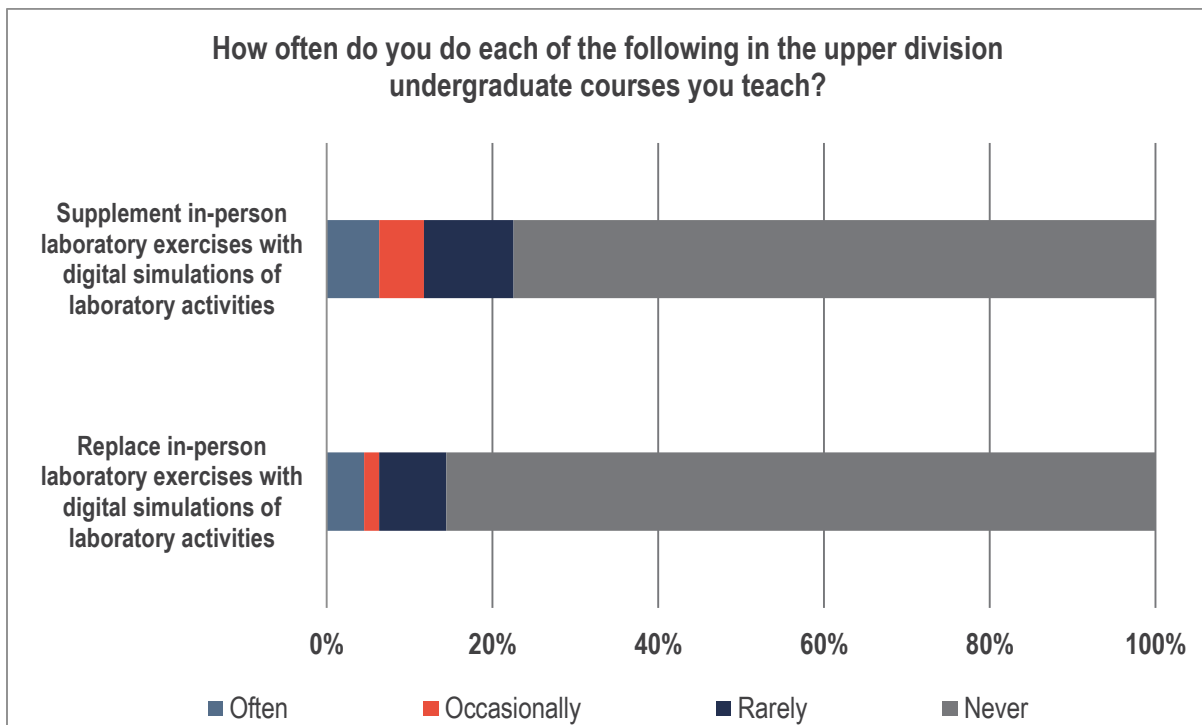
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



UI11 [Contingent on respondent teaching an upper division undergraduate course]

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	6.31%	5.41%	10.81%	77.48%	111
Replace in-person laboratory exercises with digital simulations of laboratory activities	4.50%	1.80%	8.11%	85.59%	111



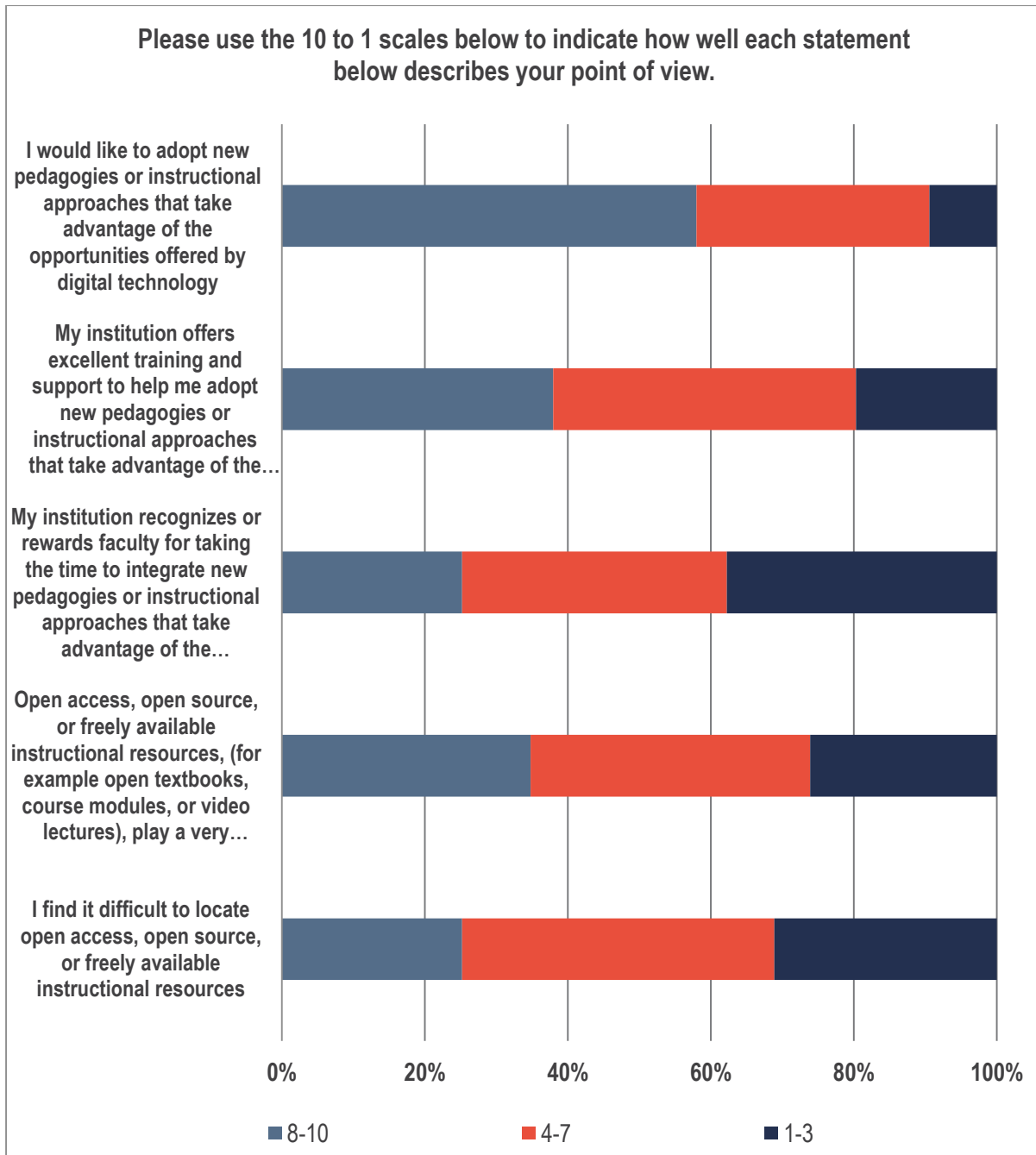
UI12 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	57.97%	32.61%	9.42%	138
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	37.96%	42.34%	19.71%	137
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	25.19%	37.04%	37.78%	135
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	34.78%	39.13%	26.09%	138
I find it difficult to locate open access, open source, or freely available instructional resources	25.19%	43.70%	31.11%	135

UI12 [Contingent on respondent teaching an undergraduate and/or graduate course]

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.



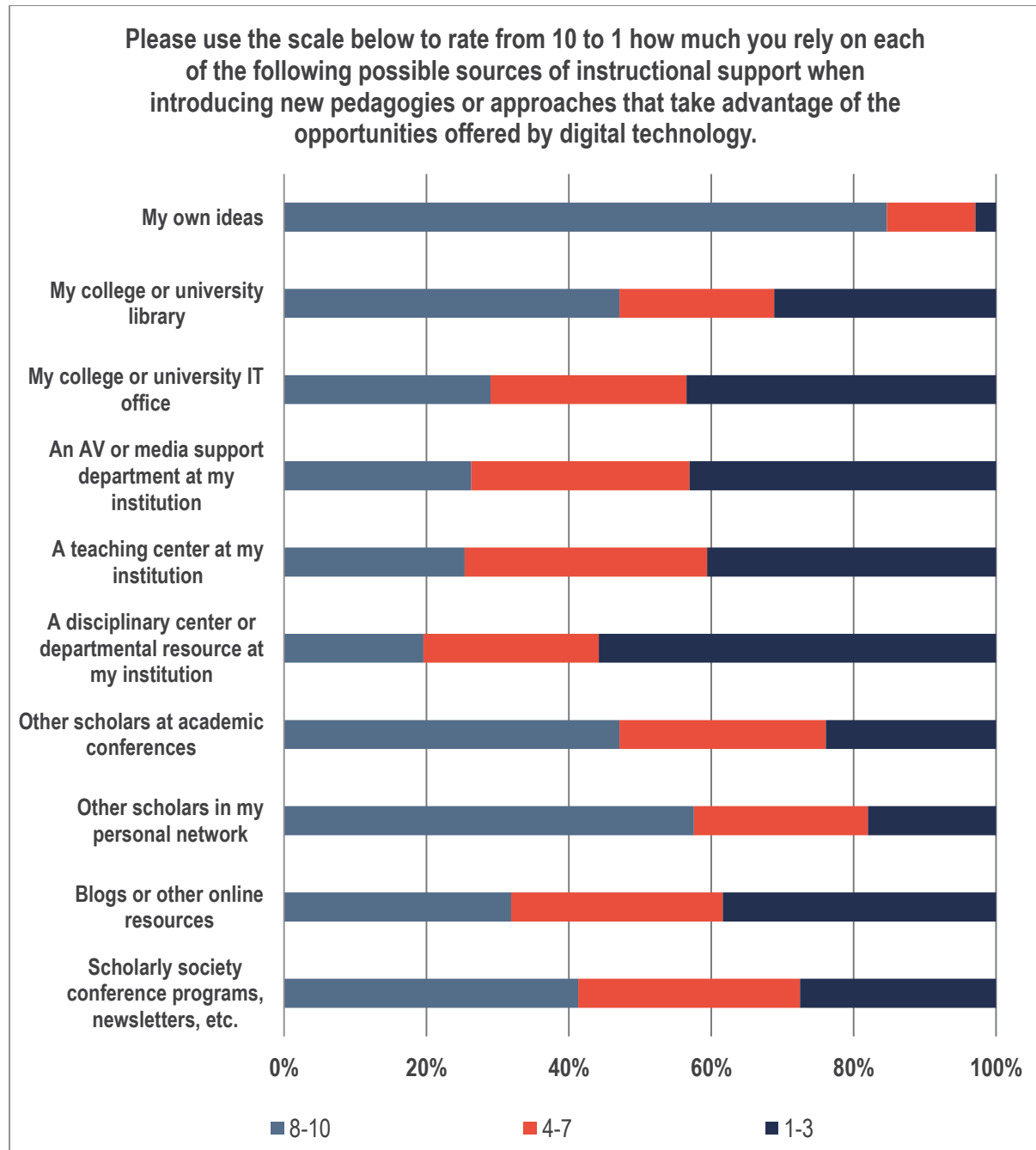
UI13 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	84.67%	12.41%	2.92%	137
My college or university library	47.10%	21.74%	31.16%	138
My college or university IT office	28.99%	27.54%	43.48%	138
An AV or media support department at my institution	26.28%	30.66%	43.07%	137
A teaching center at my institution	25.36%	34.06%	40.58%	138
A disciplinary center or departmental resource at my institution	19.57%	24.64%	55.80%	138
Other scholars at academic conferences	47.10%	28.99%	23.91%	138
Other scholars in my personal network	57.55%	24.46%	17.99%	139
Blogs or other online resources	31.88%	29.71%	38.41%	138
Scholarly society conference programs, newsletters, etc.	41.30%	31.16%	27.54%	138

UI13 [Contingent on respondent teaching an undergraduate and/or graduate course]

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.



Graduate Instruction

G11

In the past two years, have you advised or mentored one or more graduate students on an individual basis (i.e. beyond your teaching responsibilities related to graduate courses or seminars)?

G12

And, in the past two years, have you advised or mentored one or more doctoral students on an individual basis (i.e. as a dissertation chair or committee member)?

G13 [Contingent on G11 and G12]

How many graduate students are you currently advising or mentoring?

G14 [Contingent on G11 and G12]

At this institution, have you ever:

G15 [Contingent on G11 and G12]

And, how important do you think it is professionally for graduate students to do each of the following before graduating from your program? Please use the scale below to rate from 6 to 1, where 6 equals "Very important" and 1 equals "Not at all important."

G16 [Contingent on G11 and G12]

How often do you meet with your graduate student advisee(s) or mentee(s) to evaluate or supervise their progress?

G17 [Contingent on G11 and G12]

Have you ever directed your graduate student advisee(s) or mentee(s) to consult with a subject librarian or departmental library liaison?

G18 [Contingent on G17]

Please use the 6 to 1 scale below to indicate the extent to which graduate students' interaction with subject or departmental liaison librarians at your college or university library helps them with their research projects, where a 6 equals "Helps significantly" and a 1 equals "Does not help at all".

G19 [Contingent on G11 and G12]

In general, how would you rate the proficiency level of incoming graduate students to your department or program in each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Excellent" and 1 equals "Poor."

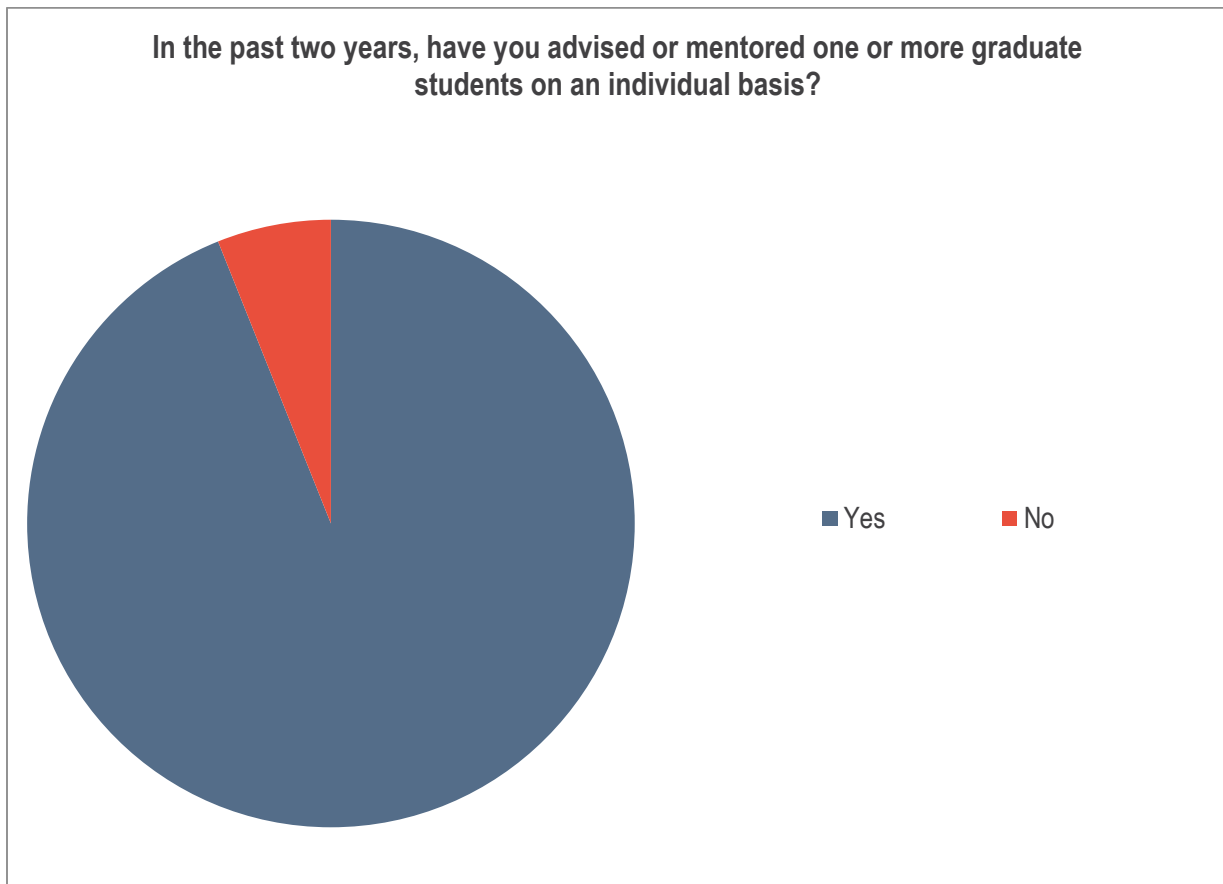
GI10 [Contingent on GI1 and GI2]

To what extent are you responsible for helping your graduate student advisee(s) or mentee(s) to develop each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Completely responsible" and 1 equals "Not at all responsible."

G11

In the past two years, have you advised or mentored one or more graduate students on an individual basis (i.e. beyond your teaching responsibilities related to graduate courses or seminars)?

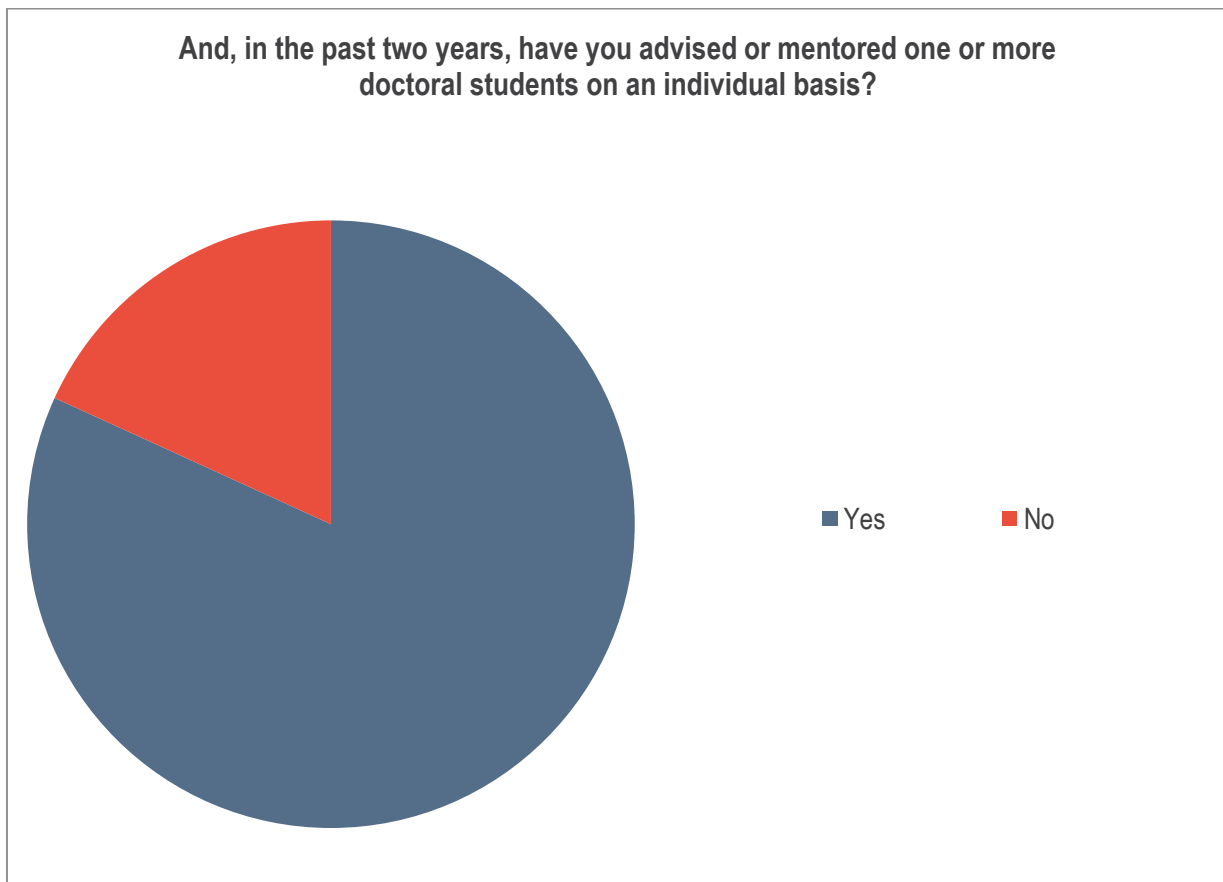
	Response	Percent
Yes	124	93.94%
No	8	6.06%
	132	100.00%



GI2

And, in the past two years, have you advised or mentored one or more doctoral students on an individual basis (i.e. as a dissertation chair or committee member)?

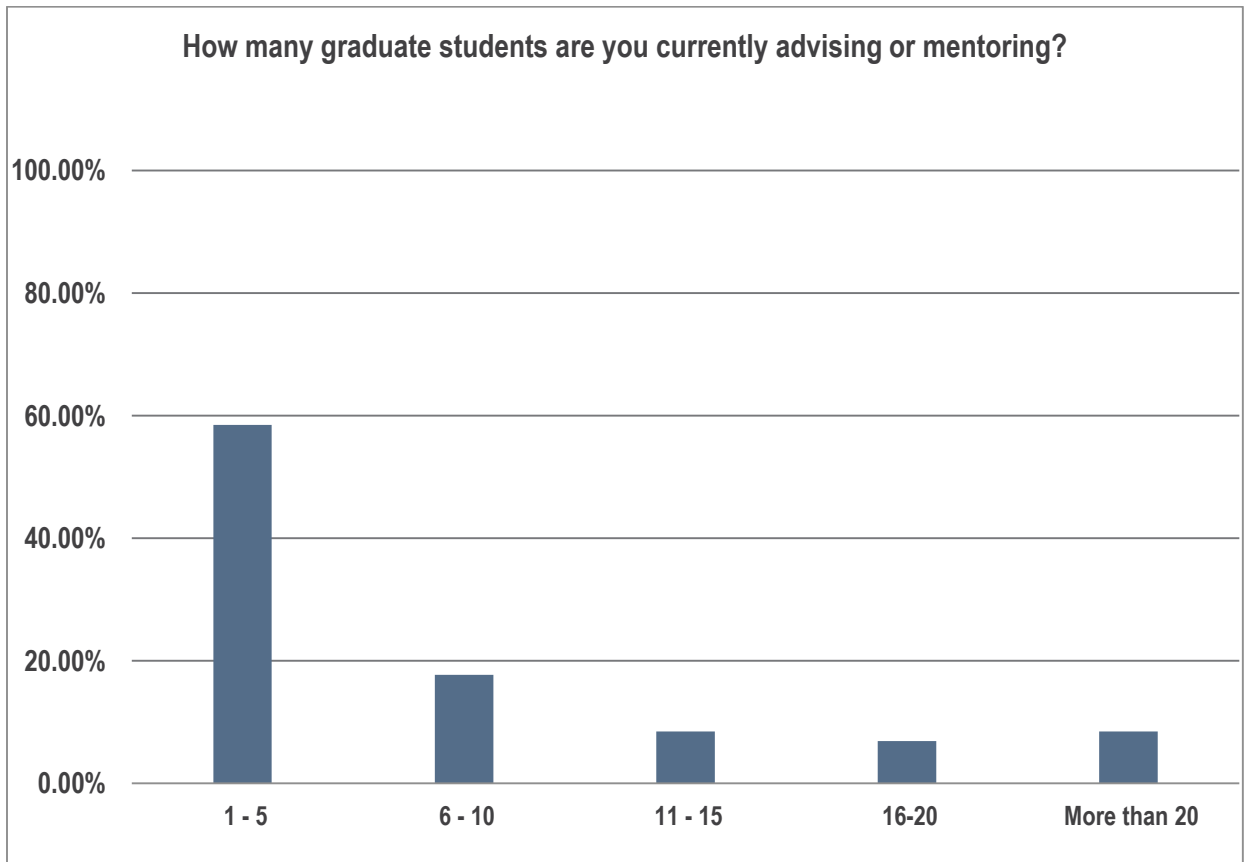
	Response	Percent
Yes	108	81.82%
No	24	18.18%
	132	100.00%



GI3 [Contingent on GI1 and GI2]

How many graduate students are you currently advising or mentoring?

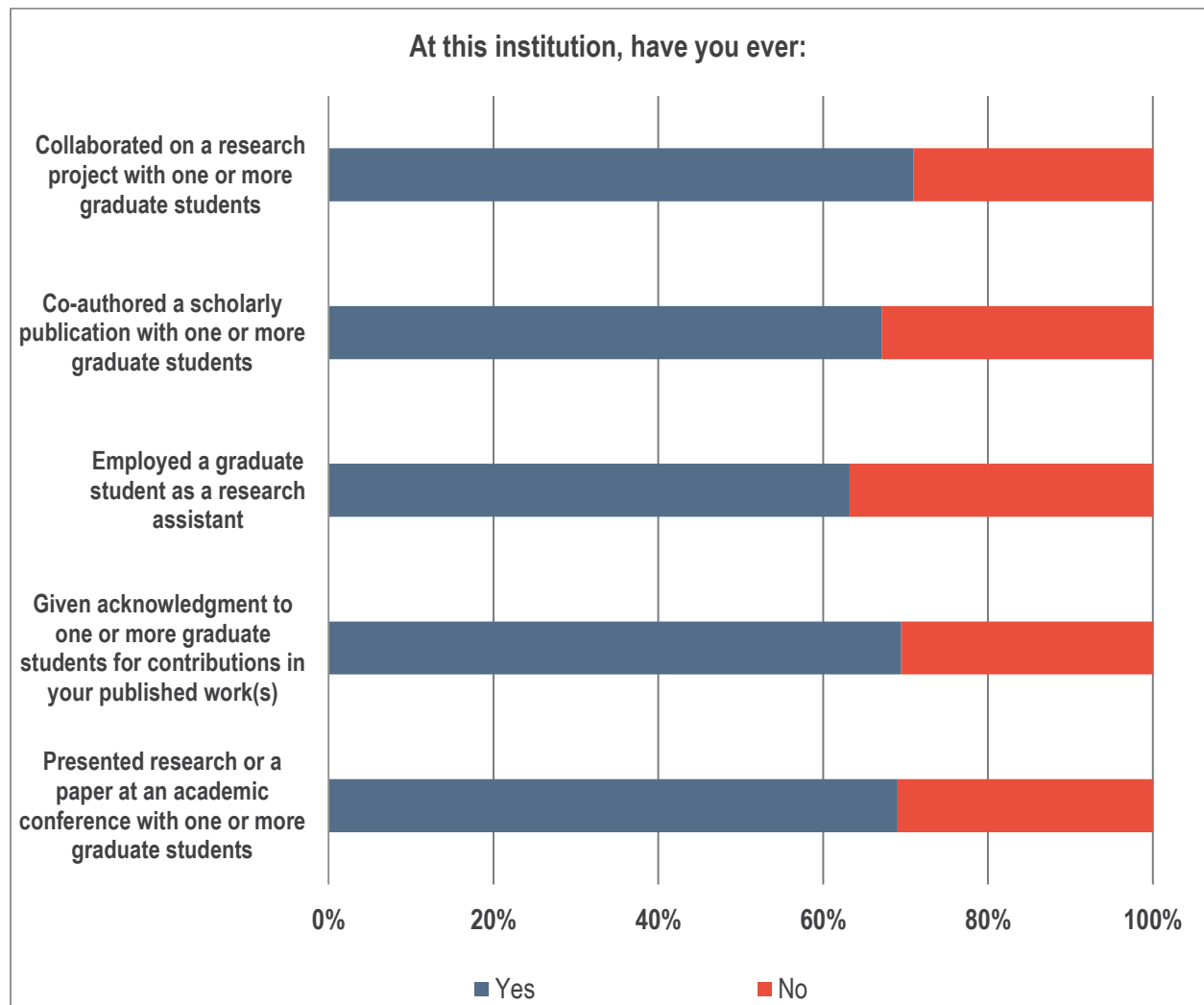
	Response	Percent
1 - 5	76	58.46%
6 - 10	23	17.69%
11 - 15	11	8.46%
16 - 20	9	6.92%
More than 20	11	8.46%
	130	100.00%



GI4 [Contingent on GI1 and GI2]

At this institution, have you ever:

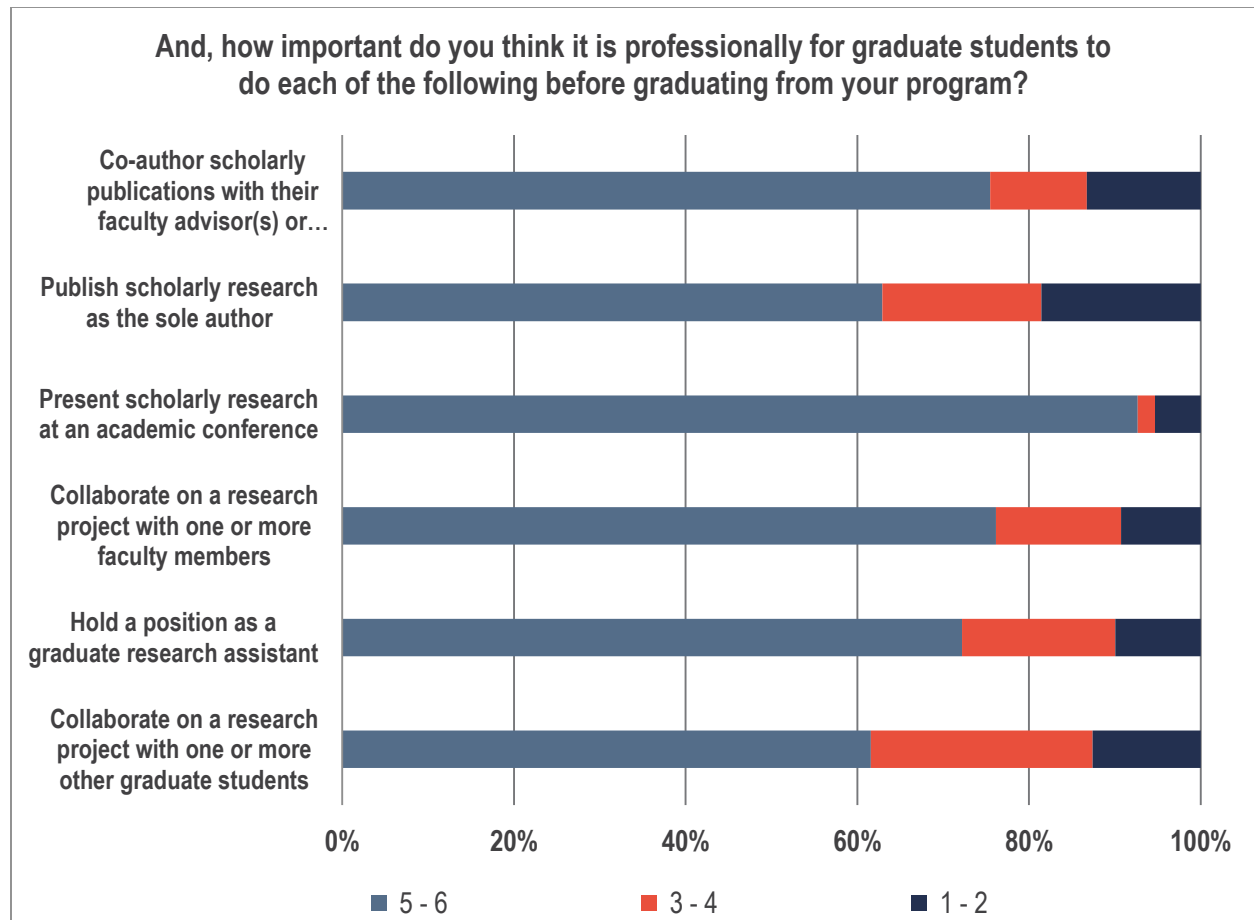
	Yes	No	Response
Collaborated on a research project with one or more graduate students	70.97%	29.03%	155
Co-authored a scholarly publication with one or more graduate students	67.10%	32.90%	155
Employed a graduate student as a research assistant	63.23%	36.77%	155
Given acknowledgment to one or more graduate students for contributions in your published work(s)	69.48%	30.52%	154
Presented research or a paper at an academic conference with one or more graduate students	69.03%	30.97%	155



GI5 [Contingent on GI1 and GI2]

And, how important do you think it is professionally for graduate students to do each of the following before graduating from your program? Please use the scale below to rate from 6 to 1, where 6 equals "Very important" and 1 equals "Not at all important."

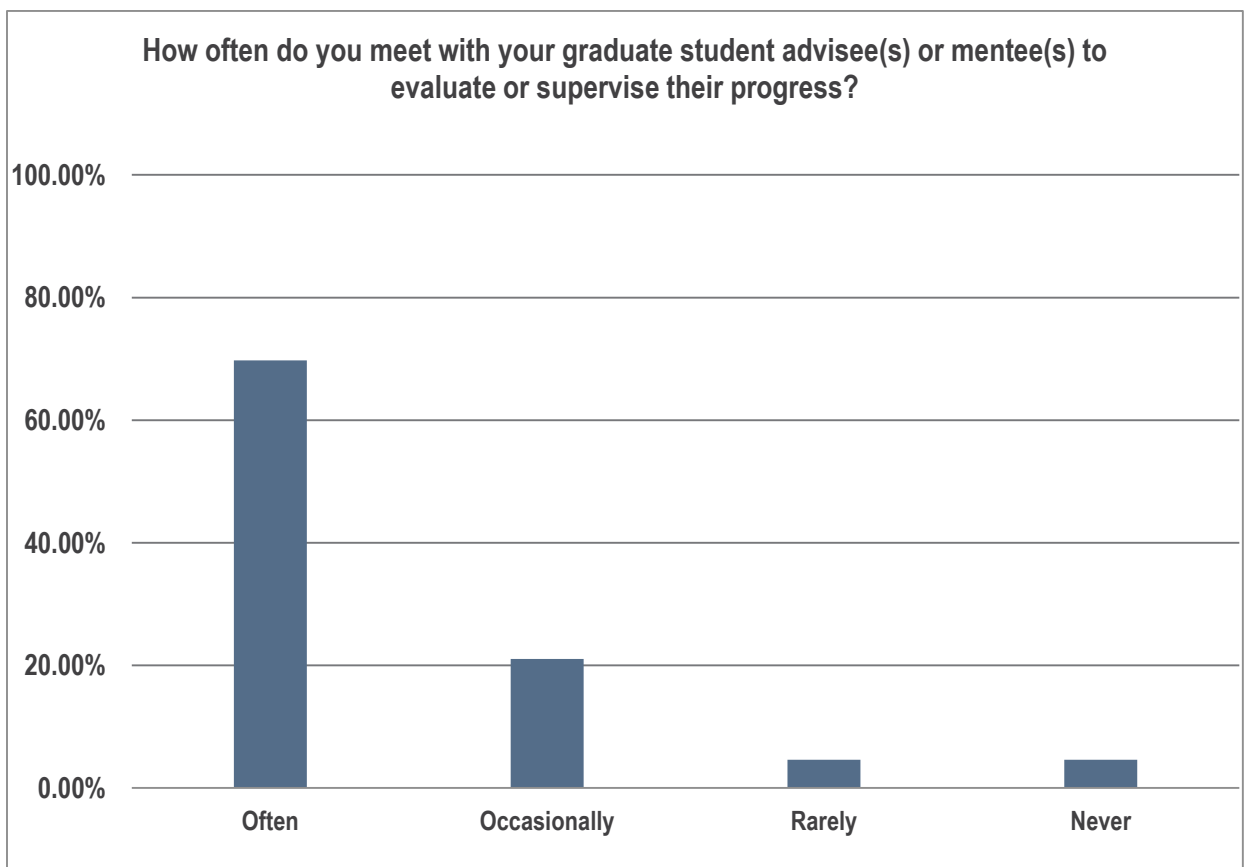
	5-6	3-4	1-2	Response
Co-author scholarly publications with their faculty advisor(s) or mentor(s)	75.50%	11.26%	13.25%	151
Publish scholarly research as the sole author	62.91%	18.54%	18.54%	151
Present scholarly research at an academic conference	92.67%	2.00%	5.33%	150
Collaborate on a research project with one or more faculty members	76.16%	14.57%	9.27%	151
Hold a position as a graduate research assistant	72.19%	17.88%	9.93%	151
Collaborate on a research project with one or more other graduate students	61.59%	25.83%	12.58%	151



GI6 [Contingent on GI1 and GI2]

How often do you meet with your graduate student advisee(s) or mentee(s) to evaluate or supervise their progress?

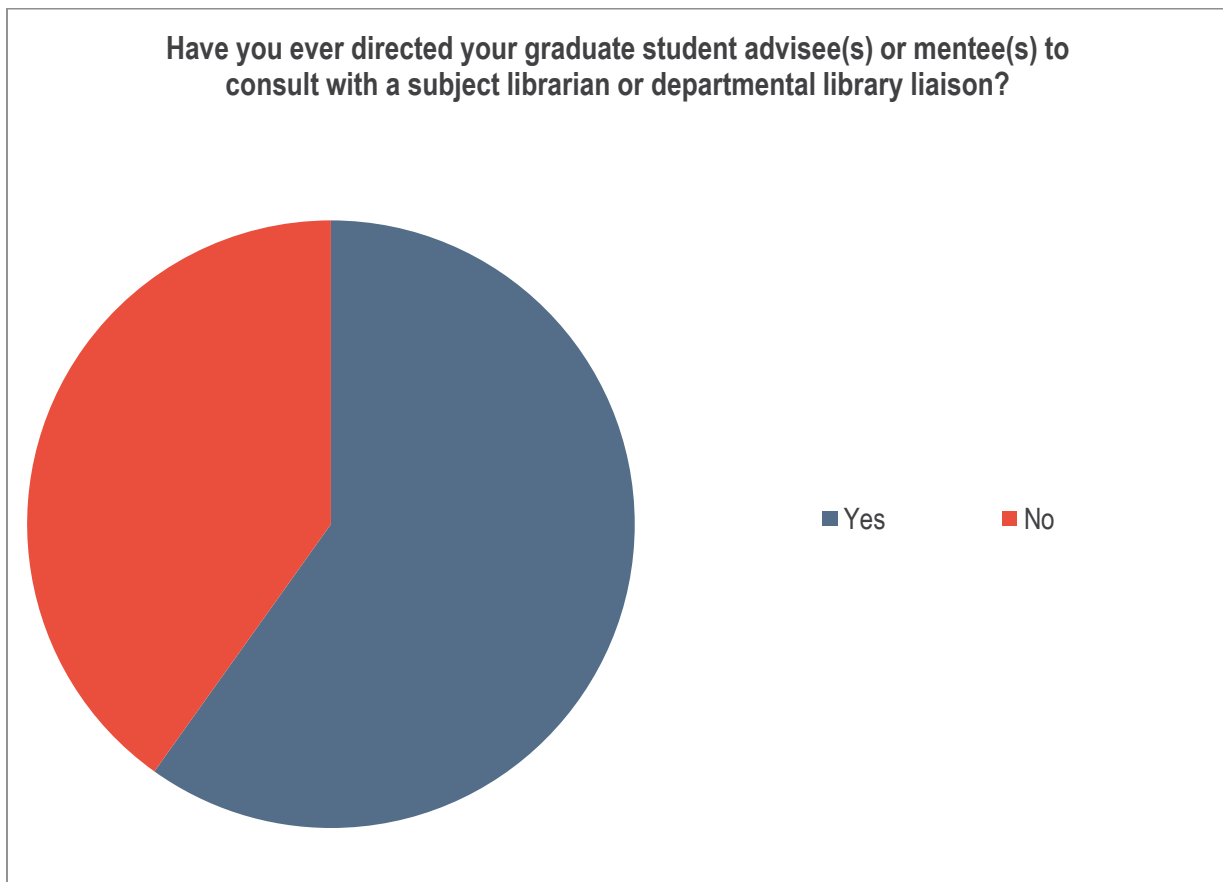
	Response	Percent
Often	106	69.74%
Occasionally	32	21.05%
Rarely	7	4.61%
Never	7	4.61%
	152	100.00%



GI7 [Contingent on GI1 and GI2]

Have you ever directed your graduate student advisee(s) or mentee(s) to consult with a subject librarian or departmental library liaison?

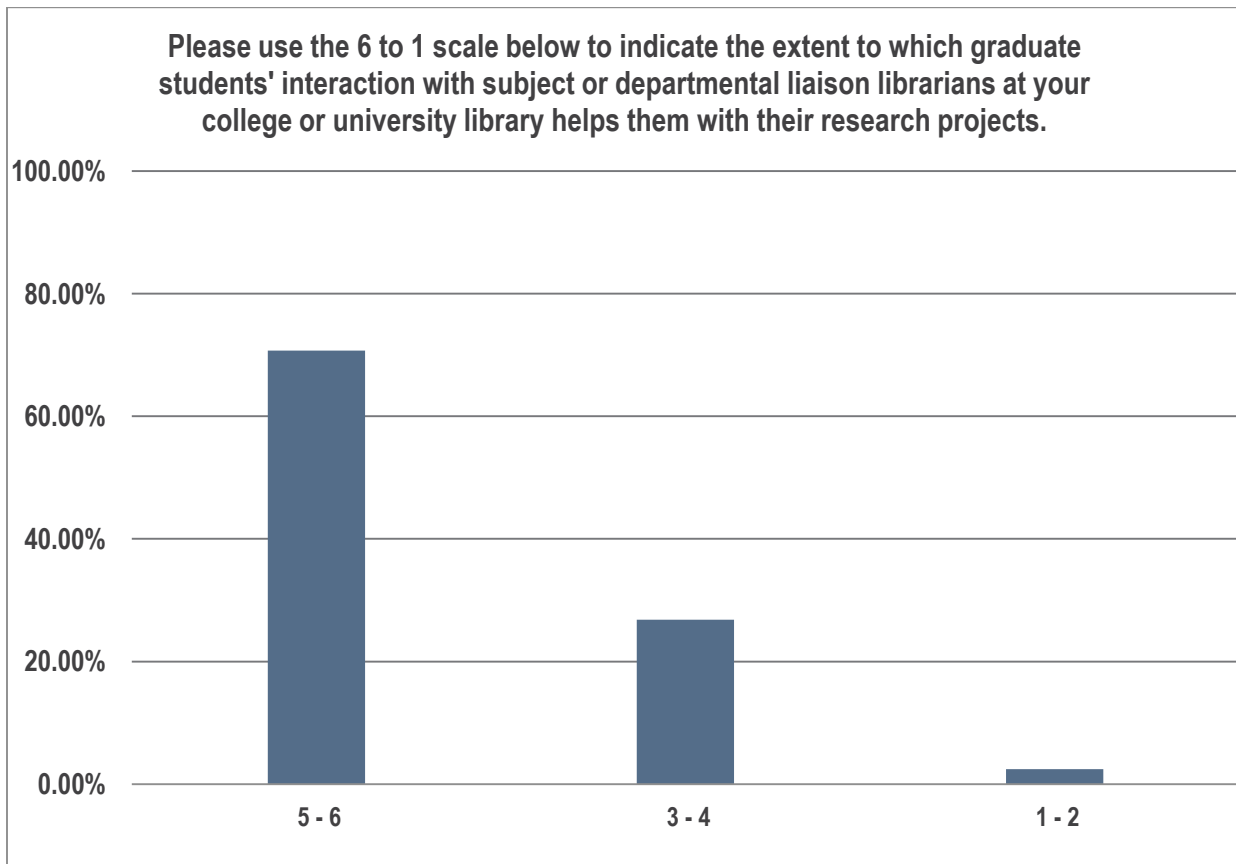
	Response	Percent
Yes	94	59.87%
No	63	40.13%
	157	100.00%



GI8 [Contingent on GI7]

Please use the 6 to 1 scale below to indicate the extent to which graduate students' interaction with subject or departmental liaison librarians at your college or university library helps them with their research projects, where a 6 equals "Helps significantly" and a 1 equals "Does not help at all".

	Response	Percent
5 – 6	58	70.73%
3 – 4	22	26.83%
1 – 2	2	2.44%
	82	100.00%



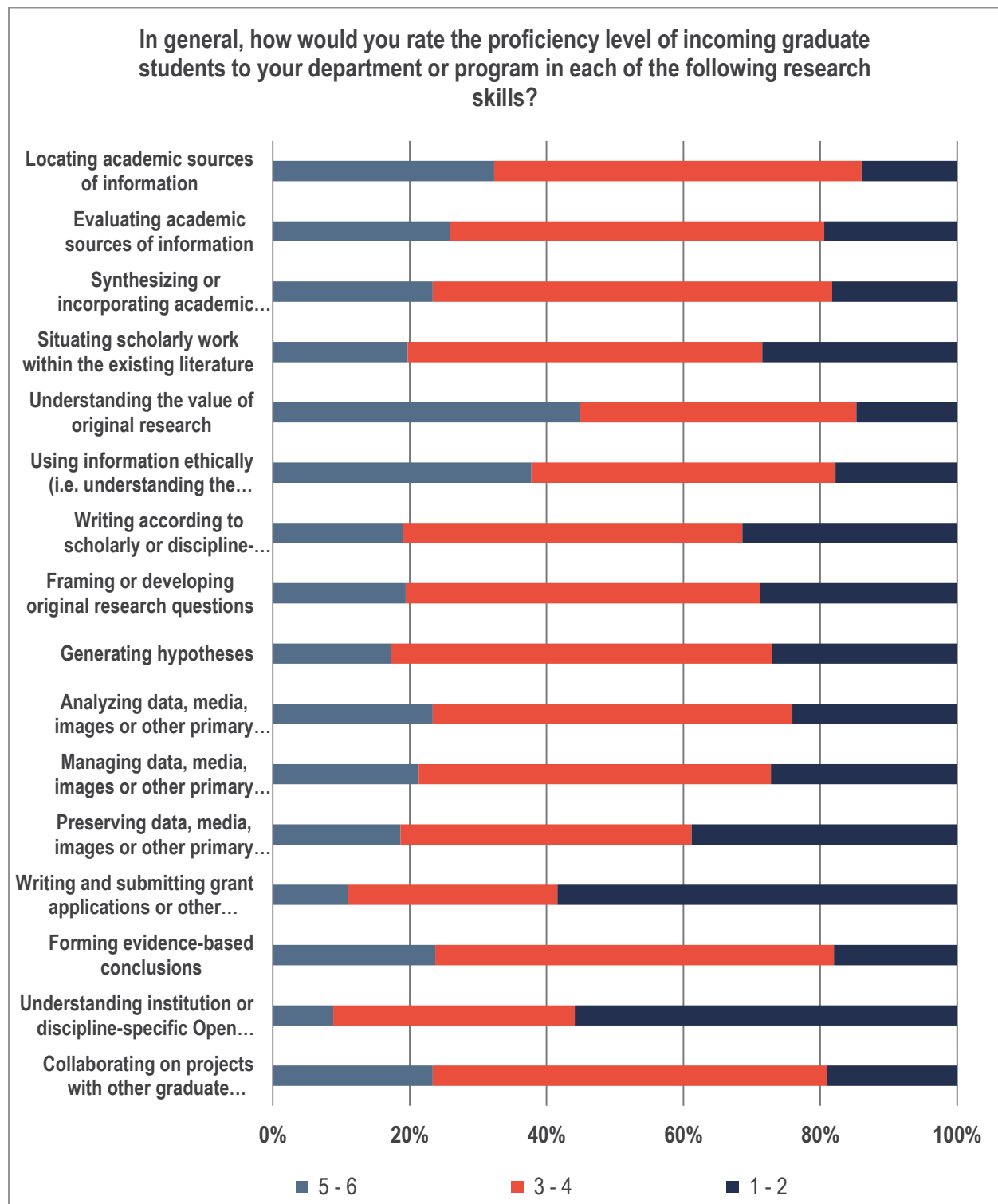
GI9 [Contingent on GI1 and GI2]

In general, how would you rate the proficiency level of incoming graduate students to your department or program in each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Excellent" and 1 equals "Poor."

	5-6	3-4	1-2	Response
Locating academic sources of information	32.35%	53.68%	13.97%	136
Evaluating academic sources of information	25.90%	54.68%	19.42%	139
Synthesizing or incorporating academic information into research papers or projects	23.36%	58.39%	18.25%	137
Situating scholarly work within the existing literature	19.71%	51.82%	28.47%	137
Understanding the value of original research	44.85%	40.44%	14.71%	136
Using information ethically (i.e. understanding the concept of intellectual property, copyright issues, and/or legal and ethical standards for the conduct of scholarly research)	37.78%	44.44%	17.78%	135
Writing according to scholarly or discipline-specific conventions	18.98%	49.64%	31.39%	137
Framing or developing original research questions	19.42%	51.80%	28.78%	139
Generating hypotheses	17.29%	55.64%	27.07%	133
Analyzing data, media, images or other primary source materials	23.36%	52.55%	24.09%	137
Managing data, media, images or other primary source materials	21.32%	51.47%	27.21%	136
Preserving data, media, images or other primary source materials for the long-term	18.66%	42.54%	38.81%	134
Writing and submitting grant applications or other funding proposals	10.95%	30.66%	58.39%	137
Forming evidence-based conclusions	23.74%	58.27%	17.99%	139
Understanding institution or discipline-specific Open Access publishing conventions	8.82%	35.29%	55.88%	136
Collaborating on projects with other graduate students and/or instructors	23.36%	57.66%	18.98%	137

GI9 [Contingent on GI1 and GI2]

In general, how would you rate the proficiency level of incoming graduate students to your department or program in each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Excellent" and 1 equals "Poor."



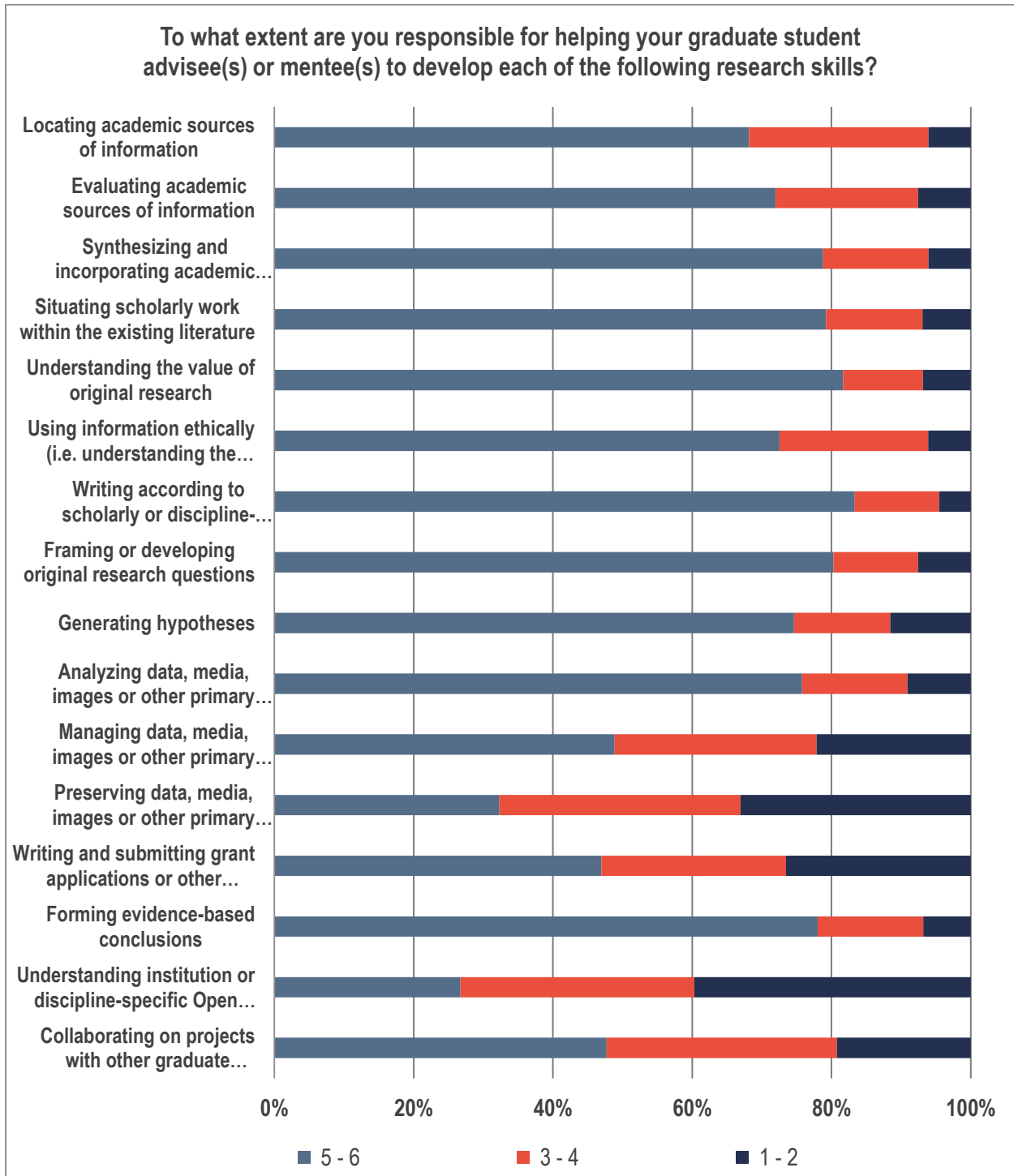
GI10 [Contingent on GI1 and GI2]

To what extent are you responsible for helping your graduate student advisee(s) or mentee(s) to develop each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Completely responsible" and 1 equals "Not at all responsible."

	5-6	3-4	1-2	Response
Locating academic sources of information	68.18%	25.76%	6.06%	132
Evaluating academic sources of information	71.97%	20.45%	7.58%	132
Synthesizing and incorporating academic information into research papers or projects	78.79%	15.15%	6.06%	132
Situating scholarly work within the existing literature	79.23%	13.85%	6.92%	130
Understanding the value of original research	81.68%	11.45%	6.87%	131
Using information ethically (i.e. understanding the concept of intellectual property, copyright issues, and/or legal and ethical standards for the conduct of scholarly research)	72.52%	21.37%	6.11%	131
Writing according to scholarly or discipline-specific conventions	83.33%	12.12%	4.55%	132
Framing or developing original research questions	80.30%	12.12%	7.58%	132
Generating hypotheses	74.62%	13.85%	11.54%	130
Analyzing data, media, images or other primary source materials	75.76%	15.15%	9.09%	132
Managing data, media, images or other primary source materials	48.85%	29.01%	22.14%	131
Preserving data, media, images or other primary source materials for the long-term	32.31%	34.62%	33.08%	130
Writing and submitting grant applications or other funding proposals	46.97%	26.52%	26.52%	132
Forming evidence-based conclusions	78.03%	15.15%	6.82%	132
Understanding institution or discipline-specific Open Access publishing conventions	26.72%	33.59%	39.69%	131
Collaborating on projects with other graduate students and/or instructors	47.69%	33.08%	19.23%	130

GI10 [Contingent on GI1 and GI2]

To what extent are you responsible for helping your graduate student advisee(s) or mentee(s) to develop each of the following research skills? Please use the scale below to rate from 6 to 1, where 6 equals "Completely responsible" and 1 equals "Not at all responsible."



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

Do you identify as:

D7

What is your rank?

D8

What is your college?

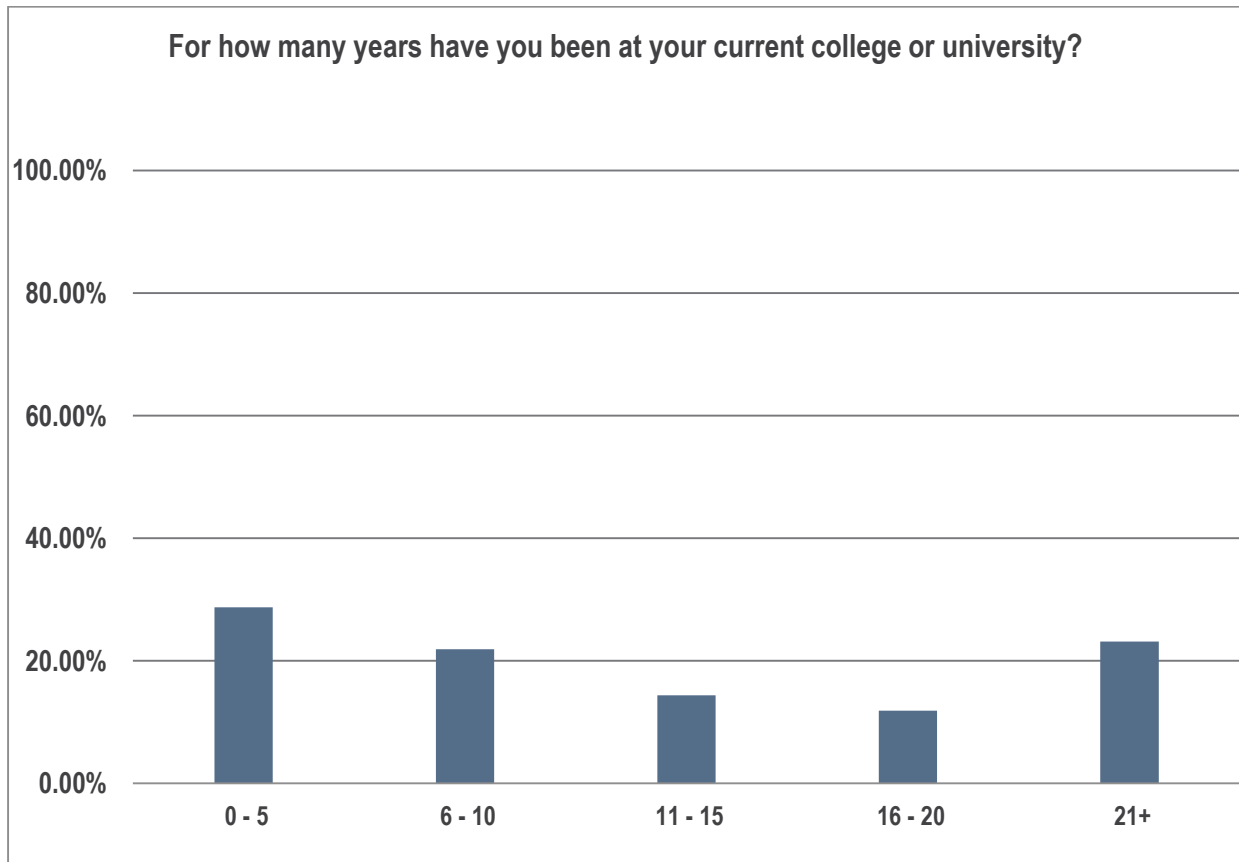
D9-D14

What is your department?

D1

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

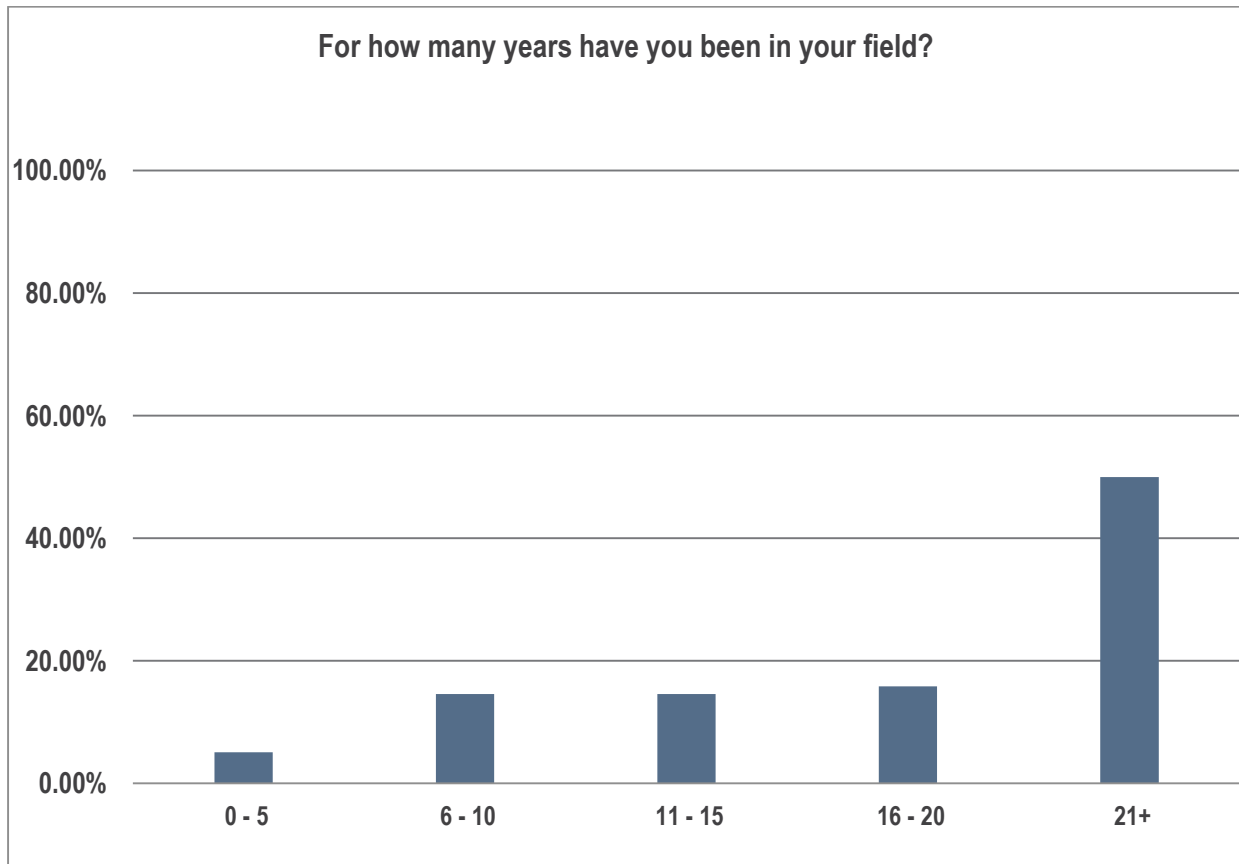
	Response	Percent
0 - 5	46	28.75%
6 - 10	35	21.88%
11 - 15	23	14.38%
16 - 20	19	11.88%
21+	37	23.13%
	160	100.00%



D2

For how many years have you been in your field?

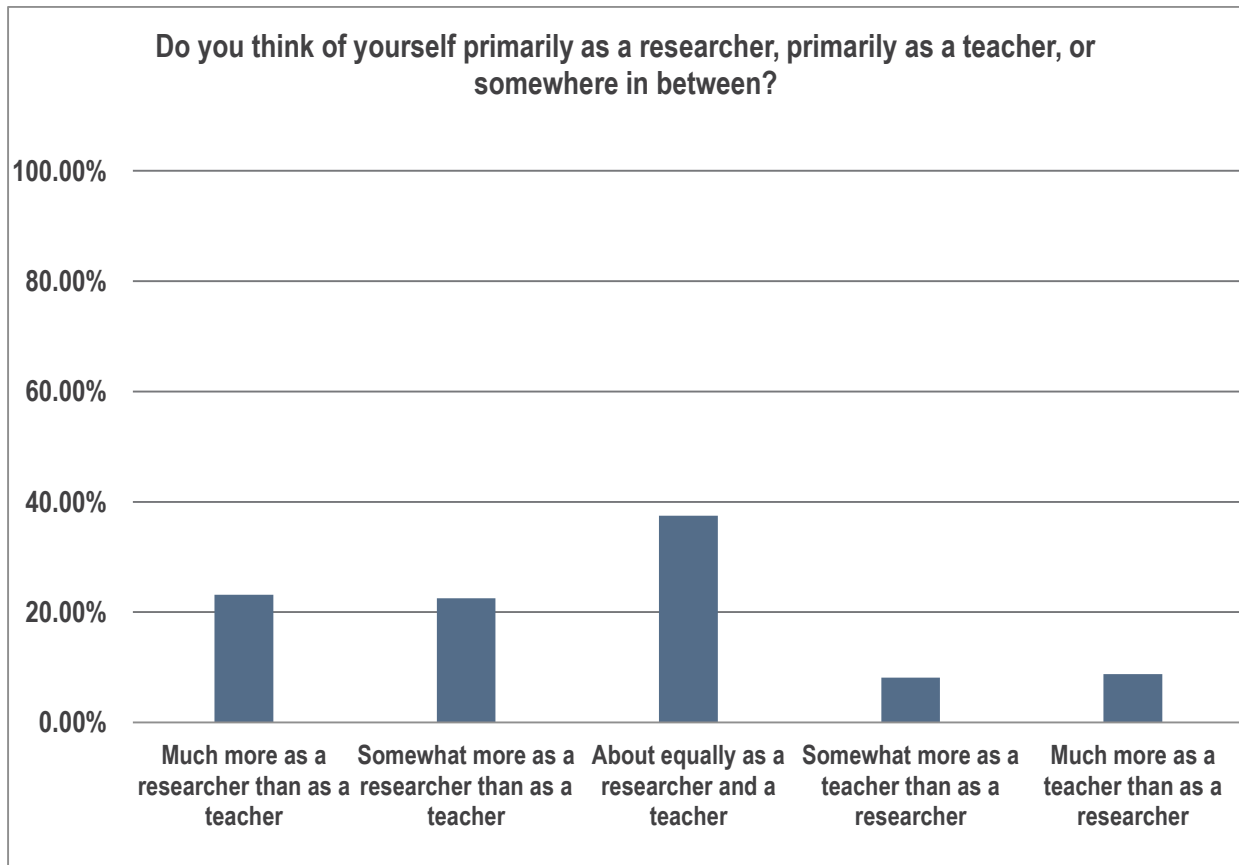
	Response	Percent
0 - 5	8	5.06%
6 - 10	23	14.56%
11 - 15	23	14.56%
16 - 20	25	15.82%
21+	79	50.00%
	158	100.00%



D3

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

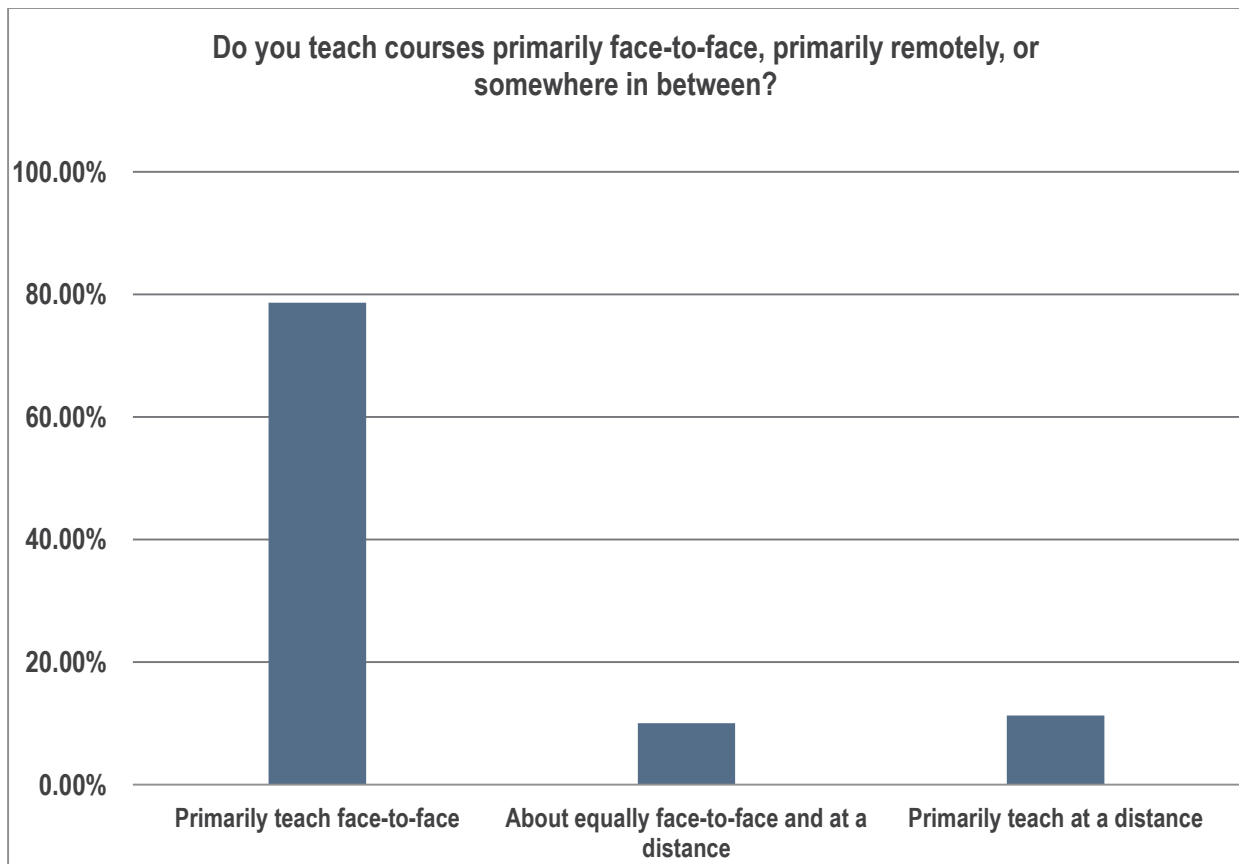
	Response	Percent
Much more as a researcher than as a teacher	37	23.13%
Somewhat more as a researcher than as a teacher	36	22.50%
About equally as a researcher and a teacher	60	37.50%
Somewhat more as a teacher than as a researcher	13	8.13%
Much more as a teacher than as a researcher	14	8.75%
	160	100.00%



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?

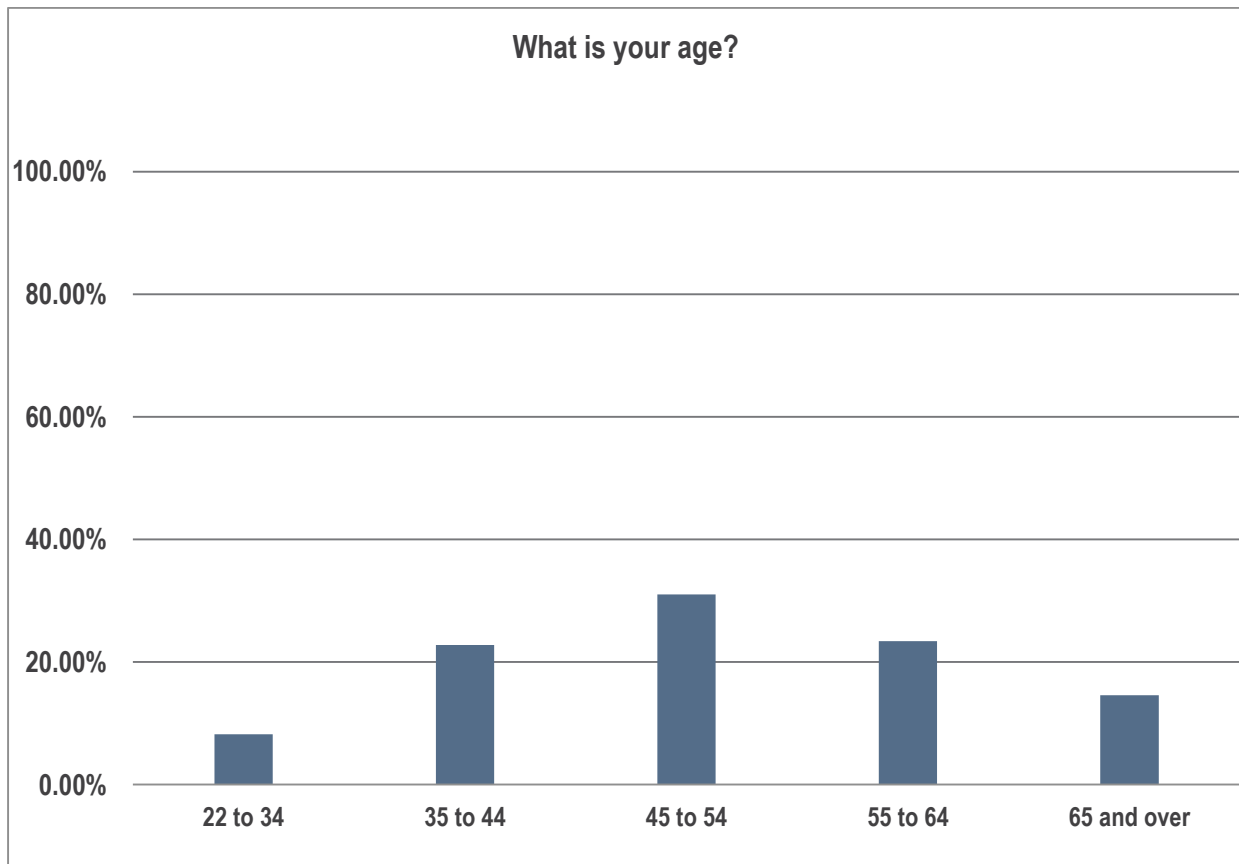
	Response	Percent
Primarily teach face-to-face	125	78.62%
About equally face-to-face and at a distance	16	10.06%
Primarily teach at a distance	18	11.32%
	159	100.00%



D5

What is your age?

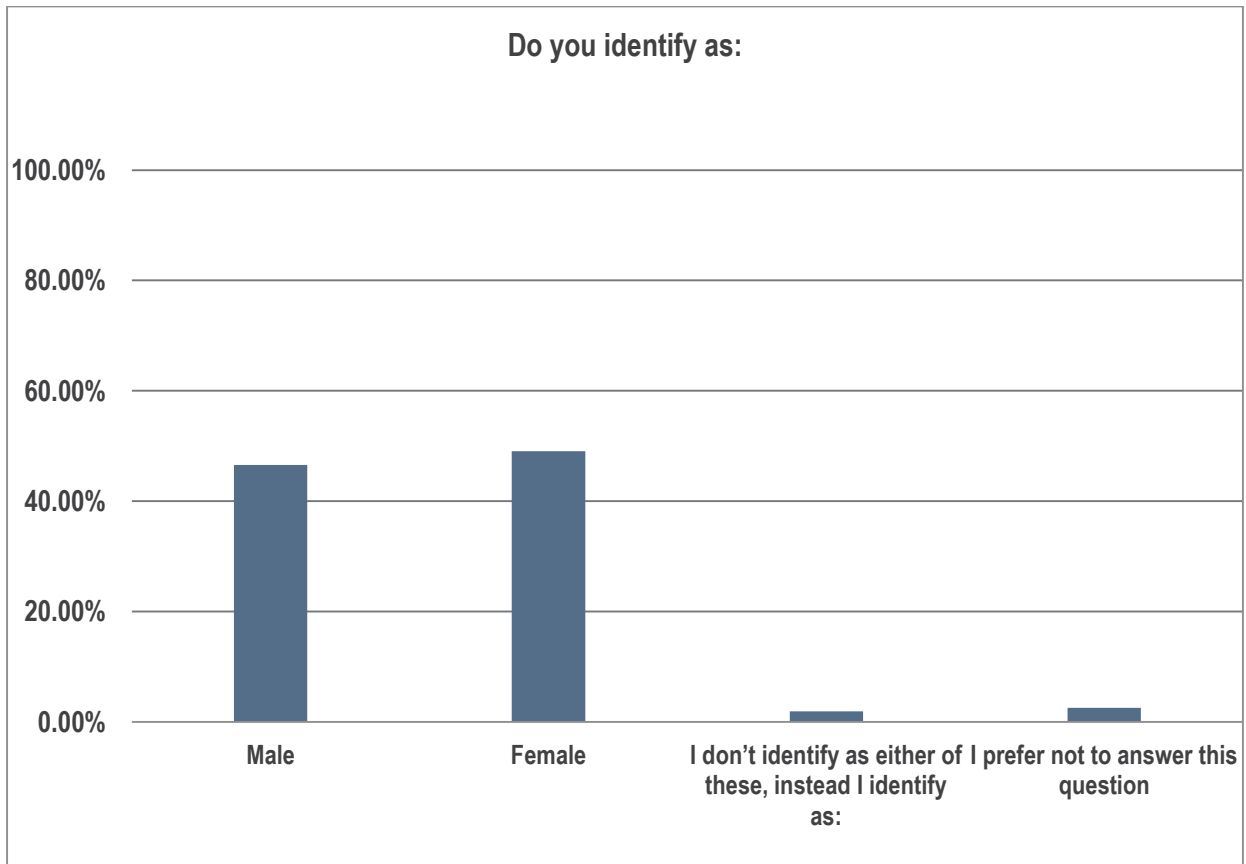
	Response	Percent
22 to 34	13	8.23%
35 to 44	36	22.78%
45 to 54	49	31.01%
55 to 64	37	23.42%
65 and over	23	14.56%
	158	100.00%



D6

Do you identify as:

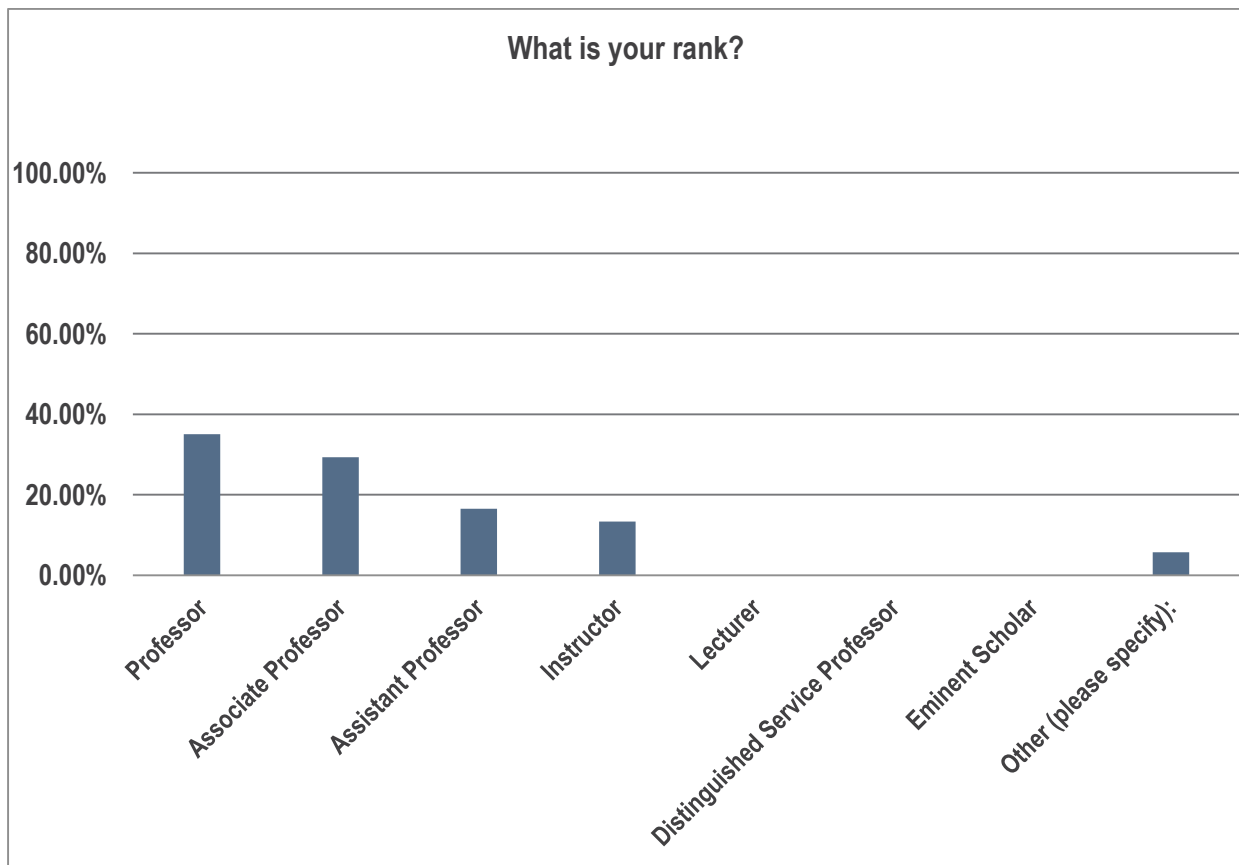
	Response	Percent
Male	74	46.54%
Female	78	49.06%
I don't identify as either of these, instead I identify as:	3	1.89%
I prefer not to answer this question	4	2.52%
	159	100.00%



D7

What is your rank?

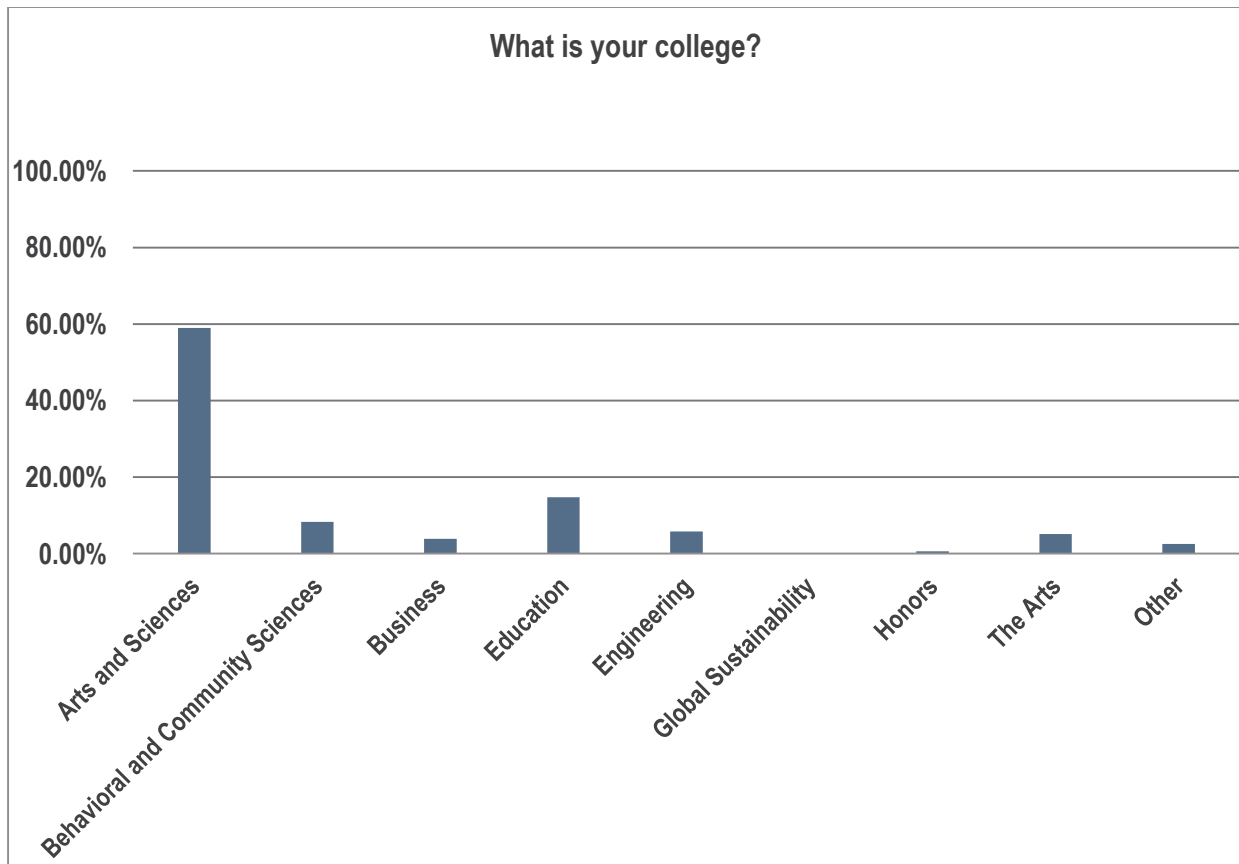
	Response	Percent
Professor	55	35.03%
Associate Professor	46	29.30%
Assistant Professor	26	16.56%
Instructor	21	13.38%
Lecturer	0	0.00%
Distinguished Service Professor	0	0.00%
Eminent Scholar	0	0.00%
Other (please specify):	9	5.73%
	157	100.00%



D8

What is your college?

	Response	Percent
Arts and Sciences	92	58.97%
Behavioral and Community Sciences	13	8.33%
Business	6	3.85%
Education	23	14.74%
Engineering	9	5.77%
Global Sustainability	0	0.00%
Honors	1	0.64%
The Arts	8	5.13%
Other	4	2.56%
	156	100.00%



D9-D14²

What is your department?

² Graph omitted due to size.

	Response	Percent
Advertising and Mass Communications	2	1.46%
Africana Studies	1	0.73%
Anthropology	7	5.11%
Cell Biology, Microbiology and Molecular Biology	1	0.73%
Chemistry	1	0.73%
Communication	3	2.19%
Economics	2	1.46%
English	10	7.30%
Geosciences	6	4.38%
Government and International Affairs	2	1.46%
History	5	3.65%
Humanities and Cultural Studies	1	0.73%
Integrative Biology	4	2.92%
Mathematics and Statistics	4	2.92%
Philosophy	4	2.92%
Physics	2	1.46%
Psychology	5	3.65%
Public Affairs	3	2.19%
Religious Studies	3	2.19%
School of Information	6	4.38%
Women's and Gender Studies	3	2.19%
World Languages	5	3.65%
Aging Studies	2	1.46%
Child and Family Studies	4	2.92%
Communication Sciences and Disorders	1	0.73%
Criminology	2	1.46%
Louis de La Parte Florida Mental Health Institute (FMHI)	0	0.00%
Mental Health Law and Policy	2	1.46%
Social Work	1	0.73%
Accountancy	0	0.00%
Finance	2	1.46%
Information Systems Decision Sciences	2	1.46%
Marketing	2	1.46%
Teaching and Learning	13	9.49%
Educational and Psychological Studies	4	2.92%

Leadership, Counseling, Adult, Career and Higher Education	5	3.65%
Chemical and Biomedical Engineering	1	0.73%
Civil and Environmental Engineering	4	2.92%
Computer Science and Engineering	1	0.73%
Electrical Engineering	1	0.73%
Industrial and Management Systems Engineering	0	0.00%
Mechanical Engineering	2	1.46%
Architecture and Community Design	0	0.00%
Art and Art History	6	4.38%
Music	2	1.46%
Theatre and Dance	0	0.00%
	137	100.00%