

Summer 6-1-2015

ITHAKA University of Northern Iowa Faculty Survey: Report of Findings

University of Northern Iowa

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University of Northern Iowa Faculty
Survey:
Report of Findings

Table of Contents

Overview	3
Discovery	4
Research Topics and Practices.....	10
Role of the Library.....	16
Scholarly Communication Services.....	23
Student Research Skills	38
Undergraduate Instruction.....	47
Demographics	66

Overview

The University of Northern Iowa implementation of the Ithaka S+R Faculty Survey was launched on April 2, 2015, and was closed to new responses on April 30, 2015, with a total of 113 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover materials for research; how faculty members select research topics and collaboration within research projects; the role of the library in supporting faculty members' needs; faculty members' usage of scholarly communication services; faculty members' perceptions of students' research skills; and faculty members' undergraduate instruction practices. The following report provides a high-level overview of findings from the University of Northern Iowa faculty survey.¹

Details

390 University of Northern Iowa faculty members received an email invitation to participate in a survey about faculty research habits. Three email reminders were sent before the close of the survey. In total, 151 respondents clicked the survey link (about 39% of those who received the email invitation), with 147 of those starting the survey (38%), and 113 of those respondents completing the survey, for an overall response rate of about 29%. Due to the survey flow and skip patterns, not all University of Northern Iowa faculty respondents received every question in the survey.

How to interpret the findings

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

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

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.

Discovery

DSC1

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? Please select one of the following answers.

DSC2

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

DSC3

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:

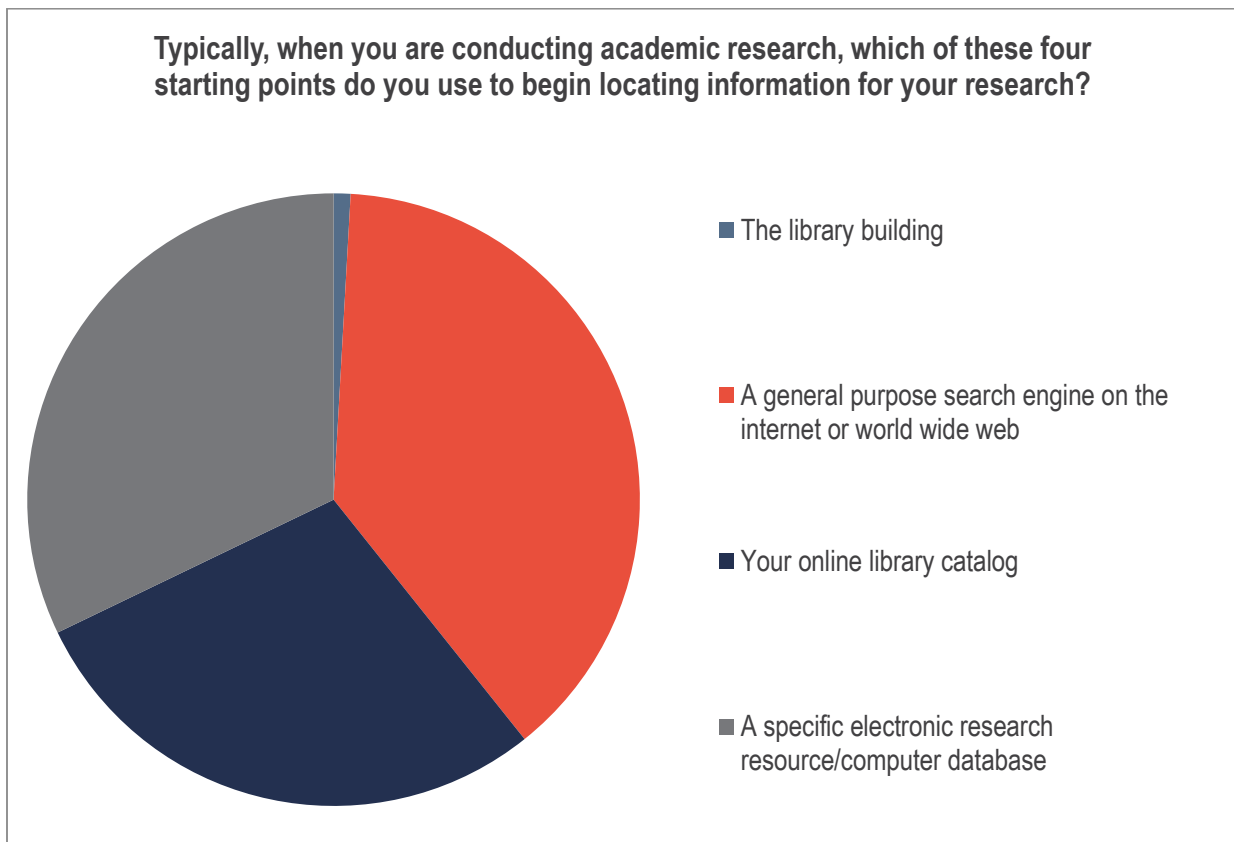
DSC4

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, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.

DSC1

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? Please select one of the following answers.

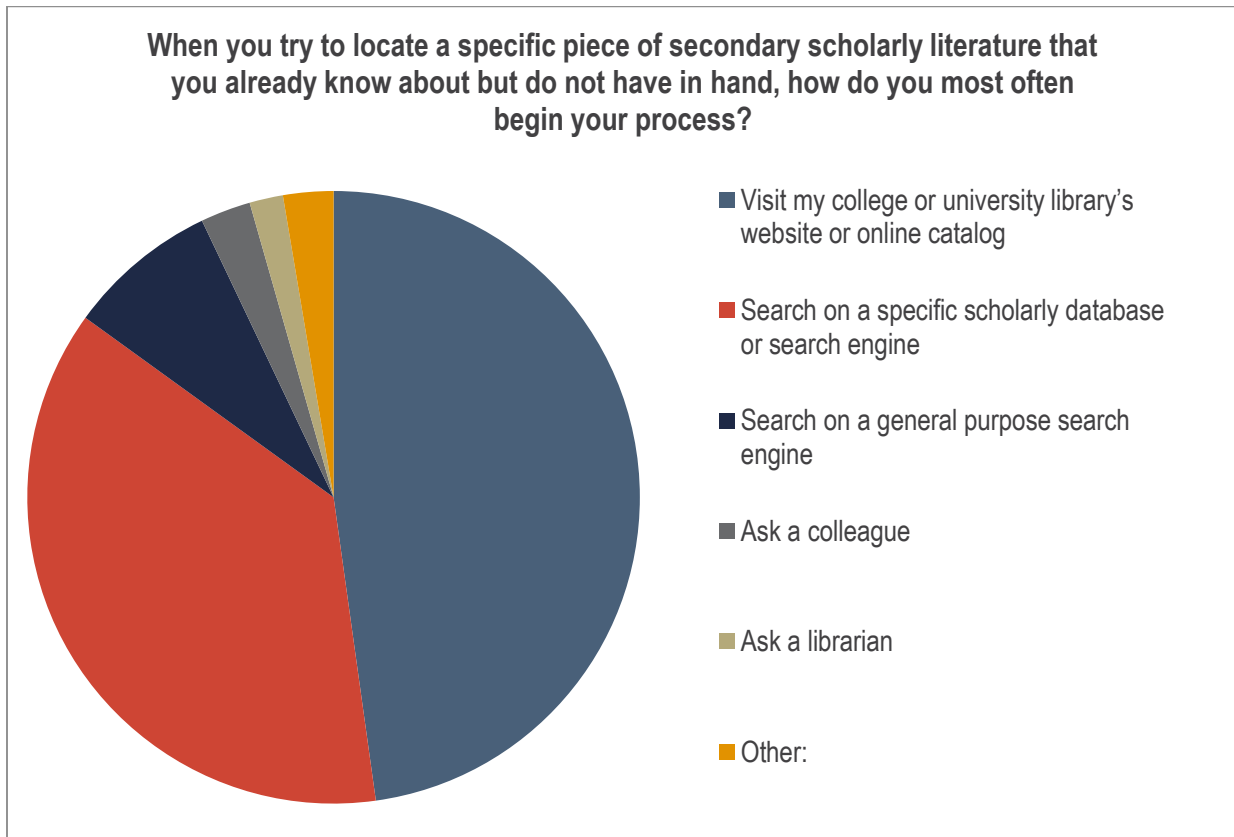
	Response	Percent
The library building	1	0.89%
A general purpose search engine on the internet or world wide web	43	38.39%
Your online library catalog	32	28.57%
A specific electronic research resource/computer database	36	32.14%
	112	100.00%



DSC2

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

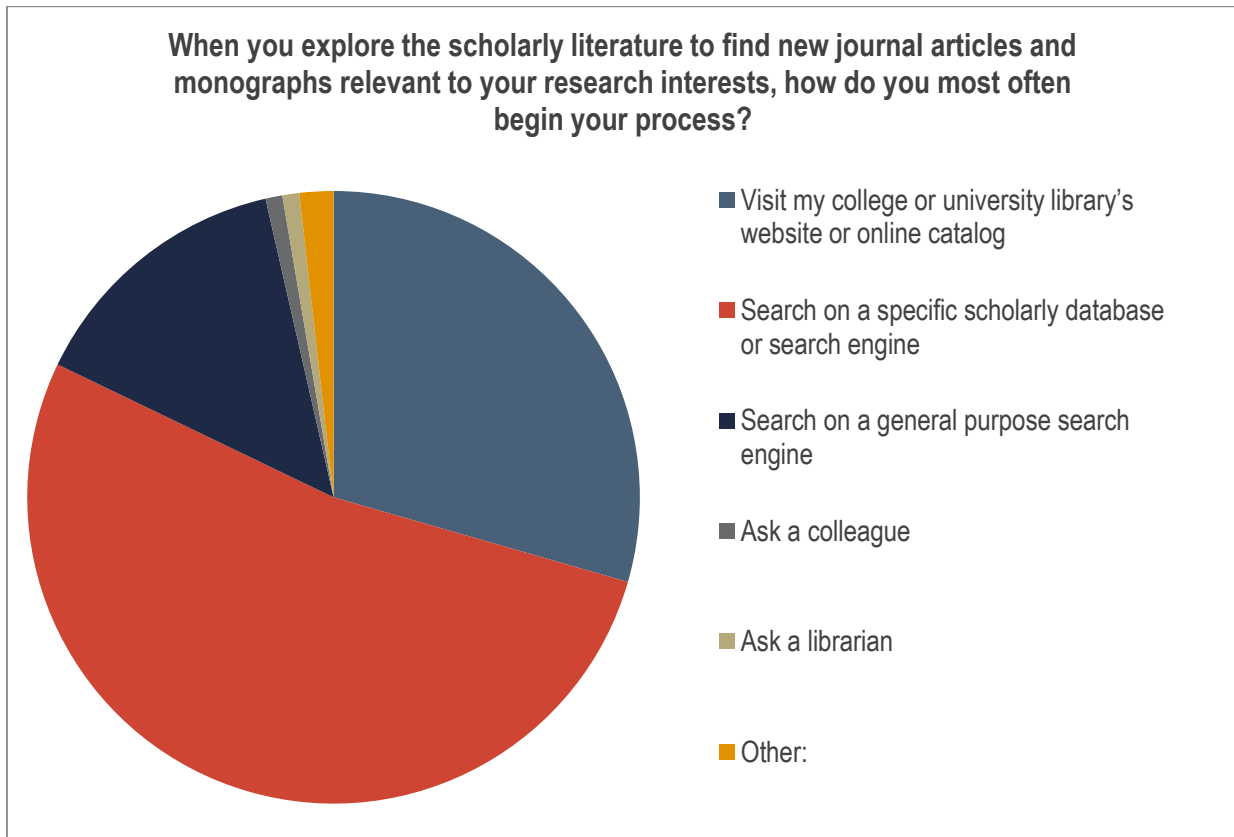
	Response	Percent
Visit my college or university library's website or online catalog	54	47.79%
Search on a specific scholarly database or search engine	42	37.17%
Search on a general purpose search engine	9	7.96%
Ask a colleague	3	2.65%
Ask a librarian	2	1.77%
Other:	3	2.65%
	113	100.00%



DSC3

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	33	29.46%
Search on a specific scholarly database or search engine	59	52.68%
Search on a general purpose search engine	16	14.29%
Ask a colleague	1	0.89%
Ask a librarian	1	0.89%
Other:	2	1.79%
	112	100.00%



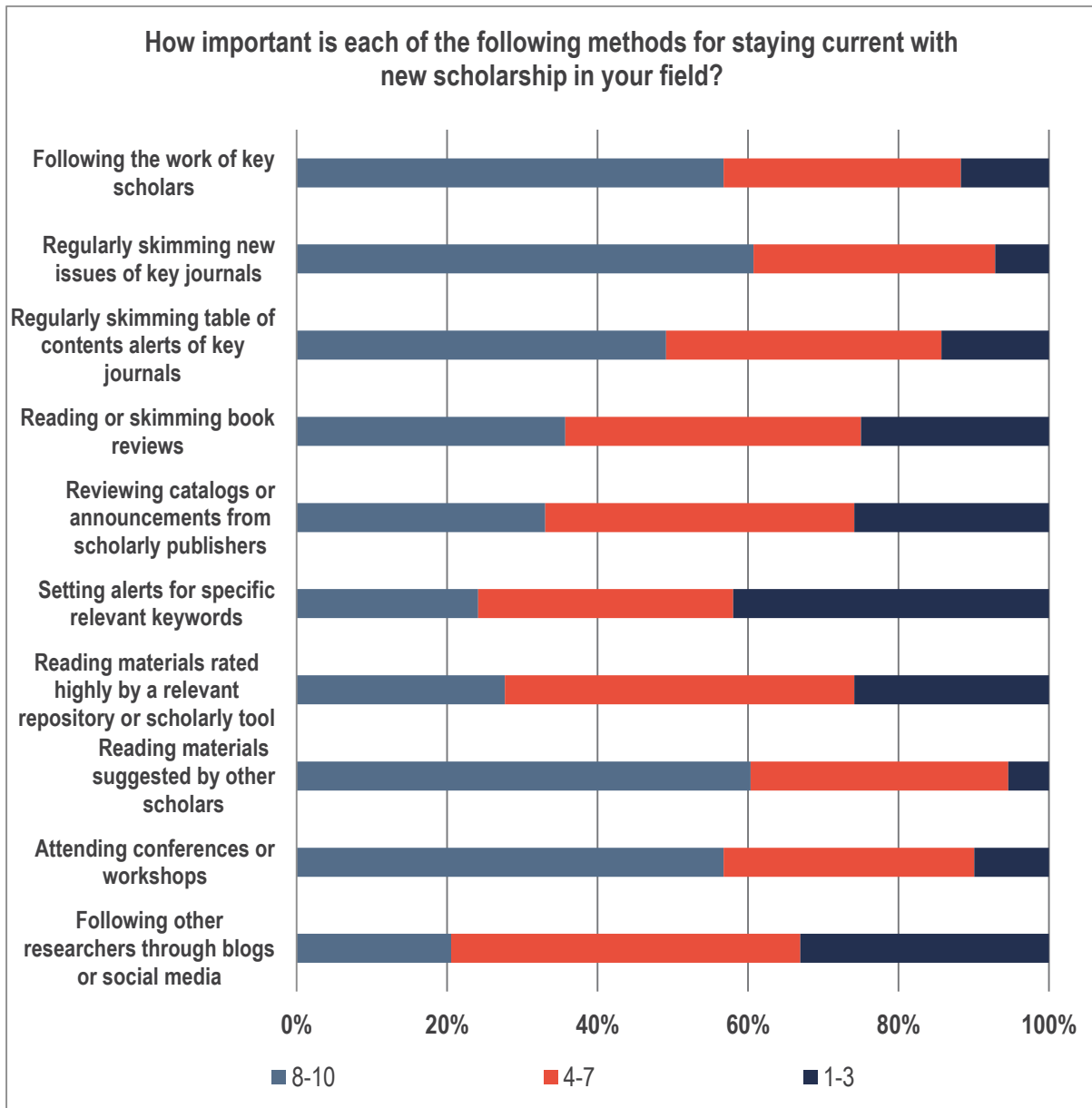
DSC4

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, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.

	8-10	4-7	1-3	Response
Following the work of key scholars	56.76%	31.53%	11.71%	111
Regularly skimming new issues of key journals	60.71%	32.14%	7.14%	112
Regularly skimming table of contents alerts of key journals	49.11%	36.61%	14.29%	112
Reading or skimming book reviews	35.71%	39.29%	25.00%	112
Reviewing catalogs or announcements from scholarly publishers	33.04%	41.07%	25.89%	112
Setting alerts for specific relevant keywords	24.11%	33.93%	41.96%	112
Reading materials rated highly by a relevant repository or scholarly tool	27.68%	46.43%	25.89%	112
Reading materials suggested by other scholars	60.36%	34.23%	5.41%	111
Attending conferences or workshops	56.76%	33.33%	9.91%	111
Following other researchers through blogs or social media	20.54%	46.43%	33.04%	112

DSC4

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, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.



Research Topics and Practices

RTP1

Is performing academic research among your professional responsibilities?

RTP2

Have you ever collaborated on a research project with one or more other scholars?

RTP3

When you think about new research projects or areas, how important is each of the following in helping you define and select the areas to pursue? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

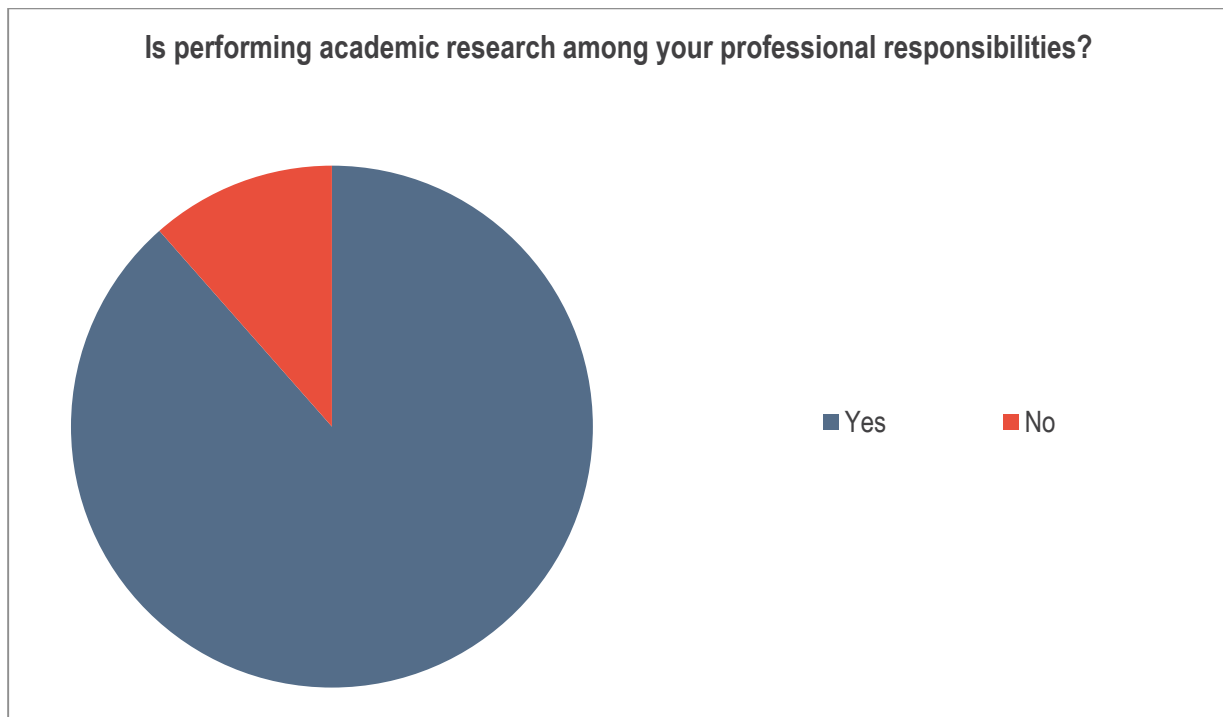
RTP4

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.

RTP1

Is performing academic research among your professional responsibilities?

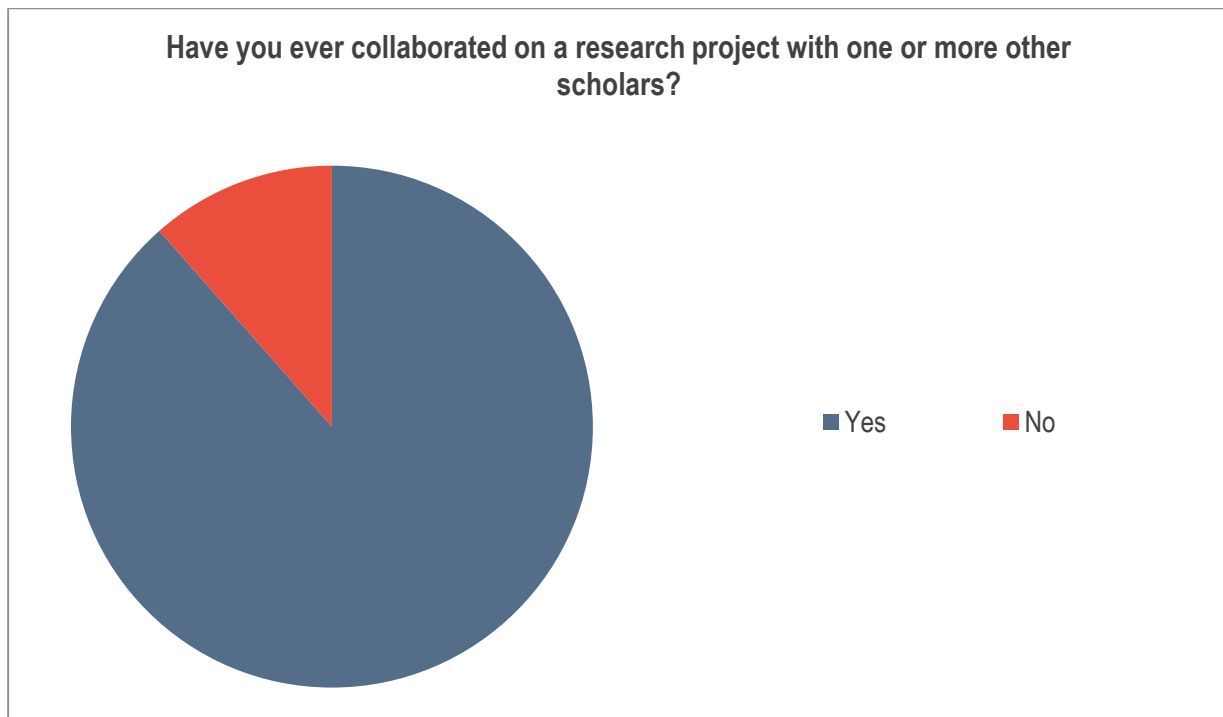
	Response	Percent
Yes	100	88.50%
No	13	11.50%
	113	100.00%



RTP2

Have you ever collaborated on a research project with one or more other scholars?

	Response	Percent
Yes	100	88.50%
No	13	11.50%
	113	100.00%



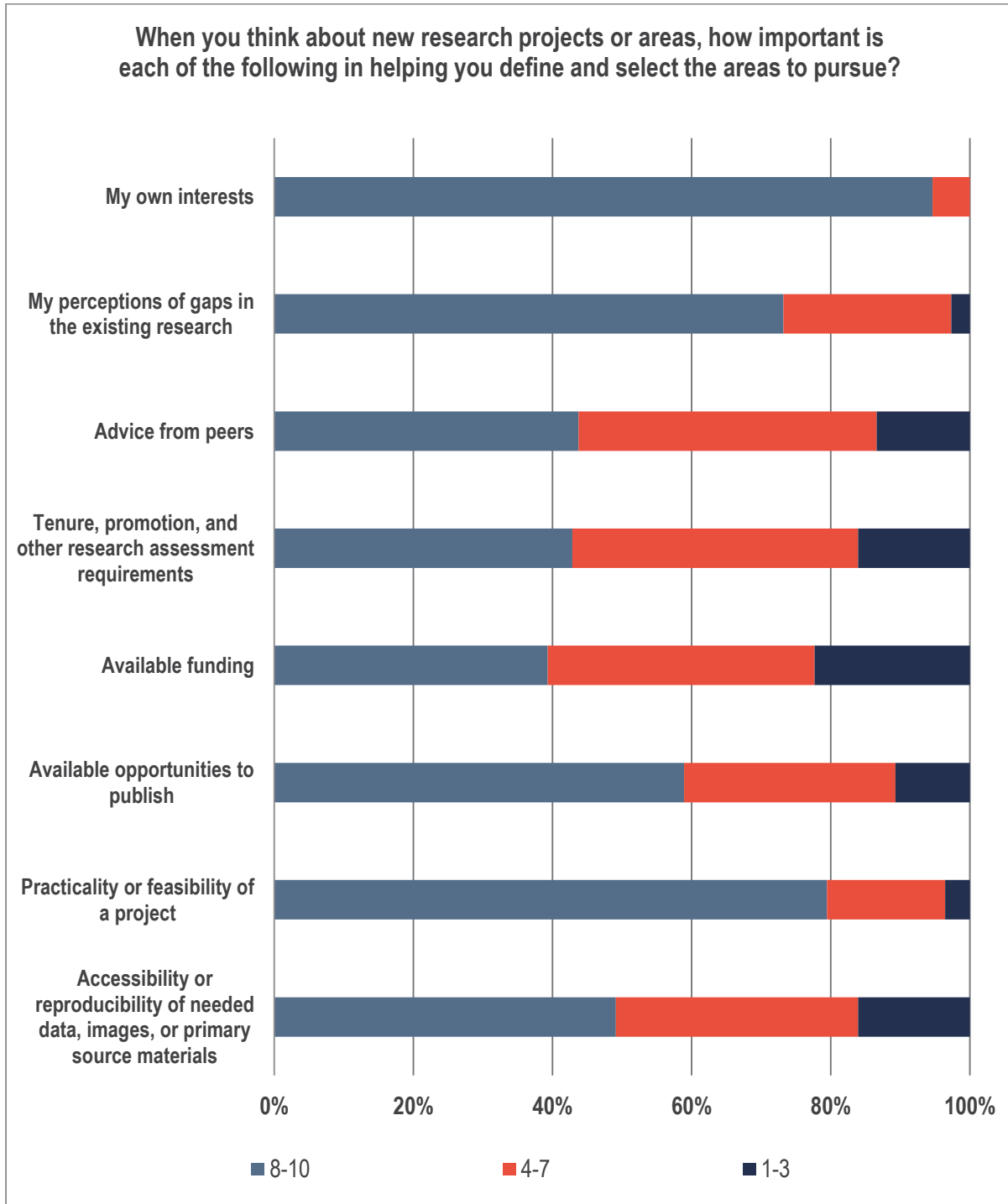
RTP3

When you think about new research projects or areas, how important is each of the following in helping you define and select the areas to pursue? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
My own interests	94.64%	5.36%		112
My perceptions of gaps in the existing research	73.21%	24.11%	2.68%	112
Advice from peers	43.75%	42.86%	13.39%	112
Tenure, promotion, and other research assessment requirements	42.86%	41.07%	16.07%	112
Available funding	39.29%	38.39%	22.32%	112
Available opportunities to publish	58.93%	30.36%	10.71%	112
Practicality or feasibility of a project	79.46%	16.96%	3.57%	112
Accessibility or reproducibility of needed data, images, or primary source materials	49.11%	34.82%	16.07%	112

RTP3

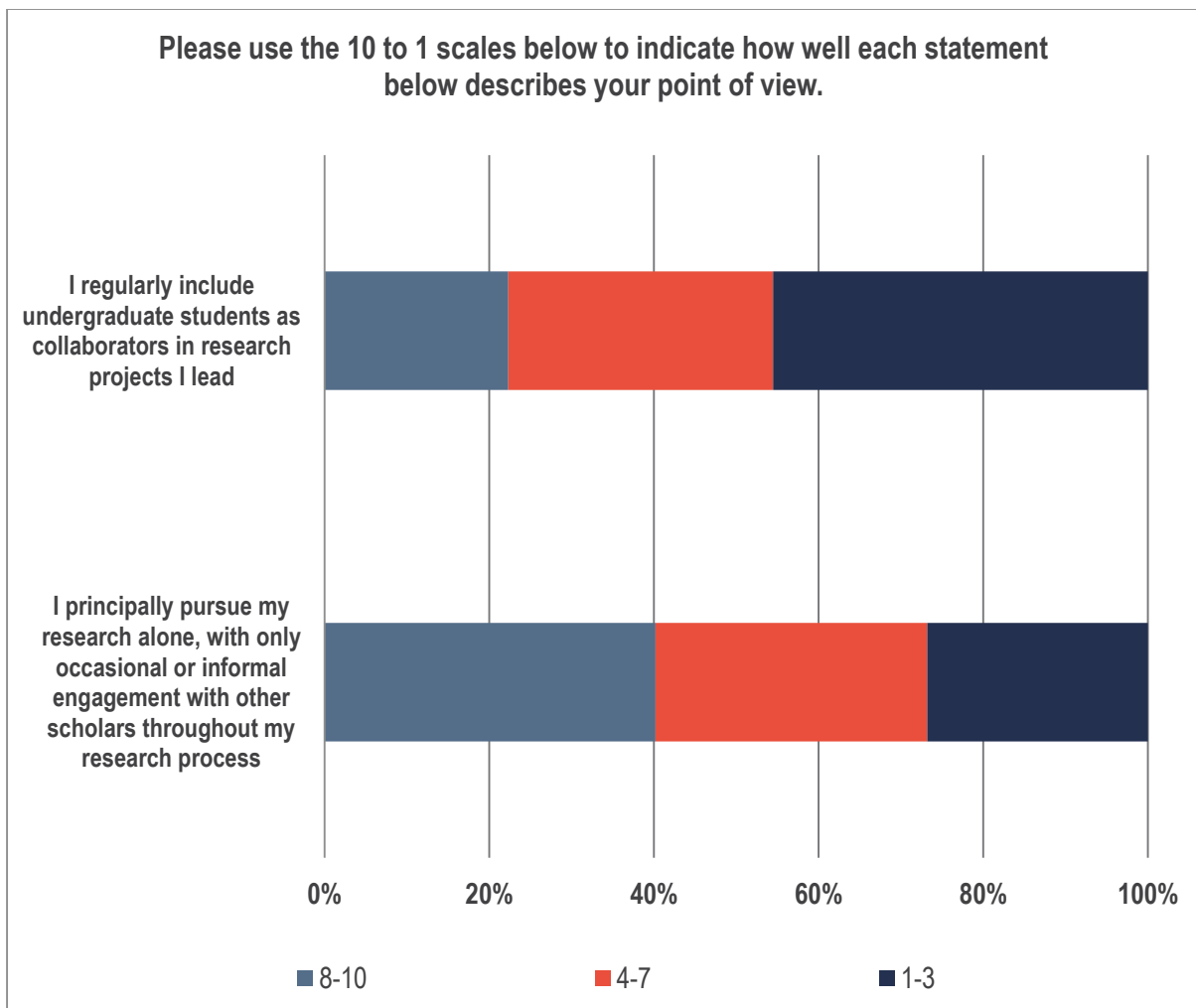
When you think about new research projects or areas, how important is each of the following in helping you define and select the areas to pursue? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.



RTP4

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 regularly include undergraduate students as collaborators in research projects I lead	22.32%	32.14%	45.54%	112
I principally pursue my research alone, with only occasional or informal engagement with other scholars throughout my research process	40.18%	33.04%	26.79%	112



Role of the Library

ROL1

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

ROL2

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

ROL3

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

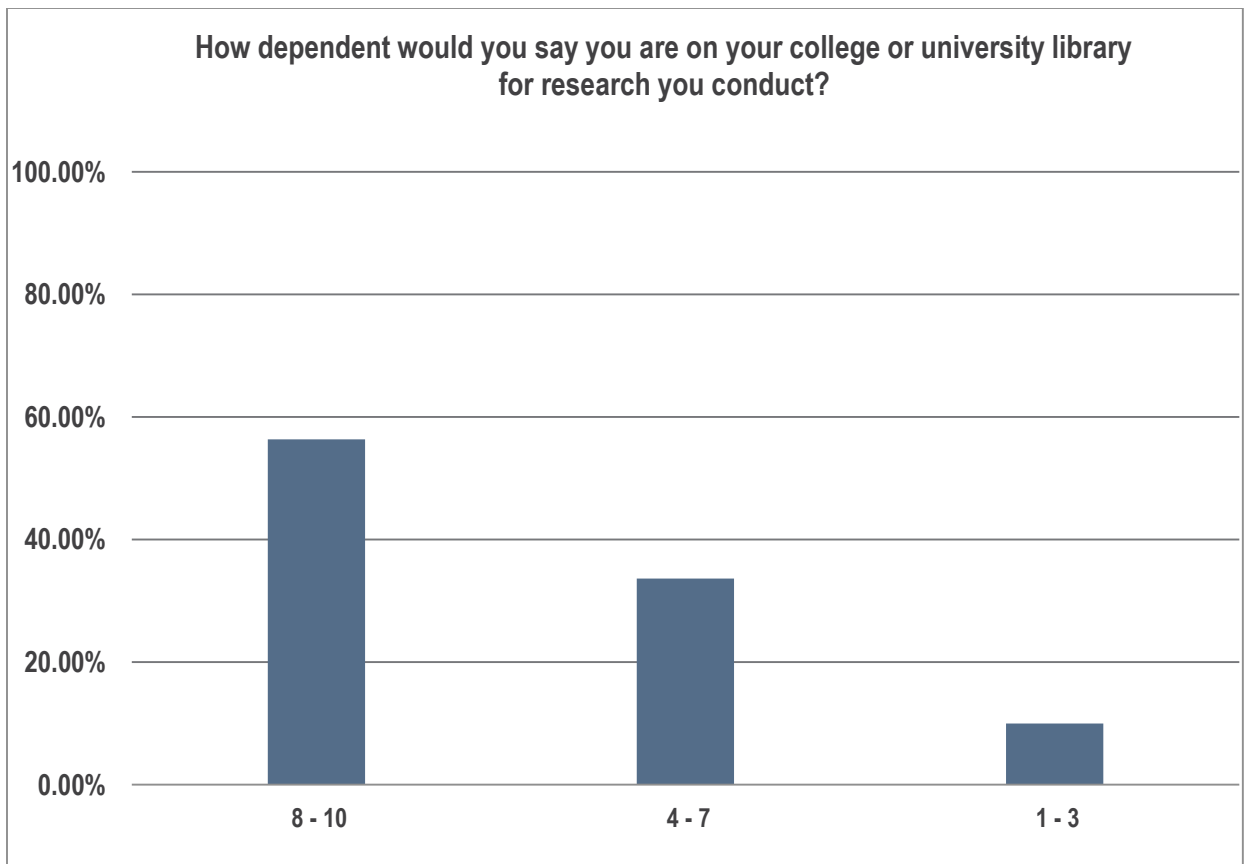
ROL4

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

ROL1

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

	Response	Percent
8 - 10	62	56.36%
4 - 7	37	33.64%
1 - 3	11	10.00%
	110	100.00%



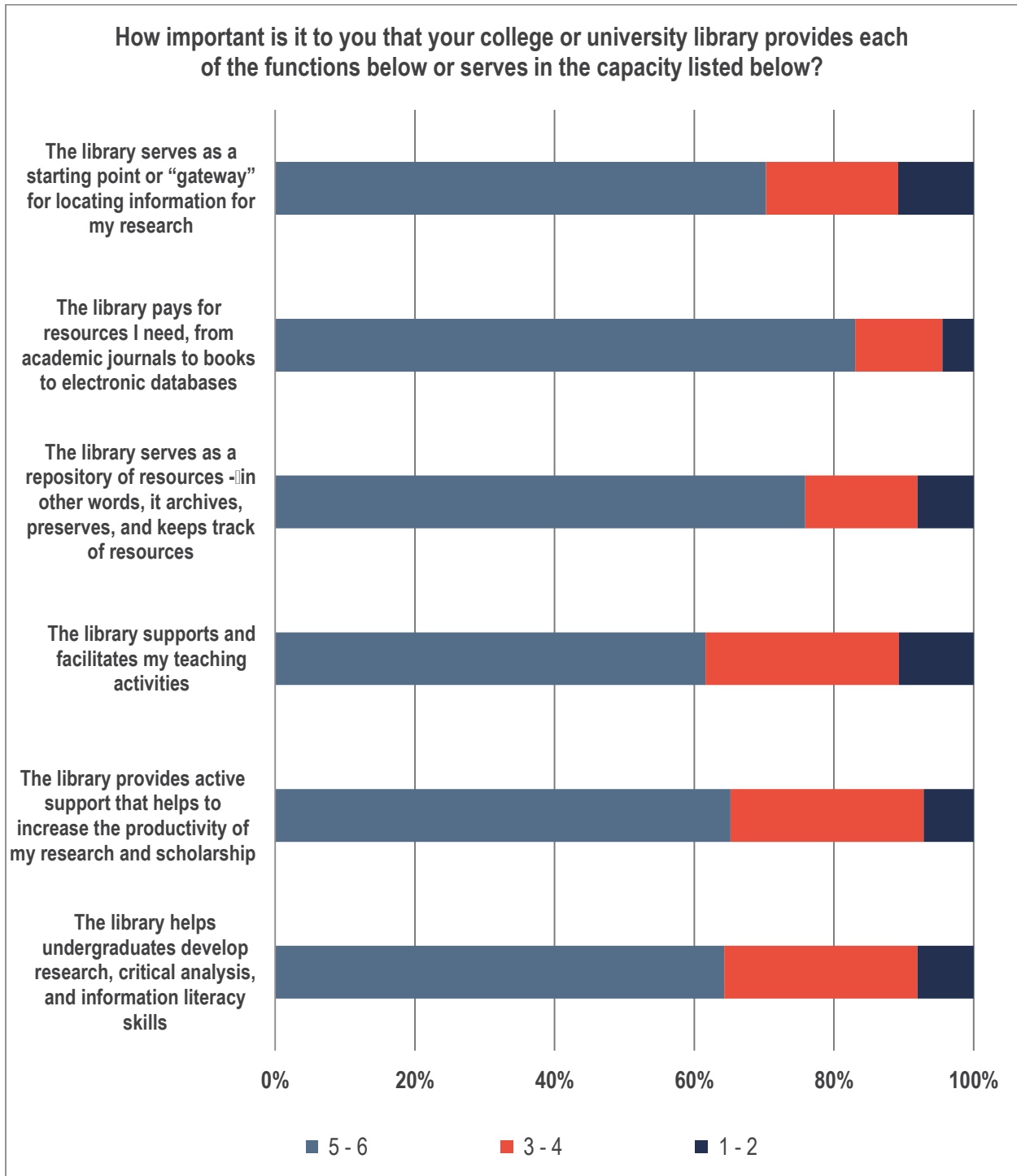
ROL2

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

	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	70.27%	18.92%	10.81%	111
The library pays for resources I need, from academic journals to books to electronic databases	83.04%	12.50%	4.46%	112
The library serves as a repository of resources — in other words, it archives, preserves, and keeps track of resources	75.89%	16.07%	8.04%	112
The library supports and facilitates my teaching activities	61.61%	27.68%	10.71%	112
The library provides active support that helps to increase the productivity of my research and scholarship	65.18%	27.68%	7.14%	112
The library helps undergraduates develop research, critical analysis, and information literacy skills	64.29%	27.68%	8.04%	112

ROL2

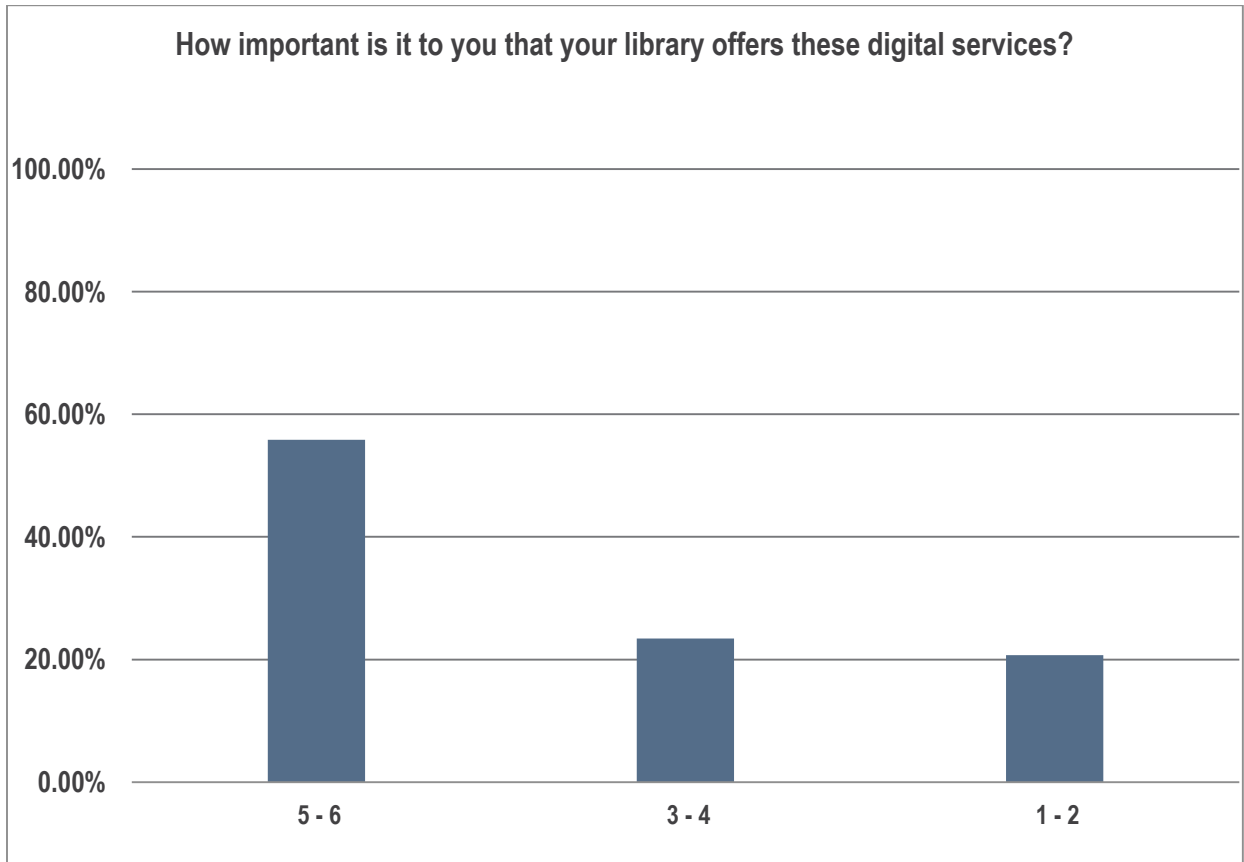
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each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



ROL3

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

	Response	Percent
5 - 6	62	55.86%
3 - 4	26	23.42%
1 - 2	23	20.72%
	111	100.00%



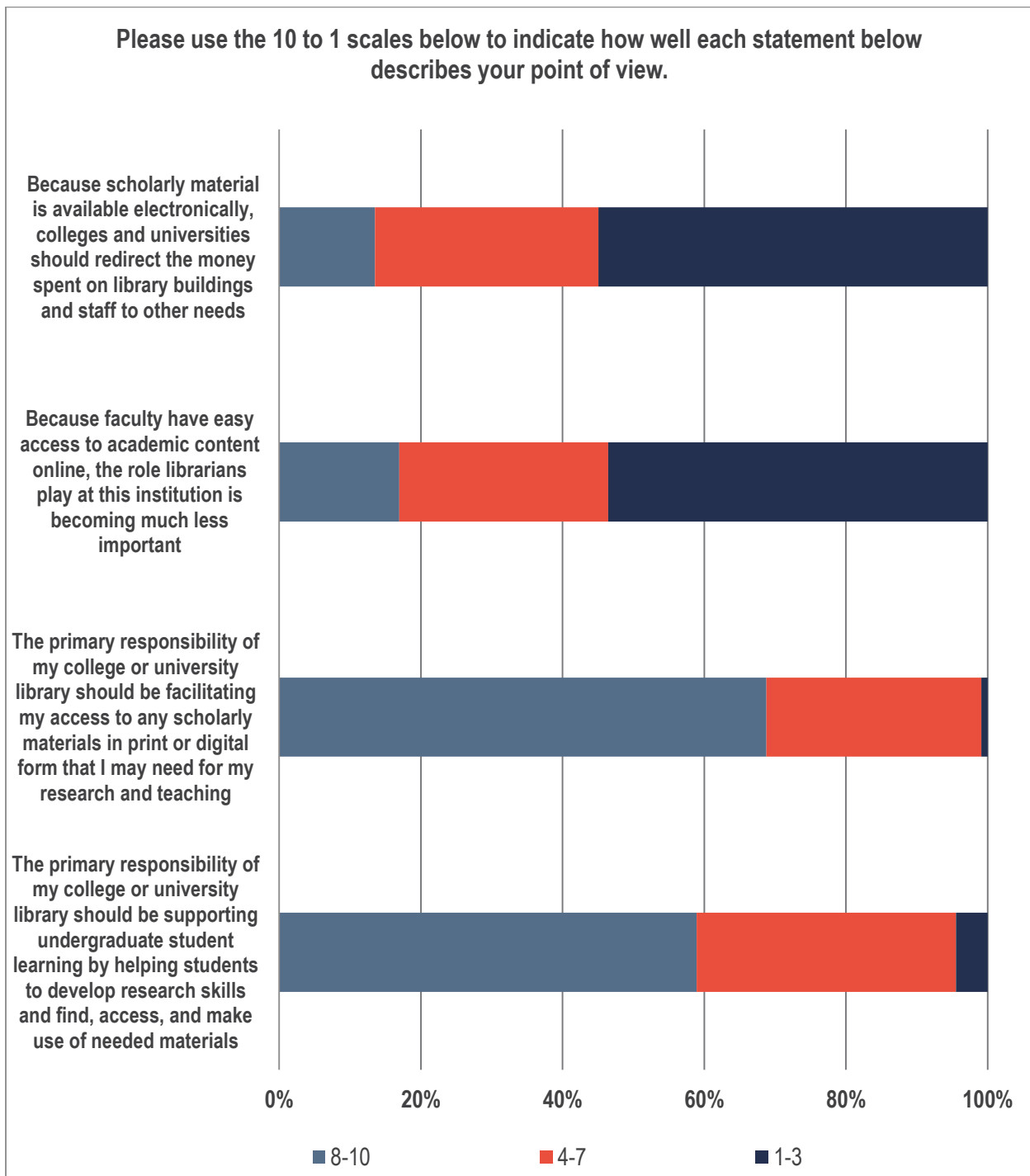
ROL4

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

	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	13.51%	31.53%	54.95%	111
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	16.96%	29.46%	53.57%	112
The primary responsibility of my college or university library should be facilitating my access to any scholarly materials in print or digital form that I may need for my research and teaching	68.75%	30.36%	0.89%	112
The primary responsibility of my college or university library should be supporting undergraduate student learning by helping students to develop research skills and find, access, and make use of needed materials	58.93%	36.61%	4.46%	112

ROL4

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



Scholarly Communication Services

SC1

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

SC2 [Contingent on SC1]

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

SC3

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

SC4

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

SC5 [Contingent on SC4]

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

SC6 [Contingent on SC4]

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

SC7

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

SC8

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

SC9

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

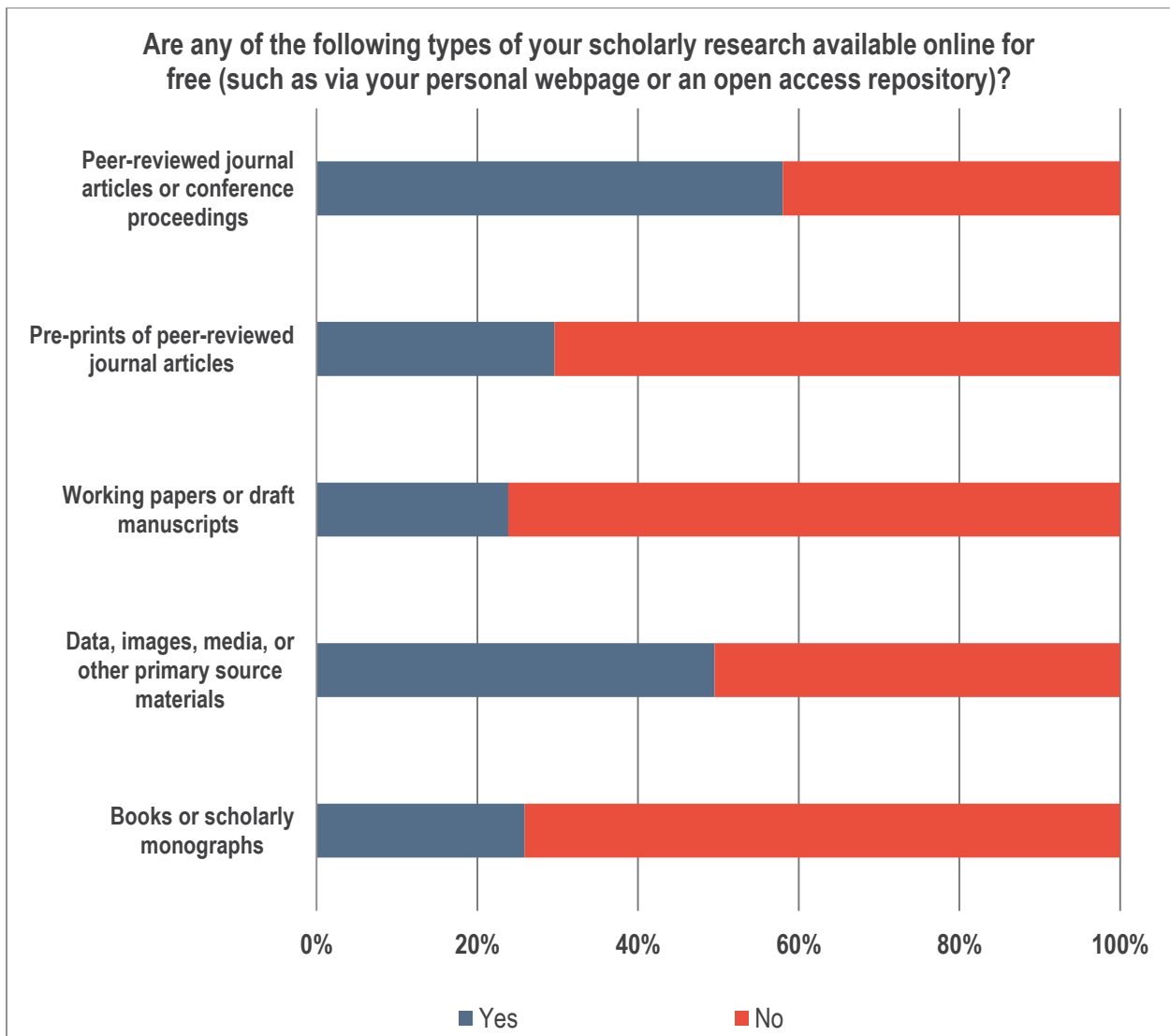
SC10

To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

SC1

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

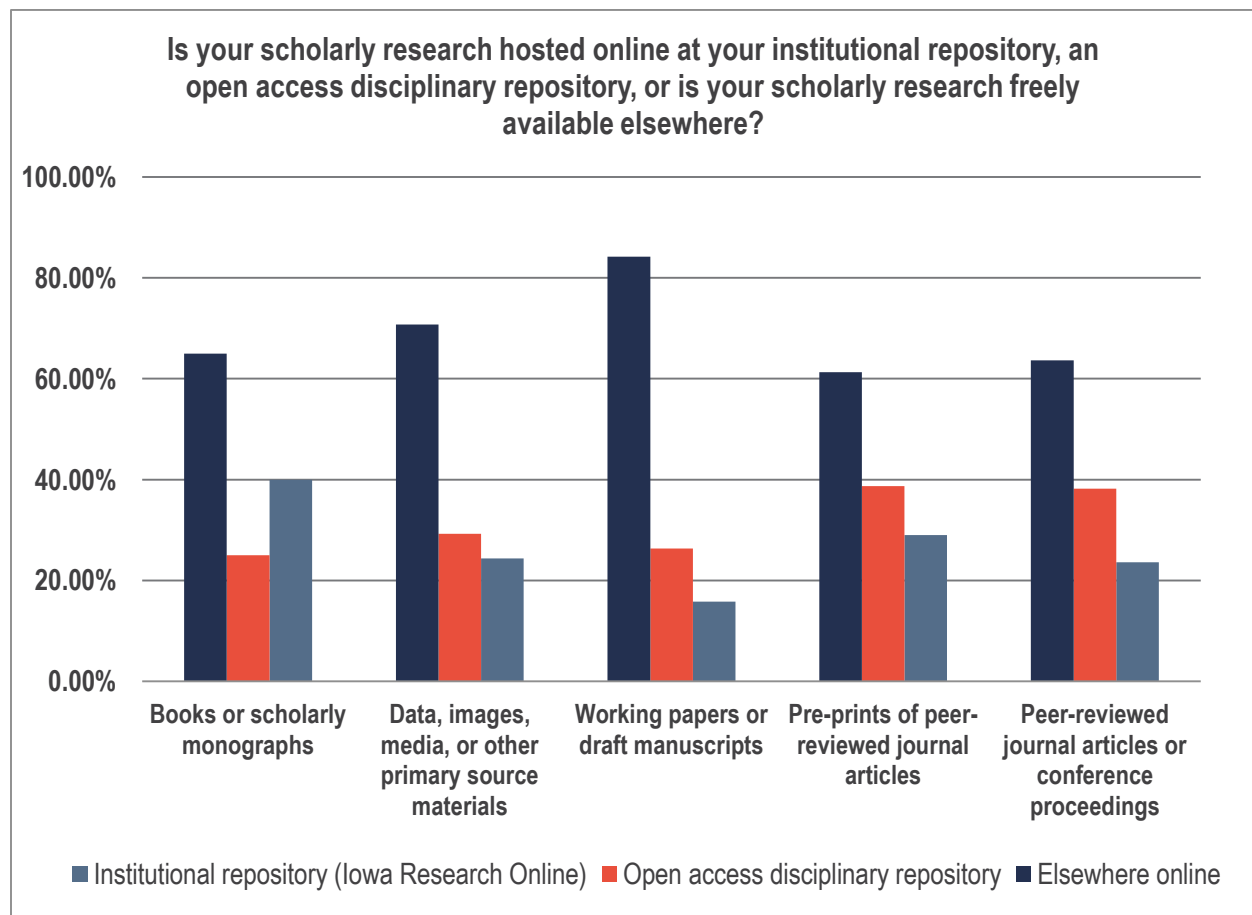
	Yes	No	Response
Peer-reviewed journal articles or conference proceedings	58.04%	41.96%	112
Pre-prints of peer-reviewed journal articles	29.63%	70.37%	108
Working papers or draft manuscripts	23.85%	76.15%	109
Data, images, media, or other primary source materials	49.55%	50.45%	111
Books or scholarly monographs	25.89%	74.11%	112



SC2 [Contingent on SC1]

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

	Institutional repository (UNI ScholarWorks)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	23.64%	38.18%	63.64%	69
Pre-prints of peer-reviewed journal articles	29.03%	38.71%	61.29%	40
Working papers or draft manuscripts	15.79%	26.32%	84.21%	24
Data, images, media, or other primary source materials	24.39%	29.27%	70.73%	51
Books or scholarly monographs	40.00%	25.00%	65.00%	26



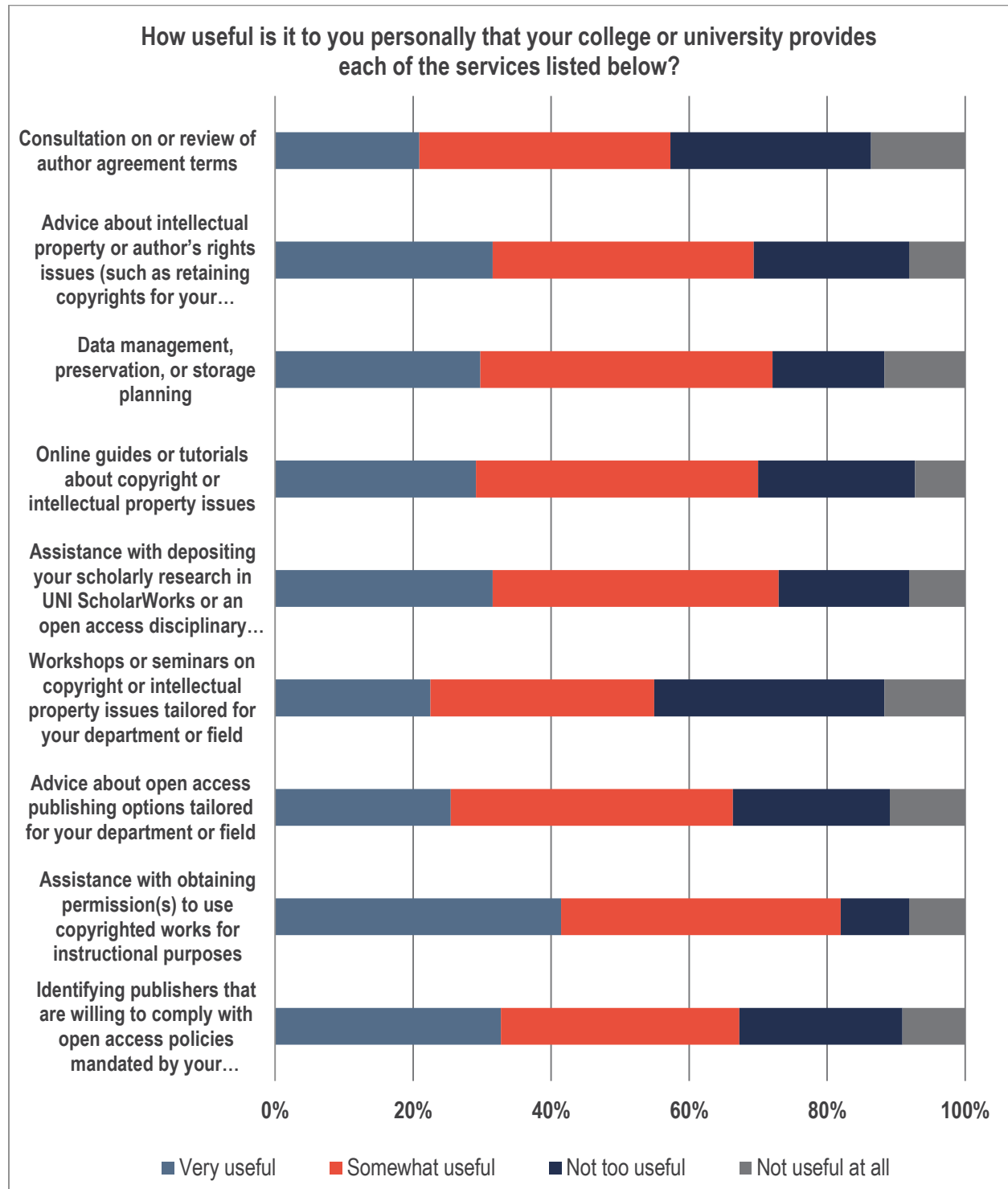
SC3

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

	Very useful	Somewhat useful	Not too useful	Not useful at all	Response
Consultation on or review of author agreement terms	20.91%	36.36%	29.09%	13.64%	110
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	31.53%	37.84%	22.52%	8.11%	111
Data management, preservation, or storage planning	29.73%	42.34%	16.22%	11.71%	111
Online guides or tutorials about copyright or intellectual property issues	29.09%	40.91%	22.73%	7.27%	110
Assistance with depositing your scholarly research in UNI ScholarWorks or an open access disciplinary repository (such as PubMed, SSRN, etc.)	31.53%	41.44%	18.92%	8.11%	111
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	22.52%	32.43%	33.33%	11.71%	111
Advice about open access publishing options tailored for your department or field	25.45%	40.91%	22.73%	10.91%	110
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	41.44%	40.54%	9.91%	8.11%	111
Identifying publishers that are willing to comply with open access policies mandated by your institution and/or funding source (such as research funded by the NIH, NSF, NEH, etc.)	32.73%	34.55%	23.64%	9.09%	110

SC3

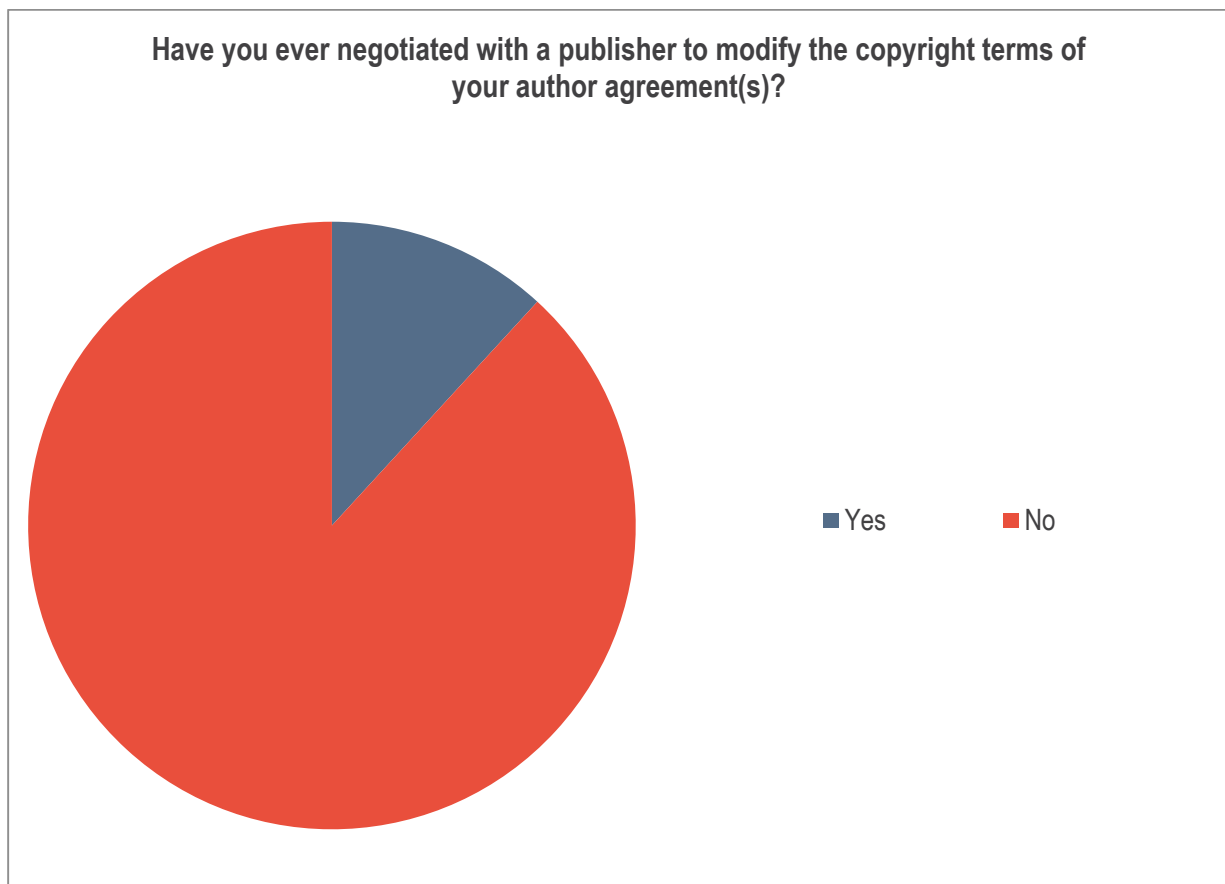
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	13	11.82%
No	97	88.18%
	110	100.00%



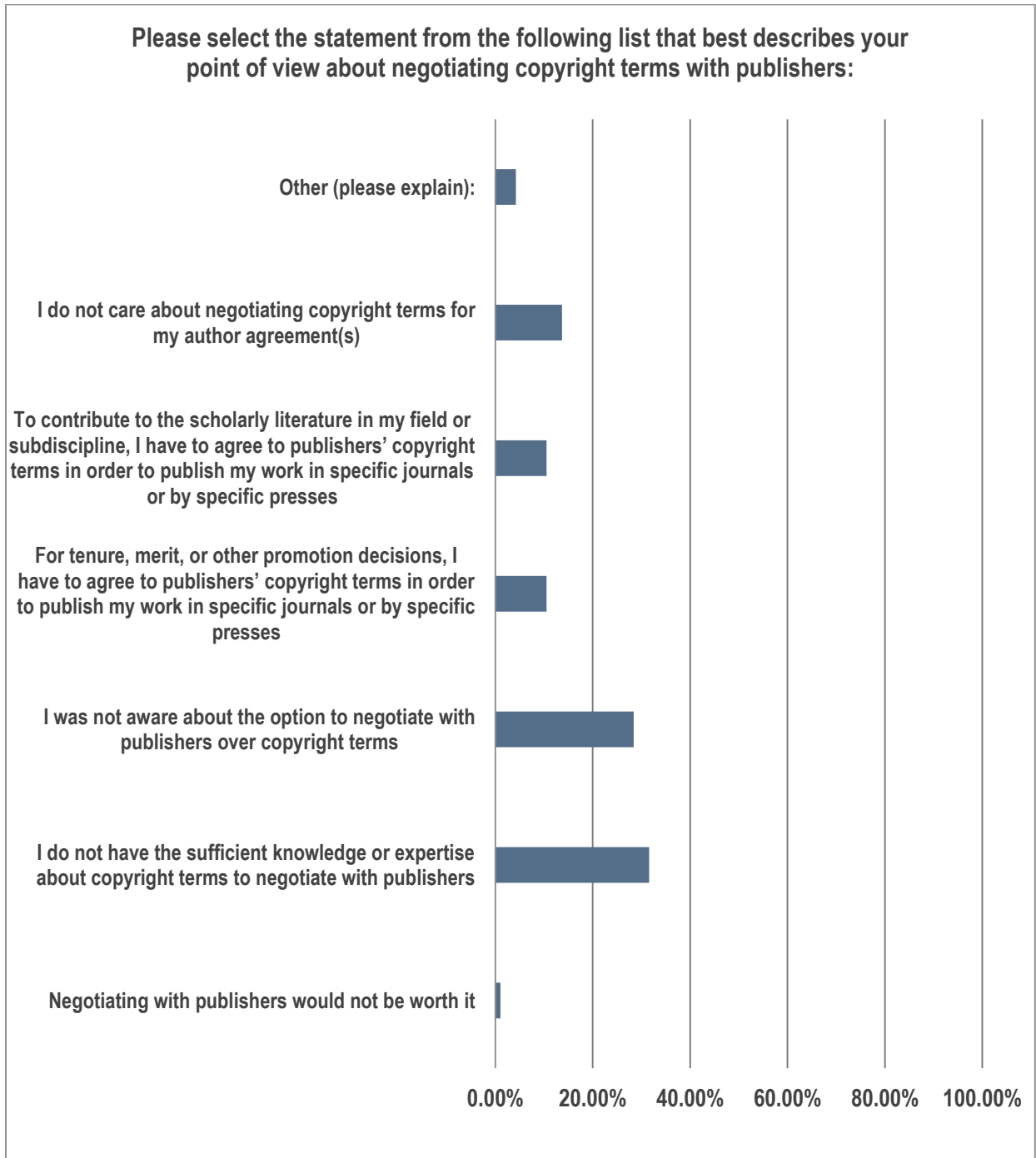
SC5 [Contingent on SC4]

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

	Response	Percent
Negotiating with publishers would not be worth it	1	1.05%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	30	31.58%
I was not aware about the option to negotiate with publishers over copyright terms	27	28.42%
For tenure, merit, or other promotion decisions, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	10	10.53%
To contribute to the scholarly literature in my field or subdiscipline, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	10	10.53%
I do not care about negotiating copyright terms for my author agreement(s)	13	13.68%
Other (please explain):	4	4.21%
	95	100.00%

SC5 [Contingent on SC4]

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



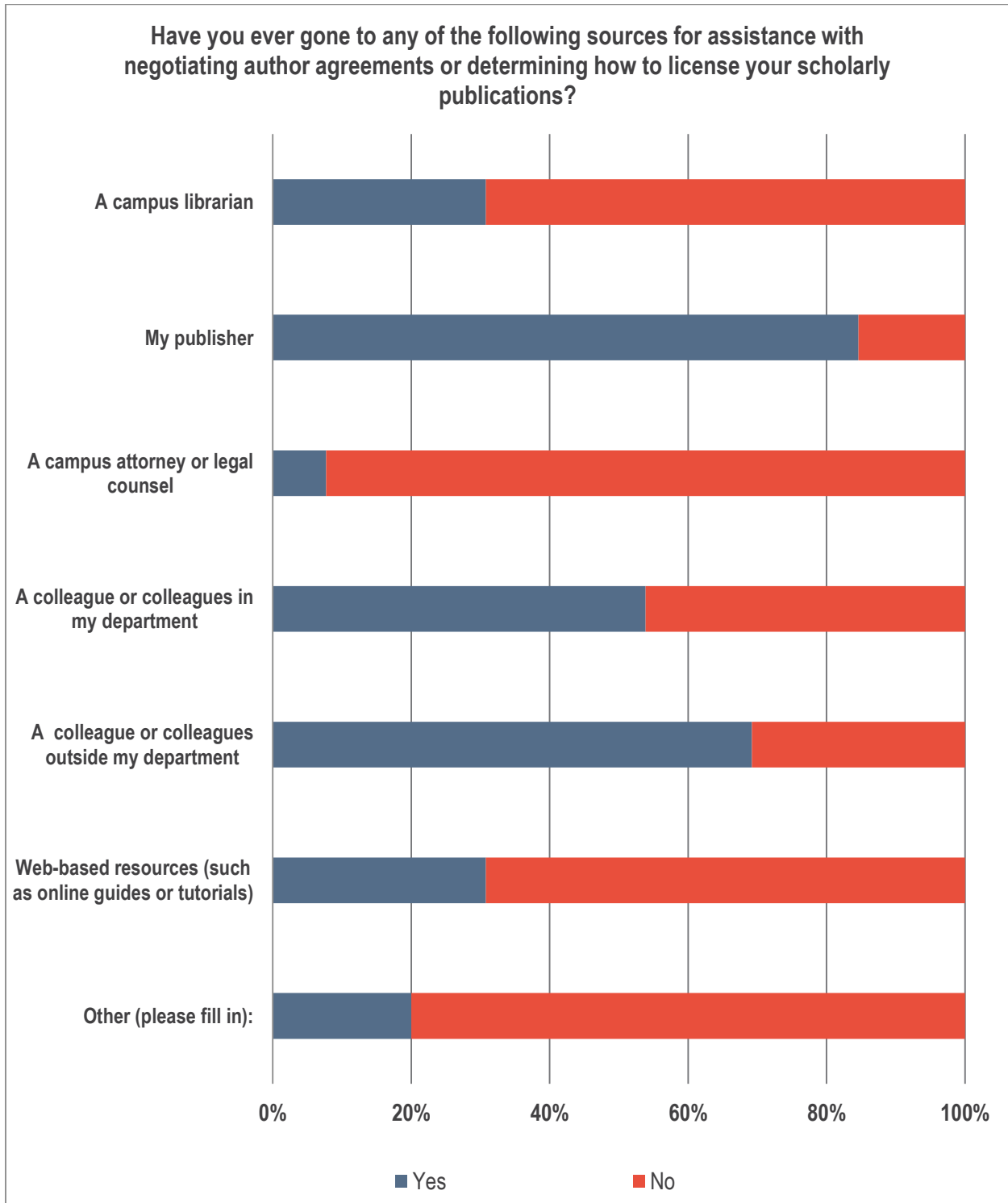
SC6 [Contingent on SC4]

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

	Yes	No	Response
A campus librarian	30.77%	69.23%	13
My publisher	84.62%	15.38%	13
A campus attorney or legal counsel	7.69%	92.31%	13
A colleague or colleagues in my department	53.85%	46.15%	13
A colleague or colleagues outside my department	69.23%	30.77%	13
Web-based resources (such as online guides or tutorials)	30.77%	69.23%	13
Other (please fill in):	20.00%	80.00%	5

SC6 [Contingent on SC4]

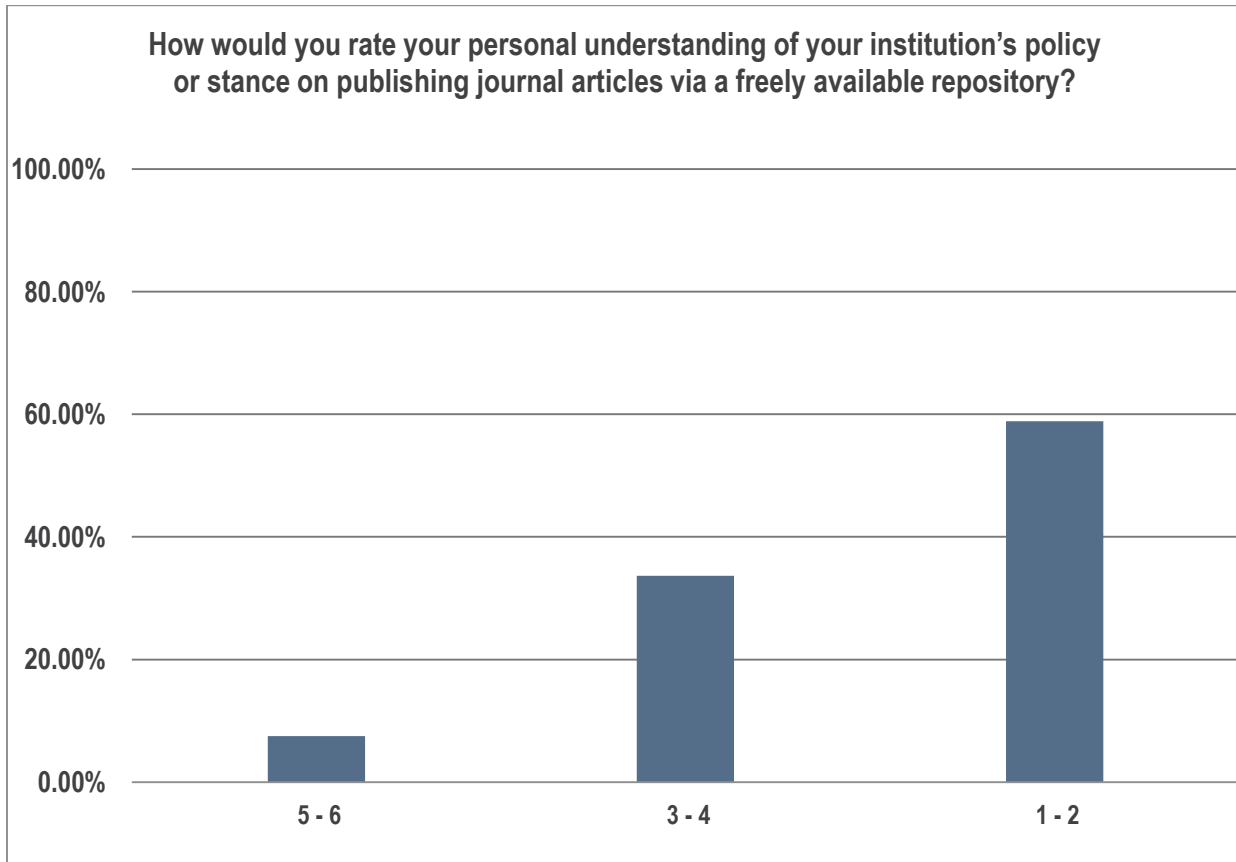
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?



SC7

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

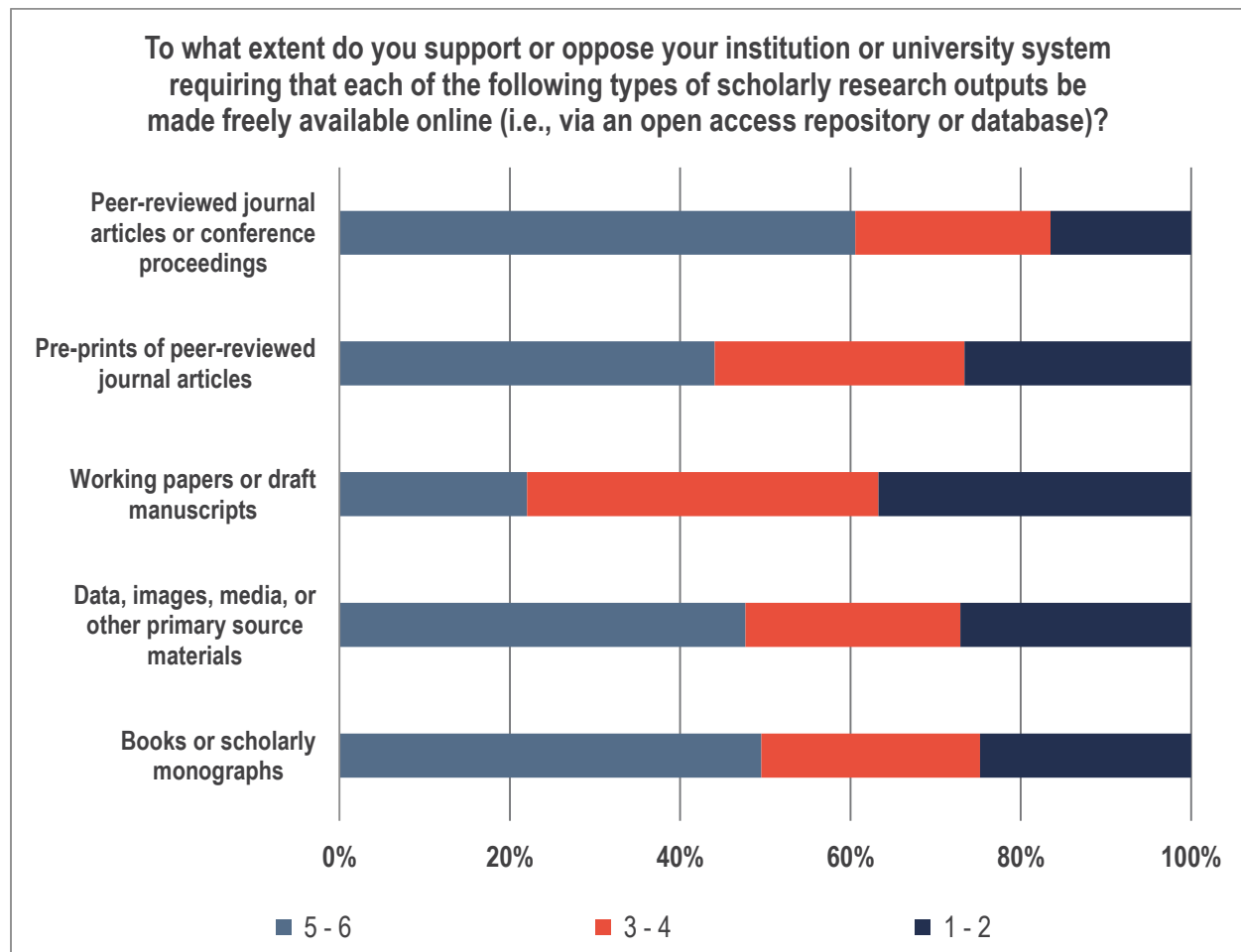
	Response	Percent
5 - 6	8	7.48%
3 - 4	36	33.64%
1 - 2	63	58.88%
	107	100.00%



SC8

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

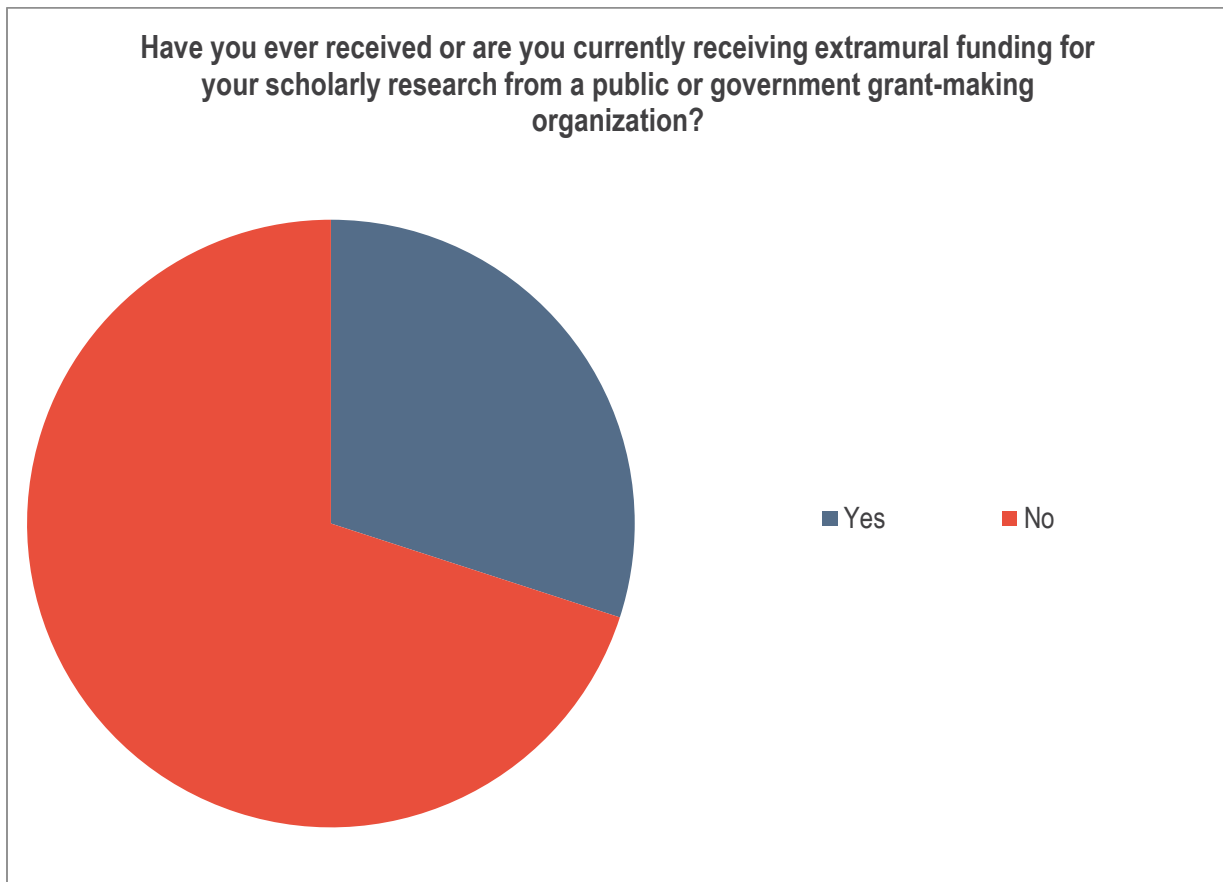
	5-6	3-4	1-2	Response
Peer-reviewed journal articles or conference proceedings	60.55%	22.94%	16.51%	109
Pre-prints of peer-reviewed journal articles	44.04%	29.36%	26.61%	109
Working papers or draft manuscripts	22.02%	41.28%	36.70%	109
Data, images, media, or other primary source materials	47.66%	25.23%	27.10%	107
Books or scholarly monographs	49.54%	25.69%	24.77%	109



SC9

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

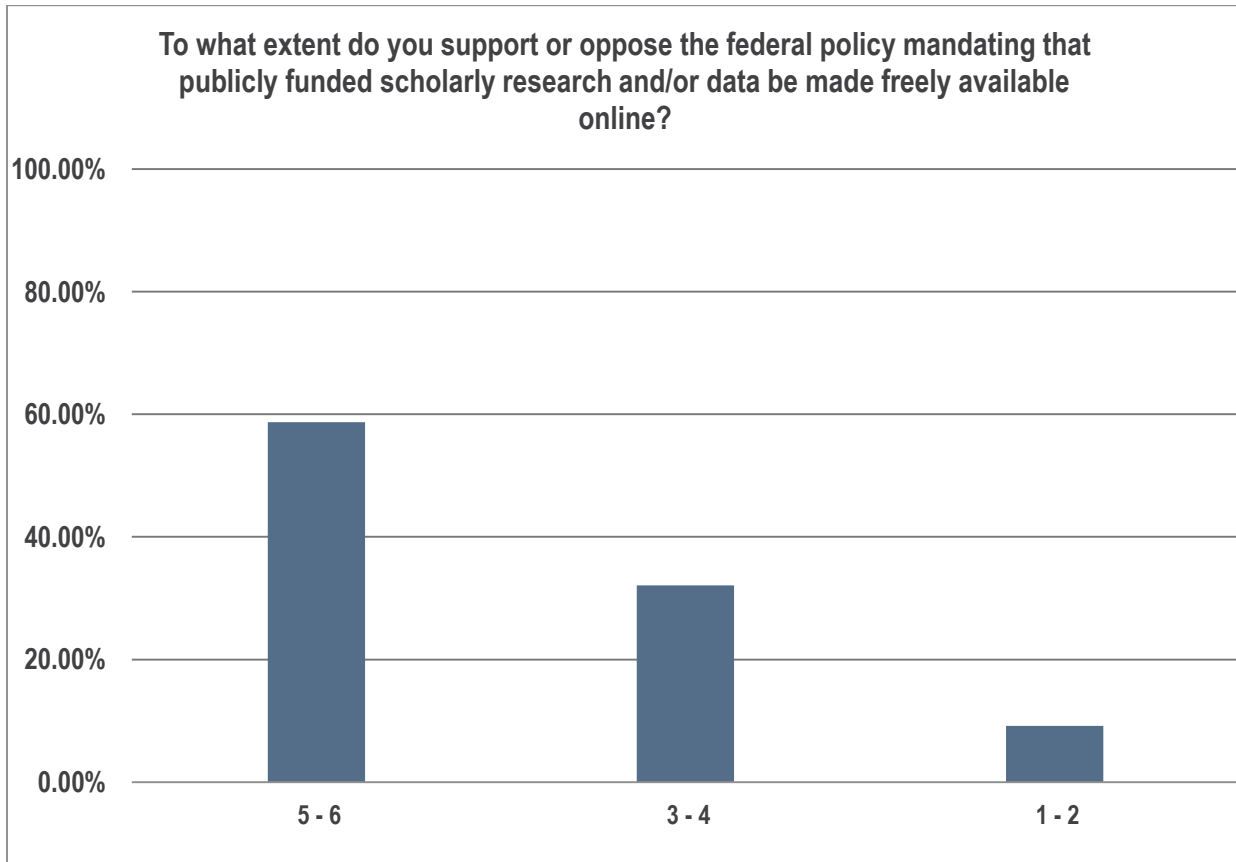
	Response	Percent
Yes	33	30.00%
No	77	70.00%
	110	100.00%



SC10

To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? Please use the scale below to rate from 6 to 1, where 6 equals "Highly support" and 1 equals "Highly oppose."

	Response	Percent
5 - 6	64	58.72%
3 - 4	35	32.11%
1 - 2	10	9.17%
	109	100.00%



Student Research Skills

SRS1

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

SRS2 [Contingent on SRS1] [Multiple responses possible]

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

SRS3 [Contingent on SRS2]

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.

SRS4 [Contingent on SRS2]

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.

SRS5 [Contingent on SRS2]

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.

SRS6 [Contingent on SRS1]

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library - often, occasionally, rarely, or never?

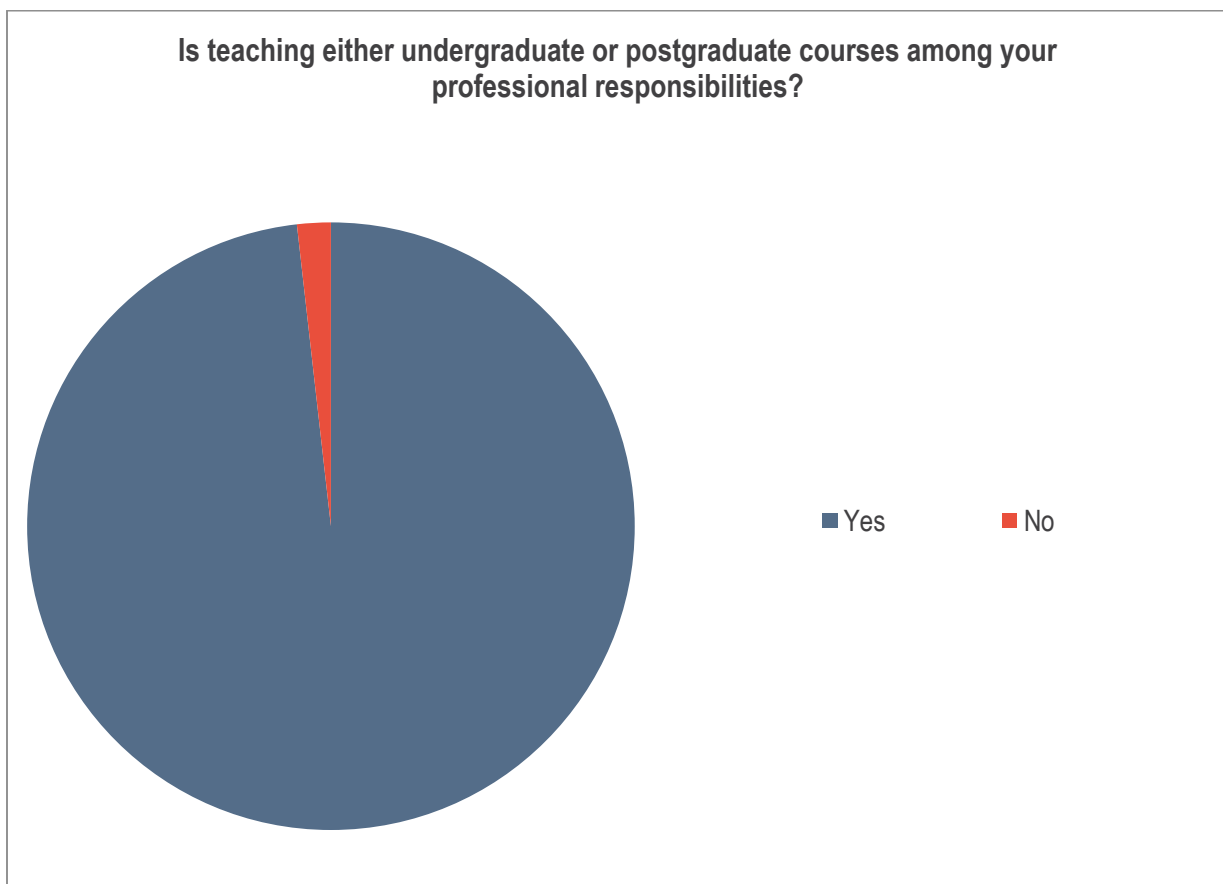
SRS7 [Contingent on SRS2]

Please use the 10 to 1 scales below to indicate the extent to which undergraduate students' interaction with librarians at your college or university library helps them to succeed in your courses, where a 10 equals "Helps significantly" and a 1 equals "Does not help at all".

SRS1

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

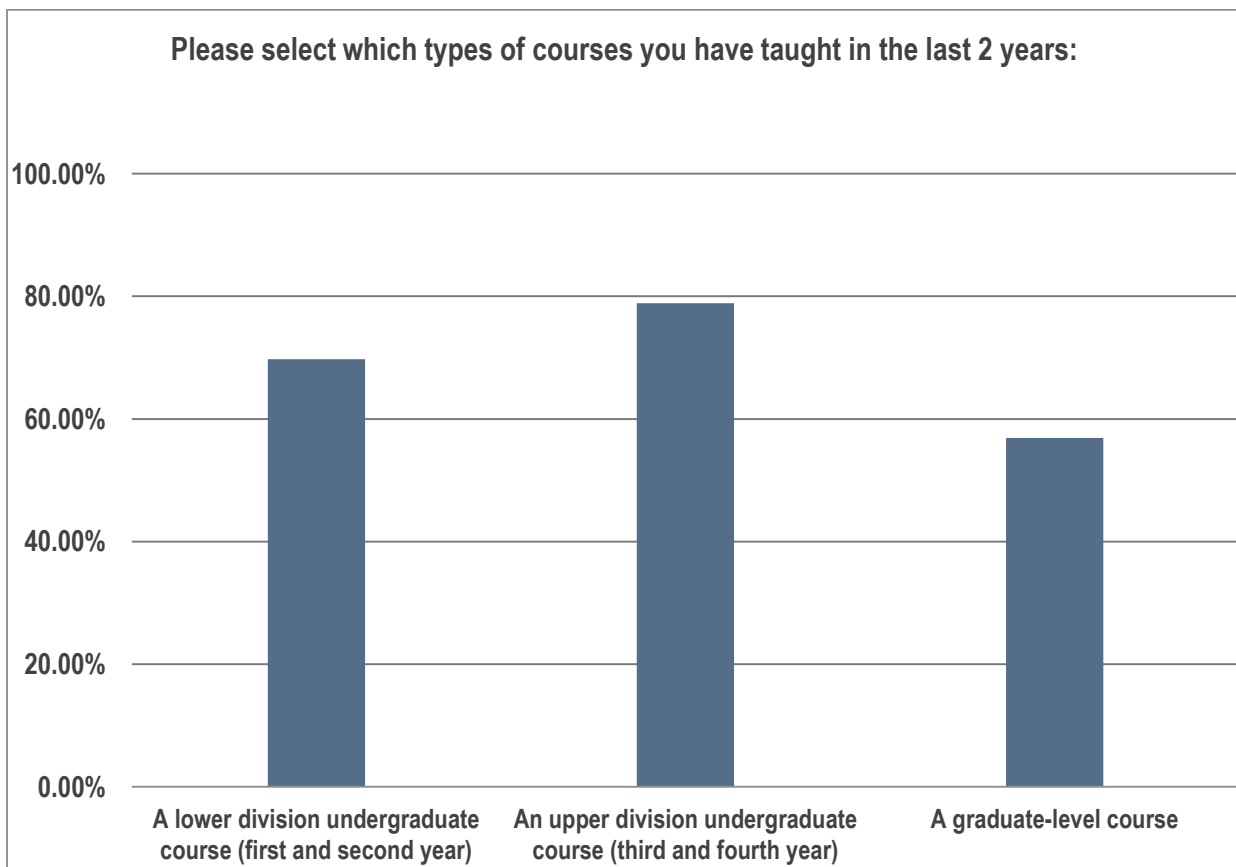
	Response	Percent
Yes	110	98.21%
No	2	1.79%
	112	100.00%



SRS2 [Contingent on SRS1] [Multiple responses 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)	76	69.72%
An upper division undergraduate course (third and fourth year)	86	78.90%
A graduate-level course	62	56.88%
	224	



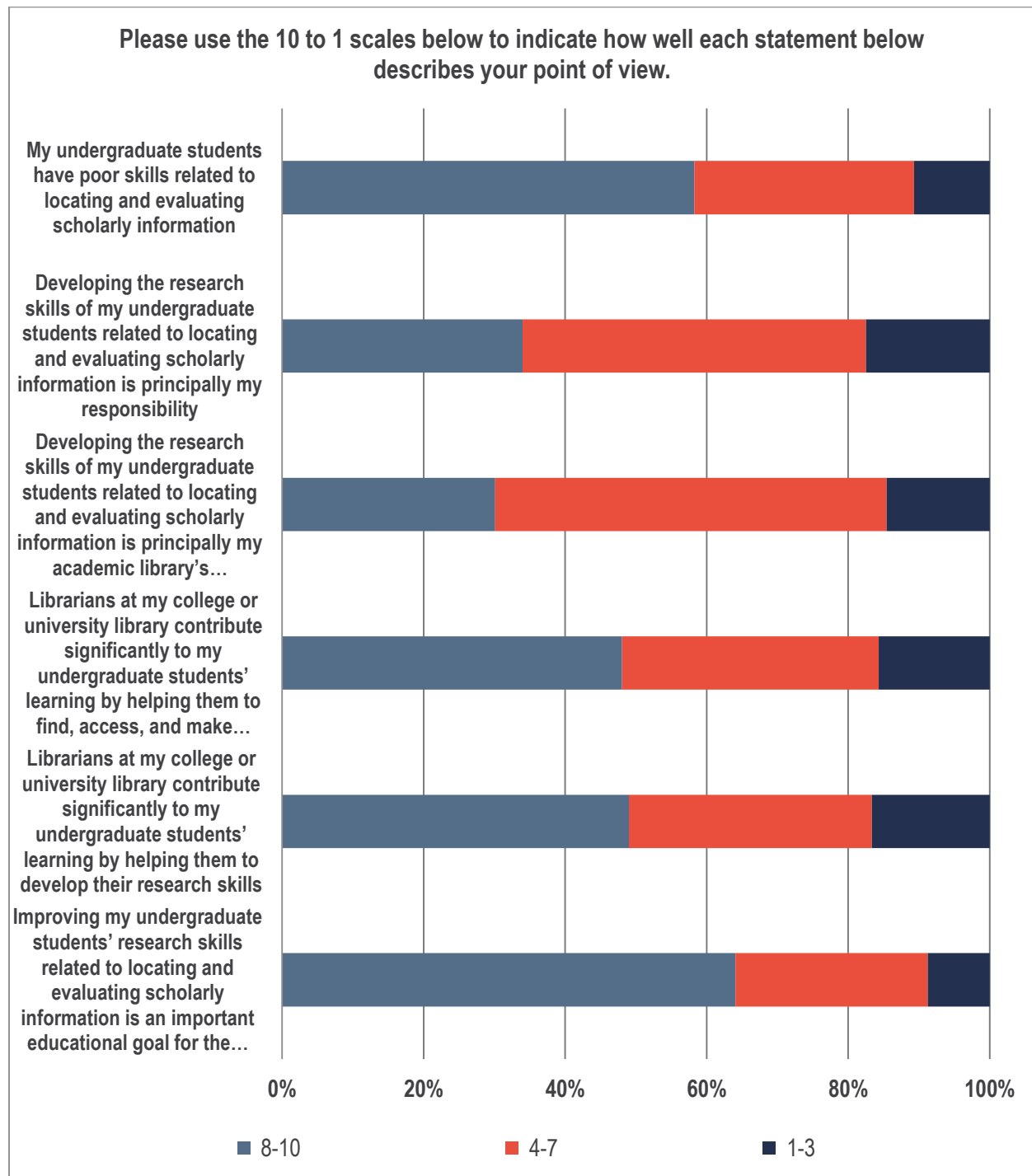
SRS3 [Contingent on SRS2]

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
My undergraduate students have poor skills related to locating and evaluating scholarly information	58.25%	31.07%	10.68%	103
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility	33.98%	48.54%	17.48%	103
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my academic library's responsibility	30.10%	55.34%	14.56%	103
Librarians at my college or university library contribute significantly to my undergraduate students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework	48.04%	36.27%	15.69%	102
Librarians at my college or university library contribute significantly to my undergraduate students' learning by helping them to develop their research skills	49.02%	34.31%	16.67%	102
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	64.08%	27.18%	8.74%	103

SRS3 [Contingent on SRS2]

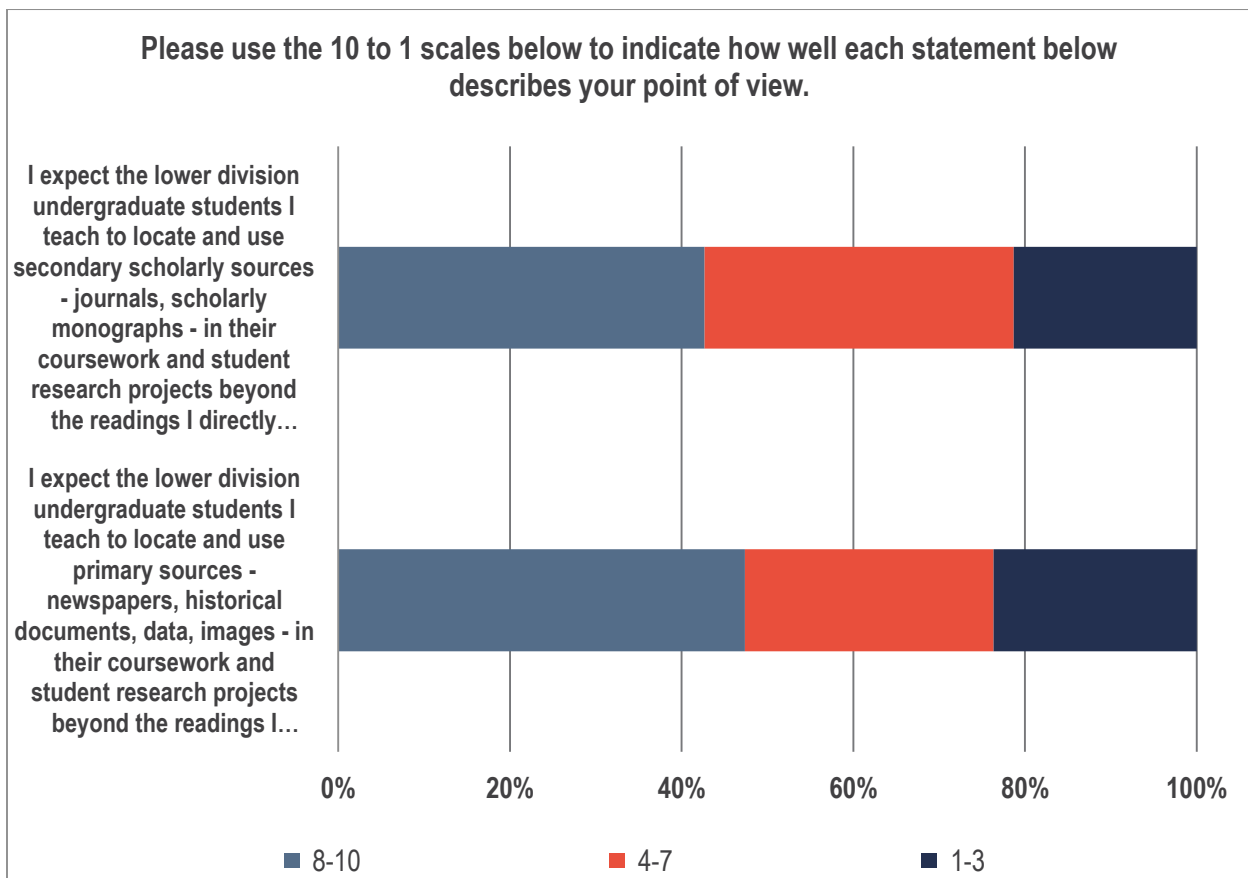
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view - a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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



SRS4 [Contingent on SRS2]

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.

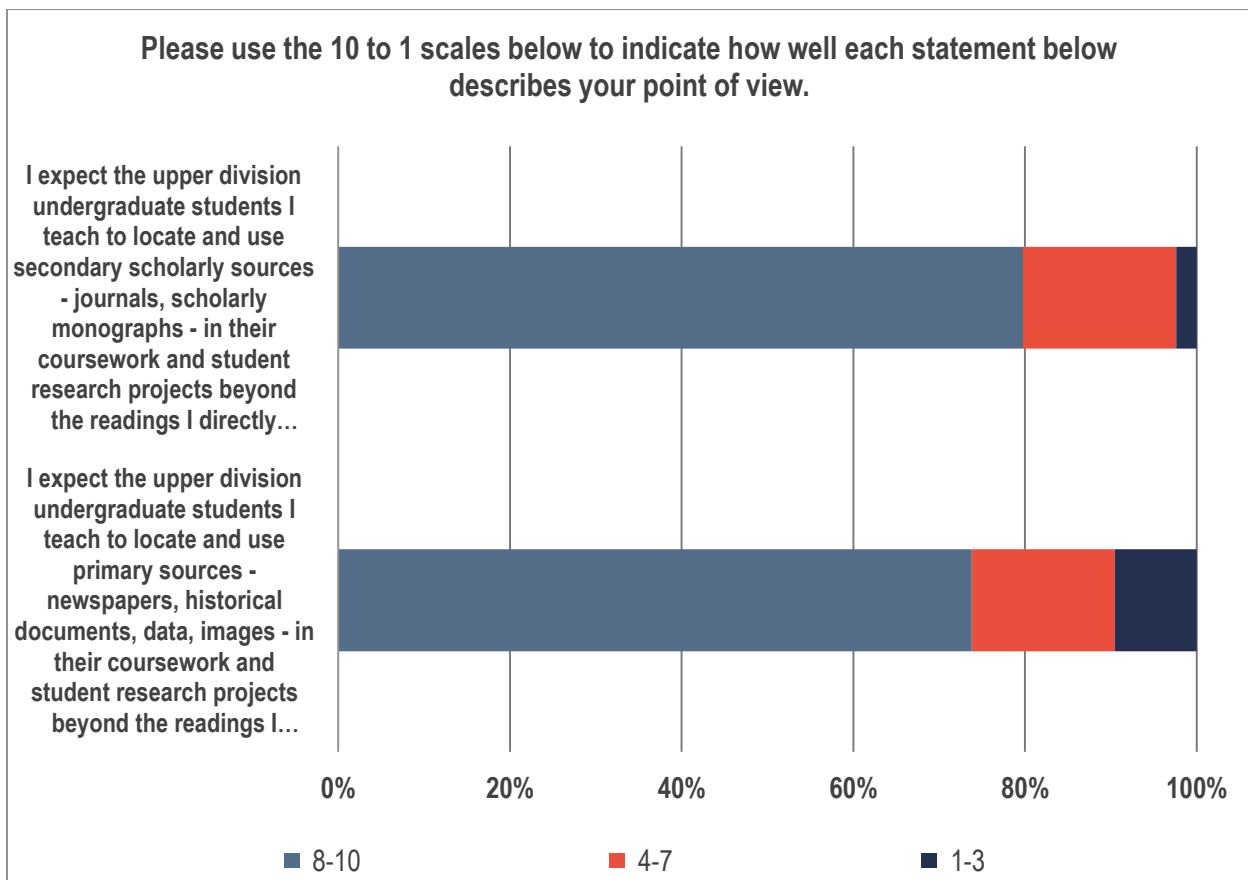
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	42.67%	36.00%	21.33%	75
I expect the lower division undergraduate students I teach to locate and use primary sources - newspapers, historical documents, data, images - in their coursework and student research projects beyond the readings I directly assign them	47.37%	28.95%	23.68%	76



SRS5 [Contingent on SRS2]

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.

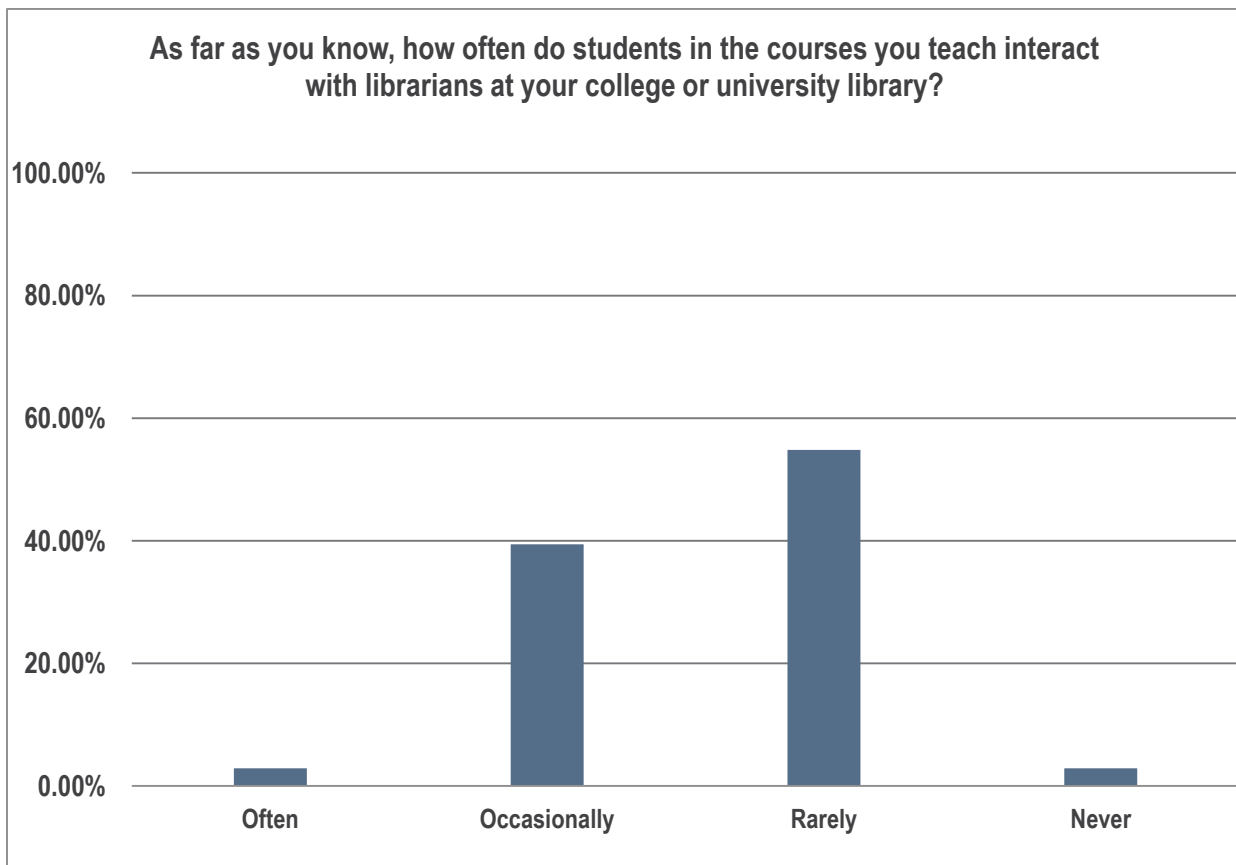
	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	79.76%	17.86%	2.38%	84
I expect the upper division 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	73.81%	16.67%	9.52%	84



SRS6 [Contingent on SRS1]

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library - often, occasionally, rarely, or never?

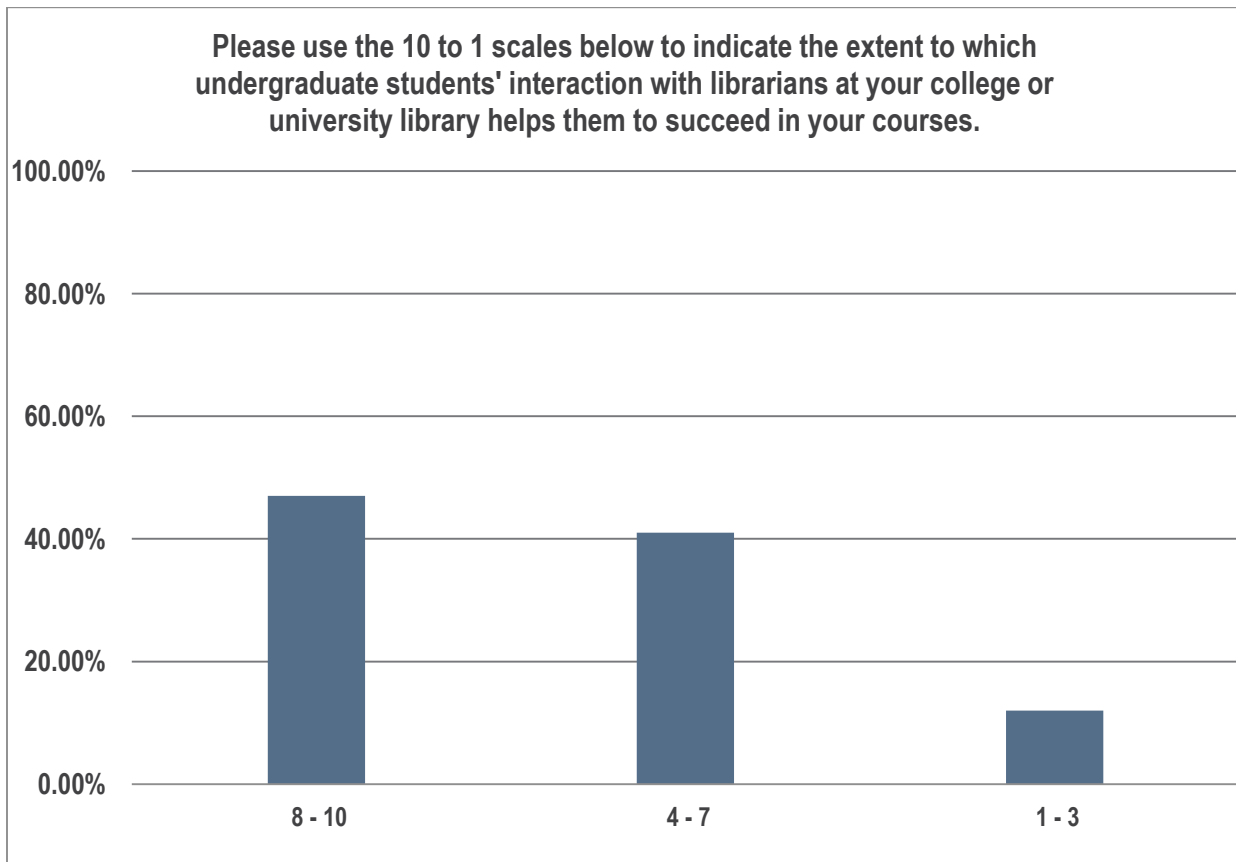
	Response	Percent
Often	3	2.88%
Occasionally	41	39.42%
Rarely	57	54.81%
Never	3	2.88%
	104	100.00%



SRS7 [Contingent on SRS2]

Please use the 10 to 1 scales below to indicate the extent to which undergraduate students' interaction with librarians at your college or university library helps them to succeed in your courses, where a 10 equals "Helps significantly" and a 1 equals "Does not help at all".

	Response	Percent
8 - 10	47	47.00%
4 - 7	41	41.00%
1 - 3	12	12.00%
	100	100.00%



Undergraduate Instruction

UI1 [Contingent on SRS2]

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 SRS2]

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 SRS2]

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 SRS2]

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 UI2]

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

UI6 [Contingent on SRS2]

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?

UI7 [Contingent on SRS2]

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 SRS2]

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 SRS2]

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 SRS2]

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 UI8]

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 SRS2]

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.

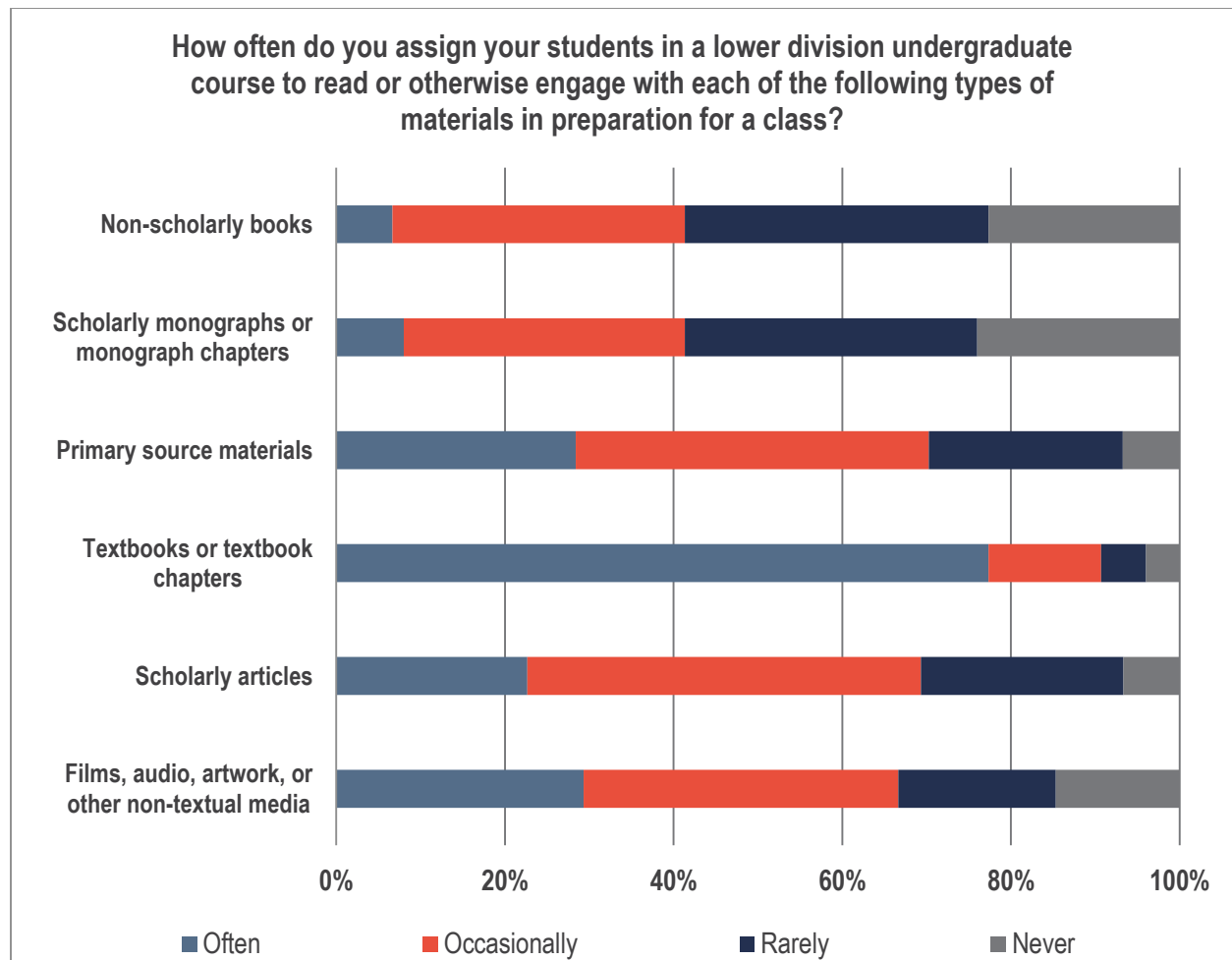
UI13 [Contingent on SRS2]

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 SRS2]

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

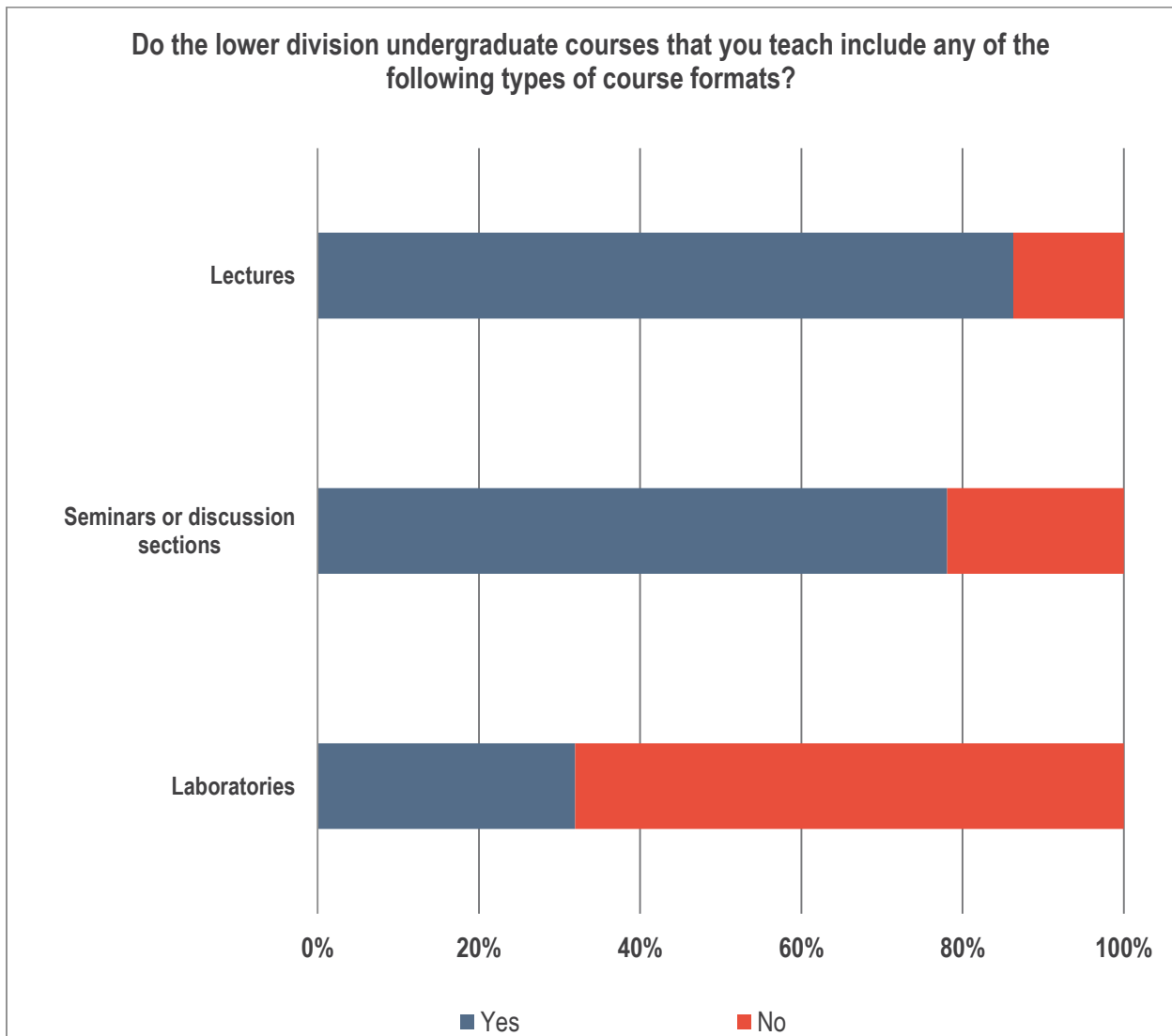
	Often	Occasionally	Rarely	Never	Response
Non-scholarly books	6.67%	34.67%	36.00%	22.67%	75
Scholarly monographs or monograph chapters	8.00%	33.33%	34.67%	24.00%	75
Primary source materials	28.38%	41.89%	22.97%	6.76%	74
Textbooks or textbook chapters	77.33%	13.33%	5.33%	4.00%	75
Scholarly articles	22.67%	46.67%	24.00%	6.67%	75
Films, audio, artwork, or other non-textual media	29.33%	37.33%	18.67%	14.67%	75



UI2 [Contingent on SRS2]

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	86.30%	13.70%	73
Seminars or discussion sections	78.08%	21.92%	73
Laboratories	31.94%	68.06%	72



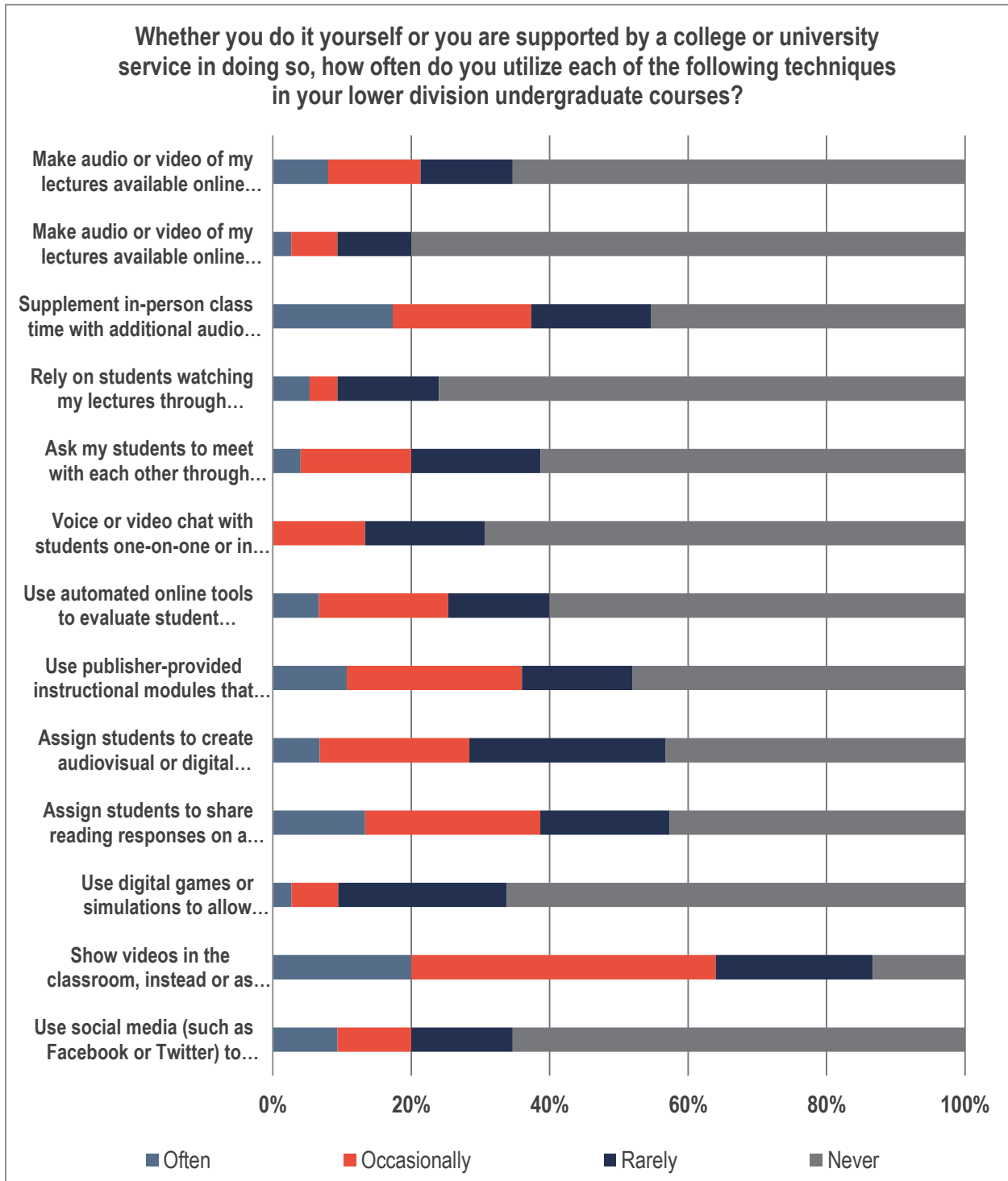
UI3 [Contingent on SRS2]

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	8.00%	13.33%	13.33%	65.33%	75
Make audio or video of my lectures available online for the general public to access	2.67%	6.67%	10.67%	80.00%	75
Supplement in-person class time with additional audio or video modules	17.33%	20.00%	17.33%	45.33%	75
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	5.33%	4.00%	14.67%	76.00%	75
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	4.00%	16.00%	18.67%	61.33%	75
Voice or video chat with students one-on-one or in small groups for "virtual office hours"		13.33%	17.33%	69.33%	75
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	6.67%	18.67%	14.67%	60.00%	75
Use publisher-provided instructional modules that accompany a textbook to assist students	10.67%	25.33%	16.00%	48.00%	75
Assign students to create audiovisual or digital media projects	6.76%	21.62%	28.38%	43.24%	74
Assign students to share reading responses on a course discussion board or a blog	13.33%	25.33%	18.67%	42.67%	75
Use digital games or simulations to allow students to explore concepts	2.70%	6.76%	24.32%	66.22%	74
Show videos in the classroom, instead or as one component of a lecture or discussion	20.00%	44.00%	22.67%	13.33%	75
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	9.33%	10.67%	14.67%	65.33%	75

UI3 [Contingent on SRS2]

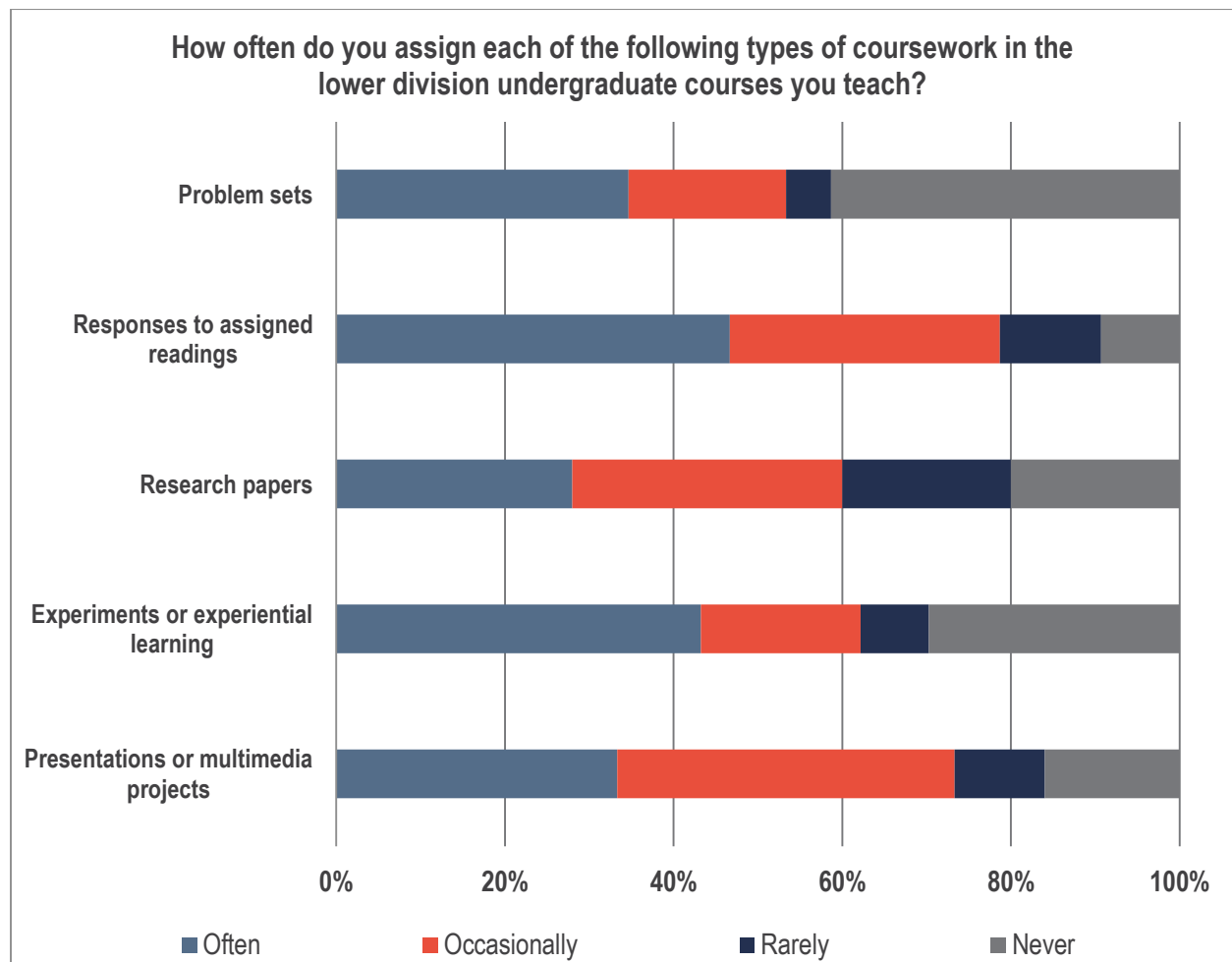
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



UI4 [Contingent on SRS2]

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.

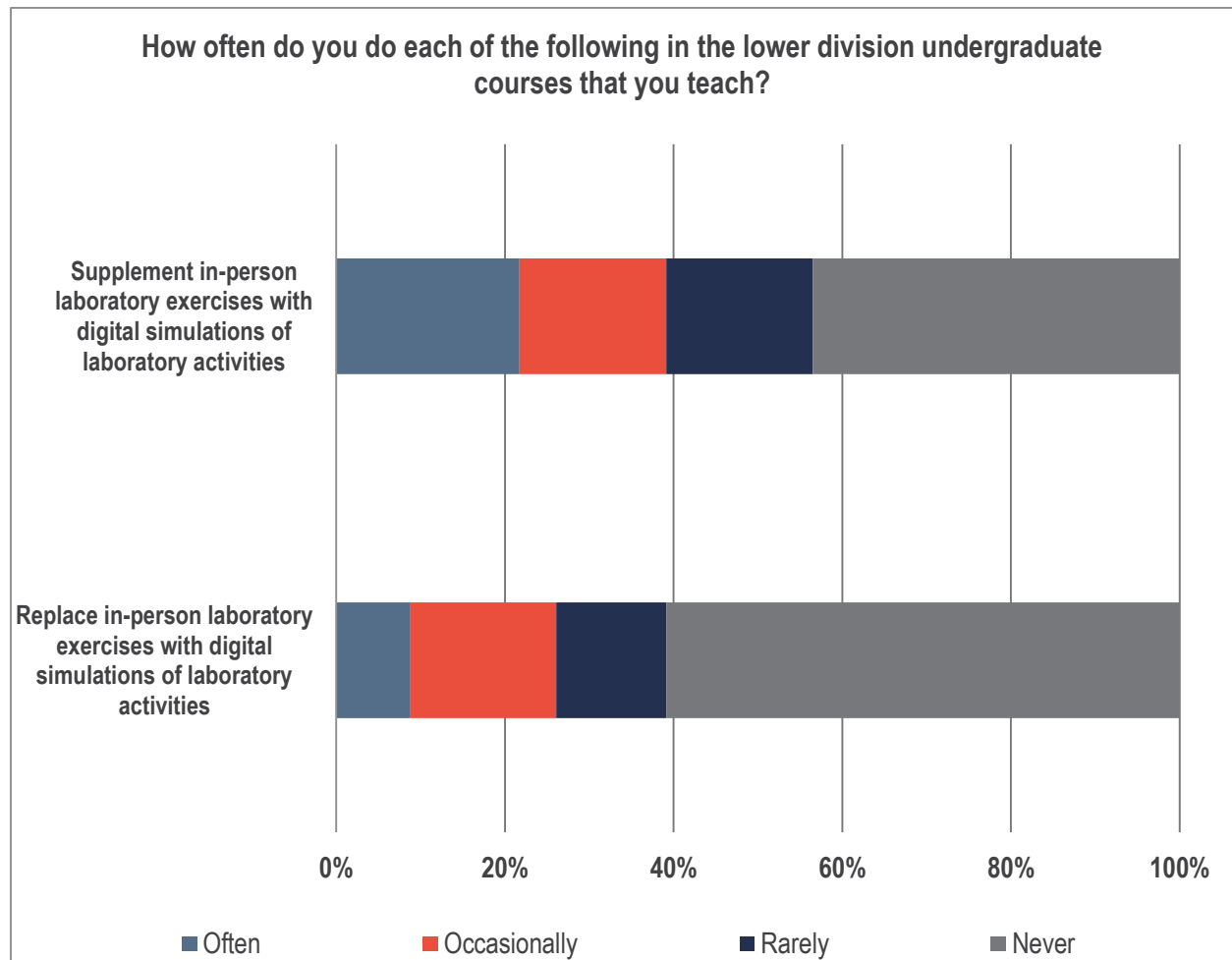
	Often	Occasionally	Rarely	Never	Response
Problem sets	34.67%	18.67%	5.33%	41.33%	75
Responses to assigned readings	46.67%	32.00%	12.00%	9.33%	75
Research papers	28.00%	32.00%	20.00%	20.00%	75
Experiments or experiential learning	43.24%	18.92%	8.11%	29.73%	74
Presentations or multimedia projects	33.33%	40.00%	10.67%	16.00%	75



UI5 [Contingent on UI2]

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

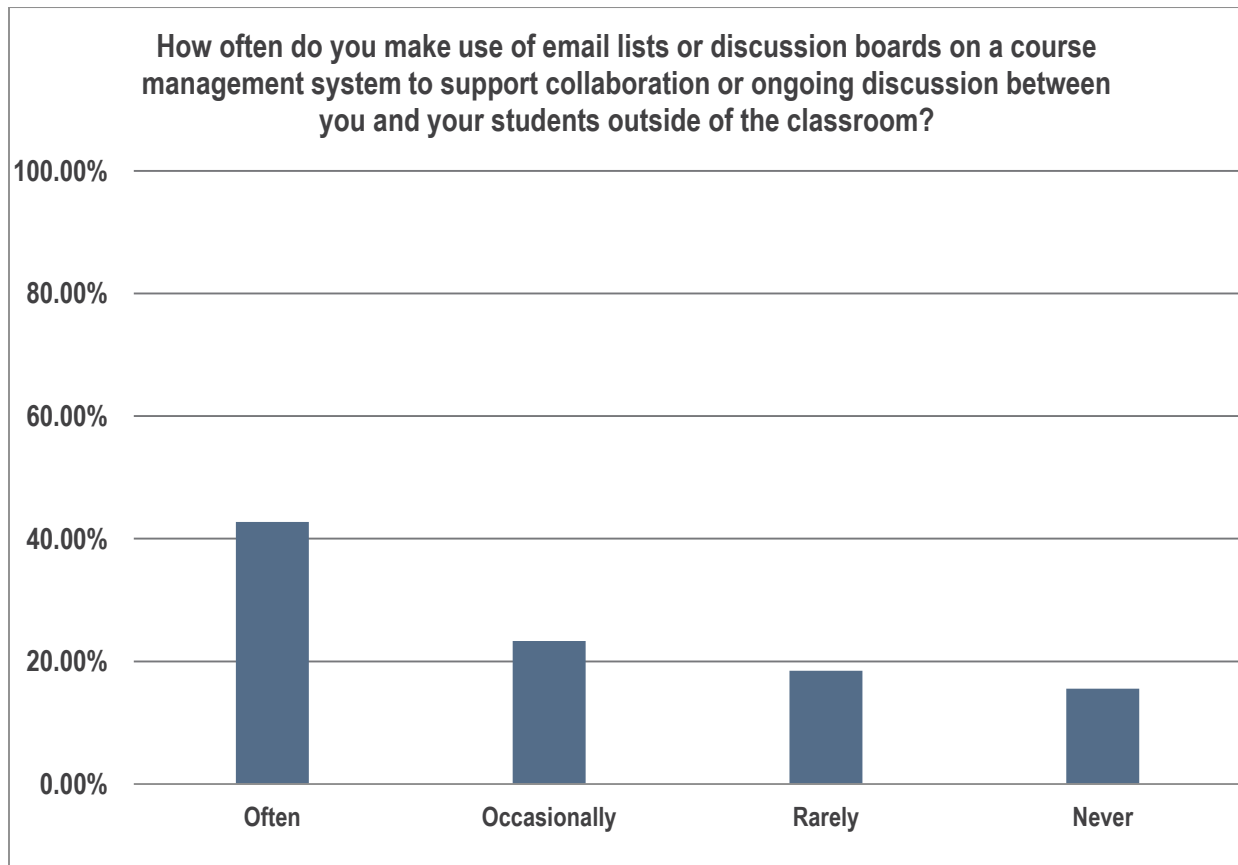
	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	21.74%	17.39%	17.39%	43.48%	23
Replace in-person laboratory exercises with digital simulations of laboratory activities	8.70%	17.39%	13.04%	60.87%	23



UI6 [Contingent on SRS2]

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?

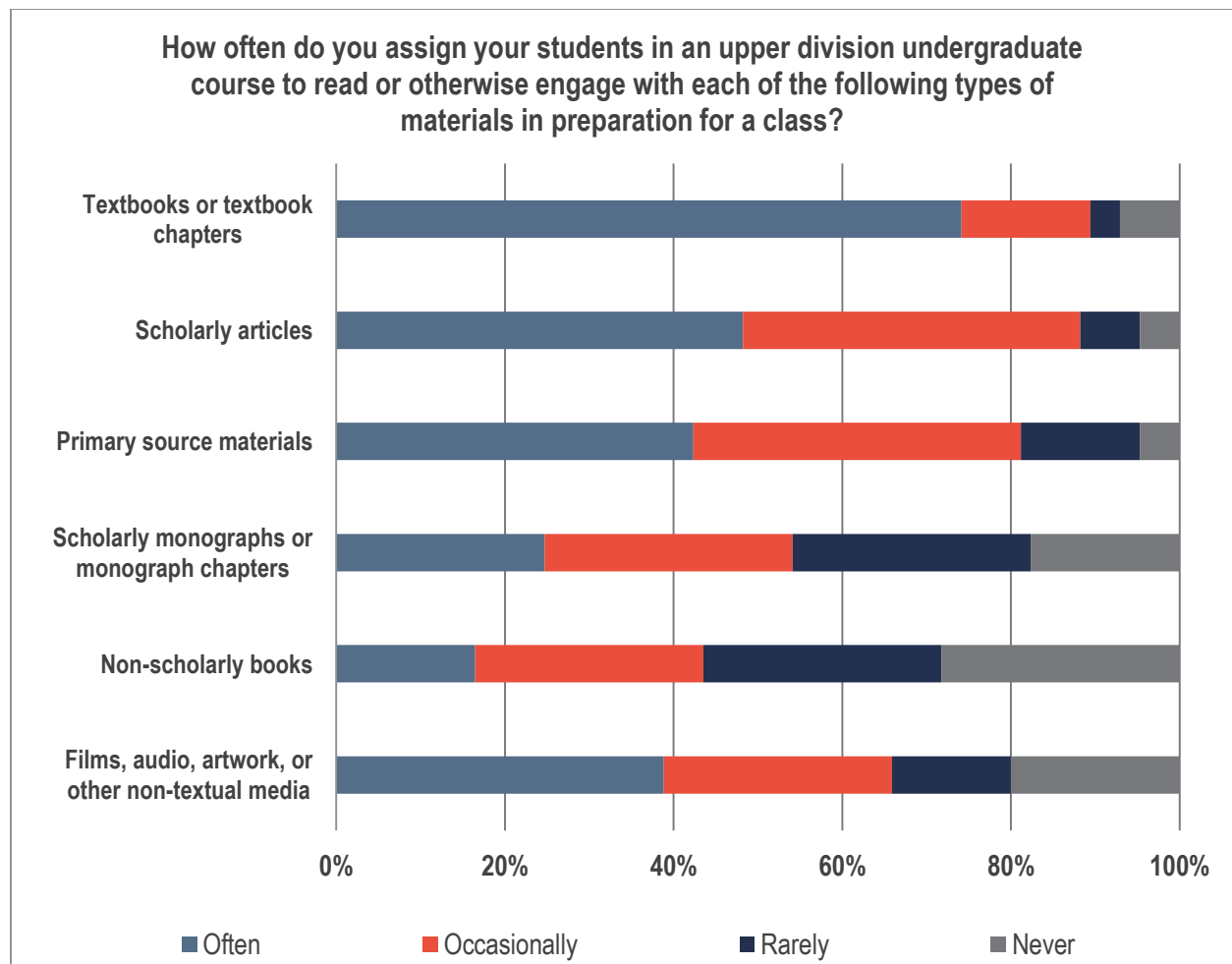
	Response	Percent
Often	44	42.72%
Occasionally	24	23.30%
Rarely	19	18.45%
Never	16	15.53%
	103	100.00%



UI7 [Contingent on SRS2]

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.

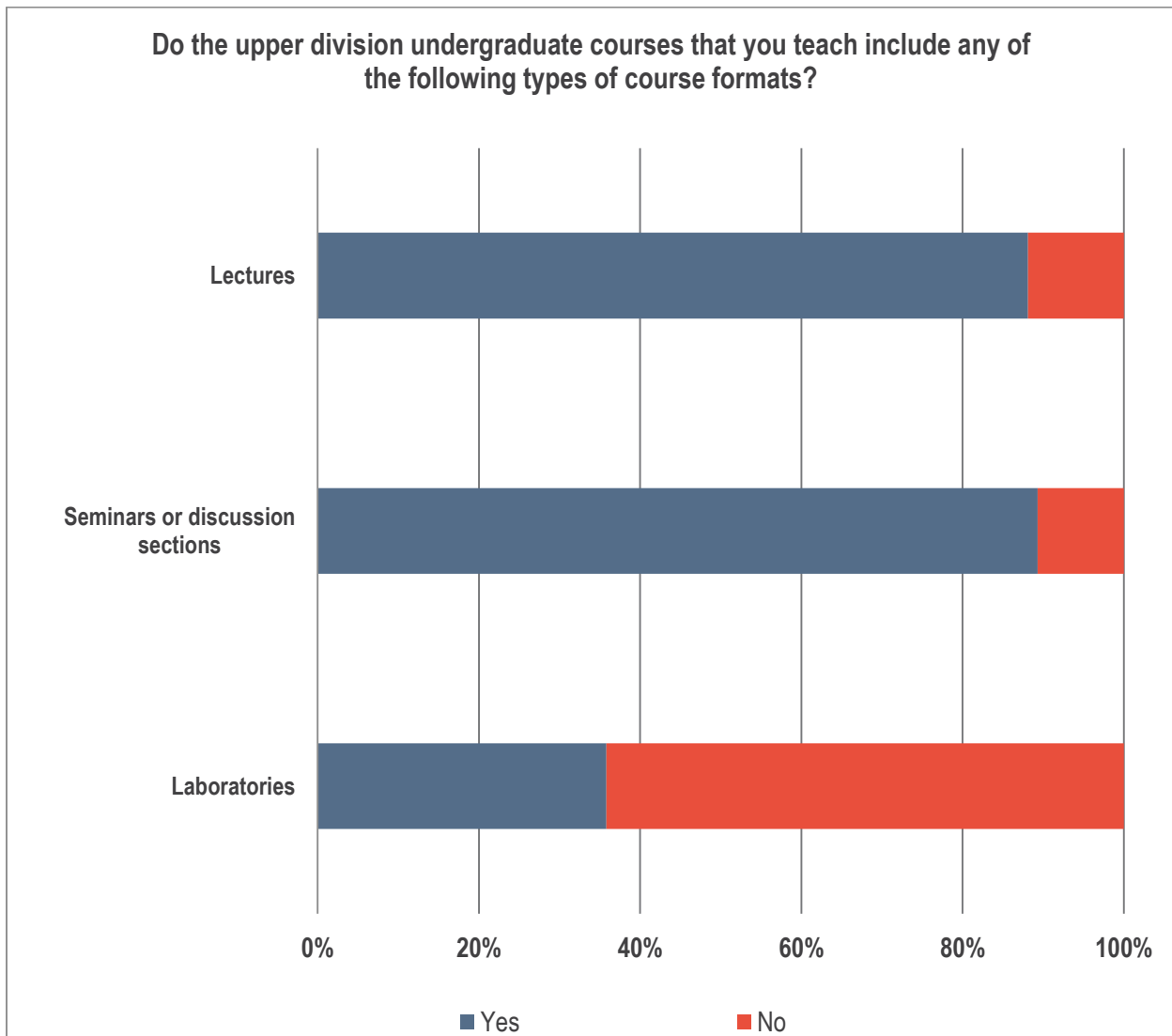
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	74.12%	15.29%	3.53%	7.06%	85
Scholarly articles	48.24%	40.00%	7.06%	4.71%	85
Primary source materials	42.35%	38.82%	14.12%	4.71%	85
Scholarly monographs or monograph chapters	24.71%	29.41%	28.24%	17.65%	85
Non-scholarly books	16.47%	27.06%	28.24%	28.24%	85
Films, audio, artwork, or other non-textual media	38.82%	27.06%	14.12%	20.00%	85



UI8 [Contingent on SRS2]

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

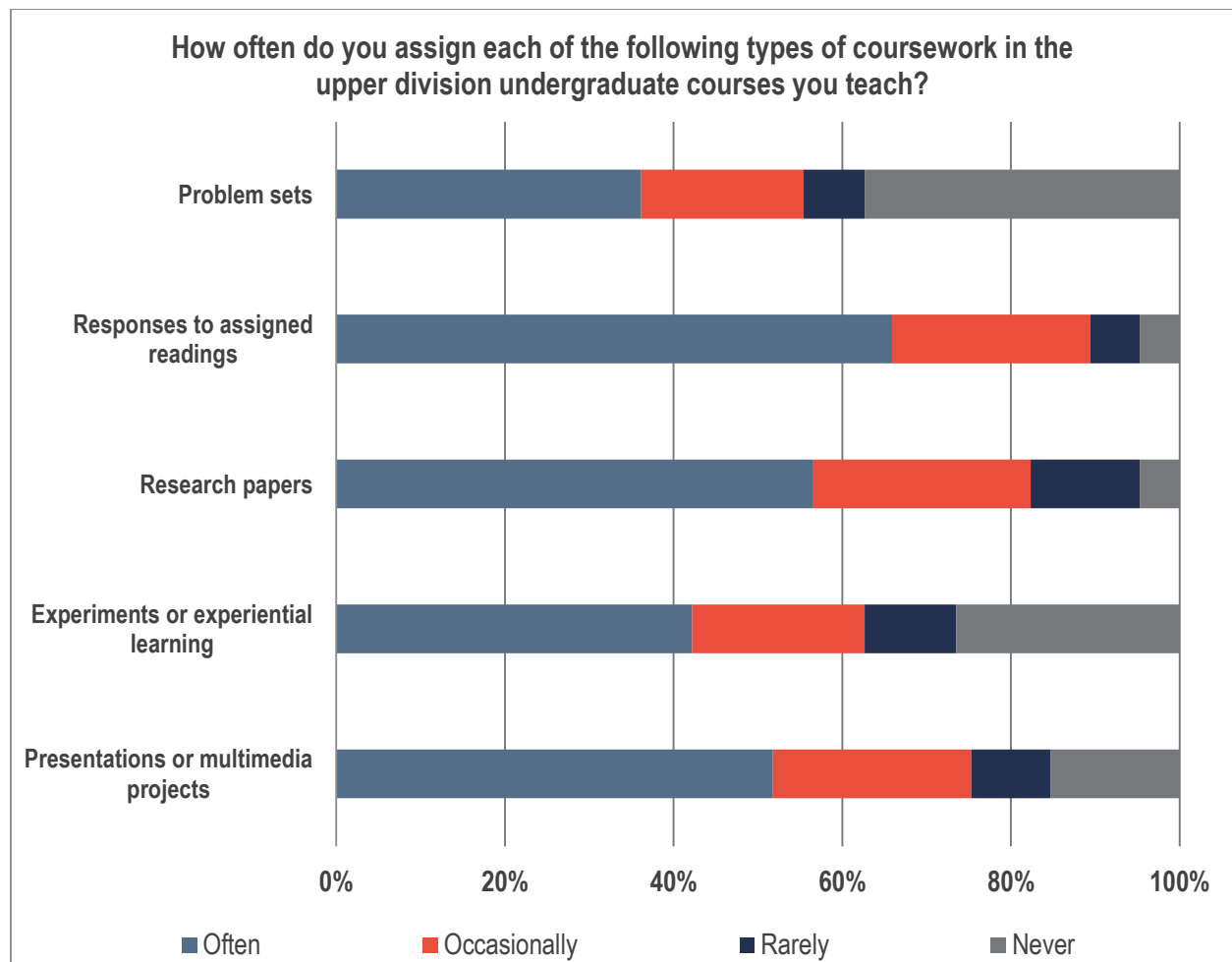
	Yes	No	Response
Lectures	88.10%	11.90%	84
Seminars or discussion sections	89.29%	10.71%	84
Laboratories	35.80%	64.20%	81



UI9 [Contingent on SRS2]

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	36.14%	19.28%	7.23%	37.35%	83
Responses to assigned readings	65.88%	23.53%	5.88%	4.71%	85
Research papers	56.47%	25.88%	12.94%	4.71%	85
Experiments or experiential learning	42.17%	20.48%	10.84%	26.51%	83
Presentations or multimedia projects	51.76%	23.53%	9.41%	15.29%	85



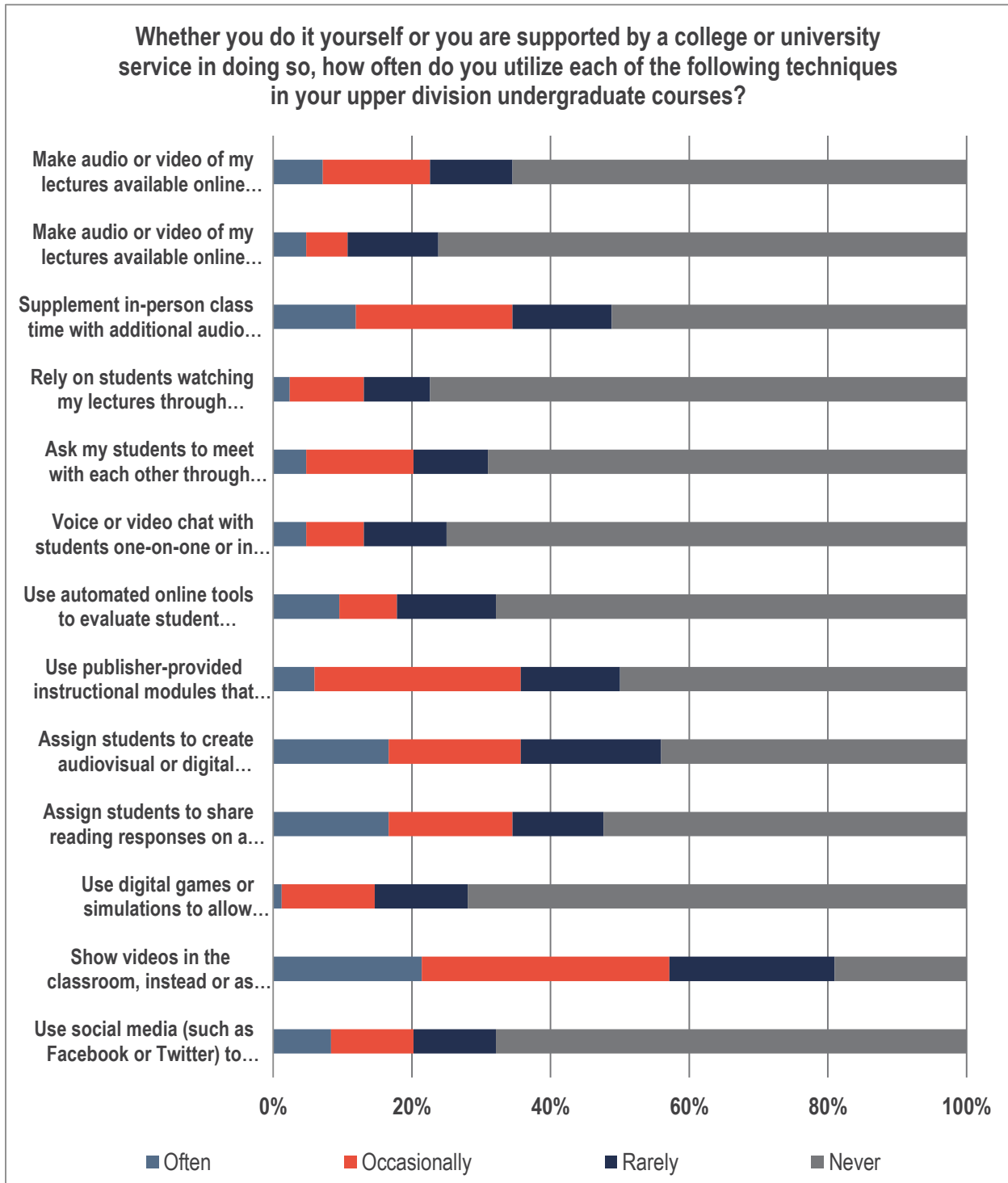
UI10 [Contingent on SRS2]

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	7.14%	15.48%	11.90%	65.48%	84
Make audio or video of my lectures available online for the general public to access	4.76%	5.95%	13.10%	76.19%	84
Supplement in-person class time with additional audio or video modules	11.90%	22.62%	14.29%	51.19%	84
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	2.38%	10.71%	9.52%	77.38%	84
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	4.76%	15.48%	10.71%	69.05%	84
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	4.76%	8.33%	11.90%	75.00%	84
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	9.52%	8.33%	14.29%	67.86%	84
Use publisher-provided instructional modules that accompany a textbook to assist students	5.95%	29.76%	14.29%	50.00%	84
Assign students to create audiovisual or digital media projects	16.67%	19.05%	20.24%	44.05%	84
Assign students to share reading responses on a course discussion board or a blog	16.67%	17.86%	13.10%	52.38%	84
Use digital games or simulations to allow students to explore concepts	1.22%	13.41%	13.41%	71.95%	82
Show videos in the classroom, instead or as one component of a lecture or discussion	21.43%	35.71%	23.81%	19.05%	84
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	8.33%	11.90%	11.90%	67.86%	84

UI10 [Contingent on SRS2]

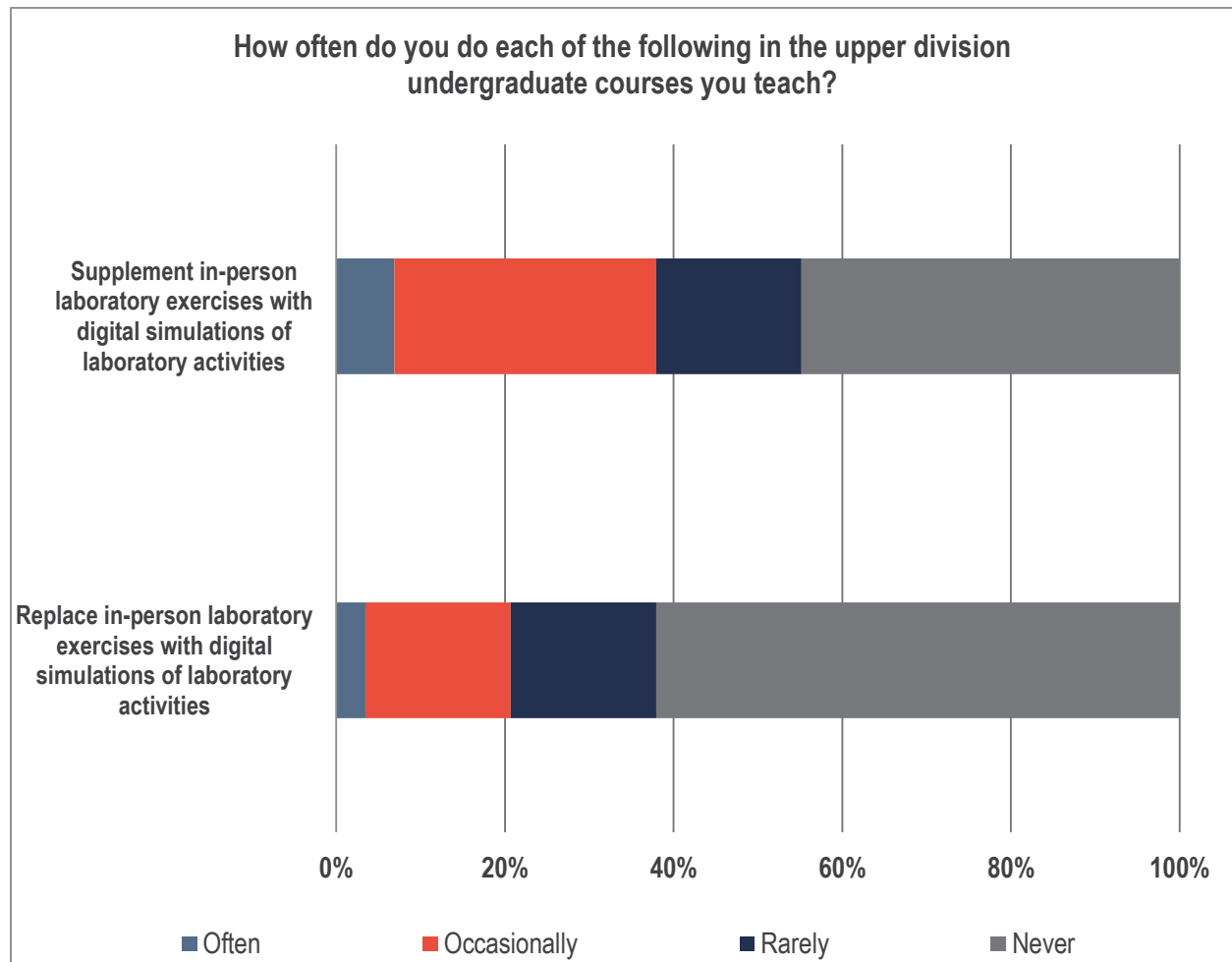
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



UI11 [Contingent on UI8]

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

	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	6.90%	31.03%	17.24%	44.83%	29
Replace in-person laboratory exercises with digital simulations of laboratory activities	3.45%	17.24%	17.24%	62.07%	29



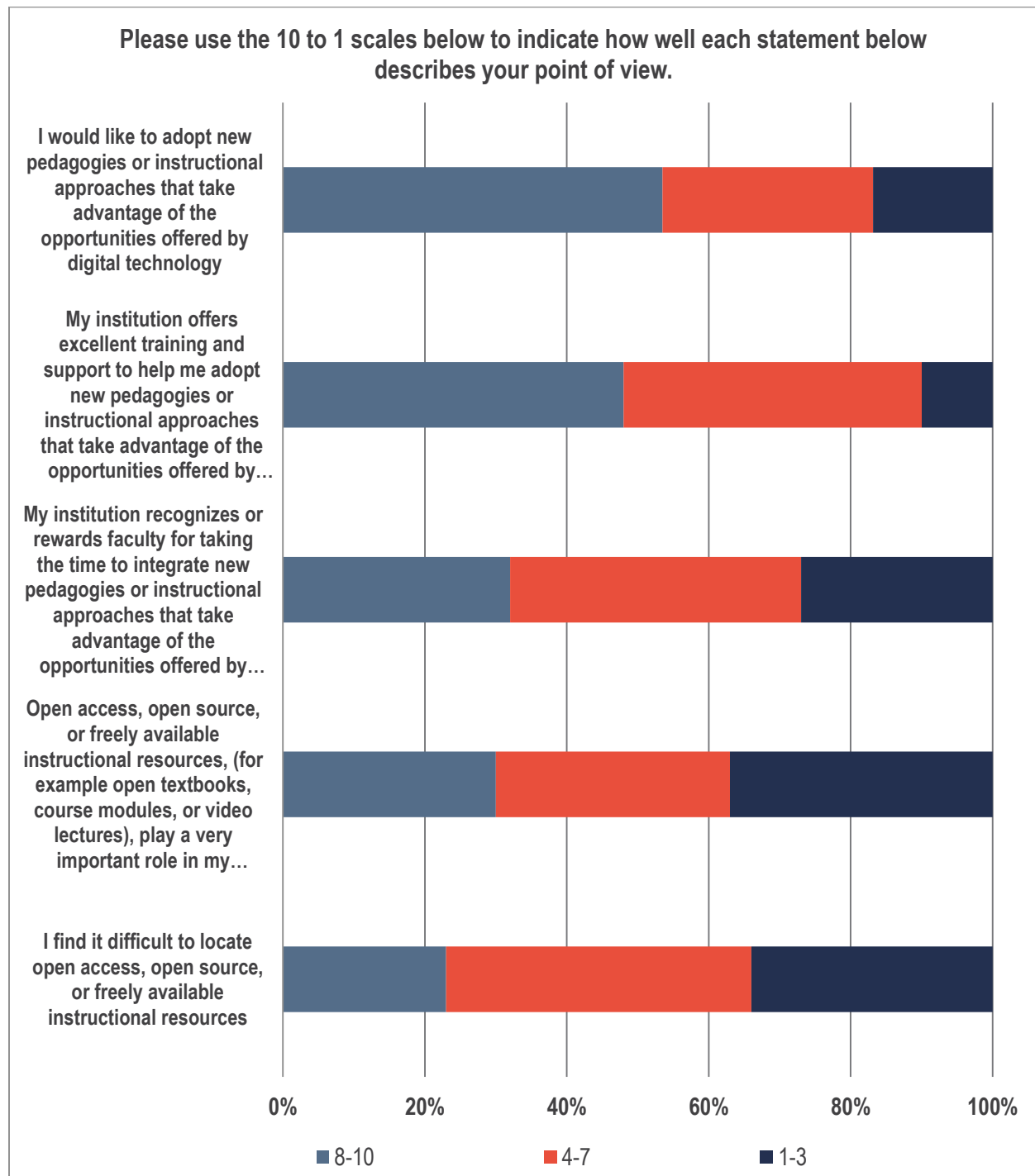
UI12 [Contingent on SRS2]

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	53.47%	29.70%	16.83%	101
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	48.00%	42.00%	10.00%	100
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	32.00%	41.00%	27.00%	100
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	30.00%	33.00%	37.00%	100
I find it difficult to locate open access, open source, or freely available instructional resources	23.00%	43.00%	34.00%	100

UI12 [Contingent on SRS2]

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.



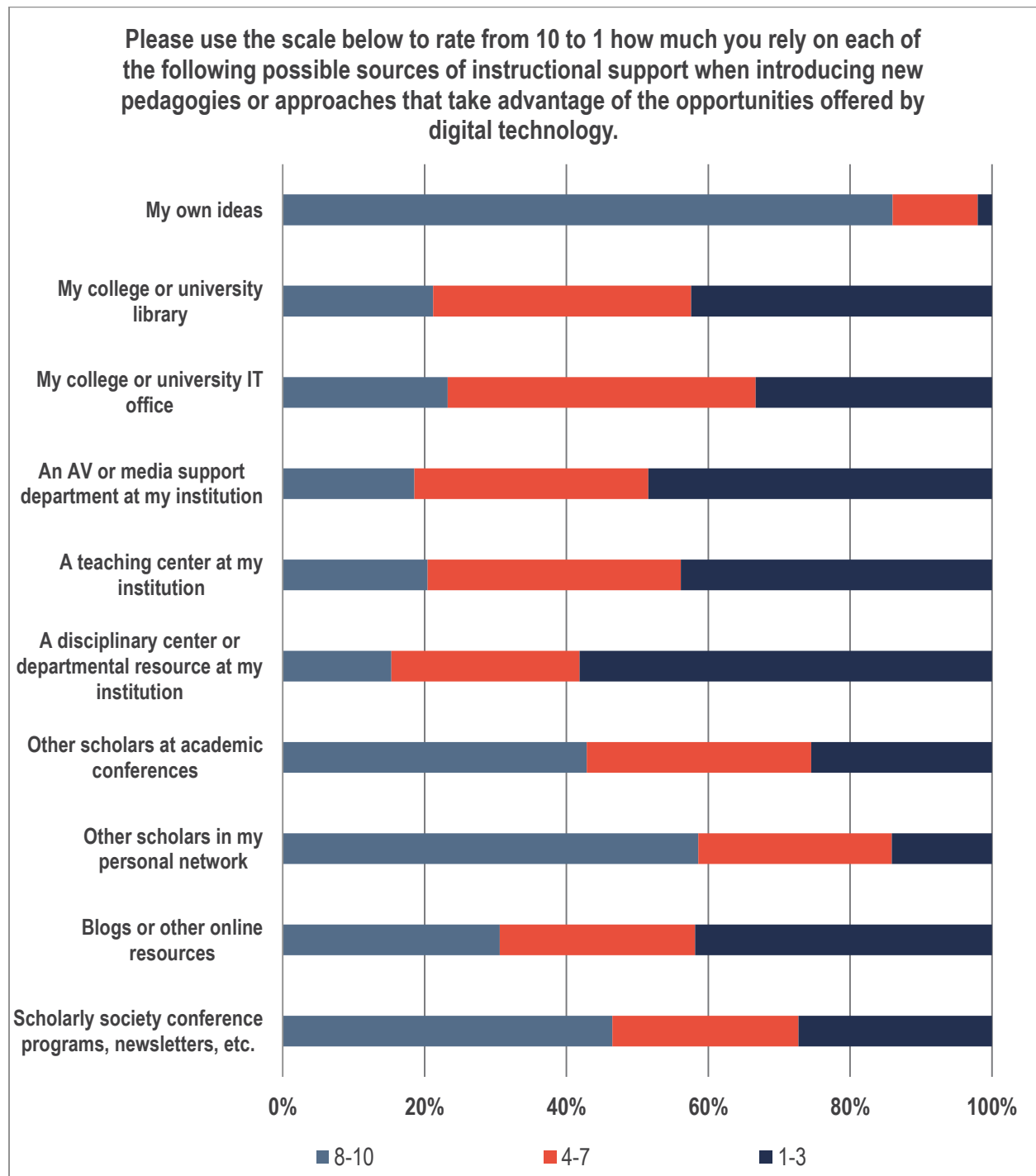
UI13 [Contingent on SRS2]

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	86.00%	12.00%	2.00%	100
My college or university library	21.21%	36.36%	42.42%	99
My college or university IT office	23.23%	43.43%	33.33%	99
An AV or media support department at my institution	18.56%	32.99%	48.45%	97
A teaching center at my institution	20.41%	35.71%	43.88%	98
A disciplinary center or departmental resource at my institution	15.31%	26.53%	58.16%	98
Other scholars at academic conferences	42.86%	31.63%	25.51%	98
Other scholars in my personal network	58.59%	27.27%	14.14%	99
Blogs or other online resources	30.61%	27.55%	41.84%	98
Scholarly society conference programs, newsletters, etc.	46.46%	26.26%	27.27%	99

UI13 [Contingent on SRS2]

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.



Demographics

D1

What is your title?

D2

Please select the academic field or department that you are primarily affiliated with:

D3

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

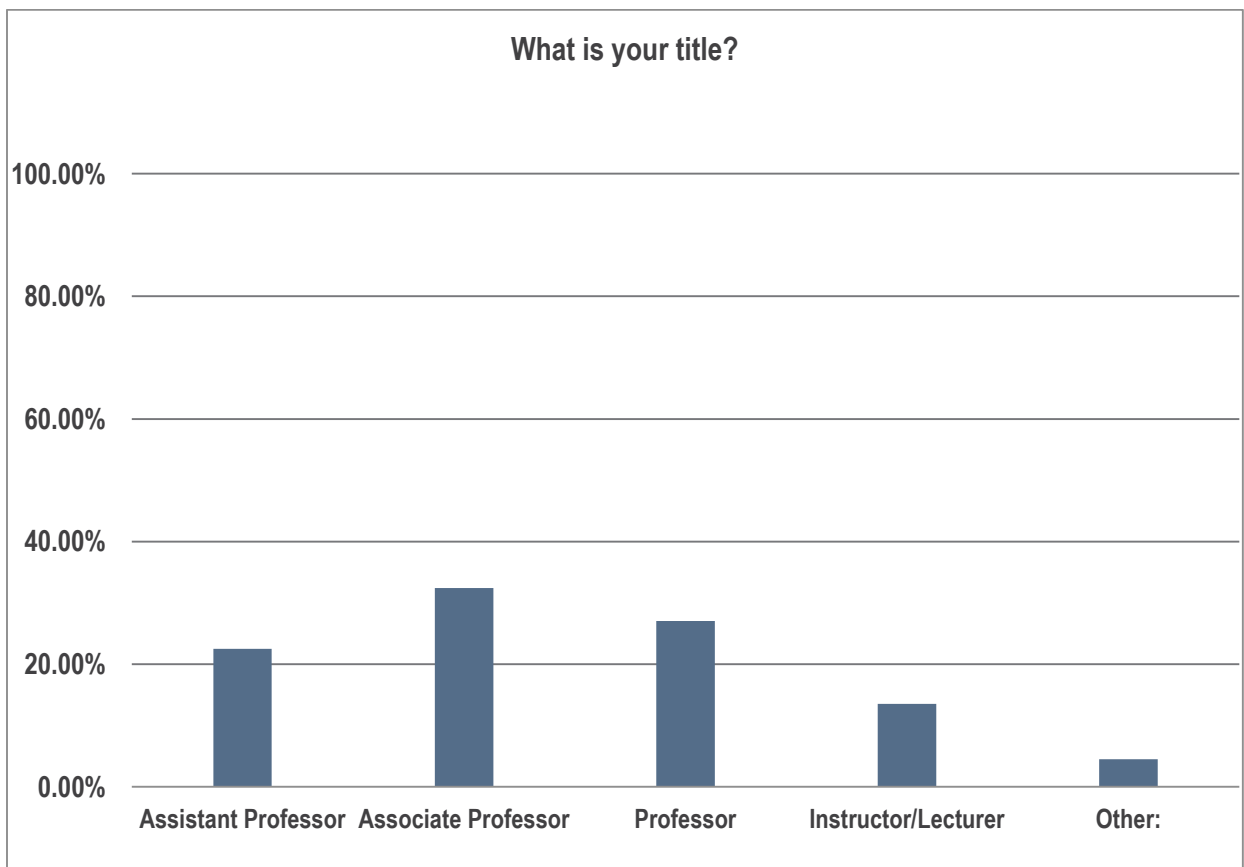
D4

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?

D1

What is your title?

	Response	Percent
Assistant Professor	25	22.52%
Associate Professor	36	32.43%
Professor	30	27.03%
Instructor/Lecturer	15	13.51%
Other:	5	4.50%
	111	100.00%



D2

Please select the academic field or department that you are primarily affiliated with:²

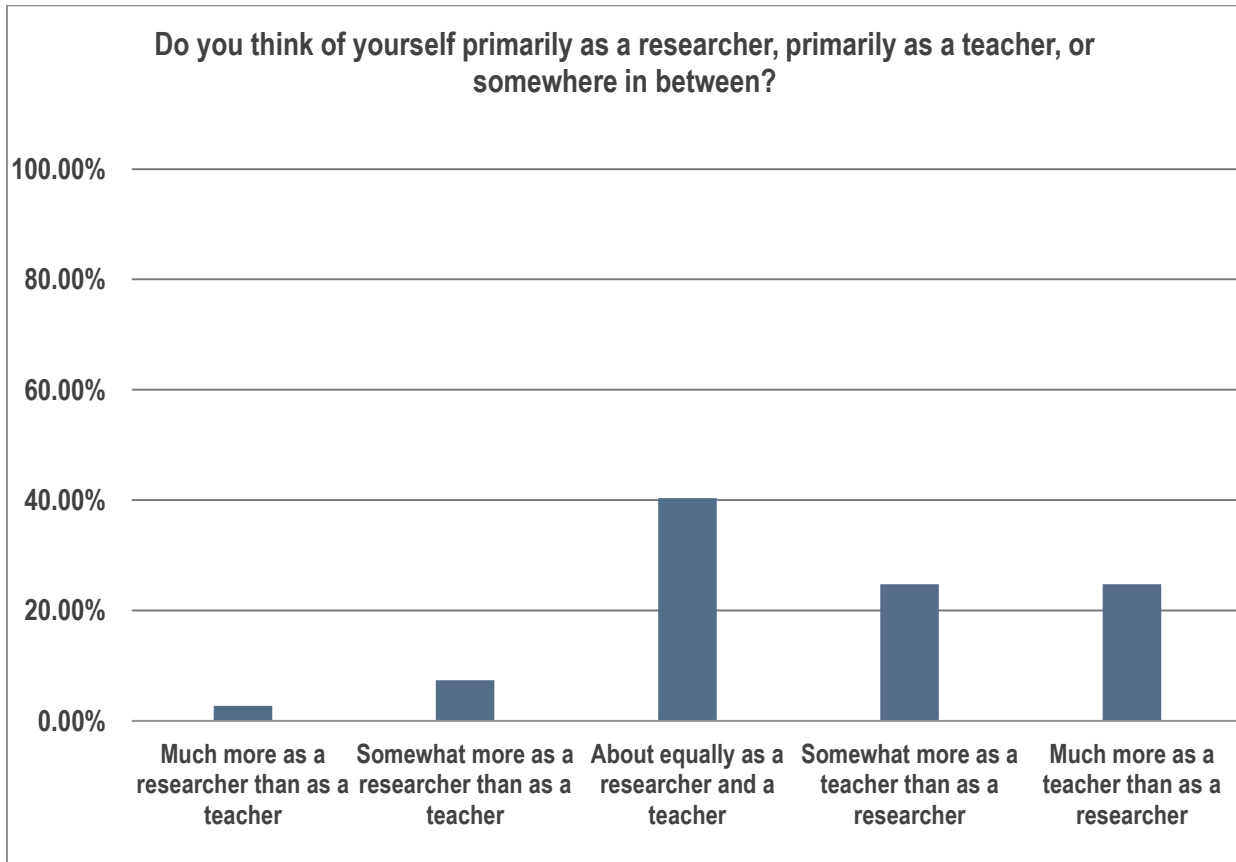
² Graph omitted due to size.

	Response	Percent
Department of Accounting	3	2.78%
Department of Economics	5	4.63%
Department of Finance	2	1.85%
Department of Management	3	2.78%
Department of Marketing	2	1.85%
Division of Continuing Education and Special Programs	0	0.00%
Department of Curriculum and Instruction	6	5.56%
Department of Educational Leadership and Postsecondary Education	1	0.93%
Department of Educational Psychology and Foundations	4	3.70%
School of Health, Physical Education, and Leisure Services	7	6.48%
Special Education	2	1.85%
Teaching	9	8.33%
Department of Art	3	2.78%
Department of Biology	3	2.78%
Department of Chemistry and Biochemistry	2	1.85%
Department of Communication Sciences and Disorders	1	0.93%
Department of Communication Studies	6	5.56%
Department of Computer Science	0	0.00%
Department of Earth Science	5	4.63%
Iowa Lakeside Laboratory	0	0.00%
Department of Languages and Literatures	7	6.48%
Department of Mathematics	4	3.70%
School of Music	4	3.70%
Department of Philosophy and World Religions	3	2.78%
Department of Physics	1	0.93%
Science Education	0	0.00%
Department of Technology	2	1.85%
Department of Theatre	1	0.93%
School of Applied Human Sciences	4	3.70%
Department of Geography	2	1.85%
Department of History	5	4.63%
Department of Military Science	0	0.00%
Department of Political Science	2	1.85%
Department of Psychology	3	2.78%
Department of Social Work	0	0.00%
Department of Sociology, Anthropology, and Criminology	6	5.56%
Social Science	0	0.00%
Other:	0	0.00%
	108	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	3	2.75%
Somewhat more as a researcher than as a teacher	8	7.34%
About equally as a researcher and a teacher	44	40.37%
Somewhat more as a teacher than as a researcher	27	24.77%
Much more as a teacher than as a researcher	27	24.77%
	109	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	91	83.49%
About equally face-to-face and at a distance	13	11.93%
Primarily teach at a distance	5	4.59%
	109	100.00%

