



Wake Forest University Faculty Survey: Report of Findings

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Overview

The Wake Forest University implementation of the Ithaka S+R Faculty Survey was launched on October 3, 2016, and was closed to new responses on October 28, 2016, with a total of 167 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; faculty members' undergraduate instruction practices; and faculty members' practices within and perceptions of the space of the library. The following report provides a high-level overview of findings from the Wake Forest University faculty survey.¹

Details

689 Wake Forest University faculty members received an email invitation to participate in a survey about their research and teaching habits and participants were able to enter a drawing for one of three Kindle Fire e-readers. Three email reminders were sent before the close of the survey.

In total, 261 respondents clicked the survey link (about 38% of those who received the email invitation), with 243 of those starting the survey (about 35%) and 167 of those respondents completing the survey, for an overall response rate of about 24%. Due to the survey flow and skip patterns, not all Wake Forest University respondents received every question in the survey.

How to interpret the findings

For each question in the Wake Forest University 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 Coordinator, 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 (WakeSpace), 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?

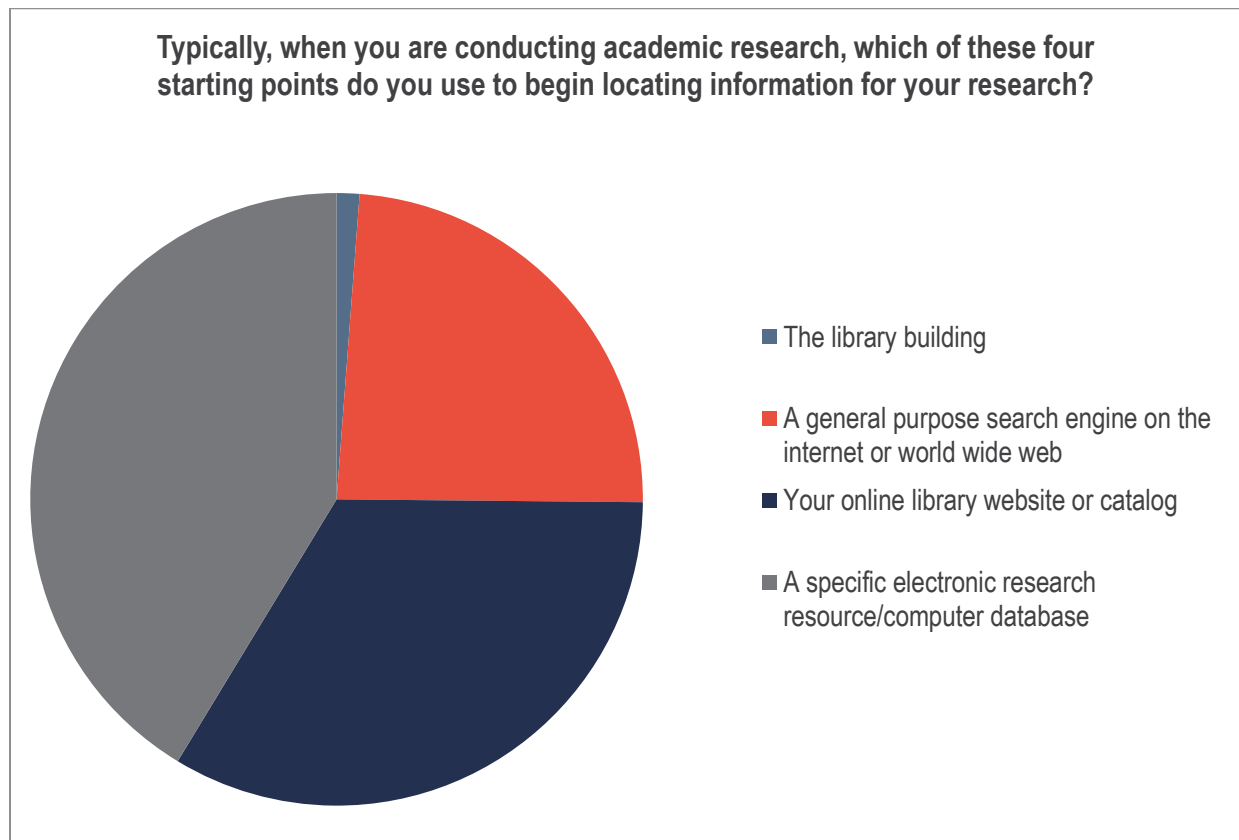
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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?

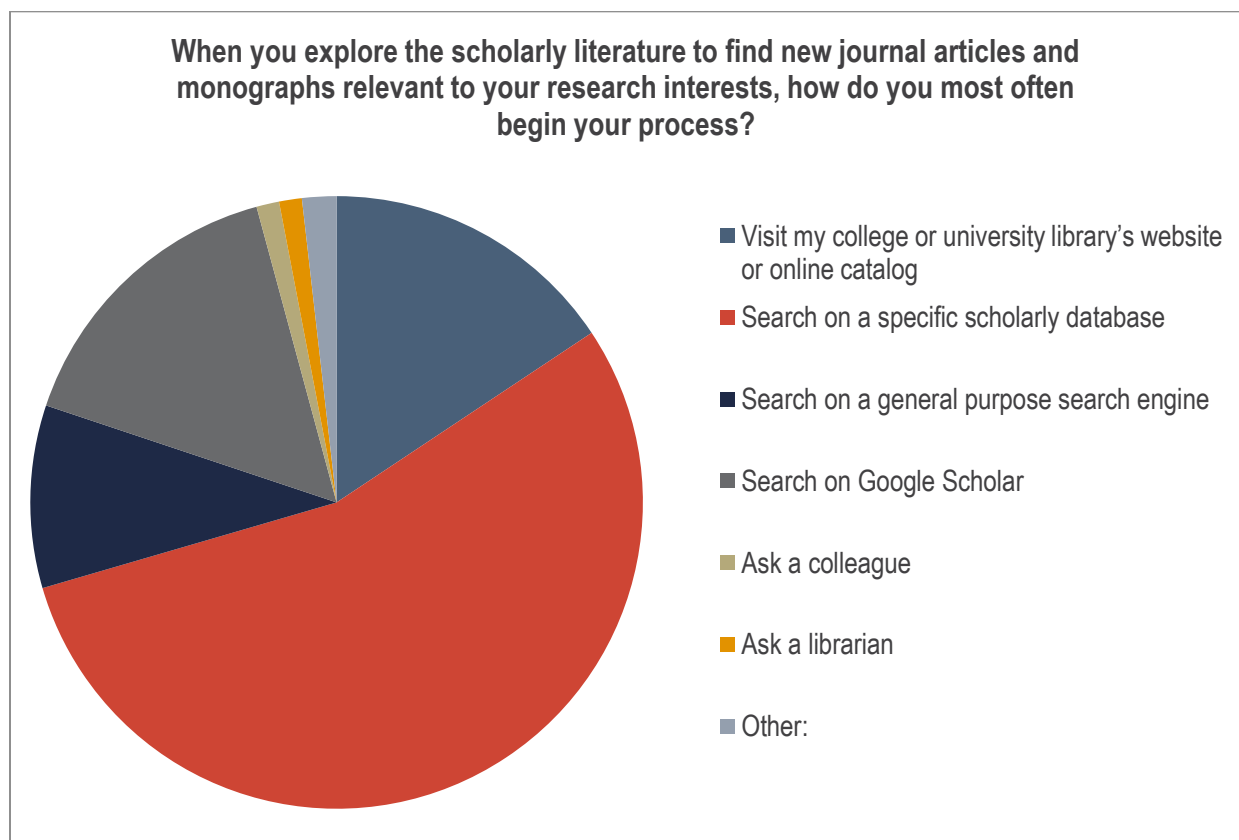
	Response	Percent
The library building	2	1.20%
A general purpose search engine on the internet or world wide web	40	23.95%
Your online library website or catalog	56	33.53%
A specific electronic research resource/computer database	69	41.32%
	167	100.00%



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	26	15.66%
Search on a specific scholarly database	91	54.82%
Search on a general purpose search engine	16	9.64%
Search on Google Scholar	26	15.66%
Ask a colleague	2	1.20%
Ask a librarian	2	1.20%
Other:	3	1.81%
	166	100.00%



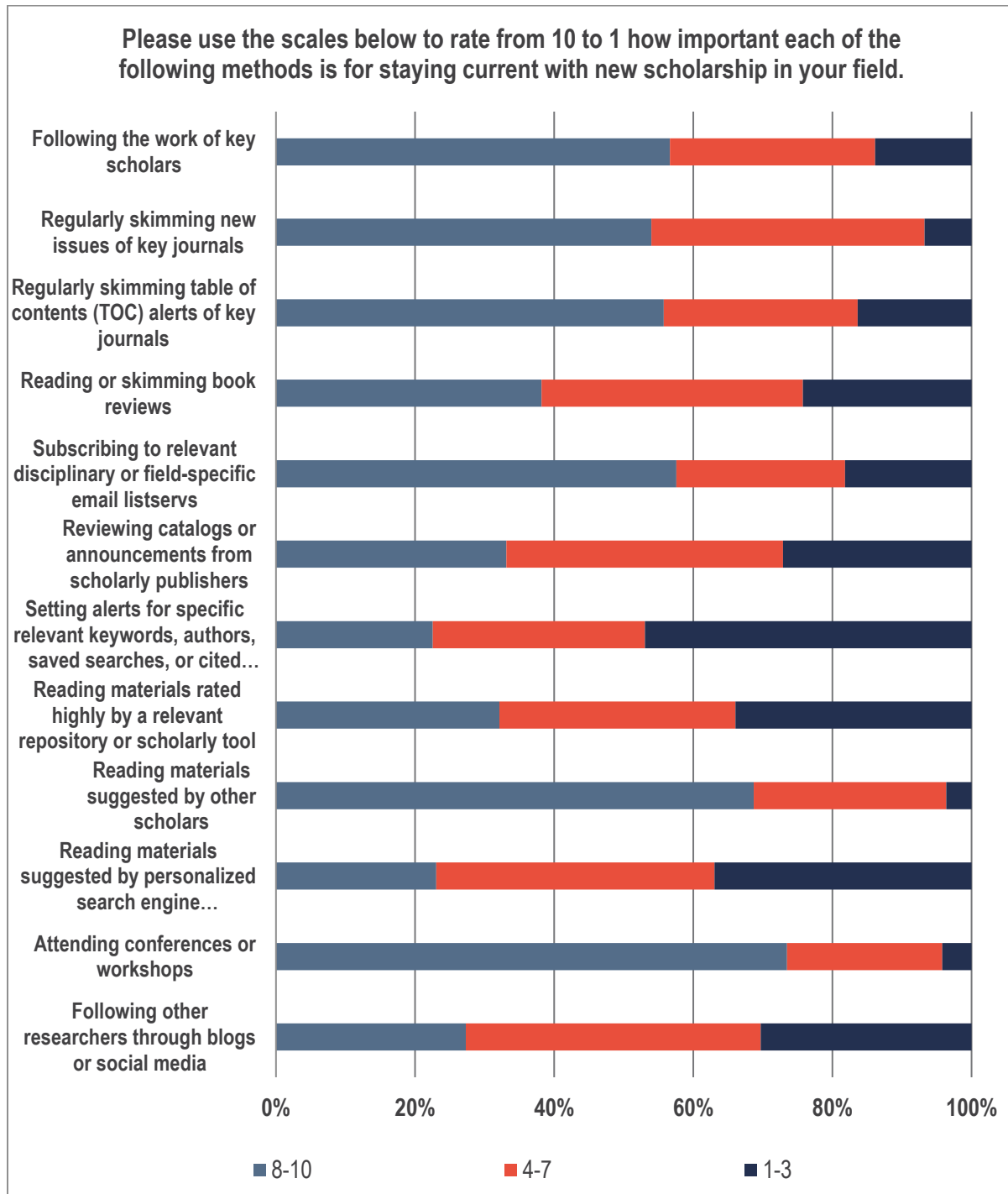
Q3

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	56.63%	29.52%	13.86%	166
Regularly skimming new issues of key journals	53.99%	39.26%	6.75%	163
Regularly skimming table of contents (TOC) alerts of key journals	55.76%	27.88%	16.36%	165
Reading or skimming book reviews	38.18%	37.58%	24.24%	165
Subscribing to relevant disciplinary or field-specific email listservs	57.58%	24.24%	18.18%	165
Reviewing catalogs or announcements from scholarly publishers	33.13%	39.76%	27.11%	166
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	22.56%	30.49%	46.95%	164
Reading materials rated highly by a relevant repository or scholarly tool	32.10%	33.95%	33.95%	162
Reading materials suggested by other scholars	68.67%	27.71%	3.61%	166
Reading materials suggested by personalized search engine recommendations	23.03%	40.00%	36.97%	165
Attending conferences or workshops	73.49%	22.29%	4.22%	166
Following other researchers through blogs or social media	27.27%	42.42%	30.30%	165

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]



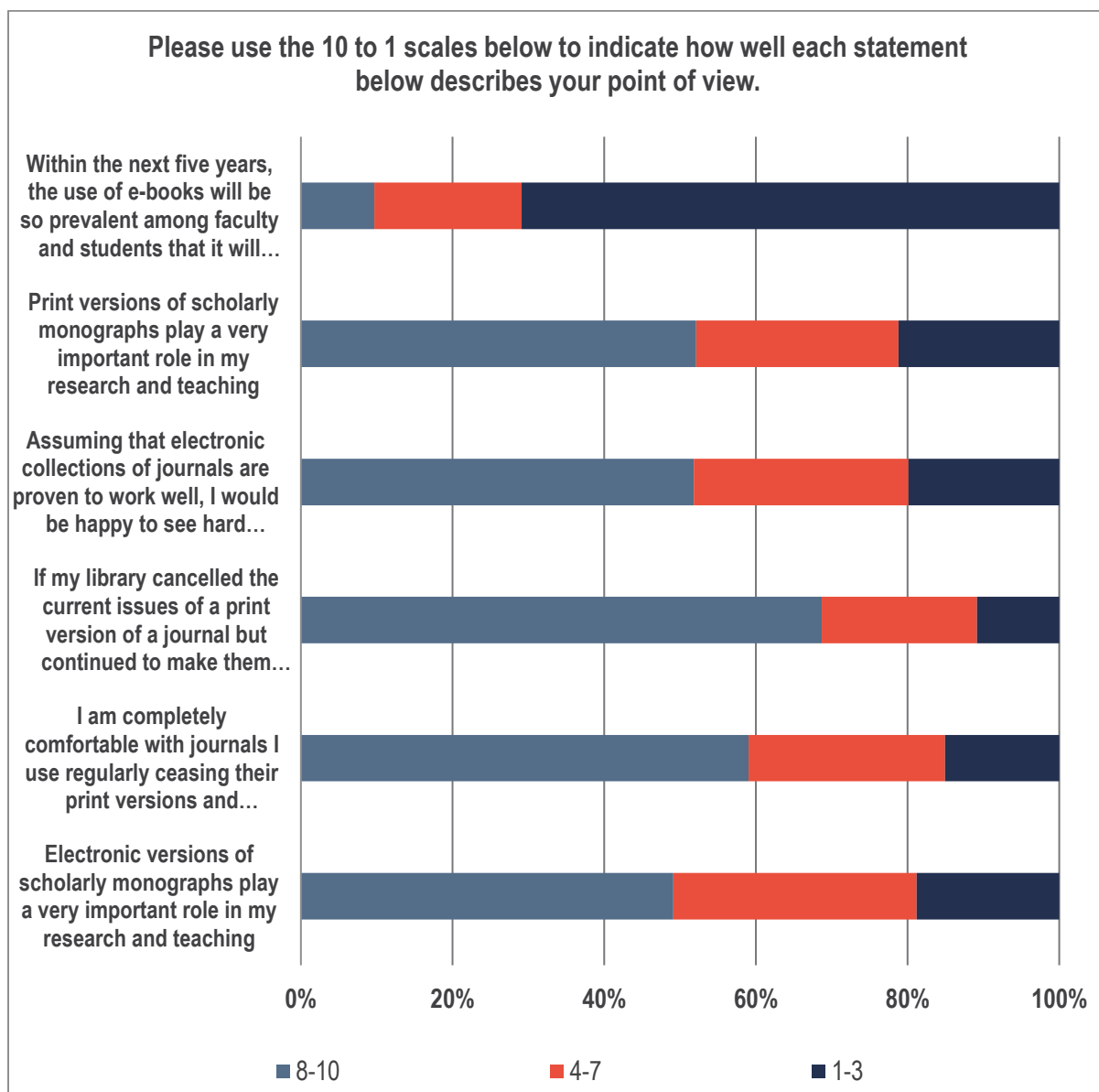
Q4

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.	9.70%	19.39%	70.91%	165
Print versions of scholarly monographs play a very important role in my research and teaching	52.12%	26.67%	21.21%	165
Assuming that electronic collections of journals are proven to work well, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections	51.81%	28.31%	19.88%	166
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	68.67%	20.48%	10.84%	166
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	59.04%	25.90%	15.06%	166
Electronic versions of scholarly monographs play a very important role in my research and teaching	49.09%	32.12%	18.79%	165

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.



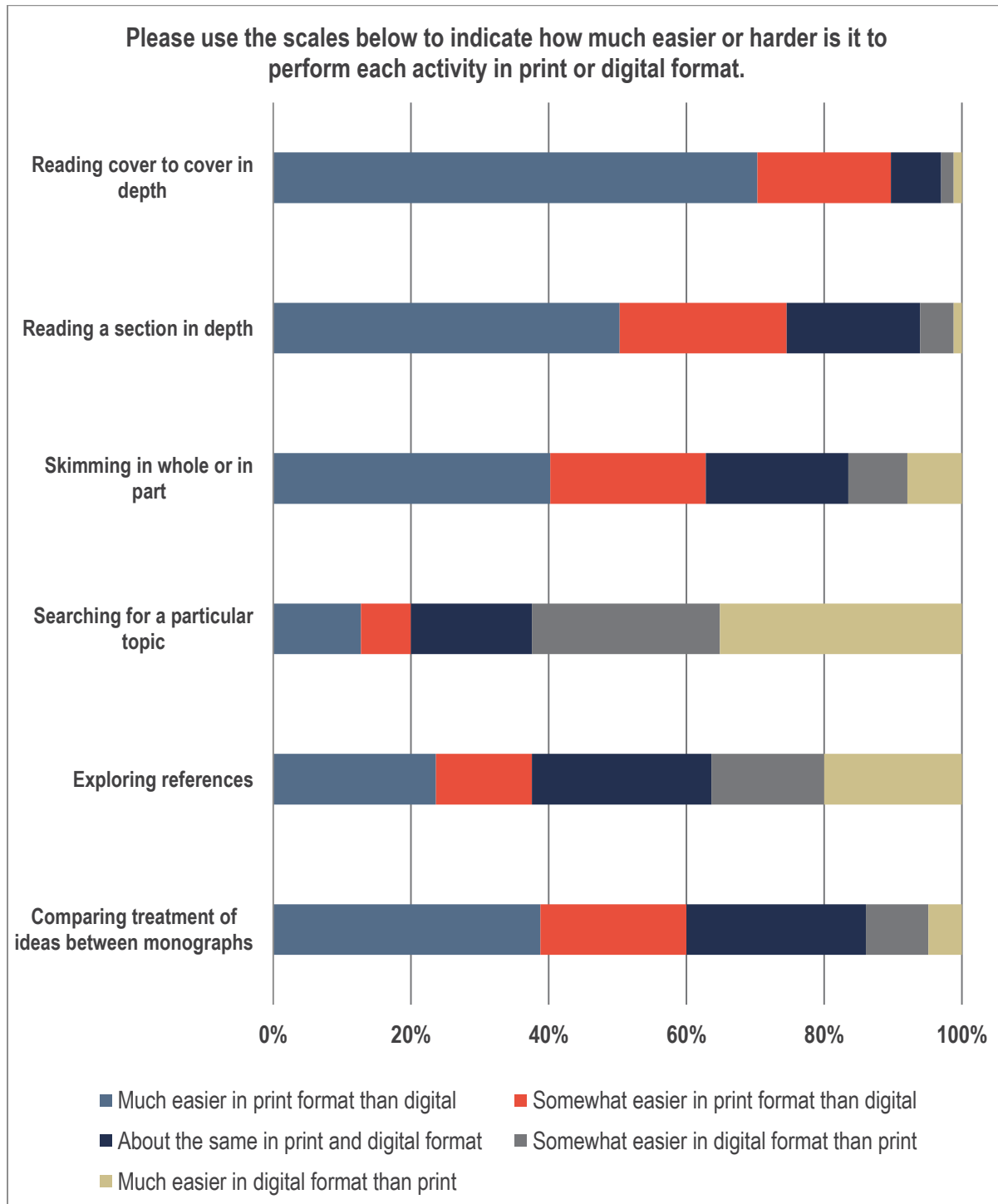
Q5

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	70.30%	19.39%	7.27%	1.82%	1.21%	165
Reading a section in depth	50.30%	24.24%	19.39%	4.85%	1.21%	165
Skimming in whole or in part	40.24%	22.56%	20.73%	8.54%	7.93%	164
Searching for a particular topic	12.73%	7.27%	17.58%	27.27%	35.15%	165
Exploring references	23.64%	13.94%	26.06%	16.36%	20.00%	165
Comparing treatment of ideas between monographs	38.79%	21.21%	26.06%	9.09%	4.85%	165

Q5

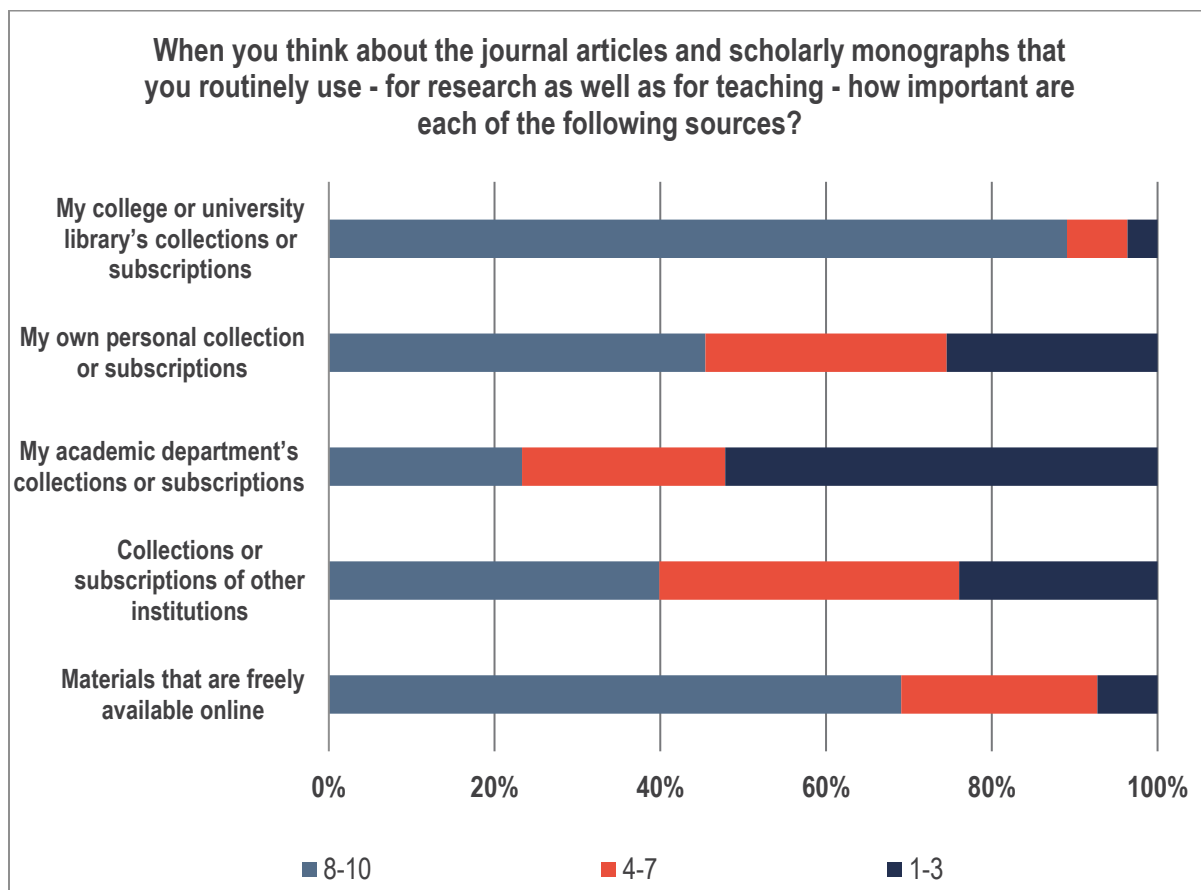
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select 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	89.09%	7.27%	3.64%	165
My own personal collection or subscriptions	45.45%	29.09%	25.45%	165
My academic department's collections or subscriptions	23.31%	24.54%	52.15%	163
Collections or subscriptions of other institutions	39.88%	36.20%	23.93%	163
Materials that are freely available online	69.09%	23.64%	7.27%	165



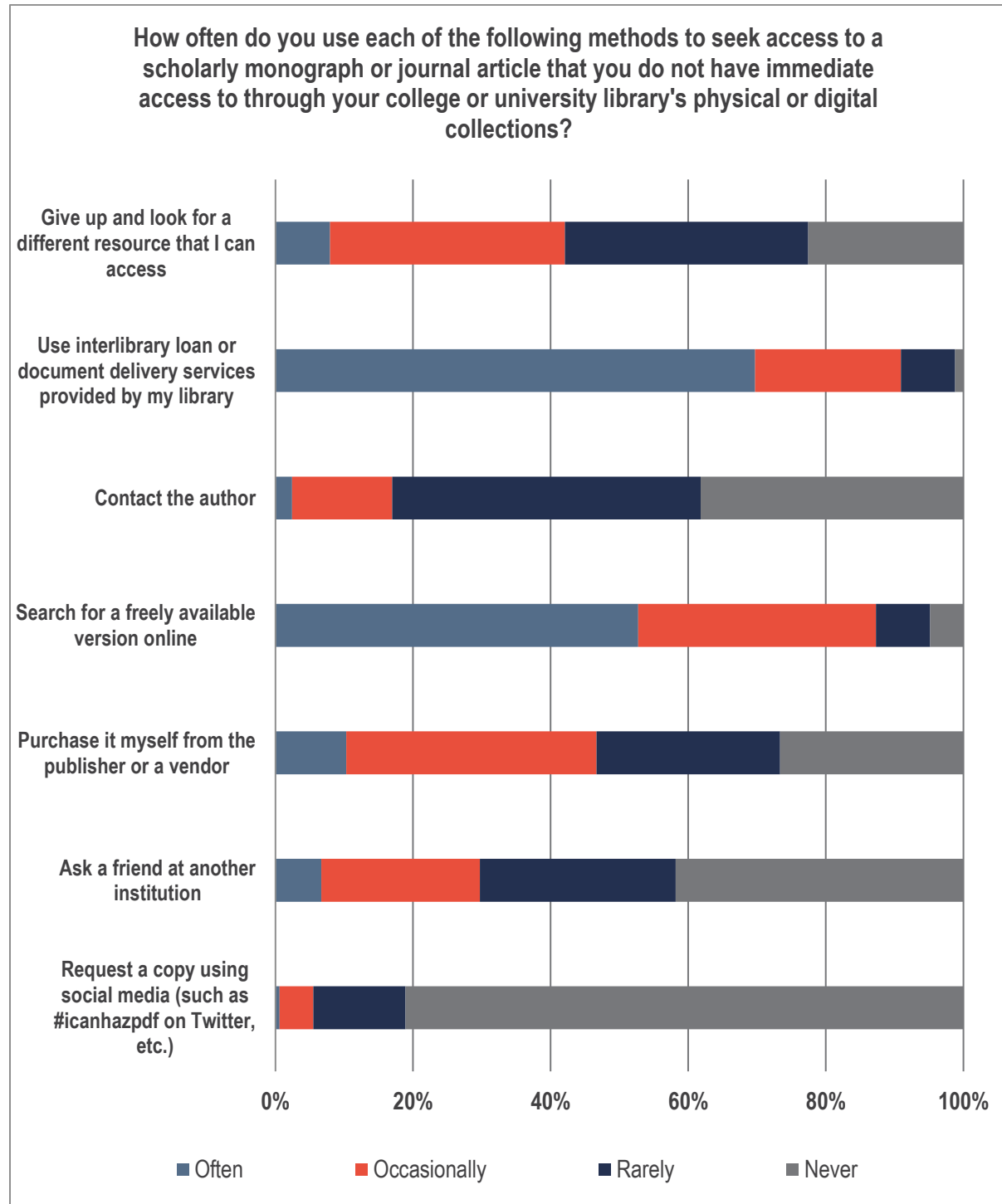
Q7

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	7.93%	34.15%	35.37%	22.56%	164
Use interlibrary loan or document delivery services provided by my library	69.70%	21.21%	7.88%	1.21%	165
Contact the author	2.42%	14.55%	44.85%	38.18%	165
Search for a freely available version online	52.73%	34.55%	7.88%	4.85%	165
Purchase it myself from the publisher or a vendor	10.30%	36.36%	26.67%	26.67%	165
Ask a friend at another institution	6.67%	23.03%	28.48%	41.82%	165
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	0.61%	4.88%	13.41%	81.10%	164

Q7

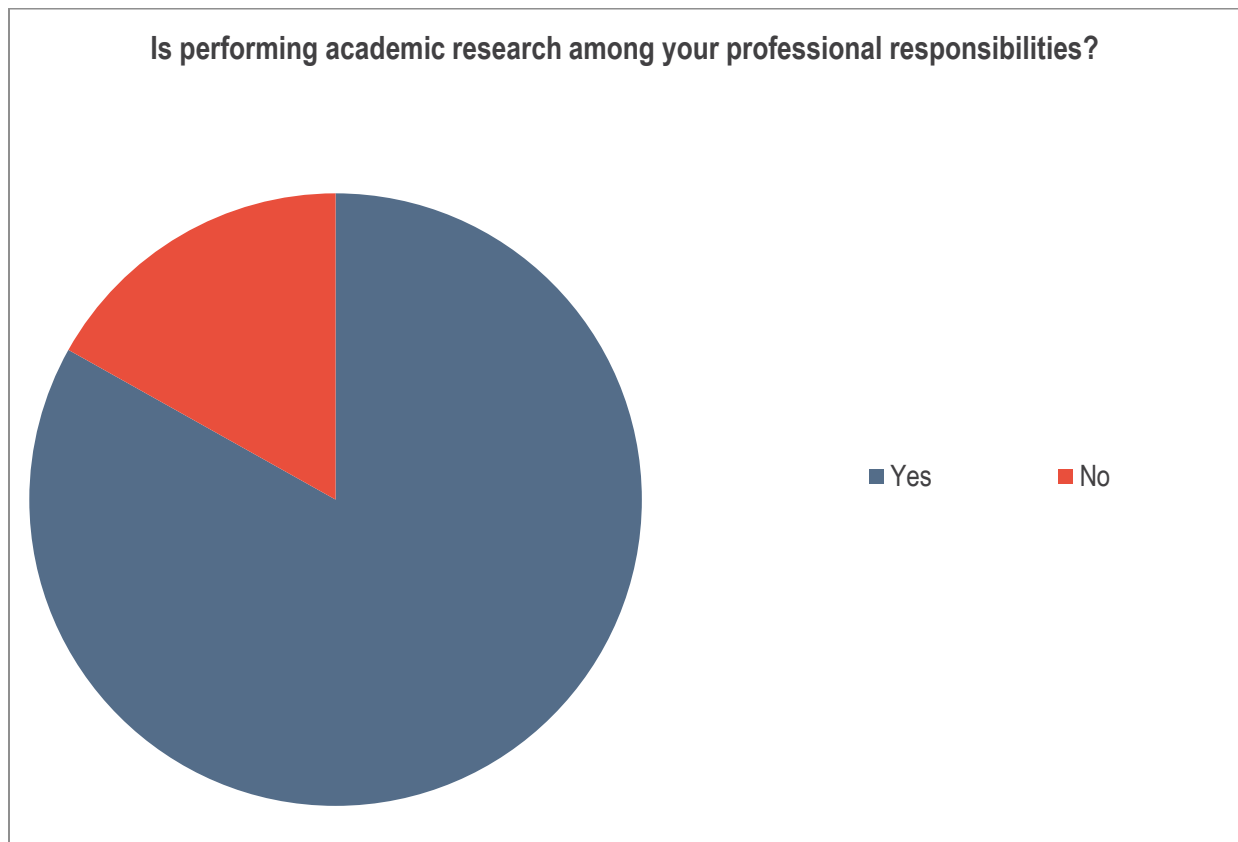
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q8

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	138	83.13%
No	28	16.87%
	166	100.00%



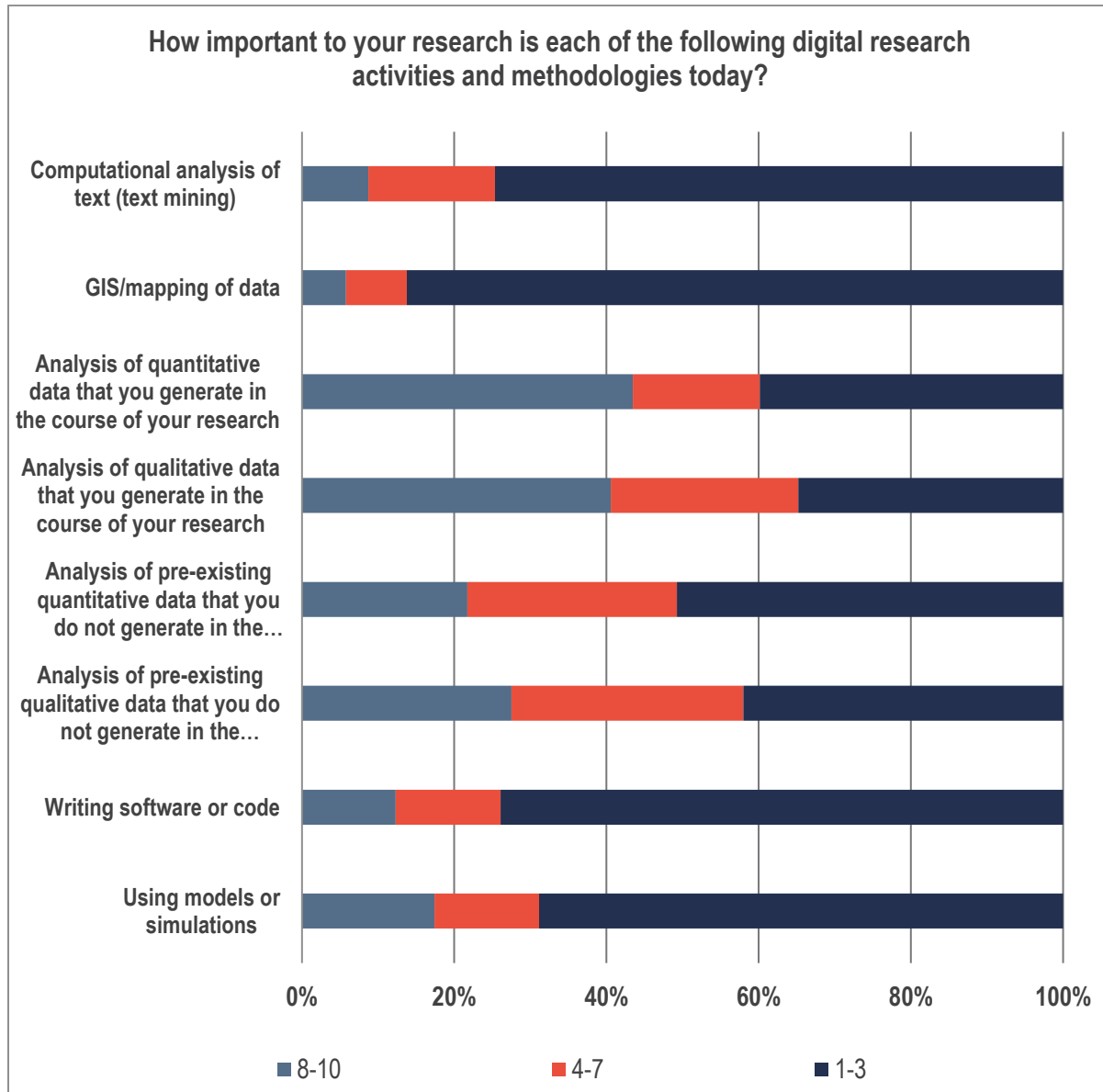
Q9 [Contingent on respondent selecting “yes” in Q8]

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)	8.70%	16.67%	74.64%	138
GIS/mapping of data	5.80%	7.97%	86.23%	138
Analysis of quantitative data that you generate in the course of your research	43.48%	16.67%	39.86%	138
Analysis of qualitative data that you generate in the course of your research	40.58%	24.64%	34.78%	138
Analysis of pre-existing quantitative data that you do not generate in the course of your research	21.74%	27.54%	50.72%	138
Analysis of pre-existing qualitative data that you do not generate in the course of your research	27.54%	30.43%	42.03%	138
Writing software or code	12.32%	13.77%	73.91%	138
Using models or simulations	17.39%	13.77%	68.84%	138

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]



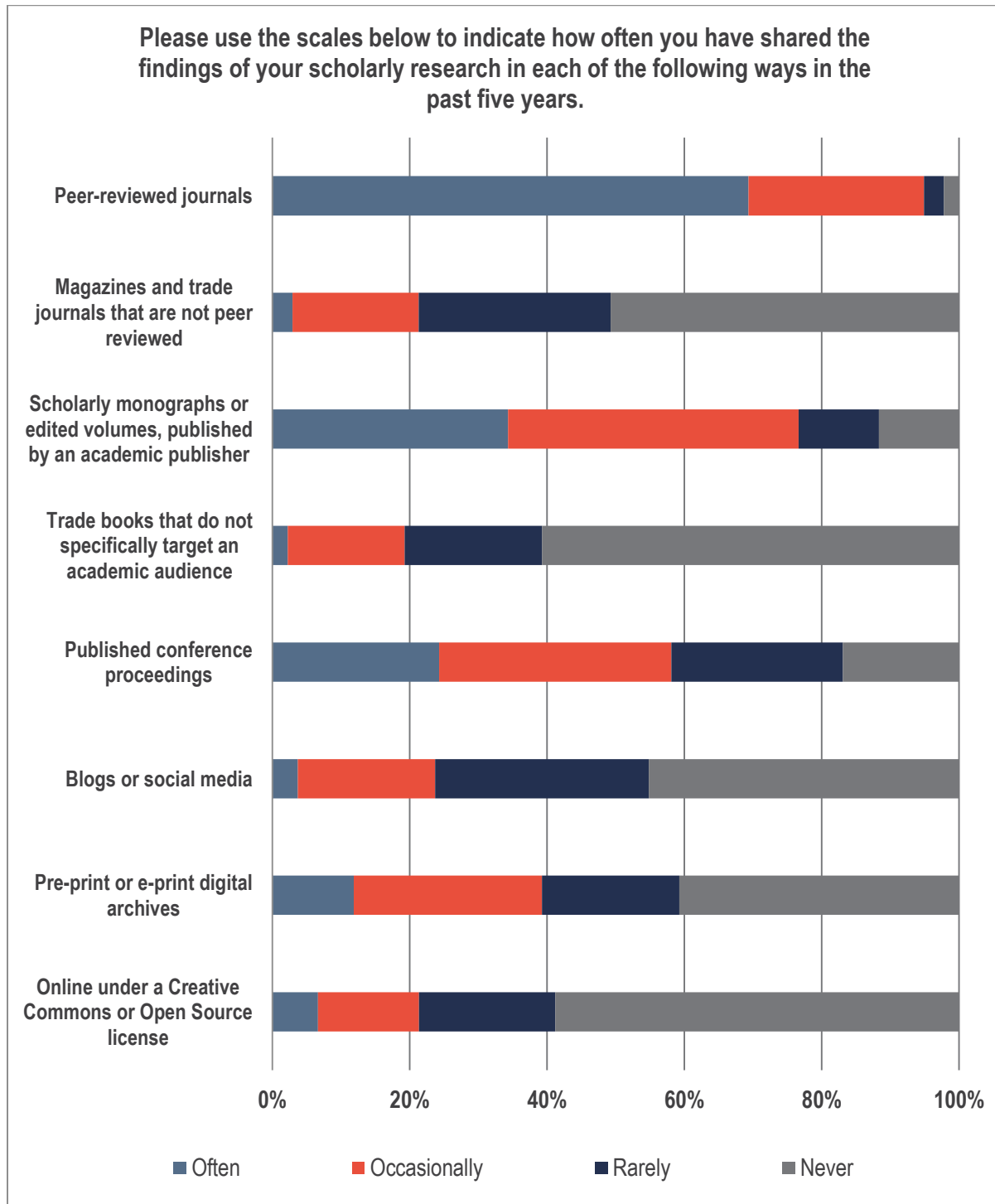
Q10 [Contingent on respondent selecting “yes” in Q8]

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	69.34%	25.55%	2.92%	2.19%	137
Magazines and trade journals that are not peer reviewed	2.94%	18.38%	27.94%	50.74%	136
Scholarly monographs or edited volumes, published by an academic publisher	34.31%	42.34%	11.68%	11.68%	137
Trade books that do not specifically target an academic audience	2.22%	17.04%	20.00%	60.74%	135
Published conference proceedings	24.26%	33.82%	25.00%	16.91%	136
Blogs or social media	3.70%	20.00%	31.11%	45.19%	135
Pre-print or e-print digital archives	11.85%	27.41%	20.00%	40.74%	135
Online under a Creative Commons or Open Source license	6.62%	14.71%	19.85%	58.82%	136

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.



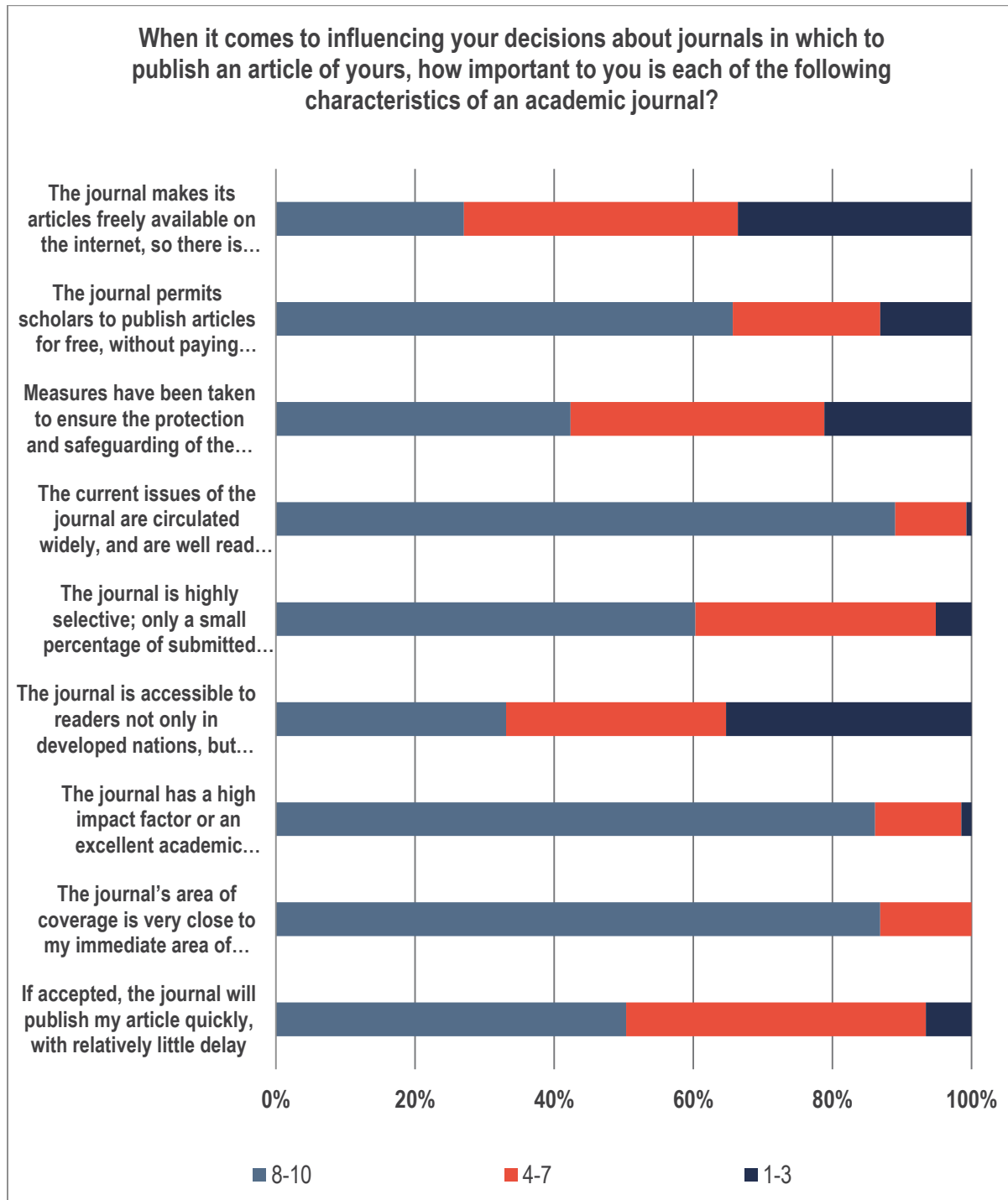
Q11 [Contingent on respondent selecting “yes” in Q8]

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	27.01%	39.42%	33.58%	137
The journal permits scholars to publish articles for free, without paying page or article charges	65.69%	21.17%	13.14%	137
Measures have been taken to ensure the protection and safeguarding of the journal’s content for the long term	42.34%	36.50%	21.17%	137
The current issues of the journal are circulated widely, and are well read by scholars in your field	89.05%	10.22%	0.73%	137
The journal is highly selective; only a small percentage of submitted articles are published	60.29%	34.56%	5.15%	136
The journal is accessible to readers not only in developed nations, but also in developing nations	33.09%	31.62%	35.29%	136
The journal has a high impact factor or an excellent academic reputation	86.13%	12.41%	1.46%	137
The journal’s area of coverage is very close to my immediate area of research	86.86%	13.14%		137
If accepted, the journal will publish my article quickly, with relatively little delay	50.36%	43.07%	6.57%	137

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]



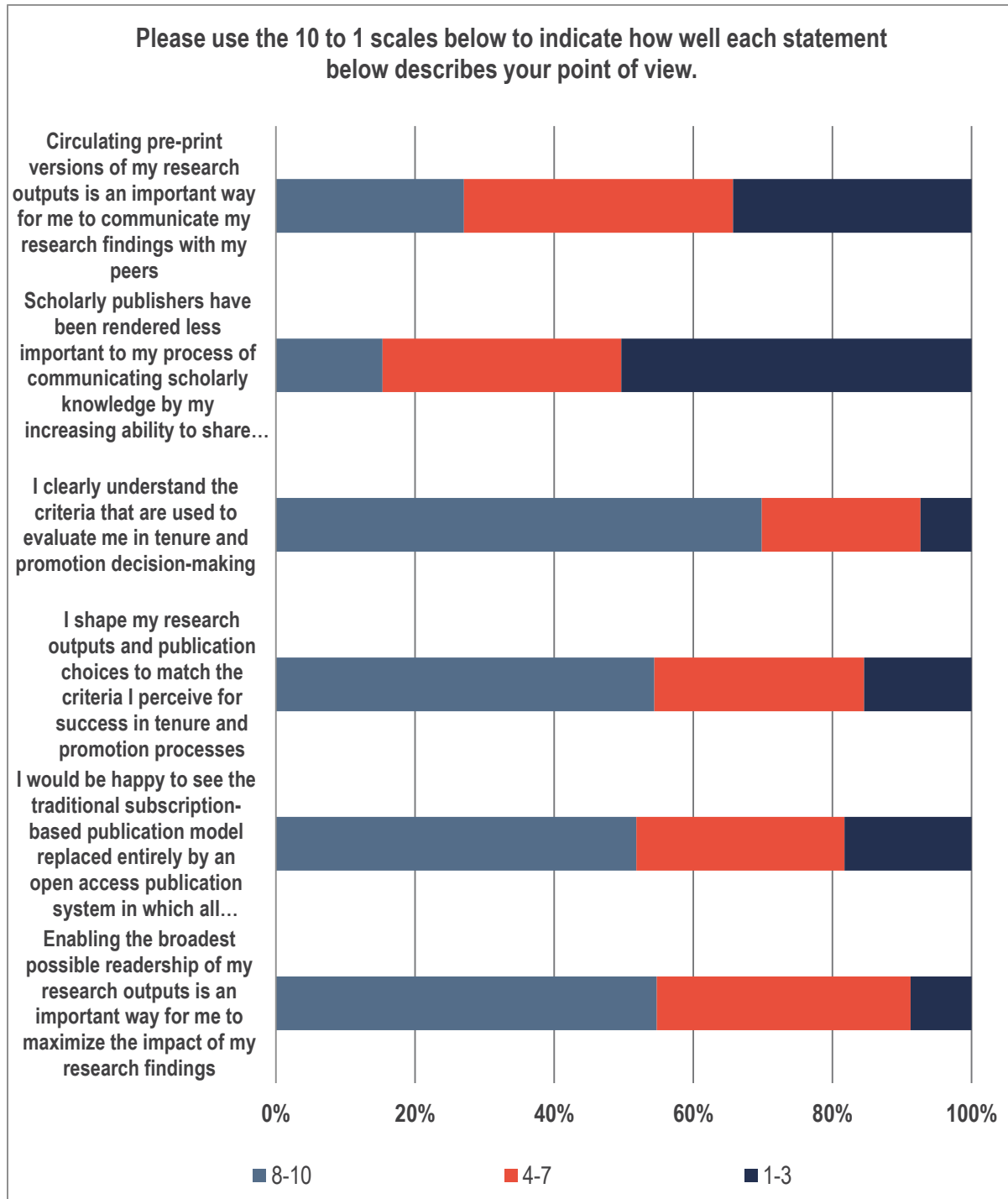
Q12 [Contingent on respondent selecting “yes” in Q8]

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	27.01%	38.69%	34.31%	137
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	15.33%	34.31%	50.36%	137
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	69.85%	22.79%	7.35%	136
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	54.41%	30.15%	15.44%	136
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	51.82%	29.93%	18.25%	137
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	54.74%	36.50%	8.76%	137

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

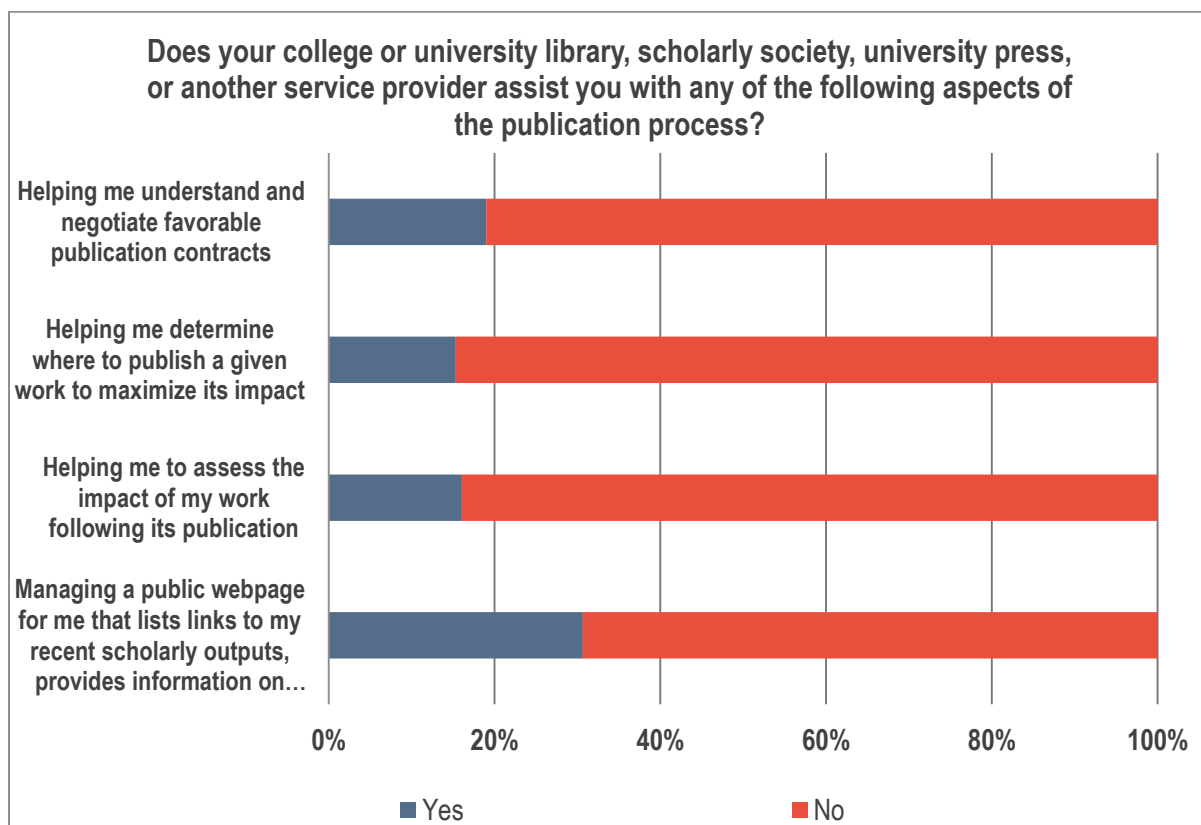
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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	18.98%	81.02%	137
Helping me determine where to publish a given work to maximize its impact	15.33%	84.67%	137
Helping me to assess the impact of my work following its publication	16.06%	83.94%	137
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	30.66%	69.34%	137



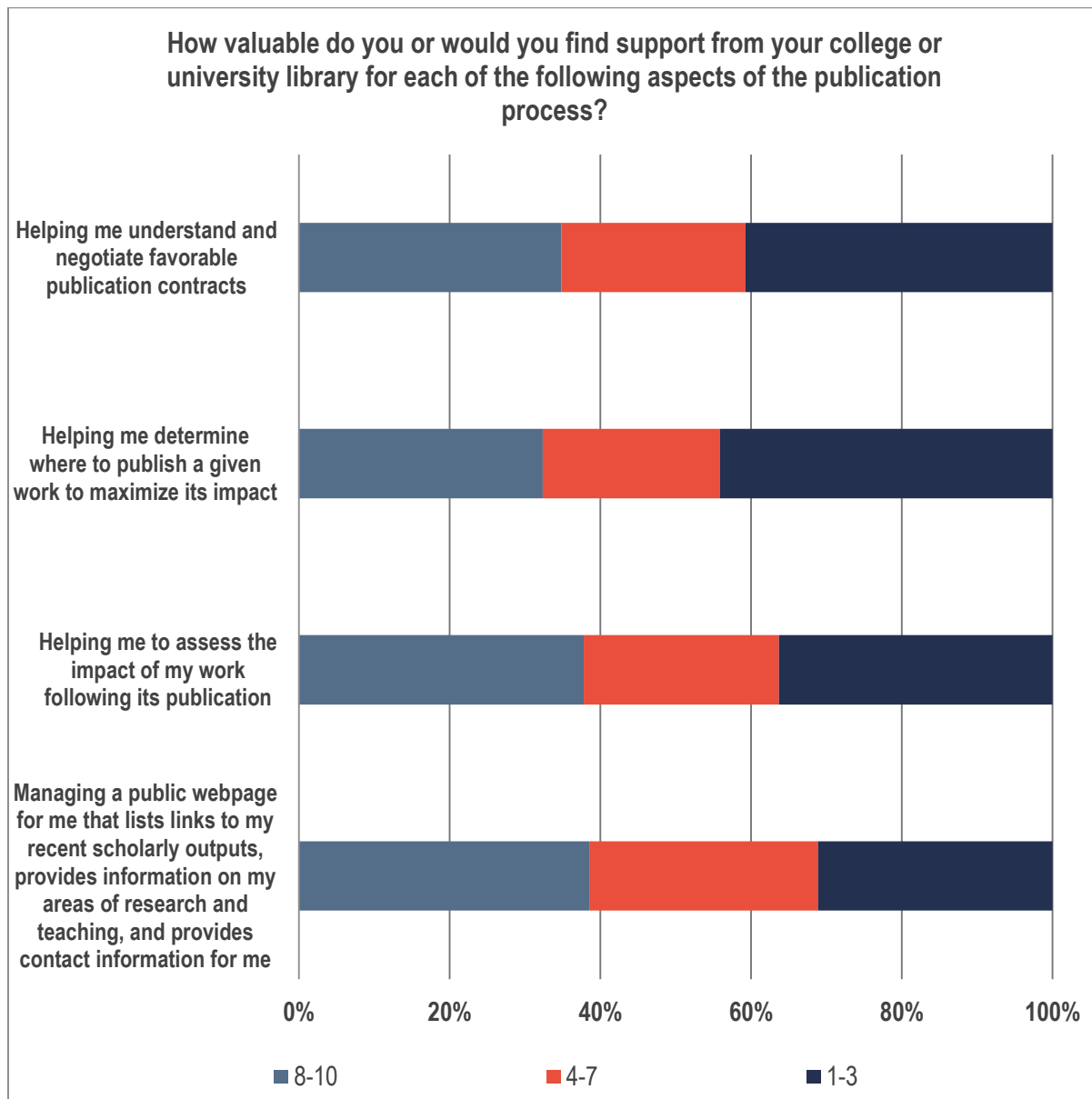
Q14 [Contingent on respondent selecting “yes” in Q8]

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	34.81%	24.44%	40.74%	135
Helping me determine where to publish a given work to maximize its impact	32.35%	23.53%	44.12%	136
Helping me to assess the impact of my work following its publication	37.78%	25.93%	36.30%	135
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	38.52%	30.37%	31.11%	135

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]



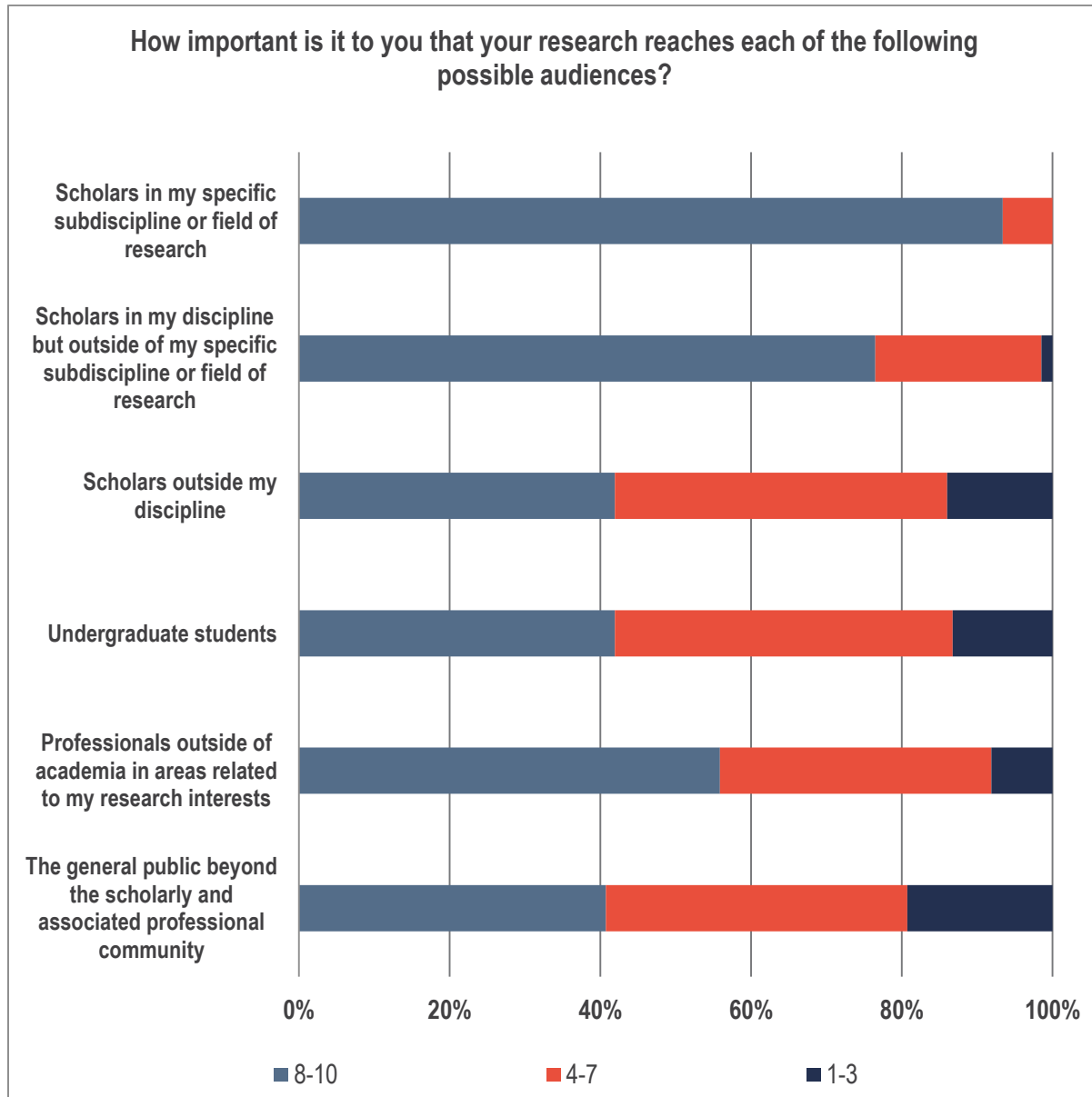
Q15 [Contingent on respondent selecting “yes” in Q8]

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	93.38%	6.62%		136
Scholars in my discipline but outside of my specific subdiscipline or field of research	76.47%	22.06%	1.47%	136
Scholars outside my discipline	41.91%	44.12%	13.97%	136
Undergraduate students	41.91%	44.85%	13.24%	136
Professionals outside of academia in areas related to my research interests	55.88%	36.03%	8.09%	136
The general public beyond the scholarly and associated professional community	40.74%	40.00%	19.26%	135

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

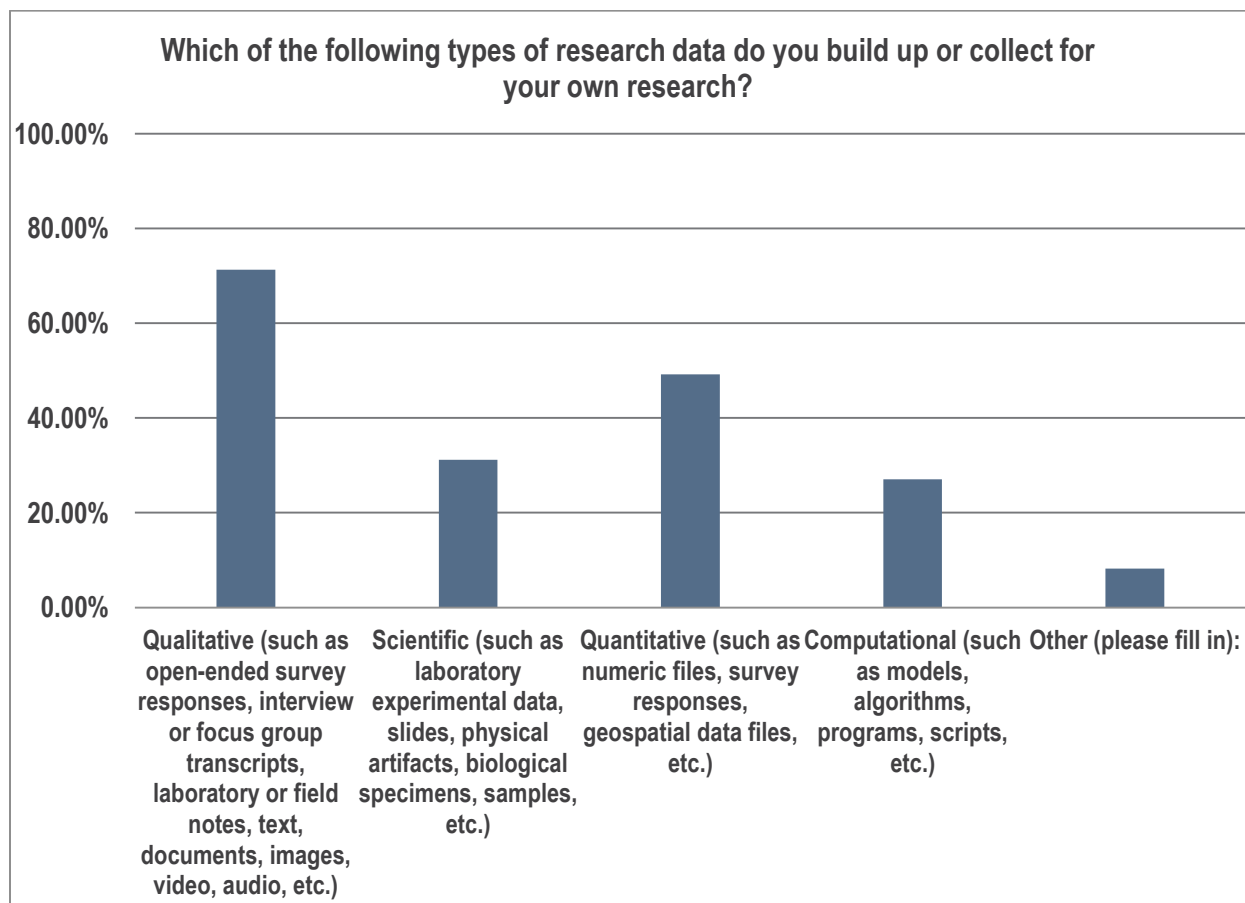
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]



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.)	87	71.31%
Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)	38	31.15%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	60	49.18%
Computational (such as models, algorithms, programs, scripts, etc.)	33	27.05%
Other (please fill in):	10	8.20%
	228	



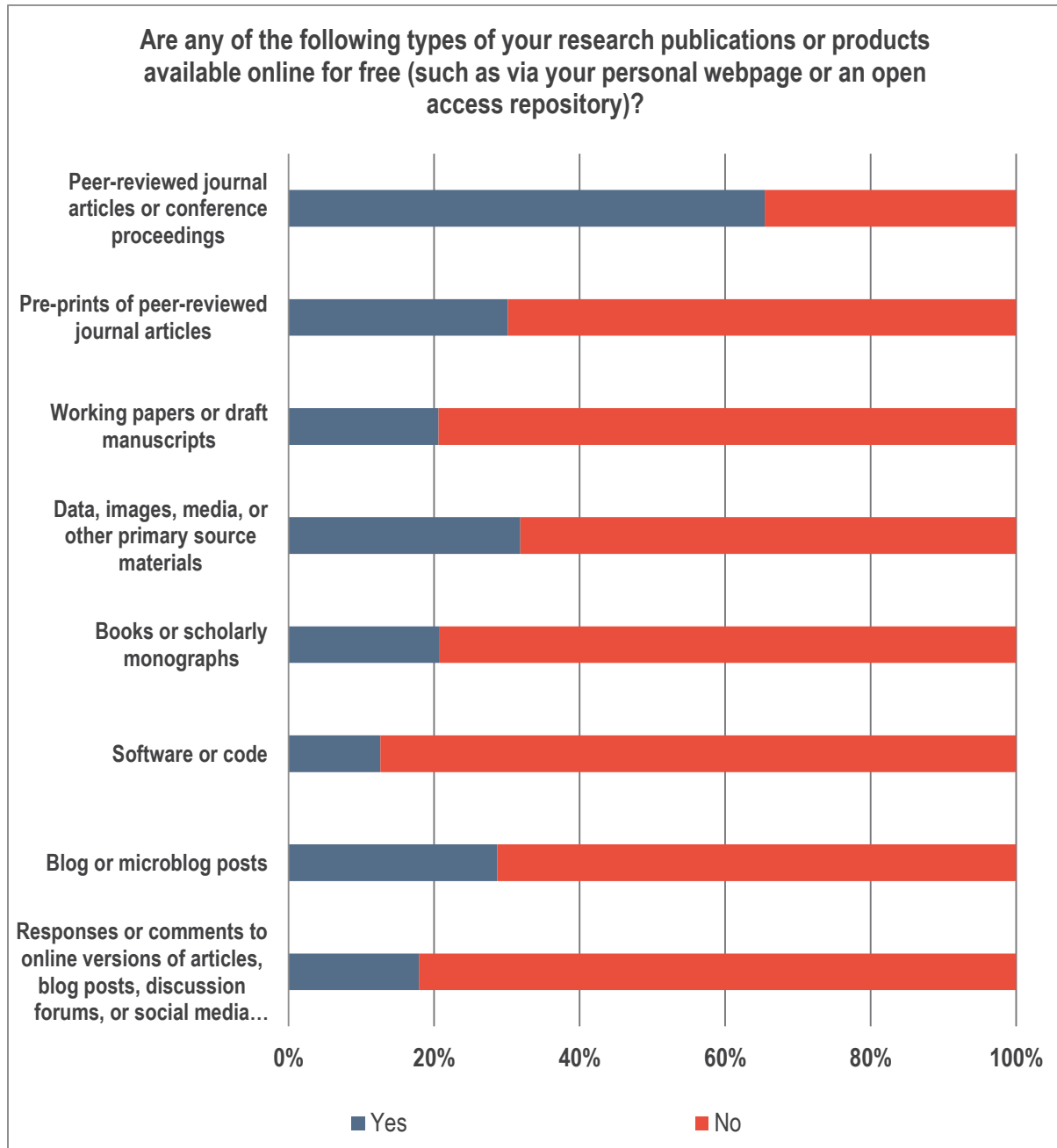
Q17 [Contingent on respondent selecting “yes” in Q8]

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	65.44%	34.56%	136
Pre-prints of peer-reviewed journal articles	30.15%	69.85%	136
Working papers or draft manuscripts	20.59%	79.41%	136
Data, images, media, or other primary source materials	31.85%	68.15%	135
Books or scholarly monographs	20.74%	79.26%	135
Software or code	12.59%	87.41%	135
Blog or microblog posts	28.68%	71.32%	136
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	17.91%	82.09%	134

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)?



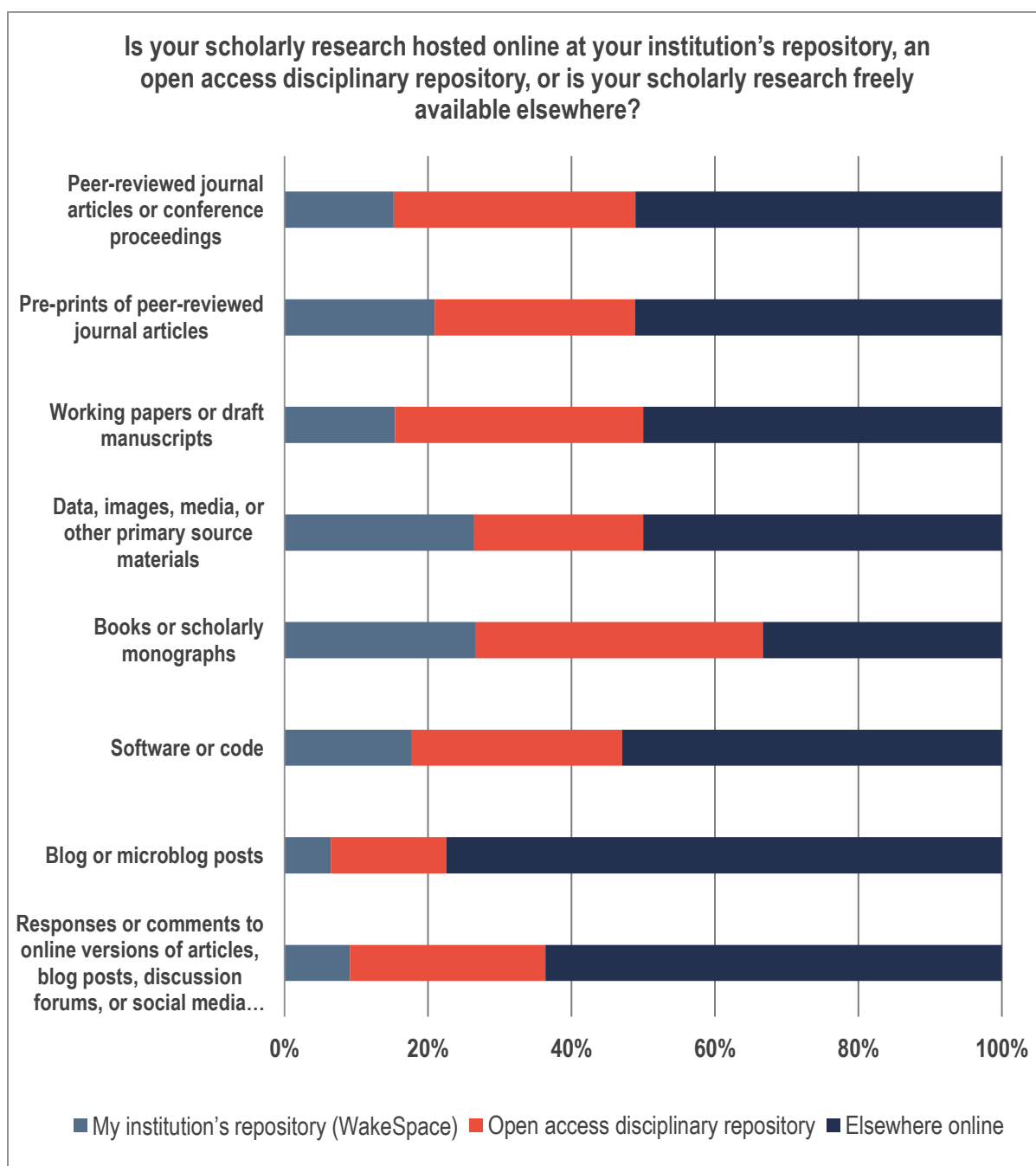
Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

Is your scholarly research hosted online at your institution’s repository (WakeSpace), 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 (WakeSpace)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	18.18%	40.26%	61.04%	92
Pre-prints of peer-reviewed journal articles	23.68%	31.58%	57.89%	43
Working papers or draft manuscripts	16.00%	36.00%	52.00%	26
Data, images, media, or other primary source materials	27.78%	25.00%	52.78%	38
Books or scholarly monographs	32.00%	48.00%	40.00%	30
Software or code	20.00%	33.33%	60.00%	17
Blog or microblog posts	6.67%	16.67%	80.00%	31
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	9.52%	28.57%	66.67%	22

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 (WakeSpace), 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.)?

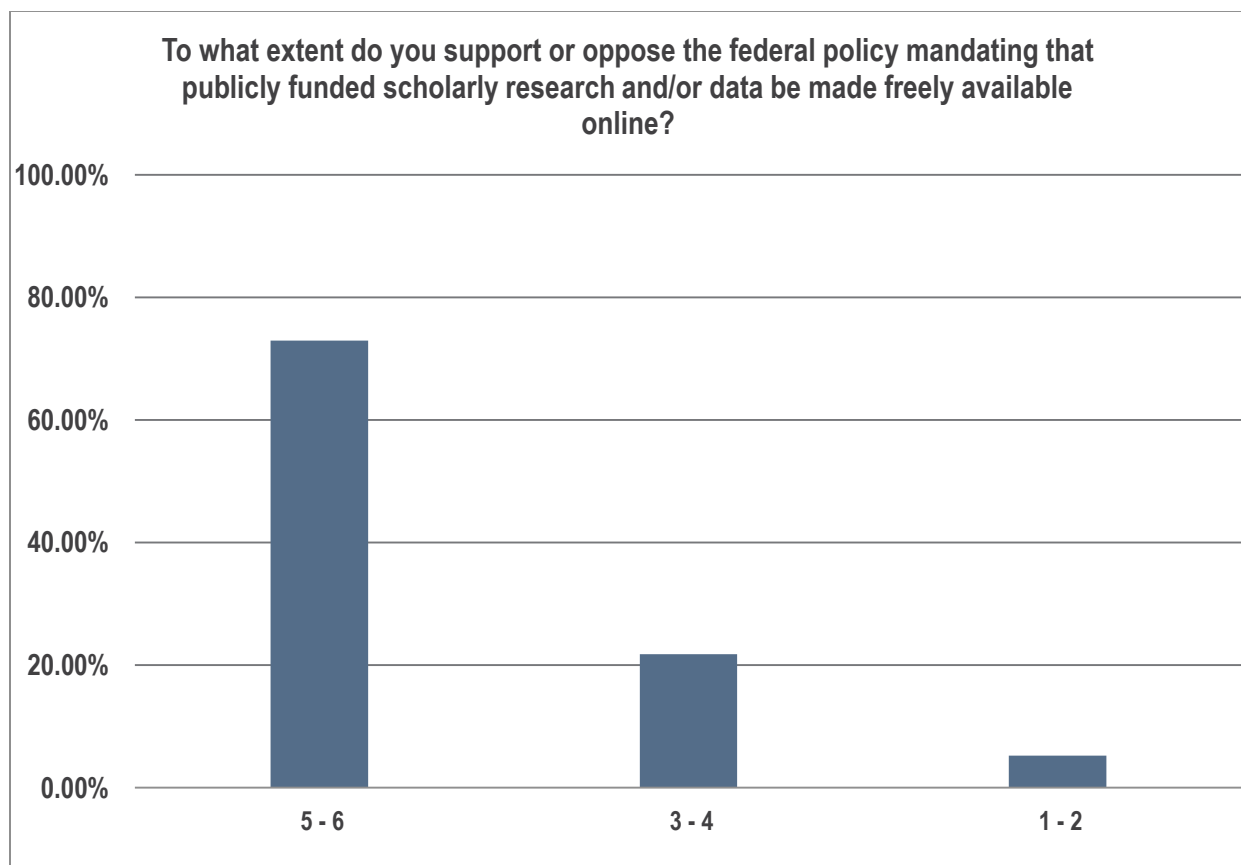
	Response	Percent
Yes	66	49.62%
No	67	50.38%
	133	100.00%



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	97	72.93%
3 - 4	29	21.80%
1 - 2	7	5.26%
	133	100.00%



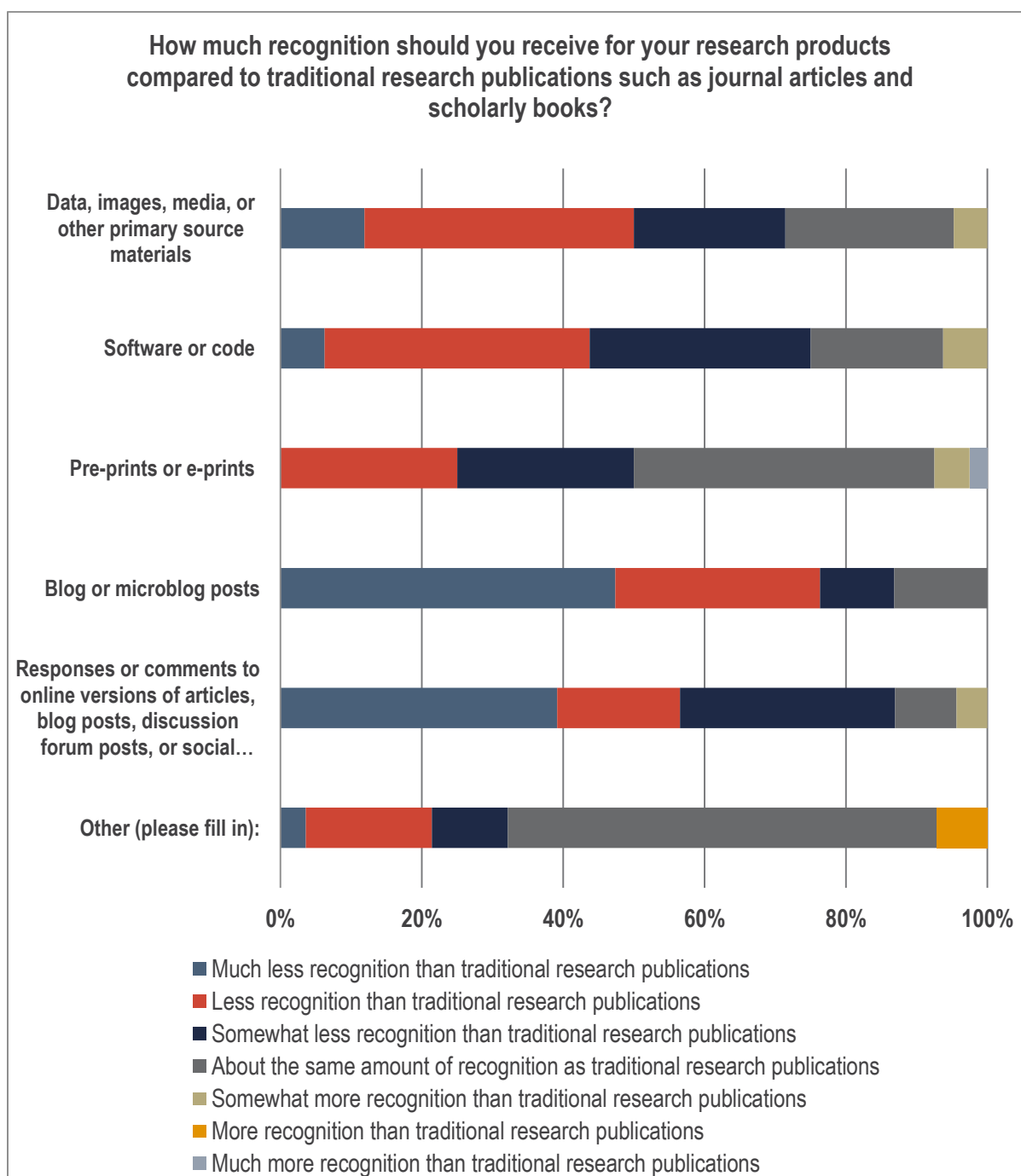
Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

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	11.90%	38.10%	21.43%	23.81%	4.76%			42
Software or code	6.25%	37.50%	31.25%	18.75%	6.25%			16
Pre-prints or e-prints		25.00%	25.00%	42.50%	5.00%		2.50%	40
Blog or microblog posts	47.37%	28.95%	10.53%	13.16%				38
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	39.13%	17.39%	30.43%	8.70%	4.35%			23
Other (please fill in):	3.57%	17.86%	10.71%	60.71%		7.14%		28

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

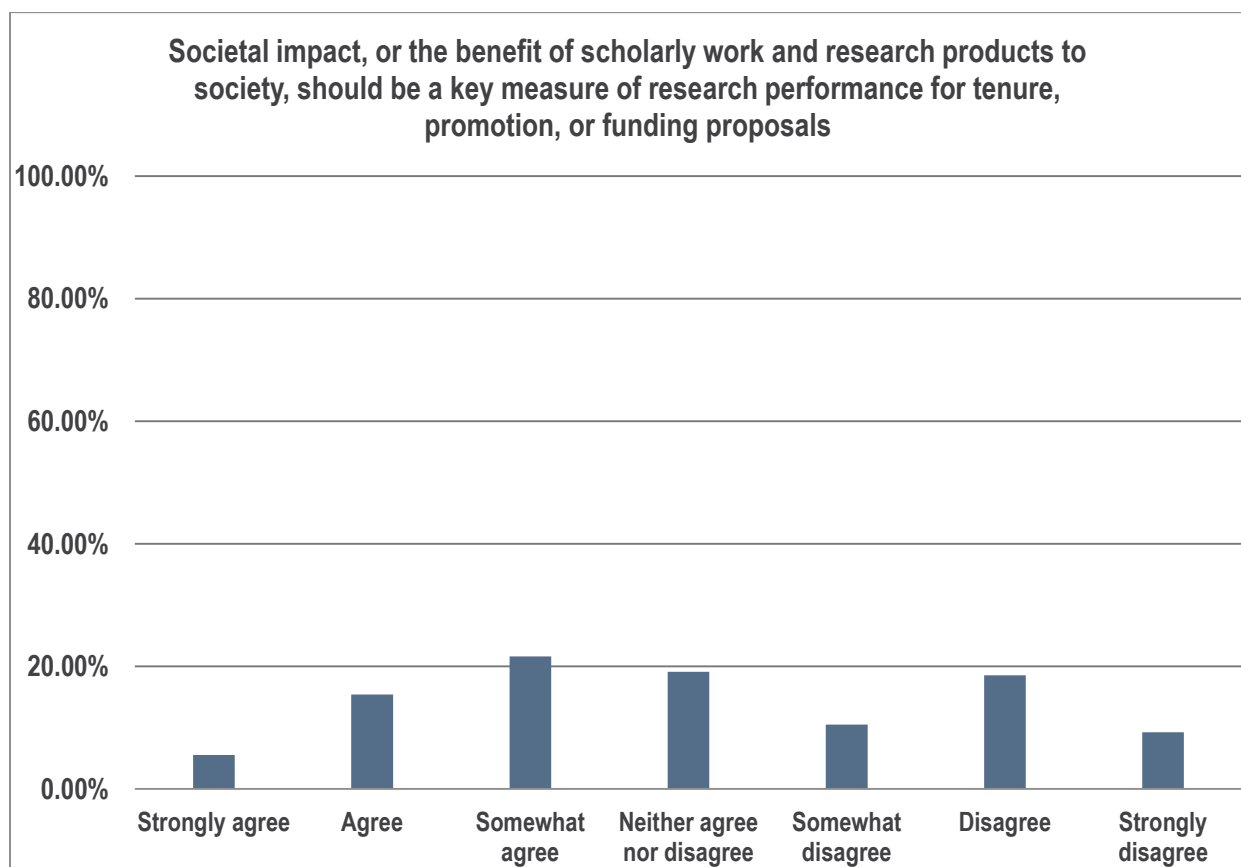
And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



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	9	5.56%
Agree	25	15.43%
Somewhat agree	35	21.60%
Neither agree nor disagree	31	19.14%
Somewhat disagree	17	10.49%
Disagree	30	18.52%
Strongly disagree	15	9.26%
	162	100.00%



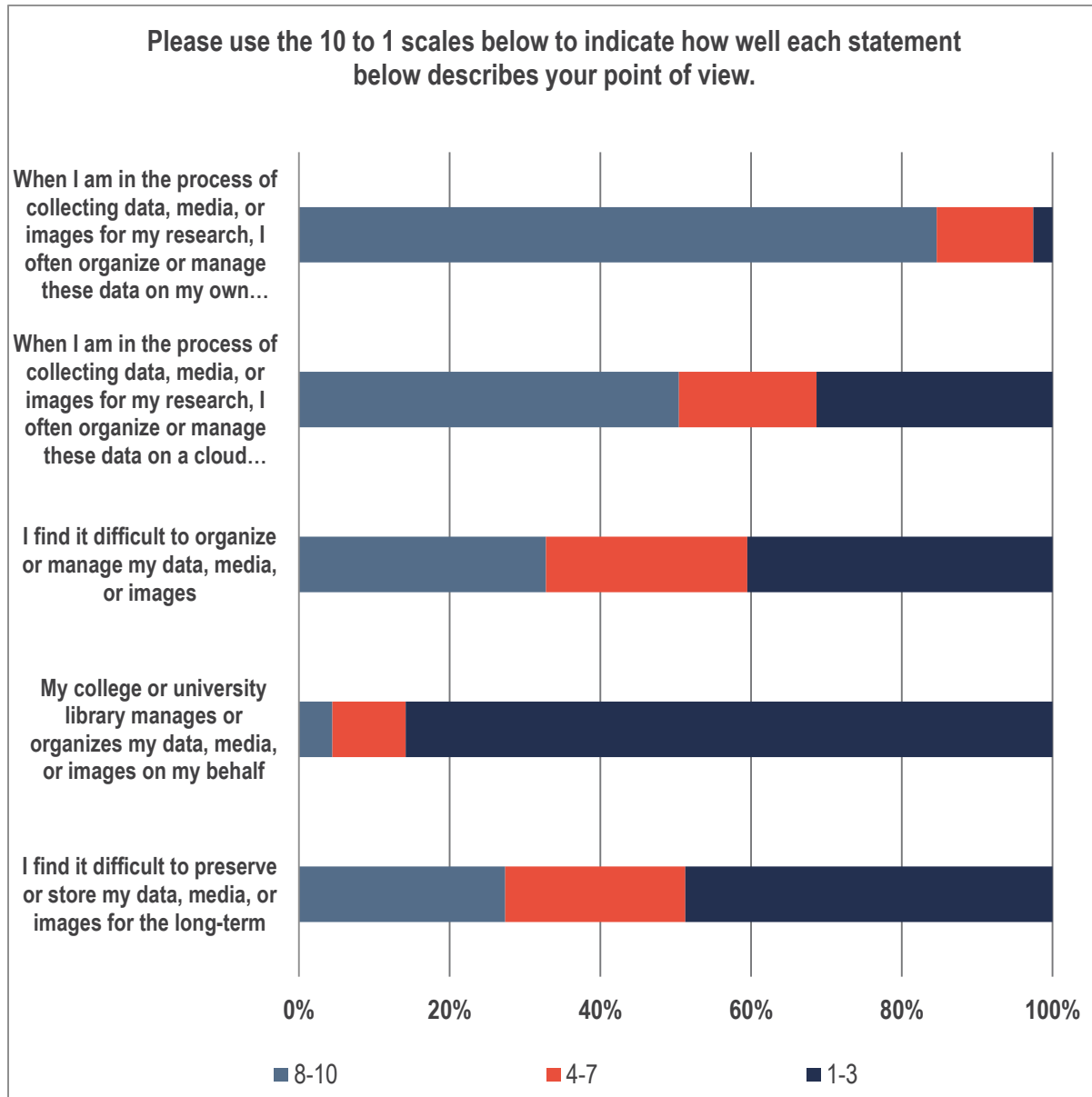
Q23 [Contingent on respondent selecting at least one option in Q16]

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	84.62%	12.82%	2.56%	117
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.)	50.43%	18.26%	31.30%	115
I find it difficult to organize or manage my data, media, or images	32.76%	26.72%	40.52%	116
My college or university library manages or organizes my data, media, or images on my behalf	4.42%	9.73%	85.84%	113
I find it difficult to preserve or store my data, media, or images for the long-term	27.35%	23.93%	48.72%	117

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]



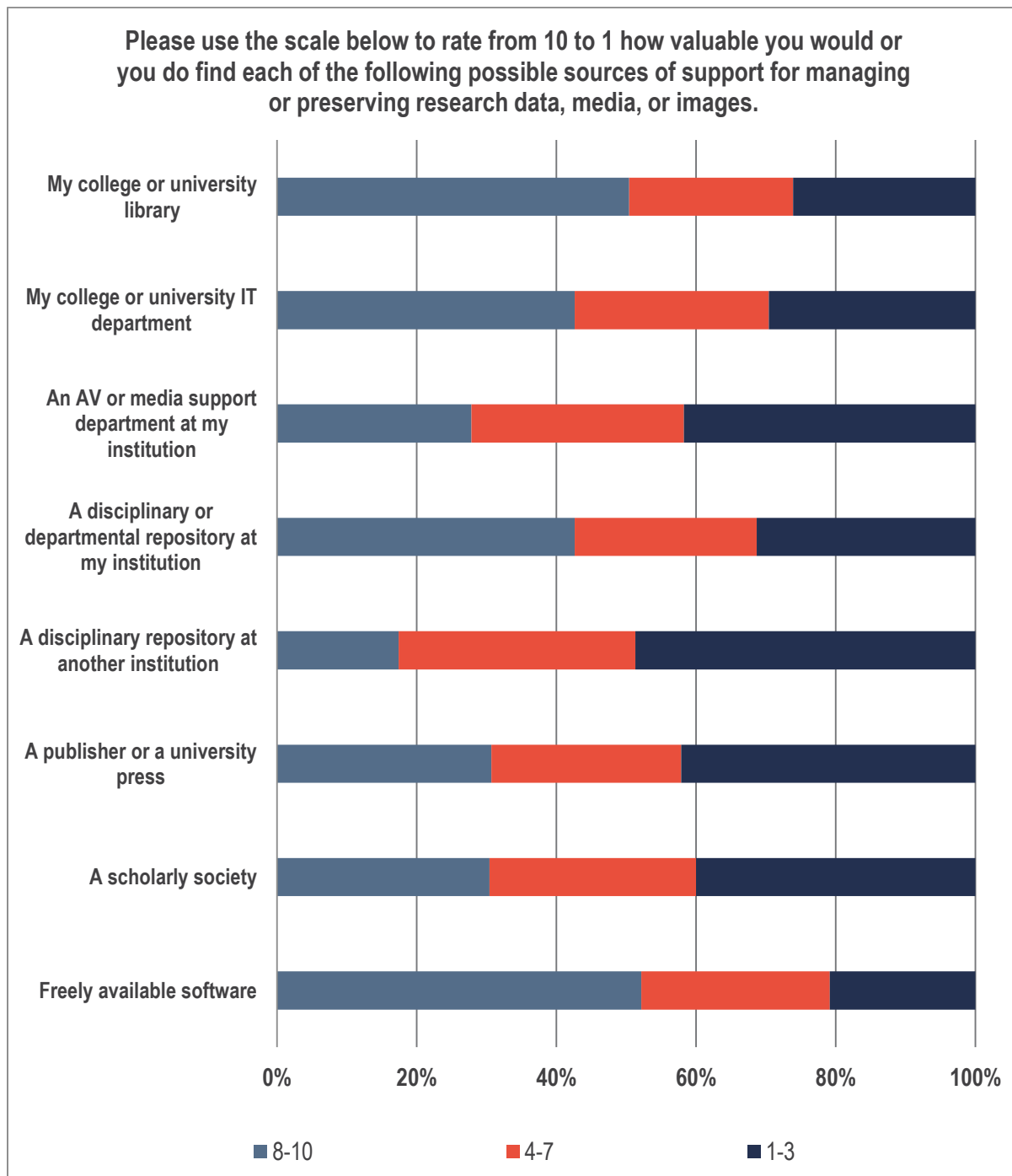
Q24 [Contingent on respondent selecting at least one option in Q16]

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	50.43%	23.48%	26.09%	115
My college or university IT department	42.61%	27.83%	29.57%	115
An AV or media support department at my institution	27.83%	30.43%	41.74%	115
A disciplinary or departmental repository at my institution	42.61%	26.09%	31.30%	115
A disciplinary repository at another institution	17.39%	33.91%	48.70%	115
A publisher or a university press	30.70%	27.19%	42.11%	114
A scholarly society	30.43%	29.57%	40.00%	115
Freely available software	52.17%	26.96%	20.87%	115

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

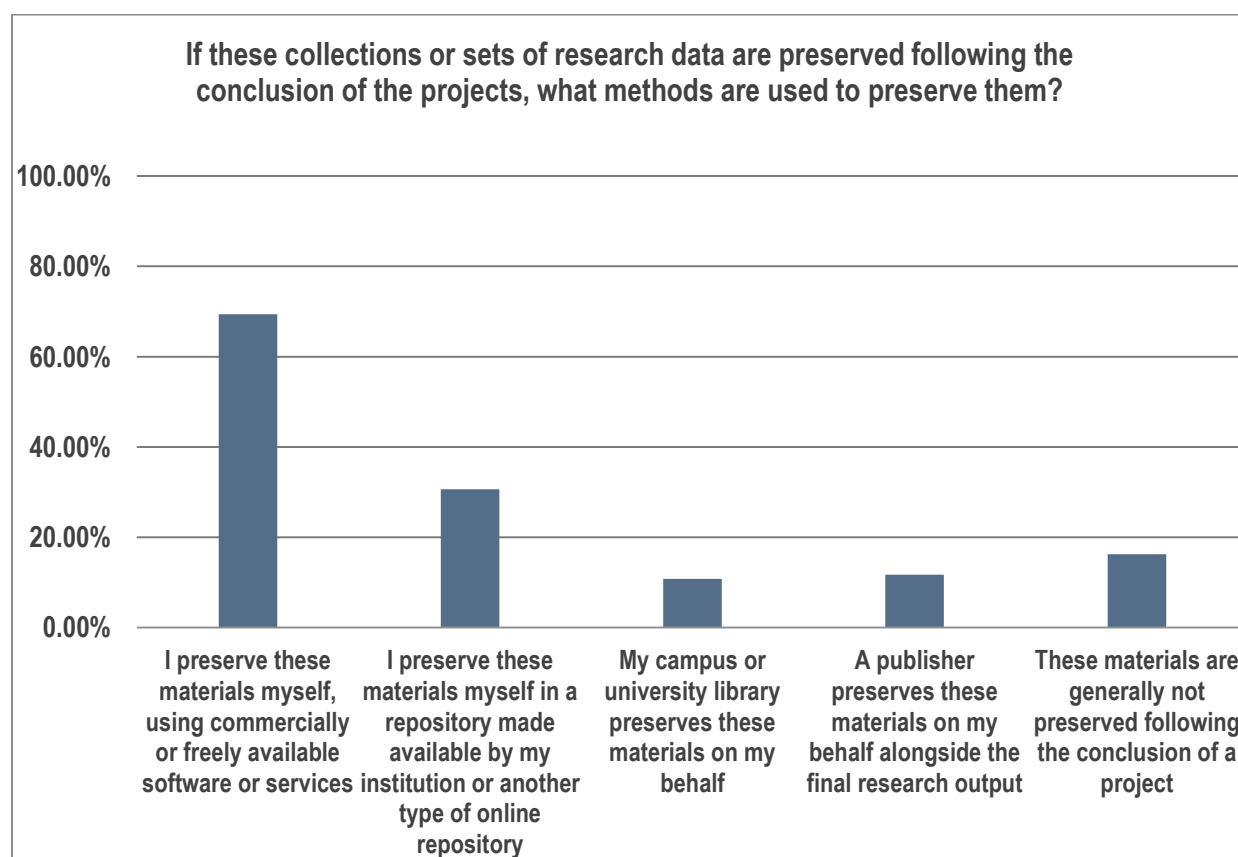
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media,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

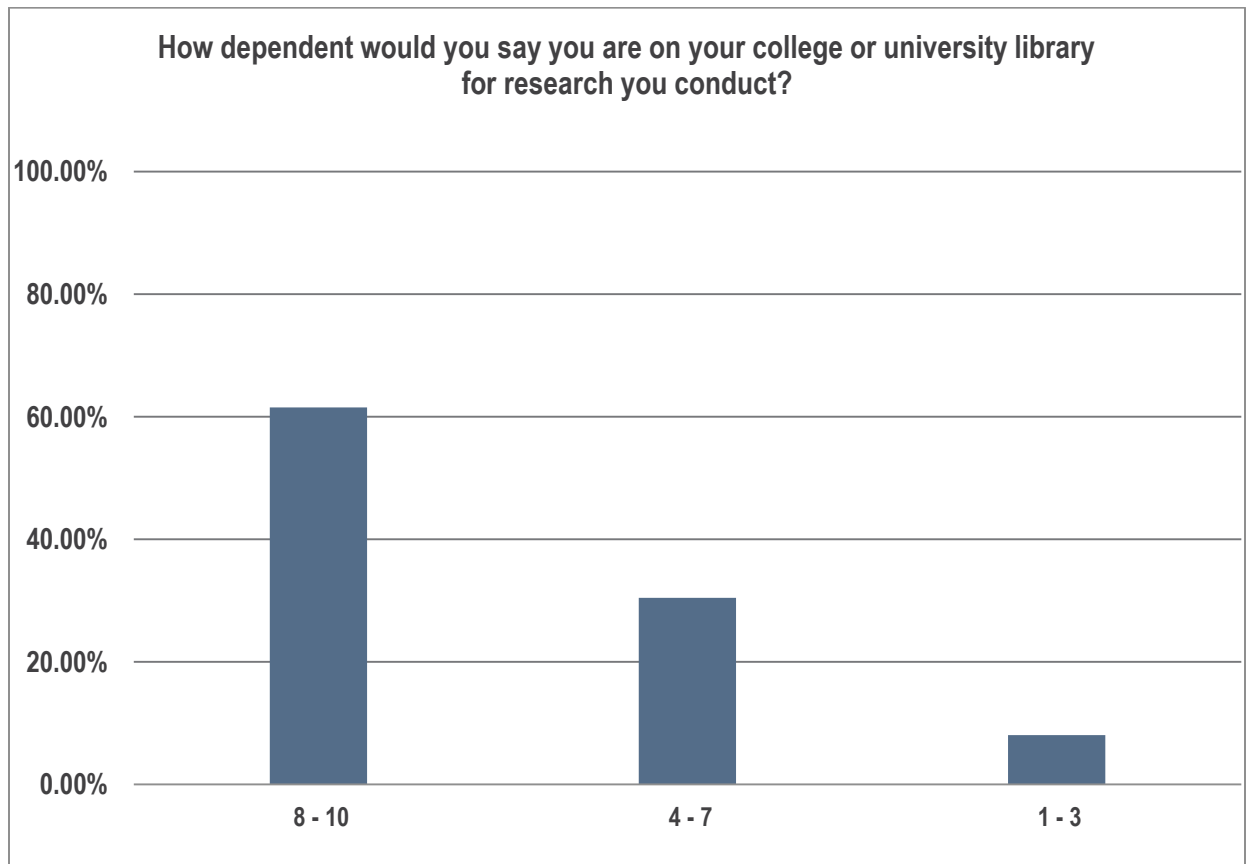
	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	77	69.37%
I preserve these materials myself in a repository made available by my institution or another type of online repository	34	30.63%
My campus or university library preserves these materials on my behalf	12	10.81%
A publisher preserves these materials on my behalf alongside the final research output	13	11.71%
These materials are generally not preserved following the conclusion of a project	18	16.22%
	154	



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	99	61.49%
4 - 7	49	30.43%
1 - 3	13	8.07%
	161	100.00%



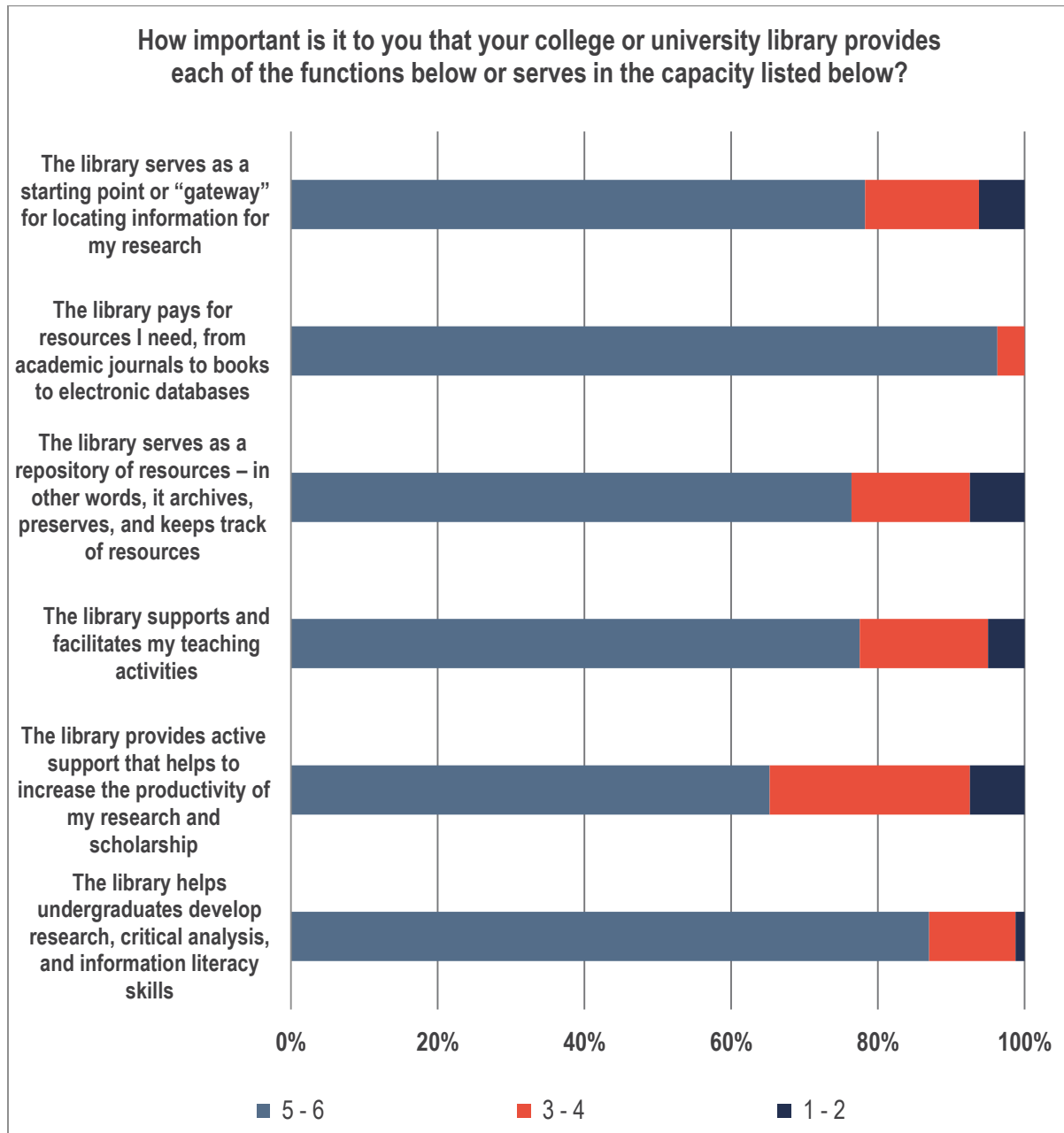
Q27

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	78.26%	15.53%	6.21%	161
The library pays for resources I need, from academic journals to books to electronic databases	96.27%	3.73%		161
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	76.40%	16.15%	7.45%	161
The library supports and facilitates my teaching activities	77.50%	17.50%	5.00%	160
The library provides active support that helps to increase the productivity of my research and scholarship	65.22%	27.33%	7.45%	161
The library helps undergraduates develop research, critical analysis, and information literacy skills	86.96%	11.80%	1.24%	161

Q27

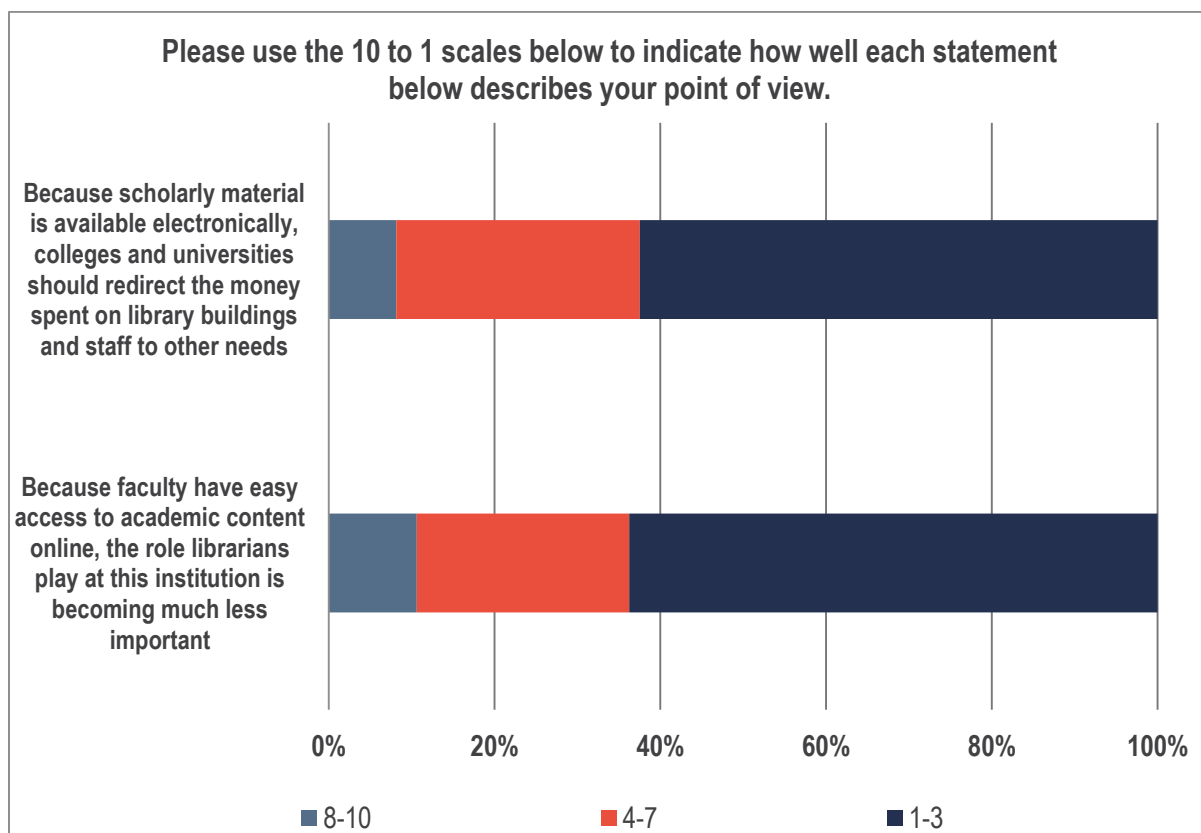
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



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]

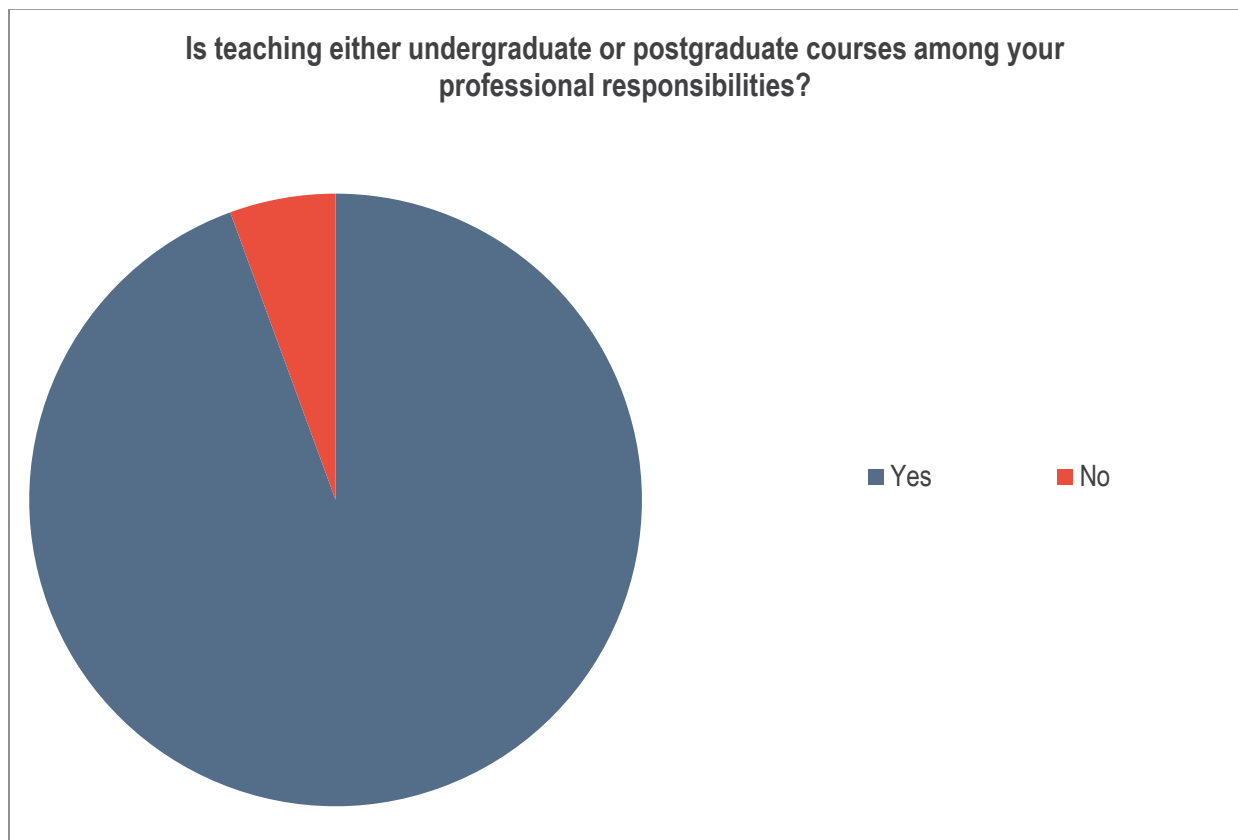
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	8.13%	29.38%	62.50%	160
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	10.63%	25.63%	63.75%	160



Q29

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

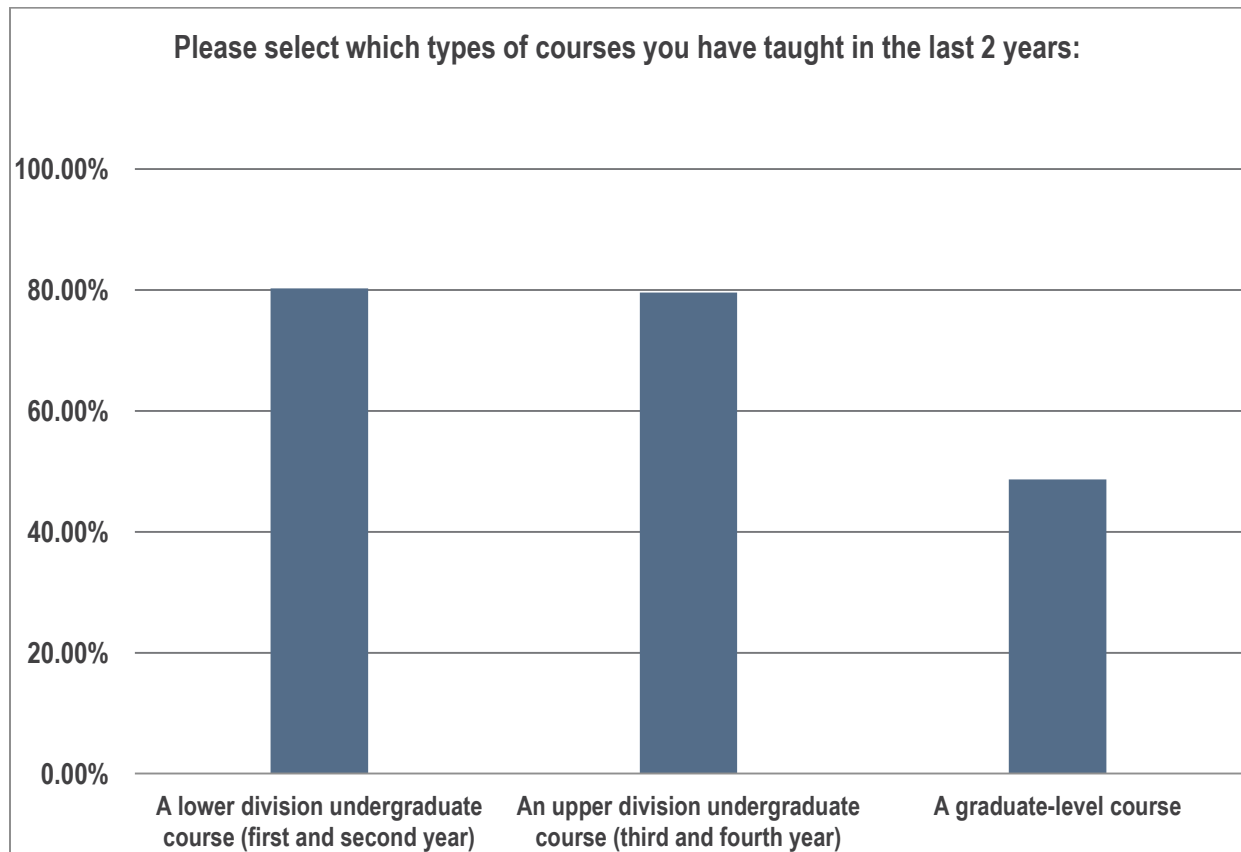
	Response	Percent
Yes	152	94.41%
No	9	5.59%
	161	100.00%



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)	122	80.26%
An upper division undergraduate course (third and fourth year)	121	79.61%
A graduate-level course	74	48.68%
	317	



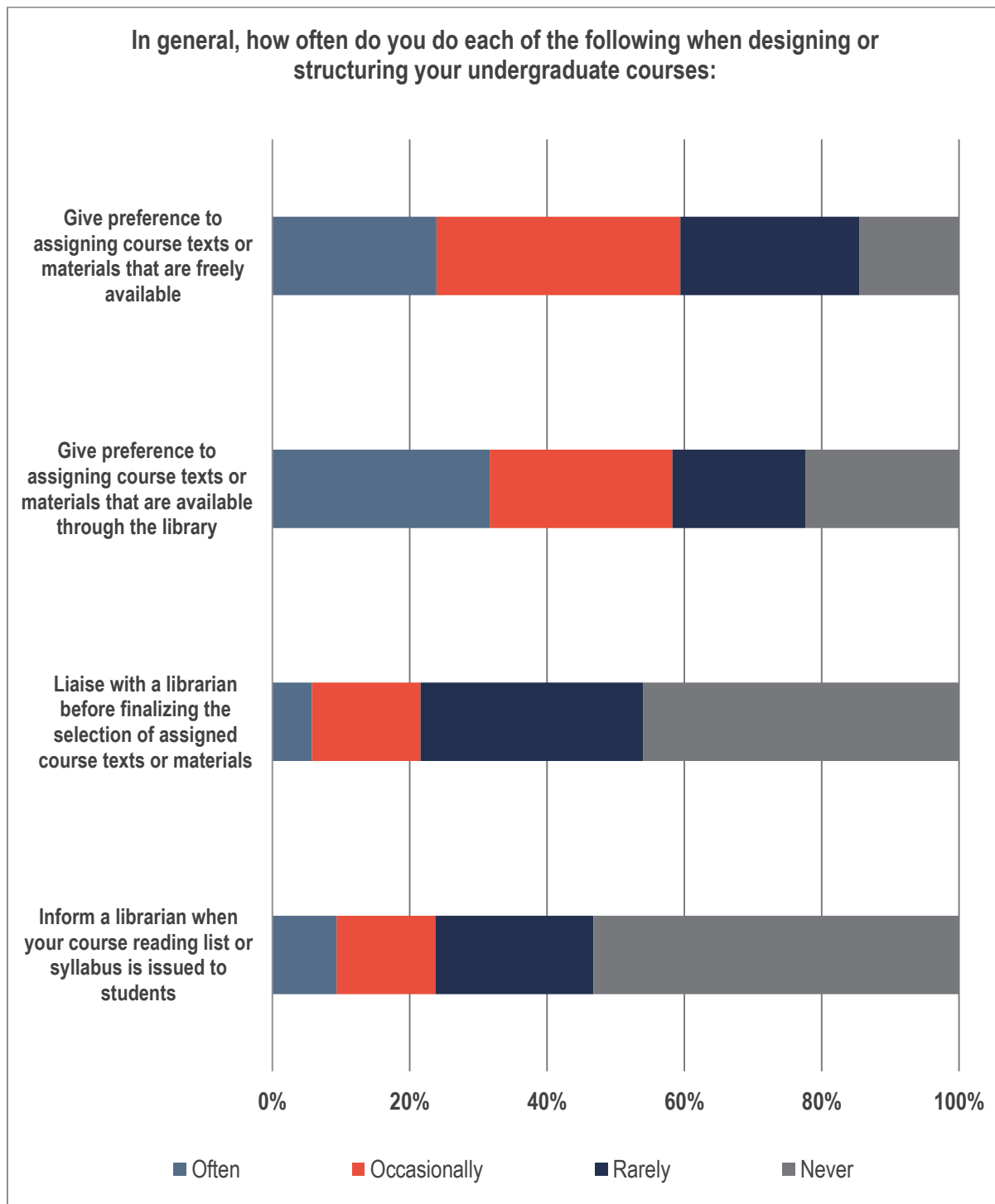
Q31 [Contingent on respondent teaching an undergraduate course]

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	23.91%	35.51%	26.09%	14.49%	138
Give preference to assigning course texts or materials that are available through the library	31.65%	26.62%	19.42%	22.30%	139
Liaise with a librarian before finalizing the selection of assigned course texts or materials	5.76%	15.83%	32.37%	46.04%	139
Inform a librarian when your course reading list or syllabus is issued to students	9.35%	14.39%	23.02%	53.24%	139

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:



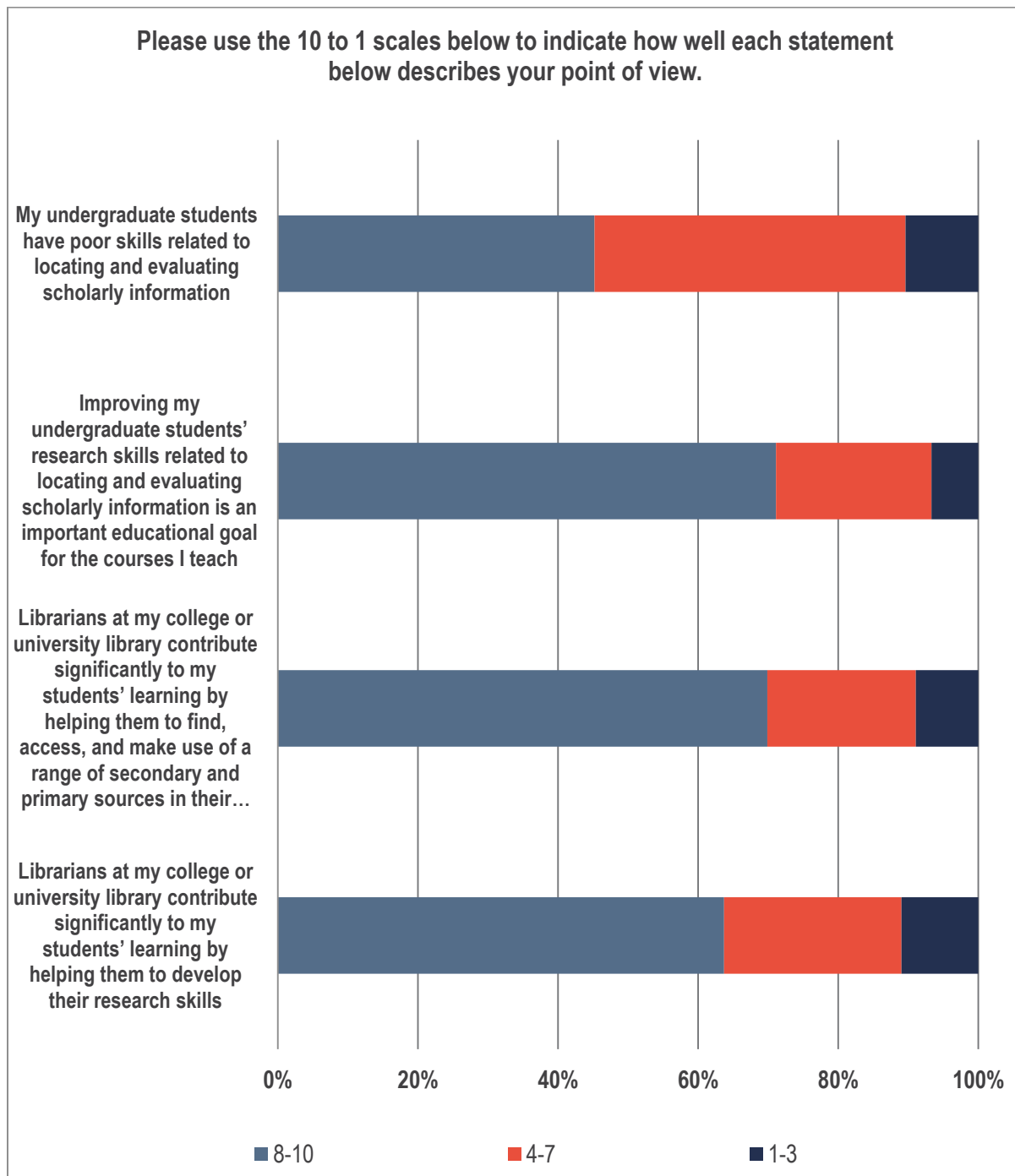
Q32 [Contingent on respondent selecting “yes” in Q29]

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	45.19%	44.44%	10.37%	135
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	71.11%	22.22%	6.67%	135
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	69.86%	21.23%	8.90%	146
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	63.70%	25.34%	10.96%	146

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

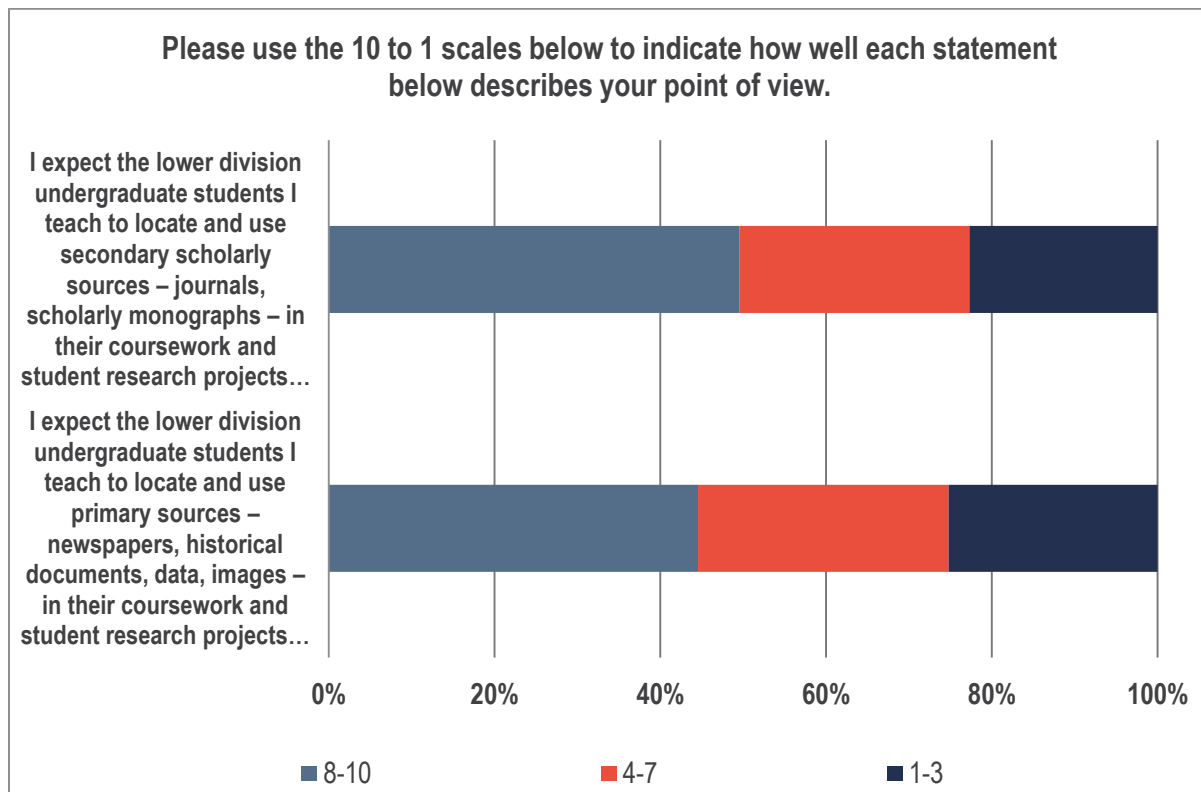
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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]

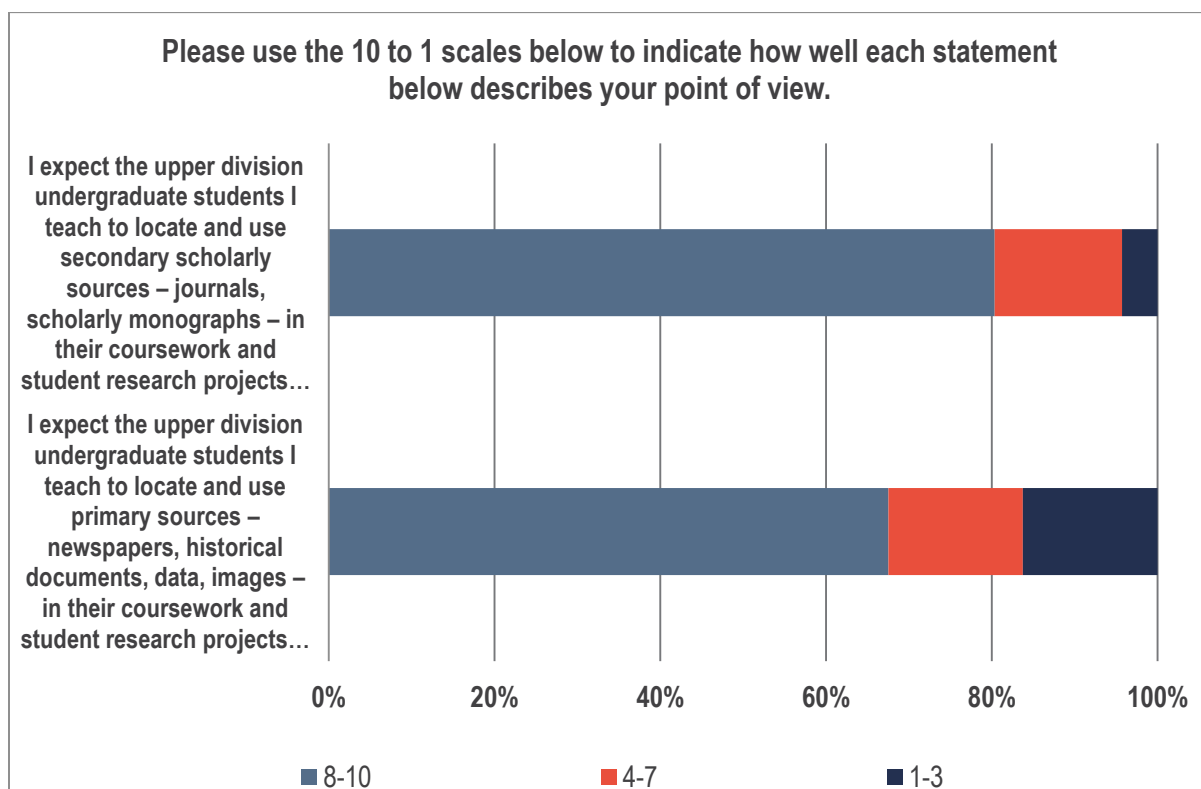
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	49.58%	27.73%	22.69%	119
I expect the lower division 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	44.54%	30.25%	25.21%	119



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]

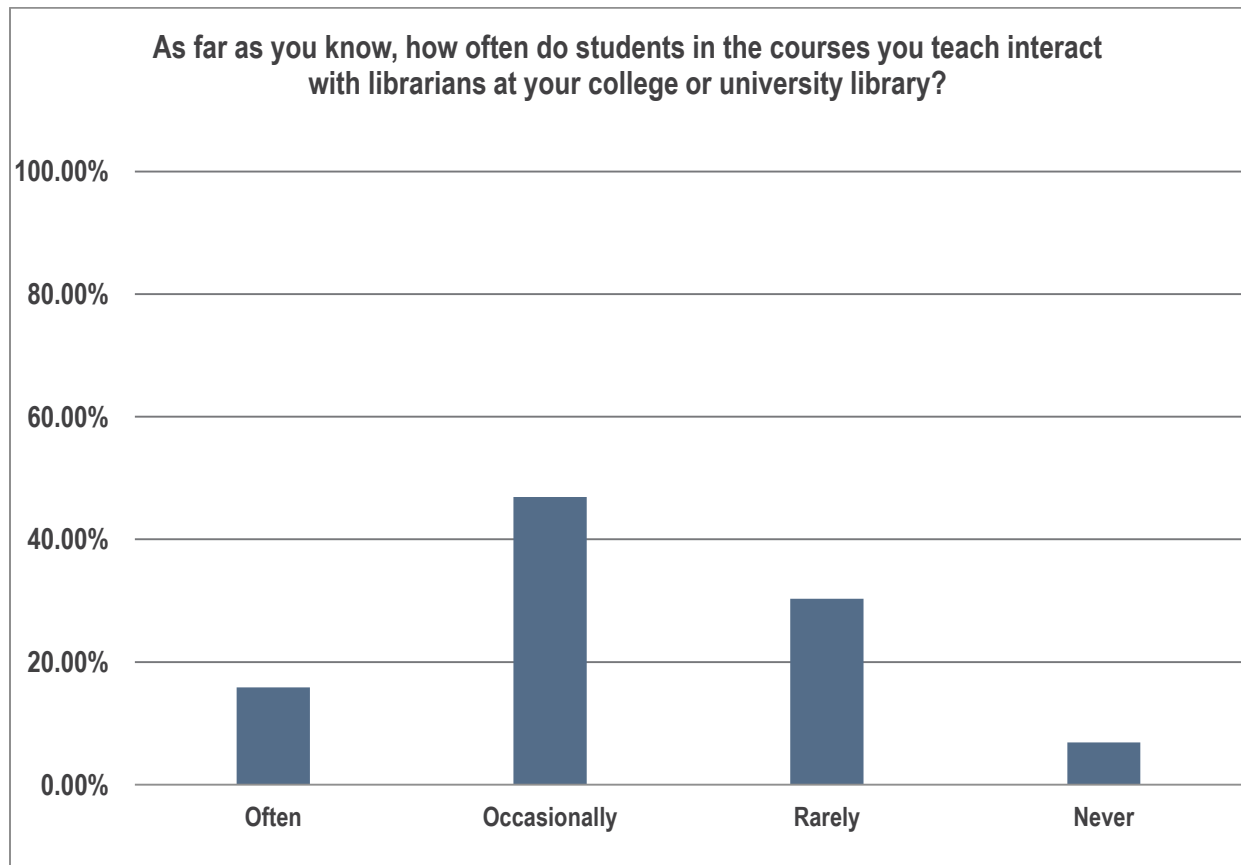
	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	80.34%	15.38%	4.27%	117
I expect the upper division 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	67.52%	16.24%	16.24%	117



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	23	15.86%
Occasionally	68	46.90%
Rarely	44	30.34%
Never	10	6.90%
	145	100.00%



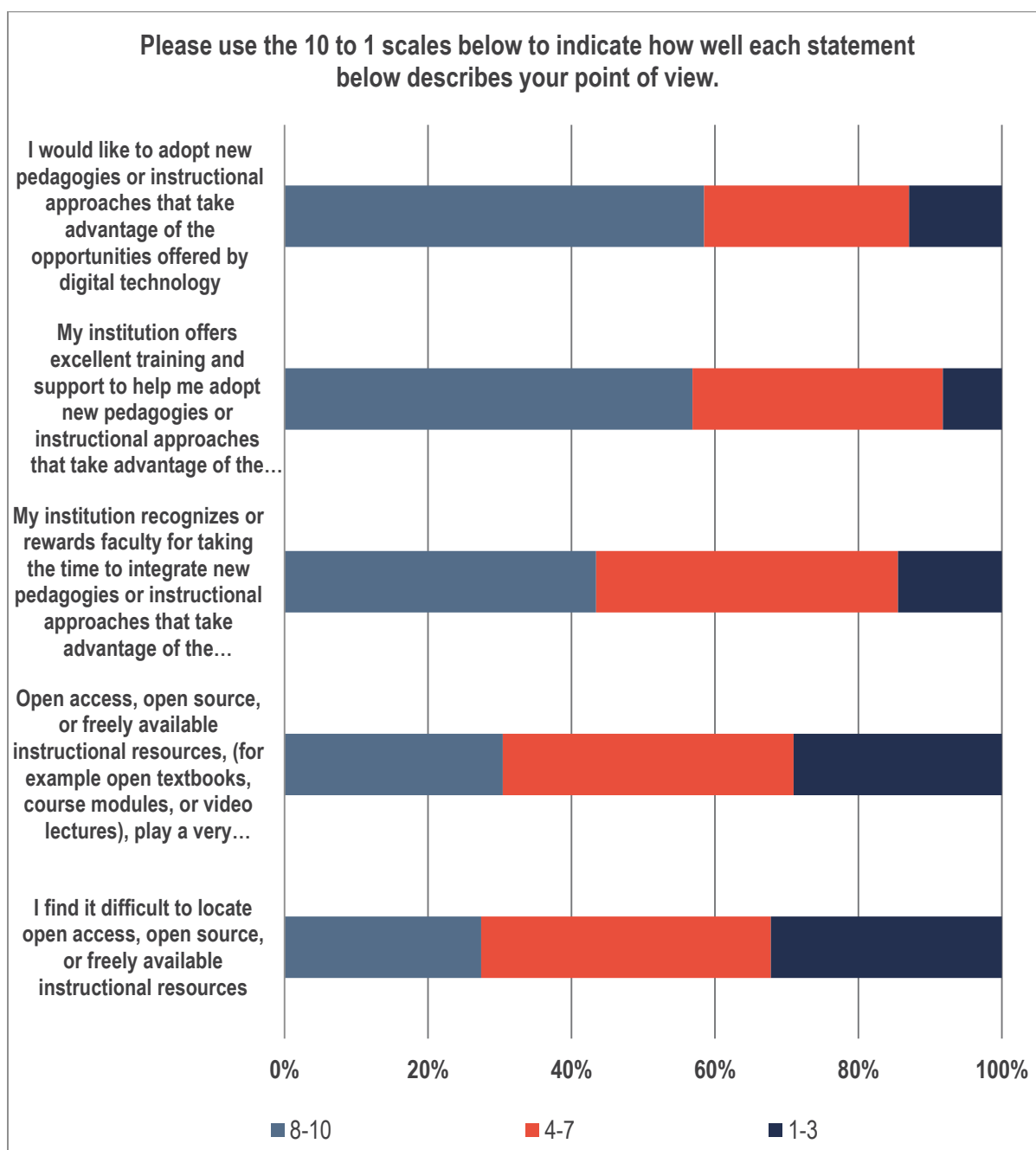
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	58.50%	28.57%	12.93%	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	56.85%	34.93%	8.22%	146
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	43.45%	42.07%	14.48%	145
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	30.41%	40.54%	29.05%	148
I find it difficult to locate open access, open source, or freely available instructional resources	27.40%	40.41%	32.19%	146

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]



Digital Research Activities

DRA1

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.

DRA2

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.

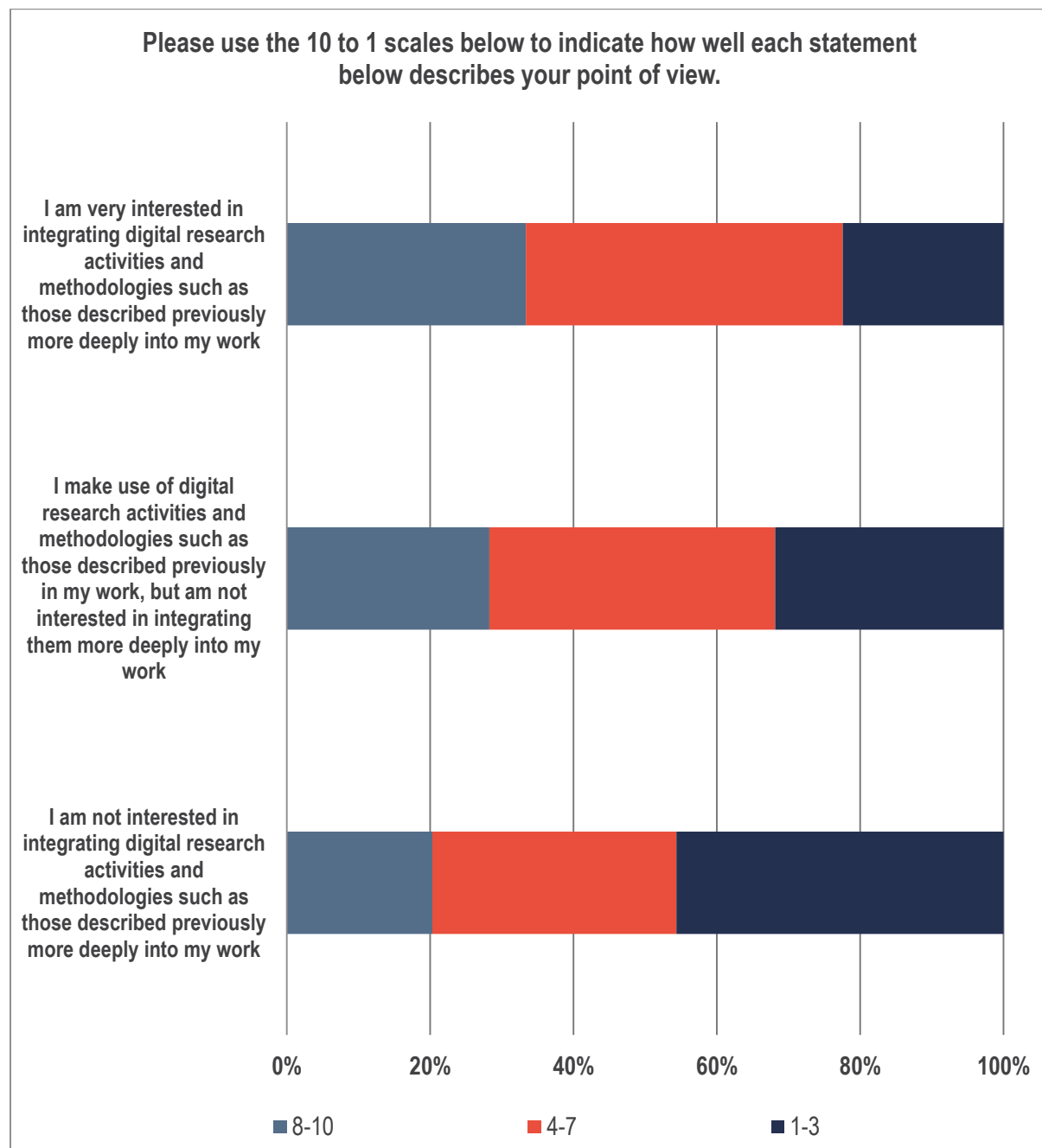
DRA1

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.

	8-10	4-7	1-3	Response
I am very interested in integrating digital research activities and methodologies such as those described previously more deeply into my work	33.33%	44.20%	22.46%	138
I make use of digital research activities and methodologies such as those described previously in my work, but am not interested in integrating them more deeply into my work	28.26%	39.86%	31.88%	138
I am not interested in integrating digital research activities and methodologies such as those described previously more deeply into my work	20.29%	34.06%	45.65%	138

DRA1

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.



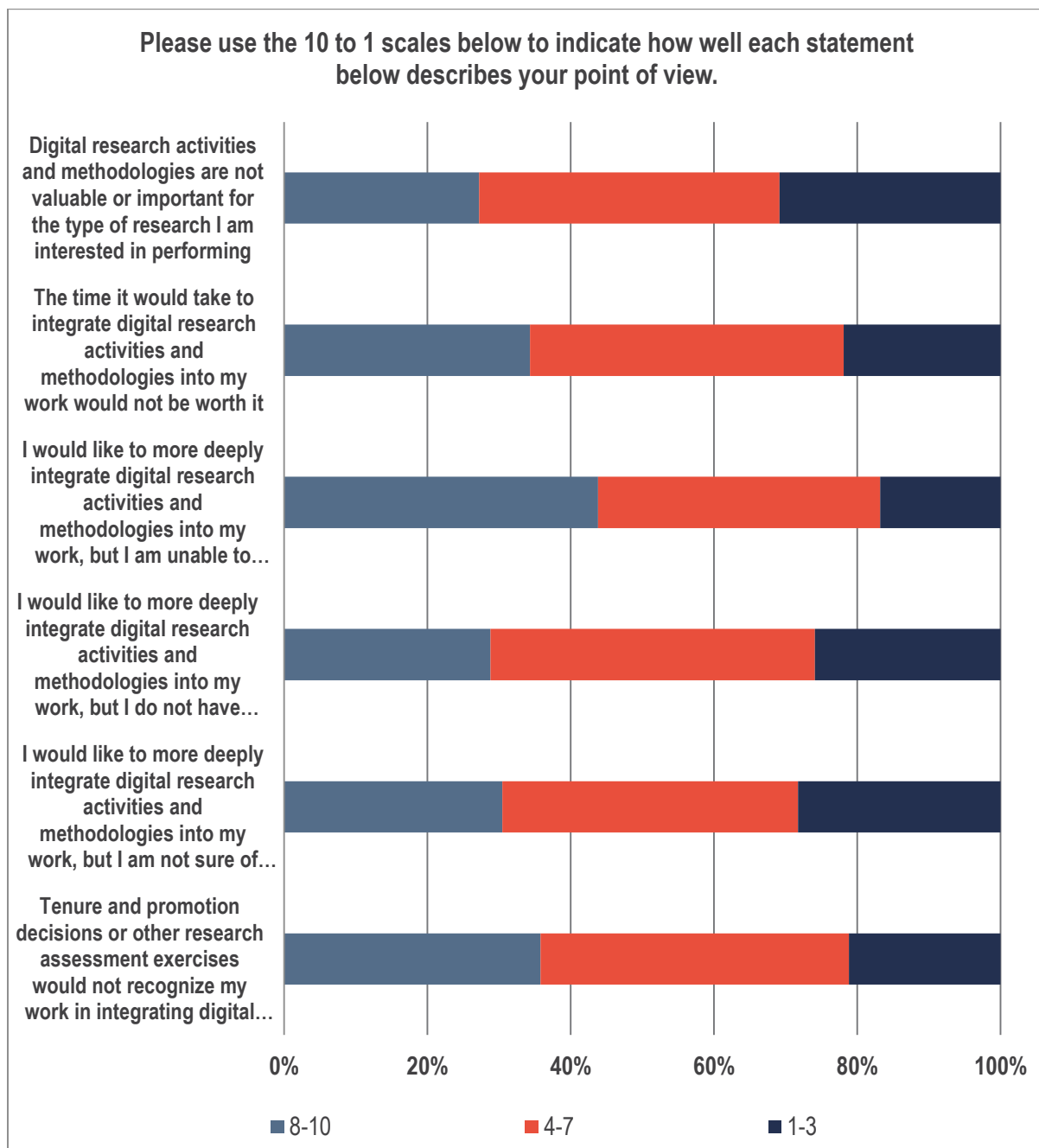
DRA2

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.

	8-10	4-7	1-3	Response
Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing	27.21%	41.91%	30.88%	136
The time it would take to integrate digital research activities and methodologies into my work would not be worth it	34.31%	43.80%	21.90%	137
I would like to more deeply integrate digital research activities and methodologies into my work, but I am unable to devote enough time to do so effectively	43.80%	39.42%	16.79%	137
I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively	28.78%	45.32%	25.90%	139
I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals	30.43%	41.30%	28.26%	138
Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and methodologies into my work	35.77%	43.07%	21.17%	137

DRA2

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.



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.

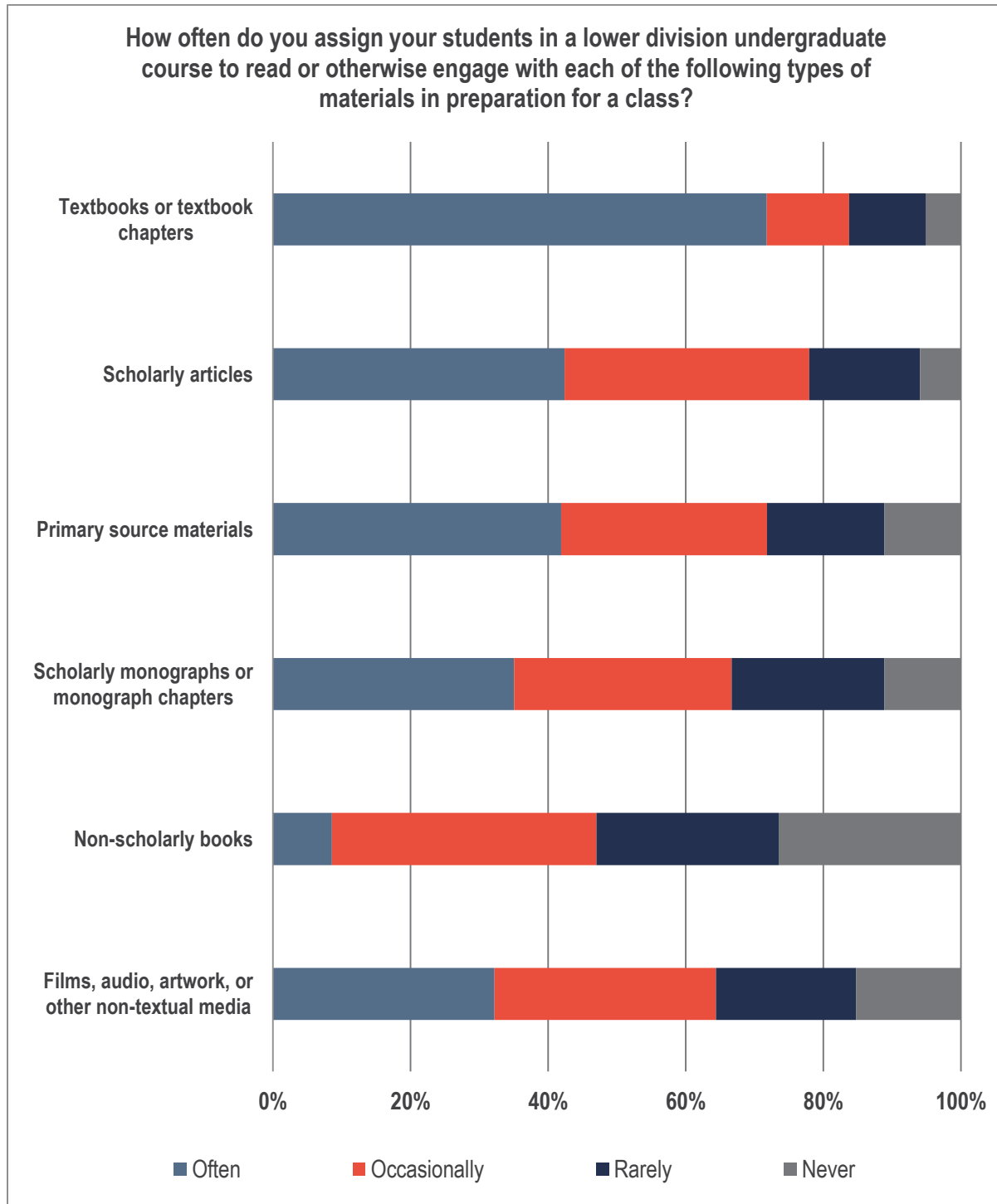
UI1 [Contingent on respondent teaching a lower division undergraduate course]

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	71.79%	11.97%	11.11%	5.13%	117
Scholarly articles	42.37%	35.59%	16.10%	5.93%	118
Primary source materials	41.88%	29.91%	17.09%	11.11%	117
Scholarly monographs or monograph chapters	35.04%	31.62%	22.22%	11.11%	117
Non-scholarly books	8.55%	38.46%	26.50%	26.50%	117
Films, audio, artwork, or other non-textual media	32.20%	32.20%	20.34%	15.25%	118

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

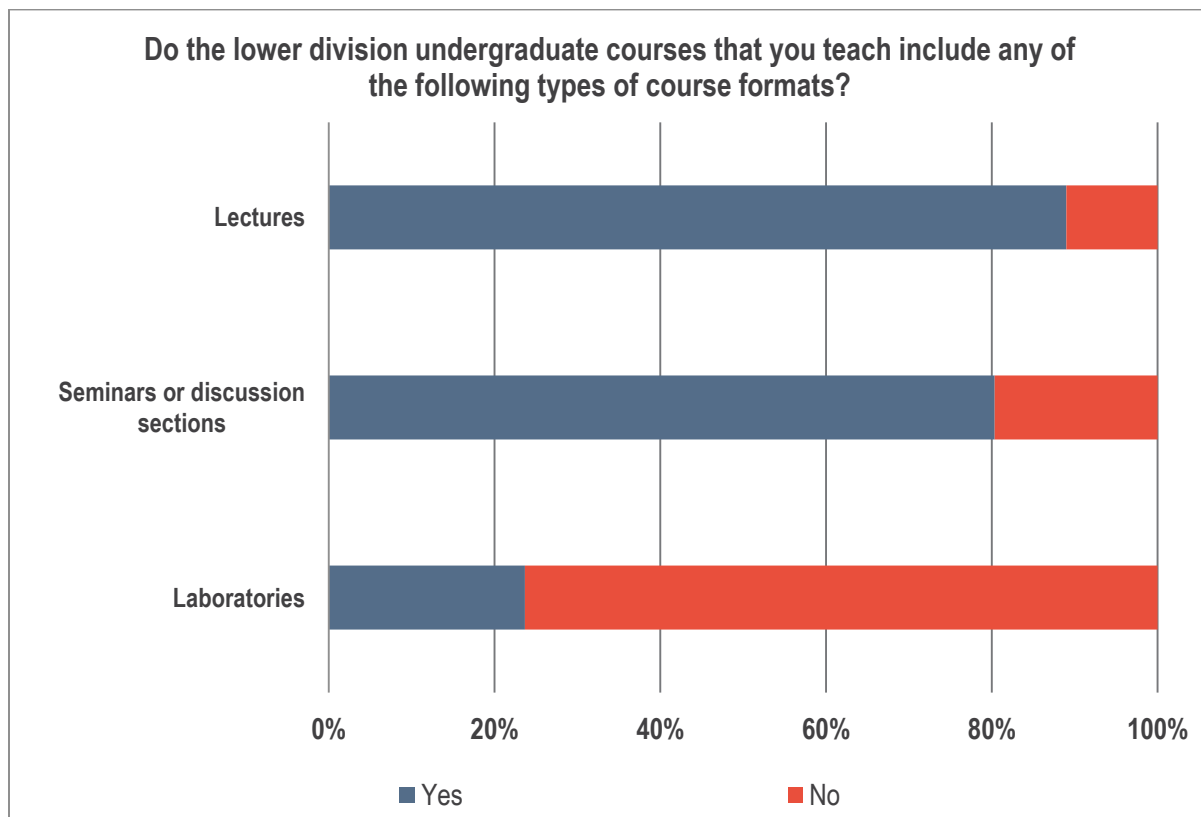
How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.



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	88.98%	11.02%	118
Seminars or discussion sections	80.34%	19.66%	117
Laboratories	23.68%	76.32%	114



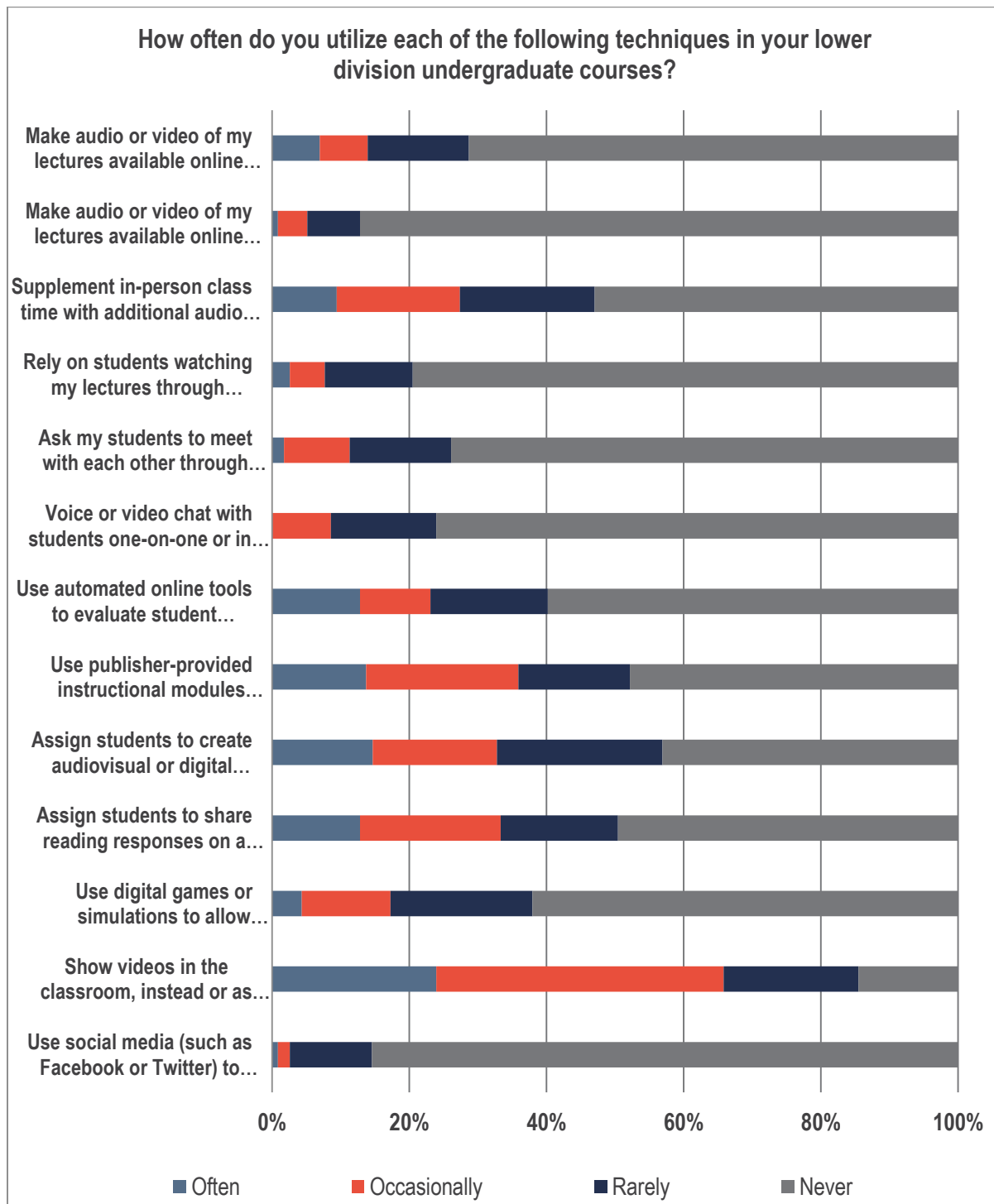
UI3 [Contingent on respondent teaching a lower division undergraduate course]

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	6.96%	6.96%	14.78%	71.30%	115
Make audio or video of my lectures available online for the general public to access	0.85%	4.27%	7.69%	87.18%	117
Supplement in-person class time with additional audio or video modules	9.40%	17.95%	19.66%	52.99%	117
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	2.56%	5.13%	12.82%	79.49%	117
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	1.74%	9.57%	14.78%	73.91%	115
Voice or video chat with students one-on-one or in small groups for "virtual office hours"		8.55%	15.38%	76.07%	117
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	12.82%	10.26%	17.09%	59.83%	117
Use publisher-provided instructional modules that accompany a textbook to assist students	13.68%	22.22%	16.24%	47.86%	117
Assign students to create audiovisual or digital media projects	14.66%	18.10%	24.14%	43.10%	116
Assign students to share reading responses on a course discussion board or a blog	12.82%	20.51%	17.09%	49.57%	117
Use digital games or simulations to allow students to explore concepts	4.31%	12.93%	20.69%	62.07%	116
Show videos in the classroom, instead or as one component of a lecture or discussion	23.93%	41.88%	19.66%	14.53%	117
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	0.85%	1.71%	11.97%	85.47%	117

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.

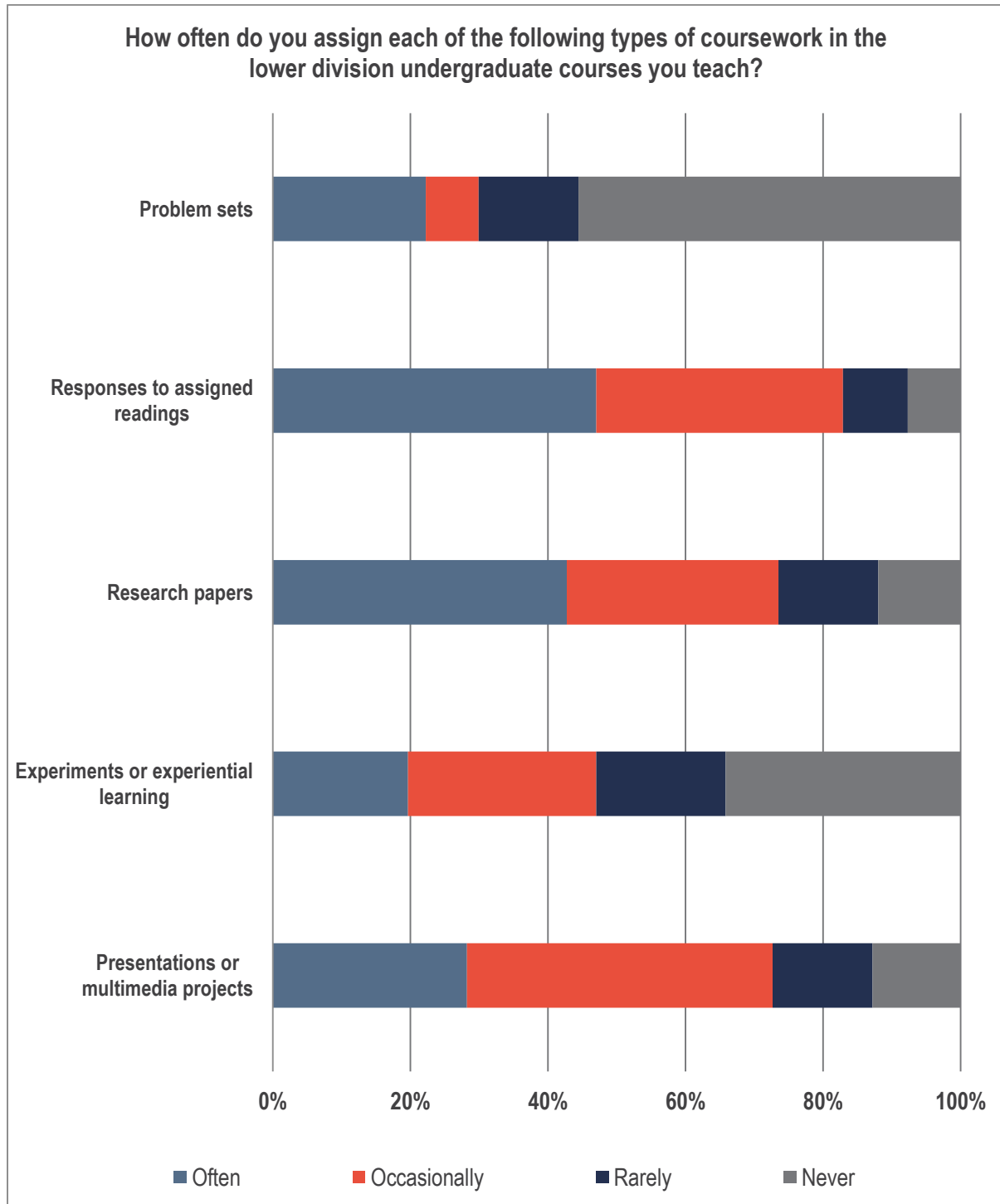


UI4 [Contingent on respondent teaching a lower division undergraduate course]

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	22.22%	7.69%	14.53%	55.56%	117
Responses to assigned readings	47.01%	35.90%	9.40%	7.69%	117
Research papers	42.74%	30.77%	14.53%	11.97%	117
Experiments or experiential learning	19.66%	27.35%	18.80%	34.19%	117
Presentations or multimedia projects	28.21%	44.44%	14.53%	12.82%	117

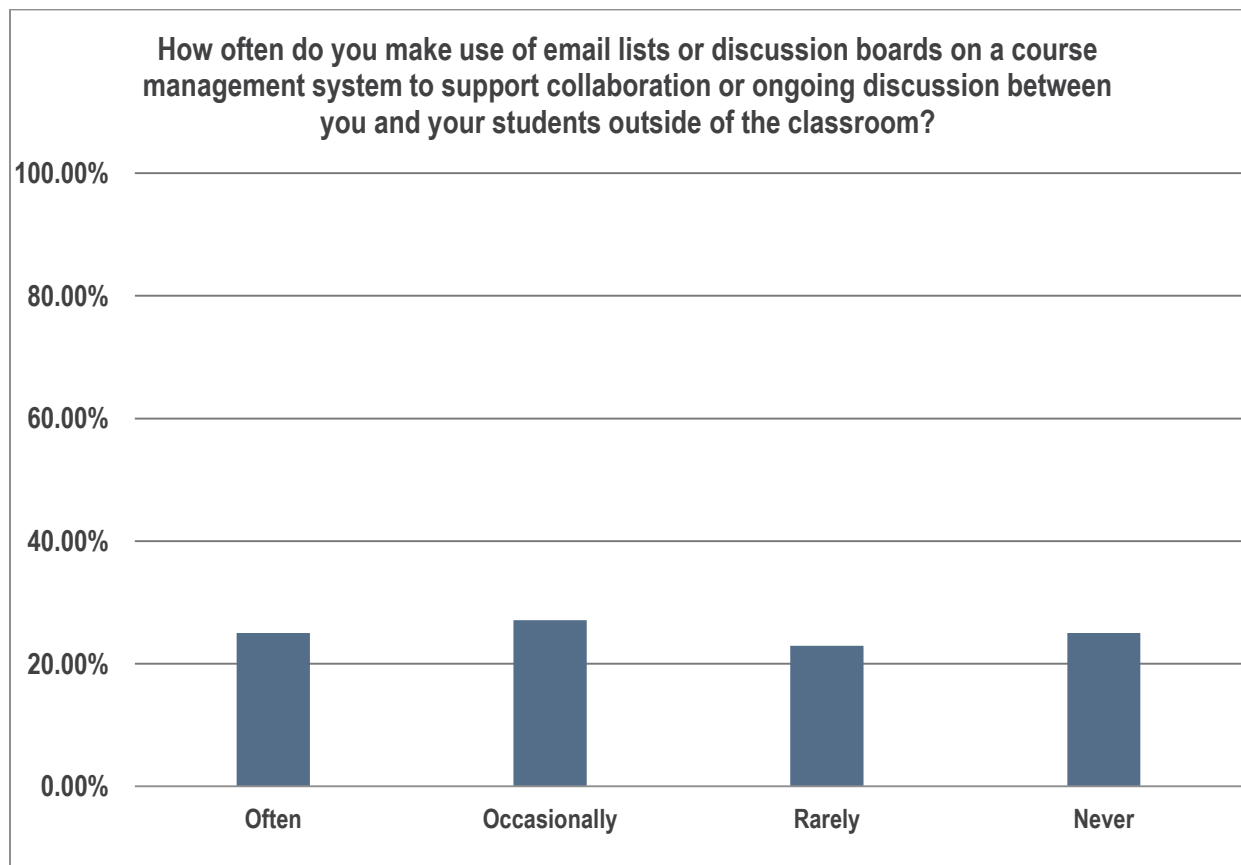
UI4 [Contingent on respondent teaching a lower division undergraduate course]
 How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.



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?

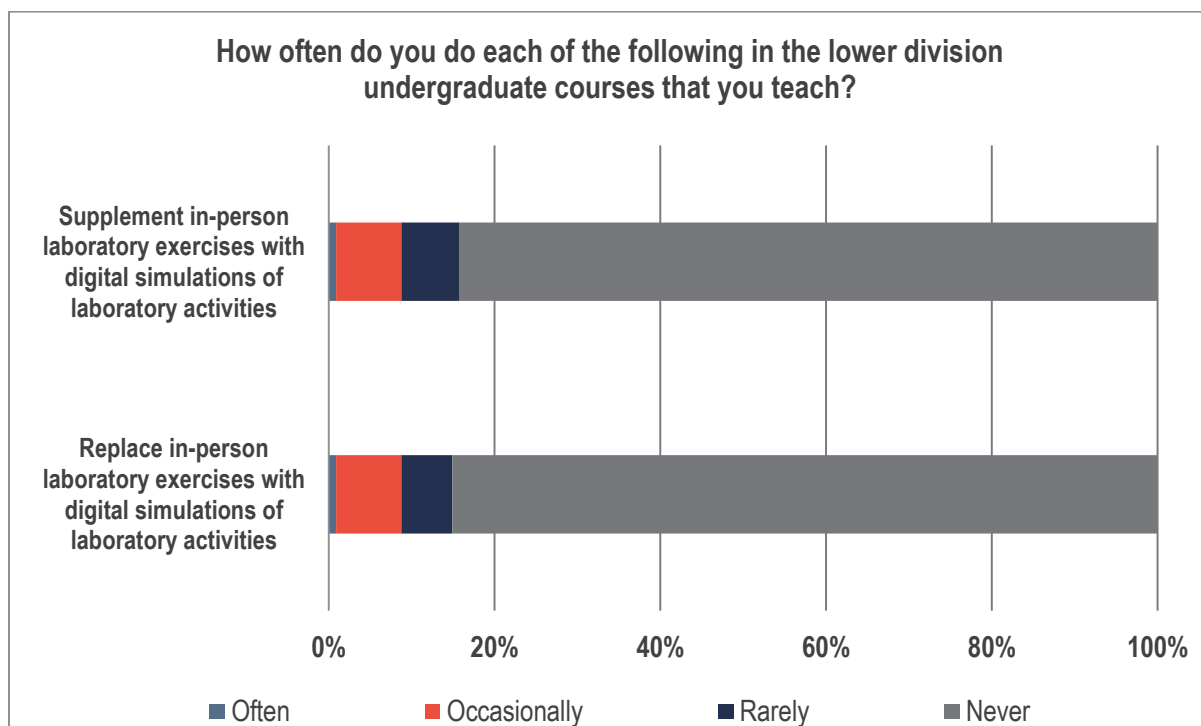
	Response	Percent
Often	36	25.00%
Occasionally	39	27.08%
Rarely	33	22.92%
Never	36	25.00%
	144	100.00%



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.

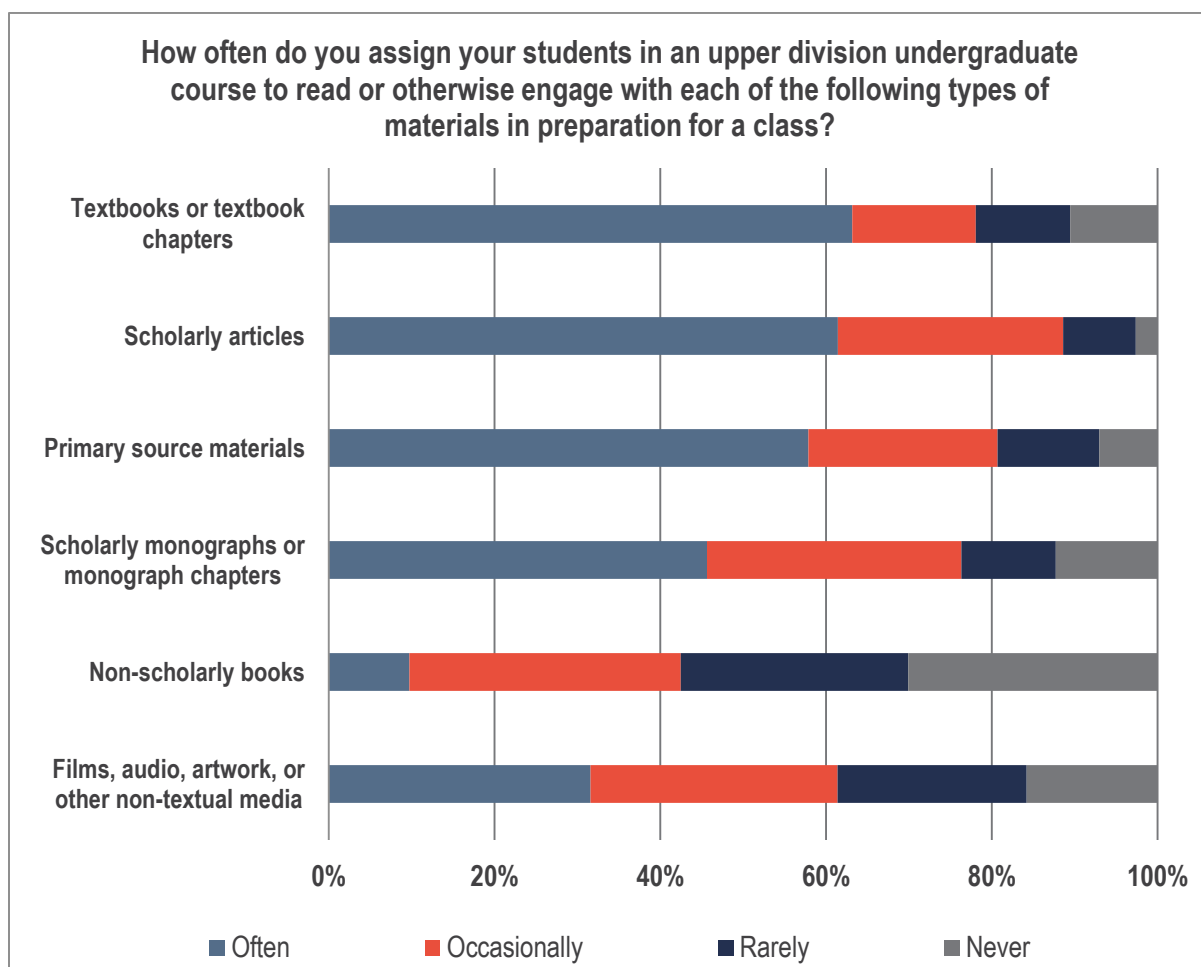
	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	0.88%	7.89%	7.02%	84.21%	114
Replace in-person laboratory exercises with digital simulations of laboratory activities	0.88%	7.89%	6.14%	85.09%	114



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.

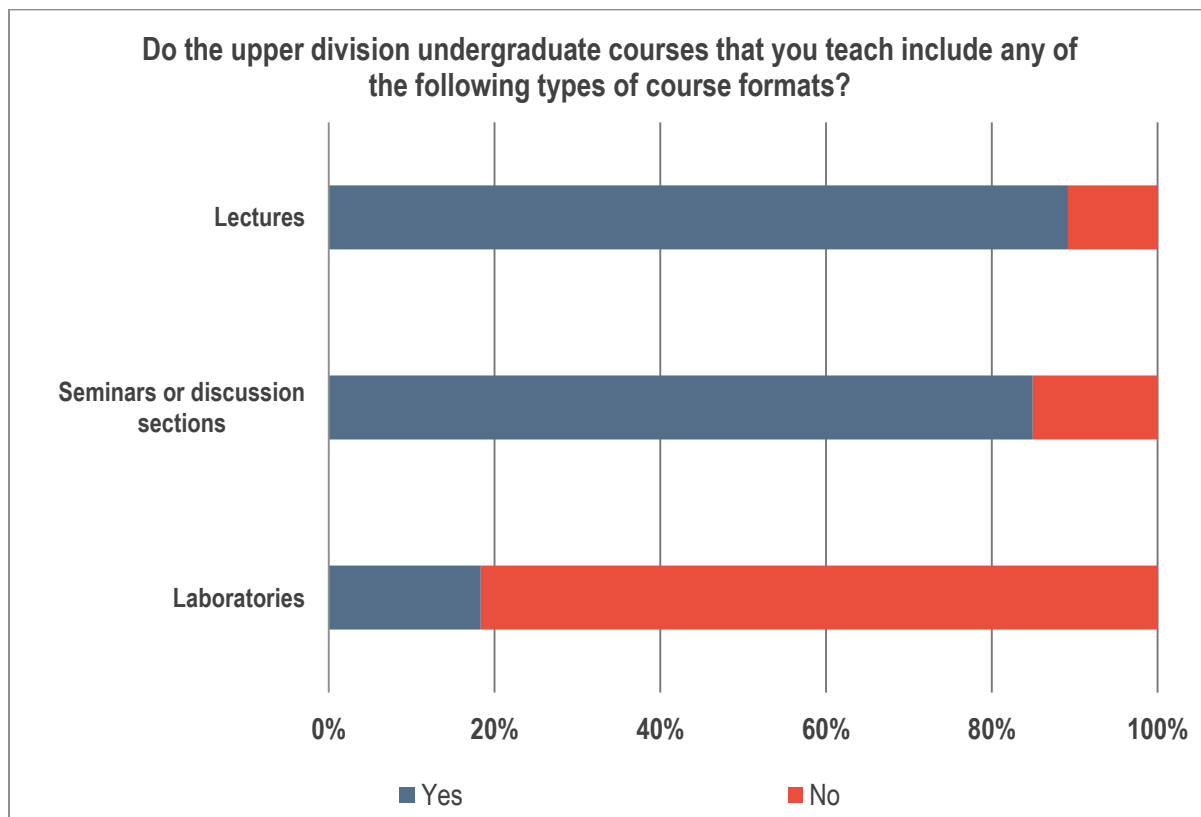
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	63.16%	14.91%	11.40%	10.53%	114
Scholarly articles	61.40%	27.19%	8.77%	2.63%	114
Primary source materials	57.89%	22.81%	12.28%	7.02%	114
Scholarly monographs or monograph chapters	45.61%	30.70%	11.40%	12.28%	114
Non-scholarly books	9.73%	32.74%	27.43%	30.09%	113
Films, audio, artwork, or other non-textual media	31.58%	29.82%	22.81%	15.79%	114



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	89.19%	10.81%	111
Seminars or discussion sections	84.96%	15.04%	113
Laboratories	18.35%	81.65%	109



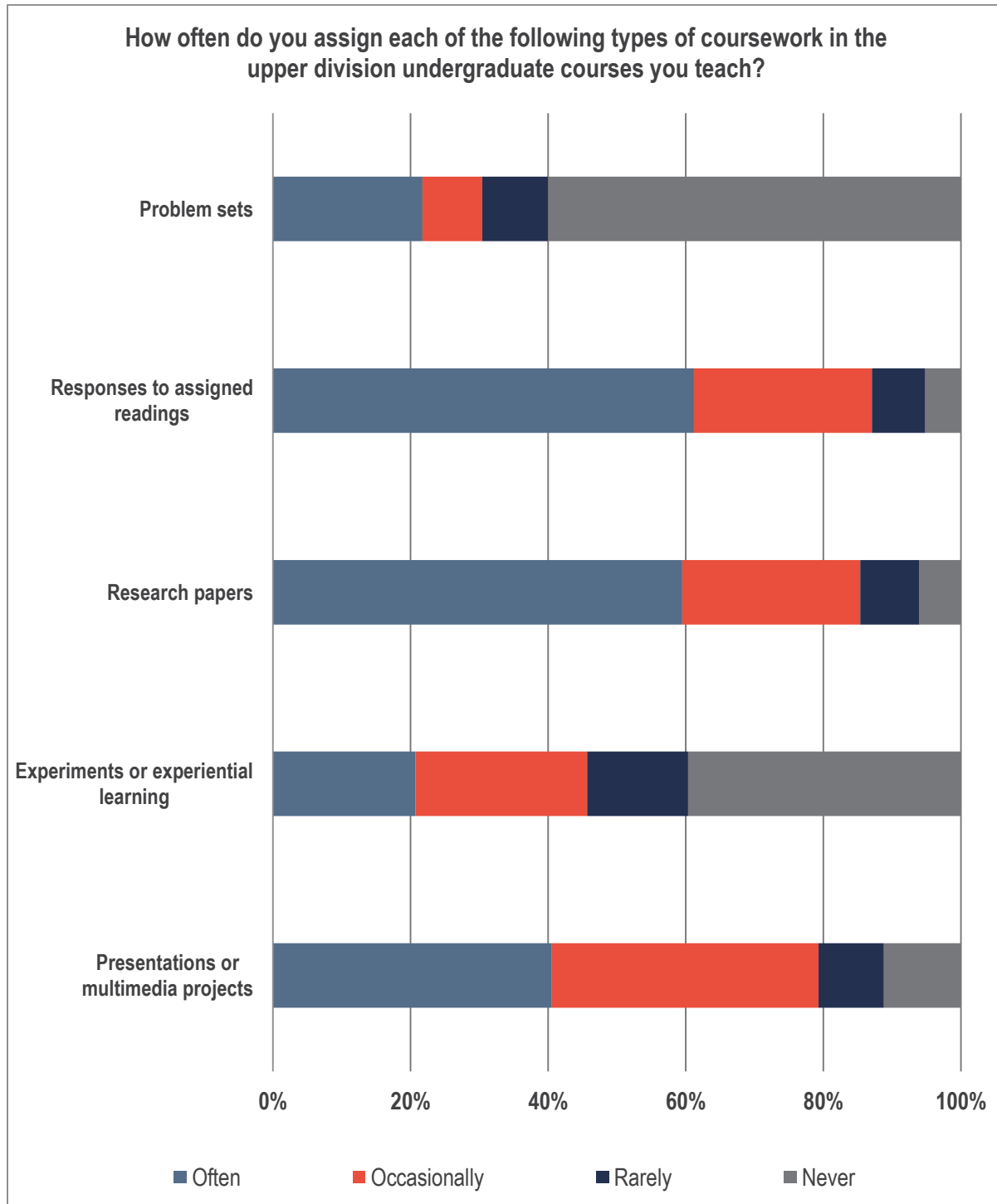
UI9 [Contingent on respondent teaching an upper division undergraduate course]

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	21.74%	8.70%	9.57%	60.00%	115
Responses to assigned readings	61.21%	25.86%	7.76%	5.17%	116
Research papers	59.48%	25.86%	8.62%	6.03%	116
Experiments or experiential learning	20.69%	25.00%	14.66%	39.66%	116
Presentations or multimedia projects	40.52%	38.79%	9.48%	11.21%	116

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.



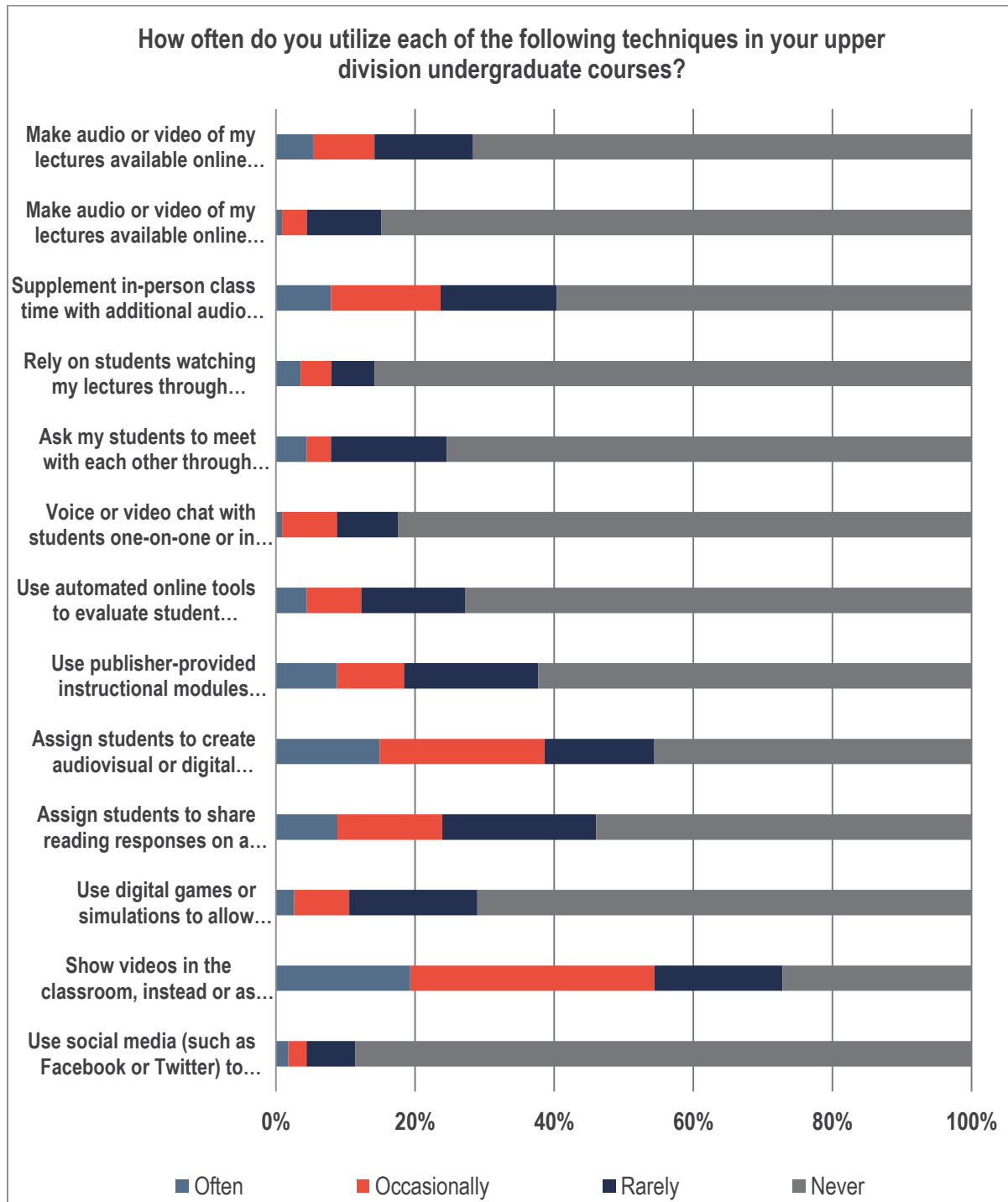
UI10 [Contingent on respondent teaching an upper division undergraduate course]

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	5.31%	8.85%	14.16%	71.68%	113
Make audio or video of my lectures available online for the general public to access	0.89%	3.57%	10.71%	84.82%	112
Supplement in-person class time with additional audio or video modules	7.89%	15.79%	16.67%	59.65%	114
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	3.54%	4.42%	6.19%	85.84%	113
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	4.39%	3.51%	16.67%	75.44%	114
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	0.88%	7.89%	8.77%	82.46%	114
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	4.39%	7.89%	14.91%	72.81%	114
Use publisher-provided instructional modules that accompany a textbook to assist students	8.77%	9.65%	19.30%	62.28%	114
Assign students to create audiovisual or digital media projects	14.91%	23.68%	15.79%	45.61%	114
Assign students to share reading responses on a course discussion board or a blog	8.85%	15.04%	22.12%	53.98%	113
Use digital games or simulations to allow students to explore concepts	2.63%	7.89%	18.42%	71.05%	114
Show videos in the classroom, instead or as one component of a lecture or discussion	19.30%	35.09%	18.42%	27.19%	114
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	1.75%	2.63%	7.02%	88.60%	114

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

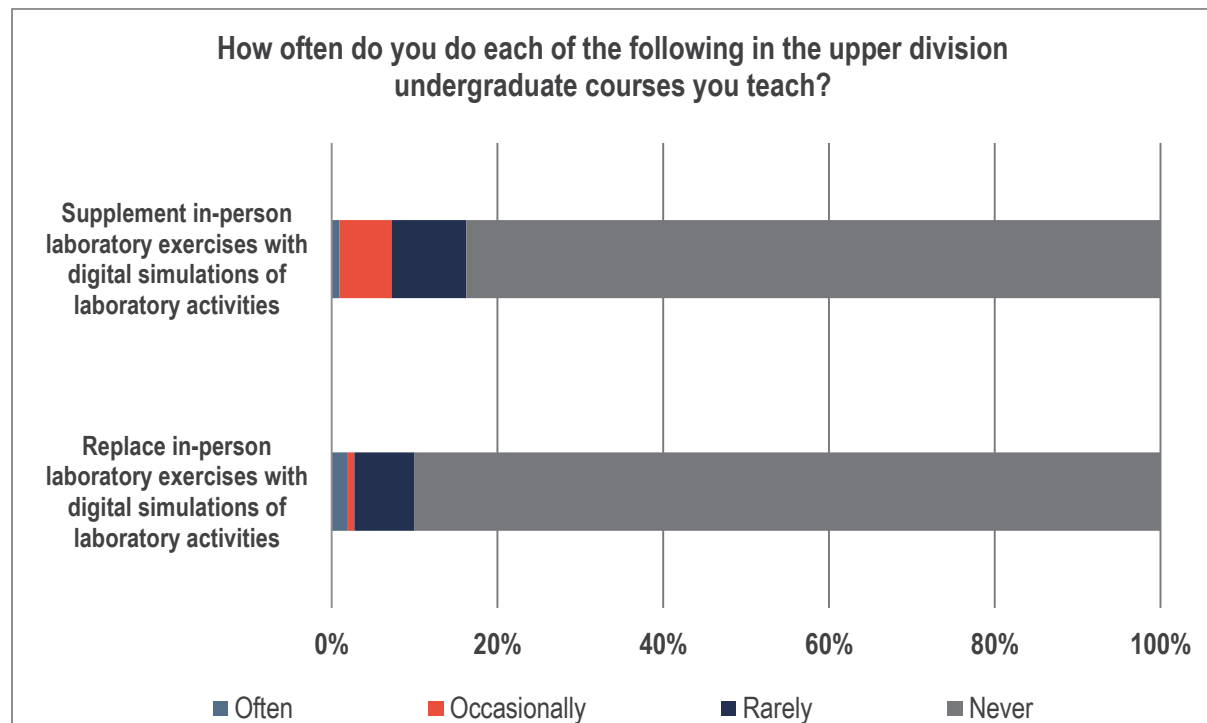
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



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	0.90%	6.31%	9.01%	83.78%	111
Replace in-person laboratory exercises with digital simulations of laboratory activities	1.82%	0.91%	7.27%	90.00%	110



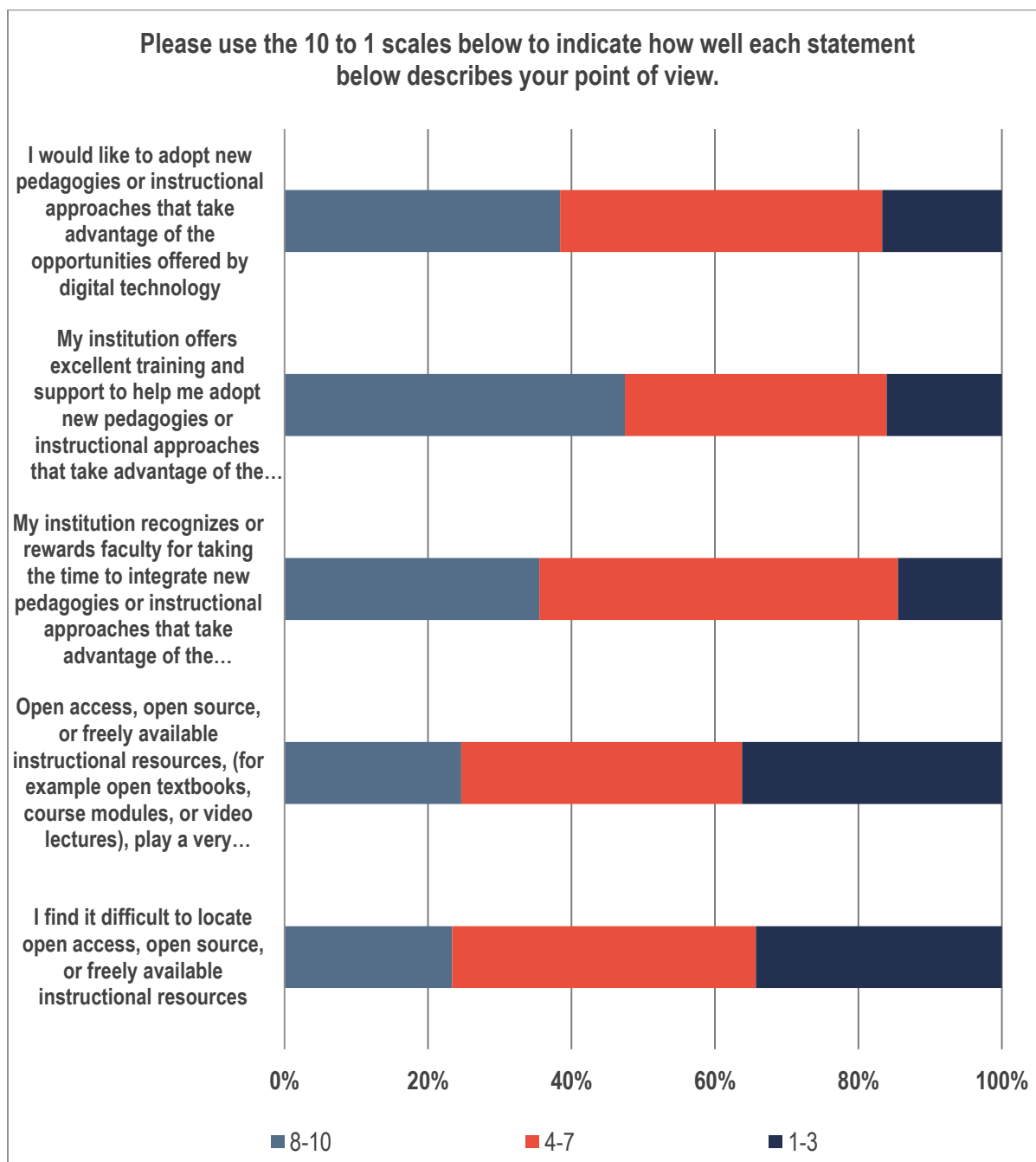
UI12 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	38.41%	44.93%	16.67%	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	47.45%	36.50%	16.06%	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	35.51%	50.00%	14.49%	138
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	24.64%	39.13%	36.23%	138
I find it difficult to locate open access, open source, or freely available instructional resources	23.36%	42.34%	34.31%	137

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.



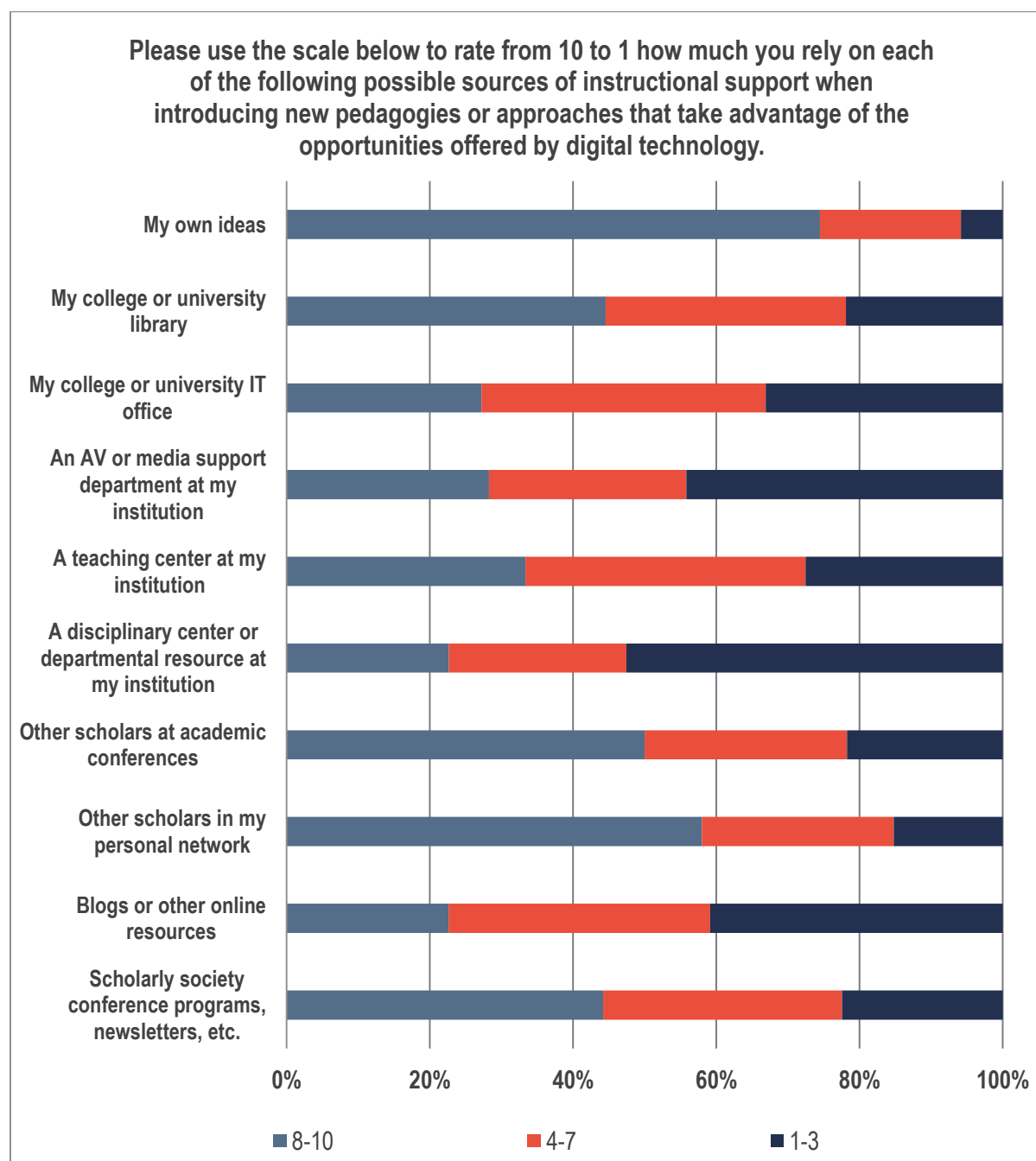
UI13 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	74.45%	19.71%	5.84%	137
My college or university library	44.53%	33.58%	21.90%	137
My college or university IT office	27.21%	39.71%	33.09%	136
An AV or media support department at my institution	28.26%	27.54%	44.20%	138
A teaching center at my institution	33.33%	39.13%	27.54%	138
A disciplinary center or departmental resource at my institution	22.63%	24.82%	52.55%	137
Other scholars at academic conferences	50.00%	28.26%	21.74%	138
Other scholars in my personal network	57.97%	26.81%	15.22%	138
Blogs or other online resources	22.63%	36.50%	40.88%	137
Scholarly society conference programs, newsletters, etc.	44.20%	33.33%	22.46%	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.



Library Space Planning

LSP1

Have you ever been in a library building on campus at this college or university?

LSP2 [Contingent on respondent selecting “Yes” in LSP1]

When was the last time you were in a library building on campus at this college or university?

LSP3

Which of the following campus library buildings do you visit most often? Please select one:

LSP4

When was the last time you interacted with a librarian or library staff member at this college or university (either in person or via email or an online chat platform)?

LSP5 [Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]

And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

LSP6

How often do you access research or teaching resources online from an off-campus location (such as through a proxy server, VPN, or by logging in through your college or university account)?

LSP7 [Contingent on respondent selecting “Yes” in LSP1]

In general, about how long do you usually stay when you go in a library building on campus at this college or university?

LSP8 [Contingent on respondent selecting “Yes” in LSP1]

When was the last time you did the following activities in a library building on campus at this college or university?

LSP9 [Contingent on respondent having used physical resources in a campus library building as indicated in LSP8]

How often do you use physical resources in a campus library building at this college or university (such as physical copies of books, images or journal articles in the library’s collection, or historical documents in a special collection or archive)?

LSP10 [Contingent on respondent selecting “Yes” in LSP1]

In general, how spacious or confined do you find the campus library building that you visit most often?

LSP11 [Contingent on respondent selecting “Yes” in LSP1]

Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?

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

LSP12

I enjoy doing research or working on my scholarship in a campus library building more than in any other type of campus building.

LSP13

I would prefer to spend more time in a campus library building if I could.

LSP14

When I am in a campus library building, I feel that I belong.

LSP15

I feel motivated to do research or work on teaching-related activities when I am in a campus library building.

LSP16

The time I spend in a campus library building could just as easily be spent somewhere else.

LSP17

I know where to ask for help when I have any questions about using technological, digital, or online tools.

LSP18

I know where to ask for help when I have any questions about finding information or resources for my research.

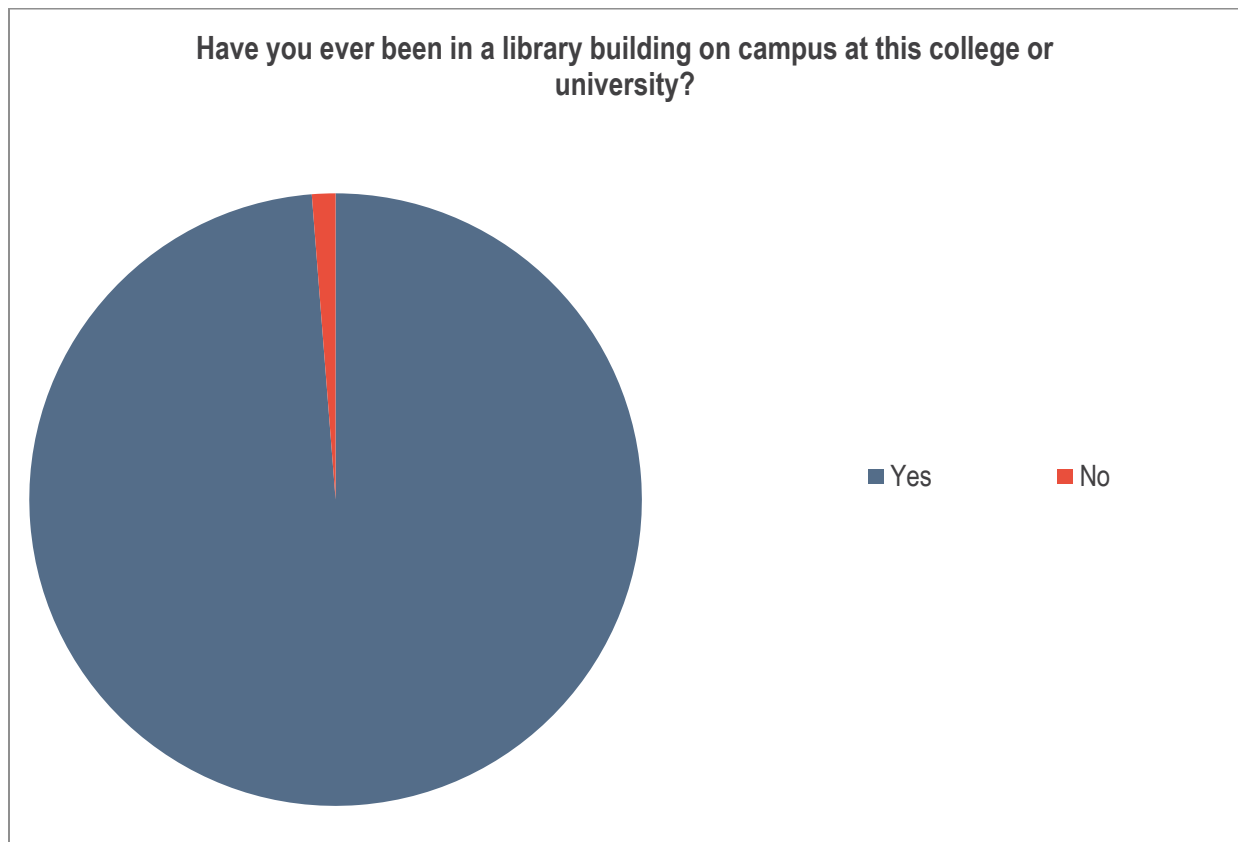
LSP19

I know where to ask for help when I have any questions about finding information or resources for my teaching.

LSP1

Have you ever been in a library building on campus at this college or university?

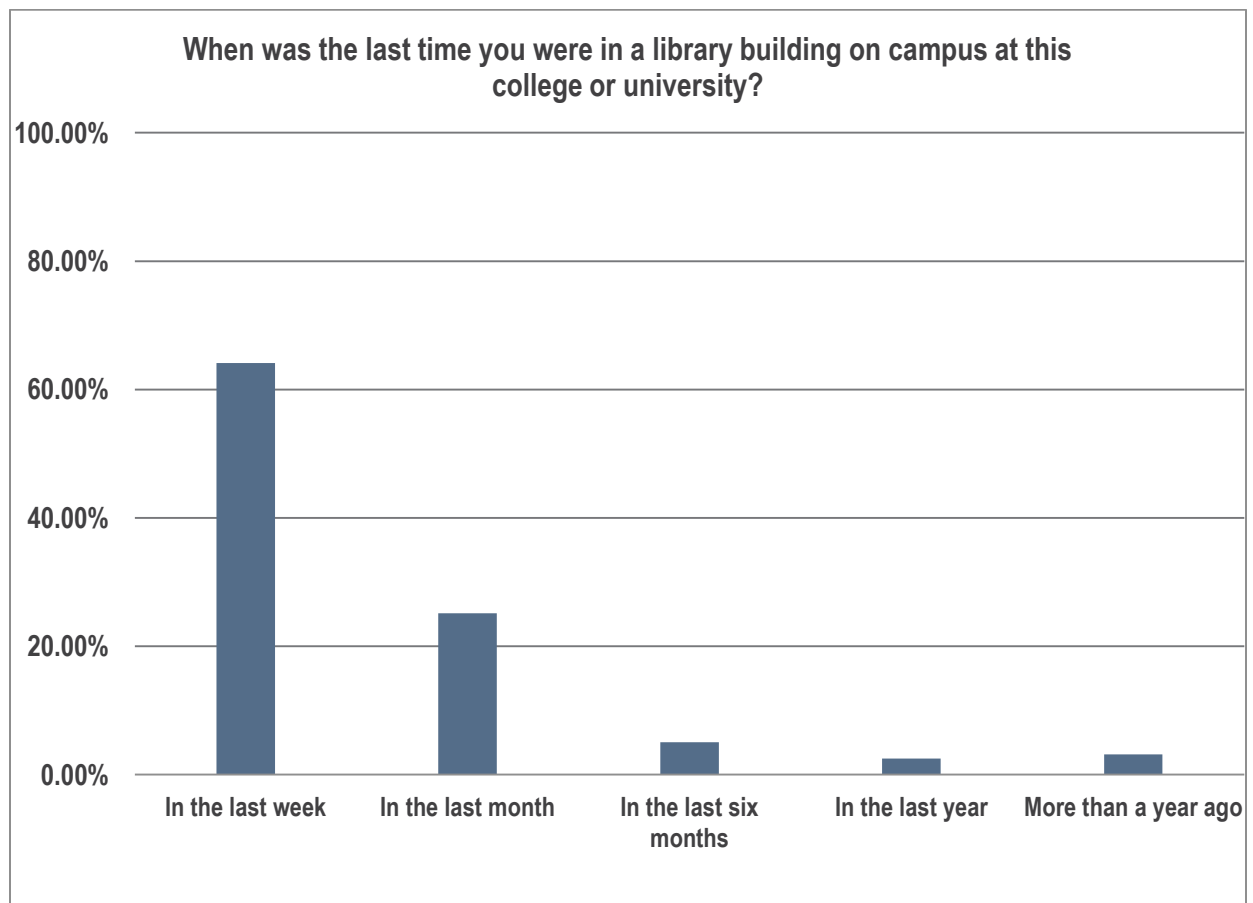
	Response	Percent
Yes	159	98.76%
No	2	1.24%
	161	100.00%



LSP2 [Contingent on respondent selecting “Yes” in LSP1]

When was the last time you were in a library building on campus at this college or university?

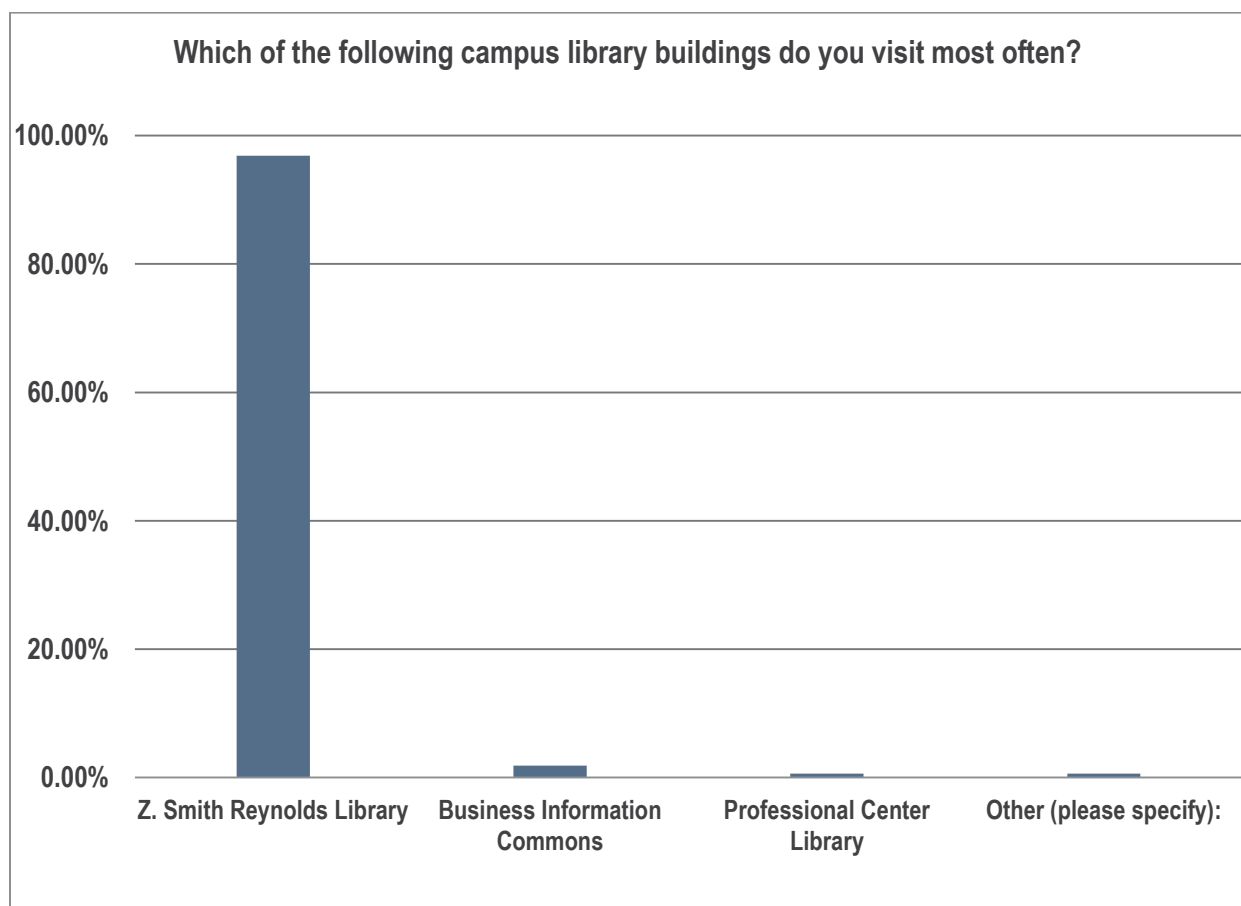
	Response	Percent
In the last week	102	64.15%
In the last month	40	25.16%
In the last six months	8	5.03%
In the last year	4	2.52%
More than a year ago	5	3.14%
	159	100.00%



LSP3

Which of the following campus library buildings do you visit most often? Please select one:

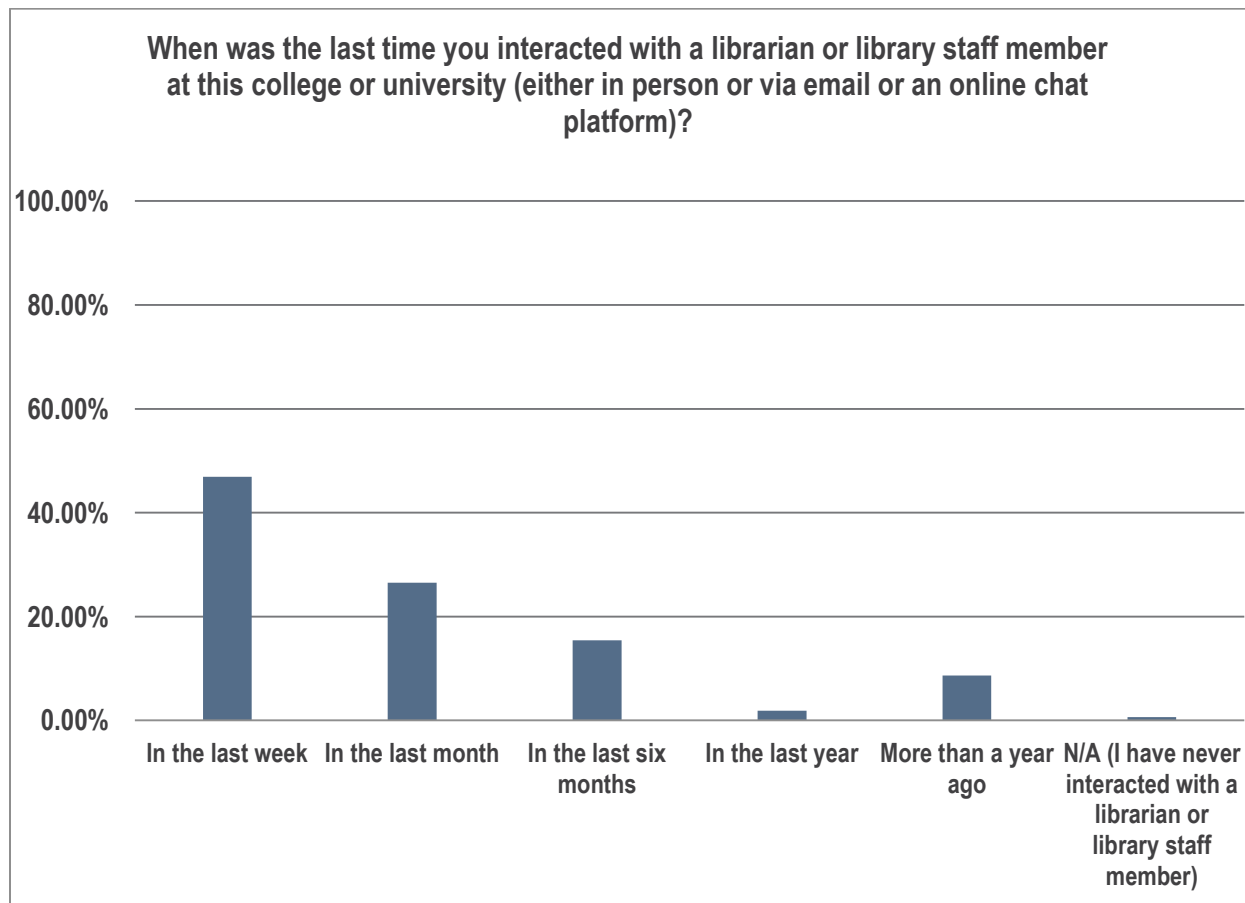
	Response	Percent
Z. Smith Reynolds Library	156	96.89%
Business Information Commons	3	1.86%
Professional Center Library	1	0.62%
Other (please specify):	1	0.62%
	161	100.00%



LSP4

When was the last time you interacted with a librarian or library staff member at this college or university (either in person or via email or an online chat platform)?

	Response	Percent
In the last week	76	46.91%
In the last month	43	26.54%
In the last six months	25	15.43%
In the last year	3	1.85%
More than a year ago	14	8.64%
N/A (I have never interacted with a librarian or library staff member)	1	0.62%
	162	100.00%



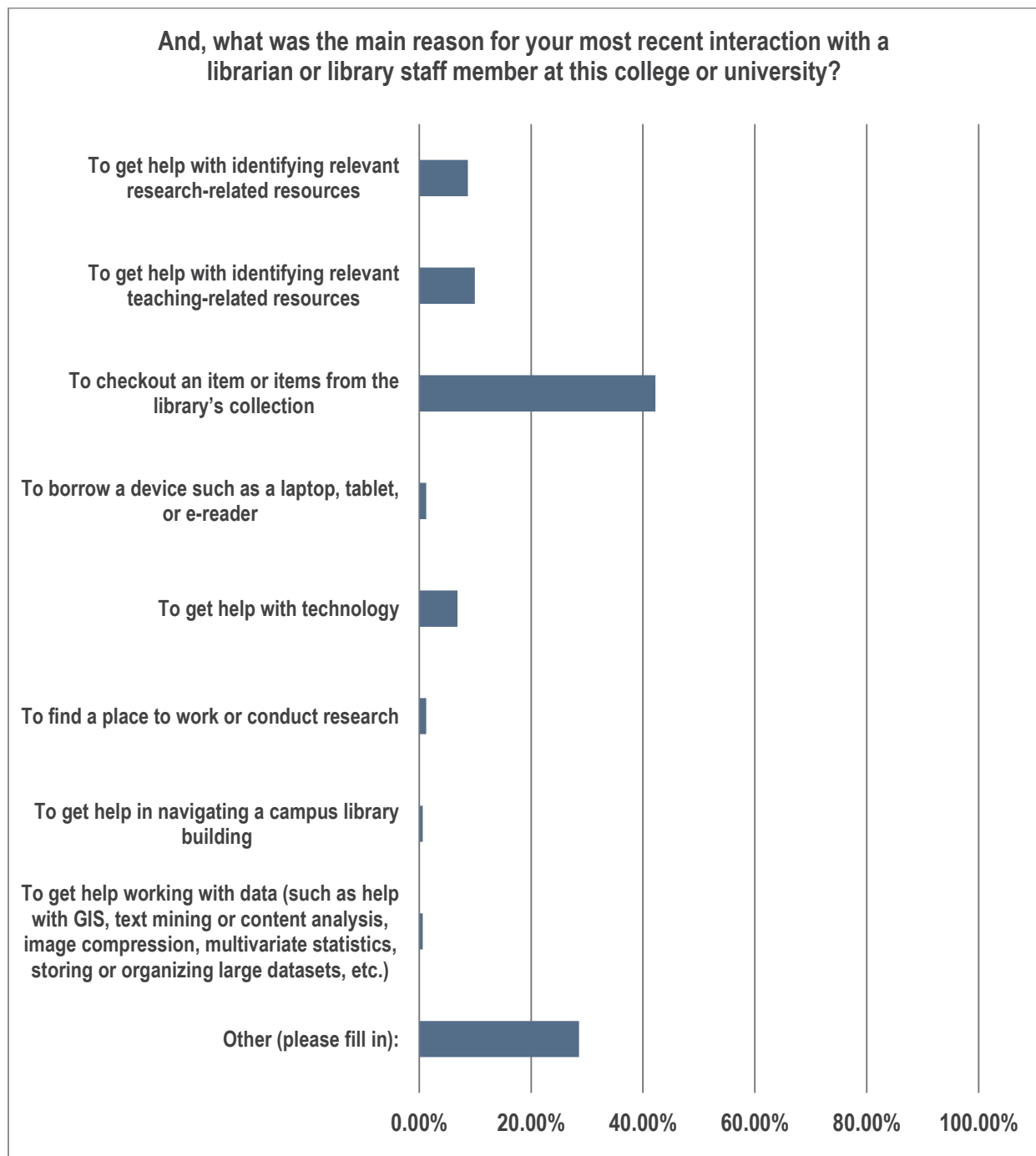
LSP5 [Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]

And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

	Response	Percent
To get help with identifying relevant research-related resources	14	8.70%
To get help with identifying relevant teaching-related resources	16	9.94%
To checkout an item or items from the library's collection	68	42.24%
To borrow a device such as a laptop, tablet, or e-reader	2	1.24%
To get help with technology	11	6.83%
To find a place to work or conduct research	2	1.24%
To get help in navigating a campus library building	1	0.62%
To get help working with data (such as help with GIS, text mining or content analysis, image compression, multivariate statistics, storing or organizing large datasets, etc.)	1	0.62%
Other (please fill in):	46	28.57%
	161	100.00%

LSP5 [Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]

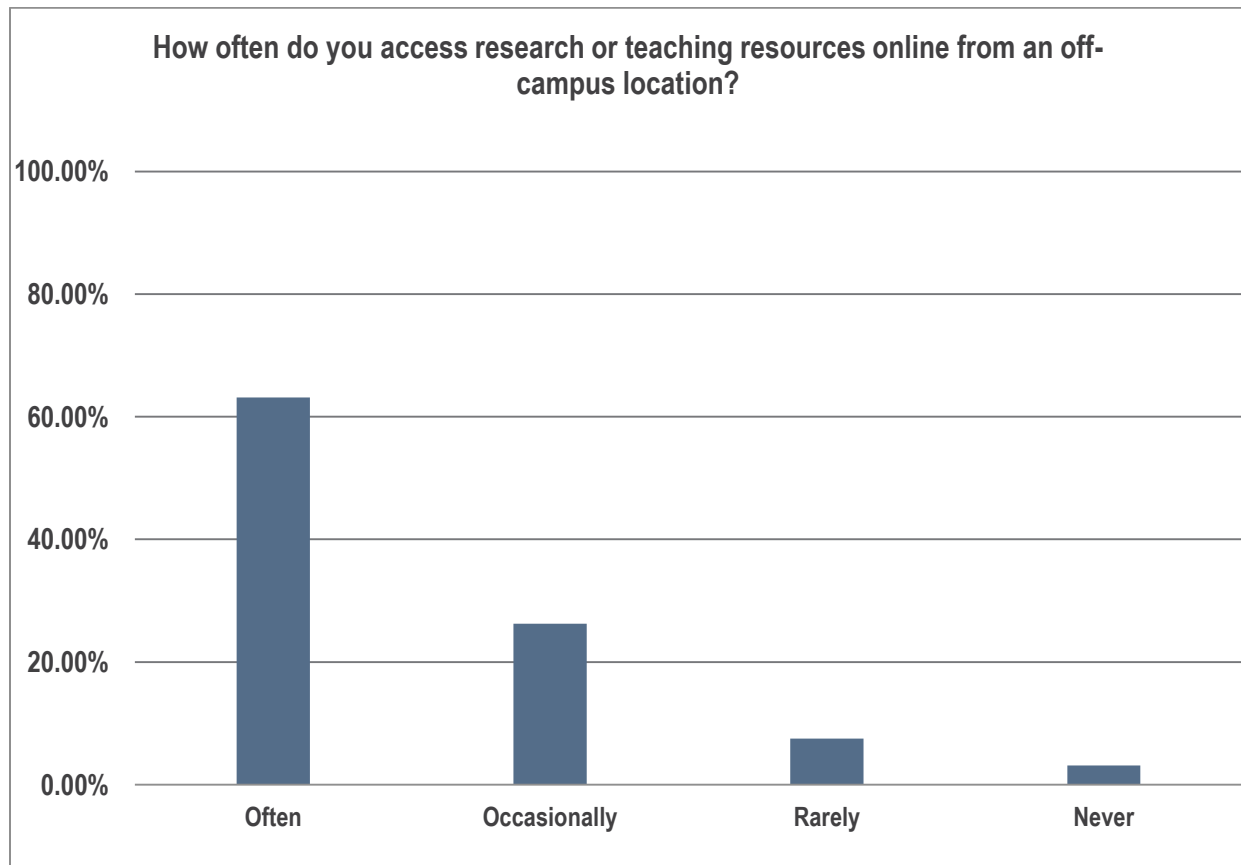
And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?



LSP6

How often do you access research or teaching resources online from an off-campus location (such as through a proxy server, VPN, or by logging in through your college or university account)?

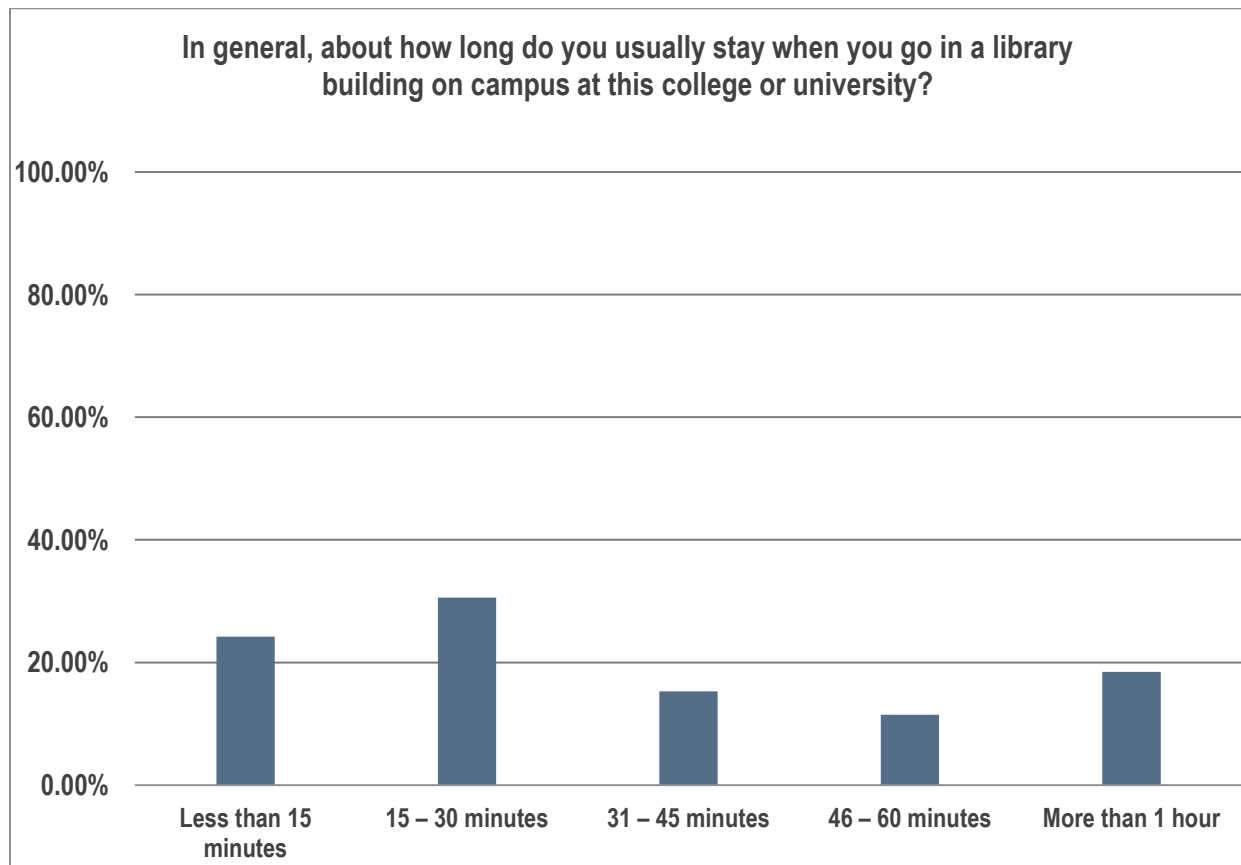
	Response	Percent
Often	101	63.13%
Occasionally	42	26.25%
Rarely	12	7.50%
Never	5	3.13%
	160	100.00%



LSP7 [Contingent on respondent selecting “Yes” in LSP1]

In general, about how long do you usually stay when you go in a library building on campus at this college or university?

	Response	Percent
Less than 15 minutes	38	24.20%
15 – 30 minutes	48	30.57%
31 – 45 minutes	24	15.29%
46 – 60 minutes	18	11.46%
More than 1 hour	29	18.47%
	157	100.00%



LSP8 [Contingent on respondent selecting “Yes” in LSP1]

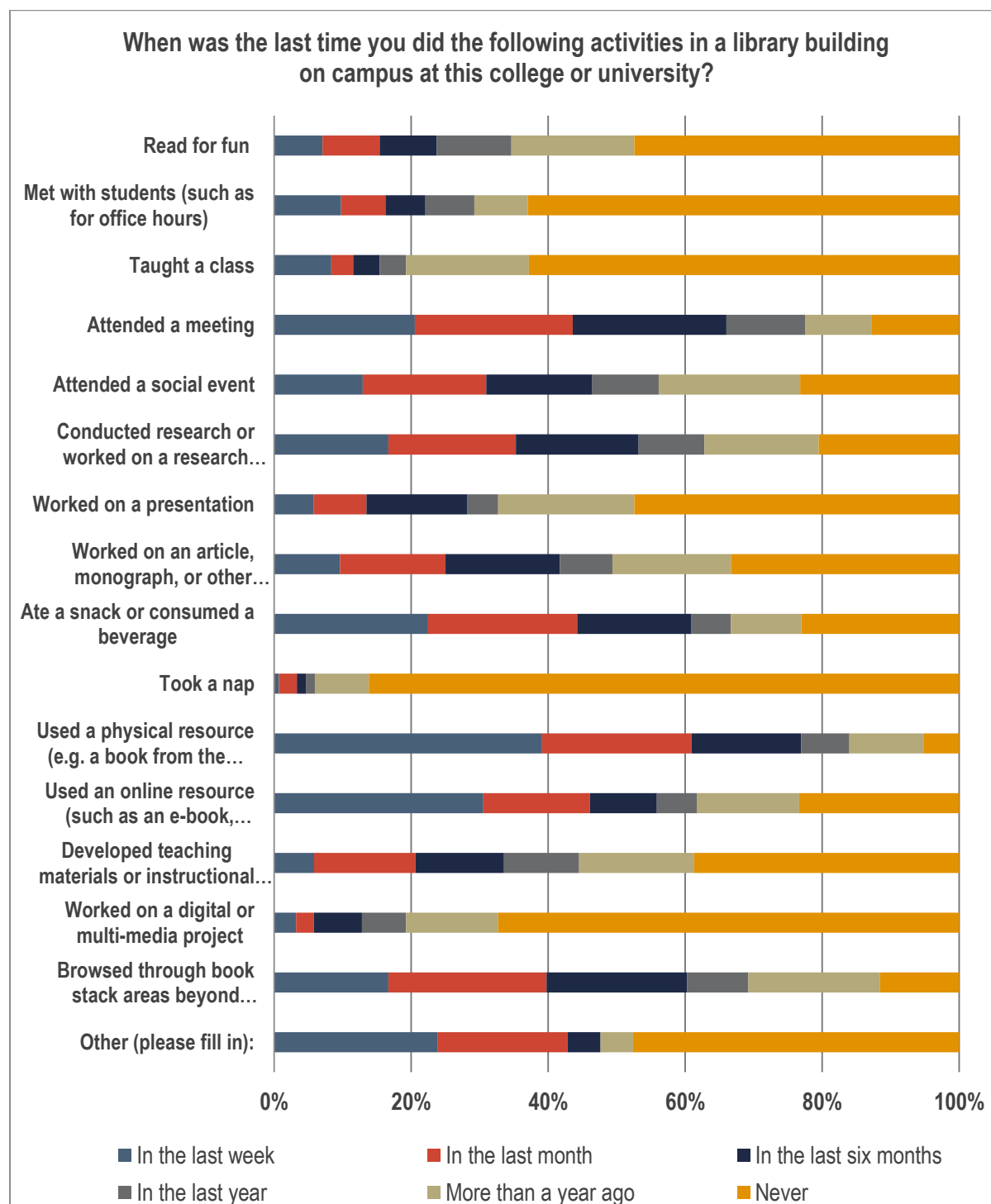
When was the last time you did the following activities in a library building on campus at this college or university?

	In the last week	In the last month	In the last six months	In the last year	More than a year ago	Never	Response
Read for fun	7.05%	8.33%	8.33%	10.90%	17.95%	47.44%	156
Met with students (such as for office hours)	9.74%	6.49%	5.84%	7.14%	7.79%	62.99%	154
Taught a class	8.33%	3.21%	3.85%	3.85%	17.95%	62.82%	156
Attended a meeting	20.51%	23.08%	22.44%	11.54%	9.62%	12.82%	156
Attended a social event	12.90%	18.06%	15.48%	9.68%	20.65%	23.23%	155
Conducted research or worked on a research project	16.67%	18.59%	17.95%	9.62%	16.67%	20.51%	156
Worked on a presentation	5.77%	7.69%	14.74%	4.49%	19.87%	47.44%	156
Worked on an article, monograph, or other manuscript for publication	9.62%	15.38%	16.67%	7.69%	17.31%	33.33%	156
Ate a snack or consumed a beverage	22.44%	21.79%	16.67%	5.77%	10.26%	23.08%	156
Took a nap	0.66%	2.63%	1.32%	1.32%	7.89%	86.18%	152
Used a physical resource (e.g. a book from	39.10%	21.79%	16.03%	7.05%	10.90%	5.13%	156

the library's stacks)							
Used an online resource (such as an e-book, digital or .pdf copy of a journal article, etc.)	30.52%	15.58%	9.74%	5.84%	14.94%	23.38%	154
Developed teaching materials or instructional resources	5.81%	14.84%	12.90%	10.97%	16.77%	38.71%	155
Worked on a digital or multi-media project	3.21%	2.56%	7.05%	6.41%	13.46%	67.31%	156
Browsed through book stack areas beyond seeking a specific item	16.67%	23.08%	20.51%	8.97%	19.23%	11.54%	156
Other (please fill in):	23.81%	19.05%	4.76%		4.76%	47.62%	21

LSP8 [Contingent on respondent selecting “Yes” in LSP1]

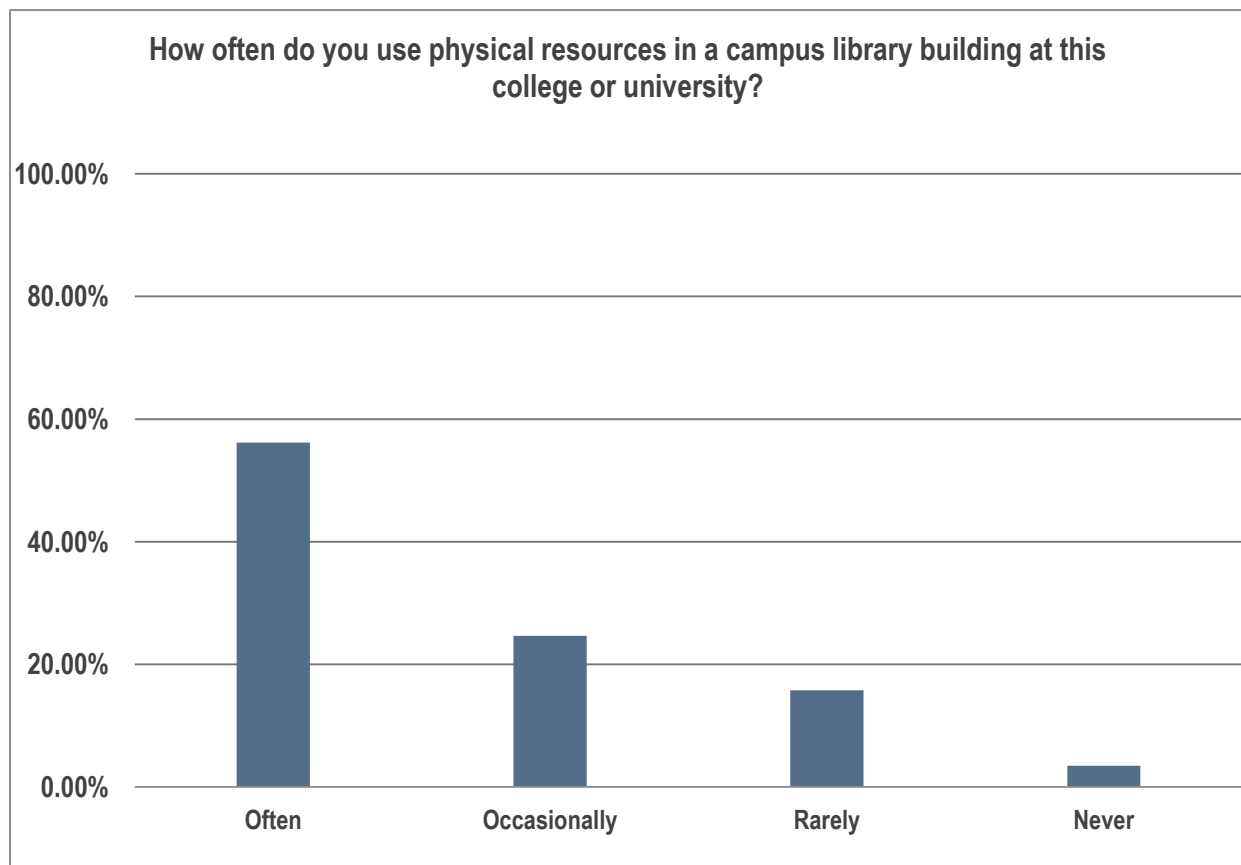
When was the last time you did the following activities in a library building on campus at this college or university?



LSP9 [Contingent on respondent having used physical resources in a campus library building as indicated in LSP8]

How often do you use physical resources in a campus library building at this college or university (such as physical copies of books, images or journal articles in the library's collection, or historical documents in a special collection or archive)?

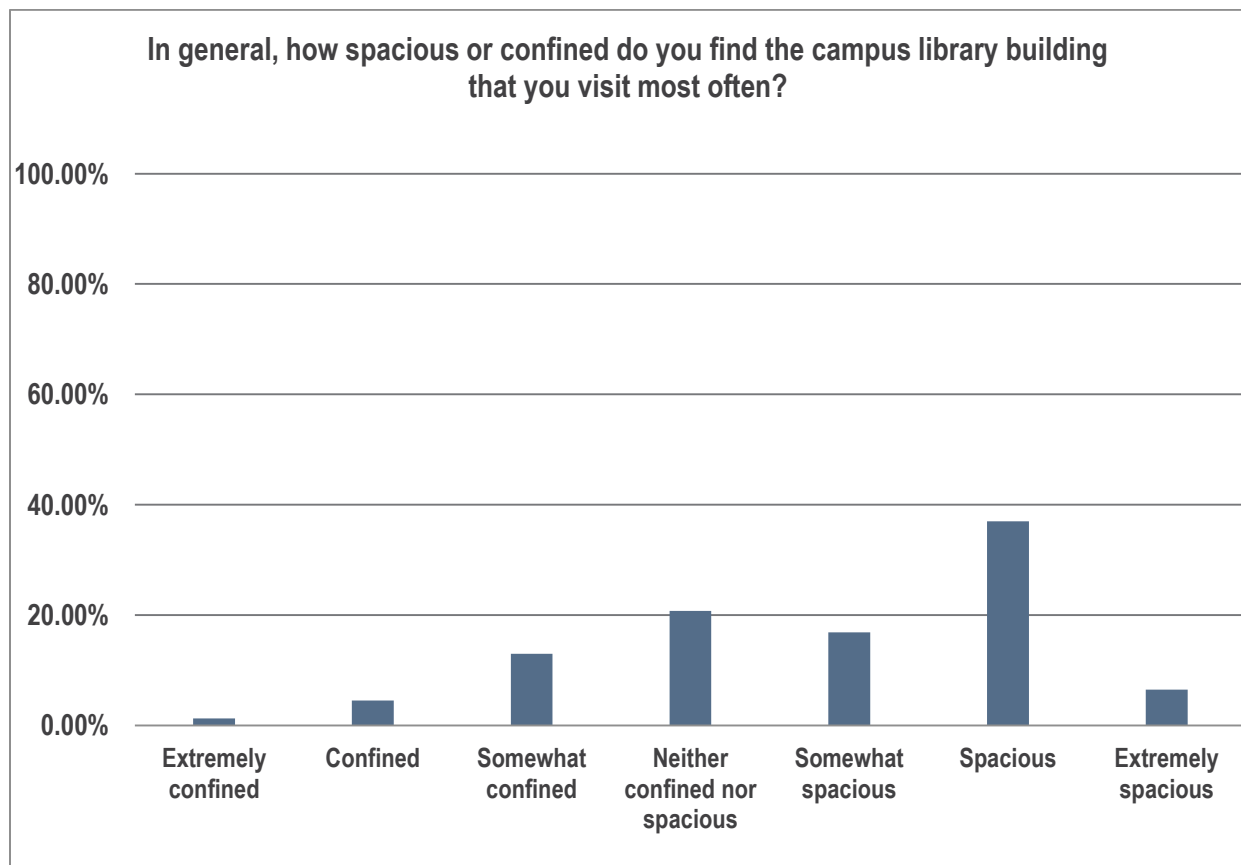
	Response	Percent
Often	82	56.16%
Occasionally	36	24.66%
Rarely	23	15.75%
Never	5	3.42%
	146	100.00%



LSP10 [Contingent on respondent selecting “Yes” in LSP1]

In general, how spacious or confined do you find the campus library building that you visit most often?

	Response	Percent
Extremely confined	2	1.30%
Confined	7	4.55%
Somewhat confined	20	12.99%
Neither confined nor spacious	32	20.78%
Somewhat spacious	26	16.88%
Spacious	57	37.01%
Extremely spacious	10	6.49%
	154	100.00%



LSP11 [Contingent on respondent selecting “Yes” in LSP1]

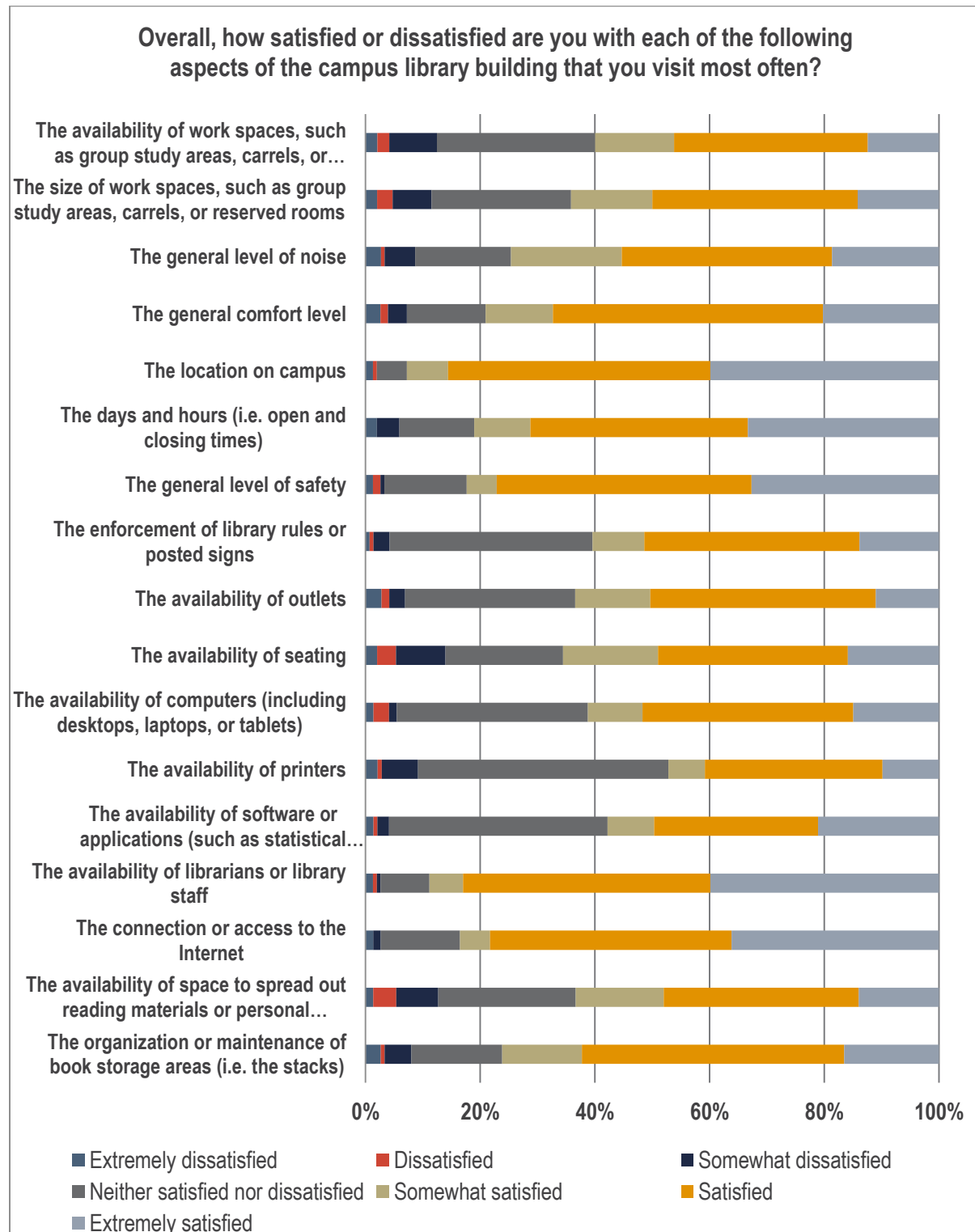
Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?

	Extremely dissatisfied	Dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewh at satisfied	Satisfied	Extremely satisfied	Response
The availability of work spaces, such as group study areas, carrels, or reserved rooms	2.07%	2.07%	8.28%	27.59%	13.79%	33.79%	12.41%	145
The size of work spaces, such as group study areas, carrels, or reserved rooms	2.03%	2.70%	6.76%	24.32%	14.19%	35.81%	14.19%	148
The general level of noise	2.67%	0.67%	5.33%	16.67%	19.33%	36.67%	18.67%	150
The general comfort level	2.61%	1.31%	3.27%	13.73%	11.76%	47.06%	20.26%	153
The location on campus	1.31%	0.65%		5.23%	7.19%	45.75%	39.87%	153
The days and hours (i.e. open and closing times)	1.96%		3.92%	13.07%	9.80%	37.91%	33.33%	153
The general level of safety	1.31%	1.31%	0.65%	14.38%	5.23%	44.44%	32.68%	153
The enforcement of library rules or posted signs	0.69%	0.69%	2.78%	35.42%	9.03%	37.50%	13.89%	144
The availability of outlets	2.76%	1.38%	2.76%	29.66%	13.10%	39.31%	11.03%	145
The availability of seating	1.99%	3.31%	8.61%	20.53%	16.56%	33.11%	15.89%	151
The availability of computers (including desktops, laptops, or tablets)	1.36%	2.72%	1.36%	33.33%	9.52%	36.73%	14.97%	147
The availability of printers	2.11%	0.70%	6.34%	43.66%	6.34%	30.99%	9.86%	142
The availability of software or applications (such as statistical analysis programs, Word/Excel/PowerPoint, Internet browsers, etc.)	1.36%	0.68%	2.04%	38.10%	8.16%	28.57%	21.09%	147
The availability of librarians or library staff	1.31%	0.65%	0.65%	8.50%	5.88%	43.14%	39.87%	153
The connection or access to the Internet	1.32%		1.32%	13.82%	5.26%	42.11%	36.18%	152

The availability of space to spread out reading materials or personal belongings	1.33%	4.00%	7.33%	24.00%	15.33%	34.00%	14.00%	150
The organization or maintenance of book storage areas (i.e. the stacks)	2.65%	0.66%	4.64%	15.89%	13.91%	45.70%	16.56%	151

LSP11 [Contingent on respondent selecting “Yes” in LSP1]

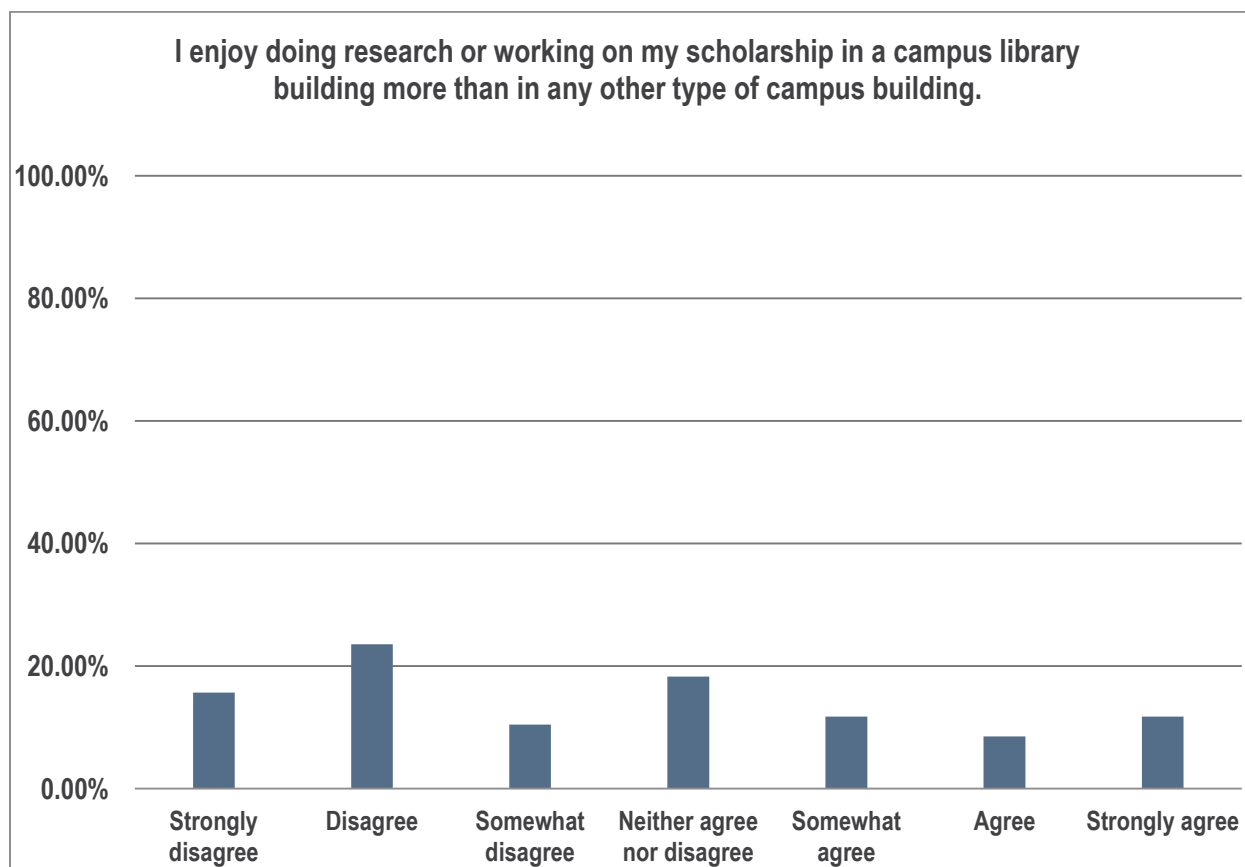
Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?



LSP12

I enjoy doing research or working on my scholarship in a campus library building more than in any other type of campus building.

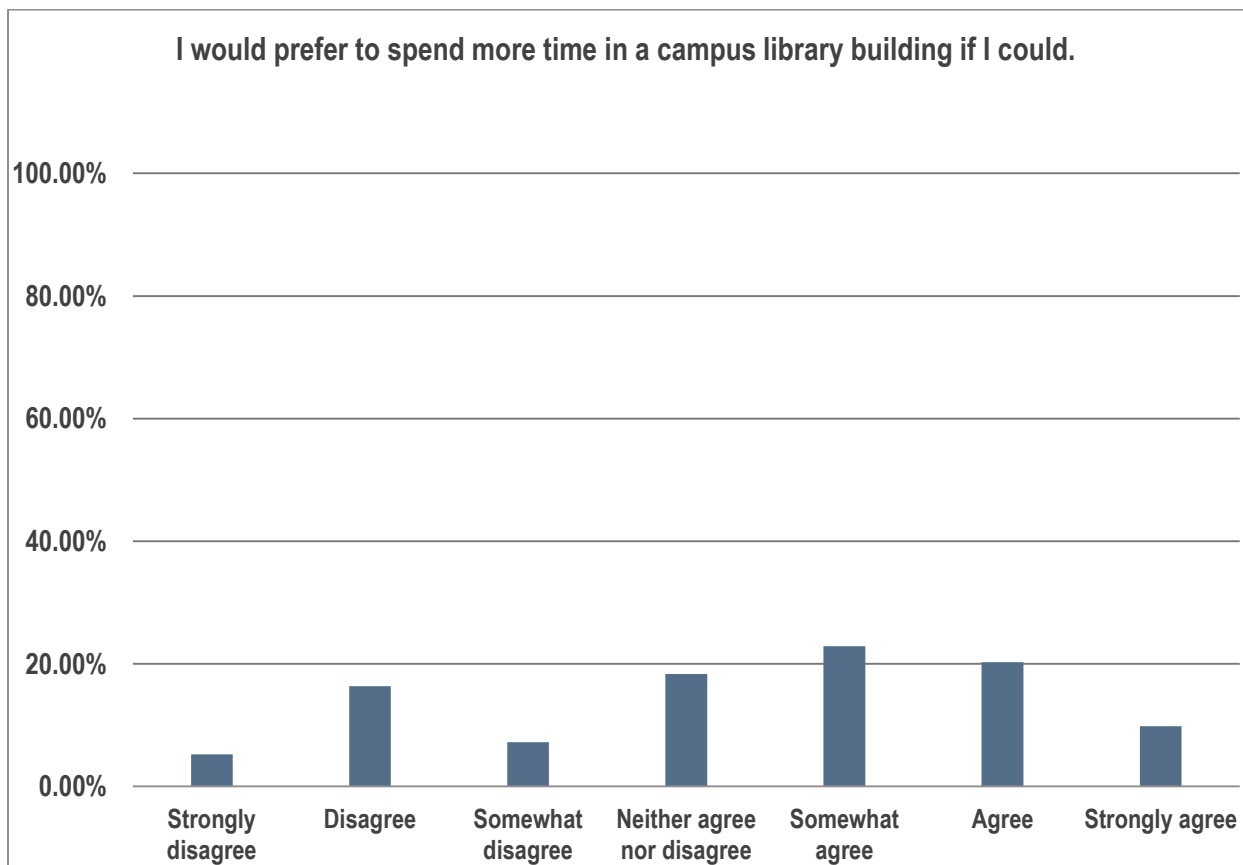
	Response	Percent
Strongly disagree	24	15.69%
Disagree	36	23.53%
Somewhat disagree	16	10.46%
Neither agree nor disagree	28	18.30%
Somewhat agree	18	11.76%
Agree	13	8.50%
Strongly agree	18	11.76%
	153	100.00%



LSP13

I would prefer to spend more time in a campus library building if I could.

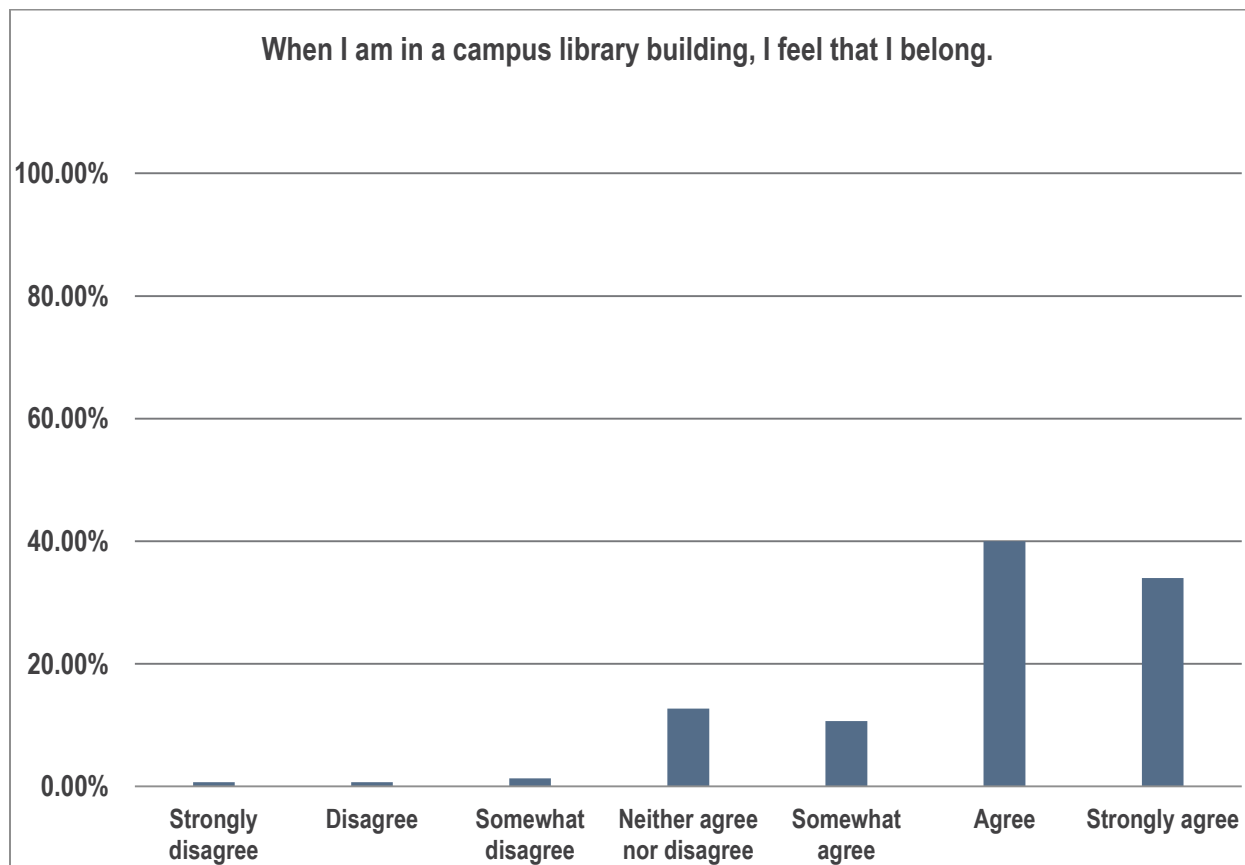
	Response	Percent
Strongly disagree	8	5.23%
Disagree	25	16.34%
Somewhat disagree	11	7.19%
Neither agree nor disagree	28	18.30%
Somewhat agree	35	22.88%
Agree	31	20.26%
Strongly agree	15	9.80%
	153	100.00%



LSP14

When I am in a campus library building, I feel that I belong.

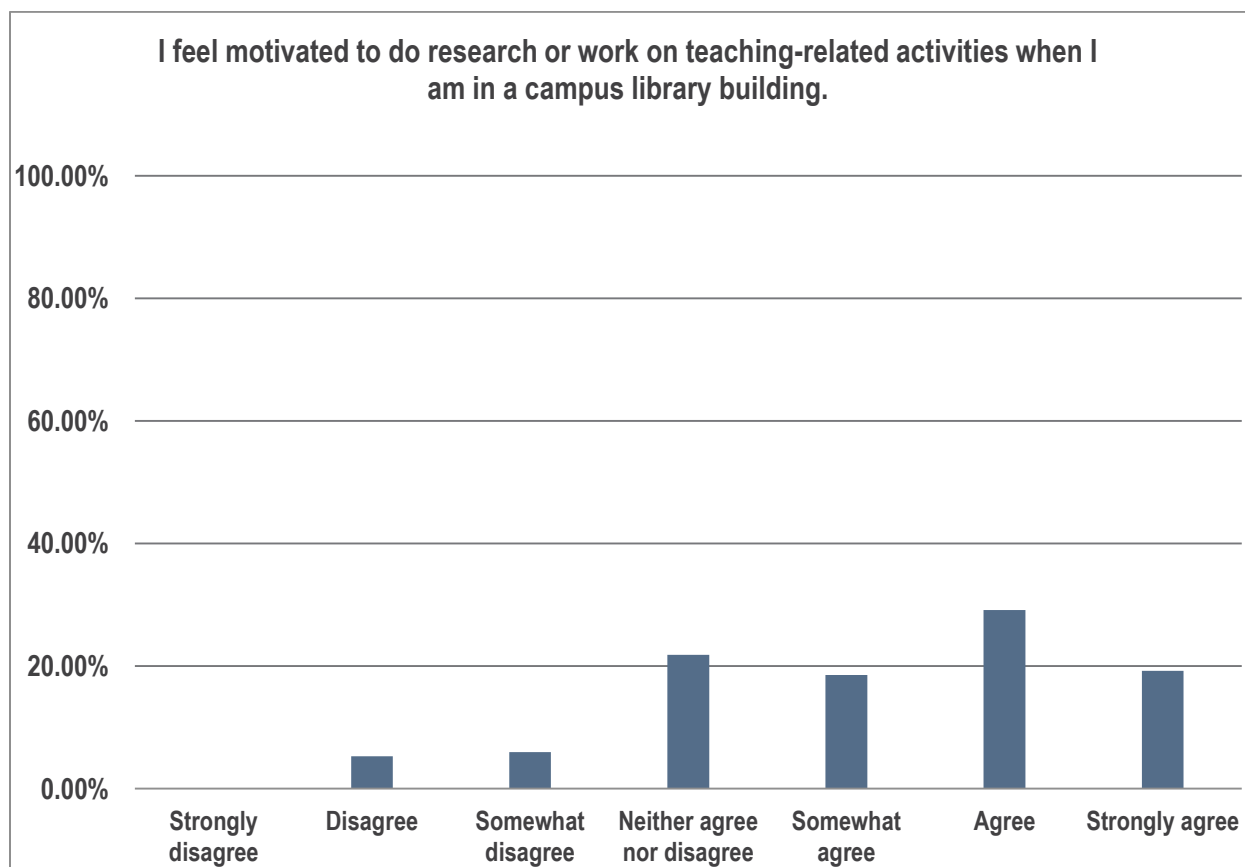
	Response	Percent
Strongly disagree	1	0.67%
Disagree	1	0.67%
Somewhat disagree	2	1.33%
Neither agree nor disagree	19	12.67%
Somewhat agree	16	10.67%
Agree	60	40.00%
Strongly agree	51	34.00%
	150	100.00%



LSP15

I feel motivated to do research or work on teaching-related activities when I am in a campus library building.

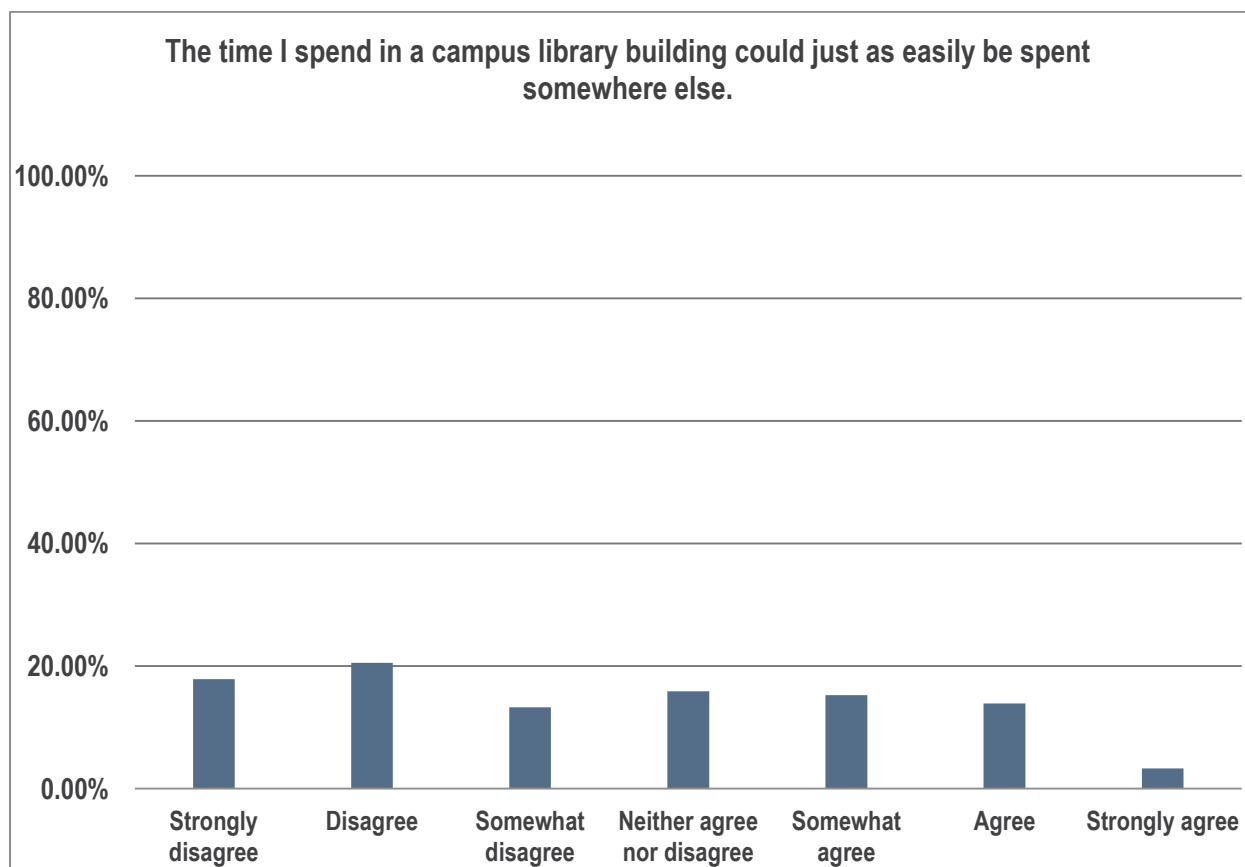
	Response	Percent
Strongly disagree	0	0.00%
Disagree	8	5.30%
Somewhat disagree	9	5.96%
Neither agree nor disagree	33	21.85%
Somewhat agree	28	18.54%
Agree	44	29.14%
Strongly agree	29	19.21%
	151	100.00%



LSP16

The time I spend in a campus library building could just as easily be spent somewhere else.

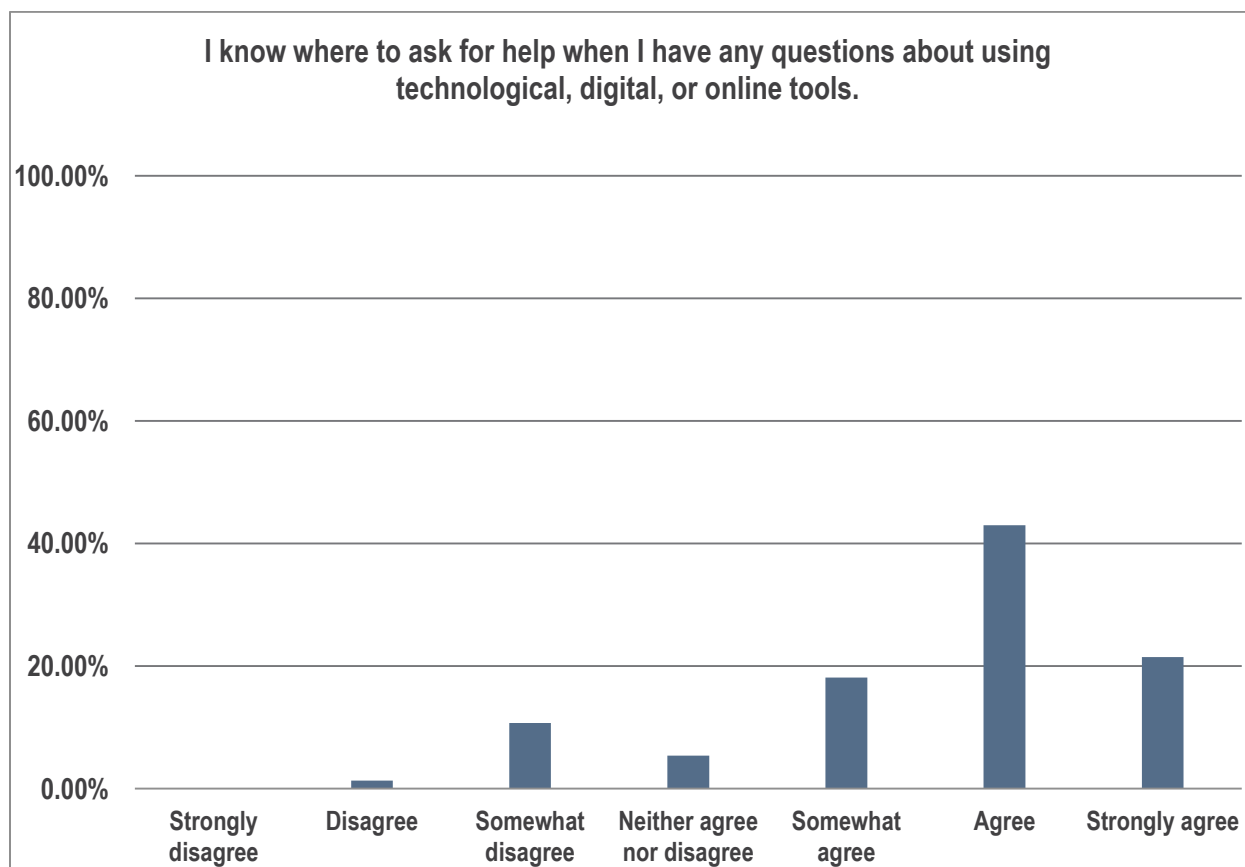
	Response	Percent
Strongly disagree	27	17.88%
Disagree	31	20.53%
Somewhat disagree	20	13.25%
Neither agree nor disagree	24	15.89%
Somewhat agree	23	15.23%
Agree	21	13.91%
Strongly agree	5	3.31%
	151	100.00%



LSP17

I know where to ask for help when I have any questions about using technological, digital, or online tools.

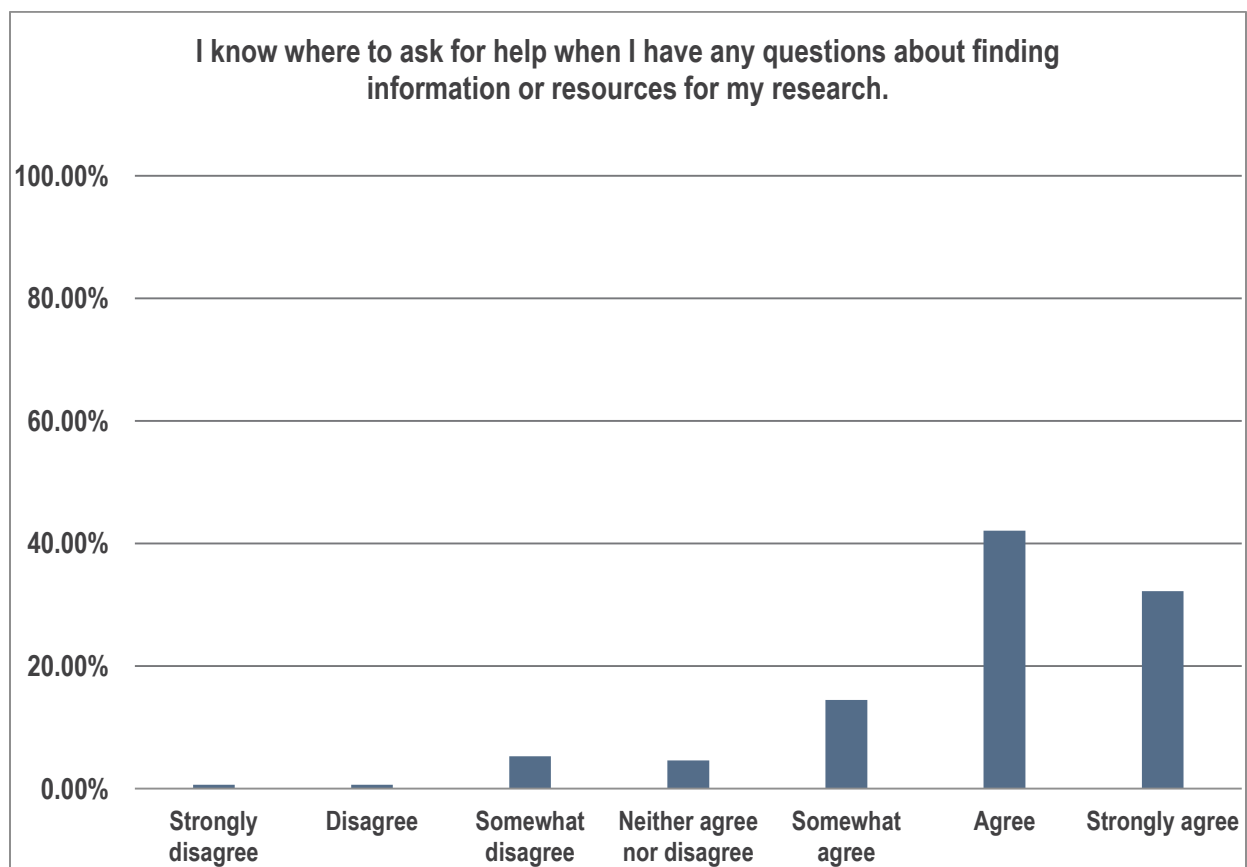
	Response	Percent
Strongly disagree	0	0.00%
Disagree	2	1.34%
Somewhat disagree	16	10.74%
Neither agree nor disagree	8	5.37%
Somewhat agree	27	18.12%
Agree	64	42.95%
Strongly agree	32	21.48%
	149	100.00%



LSP18

I know where to ask for help when I have any questions about finding information or resources for my research.

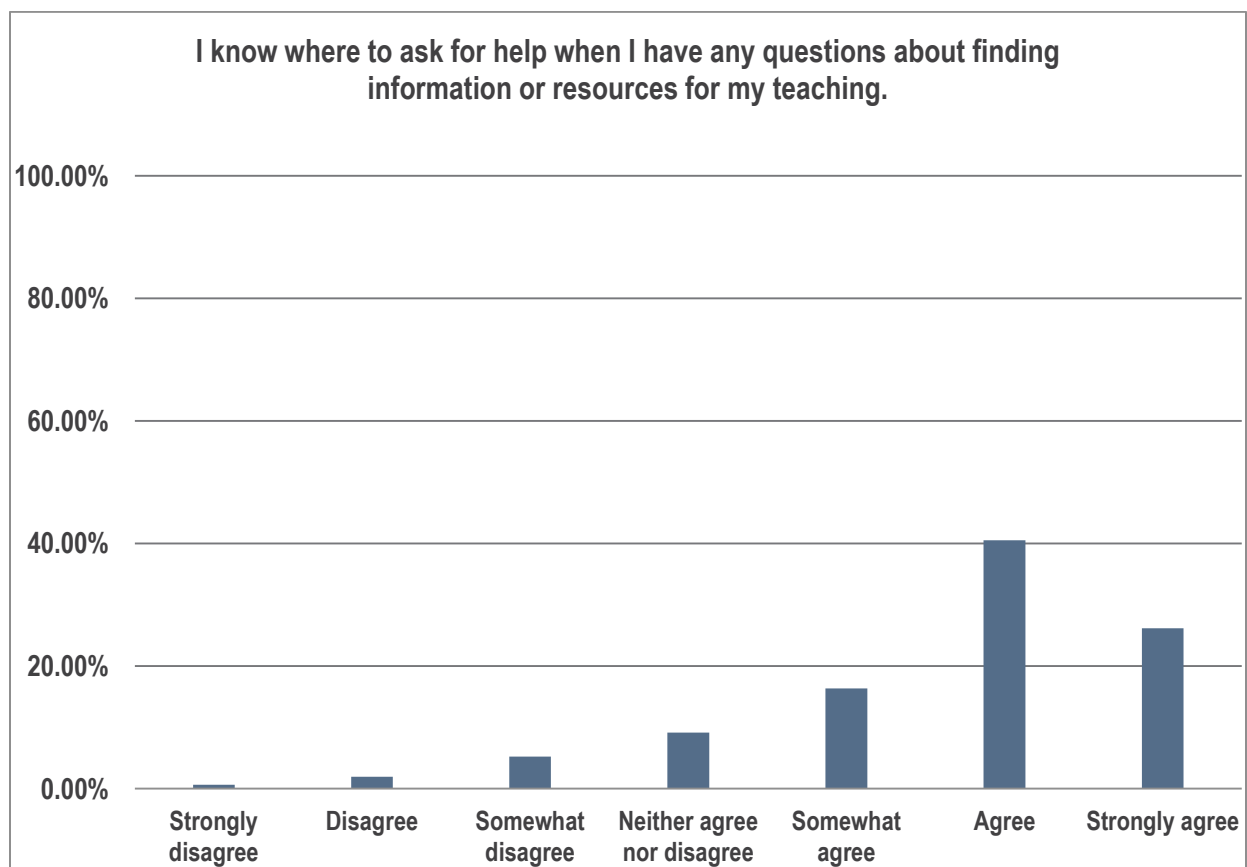
	Response	Percent
Strongly disagree	1	0.66%
Disagree	1	0.66%
Somewhat disagree	8	5.26%
Neither agree nor disagree	7	4.61%
Somewhat agree	22	14.47%
Agree	64	42.11%
Strongly agree	49	32.24%
	152	100.00%



LSP19

I know where to ask for help when I have any questions about finding information or resources for my teaching.

	Response	Percent
Strongly disagree	1	0.65%
Disagree	3	1.96%
Somewhat disagree	8	5.23%
Neither agree nor disagree	14	9.15%
Somewhat agree	25	16.34%
Agree	62	40.52%
Strongly agree	40	26.14%
	153	100.00%



Demographic Questions / Embedded Data

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

Please select your department.

D8

Please select your rank.

D9

Please select your status.

Employee Classification

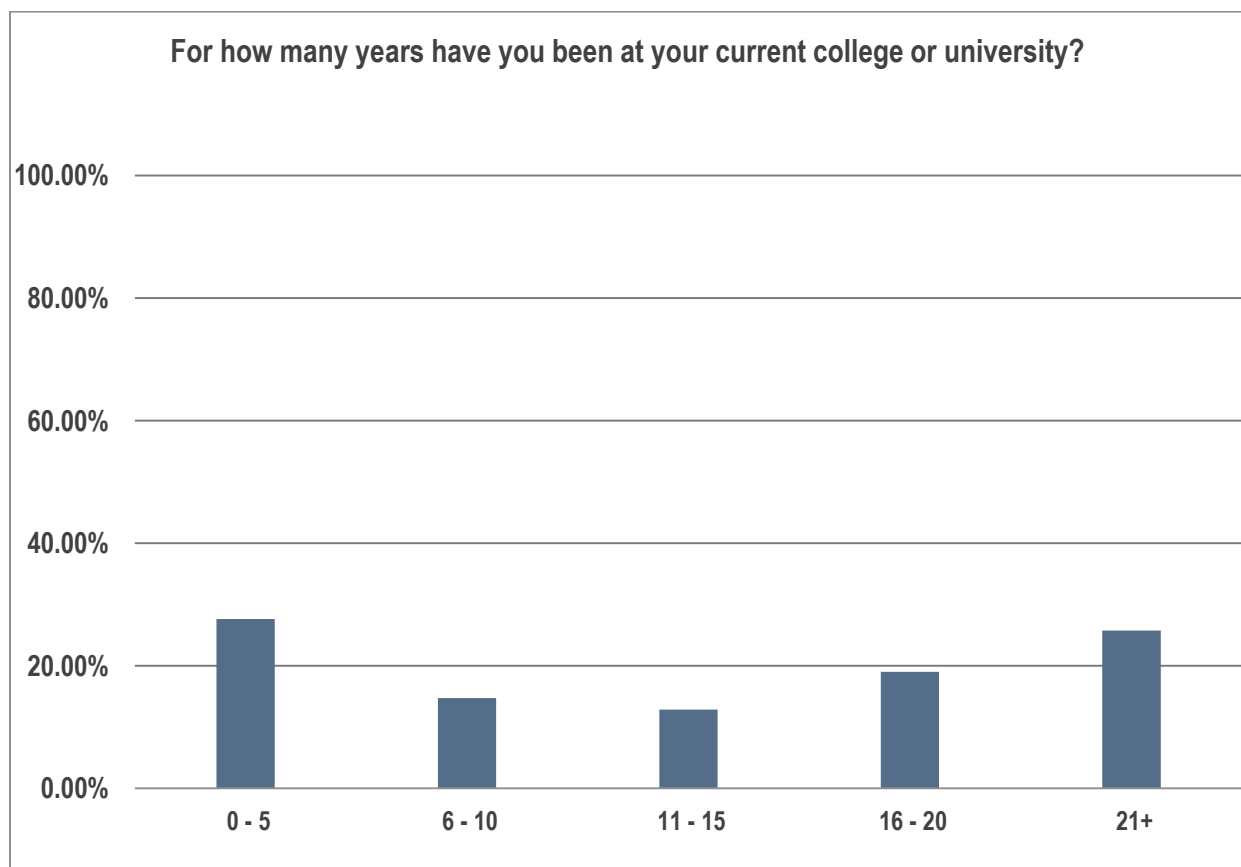
Home Org Scope

Gender

D1

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

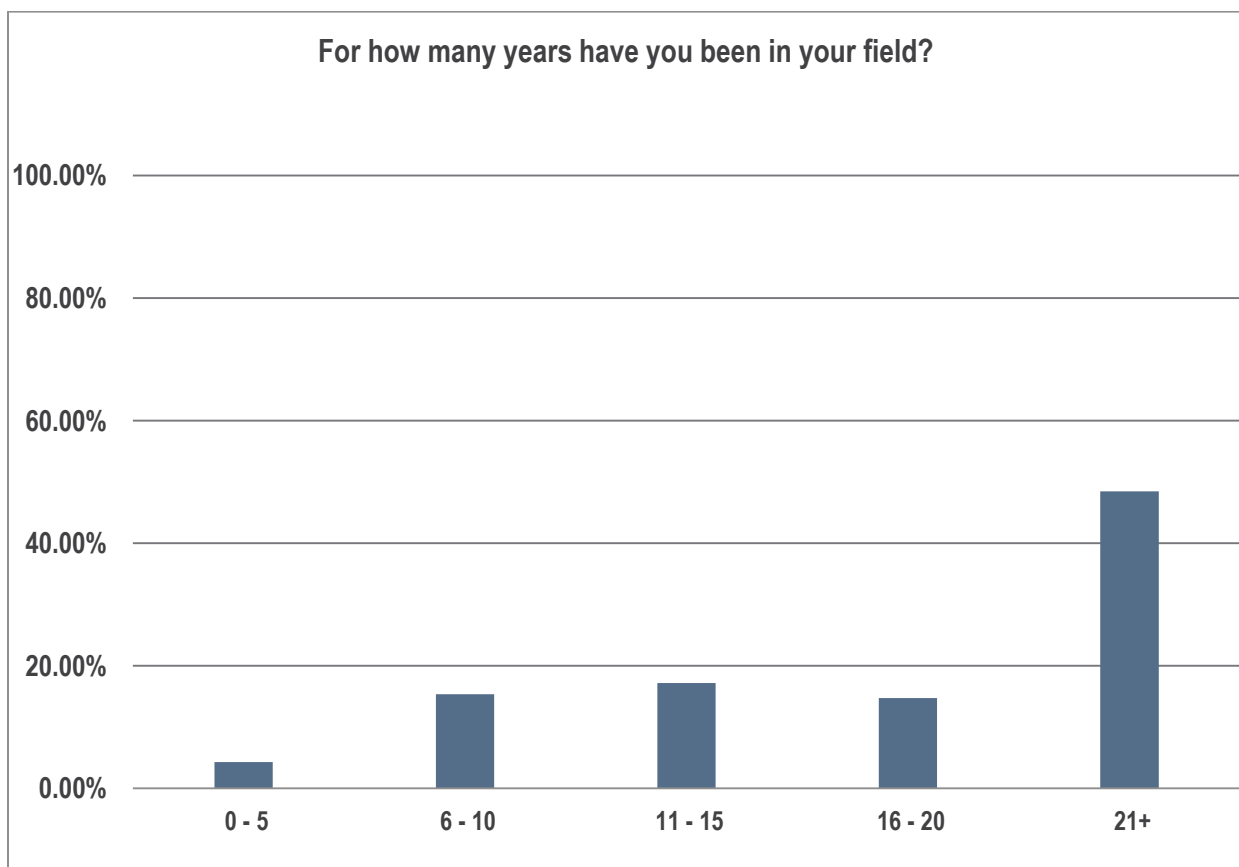
	Response	Percent
0 - 5	45	27.61%
6 - 10	24	14.72%
11 - 15	21	12.88%
16 - 20	31	19.02%
21+	42	25.77%
	163	100.00%



D2

For how many years have you been in your field?

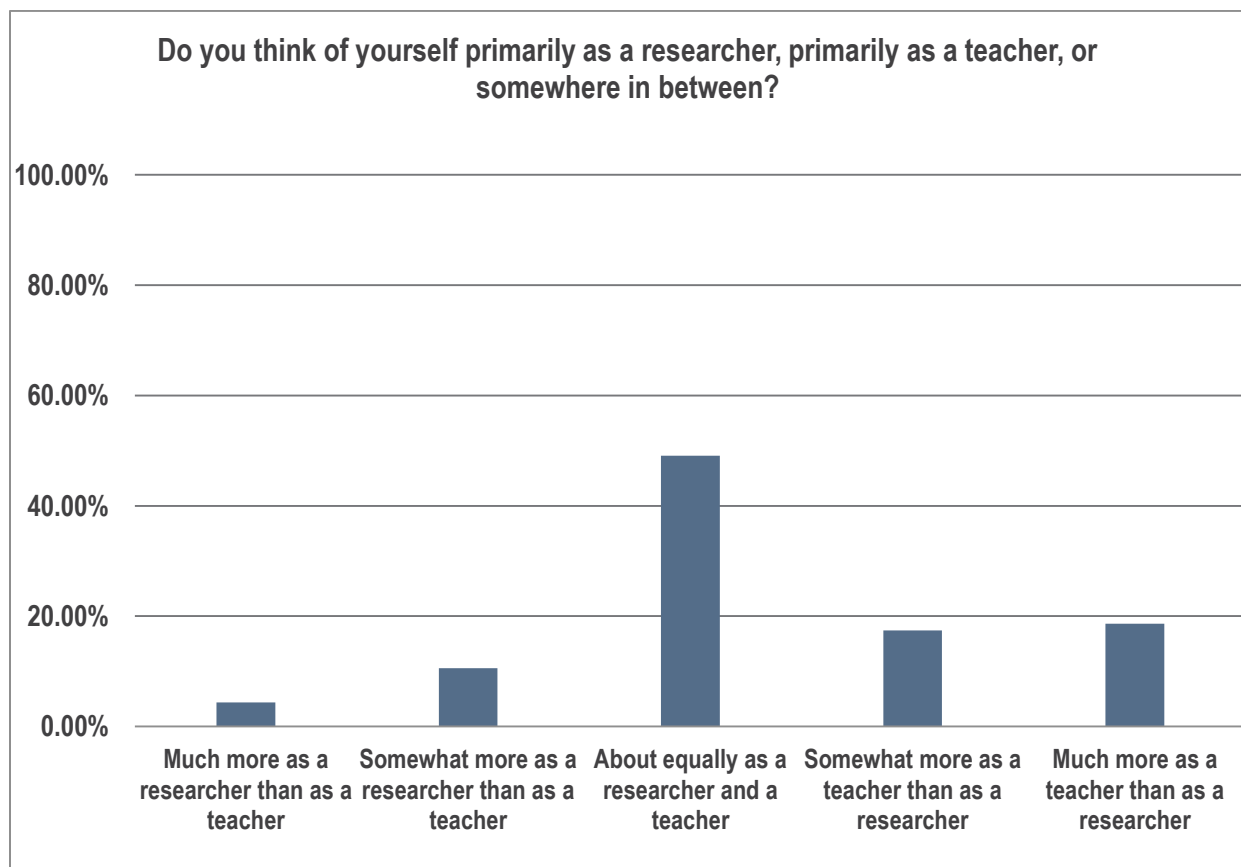
	Response	Percent
0 - 5	7	4.29%
6 - 10	25	15.34%
11 - 15	28	17.18%
16 - 20	24	14.72%
21+	79	48.47%
	163	100.00%



D3

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

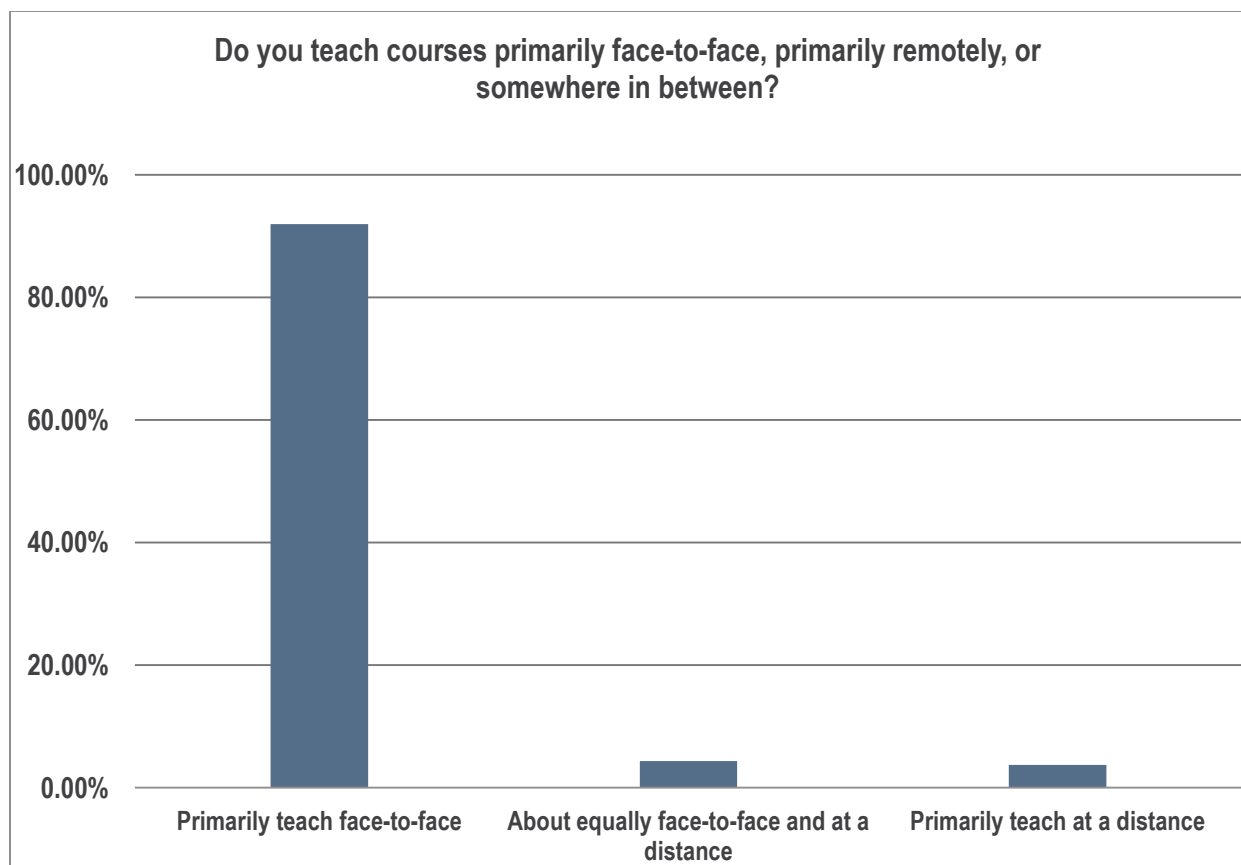
	Response	Percent
Much more as a researcher than as a teacher	7	4.35%
Somewhat more as a researcher than as a teacher	17	10.56%
About equally as a researcher and a teacher	79	49.07%
Somewhat more as a teacher than as a researcher	28	17.39%
Much more as a teacher than as a researcher	30	18.63%
	161	100.00%



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?

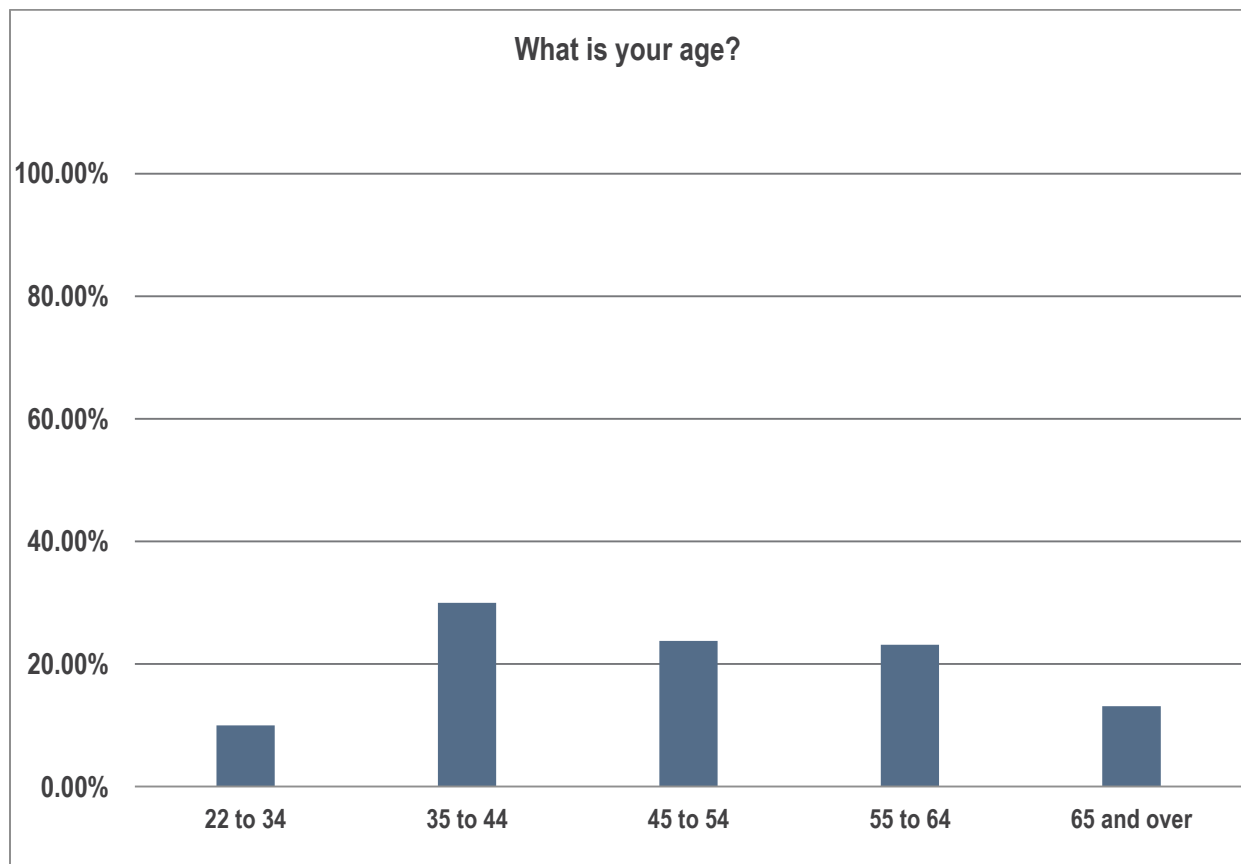
	Response	Percent
Primarily teach face-to-face	148	91.93%
About equally face-to-face and at a distance	7	4.35%
Primarily teach at a distance	6	3.73%
	161	100.00%



D5

What is your age?

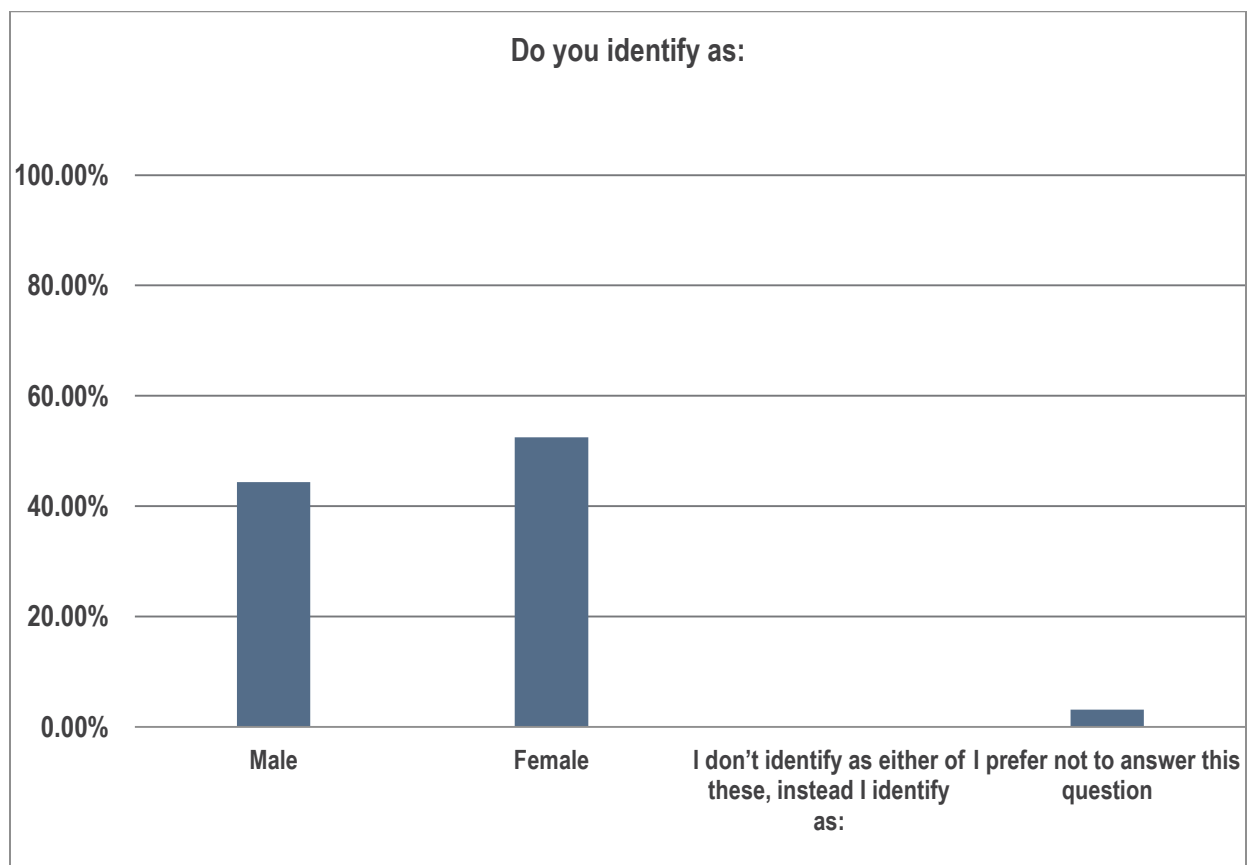
	Response	Percent
22 to 34	16	10.00%
35 to 44	48	30.00%
45 to 54	38	23.75%
55 to 64	37	23.13%
65 and over	21	13.13%
	160	100.00%



D6

Do you identify as:

	Response	Percent
Male	71	44.38%
Female	84	52.50%
I don't identify as either of these, instead I identify as:	0	0.00%
I prefer not to answer this question	5	3.13%
	160	100.00%



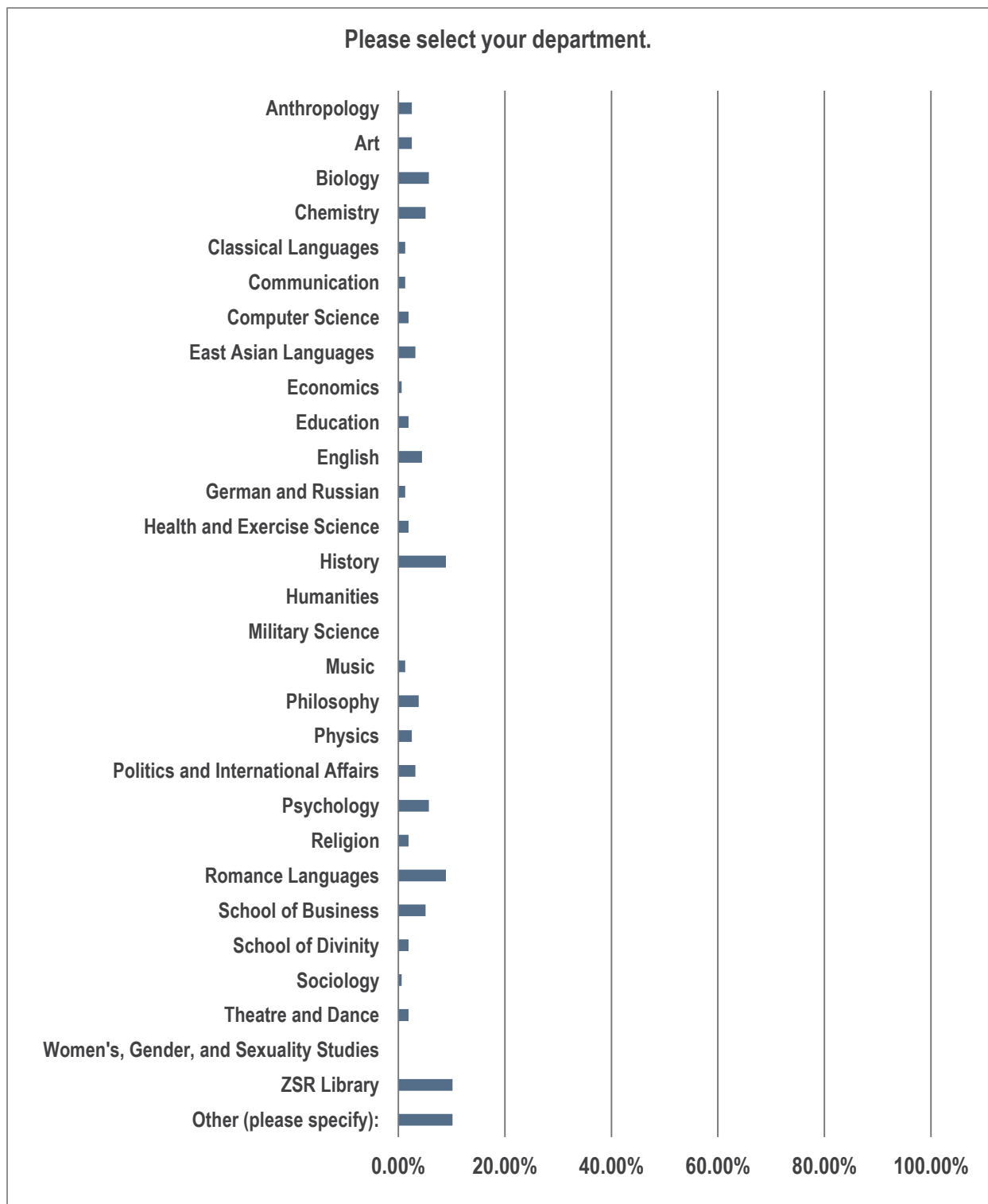
D7

Please select your department.

	Response	Percent
Anthropology	4	2.55%
Art	4	2.55%
Biology	9	5.73%
Chemistry	8	5.10%
Classical Languages	2	1.27%
Communication	2	1.27%
Computer Science	3	1.91%
East Asian Languages	5	3.18%
Economics	1	0.64%
Education	3	1.91%
English	7	4.46%
German and Russian	2	1.27%
Health and Exercise Science	3	1.91%
History	14	8.92%
Humanities	0	0.00%
Military Science	0	0.00%
Music	2	1.27%
Philosophy	6	3.82%
Physics	4	2.55%
Politics and International Affairs	5	3.18%
Psychology	9	5.73%
Religion	3	1.91%
Romance Languages	14	8.92%
School of Business	8	5.10%
School of Divinity	3	1.91%
Sociology	1	0.64%
Theatre and Dance	3	1.91%
Women's, Gender, and Sexuality Studies	0	0.00%
ZSR Library	16	10.19%
Other (please specify):	16	10.19%
	157	100.00%

D7

Please select your department.



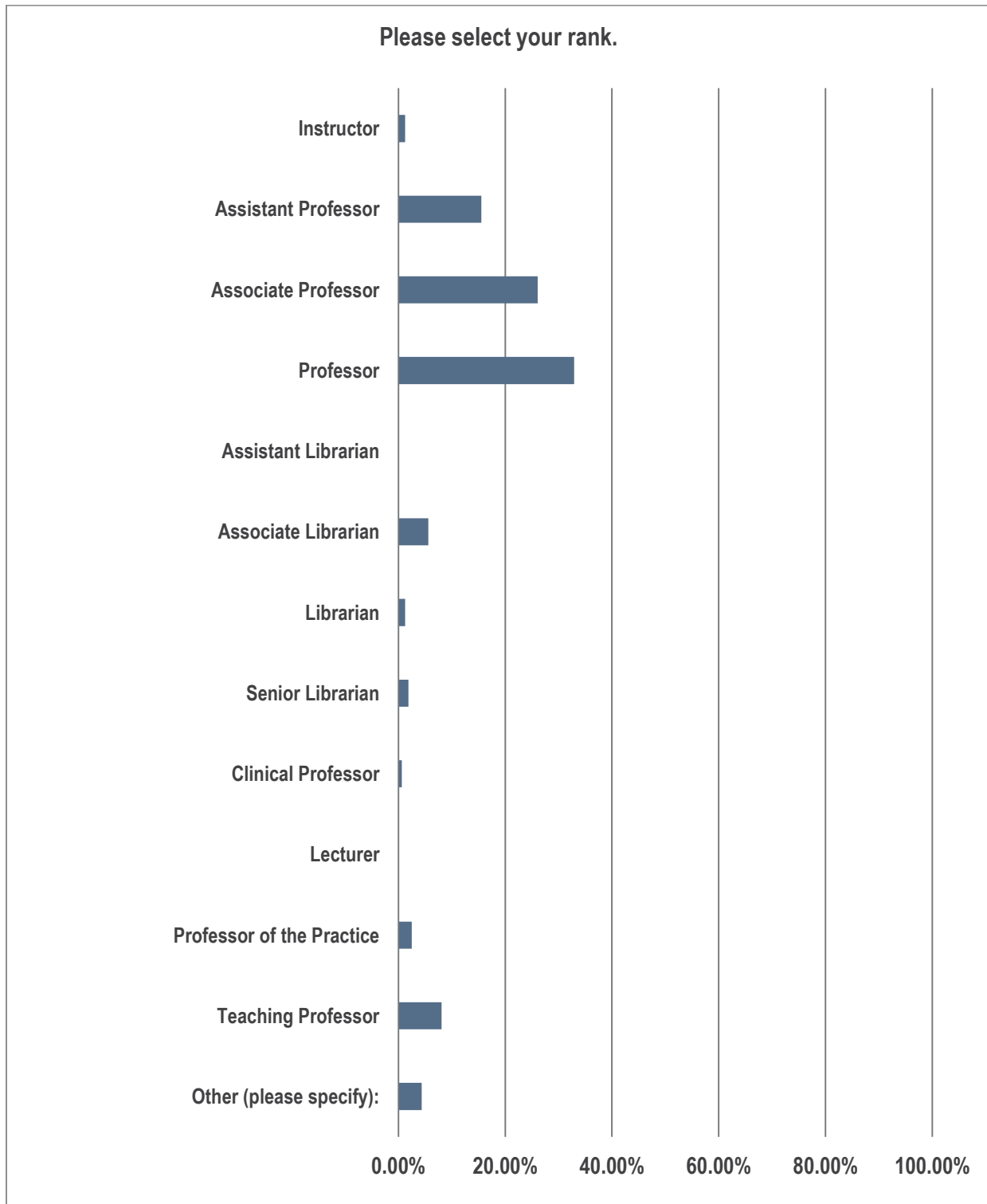
D8

Please select your rank.

	Response	Percent
Instructor	2	1.24%
Assistant Professor	25	15.53%
Associate Professor	42	26.09%
Professor	53	32.92%
Assistant Librarian	0	0.00%
Associate Librarian	9	5.59%
Librarian	2	1.24%
Senior Librarian	3	1.86%
Clinical Professor	1	0.62%
Lecturer	0	0.00%
Professor of the Practice	4	2.48%
Teaching Professor	13	8.07%
Other (please specify):	7	4.35%
	161	100.00%

D8

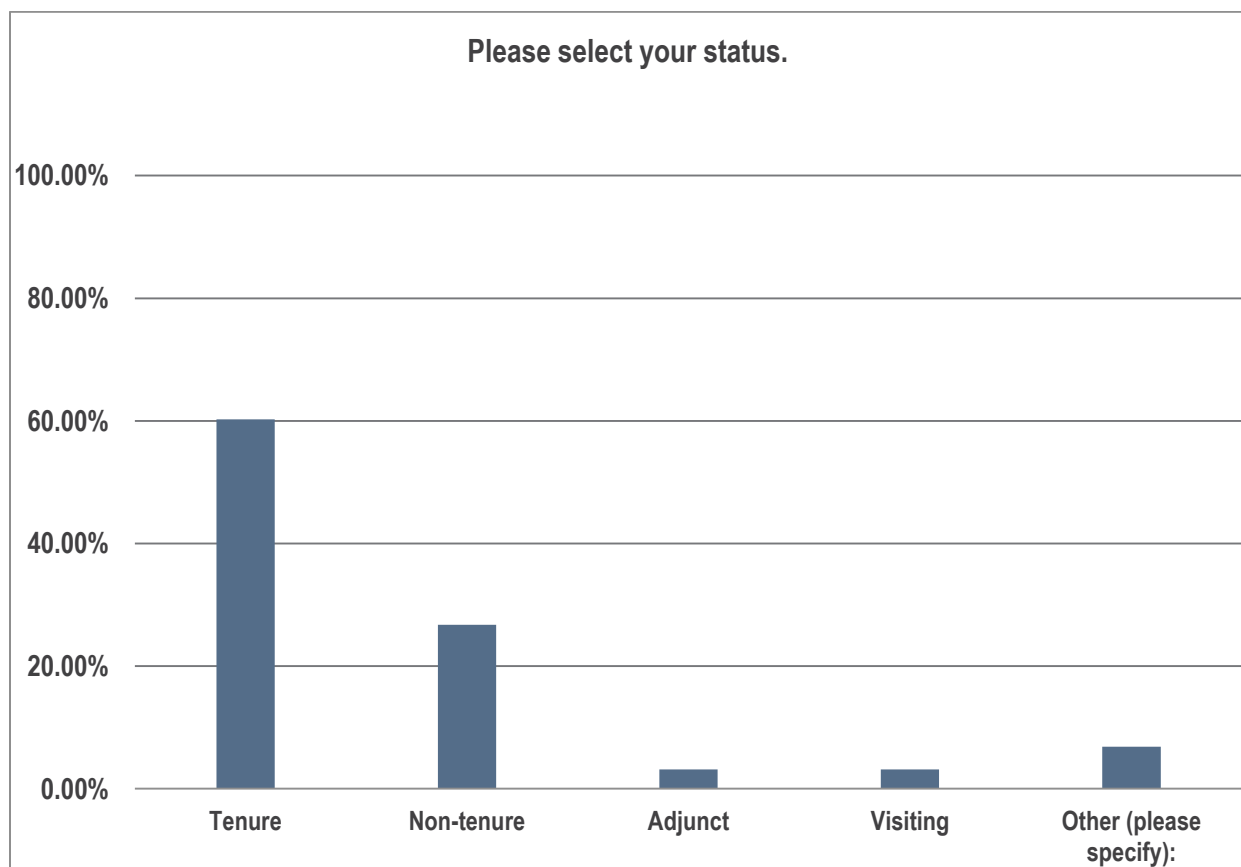
Please select your rank.



D9

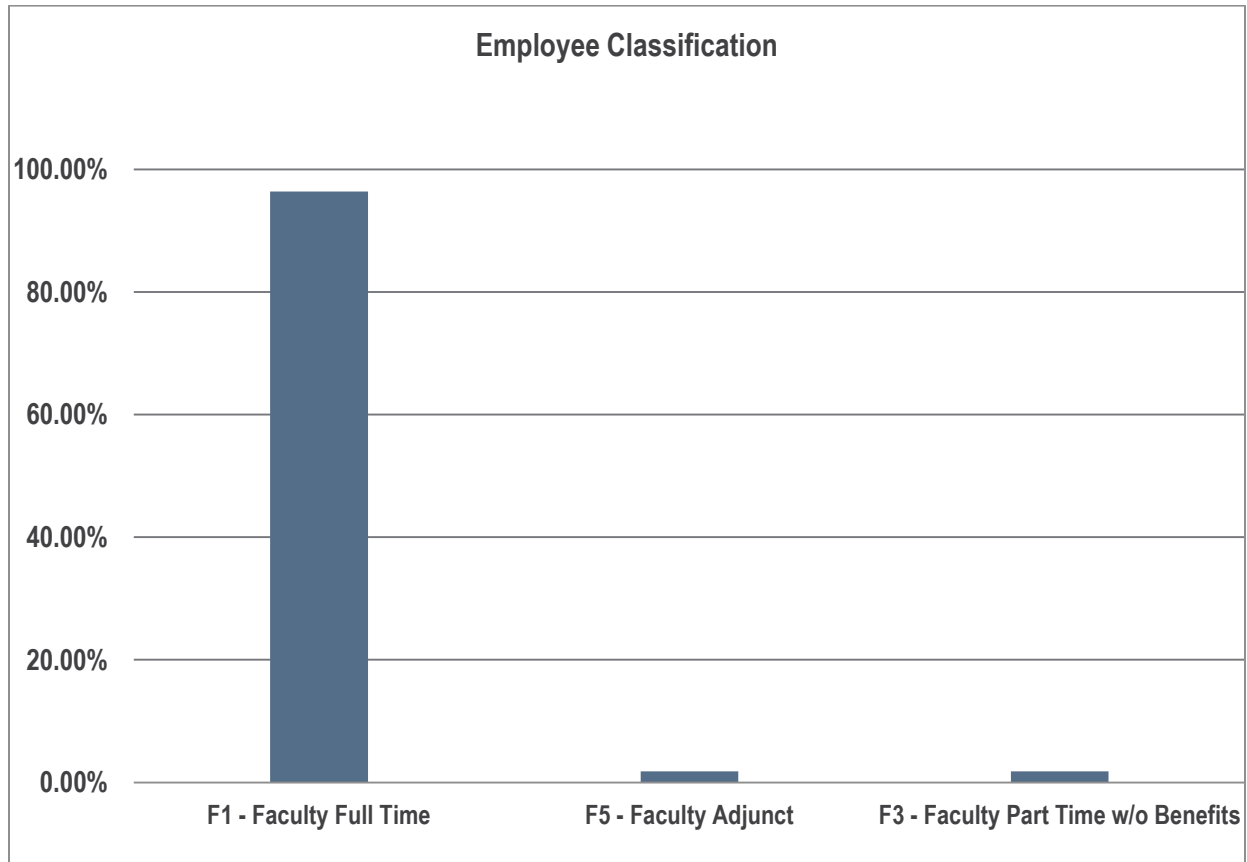
Please select your status.

	Response	Percent
Tenure	97	60.25%
Non-tenure	43	26.71%
Adjunct	5	3.11%
Visiting	5	3.11%
Other (please specify):	11	6.83%
	161	100.00%



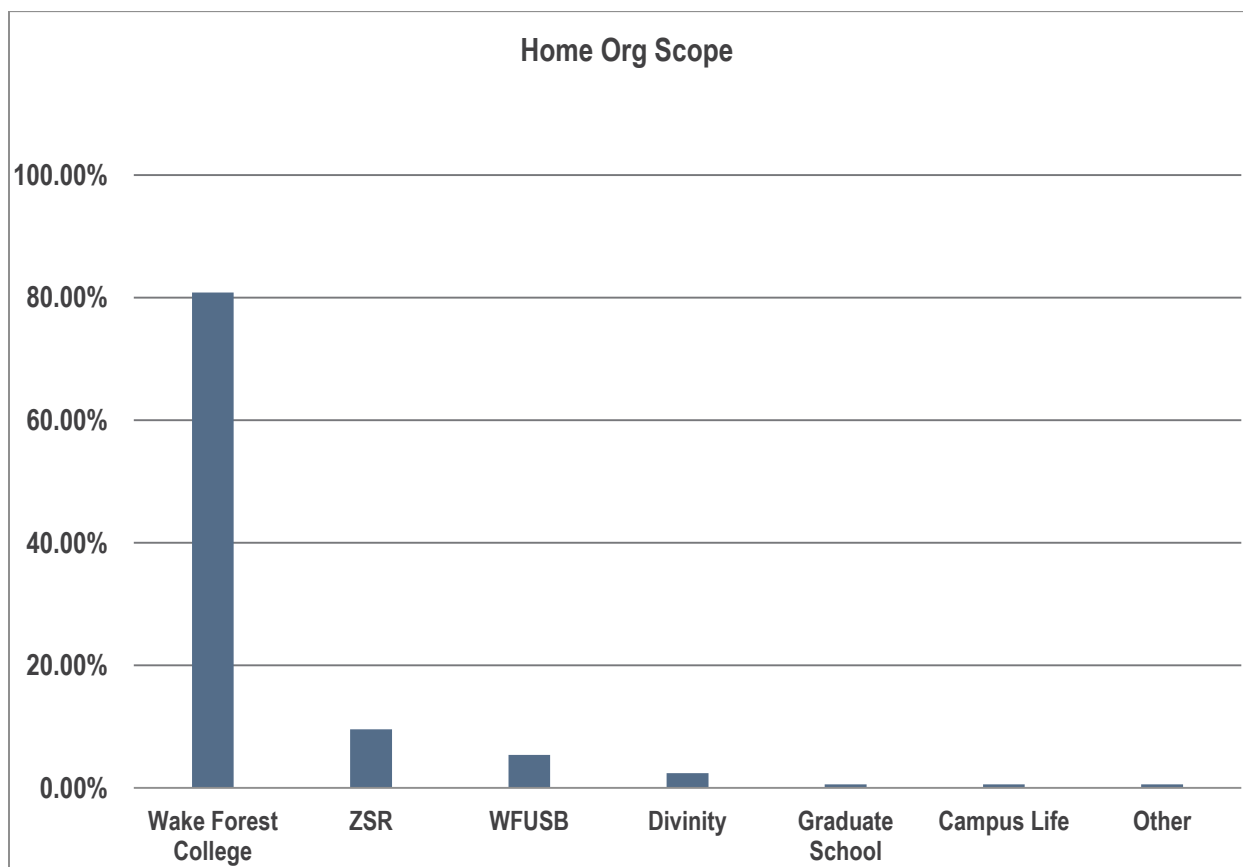
Employee Classification

	Response	Percent
F1 - Faculty Full Time	161	96.41%
F5 - Faculty Adjunct	3	1.80%
F3 - Faculty Part Time w/o Benefits	3	1.80%
	167	100.00%



Home Org Scope

	Response	Percent
Wake Forest College	135	80.84%
ZSR	16	9.58%
WFUSB	9	5.39%
Divinity	4	2.40%
Graduate School	1	0.60%
Campus Life	1	0.60%
Other	1	0.60%
	167	100.00%



Gender

	Response	Percent
F	90	53.89%
M	77	46.11%
	167	100.00%

