



ITHAKA S+R

University of Virginia
Faculty Survey:
Report of Findings

Table of Contents

Overview	3
Core National Questionnaire	4
Scholarly Communication	66
Material Types and Formats	81
Discovery & Access	90
Demographic Questions	95
Embedded Data	106

Overview

The University of Virginia implementation of the Ithaka S+R Faculty Survey was launched on October 28th, 2019, and was closed to new responses on December 6th, 2019, with a total of 335 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; and faculty member's instructional practices, including OER and learning analytics. The following report provides a high-level overview of findings from the University of Virginia faculty survey.¹

Details

2,999 University of Virginia faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. Faculty members were not offered an incentive for participation. Three email reminders were sent before the close of the survey.

In total, 605 respondents clicked the survey link (about 20% of those who received the email invitation), with 586 of those starting the survey (about 20%) and 335 of those respondents completing the survey, for an overall response rate of about 11%. Due to the survey flow and skip patterns, not all University of Virginia faculty respondents received every question in the survey.

How to interpret the findings

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

If you have any questions about this report or working with the raw data provided, please contact Nicole Betancourt, Ithaka S+R Assessment Associate, at nicole.betancourt@ithaka.org.

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

When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process? Select one of the following:

Q2

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

Q3

Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

Q4

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

Q5

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

Q6

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

Q7

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

Q8 [Contingent on respondent conducting academic research]

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

Q9 [Contingent on respondent conducting academic research]

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

Q10 [Contingent on respondent conducting academic research]

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

Q11 [Contingent on respondent conducting academic research]

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

Q12 [Contingent on respondent conducting academic research]

Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

Q13 [Contingent on respondent conducting academic research]

How valuable do you find support from your **college or university library** for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

Q14 [Contingent on respondent conducting academic research]

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

Q15 [Contingent on respondent conducting academic research] [Multiple selections possible]

Which of the following types of research data do you build up or collect for your own research? Please select all that apply:

Q16 [Contingent on respondent conducting academic research] [Multiple selections possible]

Which of the following types of research publications and products do you produce? Please select all that apply.

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

Are your research publications and/or products freely available online through your institution’s repository, [Libra], a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

Q18 [Contingent on respondent conducting academic research]

In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

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

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

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

Q20

Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals.

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

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

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

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

Q23 [Contingent on respondent selecting at least one option from Q15] [Multiple selections possible]

If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

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

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

Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

Q26

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

Q27

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

Q28 [Teaching is among respondent's professional responsibilities] [Multiple selections possible]

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

Q29 [Contingent on respondent selecting "lower division" or "upper division" in previous Q]

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

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

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

Q31 [Respondent has taught any type of course in past 2 years]

Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

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

Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

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

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

Q34 [Respondent has taught any type of course in past 2 years]

Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

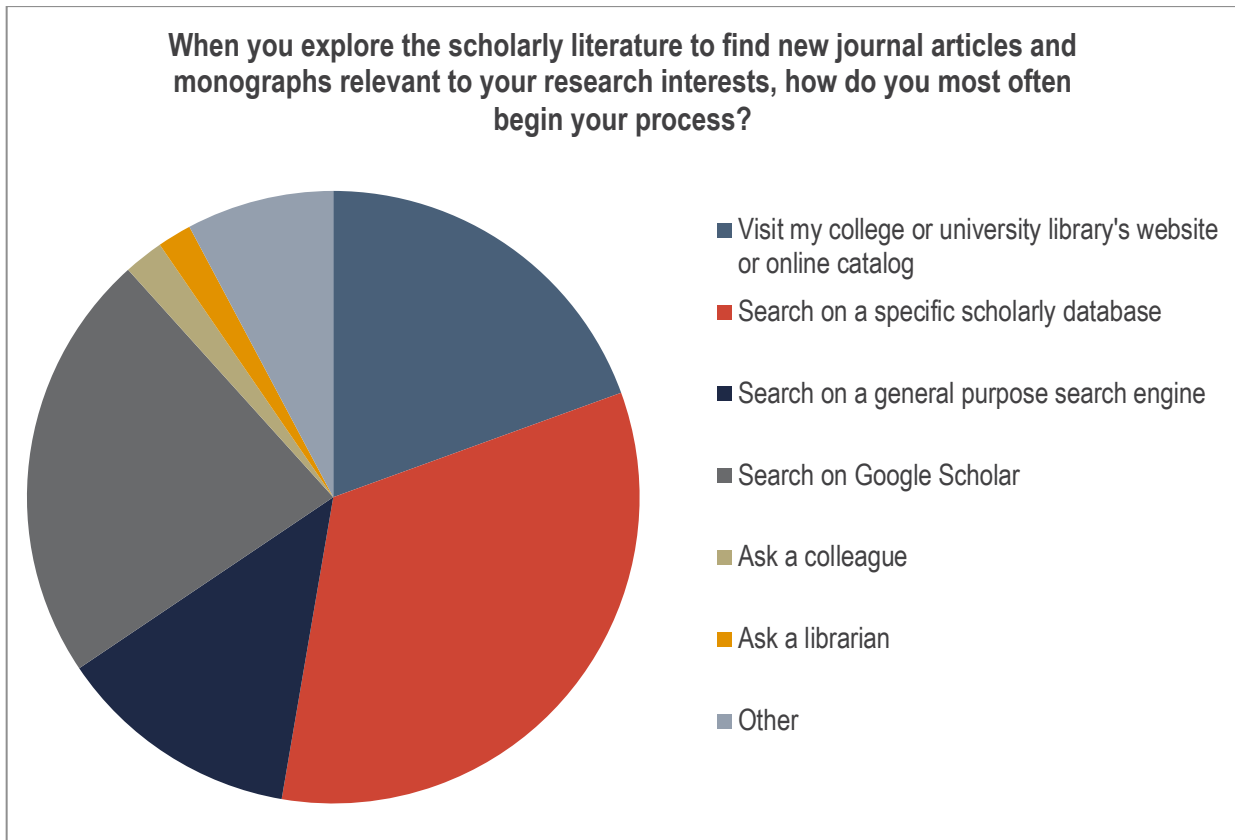
Q35 [Respondent has taught any type of course in past 2 years]

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

Q1

When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process? Select one of the following:

	Response	Percent
Visit my college or university library's website or online catalog	65	19.46%
Search on a specific scholarly database	111	33.23%
Search on a general purpose search engine	43	12.87%
Search on Google Scholar	76	22.75%
Ask a colleague	7	2.10%
Ask a librarian	6	1.80%
Other	26	7.78%
	334	100%



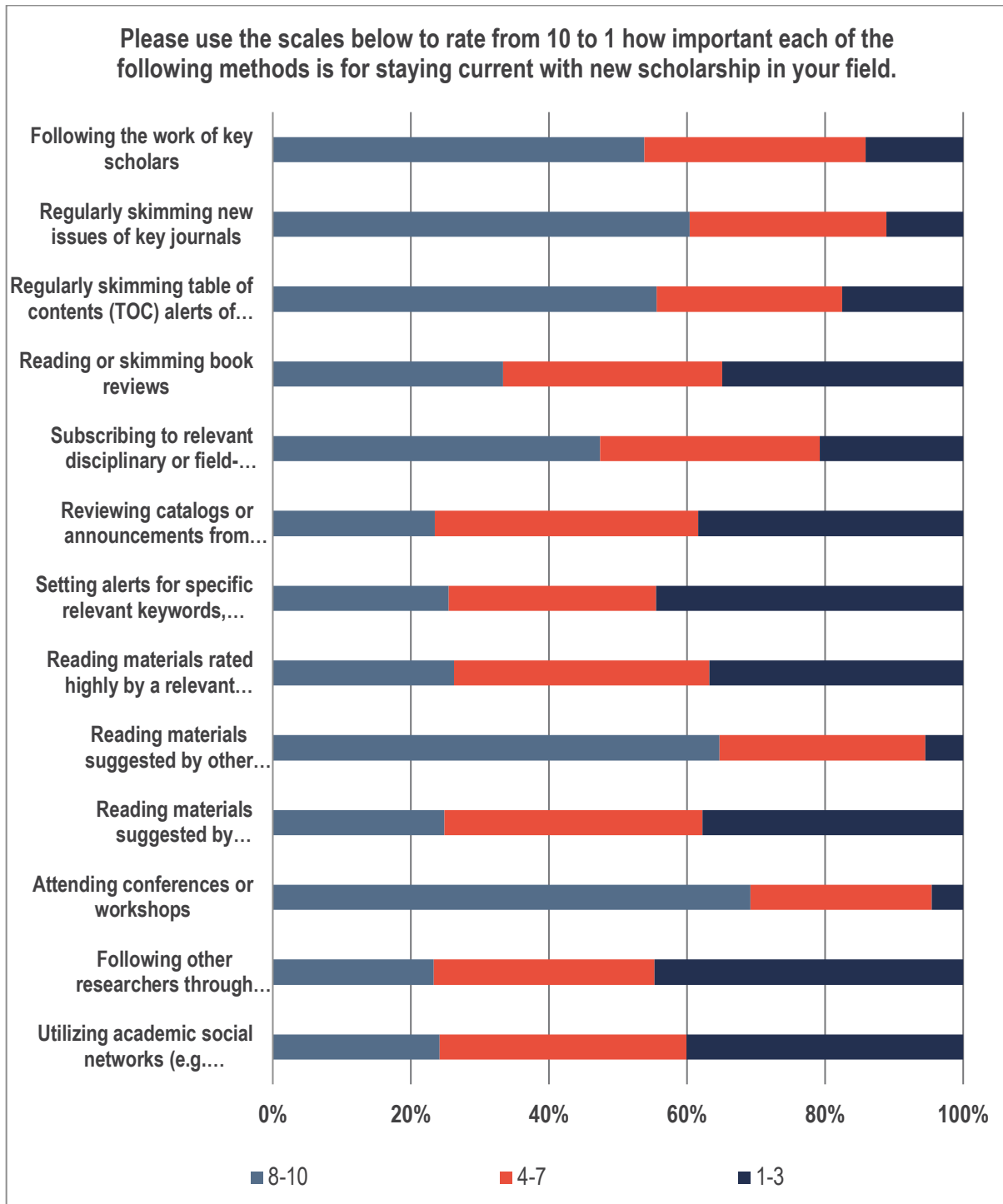
Q2

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

	8-10	4-7	1-3	Response
Following the work of key scholars	53.85%	32.00%	14.15%	325
Regularly skimming new issues of key journals	60.36%	28.53%	11.11%	333
Regularly skimming table of contents (TOC) alerts of key journals	55.59%	26.89%	17.52%	331
Reading or skimming book reviews	33.33%	31.79%	34.88%	324
Subscribing to relevant disciplinary or field-specific email listservs	47.40%	31.80%	20.80%	327
Reviewing catalogs or announcements from scholarly publishers	23.48%	38.11%	38.41%	328
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	25.46%	30.06%	44.48%	326
Reading materials rated highly by a relevant repository or scholarly tool	26.23%	37.04%	36.73%	324
Reading materials suggested by other scholars	64.74%	29.79%	5.47%	329
Reading materials suggested by personalized search engine recommendations	24.85%	37.42%	37.73%	326
Attending conferences or workshops	69.18%	26.28%	4.53%	331
Following other researchers through blogs or social media	23.29%	31.99%	44.72%	322
Utilizing academic social networks (e.g. Academia.edu, ResearchGate)	24.16%	35.78%	40.06%	327

Q2

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



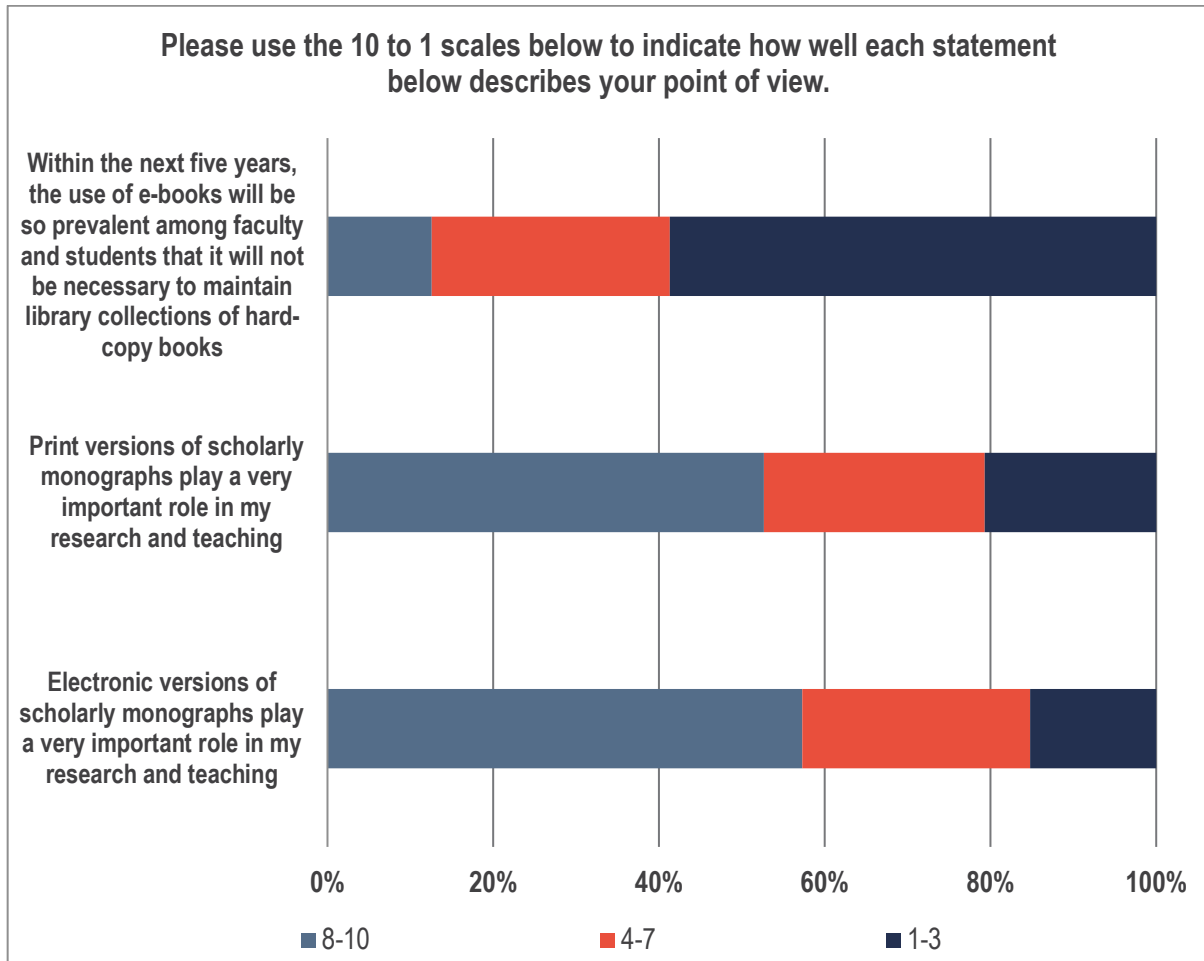
Q3

Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

	8-10	4-7	1-3	Response
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books	12.57%	28.74%	58.68%	334
Print versions of scholarly monographs play a very important role in my research and teaching	52.69%	26.65%	20.66%	334
Electronic versions of scholarly monographs play a very important role in my research and teaching	57.31%	27.46%	15.22%	335

Q3

Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.



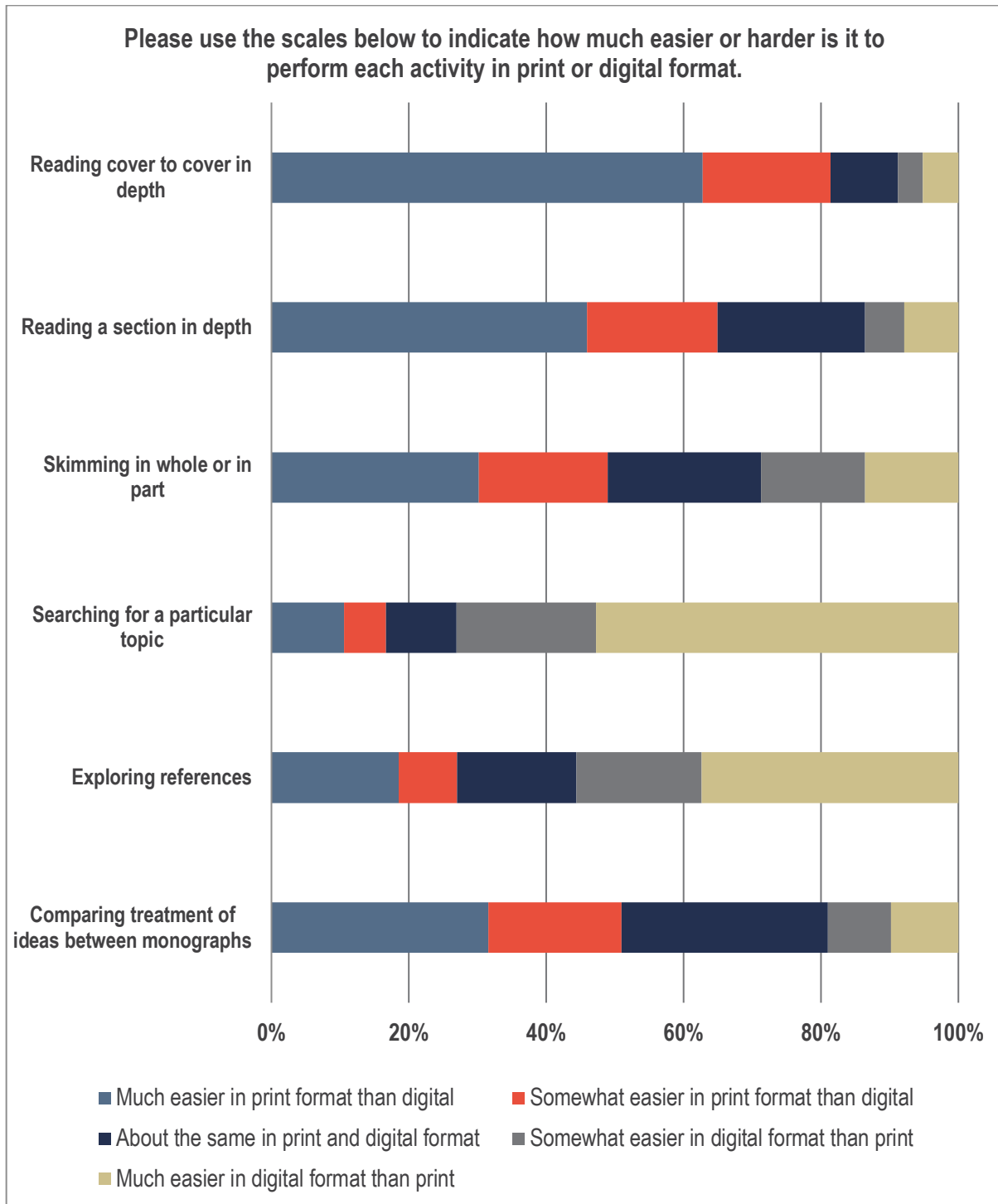
Q4

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

	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	62.80%	18.60%	9.76%	3.66%	5.18%	328
Reading a section in depth	45.92%	19.03%	21.45%	5.74%	7.85%	331
Skimming in whole or in part	30.21%	18.73%	22.36%	15.11%	13.60%	331
Searching for a particular topic	10.61%	6.06%	10.30%	20.30%	52.73%	330
Exploring references	18.54%	8.51%	17.33%	18.24%	37.39%	329
Comparing treatment of ideas between monographs	31.60%	19.33%	30.06%	9.20%	9.82%	326

Q4

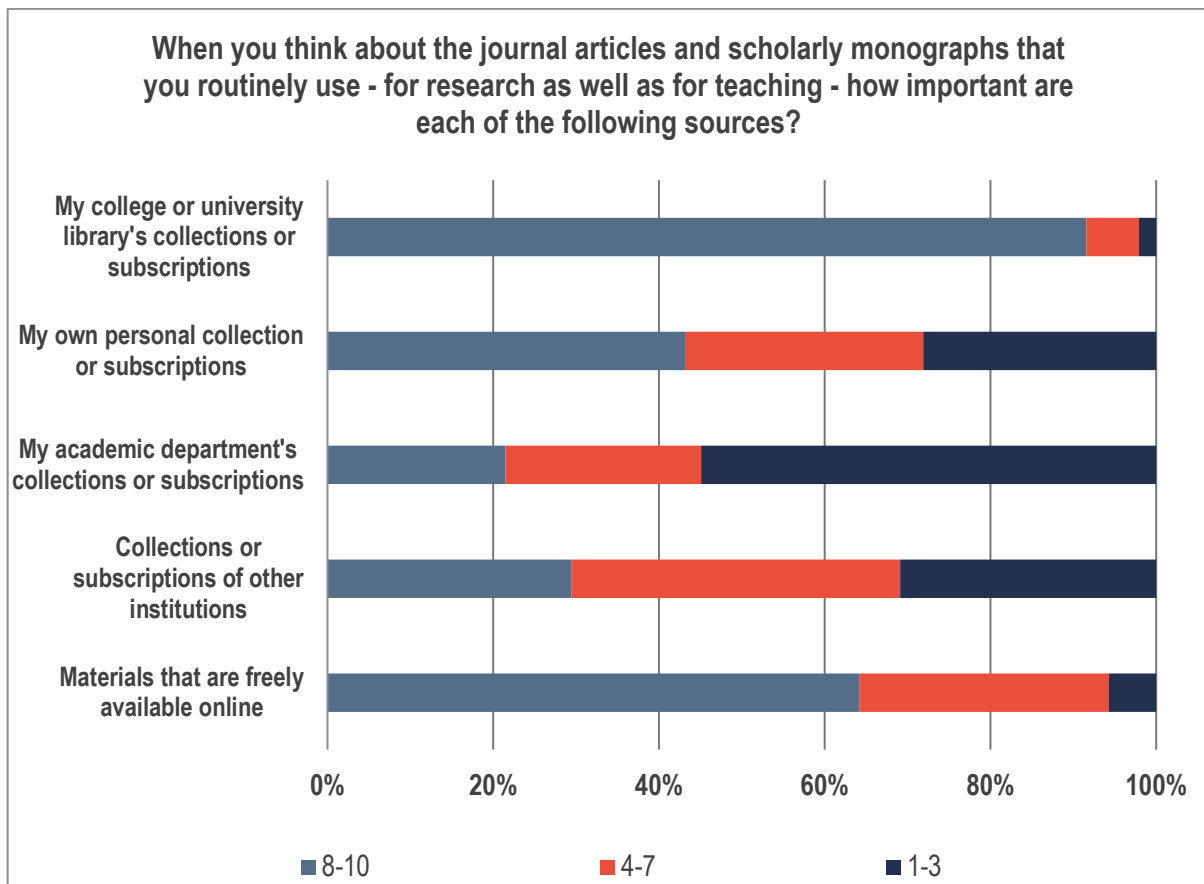
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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



Q5

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	91.59%	6.31%	2.10%	333
My own personal collection or subscriptions	43.20%	28.70%	28.10%	331
My academic department's collections or subscriptions	21.47%	23.62%	54.91%	326
Collections or subscriptions of other institutions	29.39%	39.70%	30.91%	330
Materials that are freely available online	64.16%	30.12%	5.72%	332



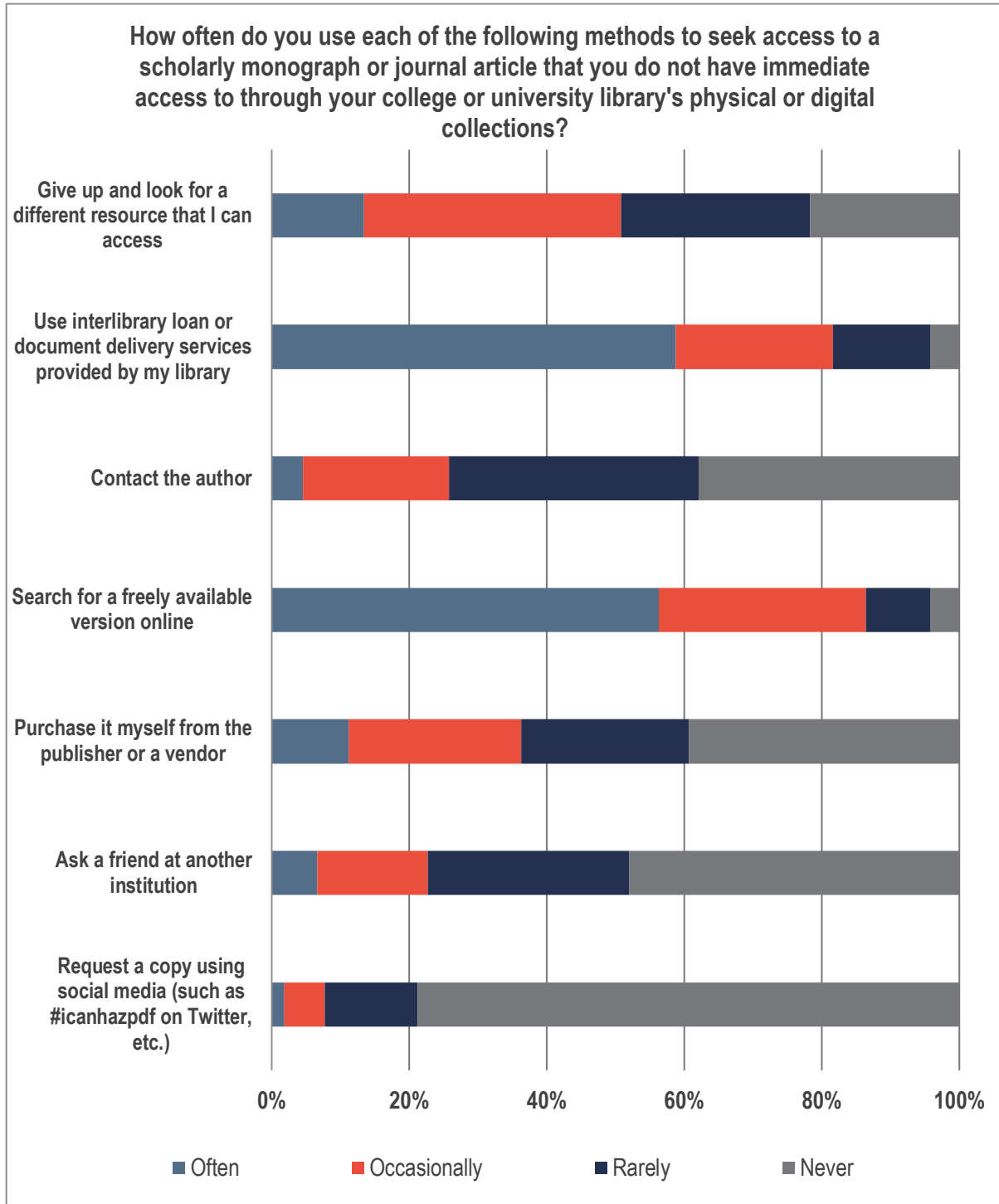
Q6

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

	Often	Occasionally	Rarely	Never	Response
Give up and look for a different resource that I can access	13.46%	37.31%	27.52%	21.71%	327
Use interlibrary loan or document delivery services provided by my library	58.73%	22.89%	14.16%	4.22%	332
Contact the author	4.55%	21.21%	36.36%	37.88%	330
Search for a freely available version online	56.33%	30.12%	9.34%	4.22%	332
Purchase it myself from the publisher or a vendor	11.18%	25.08%	24.47%	39.27%	331
Ask a friend at another institution	6.65%	16.01%	29.31%	48.04%	331
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	1.85%	5.85%	13.54%	78.77%	325

Q6

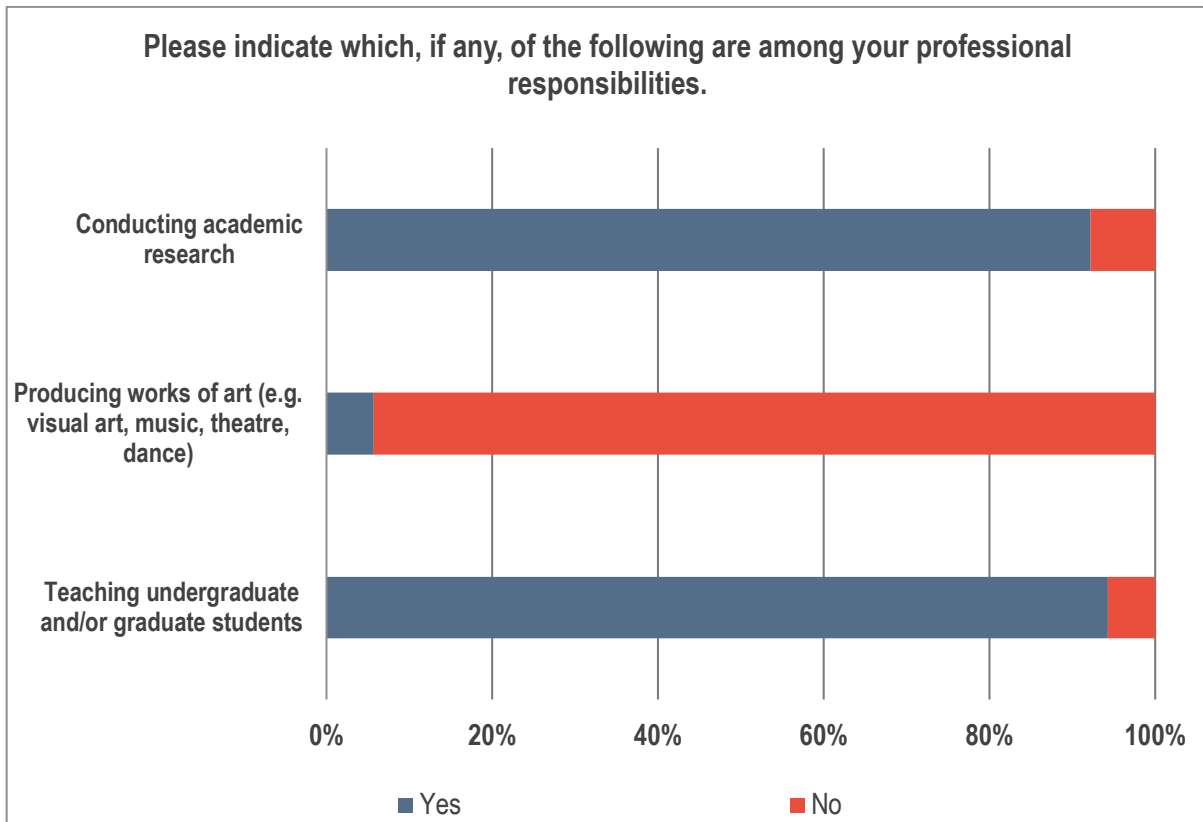
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q7

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

	Yes	No	Response
Conducting academic research	92.22%	7.78%	334
Producing works of art (e.g. visual art, music, theatre, dance)	5.68%	94.32%	317
Teaching undergraduate and/or graduate students	94.29%	5.71%	333



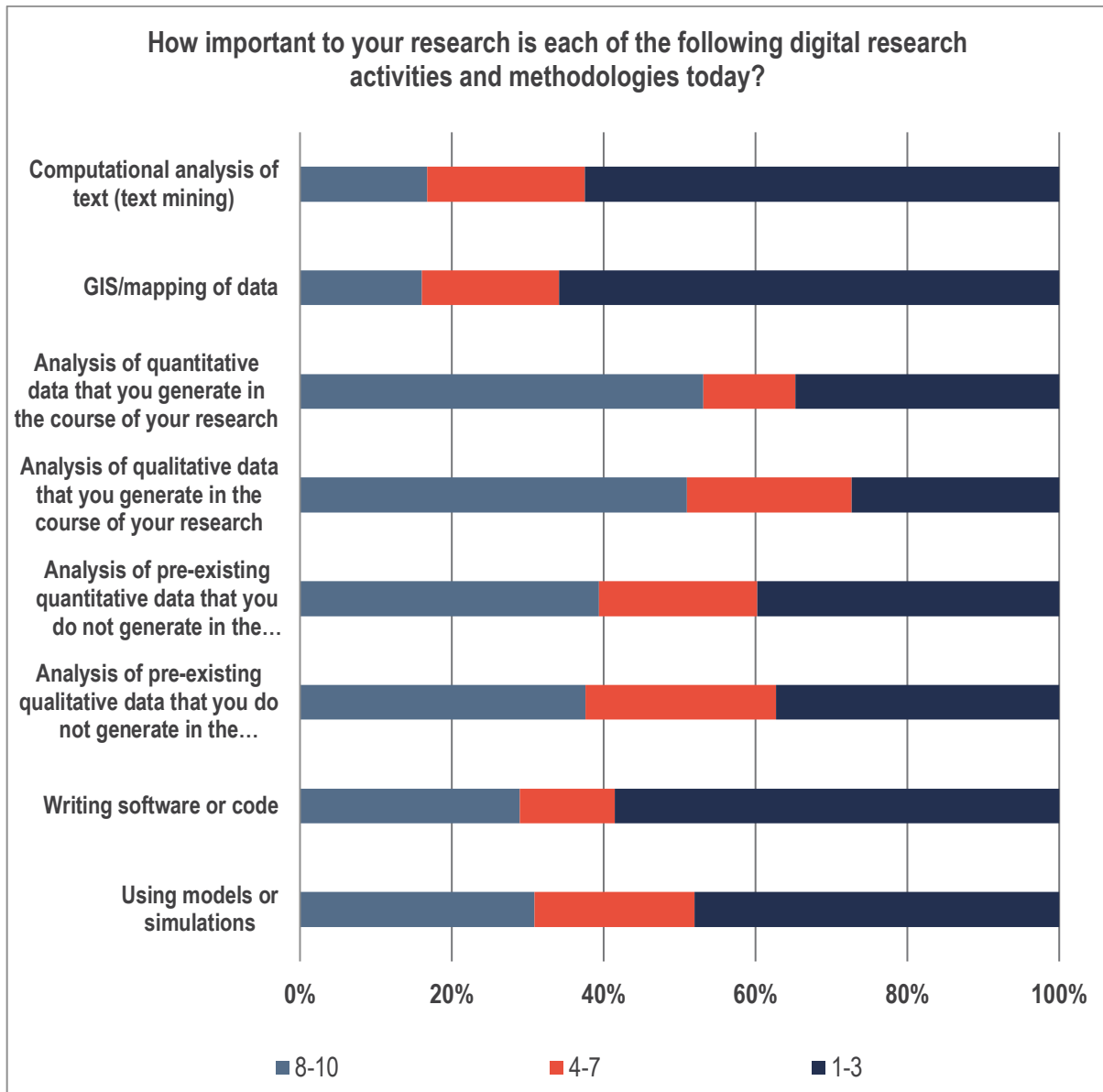
Q8 [Contingent on respondent conducting academic research]

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

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	16.78%	20.72%	62.50%	304
GIS/mapping of data	16.05%	18.06%	65.89%	299
Analysis of quantitative data that you generate in the course of your research	53.11%	12.13%	34.75%	305
Analysis of qualitative data that you generate in the course of your research	50.99%	21.71%	27.30%	304
Analysis of pre-existing quantitative data that you do not generate in the course of your research	39.40%	20.86%	39.74%	302
Analysis of pre-existing qualitative data that you do not generate in the course of your research	37.62%	25.08%	37.29%	303
Writing software or code	28.95%	12.50%	58.55%	304
Using models or simulations	30.92%	21.05%	48.03%	304

Q8 [Contingent on respondent conducting academic research]

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



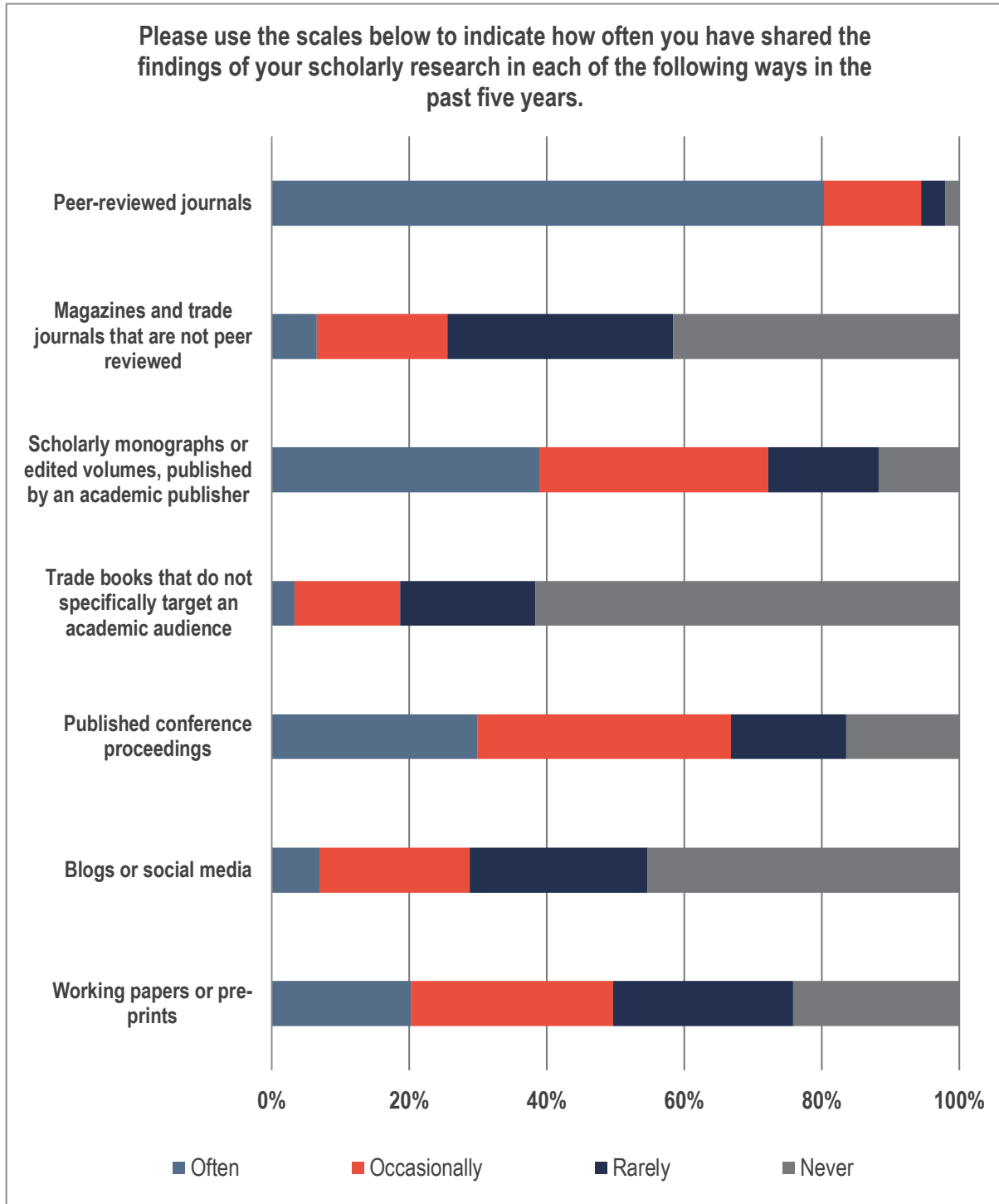
Q9 [Contingent on respondent conducting academic research]

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	80.33%	14.10%	3.61%	1.97%	305
Magazines and trade journals that are not peer reviewed	6.56%	19.02%	32.79%	41.64%	305
Scholarly monographs or edited volumes, published by an academic publisher	38.89%	33.33%	16.01%	11.76%	306
Trade books that do not specifically target an academic audience	3.28%	15.41%	19.67%	61.64%	305
Published conference proceedings	29.93%	36.84%	16.78%	16.45%	304
Blogs or social media	6.95%	21.85%	25.83%	45.36%	302
Working papers or pre-prints	20.26%	29.41%	26.14%	24.18%	306

Q9 [Contingent on respondent conducting academic research]

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.



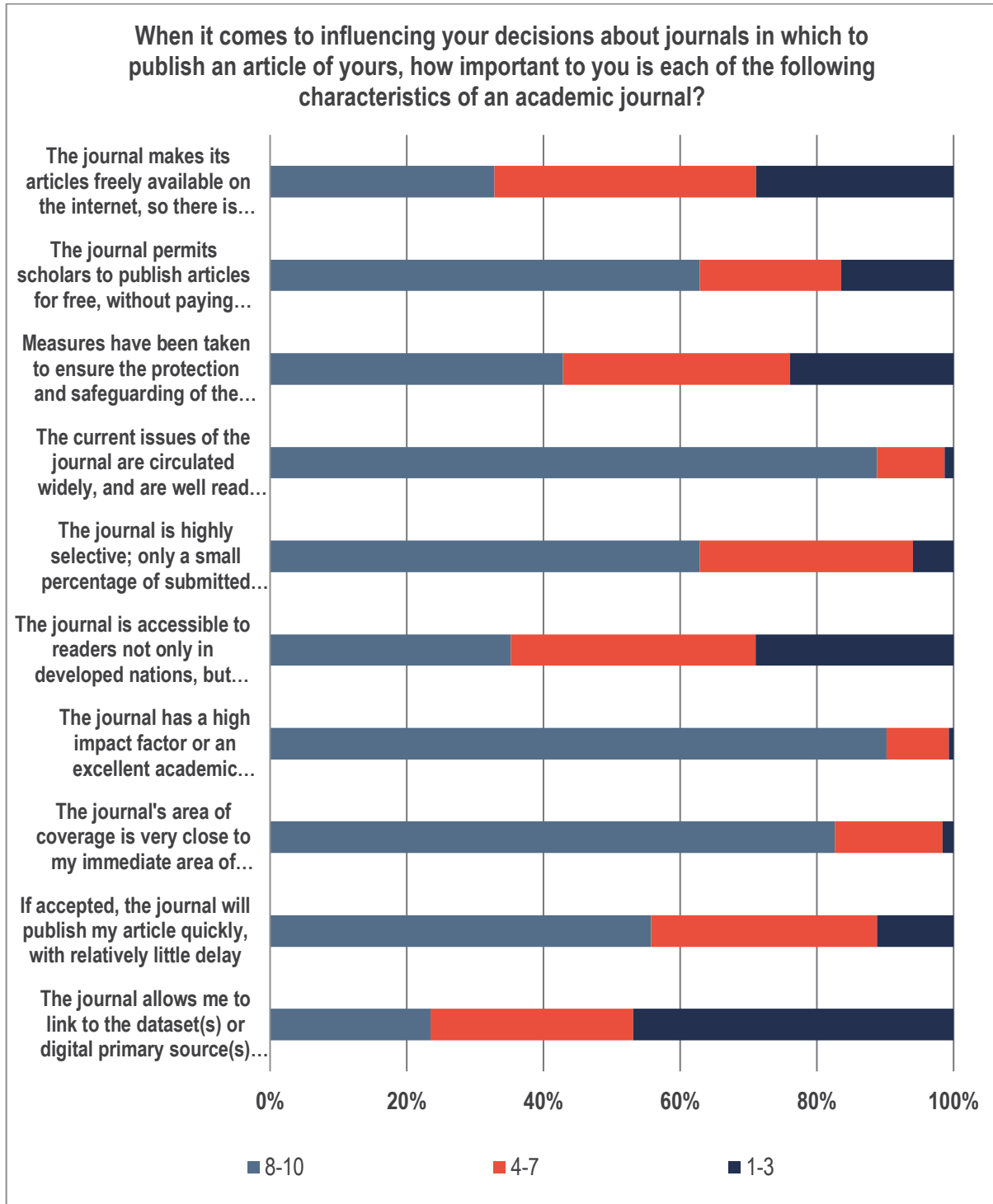
Q10 [Contingent on respondent conducting academic research]

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

	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	32.79%	38.36%	28.85%	305
The journal permits scholars to publish articles for free, without paying page or article charges	62.83%	20.72%	16.45%	304
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	42.86%	33.22%	23.92%	301
The current issues of the journal are circulated widely, and are well read by scholars in your field	88.78%	9.90%	1.32%	303
The journal is highly selective; only a small percentage of submitted articles are published	62.83%	31.25%	5.92%	304
The journal is accessible to readers not only in developed nations, but also in developing nations	35.20%	35.86%	28.95%	304
The journal has a high impact factor or an excellent academic reputation	90.16%	9.18%	0.66%	305
The journal's area of coverage is very close to my immediate area of research	82.62%	15.74%	1.64%	305
If accepted, the journal will publish my article quickly, with relatively little delay	55.78%	33.00%	11.22%	303
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	23.43%	29.70%	46.86%	303

Q10 [Contingent on respondent conducting academic research]

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



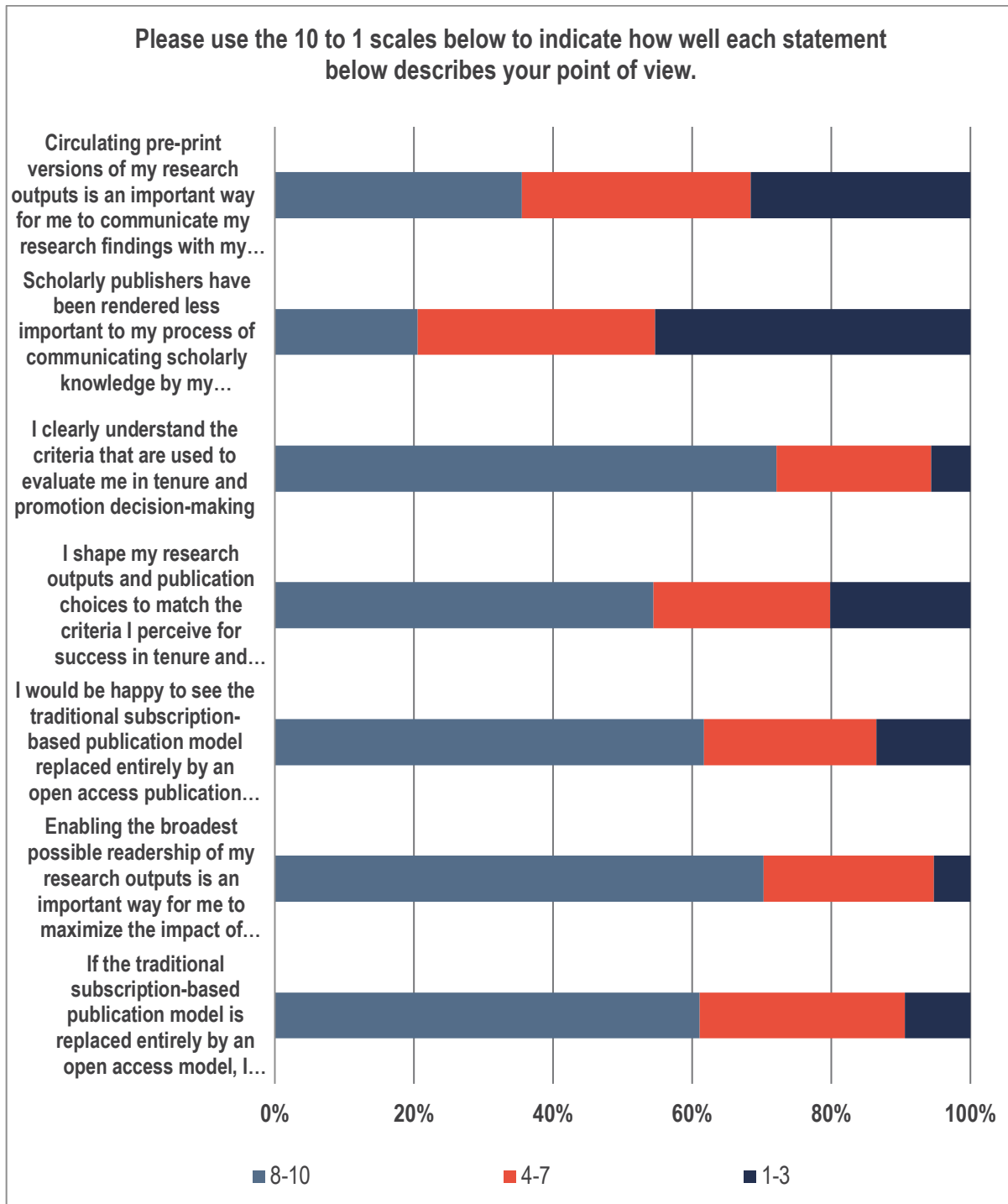
Q11 [Contingent on respondent conducting academic research]

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

	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	35.53%	32.89%	31.58%	304
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	20.53%	34.11%	45.36%	302
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	72.09%	22.26%	5.65%	301
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	54.46%	25.41%	20.13%	303
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	61.72%	24.75%	13.53%	303
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	70.30%	24.42%	5.28%	303
If the traditional subscription-based publication model is replaced entirely by an open access model, I would be happy to see the same publishers stay involved in the open access model	61.07%	29.53%	9.40%	298

Q11 [Contingent on respondent conducting academic research]

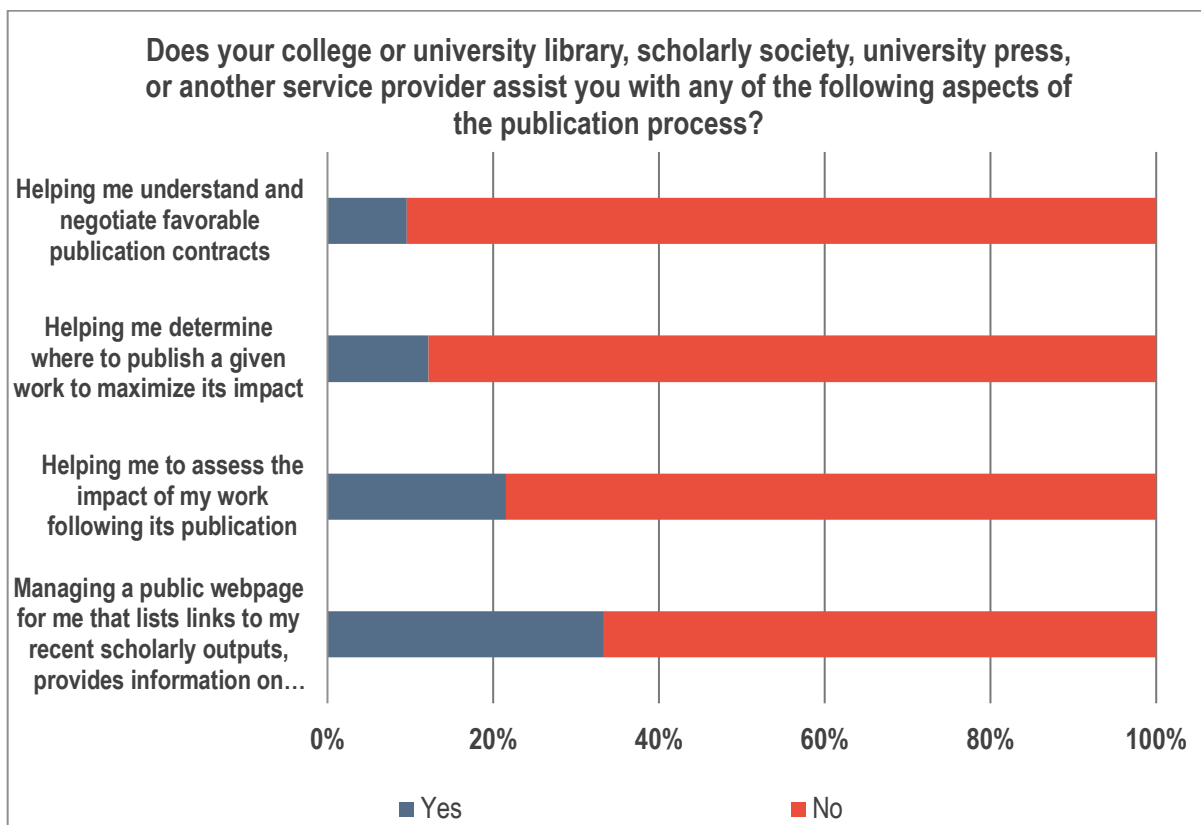
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q12 [Contingent on respondent conducting academic research]

Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	9.57%	90.43%	303
Helping me determine where to publish a given work to maximize its impact	12.17%	87.83%	304
Helping me to assess the impact of my work following its publication	21.52%	78.48%	302
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	33.33%	66.67%	303



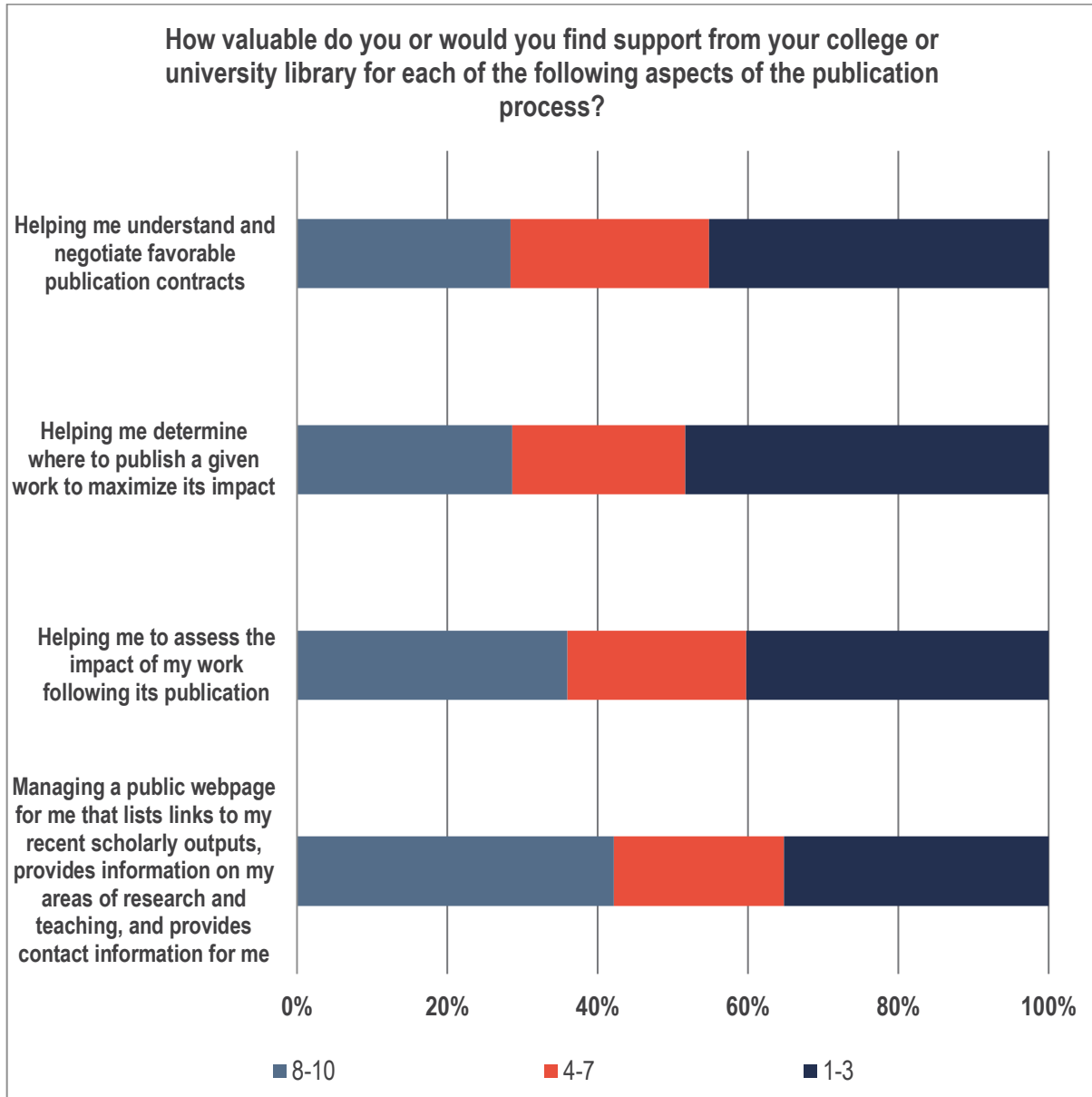
Q13 [Contingent on respondent conducting academic research]

How valuable do you find support from your college or university library for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	28.38%	26.40%	45.21%	303
Helping me determine where to publish a given work to maximize its impact	28.62%	23.03%	48.36%	304
Helping me to assess the impact of my work following its publication	35.97%	23.76%	40.26%	303
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	42.19%	22.59%	35.22%	301

Q13 [Contingent on respondent conducting academic research]

How valuable do you find support from your college or university library for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]



Q14 [Contingent on respondent conducting academic research]

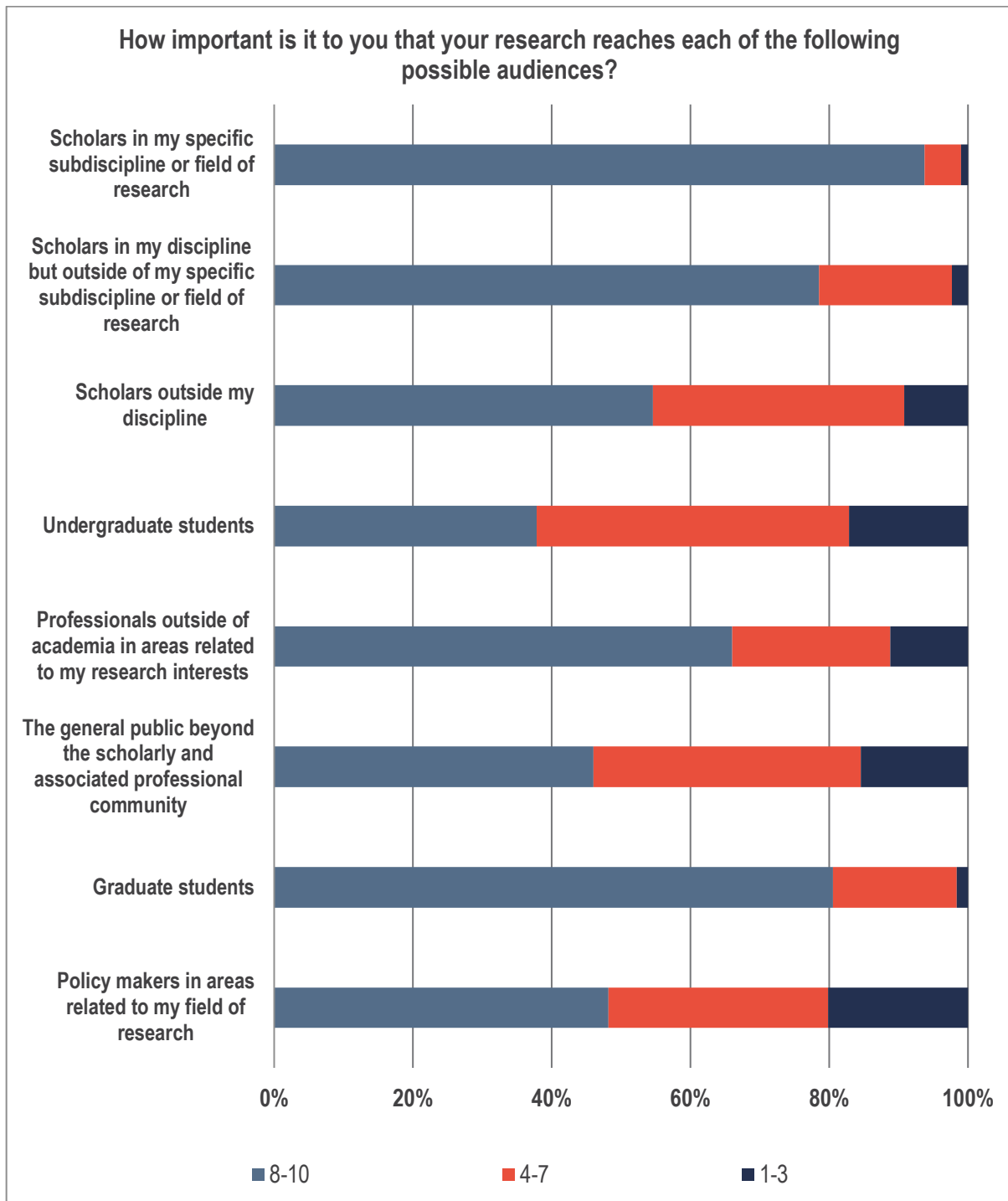
How important is it to you that your research reaches each of the following possible audiences?

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

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	93.75%	5.26%	0.99%	304
Scholars in my discipline but outside of my specific subdiscipline or field of research	78.55%	19.14%	2.31%	303
Scholars outside my discipline	54.61%	36.18%	9.21%	304
Undergraduate students	37.83%	45.07%	17.11%	304
Professionals outside of academia in areas related to my research interests	66.01%	22.77%	11.22%	303
The general public beyond the scholarly and associated professional community	46.05%	38.49%	15.46%	304
Graduate students	80.53%	17.82%	1.65%	303
Policy makers in areas related to my field of research	48.18%	31.68%	20.13%	303

Q14 [Contingent on respondent conducting academic research]

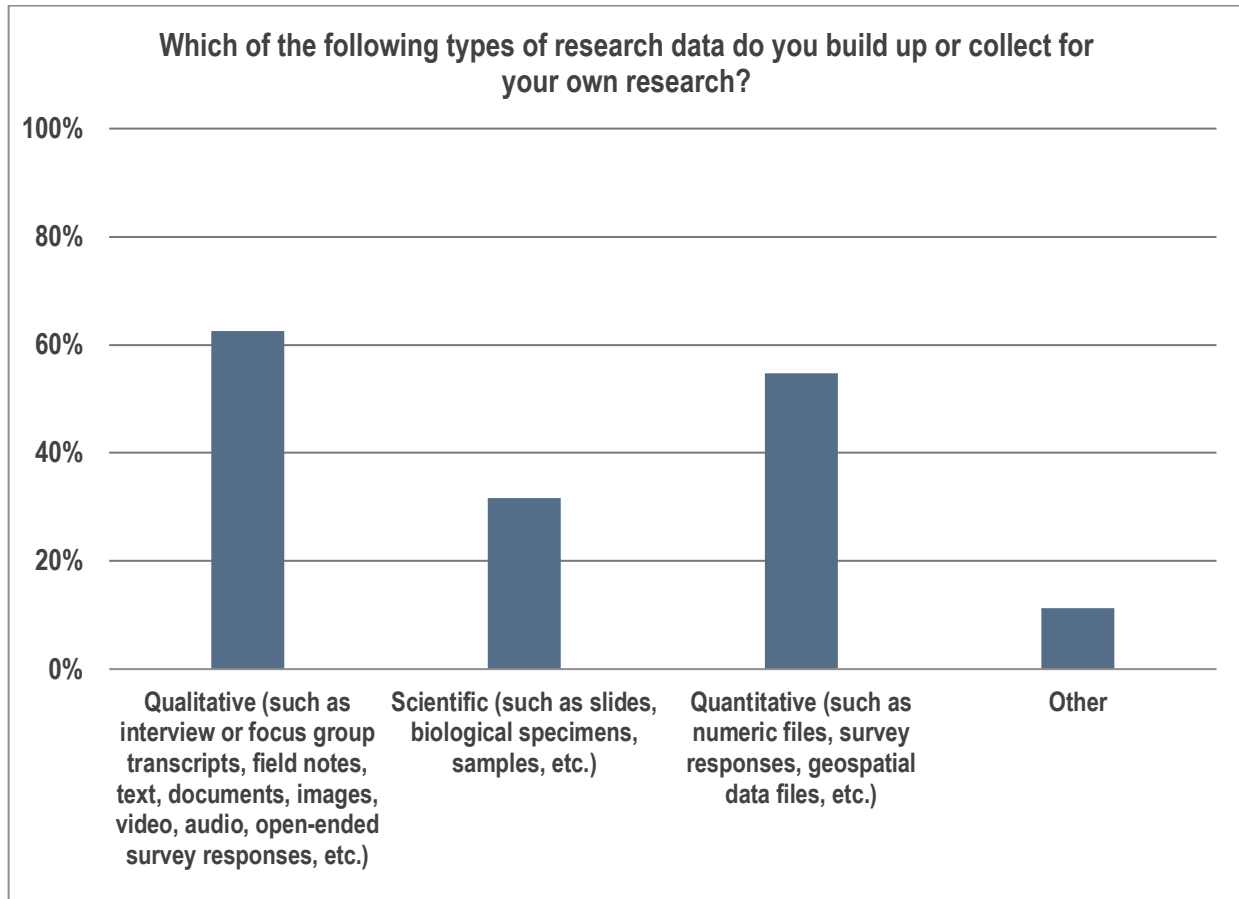
How important is it to you that your research reaches each of the following possible audiences?
[10 = extremely important; 1 = not at all important]



Q15 [Contingent on respondent conducting academic research] [Multiple selections possible]

Which of the following types of research data do you build up or collect for your own research?
Please select all that apply:

	Response	Percent
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	184	62.59%
Scientific (such as slides, biological specimens, samples, etc.)	93	31.63%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	161	54.76%
Other	33	11.22%
	471	



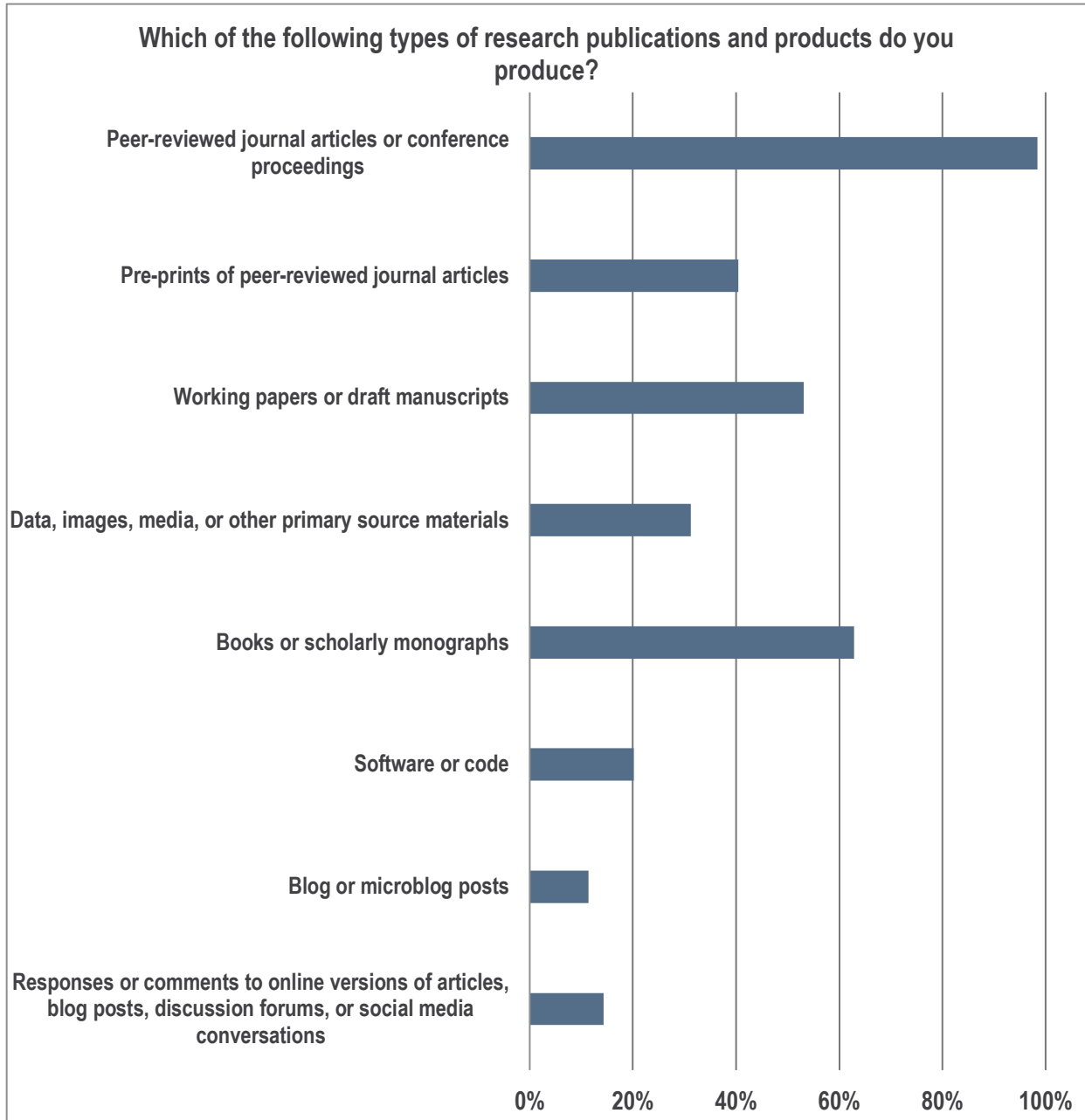
Q16 [Contingent on respondent conducting academic research] [Multiple selections possible]

Which of the following types of research publications and products do you produce? Please select all that apply.

	Response	Percent
Peer-reviewed journal articles or conference proceedings	302	98.37%
Pre-prints of peer-reviewed journal articles	124	40.39%
Working papers or draft manuscripts	163	53.09%
Data, images, media, or other primary source materials	96	31.27%
Books or scholarly monographs	193	62.87%
Software or code	62	20.20%
Blog or microblog posts	35	11.40%
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	44	14.33%
	1,019	

Q16 [Contingent on respondent conducting academic research] [Multiple selections possible]

Which of the following types of research publications and products do you produce? Please select all that apply.



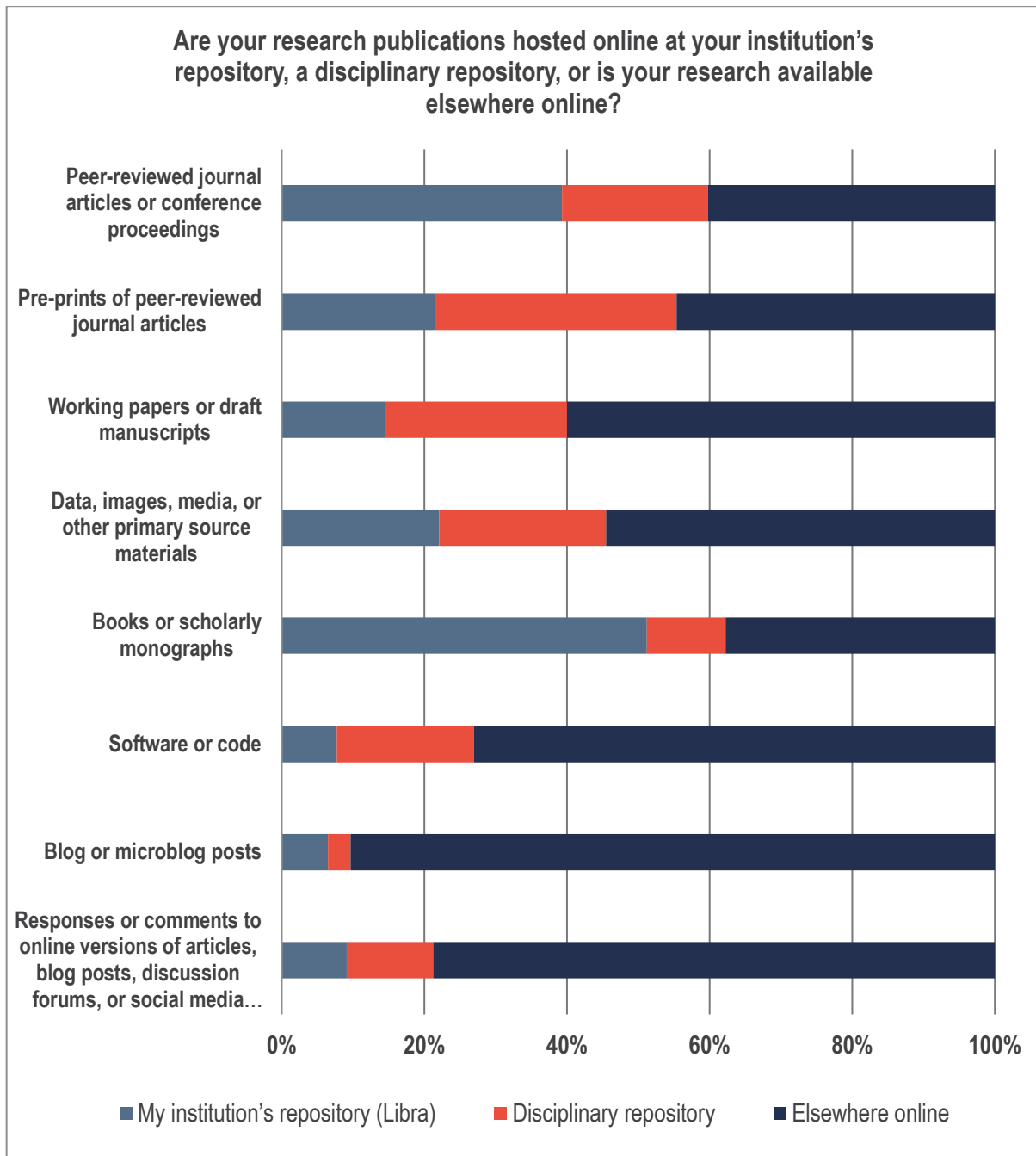
Q17 [Contingent – if respondent answers “yes” to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution’s repository, [Libra], a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

	My institution’s repository (Libra)	Disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	48.83%	25.39%	50.00%	318
Pre-prints of peer-reviewed journal articles	25.00%	39.58%	52.08%	112
Working papers or draft manuscripts	16.67%	29.17%	68.75%	110
Data, images, media, or other primary source materials	26.56%	28.13%	65.63%	77
Books or scholarly monographs	60.19%	12.96%	44.44%	127
Software or code	8.51%	21.28%	80.85%	52
Blog or microblog posts	6.67%	3.33%	93.33%	31
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	9.68%	12.90%	83.87%	33

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

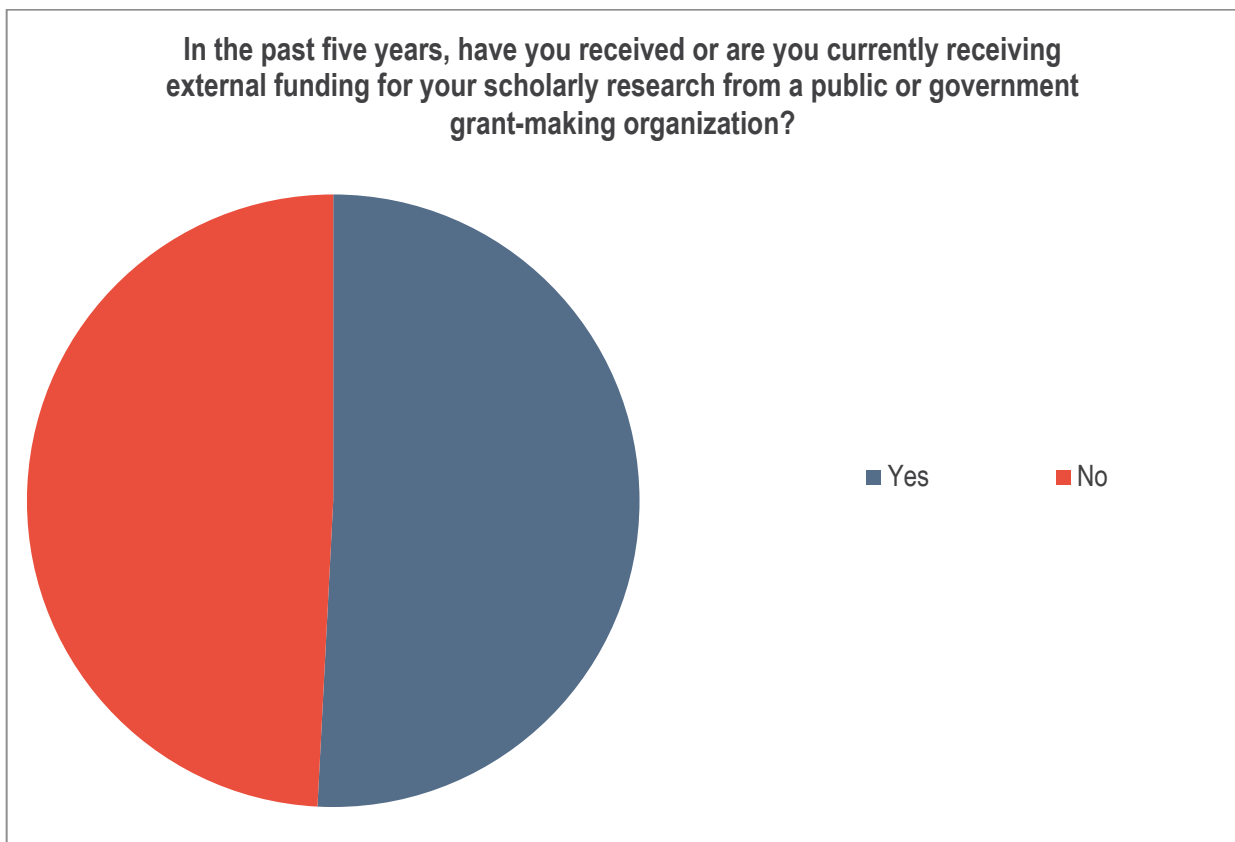
Are your research publications and/or products freely available online through your institution’s repository, [Libra], a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply



Q18 [Contingent on respondent conducting academic research]

In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

	Response	Percent
Yes	155	50.82%
No	150	49.18%
	305	100%



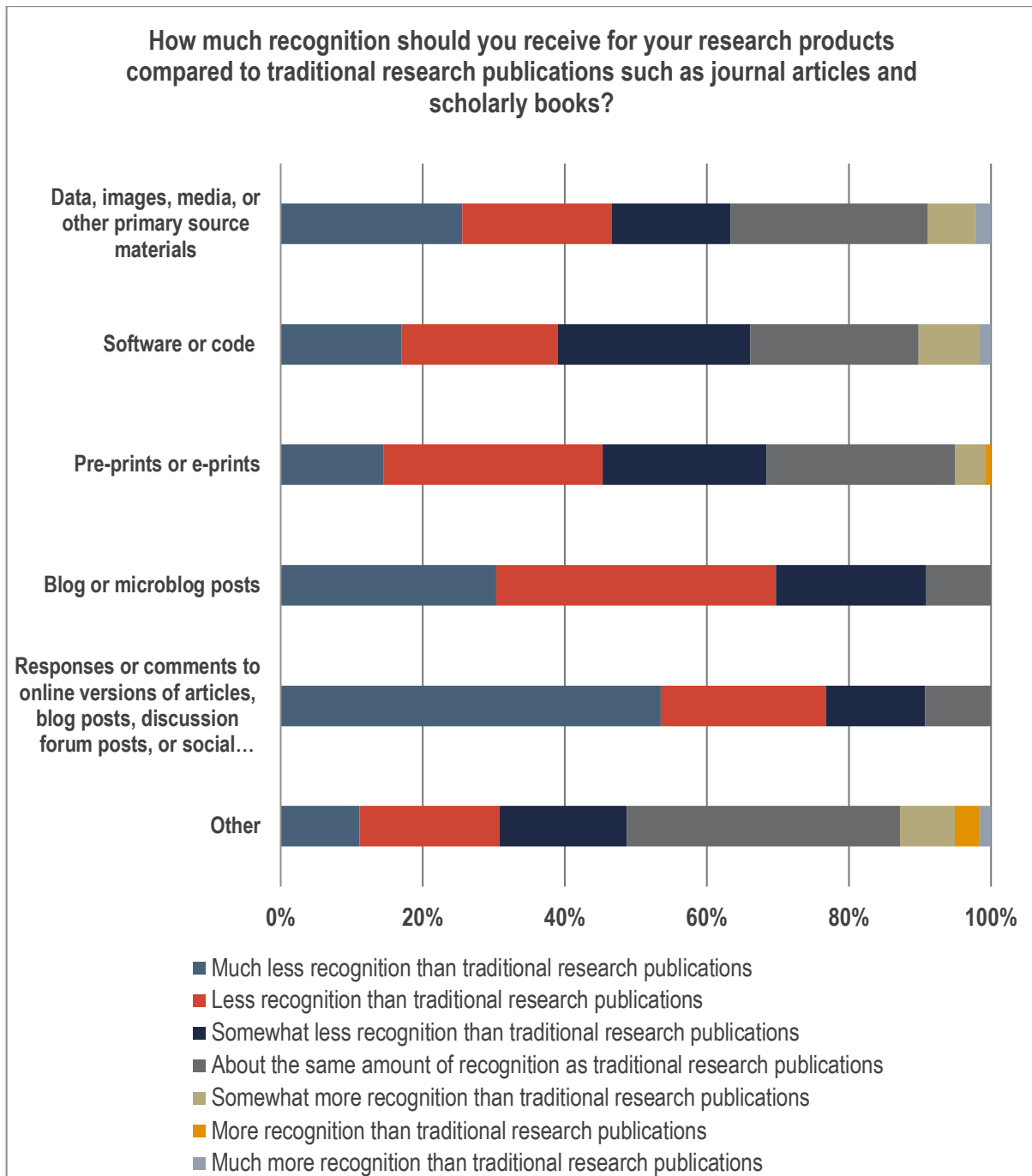
Q19 [Contingent on selections of “yes” to Q16 – only options that respondent selects as “yes” will be pulled into this question]

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

	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications	Response
Data, images, media, or other primary source materials	25.56%	21.11%	16.67%	27.78%	6.67%	0.00%	2.22%	90
Software or code	16.95%	22.03%	27.12%	23.73%	8.47%	0.00%	1.69%	59
Pre-prints or e-prints	14.53%	30.77%	23.08%	26.50%	4.27%	0.85%	0.00%	117
Blog or microblog posts	30.30%	39.39%	21.21%	9.09%	0.00%	0.00%	0.00%	33
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	53.49%	23.26%	13.95%	9.30%	0.00%	0.00%	0.00%	43
Other	11.11%	19.66%	17.95%	38.46%	7.69%	3.42%	1.71%	117

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

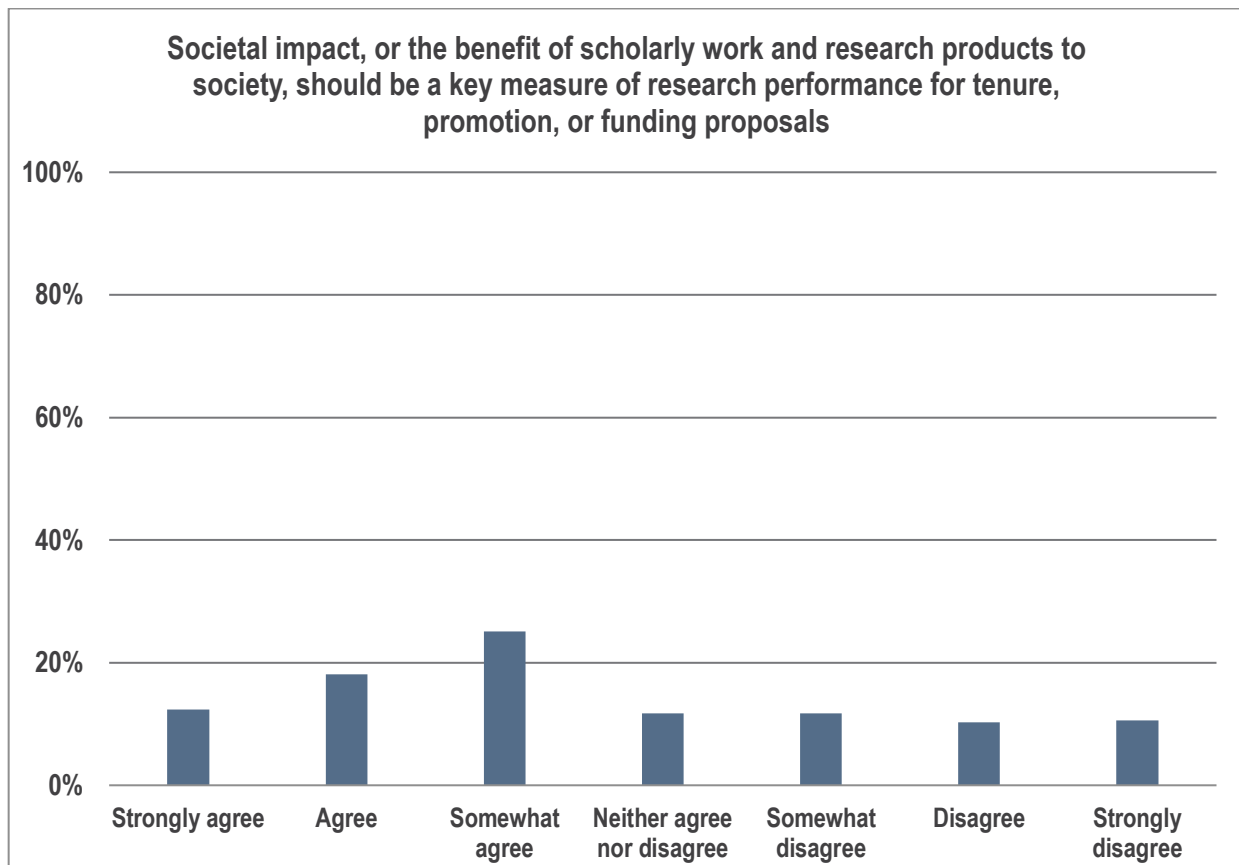
When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



Q20

Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals.

	Response	Percent
Strongly agree	41	12.39%
Agree	60	18.13%
Somewhat agree	83	25.08%
Neither agree nor disagree	39	11.78%
Somewhat disagree	39	11.78%
Disagree	34	10.27%
Strongly disagree	35	10.57%
	331	100%



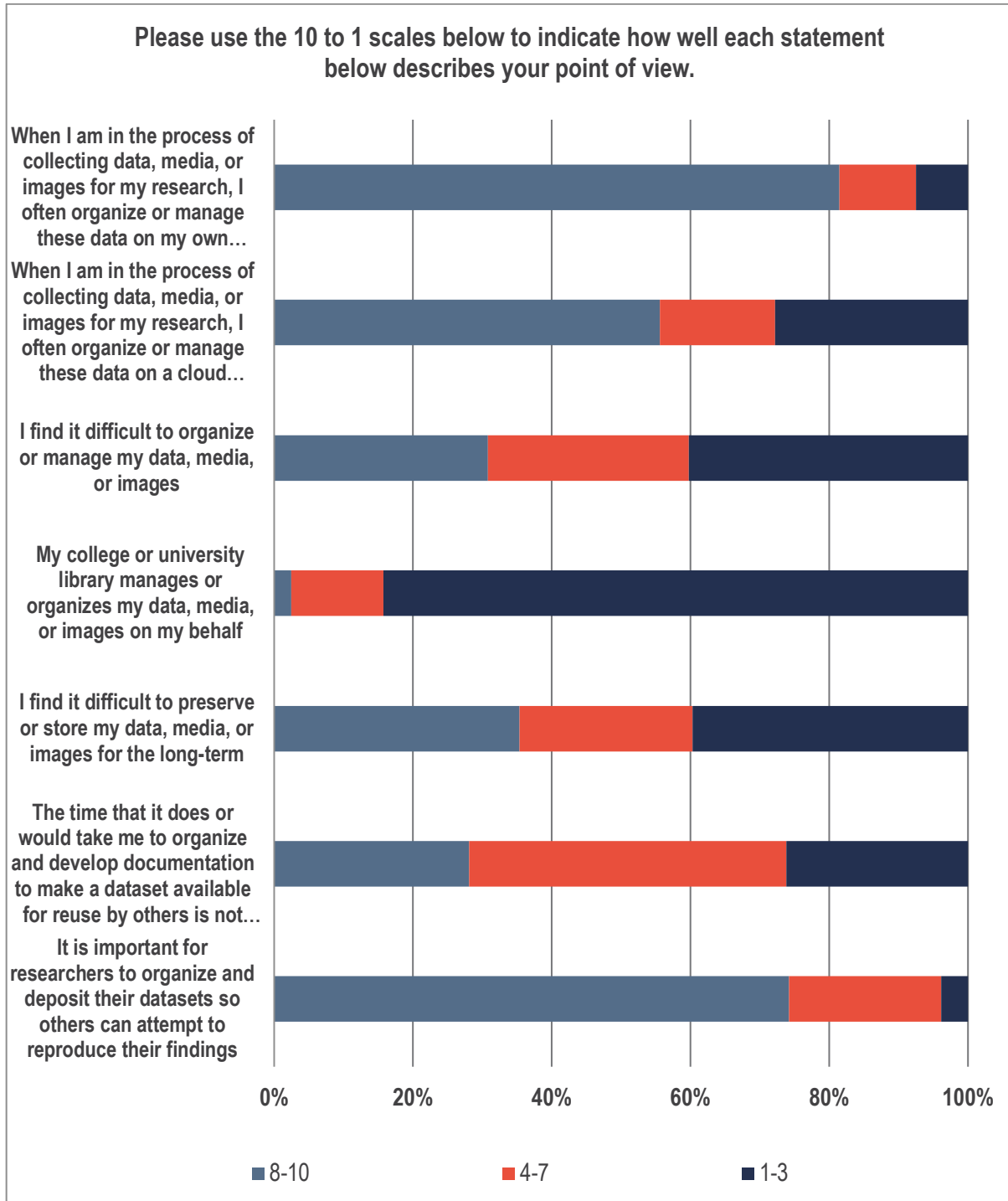
Q21 [Contingent on respondent selecting at least one option from Q15]

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

	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	81.49%	11.03%	7.47%	281
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.)	55.60%	16.61%	27.80%	277
I find it difficult to organize or manage my data, media, or images	30.80%	28.99%	40.22%	276
My college or university library manages or organizes my data, media, or images on my behalf	2.50%	13.21%	84.29%	280
I find it difficult to preserve or store my data, media, or images for the long-term	35.38%	24.91%	39.71%	277
The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not worth it	28.10%	45.75%	26.14%	153
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	74.19%	21.94%	3.87%	155

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

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



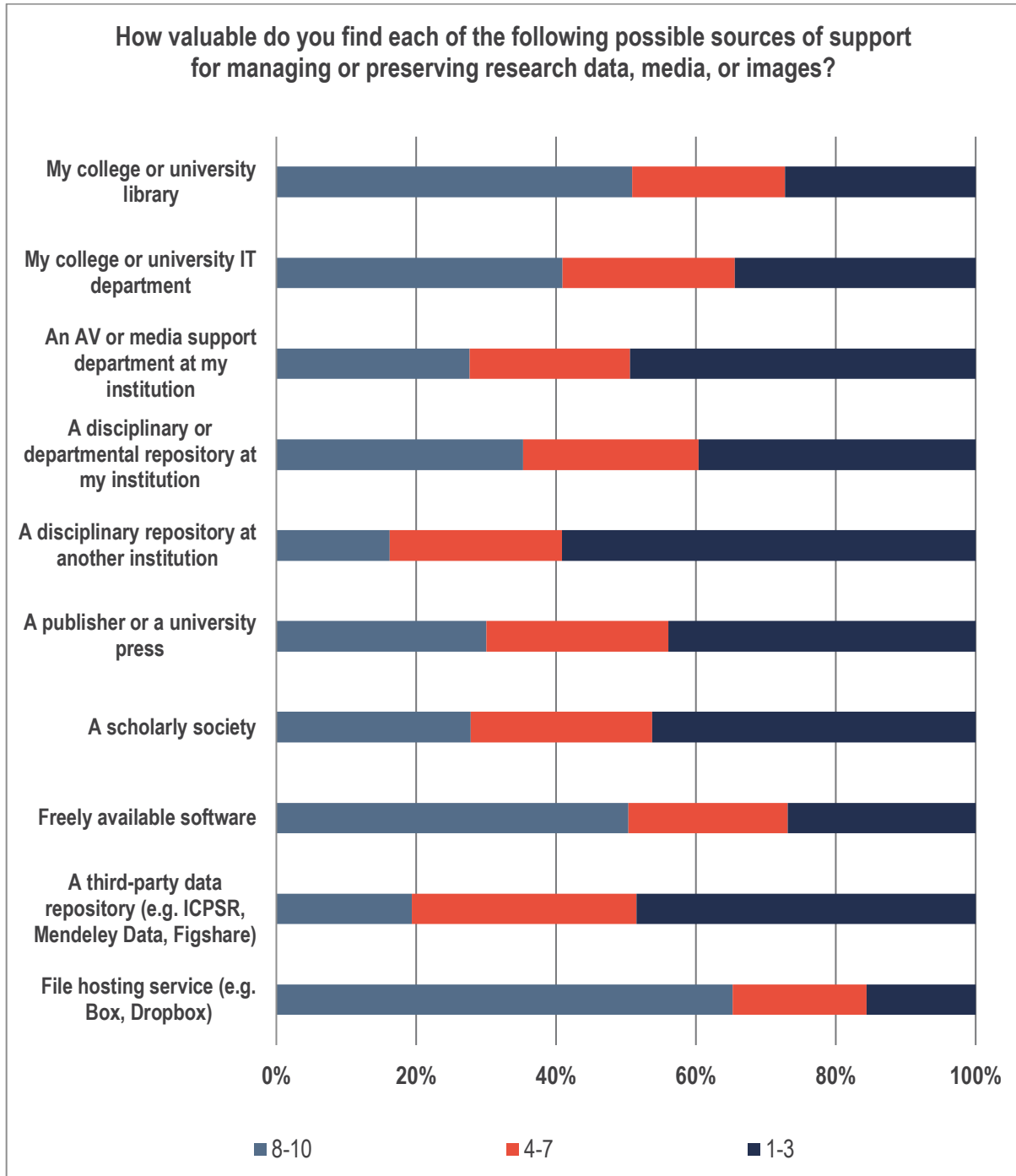
Q22 [Contingent on respondent selecting at least one option from Q15]

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

	8-10	4-7	1-3	Response
My college or university library	50.90%	21.86%	27.24%	279
My college or university IT department	40.94%	24.64%	34.42%	276
An AV or media support department at my institution	27.64%	22.91%	49.45%	275
A disciplinary or departmental repository at my institution	35.27%	25.09%	39.64%	275
A disciplinary repository at another institution	16.18%	24.63%	59.19%	272
A publisher or a university press	30.04%	26.01%	43.96%	273
A scholarly society	27.78%	25.93%	46.30%	270
Freely available software	50.37%	22.79%	26.84%	272
A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)	19.40%	32.09%	48.51%	268
File hosting service (e.g. Box, Dropbox)	65.22%	19.20%	15.58%	276

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

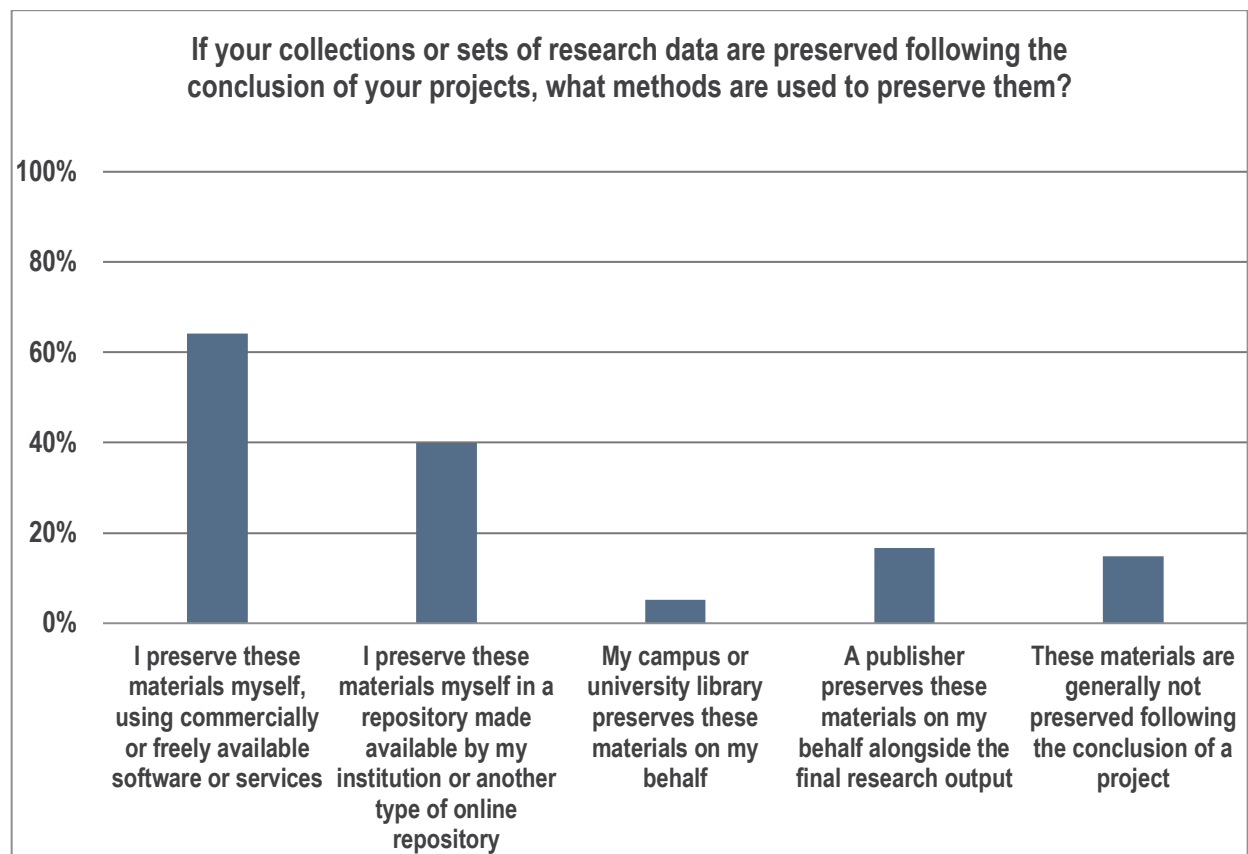
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]



Q23 [Contingent on respondent selecting at least one option from Q15] [Multiple selections possible]

If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	174	64.21%
I preserve these materials myself in a repository made available by my institution or another type of online repository	108	39.85%
My campus or university library preserves these materials on my behalf	14	5.17%
A publisher preserves these materials on my behalf alongside the final research output	45	16.61%
These materials are generally not preserved following the conclusion of a project	40	14.76%
	381	



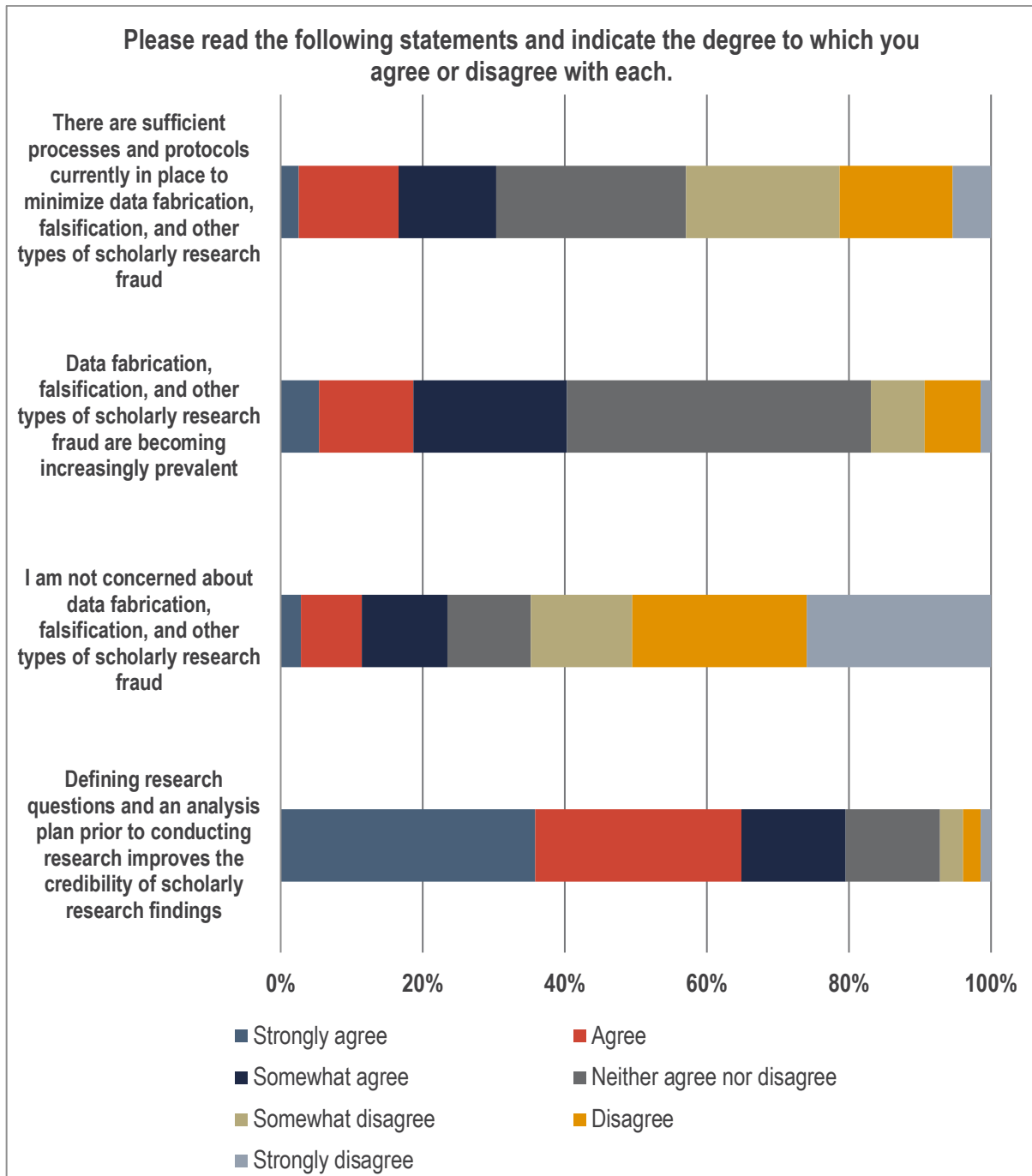
Q24 [Contingent on respondent selecting at least one option from Q15]

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	2.53%	14.08%	13.72%	26.71%	21.66%	15.88%	5.42%	277
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	5.40%	13.31%	21.58%	42.81%	7.55%	7.91%	1.44%	278
I am not concerned about data fabrication, falsification, and other types of scholarly research fraud	2.85%	8.54%	12.10%	11.74%	14.23%	24.56%	25.98%	281
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	35.84%	29.03%	14.70%	13.26%	3.23%	2.51%	1.43%	279

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

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



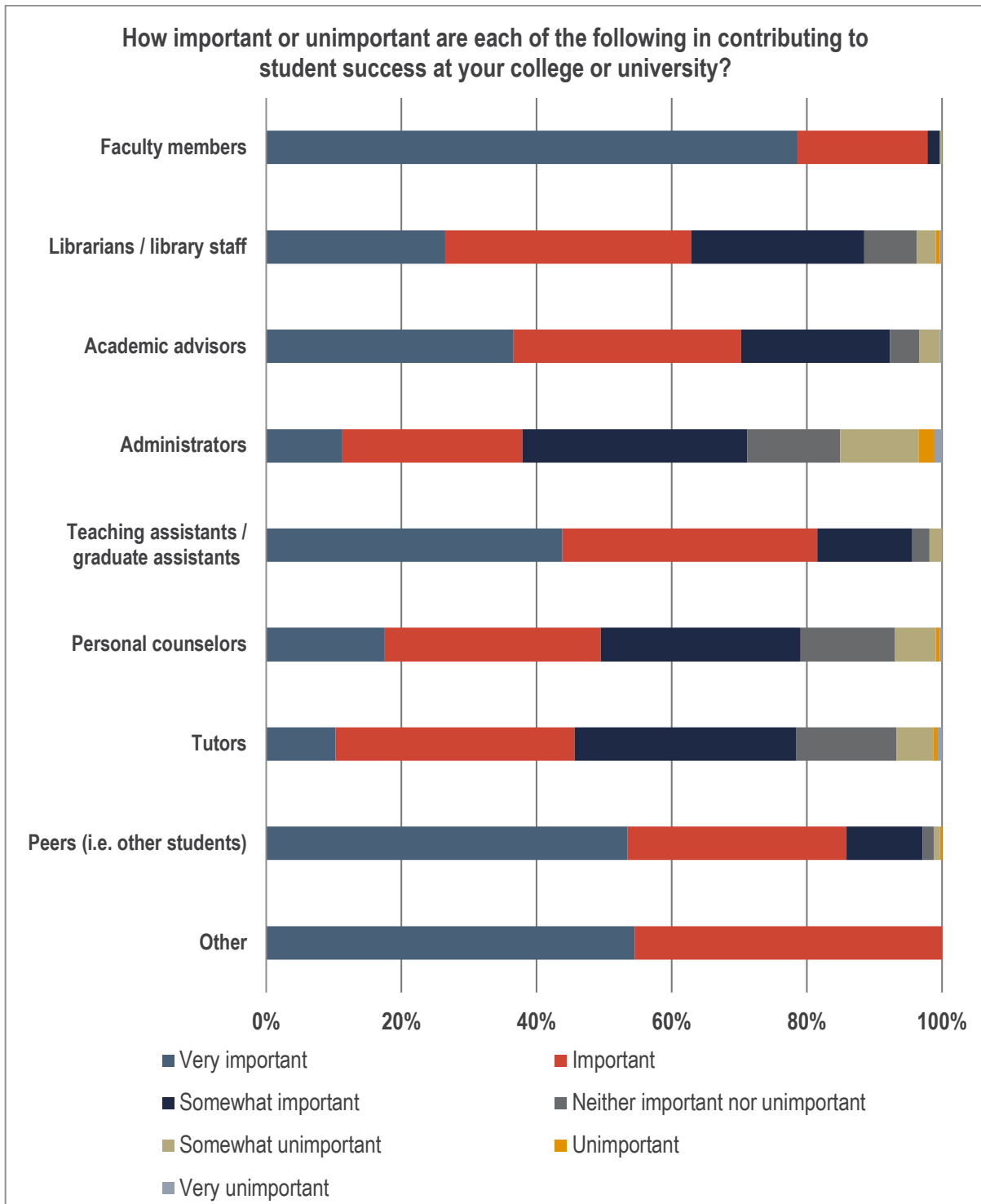
Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

	Very important	Important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Unimportant	Very unimportant	Response
Faculty members	78.57%	19.25%	1.86%	0.00%	0.31%	0.00%	0.00%	322
Librarians / library staff	26.48%	36.45%	25.55%	7.79%	2.80%	0.62%	0.31%	321
Academic advisors	36.53%	33.75%	21.98%	4.33%	3.10%	0.00%	0.31%	323
Administrators	11.29%	26.65%	33.23%	13.79%	11.60%	2.19%	1.25%	319
Teaching assistants / graduate assistants	43.75%	37.81%	14.06%	2.50%	1.88%	0.00%	0.00%	320
Personal counselors	17.46%	32.06%	29.52%	13.97%	6.03%	0.63%	0.32%	315
Tutors	10.29%	35.37%	32.80%	14.79%	5.47%	0.64%	0.64%	311
Peers (i.e. other students)	53.46%	32.39%	11.32%	1.57%	0.94%	0.31%	0.00%	318
Other	54.55%	45.45%	0.00%	0.00%	0.00%	0.00%	0.00%	11

Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]



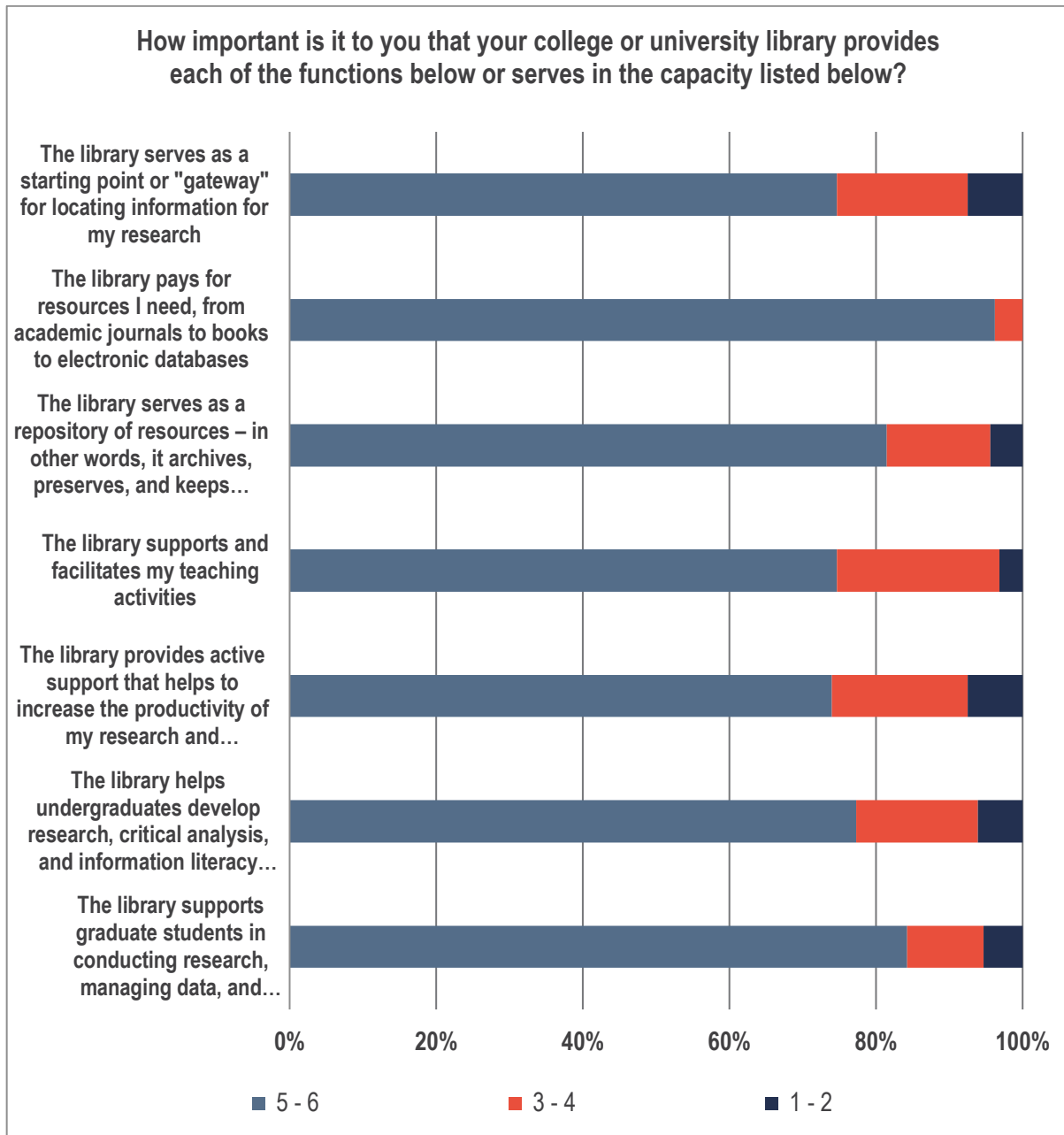
Q26

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

	5-6	3-4	1-2	Response
The library serves as a starting point or “gateway” for locating information for my research	74.69%	17.81%	7.50%	320
The library pays for resources I need, from academic journals to books to electronic databases	96.24%	3.76%	0.00%	319
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	81.45%	14.15%	4.40%	318
The library supports and facilitates my teaching activities	74.68%	22.15%	3.16%	316
The library provides active support that helps to increase the productivity of my research and scholarship	73.98%	18.50%	7.52%	319
The library helps undergraduates develop research, critical analysis, and information literacy skills	77.32%	16.61%	6.07%	313
The library supports graduate students in conducting research, managing data, and publishing scholarship	84.23%	10.41%	5.36%	317

Q26

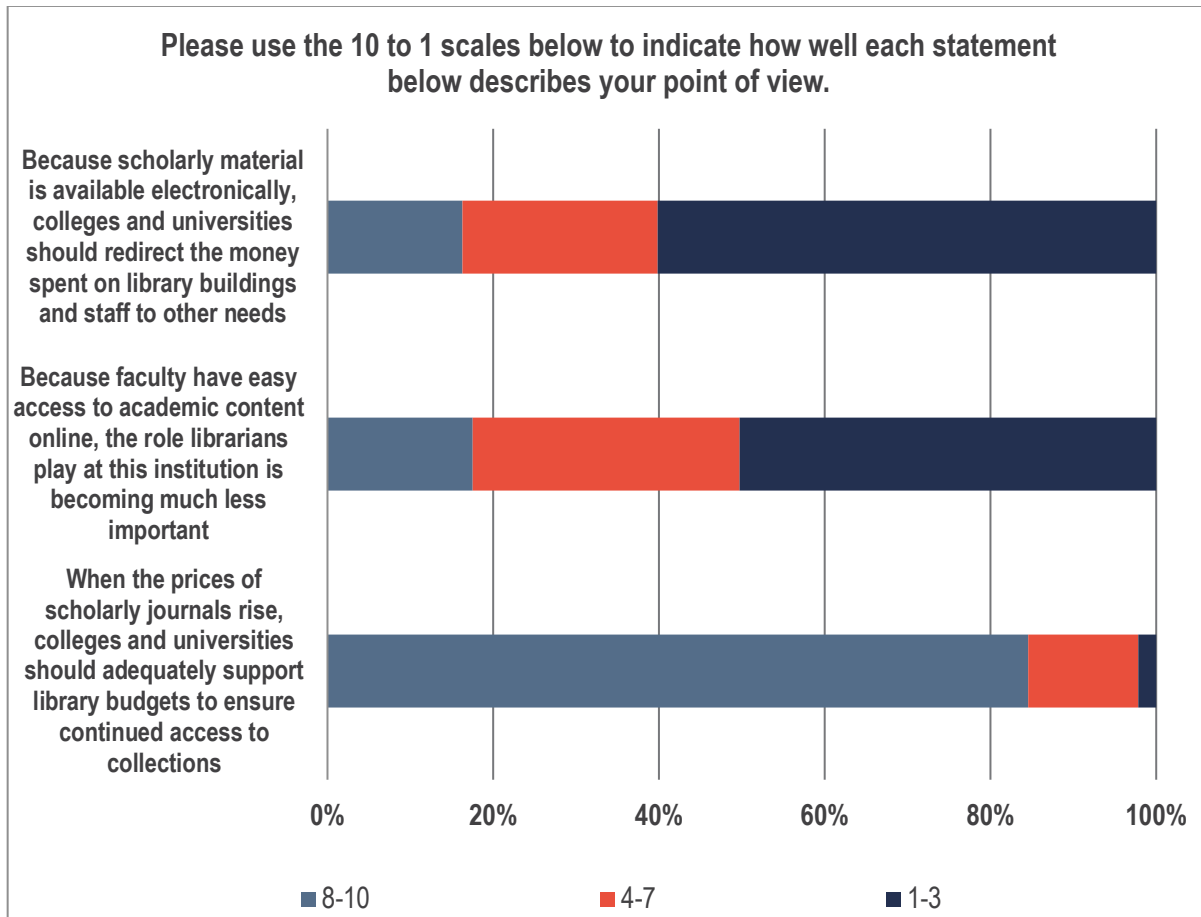
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



Q27

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

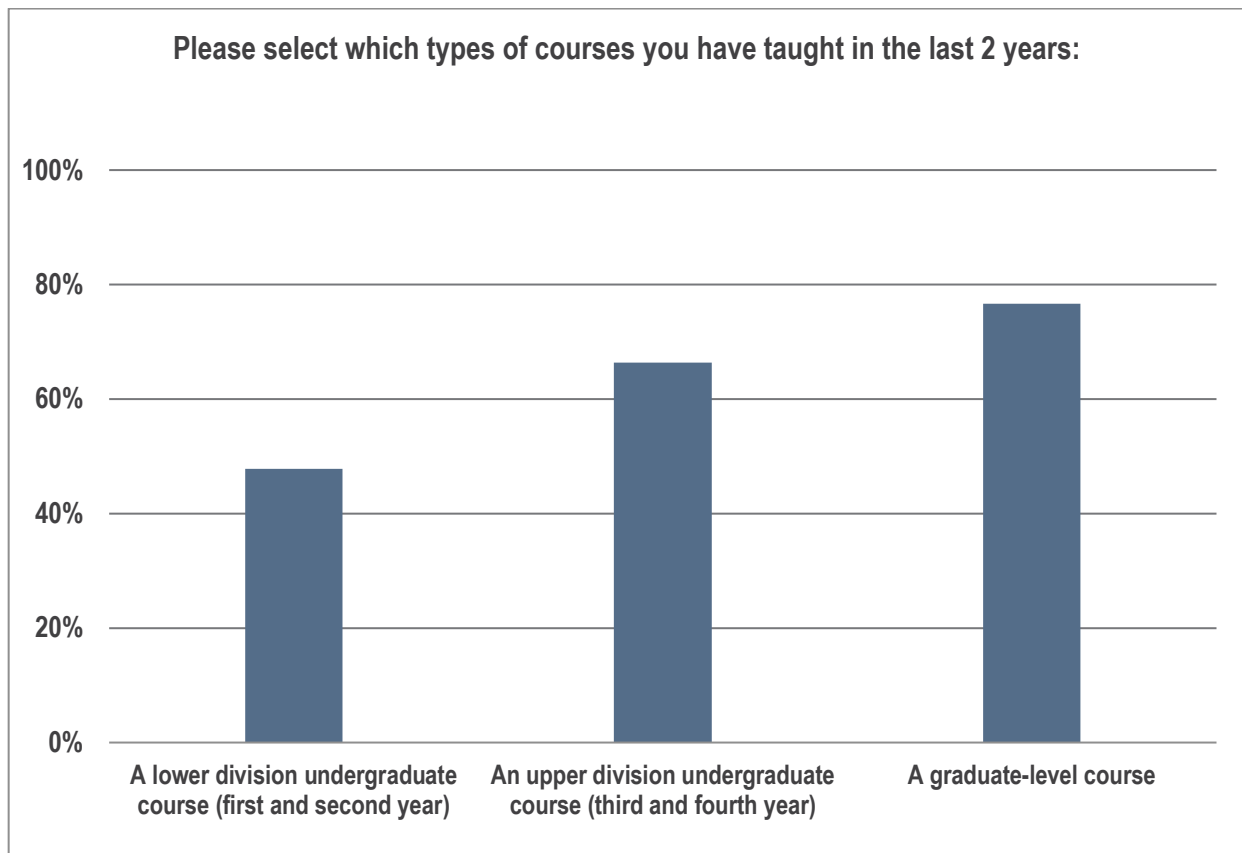
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	16.30%	23.51%	60.19%	319
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	17.50%	32.19%	50.31%	320
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	84.59%	13.21%	2.20%	318



Q28 [Teaching is among respondent's professional responsibilities] [Multiple selections possible]

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

	Response	Percent
A lower division undergraduate course (first and second year)	139	47.77%
An upper division undergraduate course (third and fourth year)	193	66.32%
A graduate-level course	223	76.63%
	555	



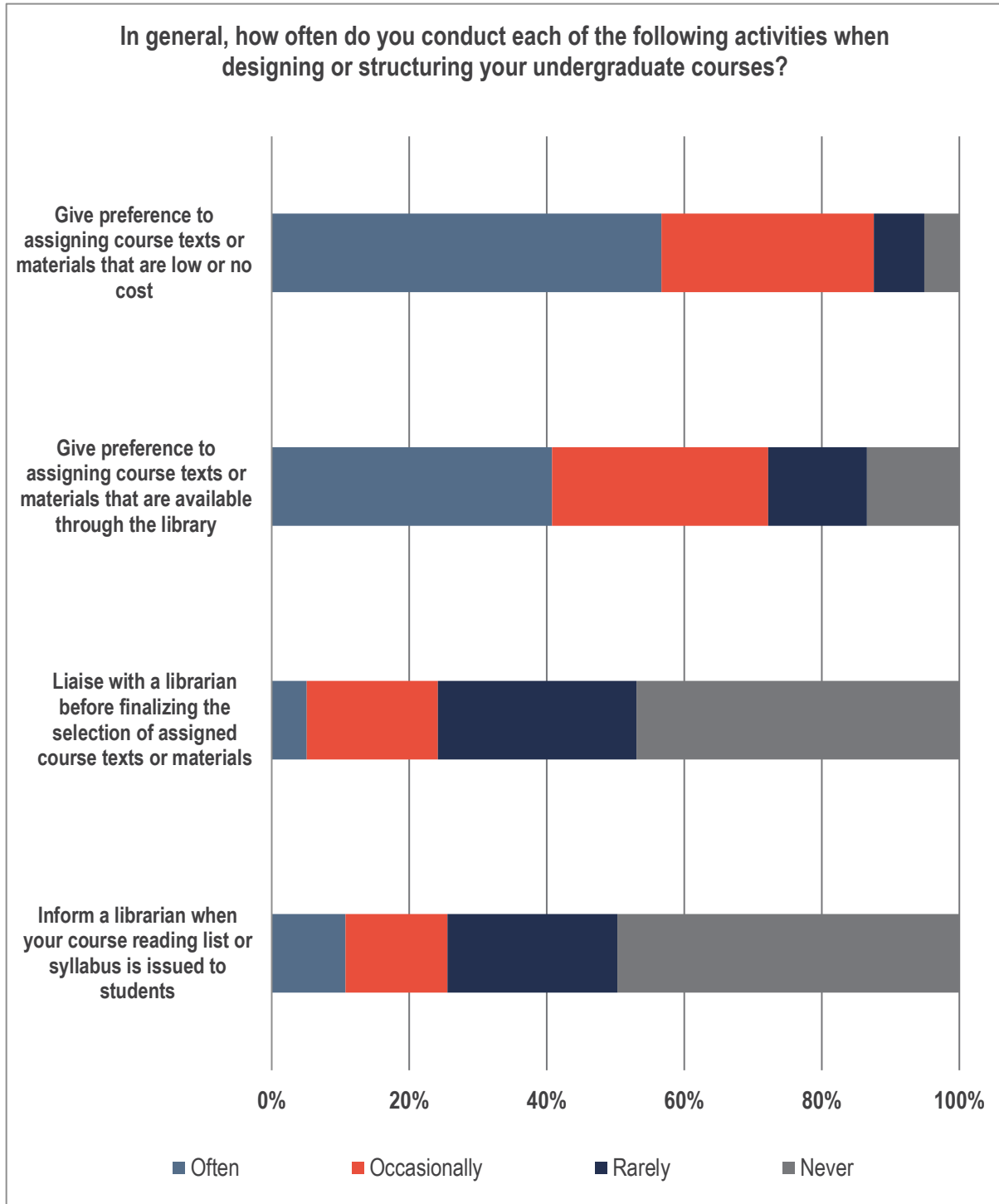
Q29 [Contingent on respondent selecting “lower division” or “upper division” in previous Q]

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

	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are low or no cost	56.68%	30.88%	7.37%	5.07%	217
Give preference to assigning course texts or materials that are available through the library	40.74%	31.48%	14.35%	13.43%	216
Liaise with a librarian before finalizing the selection of assigned course texts or materials	5.12%	19.07%	28.84%	46.98%	215
Inform a librarian when your course reading list or syllabus is issued to students	10.70%	14.88%	24.65%	49.77%	215

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

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



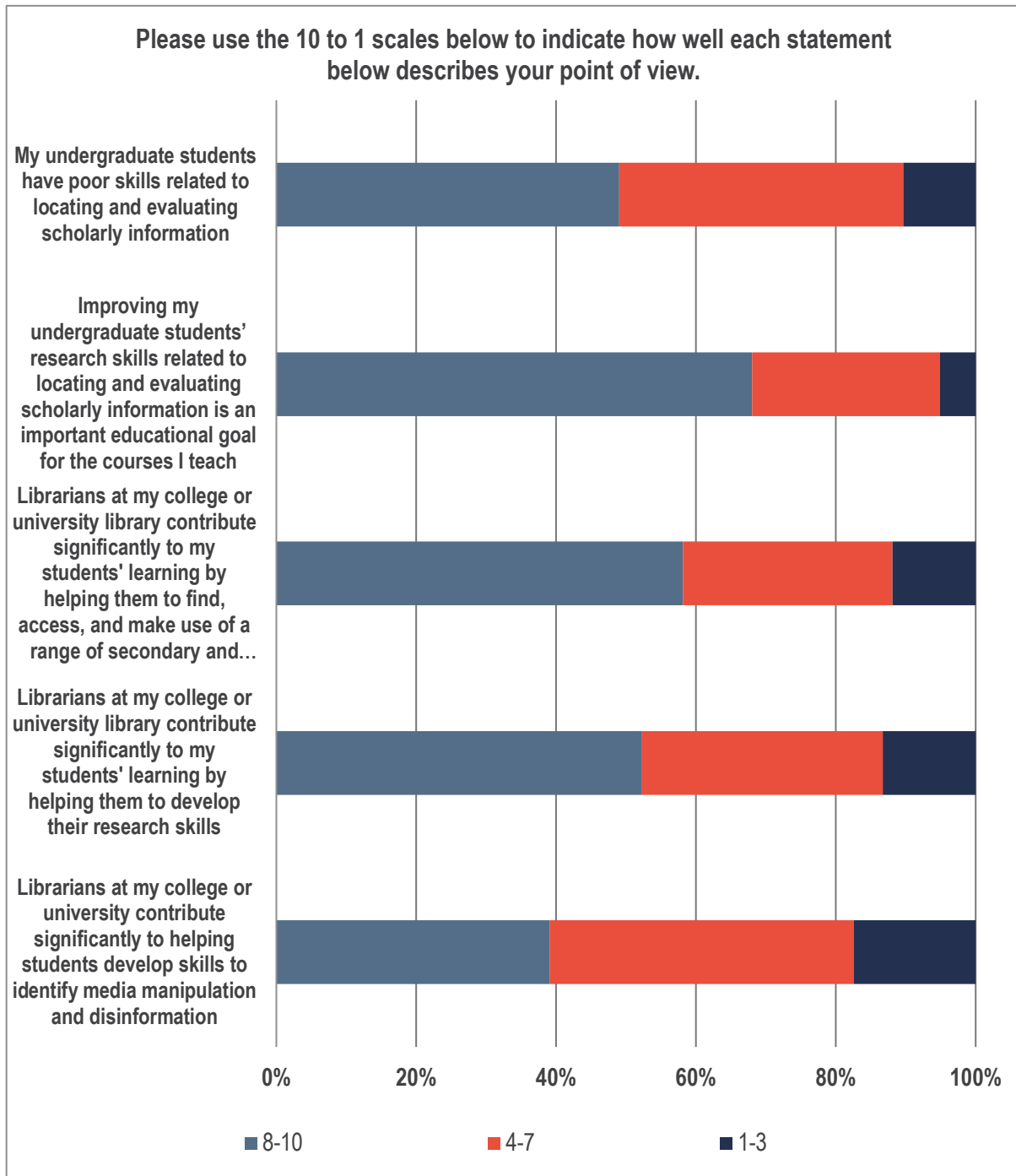
Q30 [Respondent has taught any type of course in past 2 years]

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

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	49.06%	40.57%	10.38%	212
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	68.06%	26.85%	5.09%	216
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	58.12%	29.96%	11.91%	277
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	52.16%	34.53%	13.31%	278
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	39.03%	43.49%	17.47%	269

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

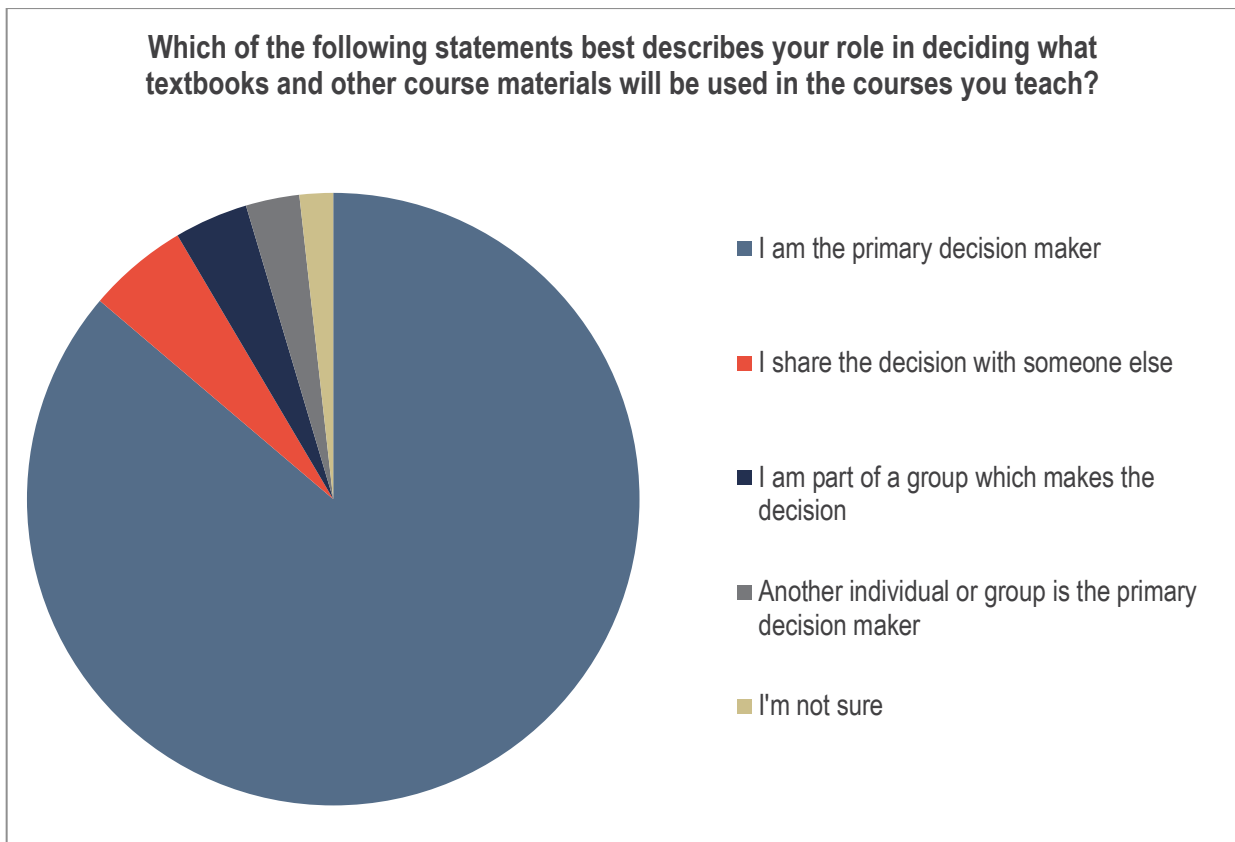
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q31 [Respondent has taught any type of course in past 2 years]

Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

	Response	Percent
I am the primary decision maker	244	86.22%
I share the decision with someone else	15	5.30%
I am part of a group which makes the decision	11	3.89%
Another individual or group is the primary decision maker	8	2.83%
I'm not sure	5	1.77%
	283	100%



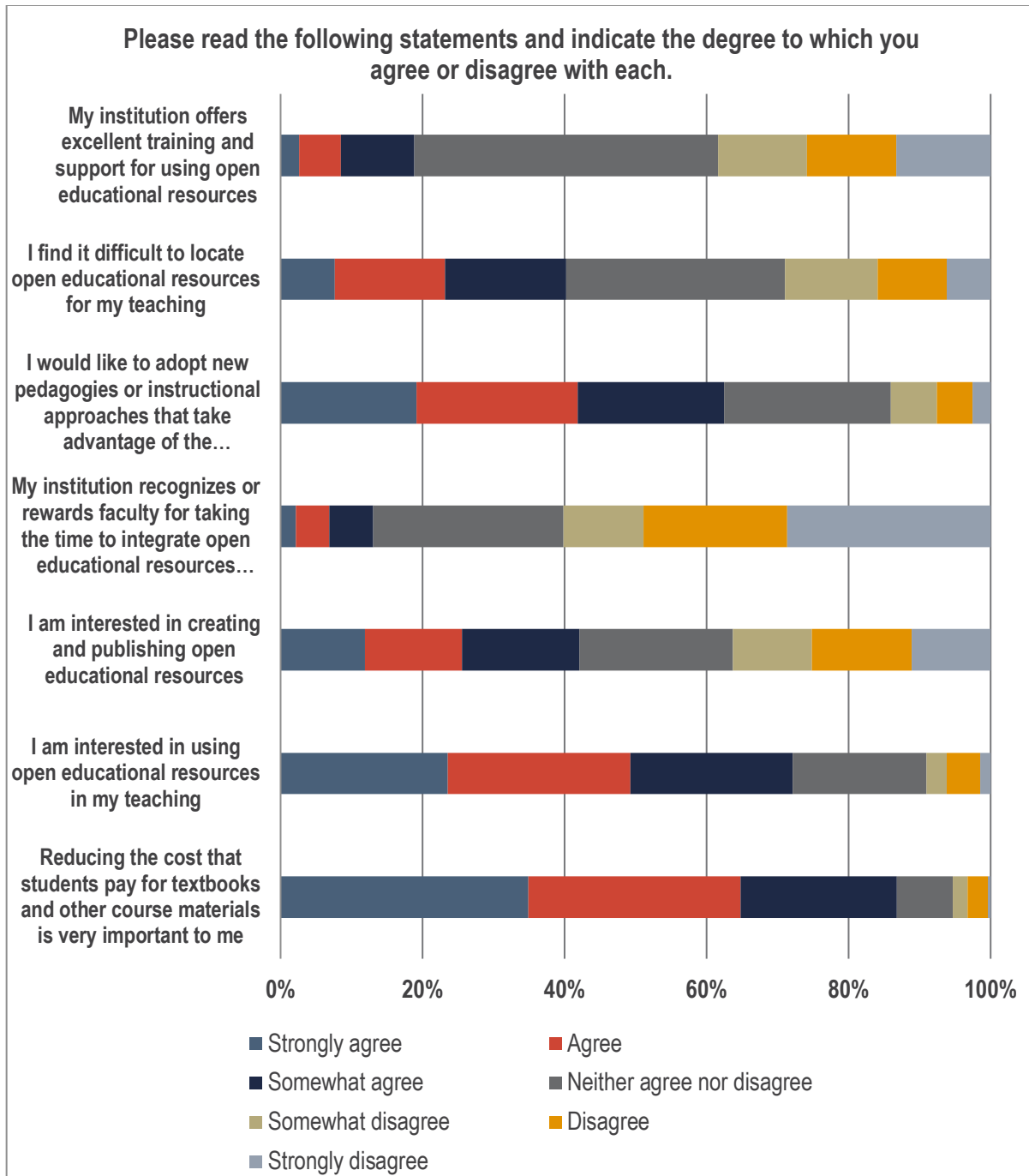
Q32 [Respondent has taught any type of course in past 2 years]

Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
My institution offers excellent training and support for using open educational resources	2.58%	5.90%	10.33%	42.80%	12.55%	12.55%	13.28%	271
I find it difficult to locate open educational resources for my teaching	7.61%	15.58%	17.03%	30.80%	13.04%	9.78%	6.16%	276
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources	19.13%	22.74%	20.58%	23.47%	6.50%	5.05%	2.53%	277
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	2.17%	4.71%	6.16%	26.81%	11.23%	20.29%	28.62%	276
I am interested in creating and publishing open educational resources	11.87%	13.67%	16.55%	21.58%	11.15%	14.03%	11.15%	278
I am interested in using open educational resources in my teaching	23.55%	25.72%	22.83%	18.84%	2.90%	4.71%	1.45%	276
Reducing the cost that students pay for textbooks and other course materials is very important to me	34.88%	29.89%	22.06%	7.83%	2.14%	2.85%	0.36%	281

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

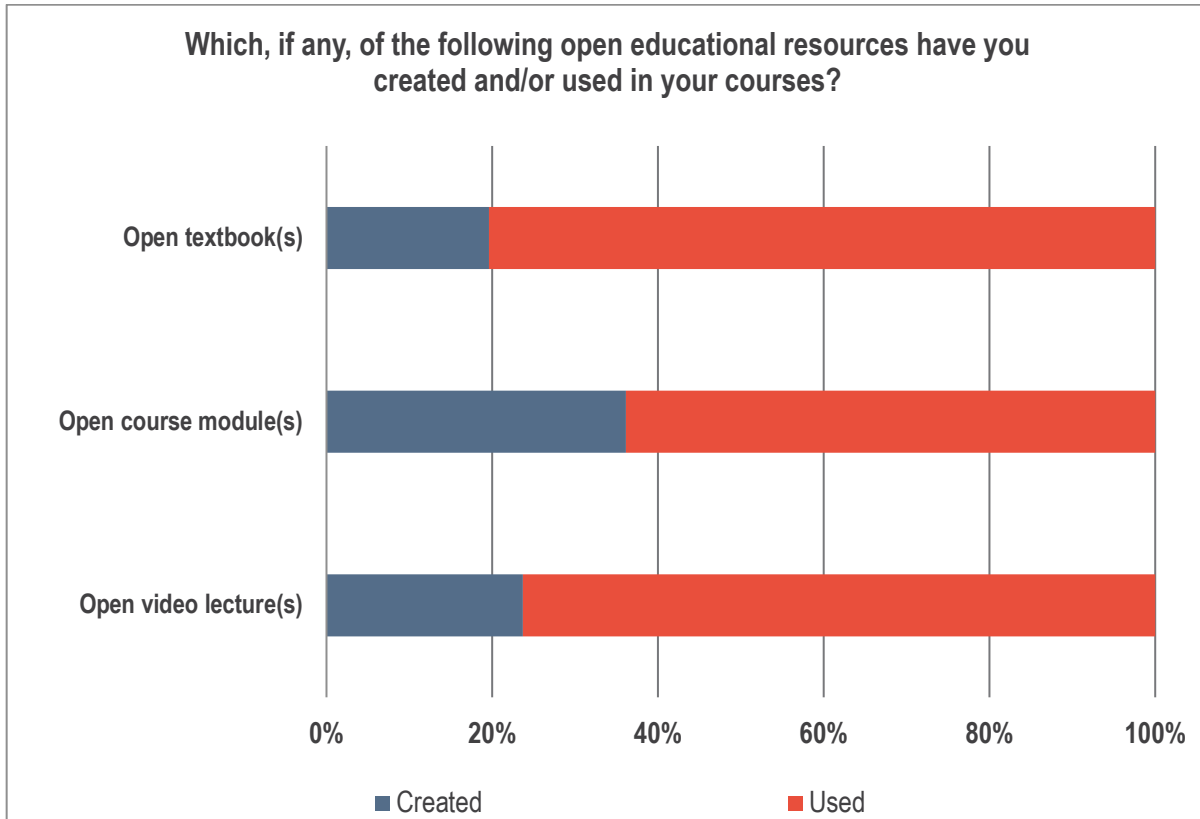
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]



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

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

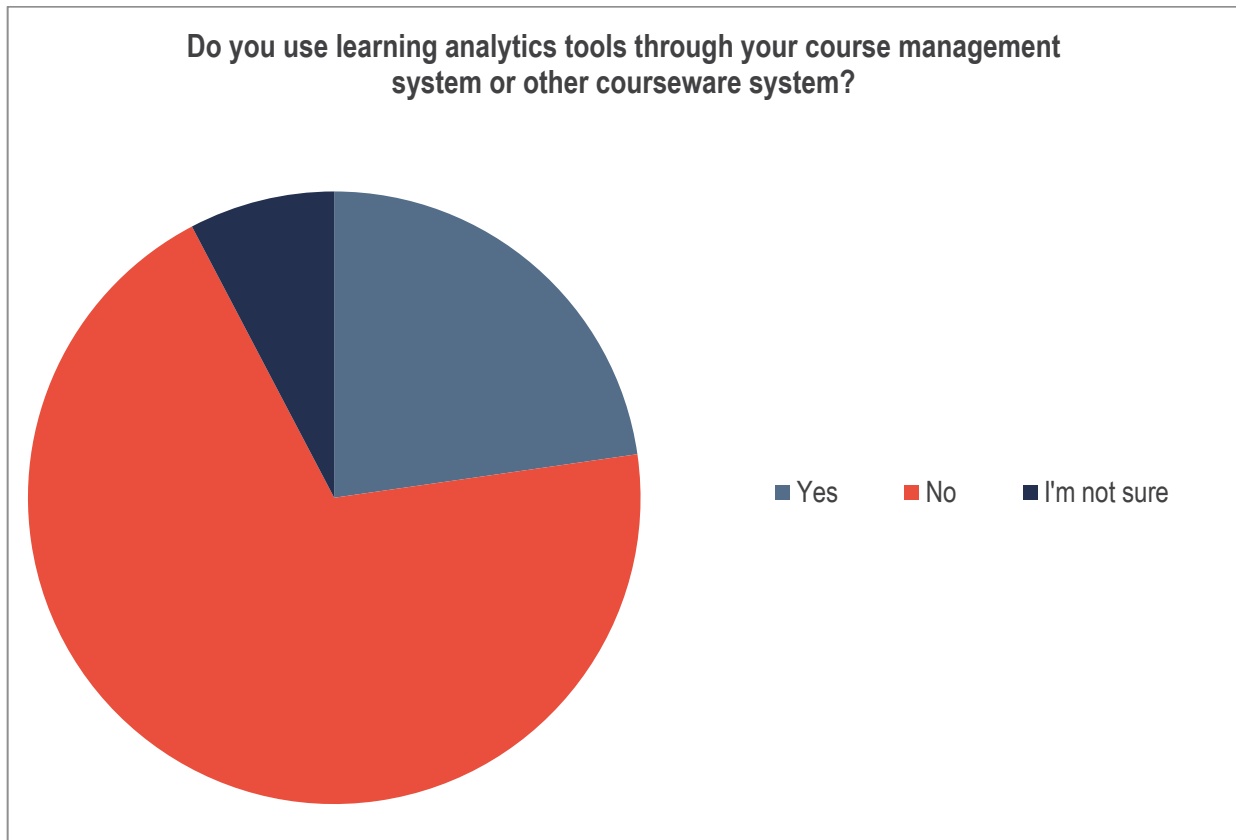
	Created	Used	Response
Open textbook(s)	21.05%	86.32%	102
Open course module(s)	40.00%	70.77%	72
Open video lecture(s)	26.14%	84.09%	97



Q34 [Respondent has taught any type of course in past 2 years]

Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

	Response	Percent
Yes	65	22.73%
No	199	69.58%
I'm not sure	22	7.69%
	286	100%



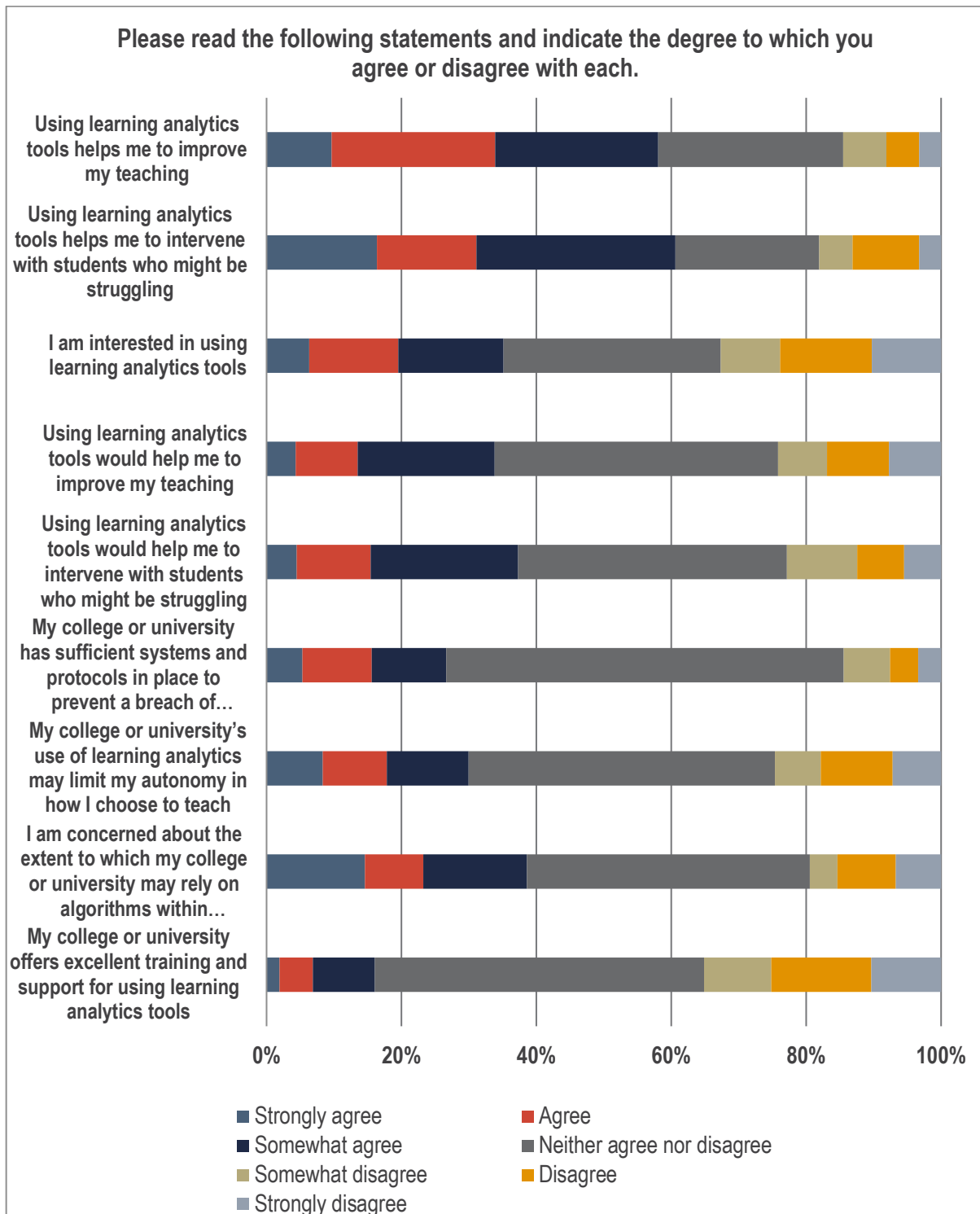
Q35 [Respondent has taught any type of course in past 2 years]

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
Using learning analytics tools helps me to improve my teaching	9.68%	24.19%	24.19%	27.42%	6.45%	4.84%	3.23%	62
Using learning analytics tools helps me to intervene with students who might be struggling	16.39%	14.75%	29.51%	21.31%	4.92%	9.84%	3.28%	61
I am interested in using learning analytics tools	6.34%	13.17%	15.61%	32.20%	8.78%	13.66%	10.24%	205
Using learning analytics tools would help me to improve my teaching	4.35%	9.18%	20.29%	42.03%	7.25%	9.18%	7.73%	207
Using learning analytics tools would help me to intervene with students who might be struggling	4.48%	10.95%	21.89%	39.80%	10.45%	6.97%	5.47%	201
My college or university has sufficient systems and protocols in place to prevent a breach of student activity data	5.32%	10.27%	11.03%	58.94%	6.84%	4.18%	3.42%	263
My college or university's use of learning analytics may limit my autonomy in how I choose to teach	8.33%	9.47%	12.12%	45.45%	6.82%	10.61%	7.20%	264
I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools	14.61%	8.61%	15.36%	41.95%	4.12%	8.61%	6.74%	267
My college or university offers excellent training and support for using learning analytics tools	1.91%	4.96%	9.16%	48.85%	9.92%	14.89%	10.31%	262

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

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



Scholarly Communication

SC1

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

SC2

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

SC3

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

SC4

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

SC5 [Contingent on respondent selecting "no" in SC4]

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

SC6 [Contingent on respondent selecting "yes" in SC4]

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

SC7

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

SC8

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

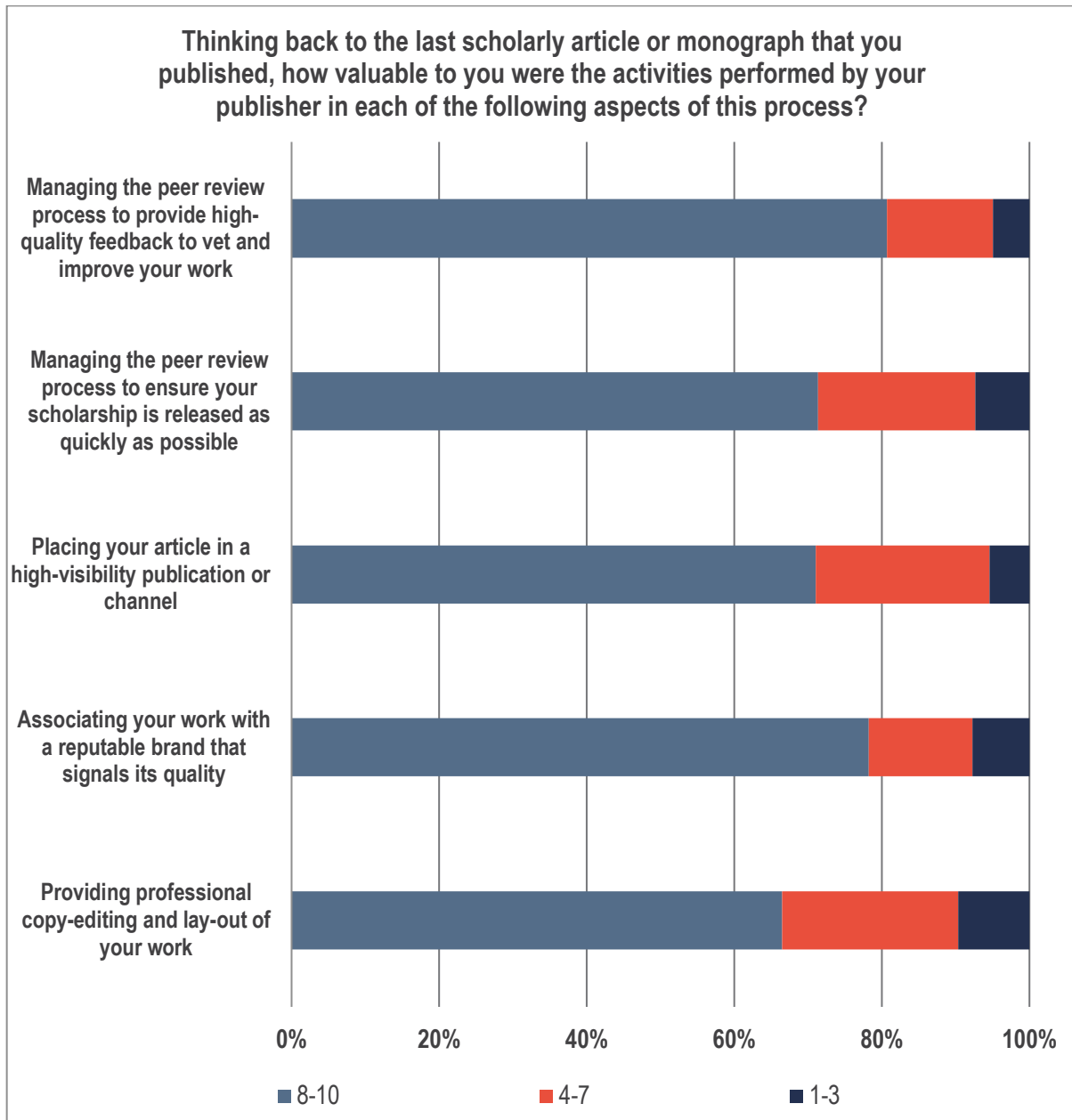
SC1

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

	8-10	4-7	1-3	Response
Managing the peer review process to provide high-quality feedback to vet and improve your work	80.73%	14.29%	4.98%	301
Managing the peer review process to ensure your scholarship is released as quickly as possible	71.33%	21.33%	7.33%	300
Placing your article in a high-visibility publication or channel	71.04%	23.57%	5.39%	297
Associating your work with a reputable brand that signals its quality	78.19%	14.09%	7.72%	298
Providing professional copy-editing and lay-out of your work	66.45%	23.92%	9.63%	301

SC1

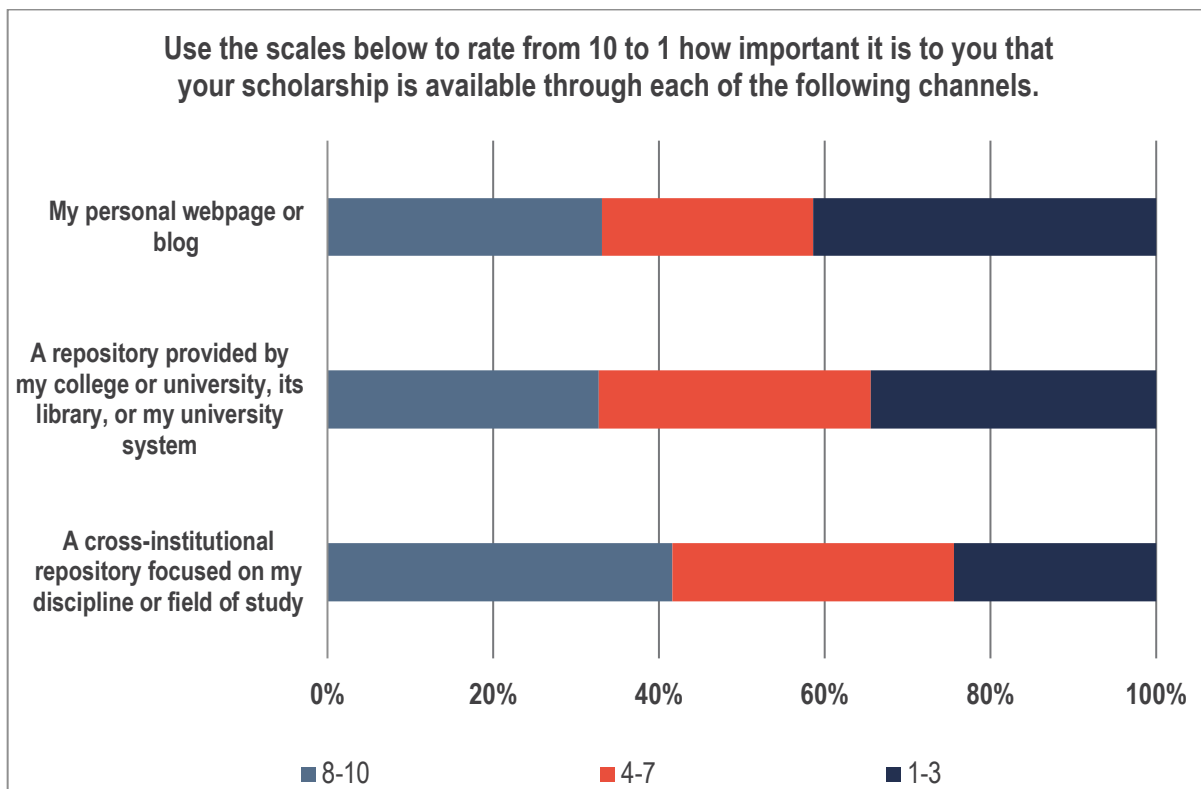
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important."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



SC2

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

	8-10	4-7	1-3	Response
My personal webpage or blog	33.10%	25.52%	41.38%	290
A repository provided by my college or university, its library, or my university system	32.76%	32.76%	34.48%	290
A cross-institutional repository focused on my discipline or field of study	41.58%	34.02%	24.40%	291



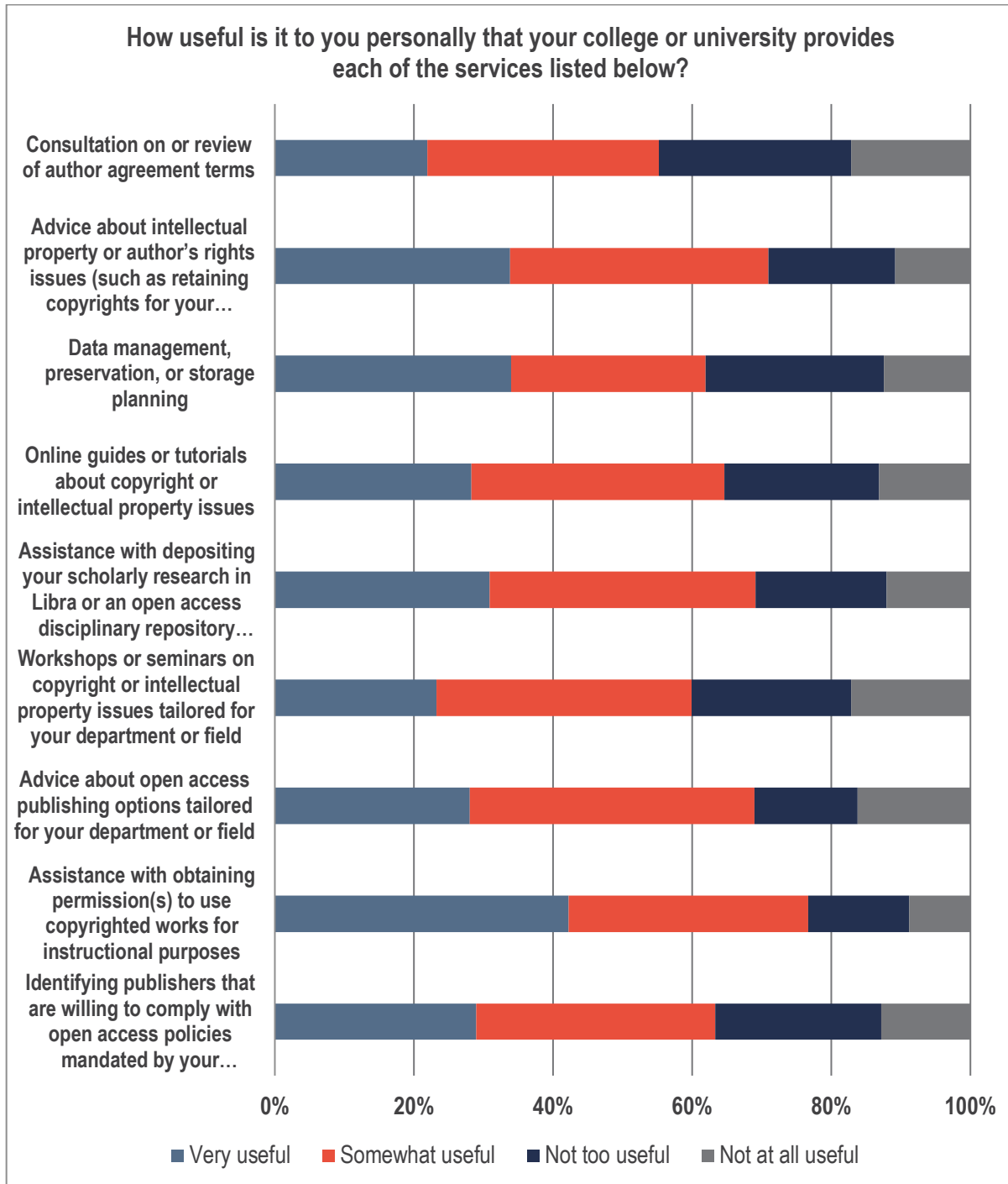
SC3

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

	Very useful	Somewhat useful	Not too useful	Not at all useful	Response
Consultation on or review of author agreement terms	21.89%	33.33%	27.61%	17.17%	297
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	33.78%	37.16%	18.24%	10.81%	296
Data management, preservation, or storage planning	34.01%	27.95%	25.59%	12.46%	297
Online guides or tutorials about copyright or intellectual property issues	28.28%	36.36%	22.22%	13.13%	297
Assistance with depositing your scholarly research in Libra or an open access disciplinary repository (such as PubMed, SSRN, etc.)	30.87%	38.26%	18.79%	12.08%	298
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	23.23%	36.70%	22.90%	17.17%	297
Advice about open access publishing options tailored for your department or field	28.04%	40.88%	14.86%	16.22%	296
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	42.23%	34.46%	14.53%	8.78%	296
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.)	28.96%	34.34%	23.91%	12.79%	297

SC3

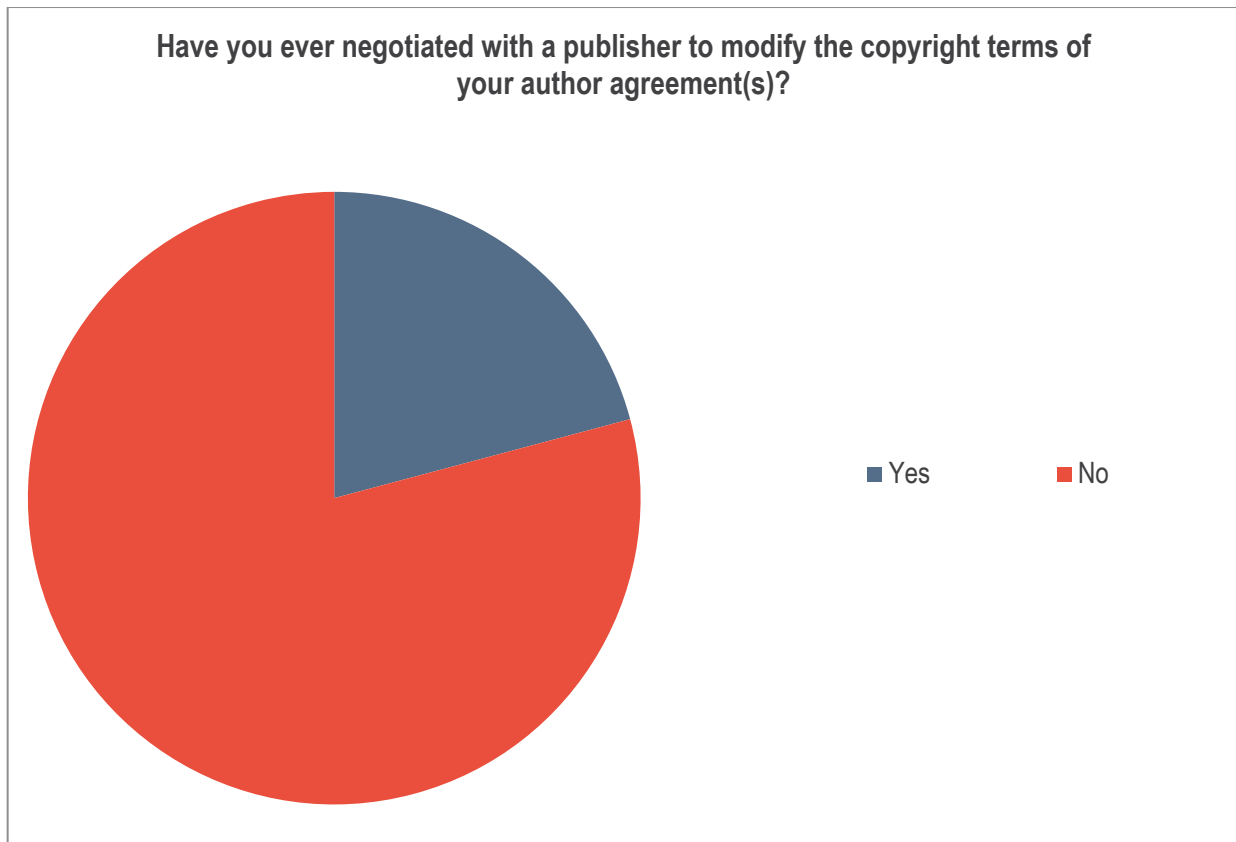
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	64	20.85%
No	243	79.15%
	307	100%



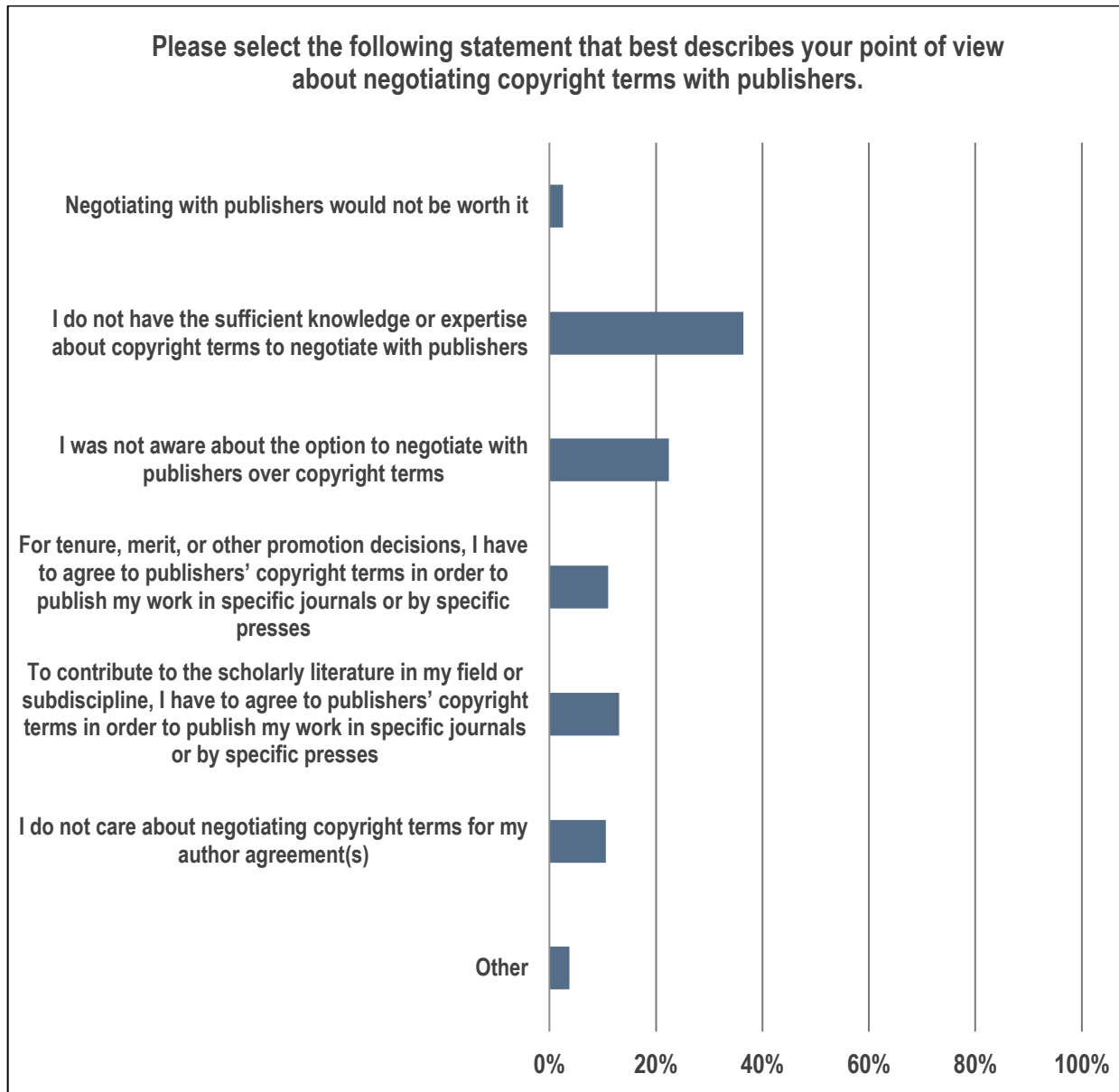
SC5 [Contingent on respondent selecting “no” in SC4]

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

	Response	Percent
Negotiating with publishers would not be worth it	6	2.54%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	86	36.44%
I was not aware about the option to negotiate with publishers over copyright terms	53	22.46%
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	26	11.02%
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	31	13.14%
I do not care about negotiating copyright terms for my author agreement(s)	25	10.59%
Other	9	3.81%
	236	100%

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

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



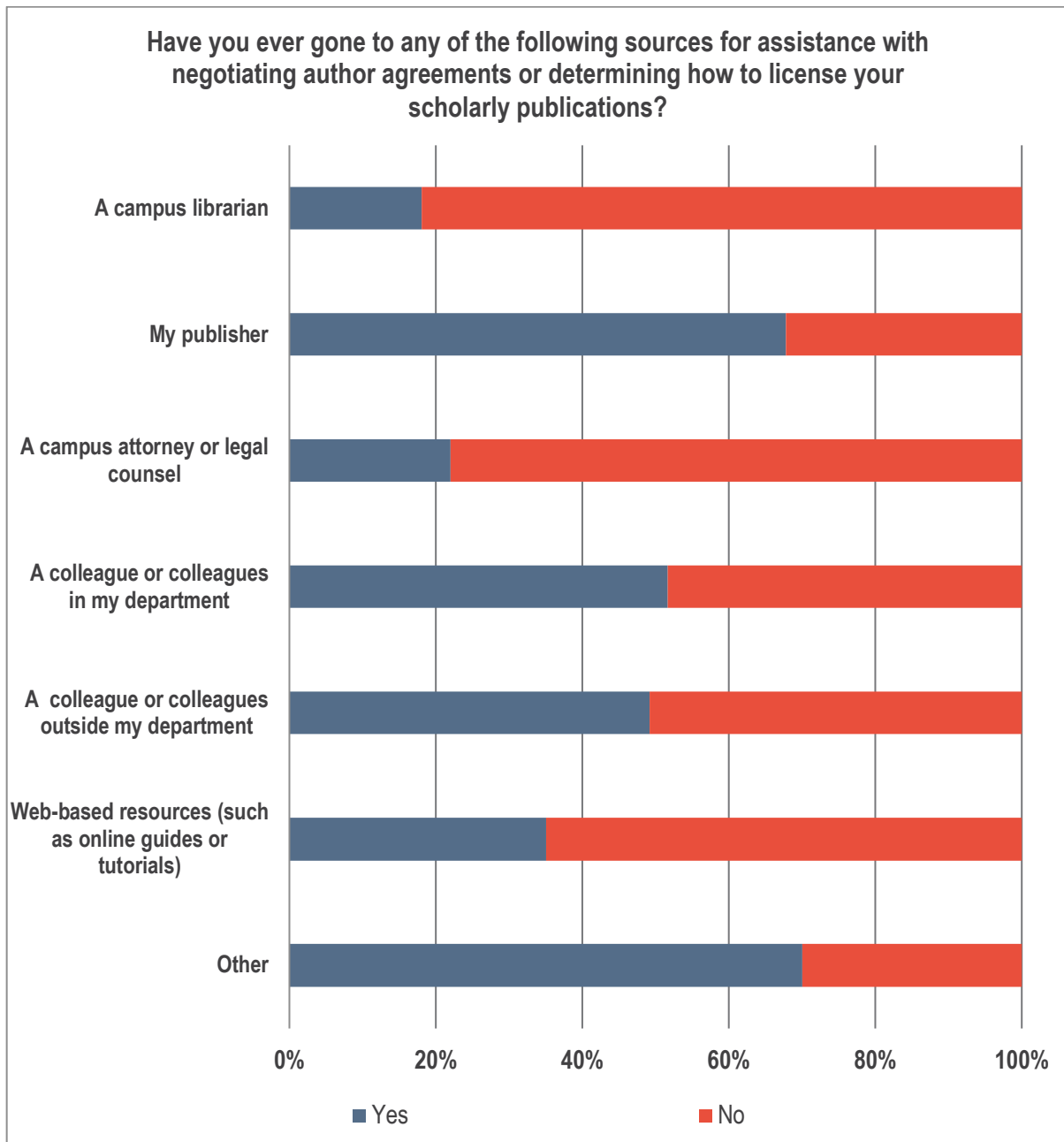
SC6 [Contingent on respondent selecting “yes” in SC4]

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

	Yes	No	Response
A campus librarian	18.03%	81.97%	61
My publisher	67.80%	32.20%	59
A campus attorney or legal counsel	22.03%	77.97%	59
A colleague or colleagues in my department	51.67%	48.33%	60
A colleague or colleagues outside my department	49.18%	50.82%	61
Web-based resources (such as online guides or tutorials)	35.09%	64.91%	57
Other	70.00%	30.00%	10

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

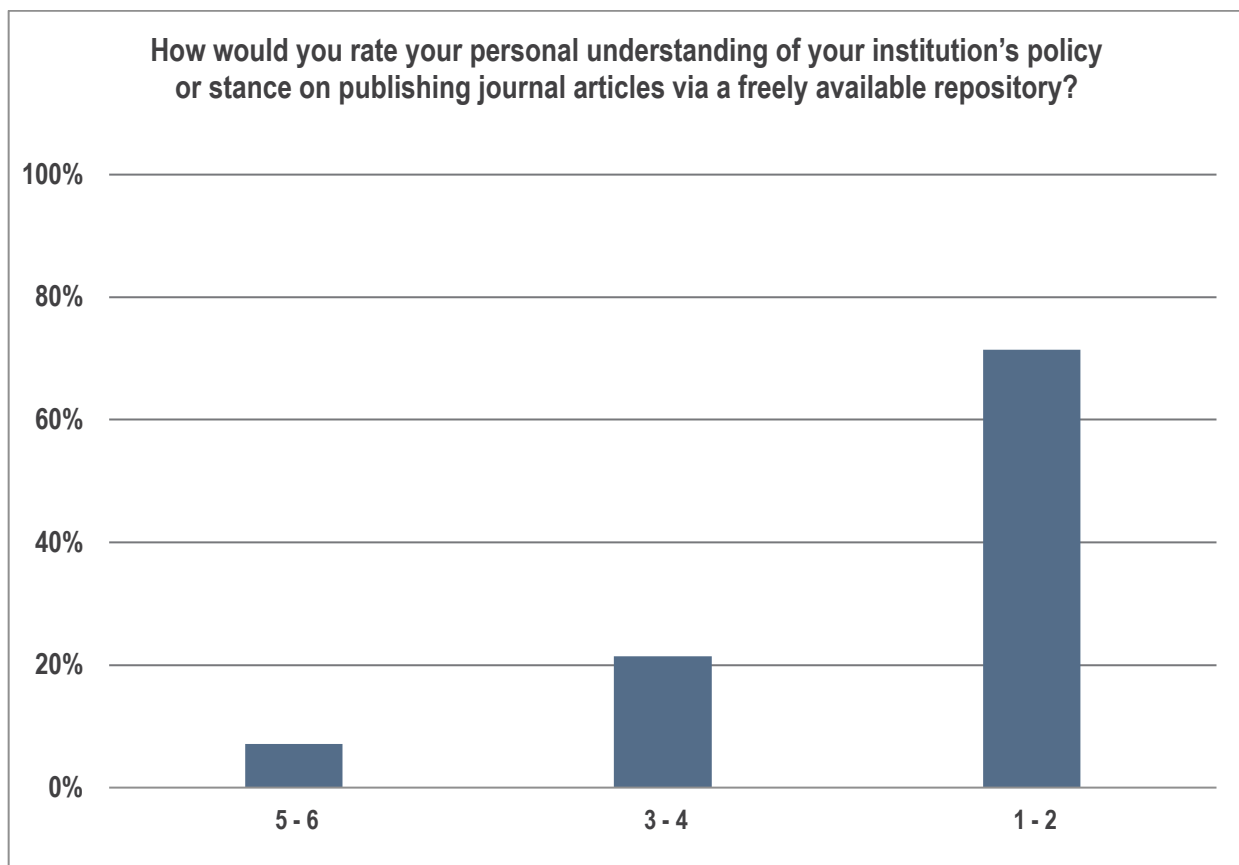
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?



SC7

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

	Response	Percent
5 - 6	21	7.14%
3 - 4	63	21.43%
1 - 2	210	71.43%
	294	100%



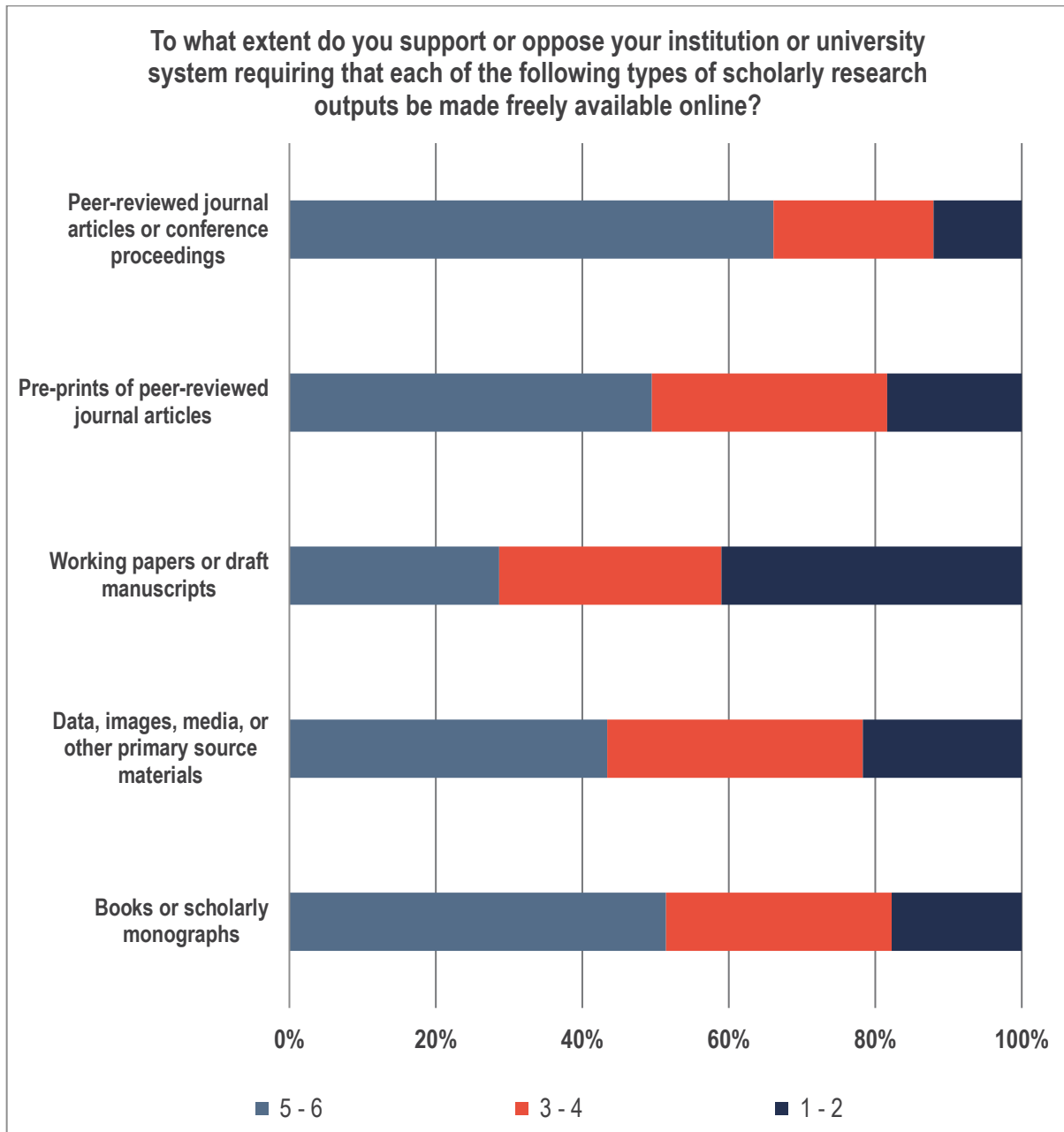
SC8

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

	5-6	3-4	1-2	Response
Peer-reviewed journal articles or conference proceedings	66.08%	21.91%	12.01%	283
Pre-prints of peer-reviewed journal articles	49.47%	32.16%	18.37%	283
Working papers or draft manuscripts	28.62%	30.39%	40.99%	283
Data, images, media, or other primary source materials	43.42%	34.88%	21.71%	281
Books or scholarly monographs	51.42%	30.85%	17.73%	282

SC8

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



Material Types and Formats

MT1

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]

MT2

Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? Please select one answer.

**MT3 [Contingent on respondent teaching an undergraduate and/or graduate course]
[Contingent on respondent using primary source materials in teaching or research]**

Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. How important to your teaching are each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

MT4 [Contingent on respondent using primary source materials in teaching or research]

How important to your research is each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

MT5

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

MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

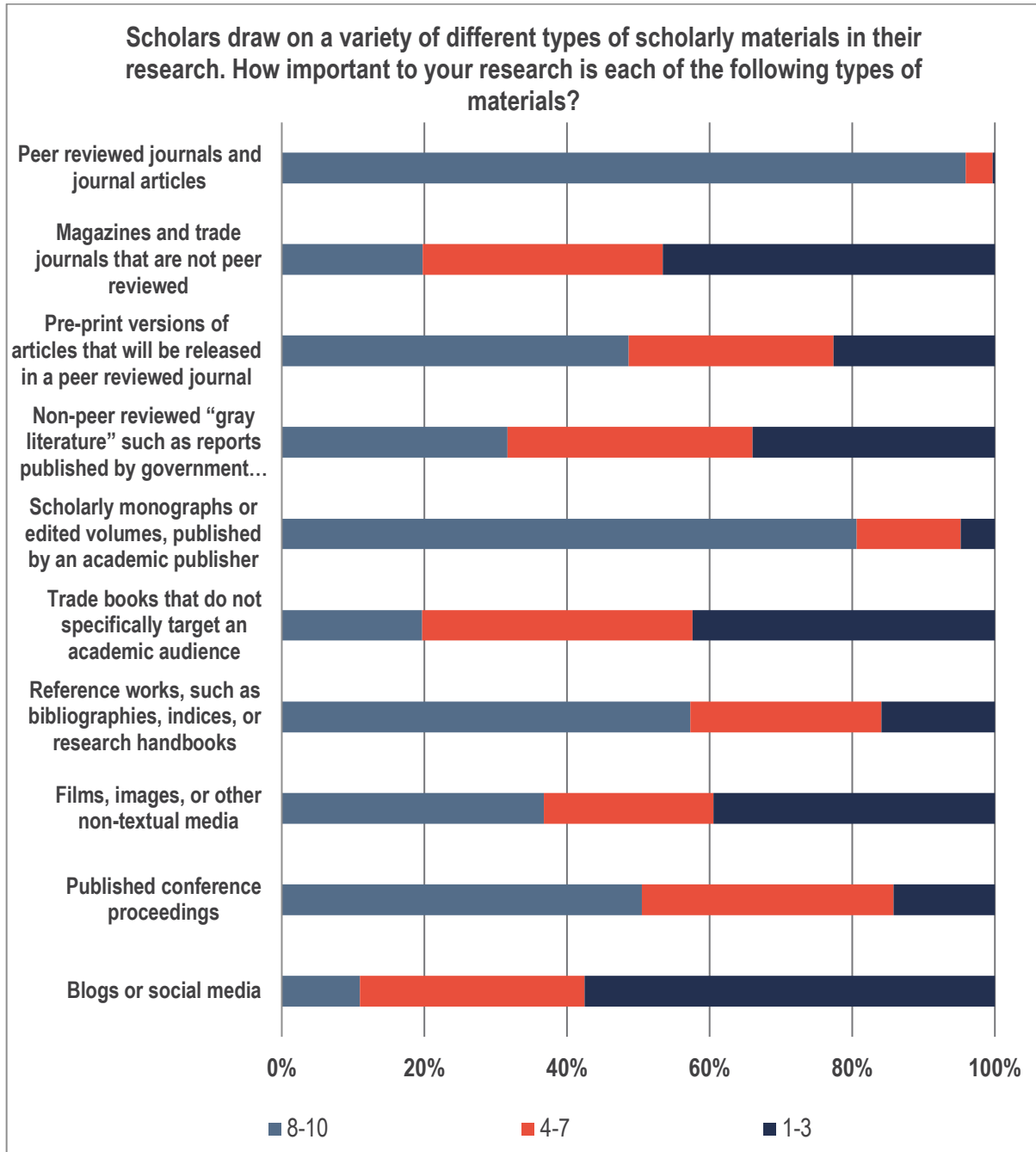
MT1

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Peer reviewed journals and journal articles	95.93%	3.73%	0.34%	295
Magazines and trade journals that are not peer reviewed	19.73%	33.67%	46.60%	294
Pre-print versions of articles that will be released in a peer reviewed journal	48.63%	28.77%	22.60%	292
Non-peer reviewed "gray literature" such as reports published by government agencies or NGOs	31.63%	34.35%	34.01%	294
Scholarly monographs or edited volumes, published by an academic publisher	80.61%	14.63%	4.76%	294
Trade books that do not specifically target an academic audience	19.66%	37.97%	42.37%	295
Reference works, such as bibliographies, indices, or research handbooks	57.29%	26.78%	15.93%	295
Films, images, or other non-textual media	36.73%	23.81%	39.46%	294
Published conference proceedings	50.51%	35.25%	14.24%	295
Blogs or social media	10.96%	31.51%	57.53%	292

MT1

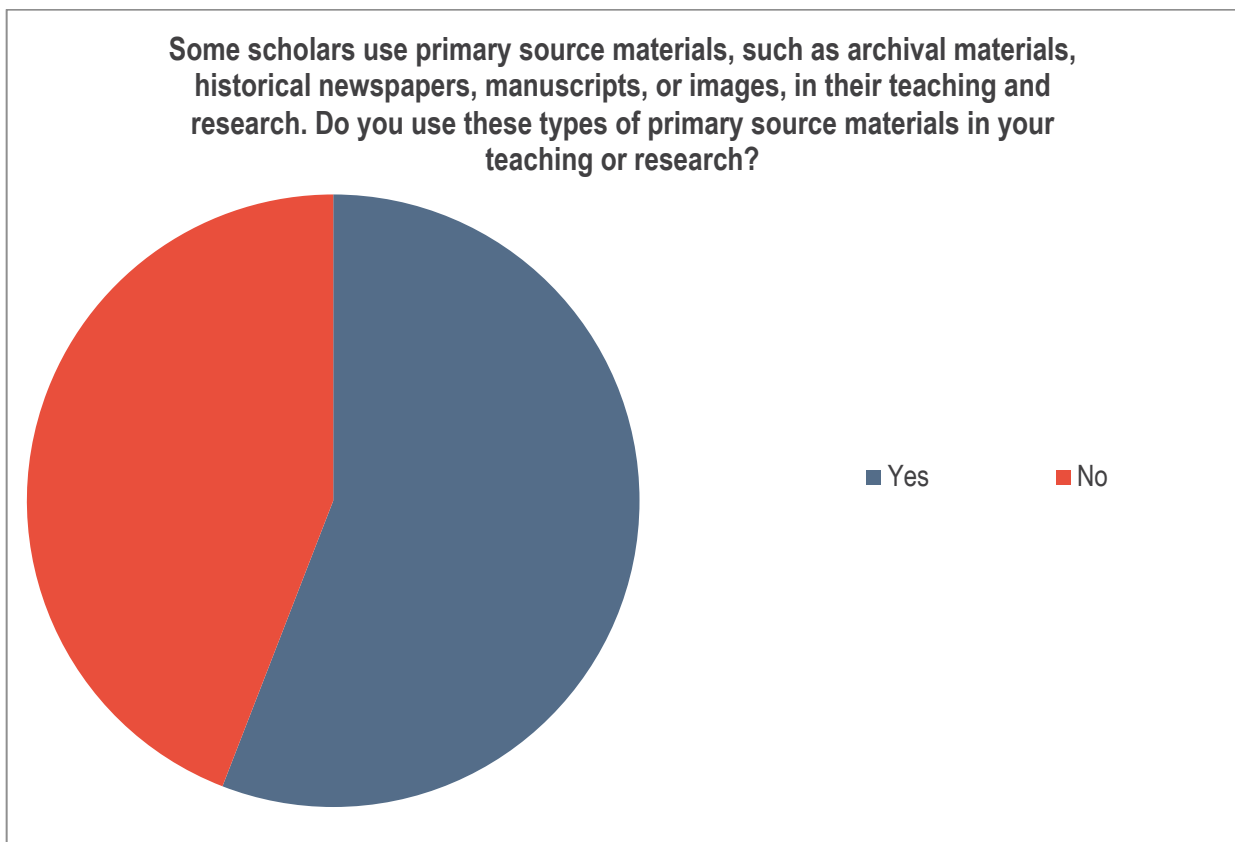
Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]



MT2

Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? Please select one answer.

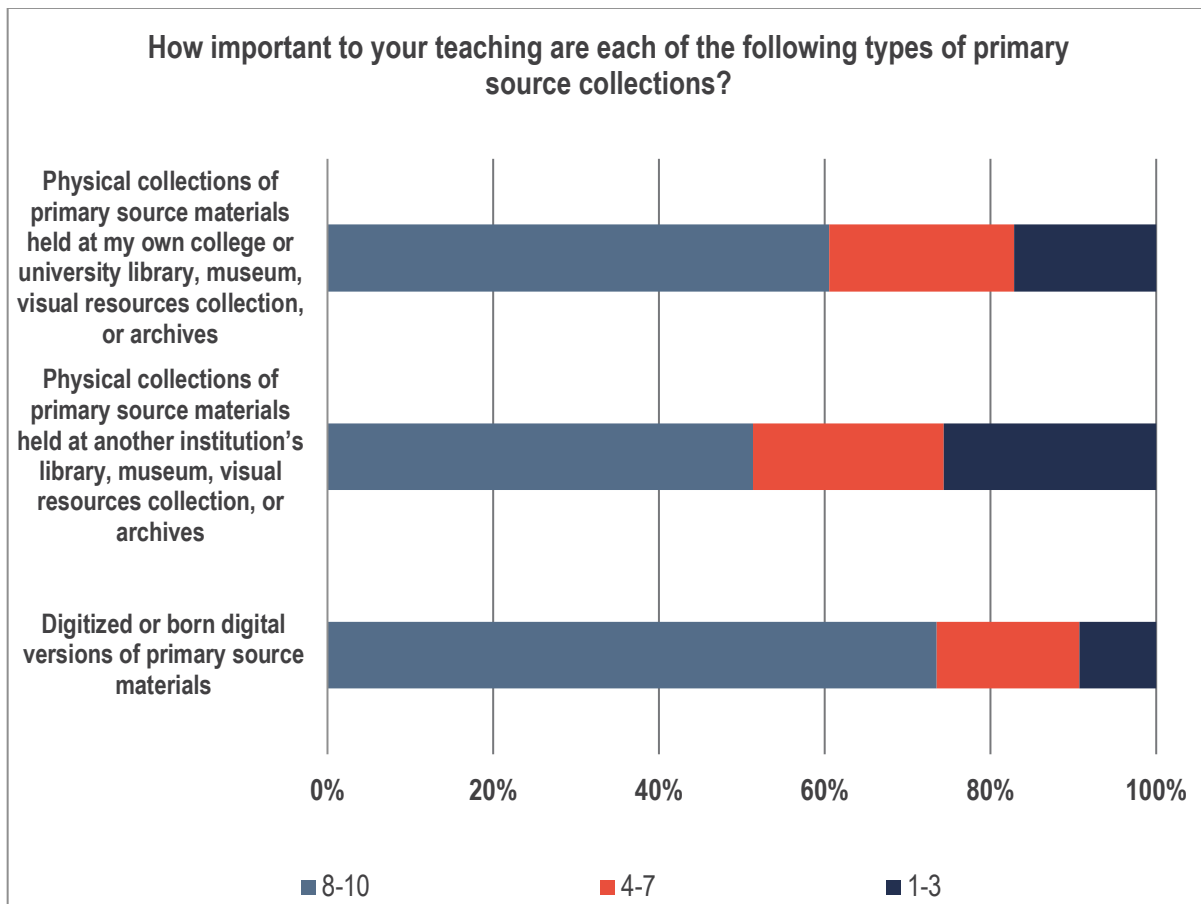
	Response	Percent
Yes	166	55.89%
No	131	44.11%
	297	100%



**MT3 [Contingent on respondent teaching an undergraduate and/or graduate course]
[Contingent on respondent using primary source materials in teaching or research]**

Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. How important to your teaching are each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

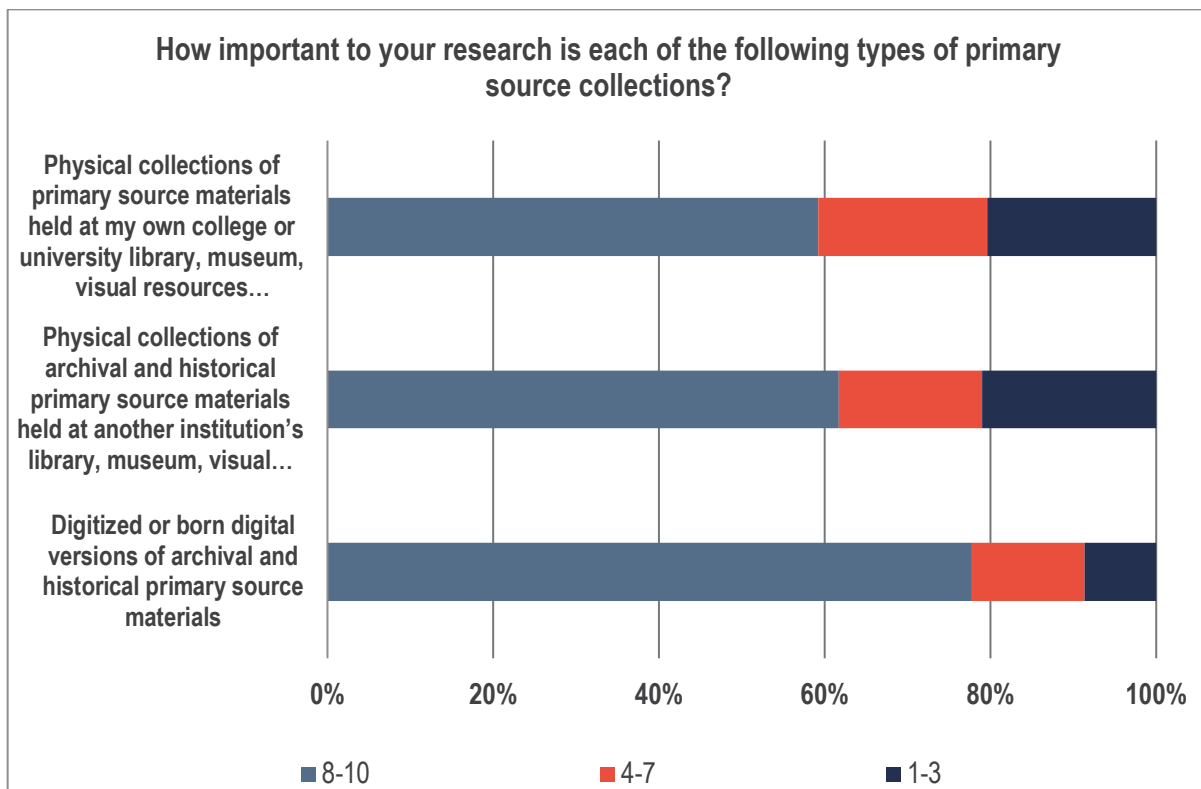
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	60.53%	22.37%	17.11%	152
Physical collections of primary source materials held at another institution's library, museum, visual resources collection, or archives	51.32%	23.03%	25.66%	152
Digitized or born digital versions of primary source materials	73.51%	17.22%	9.27%	151



MT4 [Contingent on respondent using primary source materials in teaching or research]

How important to your research is each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

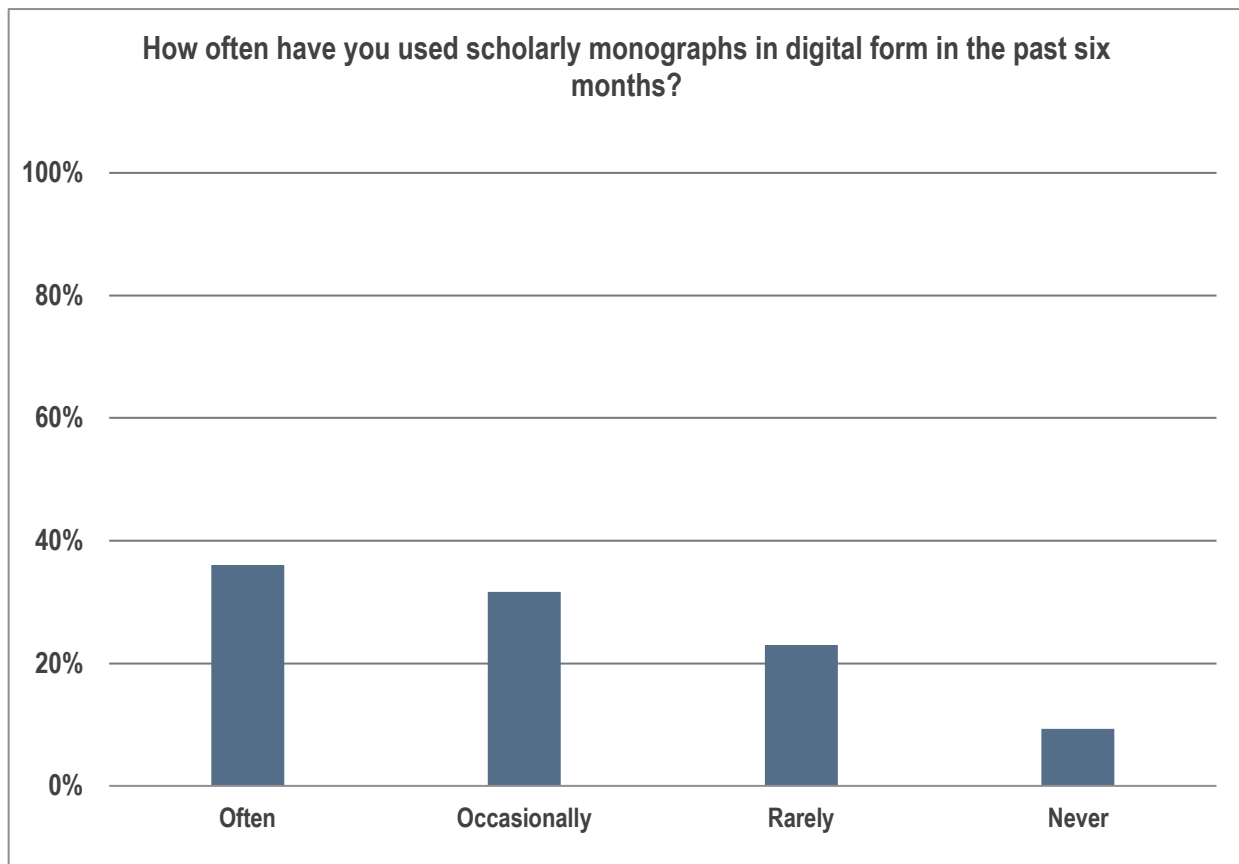
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	59.26%	20.37%	20.37%	162
Physical collections of archival and historical primary source materials held at another institution's library, museum, visual resources collection, or archives	61.73%	17.28%	20.99%	162
Digitized or born digital versions of archival and historical primary source materials	77.78%	13.58%	8.64%	162



MT5

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

	Response	Percent
Often	108	36.00%
Occasionally	95	31.67%
Rarely	69	23.00%
Never	28	9.33%
	300	100%



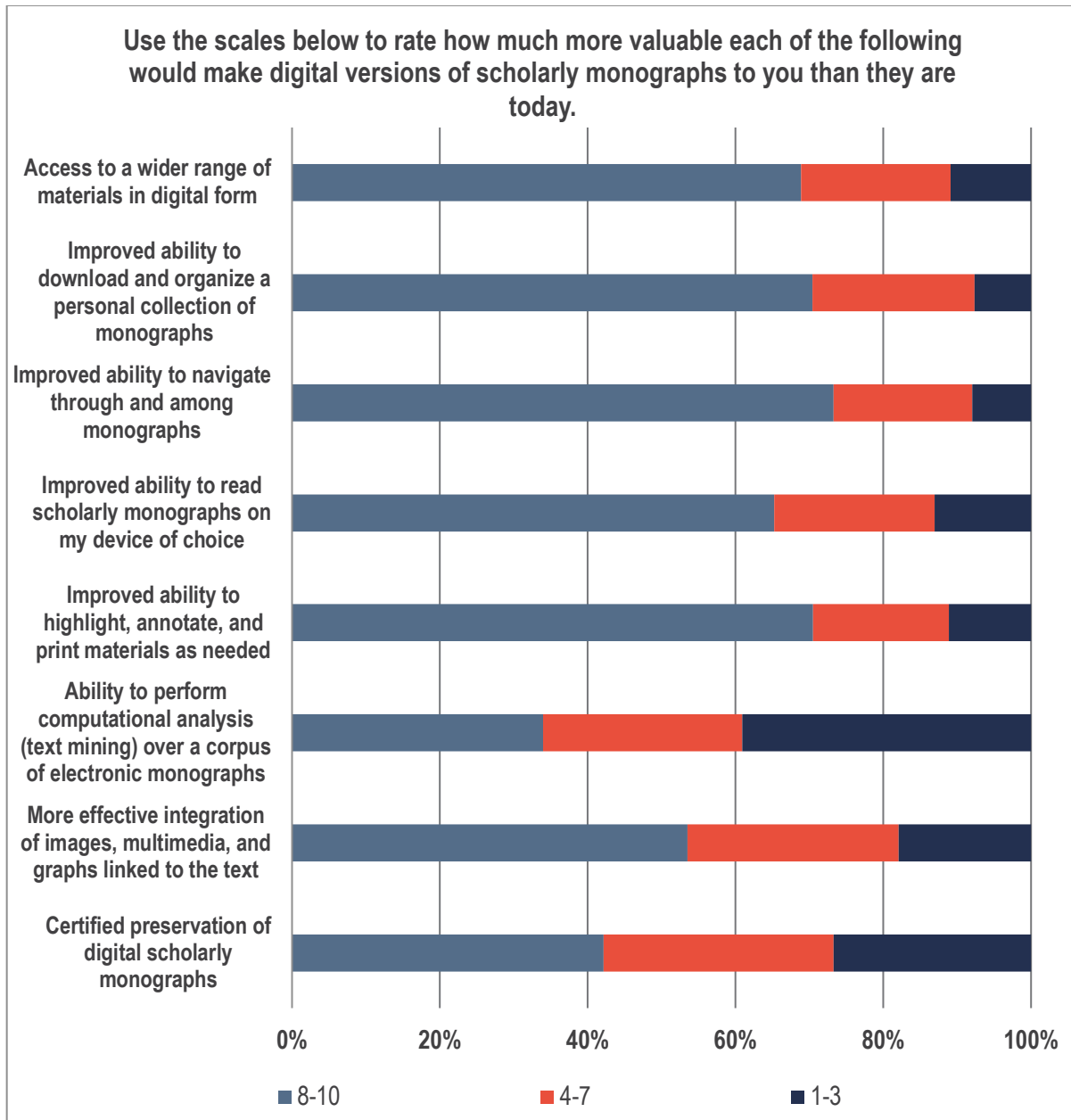
MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	68.84%	20.29%	10.87%	276
Improved ability to download and organize a personal collection of monographs	70.44%	21.90%	7.66%	274
Improved ability to navigate through and among monographs	73.29%	18.77%	7.94%	277
Improved ability to read scholarly monographs on my device of choice	65.22%	21.74%	13.04%	276
Improved ability to highlight, annotate, and print materials as needed	70.50%	18.35%	11.15%	278
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	33.94%	27.01%	39.05%	274
More effective integration of images, multimedia, and graphs linked to the text	53.48%	28.57%	17.95%	273
Certified preservation of digital scholarly monographs	42.12%	31.14%	26.74%	273

MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]



Discovery & Access

DSC1

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.

DSC2

In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy editing, layout, and formatting of the final version. How often do you do each of the following with these versions of scholarly outputs - often, occasionally, rarely, or never? Please select one answer for each item.

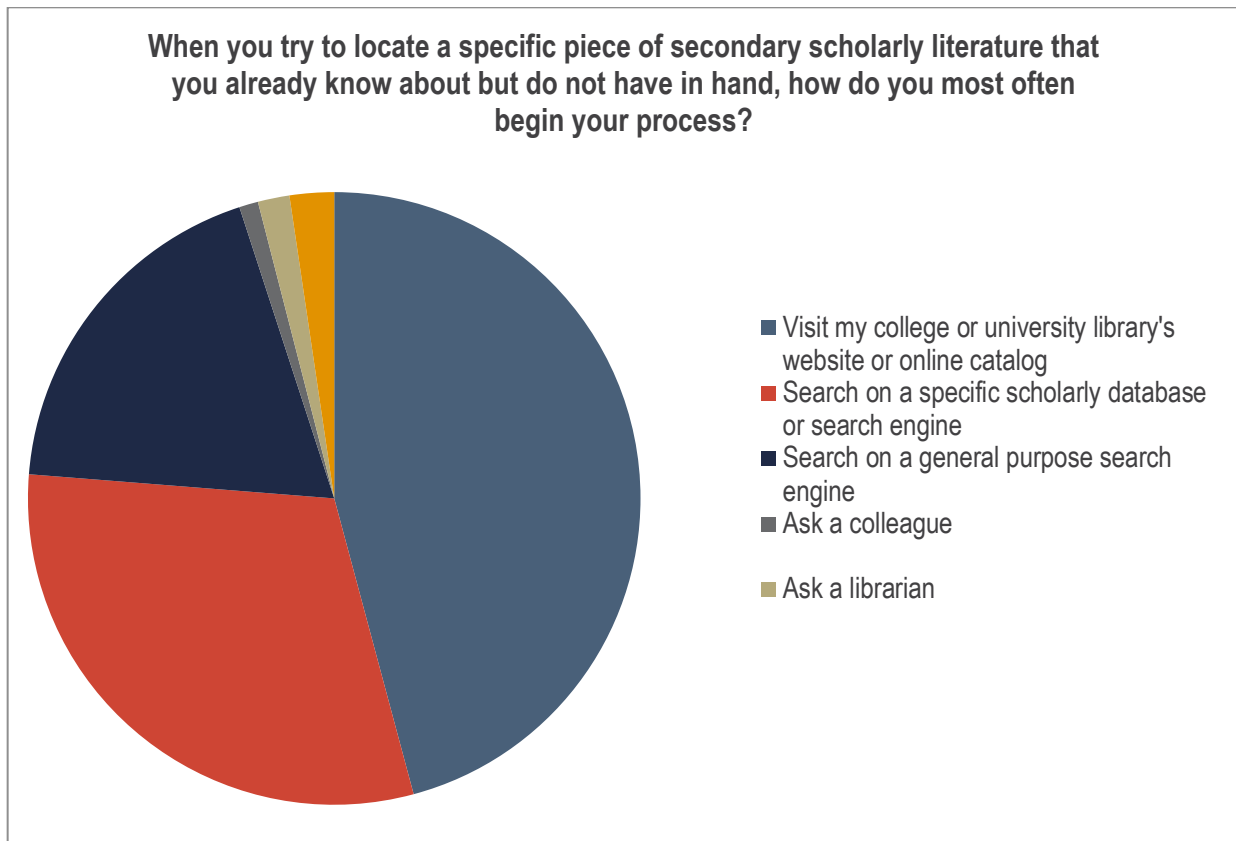
DSC3

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

DSC1

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.

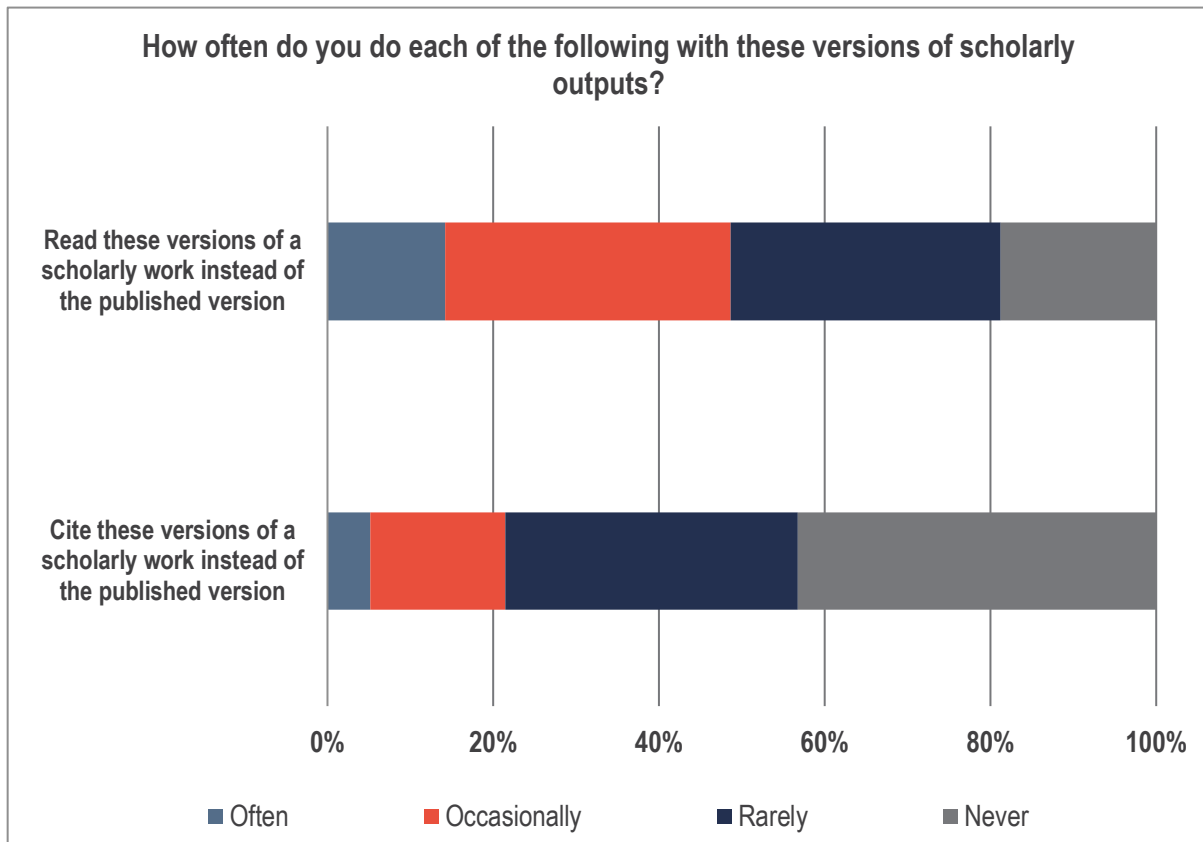
	Response	Percent
Visit my college or university library's website or online catalog	45.82%	137
Search on a specific scholarly database or search engine	30.43%	91
Search on a general purpose search engine	18.73%	56
Ask a colleague	1.00%	3
Ask a librarian	1.67%	5
Other	2.34%	7
	100%	299



DSC2

In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy editing, layout, and formatting of the final version. How often do you do each of the following with these versions of scholarly outputs - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Read these versions of a scholarly work instead of the published version	14.24%	34.38%	32.64%	18.75%	288
Cite these versions of a scholarly work instead of the published version	5.19%	16.26%	35.29%	43.25%	289



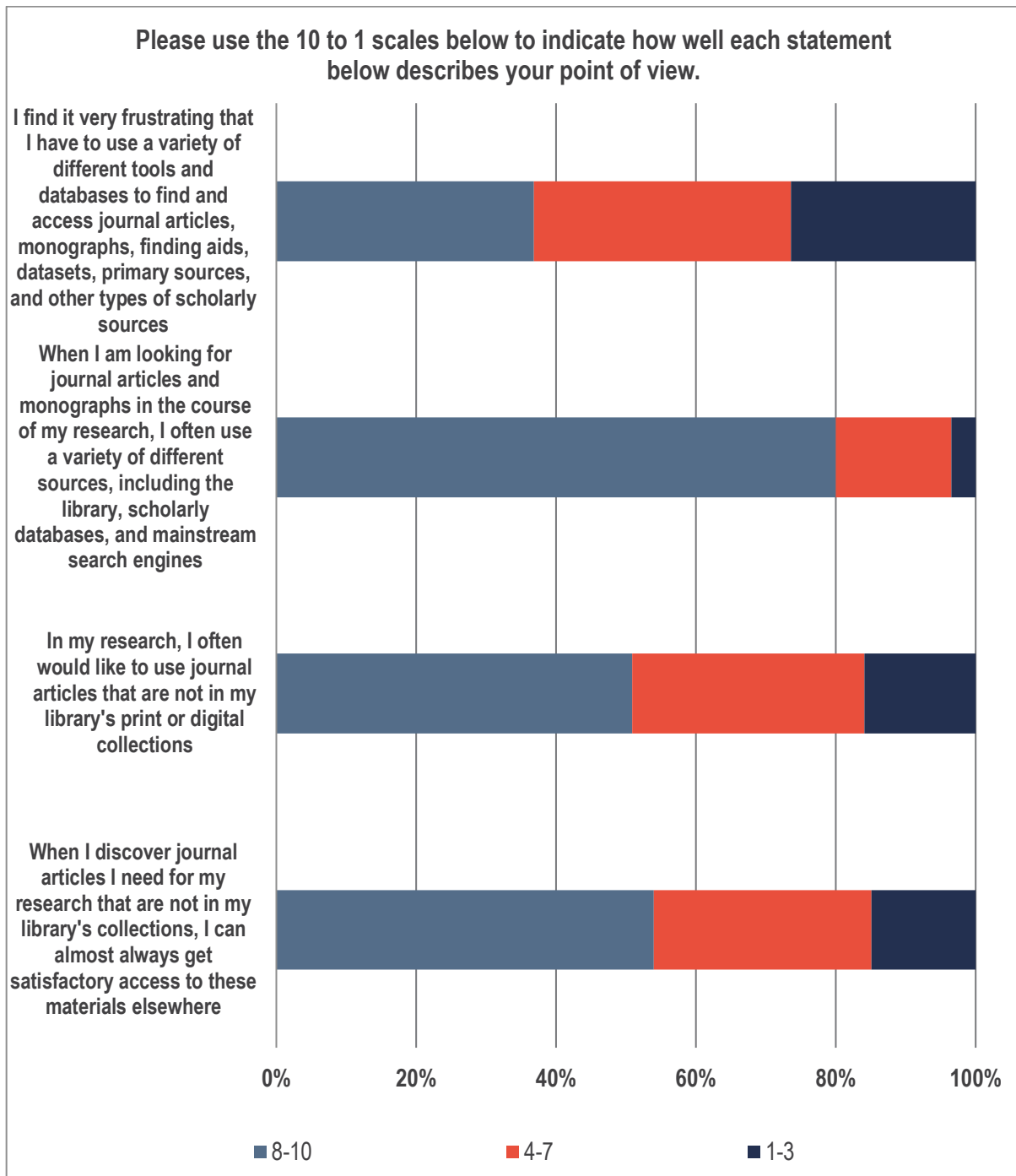
DSC3

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

	8-10	4-7	1-3	Response
I find it very frustrating that I have to use a variety of different tools and databases to find and access journal articles, monographs, finding aids, datasets, primary sources, and other types of scholarly sources	36.81%	36.81%	26.39%	288
When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines	80.00%	16.55%	3.45%	290
In my research, I often would like to use journal articles that are not in my library's print or digital collections	50.87%	33.22%	15.92%	289
When I discover journal articles I need for my research that are not in my library's collections, I can almost always get satisfactory access to these materials elsewhere	53.98%	31.14%	14.88%	289

DSC3

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



Demographic Questions

The tables and graphs for some of these data points have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

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 [Teaching is among respondent's professional responsibilities]

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

D5

What is your age?

D6

With which gender identity do you most identify?

D7

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

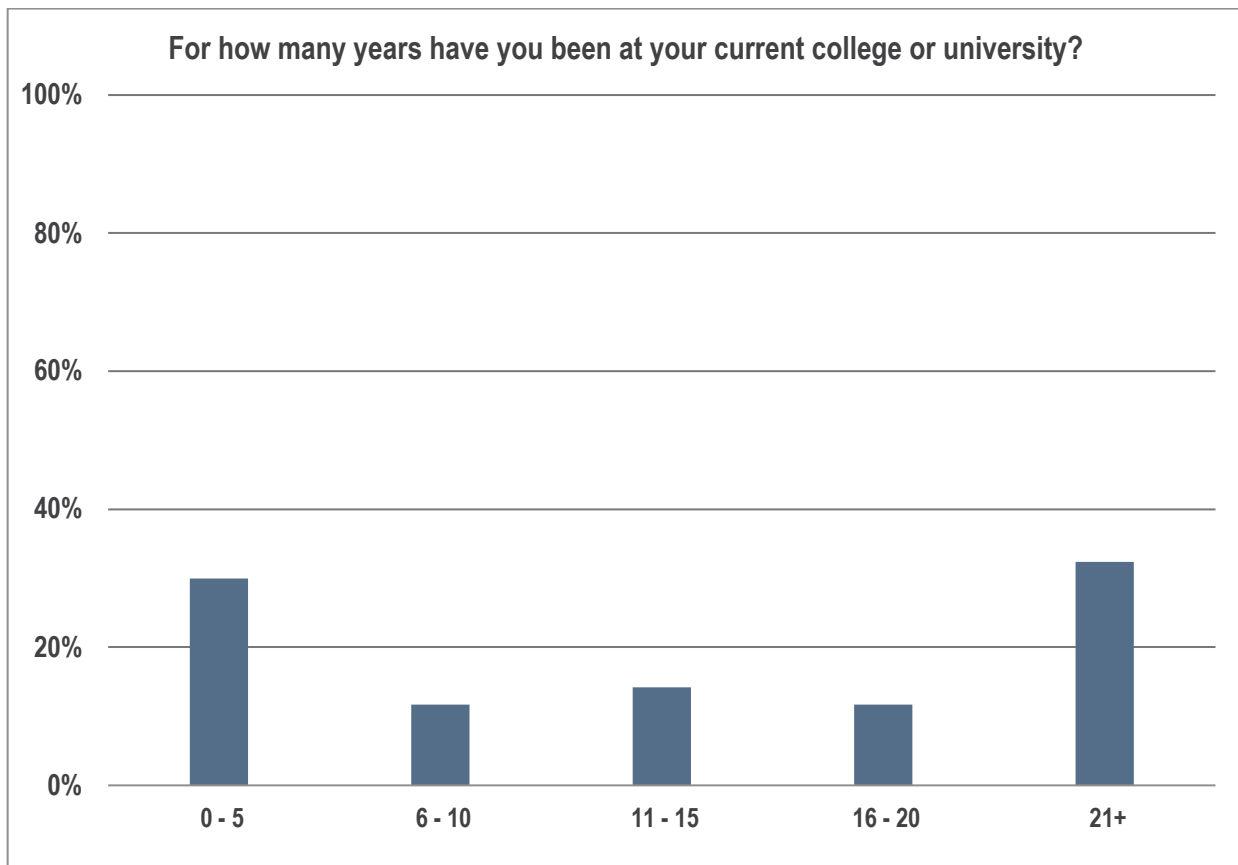
D8

Please select the best match for your primary area of affiliation. In the case of the School of "Arts & Sciences," please select the discipline within the College that most closely matches your teaching and/or research affiliation.

D1

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

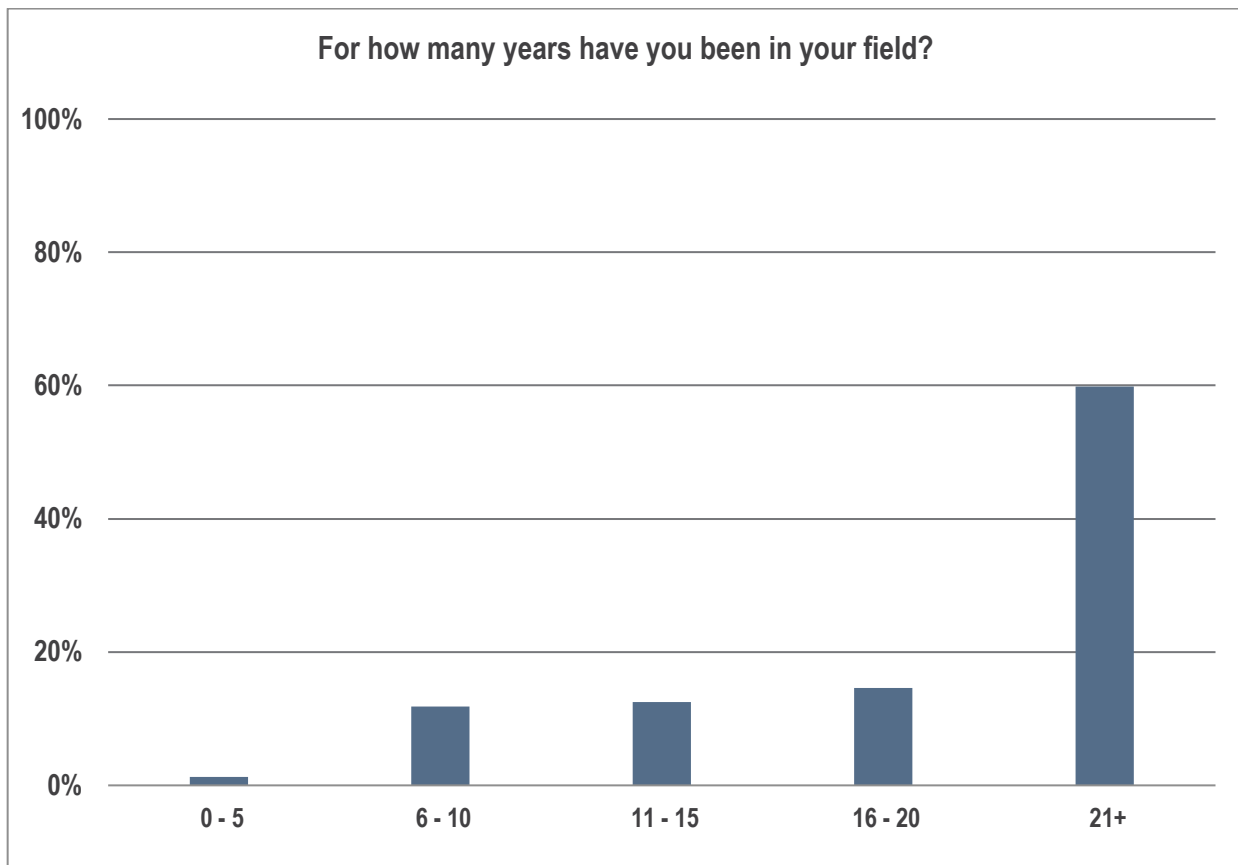
	Response	Percent
0 - 5	97	29.94%
6 - 10	38	11.73%
11 - 15	46	14.20%
16 - 20	38	11.73%
21+	105	32.41%
	324	100%



D2

For how many years have you been in your field?

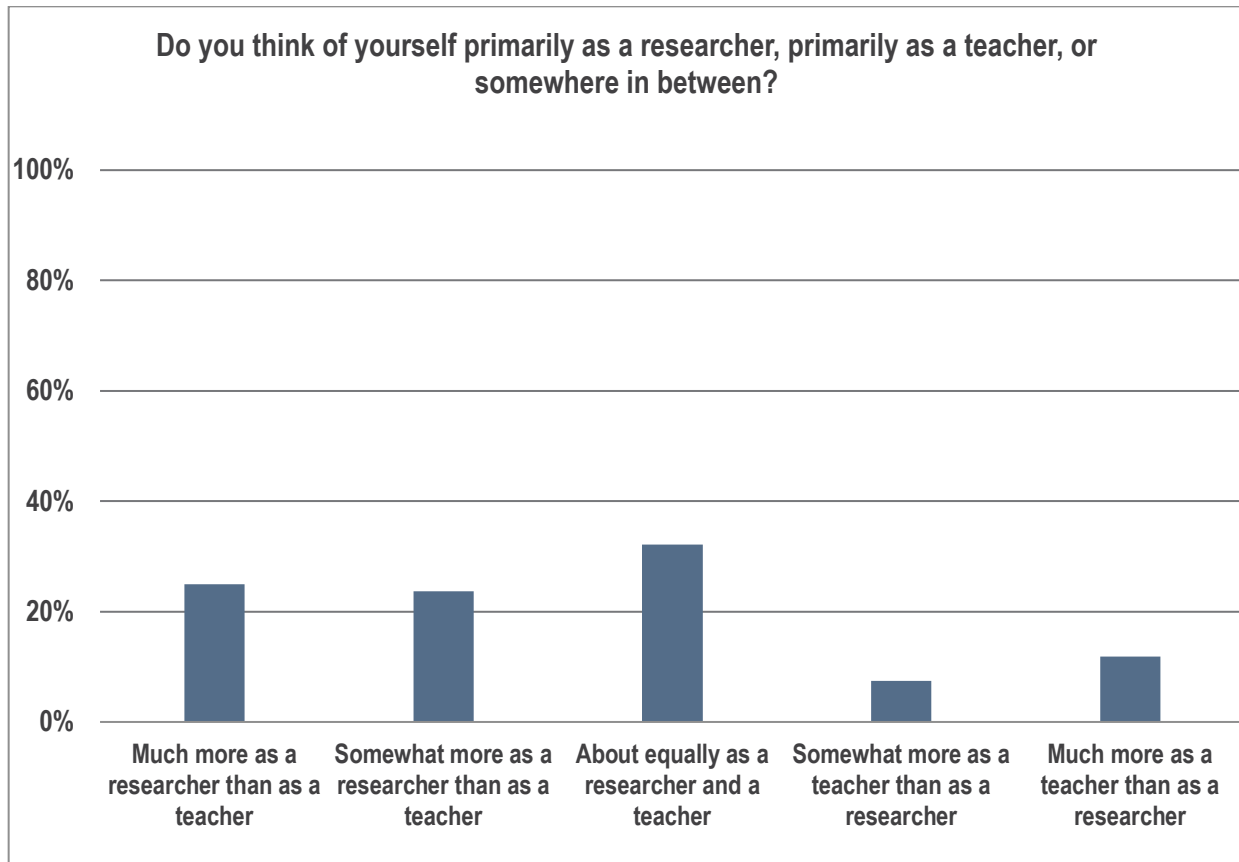
	Response	Percent
0 - 5	4	1.25%
6 - 10	38	11.84%
11 - 15	40	12.46%
16 - 20	47	14.64%
21+	192	59.81%
	321	100%



D3

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

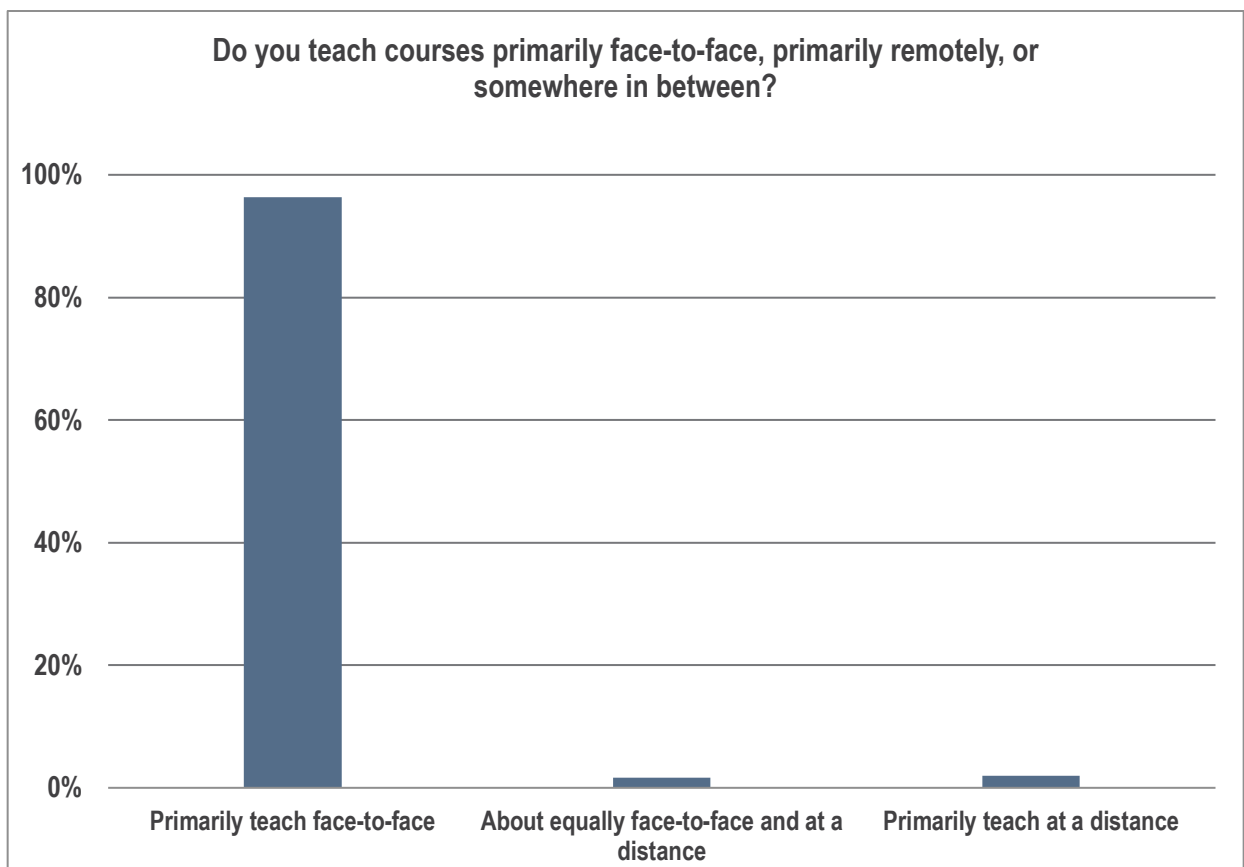
	Response	Percent
Much more as a researcher than as a teacher	80	24.92%
Somewhat more as a researcher than as a teacher	76	23.68%
About equally as a researcher and a teacher	103	32.09%
Somewhat more as a teacher than as a researcher	24	7.48%
Much more as a teacher than as a researcher	38	11.84%
	321	100%



D4 [Teaching is among respondent's professional responsibilities]

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?

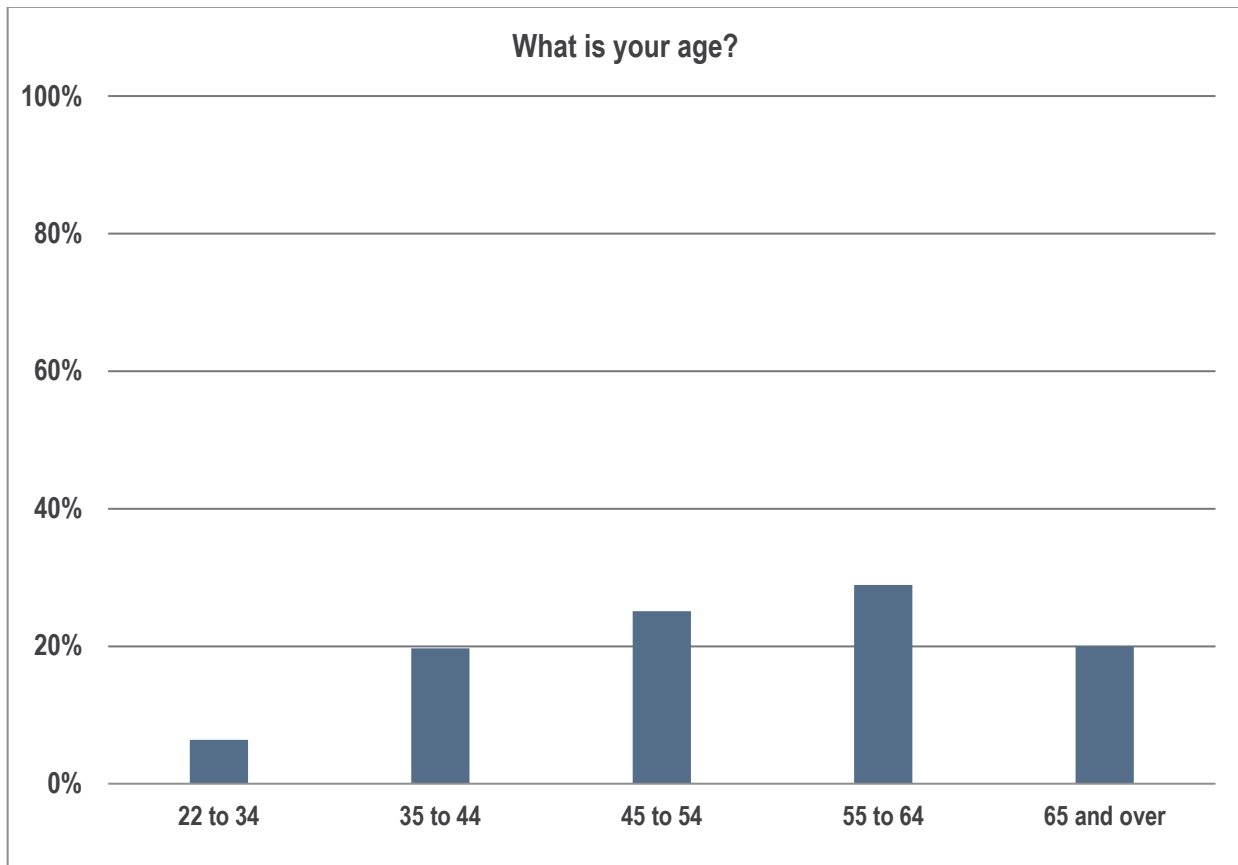
	Response	Percent
Primarily teach face-to-face	288	96.32%
About equally face-to-face and at a distance	5	1.67%
Primarily teach at a distance	6	2.01%
	299	100%



D5

What is your age?

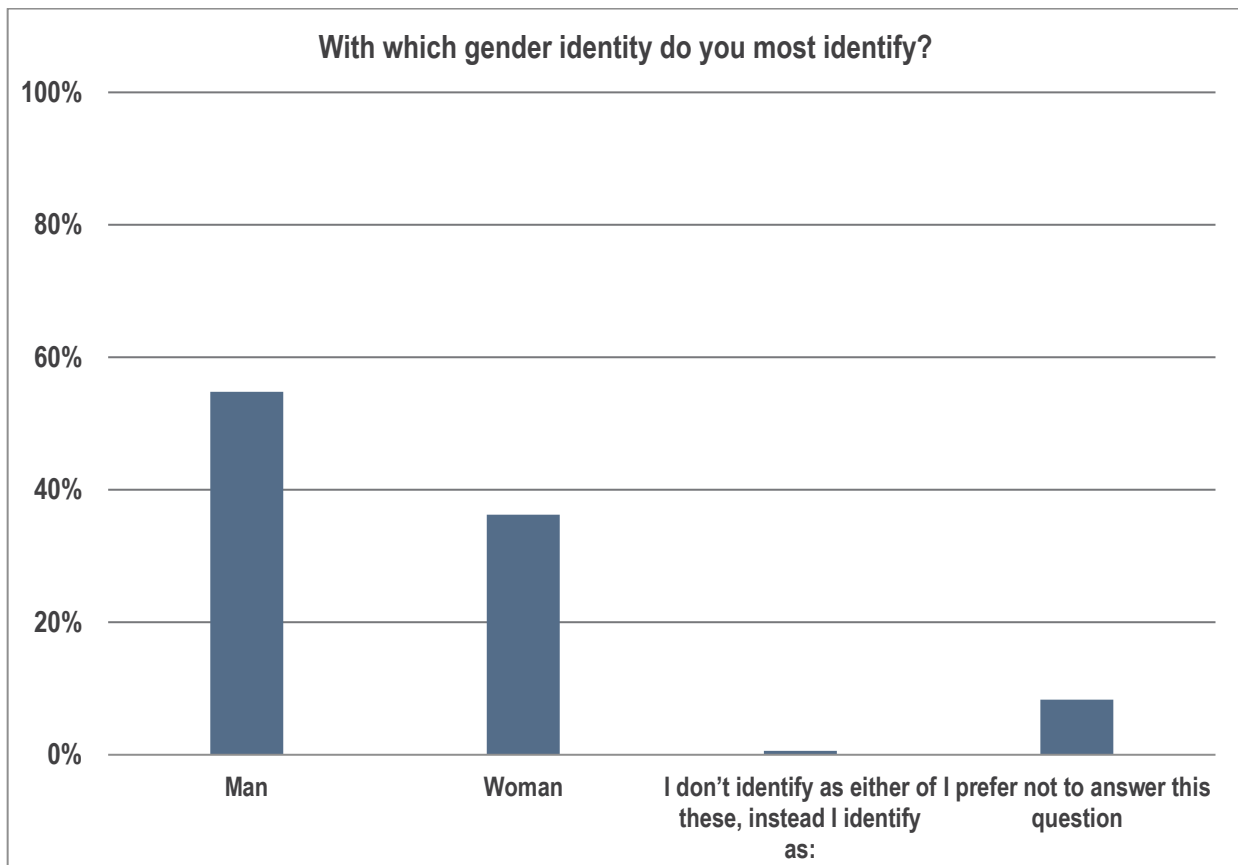
	Response	Percent
22 to 34	20	6.35%
35 to 44	62	19.68%
45 to 54	79	25.08%
55 to 64	91	28.89%
65 and over	63	20.00%
	315	100%



D6

With which gender identity do you most identify?

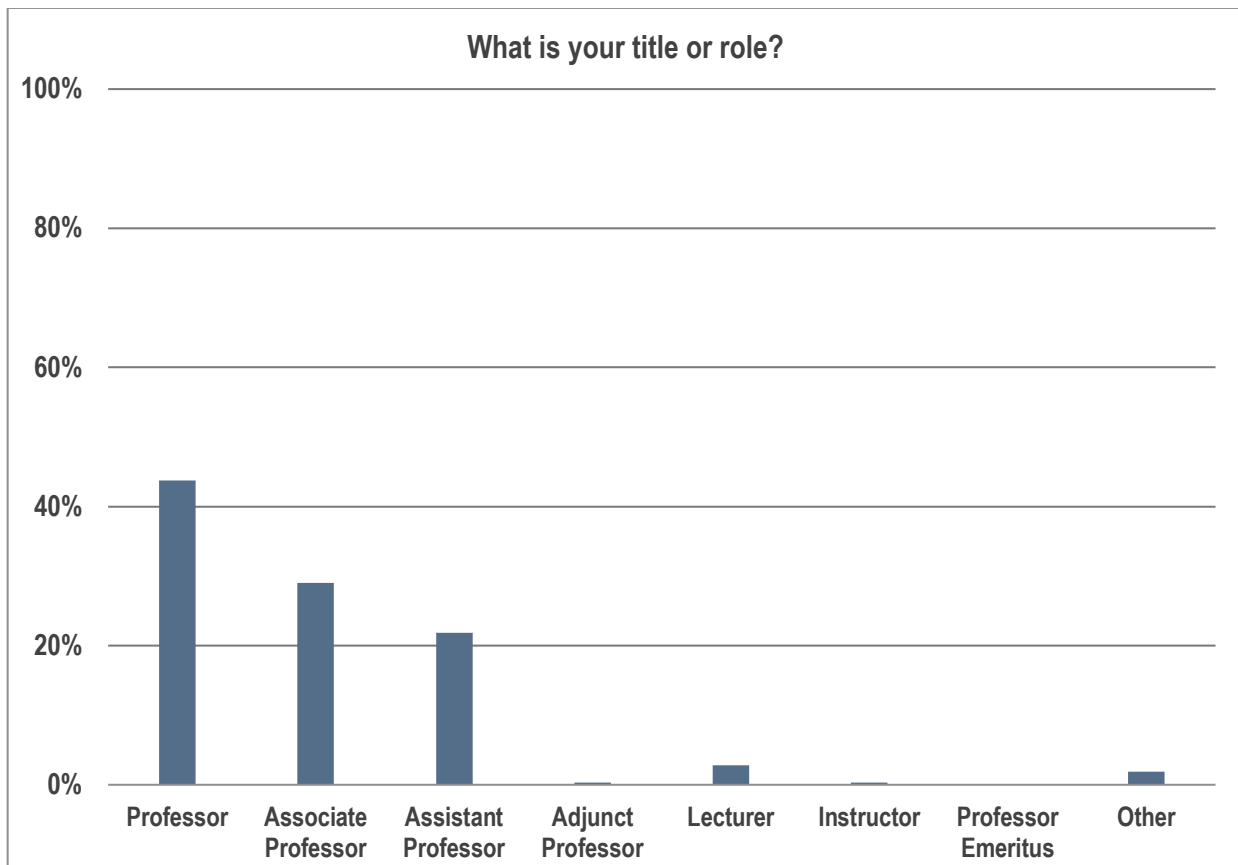
	Response	Percent
Man	177	54.80%
Woman	117	36.22%
I don't identify as either of these, instead I identify as:	2	0.62%
I prefer not to answer this question	27	8.36%
	323	100%



D7

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

	Response	Percent
Professor	140	43.75%
Associate Professor	93	29.06%
Assistant Professor	70	21.88%
Adjunct Professor	1	0.31%
Lecturer	9	2.81%
Instructor	1	0.31%
Professor Emeritus	0	0.00%
Other	6	1.88%
	320	100%



D8

Please select the best match for your primary area of affiliation. In the case of the School of "Arts & Sciences," please select the discipline within the College that most closely matches your teaching and/or research affiliation. – **School**

	Response	Percent
Architecture	7	2.21%
Arts & Sciences: Arts & Humanities	92	29.02%
Arts & Sciences: Sciences	32	10.09%
Arts & Sciences: Social Sciences	28	8.83%
Arts & Sciences: Undergrad College Ops	1	0.32%
Batten	7	2.21%
Commerce	7	2.21%
Darden	4	1.26%
Data Sciences	1	0.32%
Education	17	5.36%
Engineering	34	10.73%
Law	8	2.52%
Medicine	67	21.14%
Miller Center	1	0.32%
Nursing	9	2.84%
Papers (Washington, Madison, etc.)	0	0.00%
Provost	2	0.63%
	317	100%

D8

Please select the best match for your primary area of affiliation. In the case of the School of "Arts & Sciences," please select the discipline within the College that most closely matches your teaching and/or research affiliation. – **Discipline**

	Response	Percent
Architecture	1	0.69%
African American and African Studies	0	0.00%
American Sign Language Program	0	0.00%
American Studies	1	0.69%
Archaeology	0	0.00%
Art	9	6.25%
Classics	4	2.78%
Comparative Literature	2	1.39%
Creative Writing Program	2	1.39%
Disability Studies	0	0.00%
Drama	1	0.69%
East Asian Languages, Literatures & Cultures	0	0.00%
English	16	11.11%
European Studies	0	0.00%
French	6	4.17%
Germanic Languages & Literatures	1	0.69%
Global Studies - Interdisciplinary Major	0	0.00%
History	14	9.72%
Jewish Studies	0	0.00%
Latin American Studies	0	0.00%
Linguistics	0	0.00%
Media Studies	1	0.69%
Medieval Studies	0	0.00%
Mellon Indigenous Arts Program	0	0.00%
Middle Eastern & South Asian Languages & Cultures	2	1.39%
Music	1	0.69%
Philosophy	4	2.78%
Politics	1	0.69%
Religious Studies	10	6.94%
Slavic Languages & Literatures	1	0.69%
Spanish, Italian & Portuguese	7	4.86%
Women, Gender & Sexuality	0	0.00%
Writing & Rhetoric Program	3	2.08%

	Response	Percent
Astronomy	2	1.39%
Bioethics	0	0.00%
Biology	4	2.78%
Chemistry	3	2.08%
Cognitive Science	0	0.00%
Environmental Sciences	6	4.17%
Mathematics	5	3.47%
Neuroscience Graduate Program	2	1.39%
Neuroscience Undergraduate Major	0	0.00%
Physics	7	4.86%
Anthropology	6	4.17%
Economics	3	2.08%
Environmental Thought & Practice	0	0.00%
Global Studies - Environments and Sustainability	0	0.00%
Global Studies - Global Development Studies	0	0.00%
Global Studies - Global Public Health	0	0.00%
Global Studies - Security and Justice	0	0.00%
Political and Social Thought	3	2.08%
Political Philosophy, Policy & Law	0	0.00%
Psychology	4	2.78%
Sociology	3	2.08%
Statistics	0	0.00%
Arts & Sciences: Undergrad College Ops	0	0.00%
Batten	1	0.69%
Commerce	1	0.69%
Darden	1	0.69%
Data Sciences	0	0.00%
Education	0	0.00%
Engineering	3	2.08%
Law	0	0.00%
Medicine	3	2.08%
Miller Center	0	0.00%
Nursing	0	0.00%
Papers (Washington, Madison, etc.)	0	0.00%
Provost	0	0.00%
	144	100.00%

Embedded Data

The tables and graphs for some of these data points have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

Department

School: Discipline

Academic Rank for Primary Academic Appointment

Department

	Response	Percent
ACD-10015 PR-Miller Center	1	0.30%
ACD-21005 SA-African American Affairs	1	0.30%
ACD-21070 SA-SH-Gynecology	1	0.30%
ACD-30001 PV-Biocomplexity Initiative	4	1.19%
ACD-30027 BA-Frank Batten School	7	2.09%
ACD-31060 LB-Univ Librarian-General	1	0.30%
ACD-31105 AR-Landscape Dept	2	0.60%
ACD-31110 AR-Planning Dept	2	0.60%
ACD-31115 AR-Arch History Dept	1	0.30%
ACD-31120 AR-Arch Dept	3	0.90%
ACD-31135 LW-Law School Central	8	2.39%
ACD-31155 CU-Curr Instr & Sp Ed	6	1.79%
ACD-31160 CU-Human Svcs	6	1.79%
ACD-31165 CU-Leadshp, Fndns & Pol Studies	4	1.19%
ACD-31315 EN-Biomed Engr Dept	5	1.49%
ACD-31320 EN-Chem Engr Dept	2	0.60%
ACD-31330 EN-Comp Science Dept	5	1.49%
ACD-31335 EN-Elec/Computer Engr Dept	5	1.49%
ACD-31340 EN-Mat Sci/Engr Dept	6	1.79%
ACD-31345 EN-Mech/Aero Engr Dept	3	0.90%
ACD-31350 EN-Eng Sys and Environment	6	1.79%
ACD-31360 EN-Engineering and Society	5	1.49%
ACD-31400 DA-Darden School	4	1.19%
ACD-31630 AS-Undergrad College Ops	7	2.09%
ACD-31655 AS-Anthropology	6	1.79%
ACD-31660 AS-Art	9	2.69%
ACD-31670 AS-Astronomy	2	0.60%
ACD-31680 AS-Biology	3	0.90%
ACD-31685 AS-Blandy Experimental Farm	1	0.30%
ACD-31695 AS-Chemistry	3	0.90%
ACD-31700 AS-Classics	4	1.19%
ACD-31735 AS-Drama Operations	1	0.30%
ACD-31750 AS-Economics	4	1.19%
ACD-31755 AS-Editing Madison Papers	2	0.60%
ACD-31760 AS-Editing Wash Papers	3	0.90%
ACD-31765 AS-English-Eng Lit Ops	18	5.37%
ACD-31770 AS-Creative Writing	2	0.60%
ACD-31795 AS-Environmental Sciences	7	2.09%
ACD-31805 AS-French Lit-Gen Linguistics	10	2.99%
ACD-31810 AS-German Lit	2	0.60%

	Response	Percent
ACD-31815 AS-Dept of Politics	8	2.39%
ACD-31825 AS-History	9	2.69%
ACD-31830 AS-Inst-Adv Stud in Culture	1	0.30%
ACD-31835 AS-Inst-Afri-Am & African Stud	1	0.30%
ACD-31840 AS-Inst-Nuclear & Particle Physics	2	0.60%
ACD-31850 AS-Mathematics	5	1.49%
ACD-31855 AS-Media Studies	1	0.30%
ACD-31857 AS-MidEast & SAsia Lang & Cult	2	0.60%
ACD-31865 AS-Music	1	0.30%
ACD-31870 AS-Philosophy	4	1.19%
ACD-31875 AS-Physics	7	2.09%
ACD-31885 AS-Psychology	6	1.79%
ACD-31890 AS-Religious Studies	10	2.99%
ACD-31895 AS-Slavic Languages & Lit	1	0.30%
ACD-31900 AS-Sociology	4	1.19%
ACD-31905 AS-Spanish, Italian & Portuguese	9	2.69%
ACD-31915 AS-Statistics	1	0.30%
ACD-31920 AS-Women, Gender & Sexuality Studies	1	0.30%
ACD-32000 MC-Dean's Admin	7	2.09%
ACD-33110 CP-Admin-Deans Office	1	0.30%
ACD-33140 CP-Admin-Program Services	1	0.30%
ACD-33250 CP-Instr-Northern Virginia	1	0.30%
ACD-40105 NR-Nursing: Faculty	11	3.28%
ACD-40207 MD-DMED SOM Faculty Developmen	1	0.30%
ACD-40230 MD-DMED Curriculum	1	0.30%
ACD-40400 MD-BIOC Biochem/Mole Genetics	2	0.60%
ACD-40405 MD-BIOM Biomedical Eng	2	0.60%
ACD-40410 MD-CELL Cell Biology	3	0.90%
ACD-40415 MD-PBHS Public Health Sciences Admin	5	1.49%
ACD-40445 MD-MICR Microbiology	3	0.90%
ACD-40450 MD-MPHY Mole Phys & Biophysics	5	1.49%
ACD-40460 MD-PHAR Pharmacology	4	1.19%
ACD-40700 MD-ANES Anesthesiology	1	0.30%
ACD-40720 MD-FMED Family Medicine	3	0.90%
ACD-40735 MD-INMD CV Medicine	2	0.60%
ACD-40755 MD-INMD Gastroenterology	2	0.60%
ACD-40760 MD-INMD Gen, Geri, Pall, Hosp	5	1.49%
ACD-40770 MD-INMD Hem/Onc	1	0.30%
ACD-40775 MD-INMD Infectious Dis	4	1.19%
ACD-40780 MD-INMD Nephrology	4	1.19%
ACD-40785 MD-INMD Pulmonary	2	0.60%
ACD-40835 MD-NERS Gamma Knife	1	0.30%

	Response	Percent
ACD-40849 MD-NERS Pediatric Pituitary	1	0.30%
ACD-40850 MD-NEUR Neurology	1	0.30%
ACD-40870 MD-OBGY Maternal Fetal Med	1	0.30%
ACD-40900 MD-OPHT Ophthalmology	1	0.30%
ACD-40940 MD-ORTP Pediatric Ortho	1	0.30%
ACD-41005 MD-PATH Surgical Path	1	0.30%
ACD-41010 MD-PATH Clinical Pathology	1	0.30%
ACD-41015 MD-PATH Neuropathology	1	0.30%
ACD-41017 MD-PATH Research	1	0.30%
ACD-41065 MD-PEDT General Pediatrics	1	0.30%
ACD-41085 MD-PEDT Infectious Diseases	1	0.30%
ACD-41090 MD-PEDT Neonatology	1	0.30%
ACD-41120 MD-PSCH Psychiatry and NB Sciences	2	0.60%
ACD-41165 MD-RADL Angio/Interv	1	0.30%
ACD-41185 MD-RADL Neuroradiology	1	0.30%
ACD-41190 MD-RADL Nuclear Medicine	1	0.30%
ACD-41210 MD-SURG Surgery, Admin	1	0.30%
	335	100.00%

School: Discipline

	Response	Percent
Architecture	8	2.39%
Arts & Sciences: Arts and Humanities	95	28.36%
Arts & Sciences: Humanities	1	0.30%
Arts & Sciences: Sciences	29	8.66%
Arts & Sciences: Social Sciences	21	6.27%
Arts & Sciences: Undergrad College Ops	7	2.09%
Batten	7	2.09%
Commerce	10	2.99%
Darden	4	1.19%
Education	16	4.78%
Engineering	37	11.04%
Law	8	2.39%
Medicine	70	20.90%
Miller Center	1	0.30%
Nursing	11	3.28%
Papers (Washington, Madison, etc.)	5	1.49%
Provost	5	1.49%
	335	100.00%

Academic Rank for Primary Academic Appointment

	Response	Percent
Assistant Professor	78	23.56%
Associate Professor	102	30.82%
Dean Emeritus	1	0.30%
Distinguished Lecturer	1	0.30%
Lecturer	10	3.02%
President Emeritus	1	0.30%
Professor	138	41.69%
	331	100.00%

