

# DZHW Scientists Survey 2023

Questionnaire for DZHW Scientists Survey 2023  
(English)

# Notes

## Citation and Reuse

Please cite this questionnaire or specific questions from it according to the general [citation guideline](#).

When reproducing the complete text of a question, for example within an article or when reusing the question for own research projects or questionnaires, it should be noted that there may be further conditions of use for questions already used secondarily within the DZHW Scientists Survey 2023 (cf. the documentation in the data and methods report). It is recommended to check the sources to determine whether and, if so, under what conditions reproduction or reuse is possible.

## Assignment of variables to questions

The assignment of the variables in the data set provided to the questions can usually be derived from the variable name.

For variables that result directly from the survey, i.e. were not generated afterwards, the following applies:

- If there is only one variable per question, the variable name corresponds to the question number.
- If there are several variables per question, the variable name results from the question number combined with suffixes, e.g. wb1a/wb1b/wb1c/wb1d/wb1e, wb6y, wb8a1/wb8a2).

The variable names of generated variables are usually based on the variable names of their source variables combined with the suffix `_r(#)`. Exceptions are the variables `posi` (assigned questions: wb2/wb5), `aage_hsa/aage_prom` (assigned question: wb8) and `dfg10/dfg5/dfg4` (assigned question: wb9).

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START



Herzlich Willkommen zur DZHW-Wissenschaftsbefragung 2022/23!  
Welcome to the DZHW Science Survey 2022/23!

You can change the language here, if you want.

English

Deutsch

**Instructions on how to proceed:**

Please try to fill in the questionnaire as completely as possible. This ensures good data quality. However, if you do not wish to answer a particular question, in most cases questions can simply be skipped.

Please navigate through the questionnaire using the << (back) and >> (forward) buttons at the bottom of the page and not the back button of your browser.

We thank you in advance for your interest and hope you enjoy answering the questions!

The team of the DZHW Science Survey



**Outlet filter:**

goto Einwilligungserklärung (Informed Consent)

---

<sup>1</sup> Note: The semi-automated input of the English translation has resulted in inaccuracies in some questions in the English version of the questionnaire. Data users are encouraged to check this and assess for themselves the extent to which this affects the data quality.



Thank you for your interest in our survey!

Before we start, please agree to the following information on data use.

**Information on data use and consent**  
Your participation in the survey is voluntary. You will not suffer any disadvantages from non-participation. It goes without saying that all legal data protection regulations will be complied with.  
Compliance with the precautions taken to protect your data is monitored by the responsible data protection officer, Mr. Martin Fuchs. If you have any questions about data protection, you can contact Mr. Fuchs at +49 (0)511 450 670-491 or [datenschutz@dzhw.eu](mailto:datenschutz@dzhw.eu).  
You can find the detailed data protection declaration [here](#).

I agree to the conditions of the survey.

**Warning message:**

If no answer was given, the message *"Please agree to the conditions of the survey."* was displayed when clicking the forward button.

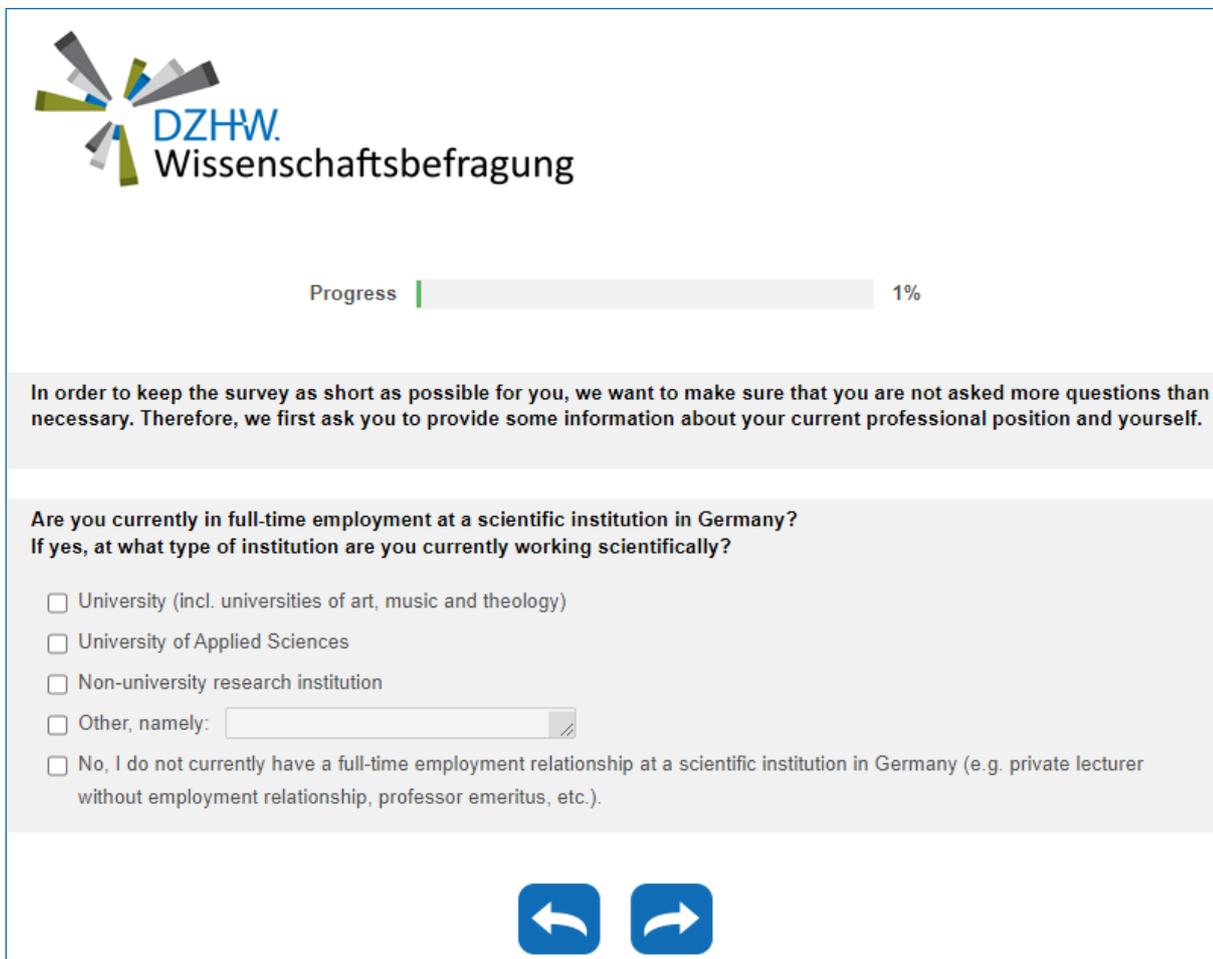
**Outlet filter:**

goto wb1 (at this point, the participants were also randomly assigned to one of the seven groups A to G, which are later filtered into the corresponding advanced module)

# CORE QUESTIONNAIRE

## Key data on scientific biography

wb1



**DZHW.**  
Wissenschaftsbefragung

Progress | 1%

In order to keep the survey as short as possible for you, we want to make sure that you are not asked more questions than necessary. Therefore, we first ask you to provide some information about your current professional position and yourself.

**Are you currently in full-time employment at a scientific institution in Germany?  
If yes, at what type of institution are you currently working scientifically?**

University (incl. universities of art, music and theology)

University of Applied Sciences

Non-university research institution

Other, namely:

No, I do not currently have a full-time employment relationship at a scientific institution in Germany (e.g. private lecturer without employment relationship, professor emeritus, etc.).

### Warning message:

If no answer was given, the message *"Please indicate which applies to you."* was displayed when clicking the forward button.

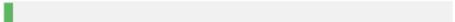
### Outlet filter:

If "No, I do not currently have a full-time employment relationship at a scientific institution in Germany (e. g. private lecturer without employment relationship, professor emeritus, etc.)": goto Abbruch (Cancel)

Else: goto wb2



 **DZHW.**  
Wissenschaftsbefragung

Progress  2%

Please state your current employment position.

Professor

Junior professor

Assistant professor

Research Associate

Other academic position, namely:

Non-scientific position

**Warning message:**

If no answer was given, the message *"Please indicate which applies to you."* was displayed when clicking the forward button.

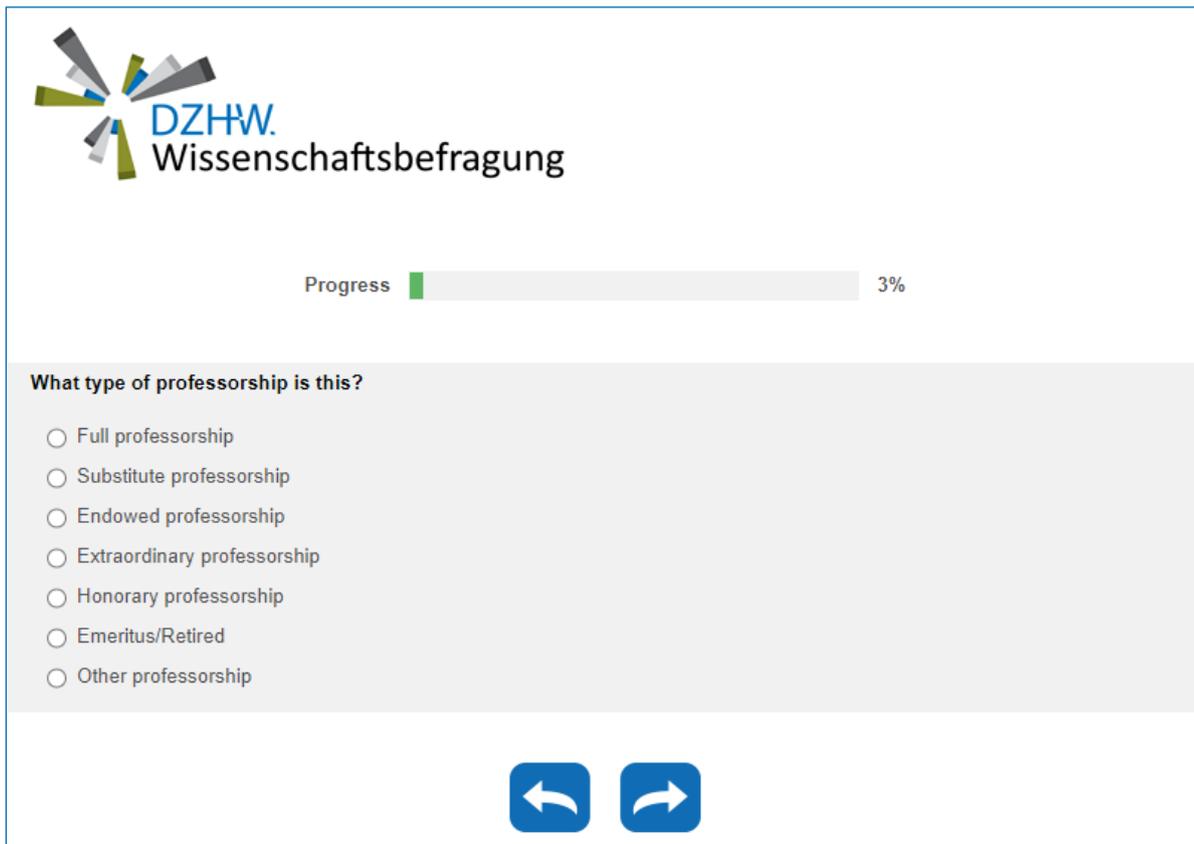
**Outlet filter:**

If "Non-scientific position": goto Abbruch (Cancel)

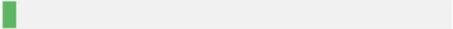
If "Professor": goto wb3

If "Junior professor": goto wb4

Else: goto wb5



DZHW.  
Wissenschaftsbefragung

Progress  3%

What type of professorship is this?

- Full professorship
- Substitute professorship
- Endowed professorship
- Extraordinary professorship
- Honorary professorship
- Emeritus/Retired
- Other professorship

**Warning message:**

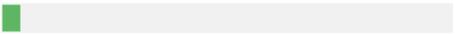
If no answer was given, the message *"Please indicate which applies to you."* was displayed when clicking the forward button.

**Outlet filter:**

If "Honorary professorship" or "Emeritus/Retired": goto Abbruch (Cancel)

Else: goto wb4



Progress  4%

To which grade level is your professorship assigned?

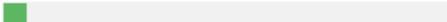
- C4/W3
- C3/W2
- C2/W1
- Other, namely:

**Outlet filter:**

goto wb6



Progress  5%

**Do you hold a doctorate?**

- Yes.
- No, but I am doing a PhD/doctorate
- No, and I am (currently) not doing a PhD/doctorate

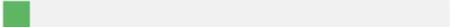
 

**Outlet filter:**

If "Yes": goto wb6

Else: goto wb7



Progress  6%

**Are you habilitated?**

Yes, and have been since the year:

No, but I am in the process of habilitation.

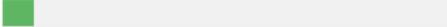
No, I do not plan to habilitate either

**Outlet filter:**

goto wb7



Progress  7%

Do you have or have you ever held a junior research group leadership ("Nachwuchsgruppenleitung") position?

- Yes, I do.
- Yes, I did.
- No.



**Outlet filter:**

goto wb8

**DZHW.**  
Wissenschaftsbefragung

Progress  8%

Regarding other stages of your academic CV:  
In which year and in which country did you complete the following stages?

	Year	Country
(First) university degree (at master's/diploma level)	<input type="text"/>	Select an answer... ▼
(First) doctorate	<input type="text"/>	Select an answer... ▼
First appointment (professorship)	<input type="text"/>	Select an answer... ▼

**Display conditions:**

If not "Professor" or "Junior professor" to question wb2 and not "Yes" to question wb5: row for "(First) doctorate" is not displayed

If not "Professor" or "Junior professor" to question wb2: row for "First appointment (professorship)" is not displayed

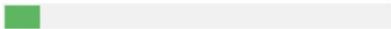
**Drop-down list:**

cf. COUNTRY

**Outlet filter:**

goto wb9



Progress  9%

**What field of study would you classify yourself as?**

- |   |  |
|---|--|
| <p><b>Humanities</b></p> <p><input type="radio"/> Ancient Cultures</p> <p><input type="radio"/> History</p> <p><input type="radio"/> Art History, Music, Theatre and Media Studies</p> <p><input type="radio"/> Linguistics</p> <p><input type="radio"/> Literary studies</p> <p><input type="radio"/> Social and Cultural Anthropology, Non-European Cultures, Jewish Studies and Religious Studies</p> <p><input type="radio"/> Theology</p> <p><input type="radio"/> Philosophy</p> <p><b>Social and Behavioral Sciences.</b></p> <p><input type="radio"/> Educational Science and Educational Research</p> <p><input type="radio"/> Psychology</p> <p><input type="radio"/> Social Sciences</p> <p><input type="radio"/> Economics</p> <p><input type="radio"/> Jurisprudence</p> <p><b>Biology</b></p> <p><input type="radio"/> Basic Research in Biology and Medicine</p> <p><input type="radio"/> Plant Sciences</p> <p><input type="radio"/> Zoology</p> <p><b>Medicine</b></p> <p><input type="radio"/> Microbiology, Virology and Immunology</p> <p><input type="radio"/> Medicine</p> <p><input type="radio"/> Neurosciences</p> <p><b>Agriculture, Forestry, Horticulture</b></p> <p><input type="radio"/> Agriculture, Forestry and Veterinary Medicine</p> <p><b>Chemistry</b></p> <p><input type="radio"/> Molecular Chemistry</p> <p><input type="radio"/> Chemical Solid State and Surface research</p> <p><input type="radio"/> Physical Chemistry</p> <p><input type="radio"/> Analytical Chemistry</p> <p><input type="radio"/> Biologische Chemie und Lebensmittelchemie</p> | <p><input type="radio"/> Polymer Research</p> <p><input type="radio"/> Theoretical Chemistry</p> <p><b>Physics</b></p> <p><input type="radio"/> Condensed Matter Physics</p> <p><input type="radio"/> Optics, Quantum Optics and Physics of Atoms, Molecules and Plasmas</p> <p><input type="radio"/> Particles, Nuclei and Fields</p> <p><input type="radio"/> Statistical Physics, Soft Matter, Biological Physics, Nonlinear Dynamics</p> <p><input type="radio"/> Astrophysics and Astronomy</p> <p><b>Mathematics</b></p> <p><input type="radio"/> Mathematics</p> <p><b>Earth Sciences</b></p> <p><input type="radio"/> Atmospheric Science, Oceanography and Climate Research</p> <p><input type="radio"/> Geology and Palaeontology</p> <p><input type="radio"/> Geophysics and Geodesy</p> <p><input type="radio"/> Mineralogy, Petrology and Geochemistry</p> <p><input type="radio"/> Geography</p> <p><input type="radio"/> Water Research</p> <p><b>Engineering</b></p> <p><input type="radio"/> Production Technology</p> <p><input type="radio"/> Mechanics and Constructive Mechanical Engineering</p> <p><input type="radio"/> Process Engineering, Technical Chemistry</p> <p><input type="radio"/> Fluid Mechanics, Technical Thermodynamics and Thermal Energy Engineering</p> <p><input type="radio"/> Materials Engineering</p> <p><input type="radio"/> Materials Science</p> <p><input type="radio"/> Systems Engineering</p> <p><input type="radio"/> Electrical Engineering and Information Technology</p> <p><input type="radio"/> Computer Science</p> <p><input type="radio"/> Construction Engineering and Architecture</p> <p><b>Other</b></p> <p><input type="radio"/> Other, namely: <input type="text"/></p> |
|---|--|



**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto wb11

Else: goto wb10



Progress  10%

**Which of the positions listed below most closely matches your long-term career goal?**

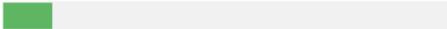
- Professorship
- Other position in research and teaching
- Position in science management
- Management position in business/industry
- Other position, namely:

**Outlet filter:**

goto wb11



Progress  11%

**Have you held the following positions in academia in the last year?**  
*Multiple answers possible.*

- Organs of university self-government
- As an elected representative in the professional association
- Organs of the DFG (e.g. review board, senate)
- Expert:inside and advisory bodies

**Outlet filter:**

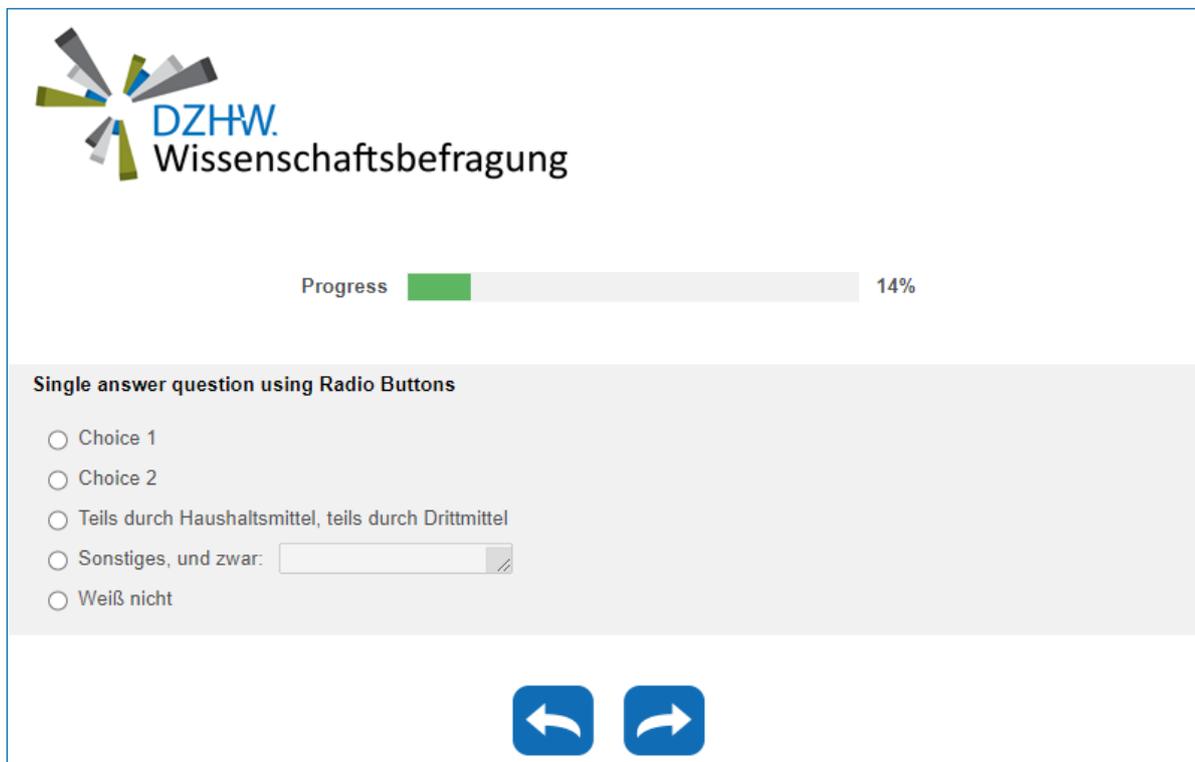
If "Professor" or "Junior professor" to question wb2: goto fb3

Else: goto fb1

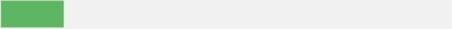
## Research and working conditions

### Working conditions

fb1<sup>2</sup>



**DZHW**  
Wissenschaftsbefragung

Progress  14%

**Single answer question using Radio Buttons**

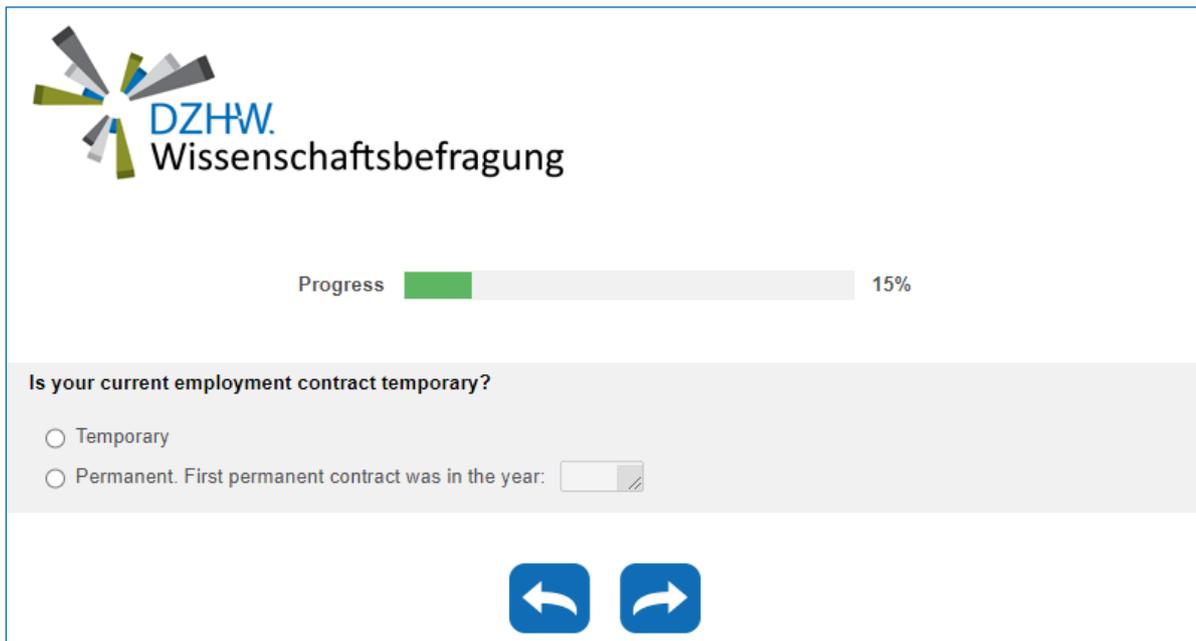
- Choice 1
- Choice 2
- Teils durch Haushaltsmittel, teils durch Drittmittel
- Sonstiges, und zwar:
- Weiß nicht

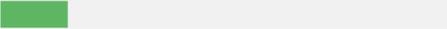
#### Outlet filter:

goto fb2

<sup>2</sup> Note: Due to a technical error, the answers to this question were not saved, no data exists.



**DZHW.**  
Wissenschaftsbefragung

Progress  15%

**Is your current employment contract temporary?**

Temporary

Permanent. First permanent contract was in the year:

**Outlet filter:**

If "Temporary": goto fb4

Else: goto fb6

**DZHW**  
Wissenschaftsbefragung

Progress  17%

**Research and working conditions**

.

**Is your professorship open-ended?**

Yes. I had my first tenured professorship in the year:

No, fixed-term with tenure track

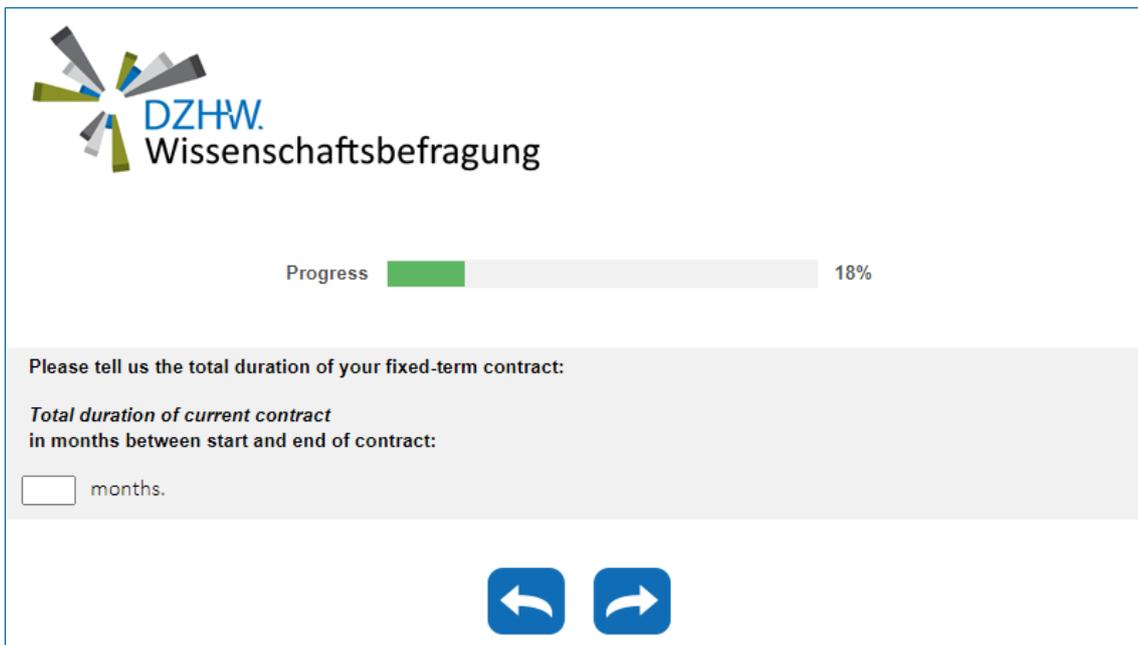
No, fixed-term, without tenure track

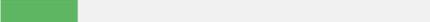
**Outlet filter:**

If "No, fixed-term with tenure track" or "No, fixed-term, without tenure track": goto fb4

Else: goto fb6



 **DZHW**  
Wissenschaftsbefragung

Progress  18%

Please tell us the total duration of your fixed-term contract:

*Total duration of current contract*  
in months between start and end of contract:

months.

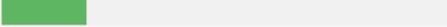
 

**Outlet filter:**

If "Assistant professor", "Research Associate" or "Other academic position" to question wb2: goto fb5

Else: goto fb6



Progress  19%

Please state the reason for your time limit.

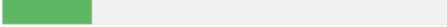
- Qualification time limit
- Third-party fixed-term
- Substitution (e.g. parental leave substitution)
- Other, namely:

**Outlet filter:**

goto fb6



Progress  20%

How many fixed-term employment contracts at scientific institutions have you had since your first employment as a scientific employee?

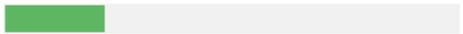
 

**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto fb8

Else: goto fb7



Progress  22%

**What is your contracted weekly working time?**

Contractually agreed weekly working hours:  hours.

**On average, how many hours do you work per week?**

Actual hours worked per week:  Hours.

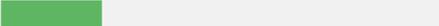
**Display conditions:**

If "Professor" or "Junior professor" to question wb2: only display of the lower question (fb8)

**Outlet filter:**

goto fb9



Progress  23%

**What is your contracted teaching load?**

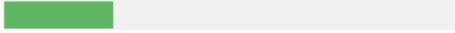
In my contract are.  SWS agreed.  
 I have no teaching responsibilities.



**Outlet filter:**

goto fb10



Progress  24%

**What percentage of your work time do you spend on the following activities on an annual average?**

	approx. in %
Research (incl. publications and lectures)	<input type="text" value="0"/>
Reviews (manuscripts, funding applications, evaluations)	<input type="text" value="0"/>
Teaching and examination duties (including preparation and follow-up of teaching units)	<input type="text" value="0"/>
Supervision of students and doctoral students	<input type="text" value="0"/>
Acquisition third-party funds	<input type="text" value="0"/>
Institutional committees/self-government	<input type="text" value="0"/>
Management	<input type="text" value="0"/>
Other, namely: <input type="text"/>	<input type="text" value="0"/>

0



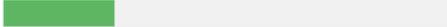

**Warning message:**

If the percentages added up to more than 100 percent, the message *"Your answers should not exceed 100 in total."* was displayed when clicking the forward button.

**Outlet filter:**

goto fb11



Progress  25%

How satisfied are you with the following aspects of your profession?

	Very dissatisfied	1	2	3	4	Very satisfied
		1	2	3	4	5
Own teaching activity	<input type="radio"/>					
Own research activity	<input type="radio"/>					
Relationship to colleagues	<input type="radio"/>					
Achieved professional position	<input type="radio"/>					
Professional perspectives	<input type="radio"/>					
Realization of own ideas	<input type="radio"/>					
Overall professional situation	<input type="radio"/>					

**Display conditions:**

If no "Teaching and examination duties (including preparation and follow-up of teaching units)" indicated in question fb10: item "Own teaching activity" is not displayed

If no "Research (incl. publications and lectures)" indicated in question fb10: item "Own research activity" is not displayed

**Outlet filter:**

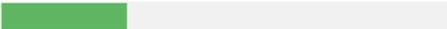
goto fa1

## Assessments of the field

fa1

fa8



Progress  28%

How do you personally assess the situation in your field with regard to the following aspects?

In my field, German research is internationally...

insignificant 1	2	3	4	cutting edge 5	don't know
<input type="radio"/>					

In my field, the funding opportunities through external funding for sophisticated research...

very bad 1	2	3	4	very good 5	don't know
<input type="radio"/>					

Outlet filter:

goto fa2



Progress  30%

**And how do you assess the situation in your field with regard to these aspects?**

In my field...

	far too low	2	3	4	far too high
the influence of science policy on content priorities is	<input type="radio"/>				
the performance requirements brought about by evaluations is	<input type="radio"/>				
the application effort for externally funded projects in relation to the yield is	<input type="radio"/>				
the compulsion to raise external funding is	<input type="radio"/>				
the pressure to publish is	<input type="radio"/>				
the proportion of research cooperation with industry and business is	<input type="radio"/>				

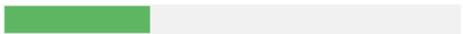



**Outlet filter:**

goto fa5

<sup>3</sup> item "... the influence of science policy on content priorities is ..."  
<sup>4</sup> item "... the performance requirements brought about by evaluation is ..."  
<sup>5</sup> item "... the application effort for externally funded projects in relation to the yield is ..."  
<sup>6</sup> item "... the compulsion to raise external funding is ..."  
<sup>7</sup> item "... the pressure to publish is ..."  
<sup>8</sup> item "... the proportion of research cooperation with industry and business is ..."



Progress  32%

Among my professional colleagues in Germany, the competition is...

far too low					far too high	don't know
1	2	3	4	5		
<input type="radio"/>						

In my field, adequate filling of postdoctoral positions...

no difficulties				great difficulties	don't know
1	2	3	4	5	
<input type="radio"/>					

**Display conditions:**

If not "Professor" or "Junior professor" to question wb2: only display of the upper question (fa5)

**Outlet filter:**

goto fa11

**DZHW.**  
Wissenschaftsbefragung

Progress  33%

In some fields the reliability of scientific knowledge is discussed, e.g. under the keyword "replication crisis".  
If you look at your field: What is the extent of the body of knowledge that you consider to be reliable in principle  
;

I consider  % of the results to be reliable.  
 don't know

**Outlet filter:**

If not assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent) and "Research (incl. publications and lectures)" indicated in question fb10: goto fp1

If not assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent) and no "Research (incl. publications and lectures)" indicated in question fb10 and "Professor" or "Junior professor" to question wb2: goto wn1

If not assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent) and no "Research (incl. publications and lectures)" indicated in question fb10 and "Yes" to question wb5: goto wn3

If assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent) and "Professor" or "Junior professor" to question wb2: goto wn1

If assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent) and "Yes" to question wb5: goto wn3

Else: goto hd1



Progress  35%

**Research Practice.**

To what extent do the characteristics below apply to your research work? My scientific research work...

	not at all	to a certain extent	largely	very much
Is theoretical/conceptual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is empirical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is done in working groups or teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relies on technical infrastructures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto wn1

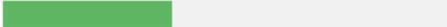
If "Yes" to question wb5: goto wn3

Else: goto hd1

## Supervision of young scientists

wn1 | wn2



Progress  38%

Supervision of young scientists.

How many doctoral students do you currently supervise?

I supervise in total:  Promoting students.  
 I am not currently supervising any PhD students.

Of which as first supervisor:in:  
of which as a first supervisor:

I am not a first-time supervisor.

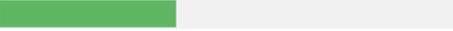
### Display conditions:

If no answer greater than 0 for upper question (wn1): lower question (wn2) is not displayed

### Outlet filter:

goto wn3



Progress  39%

In general, how do you assess the quality of dissertations in your field?

In my field...

	Does not apply at all	2	3	4	Fully agree	Don't know/no answer
I am generally satisfied with the formal and substantive quality of dissertations.	<input type="radio"/>					
overall, too many dissertations are given the top grade.	<input type="radio"/>					
some poorly written dissertations are wrongly graded as passed.	<input type="radio"/>					

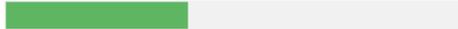
 

**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto wn6

Else: goto hd1



Progress  40%

#### How do you assess the situation of young scientists?

	Fully disagree 1	2	3	4	Fully agree 5
The hierarchical structure of the German university system impairs the scientific independence of young scientists.	<input type="radio"/>				
There is a lack of sufficient supervision and guidance for young scientists.	<input type="radio"/>				
The qualification of young scientists takes too long.	<input type="radio"/>				
The career prospects for young scientists are too uncertain.	<input type="radio"/>				
Income opportunities for young scientists:inside are not competitive.	<input type="radio"/>				



#### Outlet filter:

goto hd1



Progress  41%

Have you already participated in continuing education courses in higher education didactics?

- Yes, and within the last two years
- Yes, but not within the last two years
- No, but I plan to
- No, I do not plan to do so either

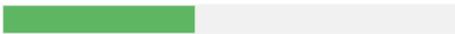
 

**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto ff1

Else: goto hd2



Progress  42%

**Are certain continuing education courses in higher education didactics at your university obligatory for young academics?**

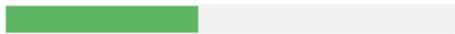
- Yes, individual continuing education courses
- Yes, the completion of a qualification or certificate program
- No
- Don't know

**Outlet filter:**

goto hd3



Progress  43%

**What resources do you use outside of continuing education courses in higher education to design your teaching?**  
Multiple answers possible

- Support from the head of the department
- Support from experts in higher education didactics
- Exchange with colleagues
- University didactic literature, websites, etc.
- Open Educational Resources (OER)
- Design of teaching together with colleagues
- Own experiences as a student
- Exchange in private environment
- Other, namely:

**Outlet filter:**

goto hd4



Progress  44%

**In which areas of university teaching do you have needs or wishes for further training?  
Multiple answers possible**

- Exams
- Teaching evaluation
- Gender and diversity sensitive teaching
- Contact with students (e.g. in office hours)
- Selection of teaching content
- Principles of university didactics
- Research-based learning
- Digitization of teaching
- Other, namely:
- I currently have no continuing education needs

**Outlet filter:**

goto ff1

## Research funding

### Research funding and review

ff1



Progress  46%

#### Research Funding & Review

In the following, we are interested in your experience with third-party funding applications.

To which of the indicated third-party funders have you submitted applications over the last 5 years, i.e. since January 2018, with a total volume exceeding 25,000€ each?

Please indicate the number of applications submitted (including approved, rejected, and pending applications).  
*If you have not submitted any applications, just continue to the next page.*

	Number of applications submitted over 25,000€:	Of which approved	Of which rejected
DFG	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Funding program: Excellence strategy	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
BMBF	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
European Union (incl. HORIZON 2020, ERC)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
National non-profit foundations (AvH, VW Foundation, Fritz Thyssen Foundation, etc.)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other sponsors from industry/business	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

#### Warning message:

If a value greater than 100 was entered in the first column, the message *"Please check your information: If the number of applications in the last 5 years really exceeds 100, please enter 100."* was displayed when clicking the forward button.

If a value greater than 100 was entered in the second column, the message *"Answer value should be smaller or equal to 100"* was displayed when clicking the forward button.

#### Outlet filter:

If no applications submitted: goto ff7

If no applications submitted to "DFG", "BMBF" and "European Union (incl. HORIZON 2020, ERC)", but applications submitted to other third-party funders: goto ff6

If applications submitted to "DFG", "BMBF" or "European Union (incl. HORIZON 2020, ERC)": goto ff2



Progress  48%

In the following, we will focus on your perception of the individual sponsors.

How do you estimate the application effort compared to the potential return with the respective funding body?

	Much too low	Too low	Adequate	Too high	Much too high	Don't know
German Research Foundation (DFG)	<input type="radio"/>					
Federal Ministry of Education and Research (BMBF)	<input type="radio"/>					
European Union (incl. HORIZON 2020, ERC)	<input type="radio"/>					

**Display conditions:**

Only the items indicated in question ff1 are displayed.

**Outlet filter:**

If applications to "DFG" indicated in question ff1: goto ff3

If no applications to "DFG", but to "BMBF" indicated in question ff1: goto ff4

If no applications to "DFG"/"BMBF", but to "European Union (incl. HORIZON 2020, ERC)" indicated in question ff1: goto ff5



Progress  49%

How do you rate the DFG's review and selection procedures?

	Disagree	Somewhat agree	Fully agree	Don't know
The professional quality of the review process is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The procedure is transparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The decisions are comprehensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is a matter of luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is subject to political considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

If application to "BMBF" indicated in question ff1: goto ff4

If no application to "BMBF", but to "European Union (incl. HORIZON 2020, ERC)" indicated in question ff1: goto ff5

If neither application to "BMBF" nor to "European Union (incl. HORIZON 2020, ERC)" indicated in question ff1: goto ff6



Progress  50%

How do you rate the BMBF's review and selection procedures?

	Disagree	Somewhat agree	Fully agree	Don't know
The professional quality of the evaluation is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The procedure is transparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The decisions are comprehensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is a matter of luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is subject to political considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

If application to "European Union (incl. HORIZON 2020, ERC)" indicated in question ff1: goto ff5

If no application to "European Union (incl. HORIZON 2020, ERC)" indicated in question ff1: goto ff6



Progress  51%

How do you evaluate the review and selection procedures of the European Union (incl. HORIZON 2020, ERC)? in your opinion?

	Disagree	Somewhat agree	Fully agree	Don't know
The professional quality of the peer review is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The procedure is transparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The decisions are comprehensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is a matter of luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection is subject to political considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto ff6



Progress  52%

In your opinion, how has the overall quality of grant application reviews evolved over the past 5 years? The quality of the reviews has...

- significantly improved.
- rather improved.
- not changed.
- rather worsened.
- significantly worsened.
- Don't know



**Outlet filter:**

goto ff7



Progress  53%

The following statements reflect different views on DFG funding. To what extent do you agree with the individual statements?

	Disagree	Somewhat agree	Fully agree	No answer
There is a great danger that reviewers will appropriate good ideas from the project proposal and exploit them for themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too few neutral reviewers in my field in Germany, and more international experts should be consulted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is always the same group of people who get the money for their research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Renowned researchers get all their projects approved - even the less good ones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often, applications are reviewed by competitors who are not neutral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the case of good researchers, there is actually no need for a review process, because we know from previous work what they can achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientists from prestigious universities have better chances of getting projects approved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The proportion of funds spent on collaborative research is too high. The proportion for individual grants should increase again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto os1

Else: goto pu1

DZHW  
Wissenschaftsbefragung

Progress  54%

What percentage of your research (Personnel and material resources) can be met through your base funding/basic endowment?

0  1

← →

**Outlet filter:**

If not 0%: goto os2

If 0%: goto pu1



Progress  55%

Are parts of your basic funding for research dependent on the following performance criteria?

	Yes	No	Don't know
Number of my publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publication-related citation counts/citation indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal Impact Factors (JIFs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of doctoral exams taken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third-party funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer evaluation of the institution or institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other criteria, namely: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

goto pu1

## Publication behavior and knowledge transfer

### Publication behavior

pu1



Progress  57%

Below we ask you to provide information about your publication habits.

Which of the following publication formats have you served with your own contributions in the last 5 years?  
Please indicate the number or estimate.  
*If you have not published in any of these formats, simply move on to the next page.*

	Number
Original articles in journals (incl. proceedings).	<input type="text" value="0"/>
Review articles in professional journals	<input type="text" value="0"/>
Monographs	<input type="text" value="0"/>
Book contributions (except in handbooks)	<input type="text" value="0"/>
Special issues or anthologies as editor:in	<input type="text" value="0"/>
Commentaries/reviews	<input type="text" value="0"/>
Editorials	<input type="text" value="0"/>
Manuals/ contributions to manuals	<input type="text" value="0"/>

#### Outlet filter:

If "Original articles in journals (incl. proceedings)" or "Review articles in professional journals": goto pu2

If neither "Original articles in journals (incl. proceedings)" nor "Review articles in professional journals": goto pu3



Progress  58%

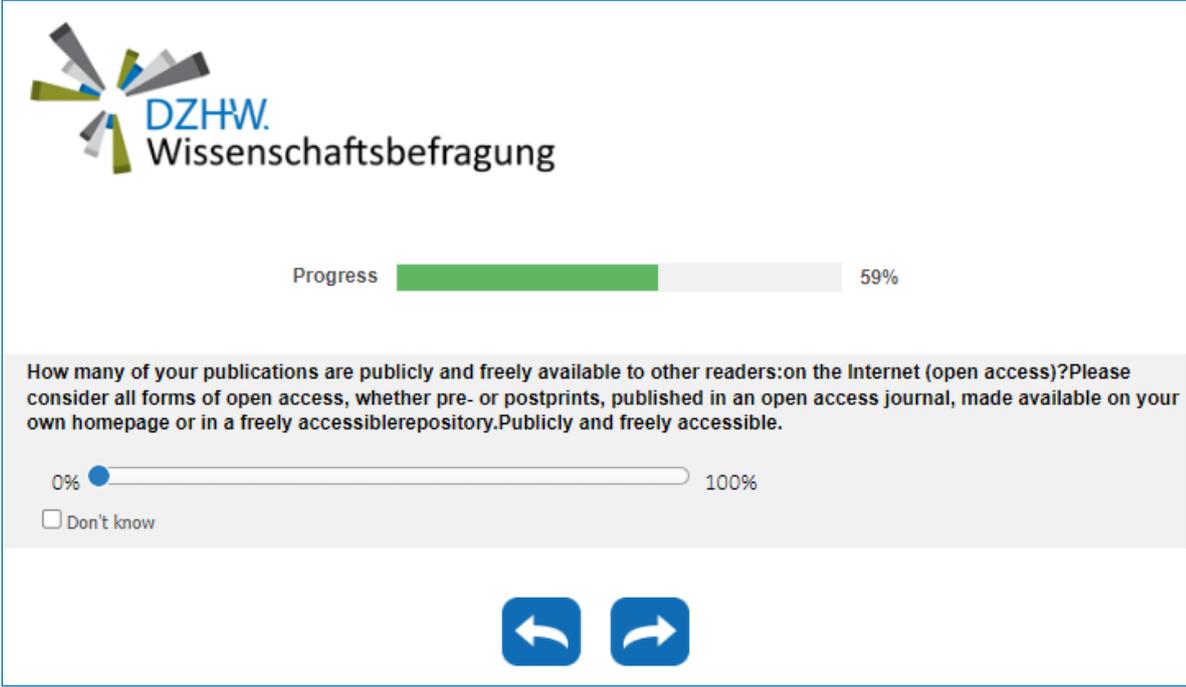
How important are the following criteria to you when selecting a journal to submit a manuscript?

	Not at all important	2	3	4	Extremely important
Reputation of the journal	<input type="radio"/>				
Journal Impact Factor (JIF)	<input type="radio"/>				
Probability of acceptance	<input type="radio"/>				
Short time between submission and publication	<input type="radio"/>				
Free publication for author	<input type="radio"/>				
Widest possible audience	<input type="radio"/>				
Acceptance despite pre-publication (e.g. archives, preprint servers, etc.)	<input type="radio"/>				
Free access for the readership (open access)	<input type="radio"/>				
Addressing a specific professional audience	<input type="radio"/>				
Rigorous peer review	<input type="radio"/>				
High quality of peer review	<input type="radio"/>				



**Outlet filter:**

goto pu3



**DZHW.**  
Wissenschaftsbefragung

Progress  59%

How many of your publications are publicly and freely available to other readers: on the Internet (open access)? Please consider all forms of open access, whether pre- or postprints, published in an open access journal, made available on your own homepage or in a freely accessible repository. Publicly and freely accessible.

0%  100%

Don't know

**Outlet filter:**

If "Original articles in journals (incl. proceedings)" or "Review articles in professional journals" indicated in question pu1: goto pu7

If neither "Original articles in journals (incl. proceedings)" nor "Review articles in professional journals" indicated in question pu1: goto wt1



Progress  60%

**In your opinion, how has the quality of manuscript review of journals evolved over the past 5 years? The quality of reviews has improved over the past 5 years ...**

- clearly improved.
- rather improved.
- not changed.
- rather declined.
- clearly declined.
- Don't know



**Outlet filter:**

goto pu8



Progress  61%

In the last 12 months, how often were you yourself active as an assessor:in the following areas?

	Number
Review of journal articles	<input type="text" value="0"/>
Written review of grant applications	<input type="text" value="0"/>
Participation in evaluation procedures	<input type="text" value="0"/>
Participation in accreditation procedures	<input type="text" value="0"/>
Reviews in the context of appeal procedures	<input type="text" value="0"/>
Review of doctoral theses	<input type="text" value="0"/>



**Outlet filter:**

goto wt1



Progress  62%

How often do you collaborate with the following people or groups in your research?

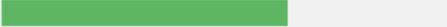
	Never	Very rare	Rare	Occasionally	Often	Very often
Colleagues of my field	<input type="radio"/>					
Colleagues from other disciplines	<input type="radio"/>					
Non-scientists/persons from outside the scientific community	<input type="radio"/>					




Outlet filter:

goto wt3



Progress  64%

**In your previous scientific career, have you ever worked in another discipline?**

Yes

No

**Have you ever worked outside science since graduating from university?**

Yes

No

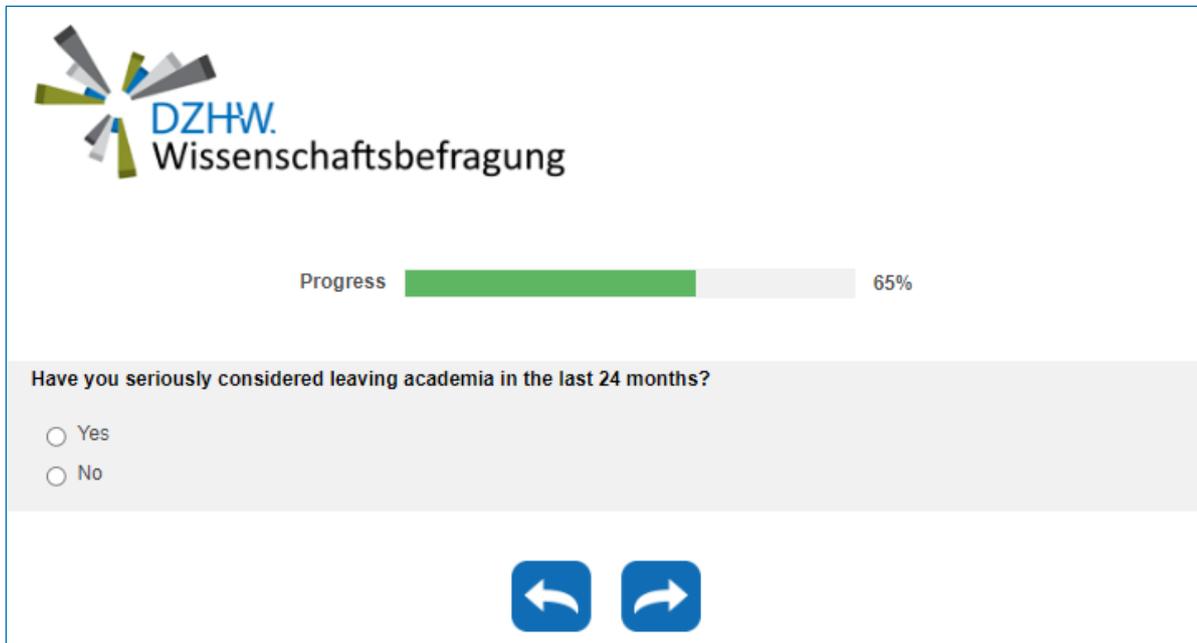
**Outlet filter:**

goto pv1

## Science policy topics and attitudes

### Considerations on leaving academia

pv1



The screenshot shows a survey interface for 'DZHW Wissenschaftsbefragung'. At the top left is the logo, which consists of several colored arrows pointing outwards from a central point, followed by the text 'DZHW. Wissenschaftsbefragung'. Below the logo is a progress bar labeled 'Progress' on the left and '65%' on the right. The main question is 'Have you seriously considered leaving academia in the last 24 months?'. Below the question are two radio button options: 'Yes' and 'No'. At the bottom center of the survey area are two blue square buttons with white arrows: one pointing left and one pointing right.

#### Outlet filter:

If "Yes": goto pv2

Else: goto wp1



Progress  66%

To what extent did the following reasons play a role?

	Does not matter at all	2	3	4	Plays a very large role	Trifft nicht zu
Too high workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doubts about my suitability for science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility of work and family/partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expiration of the maximum time limit according to WissZeitVG	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others, namely: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto wp1



Progress  68%

Below we ask you for your assessment of various aspects of the science system.

How do you assess the condition of the German science system with regard to the following dimensions?

	Very bad	Rather bad	Rather good	Very good
Autonomy and freedom of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship between teaching and research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social relevance of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesion of the scientific community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of science by society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

goto wp3

<sup>9</sup> items “Autonomy and freedom of research”, “Innovative capacity”, “Performance equity” and “Relationship between teaching and research”

<sup>10</sup> items “Social relevance of research”, “Cohesion of the scientific community” and “Appreciation of science by society”



Progress  70%

Various measures are being discussed to reform Germany as a location for science.

What is your opinion on the following reform proposals in the science system?

	Fully disagree	Rather disagree	Rather agree	Fully agree	I have no opinion on this.
A changeover from chair to department structure	<input type="radio"/>				
The creation of permanent positions below the professorship level	<input type="radio"/>				
The creation of pure teaching professorships	<input type="radio"/>				

**Outlet filter:**

goto wp4



Progress  71%

**Currently, the introduction of the right to award doctorates to more universities of applied sciences (FH/HAW) is being discussed. What is your opinion on this?**

- All FH/HAW should be granted the right to award doctorates without restriction
- FH/HAW should receive the right to award doctorates if they meet certain quality standards
- The right to award doctorates should only be possible at FH/HAW in cooperation with universities
- The right to award doctorates should be reserved exclusively for universities
- I have no opinion on this (yet)



**Outlet filter:**

goto cov1



Progress  72%

**During the Corona crisis, where have you mainly worked scientifically since March 2020 until today?**

- still at my place of work
- from home due to the Corona crisis
- further on from home
- about equally often at home and at the place of work
- at another place
- for the most part, I have not done any scientific work at all



**Outlet filter:**

goto cov2



Progress  73%

How do you perceive the Corona pandemic has affected the following for you?

	Very negative	2	3	4	Very positive
Access to work resources/equipment	<input type="radio"/>				
Time available for my work tasks	<input type="radio"/>				
Work productivity	<input type="radio"/>				
Opportunity to network	<input type="radio"/>				
Workload	<input type="radio"/>				
Opportunity for career development	<input type="radio"/>				
Offering own courses in digital or hybrid form	<input type="radio"/>				



**Outlet filter:**

goto cov3



Progress  74%

**To what extent has the Corona pandemic affected your own publication productivity?**

- I submitted as many papers/publications as planned
- I submitted fewer papers/publications than planned
- I submitted more papers/publications than planned
- No answer



**Outlet filter:**

goto de1

## Demography

de1 | de2



Progress  77%

**Demographic data**  
We would like to ask you for some demographic information.

**Please state your gender.**

Male  
 Female  
 Diverse

**When were you born?**

**Outlet filter:**

goto de3



Progress  78%

**Personal experiences of discrimination:**  
Have you been personally discriminated against in your professional environment in the last 24 months? If so, because of which characteristics?  
*Multiple answers possible.*

- Ethnic origin
- Gender/gender identity
- Religion or belief
- Age
- Sexual orientation
- Disability or chronic illness
- Social background
- Did not suffer any discrimination of this kind.



**Outlet filter:**

goto de5

**DZHW**  
Wissenschaftsbefragung

Progress  79%

In which country were you born?

In Germany

In another country, namely:

**Outlet filter:**

If "In another country, namely:": goto de4

If not "In another country, namely:": goto de7



Progress  80%

In which year did you come to Germany?

**Outlet filter:**

goto de7

The screenshot displays a survey interface for 'DZHW. Wissenschaftsbefragung'. At the top left is the logo, which consists of a stylized starburst of colored lines (green, blue, grey) next to the text 'DZHW. Wissenschaftsbefragung'. Below the logo is a progress bar labeled 'Progress' that is 81% full, with a green bar and a grey bar. The question is 'Which highest (professional) degree did your parents achieve?'. Below the question is a blue header bar labeled 'Column 1'. Underneath are two dropdown menus: 'Mother' and 'Father', both with the placeholder text 'Select an answer...'. At the bottom of the form are two blue navigation buttons: a left arrow and a right arrow.

**Drop-down list:**

cf. PROFESSIONAL DEGREE

**Outlet filter:**

goto de6



Progress  82%

Do you currently have a permanent relationship or marriage?

- Yes, and we live in the same household.
- Yes, but we live in separate households.
- No, currently no permanent relationship.



**Outlet filter:**

goto de10

**DZHW**  
Wissenschaftsbefragung

Progress  84%

Do you have children? If so, how many?

More than five children ▾

How old are they?

in between	0-6	7-12	13-17	18 and older
1st child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5th child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← →

**Drop-down list:**

cf. NUMBER OF CHILDREN

**Display conditions:**

If no answer greater than 0 for upper question (de10): lower question (de11) is not displayed

If answer greater than 0 for upper question (de10): in the lower question (de11), the appropriate number of rows/children is displayed (six rows are displayed if "More than five children" is specified)

**Outlet filter:**If children under the age of 18 and assignment to group "advanced module D" at Einwilligungserklärung (Informed Consent): goto rf15<sup>11</sup>

Else: goto de12

<sup>11</sup> Note: This is a question from advanced module D, which was only displayed here for participants assigned to group "advanced module D".

**DZHW.**  
Wissenschaftsbefragung

Progress  86%

All in all, how satisfied are you with your current work-life balance?

Not at all satisfied ● Extremely satisfied

[←](#) [→](#)

**Outlet filter:**

goto de13

**DZHW.**  
Wissenschaftsbefragung

Progress  87%

**How do you see yourself: How willing are you in general to take risks?**

Not at all willing to take risks

2

3

4

5

6

Very willing to take risks

**Outlet filter:**

If assignment to group "advanced module A" at Einwilligungserklärung (Informed Consent): goto Advanced Module A: Research Information, Digital Infrastructures, Informational Self-Determination

If assignment to group "advanced module B" at Einwilligungserklärung (Informed Consent): goto Advanced Module B: Digital Scholarly Communication

If assignment to group "advanced module C" at Einwilligungserklärung (Informed Consent): goto Advanced Module C: Science Mobility

If assignment to group "advanced module D" at Einwilligungserklärung (Informed Consent): goto Advanced Module D: Research Funding

If assignment to group "advanced module E" at Einwilligungserklärung (Informed Consent): goto Advanced Module E: Trust within Science

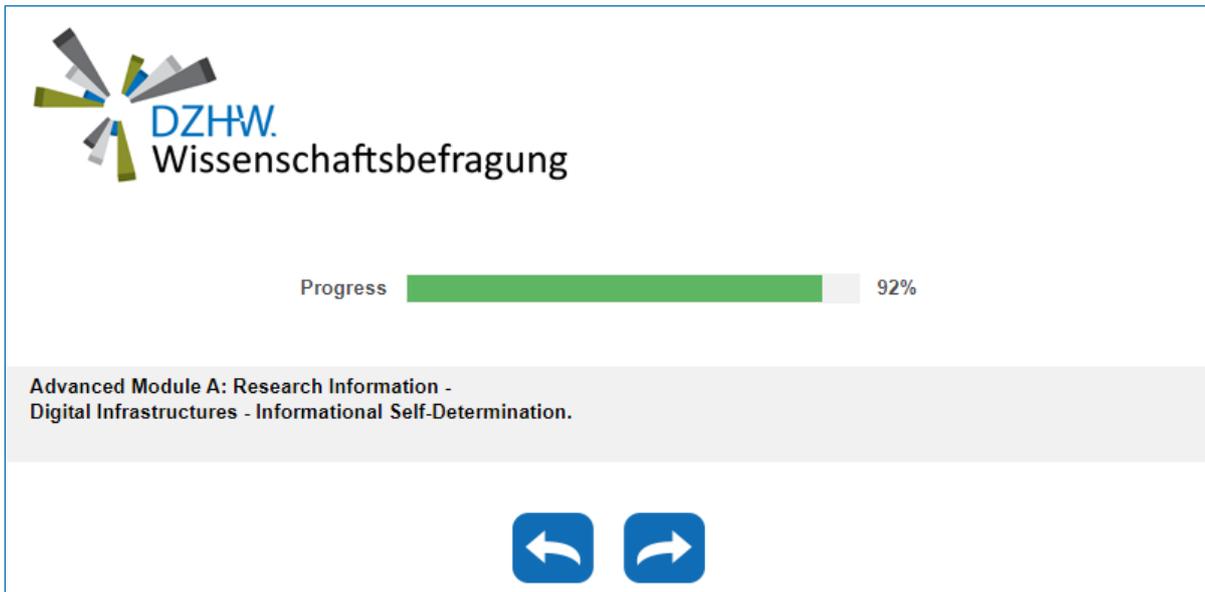
If assignment to group "advanced module F" at Einwilligungserklärung (Informed Consent): goto Advanced Module F: Tenure Track and Researcher Independence

If assignment to group "advanced module G" at Einwilligungserklärung (Informed Consent): goto prpen1<sup>12</sup>

<sup>12</sup> Note: This is a question from advanced module G, which was only displayed here for participants assigned to group "advanced module G". Depending on the answer to this question, two further questions may have been asked on the topic.

# ADVANCED MODULES

Advanced Module A: Research Information, Digital Infrastructures, Informational Self-Determination



DZHW.  
Wissenschaftsbefragung

Progress  92%

Advanced Module A: Research Information -  
Digital Infrastructures - Informational Self-Determination.

**Outlet filter:**

goto fi1



Progress  94%

Information about your research performance (such as on your publications) is currently collected in various places by yourself or by your research institution and made available through various internal and external portals, platforms and databases.

**Which channels do you use to publish information about your research achievements?**

**(multiple answers possible)**

- institutional website of the own institution
- Own website, blog
- Reporting tools of my research institution (e.g. institutional repositories, research portals, research information systems)
- Scientific communication and networking platforms (ResearchGate, Academia.edu)
- Scientific profile services (Impactstory, Publons, GoogleScholar Profile)
- Author identifiers, e.g. ORCID profile, ResearcherID (Web of Science)
- Social media (Twitter, Facebook etc.)
- Other, namely:
- I do not use any of the channels mentioned here.



**Outlet filter:**

goto fi2



Progress  95%

**Which information do you provide about your research achievements?**  
(multiple answers possible)

- Publications
- Review activities
- Third-party funding
- Research projects (also from basic funds)
- Lectures
- Awards and prizes
- Supervised theses, doctorates, habilitations
- Performance indicators such as h-index, GoogleScholar metrics
- Other, namely:

**Outlet filter:**

If "Publications" and "institutional website of the own institution" or "Reporting tools of my research institution (e. g. institutional repositories, research portals, research information systems)" to question fi1: goto fi3

Else: goto fi4



Progress  96%

**In what way does your institution collect and publish information about your publications? Please select which description best applies to you.**

- I/my research area actively reports publications to my institution, which then publishes them on the website and/or in the institutional repository or research information system.
- I (or my work area) publish publications independently on the institutional website.
- A list of my publications is regularly submitted to me by my institution for validation and, if necessary, additions. Subsequently, these details are published on the website and/or in the institutional repository.
- Other, namely:

**Outlet filter:**

goto fi4



Progress  97%

How important are the following reasons for providing information about your research services on the channels you use?

	Not important at all	2	3	Very important
Public accessibility to and visibility of research results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing one's own visibility and scientific reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking and communication within the scientific community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to the economy and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of my achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application for and reporting on research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transmission of research information to my research institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, namely: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Outlet filter:**

goto fi5



Progress  98%

**In which contexts do you consider it useful for third parties to use the information you provide about your research performance?**

Sharing for...

	Not at all useful	Rather useful	Very useful	No answer
Institutional reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public relations of the own institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment/appointment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third-party funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal research evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External research evaluation (e.g. in the context of the Excellence Strategy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
internal organisational research management (e.g. target agreements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance-related funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Outlet filter:**

goto fi6



Progress  99%

**What effects do you think the processing and publication of research information have in general?**  
The use of information on research performance...

	Disagree	Somewhat agree	Fully agree	No answer
increases the transparency of evaluation procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promotes performance-based evaluation of research activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reinforces disincentives with regard to the orientation of research activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increases the visibility of research in <u>internal</u> scientific communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increases the visibility of research in <u>outer</u> science communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports the communication of research results in the <u>inside</u> scientific context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports the transfer of research results to the extra-scientific context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reinforces meritocratic incentives among scientists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increases the monitoring of scientists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increases competition among scientists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Outlet filter:**

goto fi7



Progress  100%

To what extent do you agree with the following statements?

	Disagree	Somewhat agree	Fully agree	No answer
I pay attention to where I register information about my research performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel sufficiently informed about how third-party platforms, web-based tools and databases process and use information about my research performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I register with an academic profile service/network/repository, I usually read the T&Cs to see what happens to the information about my research performance that I enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Outlet filter:**

goto fi8



Please indicate in bullet points your reasons for not establishing a research identity in the form of a user profile on social academic networks, profile services or research information systems?






To what extent do you agree with the following statements?

	Disagree	Somewhat agree	Fully agree	No answer
It has no impact on reputation to have a user profile or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having or not having a profile makes no difference to academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time it takes to set up and maintain a profile speaks against it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not all disciplines have a sufficient number of researchers who have a profile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a profile is a passing fad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




**Display conditions:**

If "I do not use any of the channels mentioned here." to question fi1: upper question is displayed

Else: lower question is displayed

**Outlet filter:**

goto Verabschiedung (Farewell)

## Advanced Module B: Digital Scholarly Communication



### Advanced Module B: Digital Scholarly Communication

Online services increasingly offer scholars opportunities for digital communication of content. A distinction can be made between science-specific (e.g. Academia.edu, ResearchGate, Mendeley, GoogleScholar) and generic online services (e.g. Facebook, Twitter, Reddit, LinkedIn, YouTube).

First, we would like to know which online services you use to inform yourself about scientific content and to disseminate it.



### Outlet filter:

goto dc1



How often do you use science-specific online services to learn about science content or disseminate?

	Never	Once a month or less	Several times a month	Several times a week	Daily
Academia	<input type="radio"/>				
ResearchGate	<input type="radio"/>				
Mendeley	<input type="radio"/>				
Google Scholar	<input type="radio"/>				
Other and namely: <input type="text"/>	<input type="radio"/>				

**Outlet filter:**

goto dc2



How often do you use generic online services to learn about or share scientific content?

	Never	Once a month or less	Several times a month	Several times a week	Daily
Social media (Facebook, Instagram, etc.)	<input type="radio"/>				
Micro-blogging (Twitter, SinaWeibo, etc.)	<input type="radio"/>				
Professional networks (LinkedIn, XING, etc.)	<input type="radio"/>				
Video sharing (YouTube, TikTok, etc.)	<input type="radio"/>				
Other sharing services (Slideshare, GitHub, Flickr, etc.)	<input type="radio"/>				
Q&A, discussion forums, content rating (stack overflow, Reddit, etc.)	<input type="radio"/>				
Blogs (Wordpress, etc.)	<input type="radio"/>				
Wikis (Wikipedia, etc.)	<input type="radio"/>				



**Outlet filter:**

goto dc3



To what extent do you agree with the following statements about science-specific online services?

I use these services....

	Disagree at all	Rather disagree	Rather agree	Fully agree
because many of my colleagues are represented there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actively, in order to network and exchange ideas with my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because I am motivated to do so by push notifications/feeds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to compare my visibility with that of my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to generate attention for my research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto dc4



To what extent do you agree with the following statements about generic online services?

I use these services....

	Disagree at all	Rather disagree	Rather agree	Fully agree
because many of my colleagues are represented there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actively, in order to network and exchange ideas with my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because I am motivated to do so by push notifications/feeds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to compare my visibility with that of my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to generate attention for my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to exchange scientific content with a broader public (scientific and non-scientific).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto dc5



How do you experience the use of science-specific online services?

	Disagree at all	Rather disagree	Rather agree	Fully agree
I experience myself as effective in the scientific community through the use of these services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the time commitment associated with online presence/profile maintenance burdensome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the constant comparison with other scientists present there a burden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto dc6



How do you experience the use of generic online services?

	Disagree at all	Rather disagree	Rather agree	Fully agree
I experience myself as effective in the scientific community through the use of these services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experience myself as effective in social debates through the use of these services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perceive the time commitment involved in online presence/profile maintenance as burdensome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the constant comparison with other academics present there a burden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto dc7



The demand for more science communication is currently being discussed both within and outside of science. Research funders sometimes make explicit demands on the transfer of scientific knowledge. We are interested in how you perceive these demands and agree with the following statements?

	Disagree at all	Rather disagree	Rather agree	Fully agree
I follow the debate about increased demands on science communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This debate motivates me to make more use of online services to communicate with a broader public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organisation supports me in communicating my scientific content online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have already had positive experiences with digital science communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto dc8



Are you familiar with the term "alternative metrics" (altmetrics) or do you have experience with the metrics it refers to?

Yes

No

**Outlet filter:**

If "Yes": goto dc9

Else: goto dc10



To what extent do you agree with the following statements?

	Disagree at all	Rather disagree	Rather agree	Fully agree	Don't know
I actively pursue the development of alternative metric assessments of my research	<input type="radio"/>				
I take steps to improve the values of my alternative metrics	<input type="radio"/>				
I use alternative metrics to compare myself with other researchers	<input type="radio"/>				
I consider alternative metrics when searching for interesting research results	<input type="radio"/>				
Alternative metrics have an impact on how I am perceived by others as a researcher	<input type="radio"/>				
Performance evaluations with alternative metrics would evaluate the results of my research in a more balanced way	<input type="radio"/>				



**Outlet filter:**

goto dc10



In relation to the following aspects, how beneficial or detrimental do you perceive the measurement of digital communication of research results?

	Very hindering	Rather hindering	Rather conducive	Very conducive
For the communication of research results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the support of Open Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For mapping the societal impact of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the selection of relevant research topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For the targeted implementation of research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

goto Verabschiedung (Farewell)



### Advanced Module C: Science Mobility

In science, research collaborations are considered central to the realisation of project and career goals. Often, these collaborations are reflected in joint publications or the development of scientific infrastructures. We are particularly interested in the significance of international collaborations in your research and career, how they came about and how you evaluate your collaboration experiences in different contexts.



### Outlet filter:

goto wm1



**Collaborations can come about for a variety of reasons. Are your collaborations primarily...?**

- in the context of an international externally funded project?
- resulted from a temporary change of location within the country (e.g. association)?
- arisen from a stay abroad?
- arisen from a mentoring or supervisory relationship (in which you either were or have been supervised)?
- My collaborations stem equally from all of the above contexts.
- My collaborations come from a context not mentioned above, namely
- I don't have any collaborations.

**Outlet filter:**

If "I don't have any collaborations": goto wm26

Else: goto wm2



**What are important motives for you to initiate cooperations?  
I initiate collaborations in order to....**

	Not important at all	2	3	4	Very important
to fulfil the requirements for research funding.	<input type="radio"/>				
to open up new topics or perspectives for myself.	<input type="radio"/>				
to establish inspiring personal contacts.	<input type="radio"/>				
to work on scientific problems with complementary competences.	<input type="radio"/>				
to acquire new methodological knowledge.	<input type="radio"/>				
to bring knowledge into application/practice.	<input type="radio"/>				
gain access to the field/recruit volunteers.	<input type="radio"/>				
gain access to technical equipment/infrastructure.	<input type="radio"/>				




**Outlet filter:**

If "arisen from a stay abroad" to question wm1: goto wm3

If "arisen from a mentoring or supervisory relationship (in which you either were or have been supervised)" to question wm1: goto wm11

If "in the context of an international externally funded project" to question wm1: goto wm18

If "resulted from a temporary change of location within the country (e. g. association)" or "My collaborations stem equally from all of the above contexts." or " My collaborations come from a context not mentioned above" to question wm1: goto wm22

Else: goto Verabschiedung (Farewell)



You have stated that you have established cooperations primarily in the context of stays abroad. Where did you obtain financial support for this?  
(Multiple answers possible)

	No	Yes
Humboldt-Scholar Programme of the Alexander von Humboldt Foundation	<input type="radio"/>	<input type="radio"/>
Marie Curie Fellowship Programme of the European Commission	<input type="radio"/>	<input type="radio"/>
Exchange Programme of the German Academic Exchange Service (DAAD) for Doctoral Students	<input type="radio"/>	<input type="radio"/>
Exchange Programme of the German Academic Exchange Service (DAAD) for Postdocs	<input type="radio"/>	<input type="radio"/>
Another fund, namely <input type="text"/>	<input type="radio"/>	<input type="radio"/>
I have not received any funding for my stay abroad	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto wm4



In which country was your stay abroad?  
If there were several stays, please refer to the one that is most important for you.

Select an answer... ▼



**Drop-down list:**

vgl. COUNTRY

**Outlet filter:**

goto wm5



**How long was the stay abroad in total?**

- Up to 1 month
- 2 to 3 months
- 4 to 6 months
- 7 to 12 months
- Longer than 1 year

**Outlet filter:**

goto wm6



What is true about your stay abroad?

	Do not agree at all	2	3	4	Fully agree
The move abroad was enriching	<input type="radio"/>				
Establishing cooperation in the host country was difficult	<input type="radio"/>				
I found the political and social culture at the host location challenging	<input type="radio"/>				

**Outlet filter:**

goto wm7



**Against the backdrop of the Corona pandemic and current geopolitical tensions, how do you rate the attractiveness of a stay abroad?  
The attractiveness...**

- has decreased strongly.
- has decreased somewhat.
- has remained the same.
- has increased somewhat.
- has increased strongly.



**Outlet filter:**

goto wm8



To what extent did your stay give you impetus in terms of content?  
In order to emphasise this content-related reference, we use the term topic. On which topics did you conduct research during your stay abroad?  
(multiple answers possible)

	No	Yes
On longer established topics in my research profile	<input type="radio"/>	<input type="radio"/>
On a topic developed specifically for this stay abroad	<input type="radio"/>	<input type="radio"/>
On topics initiated by the host institution	<input type="radio"/>	<input type="radio"/>
The topics have changed as a result of contact with the cooperation partner(s)	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

goto wm9



Did the stay abroad bring you into contact with new topics that you had not previously explored?

No

Yes

**Outlet filter:**

goto wm10



Did your research stay result in joint publication projects or co-authorships?

No

Yes

**Outlet filter:**

goto Verabschiedung (Farewell)



**You have indicated that your cooperation has primarily resulted from a supervisory relationship. How important is your supervisor for your current research topic?**

- No importance
- Very little importance
- Rather little importance
- Rather great importance
- A very great importance



**Outlet filter:**

goto wm12



**How long have you known this person?**

- Up to 1 year
- Up to 2 years
- Up to 3 years
- Longer than 3 years

**Outlet filter:**

goto wm13



**How often have you personally visited your supervisor's research institution?**

- Not (yet) at all
- Once
- Twice
- More than twice

**Outlet filter:**

goto wm14



In which country is your supervisor's research institution located? Please select from the list:

Select an answer...



**Drop-down list:**

vgl. COUNTRY

**Outlet filter:**

goto wm15



**Would you say that the supervision relationship enabled you to learn about the research context of your supervisor?**

- Absolutely not
- 2
- 3
- 4
- Definitely



**Outlet filter:**

goto wm16



What influence does your supervision relationship have on the choice of other cooperation partners?

- A very small influence
- 2
- 3
- 4
- A very great influence



**Outlet filter:**

goto wm17



DZHW.  
Wissenschaftsbefragung

Digital technologies and tools can support or enable collaborations. To what extent have you used digital tools for video conferencing to keep in touch with people in your supervisory relationship?

- Never
- Very rare
- Rare
- Occasionally
- Often
- Very often

**Outlet filter:**

goto Verabschiedung (Farewell)



You have indicated that your cooperation took place primarily in the context of a third-party funded project. Which of these is true for you?

If you have had several collaborations in recent years, please refer to the one that is most important to you.

The collaboration was realised in the context of...

	No	Yes
a scientific infrastructure project (CERN etc.).	<input type="radio"/>	<input type="radio"/>
basic research.	<input type="radio"/>	<input type="radio"/>
applied research.	<input type="radio"/>	<input type="radio"/>
European research funding (collaborative funding) .	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto wm19



**The cooperation took place...**

- on the basis of similar competences.
- on the basis of complementary competences
- in a mixture of both



**Outlet filter:**

goto wm20



How often did you share the following tools in the project?

	Never	Very rare	Rare	Occasionally	Oftentimes	Very often
Video conferencing systems	<input type="radio"/>					
Literature management systems (e.g. Zotero)	<input type="radio"/>					
Project management tools (e.g. Open Science Framework)	<input type="radio"/>					
Digital tools for data analysis	<input type="radio"/>					
Digital tools for writing papers (e.g. GoogleDocs)	<input type="radio"/>					
Tools for storing data (data repository)	<input type="radio"/>					
Tools for storing/improving code (code repository, GitHub).	<input type="radio"/>					
Other tools, namely: <input type="text"/>	<input type="radio"/>					
Im Rahmen des Projekts wurden keine gemeinsamen Tools genutzt.	<input type="radio"/>					



**Outlet filter:**

goto wm21



To what extent do you agree with the following statements? The contributions of the international cooperation partners...

	Do not agree at all	2	3	4	Fully agree
have enriched the project.	<input type="radio"/>				
have enabled me to explore new topics/approaches/perspectives.	<input type="radio"/>				
have enabled me to gain new methodological knowledge.	<input type="radio"/>				
have given me access to relevant stakeholders (politics/economy/NGO).	<input type="radio"/>				
have sensitised me to different research contexts.	<input type="radio"/>				



**Outlet filter:**

goto Verabschiedung (Farewell)



Digital technologies and tools can support or enable cooperation. To what extent have you used digital tools for video conferencing to stay in contact with your cooperation partners outside of projects or supervision relationships?

- Never
- Very rare
- Rare
- Occasionally
- Often
- Very often



**Outlet filter:**

goto wm23



**And to what extent do you use shared digital infrastructures (a repository, a virtual writing or analysis tool, an online resource) to work together on a problem or issue?**

- Never
- Very rarely
- Rarely
- Occasionally
- Often
- Very often



**Outlet filter:**

goto wm24



Scientific collaborations sometimes develop independently of specific projects or supervision relationships. In the course of the pandemic, for example, groups of researchers spontaneously came together independently of projects to solve specific problems (e.g. tracing apps).

Have you had contact with larger research contexts through a non-specific request for cooperation with the help of digital tools?

- No  
 Yes



**Outlet filter:**

If "Yes": goto wm25

Else: goto Verabschiedung (Farewell)



How would you rate the cooperation in these contexts?

- Very poor
- 2
- 3
- 4
- Very good



**Outlet filter:**

goto Verabschiedung (Farewell)



**You have indicated that you have no national or international collaborations. Please indicate which of the following answer options most closely applies to you.**

- I am aiming for a national cooperation, but have not yet been able to realise it
- I am striving for international cooperation, but have not yet been able to realise it
- I do not seek cooperation because it is not necessary in my work context
- I am not seeking cooperation for another reason, namely:

**Outlet filter:**

If "I am aiming for a national cooperation, but have not yet been able to realise it" or "I am striving for international cooperation, but have not yet been able to realise it": goto wm27

Else: goto Verabschiedung (Farewell)



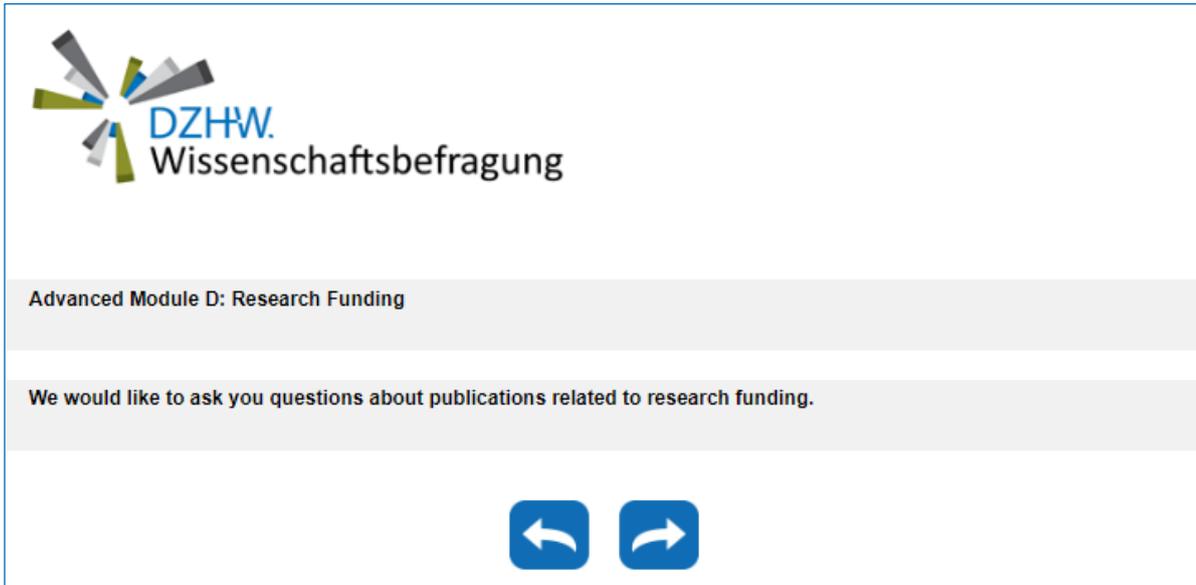
How much do the following aspects prevent you from implementing national or international cooperation?

	Not at all	2	3	4	Very much	Trifft auf mich nicht zu
Lack of time to realise and/or prepare the cooperation	<input type="radio"/>					
Lack of resources to realise and/or prepare the cooperation	<input type="radio"/>					
Lack of sufficient advice on national collaborations	<input type="radio"/>					
Lack of encouragement in my research institution to prepare a cooperation at home or abroad	<input type="radio"/>					
Fear of tensions and conflicts in research collaborations	<input type="radio"/>					



**Outlet filter:**

goto Verabschiedung (Farewell)



**Outlet filter:**

If no publications indicated in question pu1 and not no third-party funding applications indicated in question ff1:  
goto rf3

If no publications indicated in question pu1 and no third-party funding applications indicated in question ff1:  
goto rf10

If "Original articles in journals (incl. proceedings)" and "Review articles in professional journals" indicated in  
question pu1: goto rf1

Else: goto rf2



**If I publish scientific articles that are based on third-party funding (e.g., from the DFG or BMBF), then I always disclose the funder(s) involved....**

- always to
- mostly
- rarely
- never
- Does not apply

**Outlet filter:**

If "always to", "mostly" or "rarely": goto rf2

If not "always to"/"mostly"/"rarely" and not no third-party funding applications indicated in question ff1: goto rf3

If not "always to"/"mostly"/"rarely" and no third-party funding applications indicated in question ff1: goto rf10



Please think about your last externally funded professional article. In which section was the funder(s) mentioned?  
(Multiple answers possible).

- In a specific section (Acknowledgments / Acknowledgements).
- In a footnote
- In the body text
- In the metadata, e.g., by means of an (online) form at the time of submission
- Funding was not mentioned this time.
- Don't know



**Outlet filter:**

If not no third-party funding applications indicated in question ff1: goto rf3

If no third-party funding applications indicated in question ff1: goto rf10



[Filter Core] Research proposals are based on a variety of different activities. Please think now about your last proposal. To what extent do the following statements apply to your last proposal?

	Not at all true	2	3	4	Strongly agree
The proposal activity was based primarily on my ideas.	<input type="radio"/>				
The application conception was in my hand.	<input type="radio"/>				
The application text was mainly written by me.	<input type="radio"/>				
I mainly carried out supporting proposal activities.	<input type="radio"/>				



**Outlet filter:**

goto rf4



What (formal) role did you have in your last application? In the application itself, I was...

- sole applicant
- co-applicant
- no applicant

**Outlet filter:**

goto rf5



**This application was...**

- approved.
- rejected.
- is still under review.
- Don't know.

**What (formal) role do you have in the project, or rather what would be your intended role?**

- Collaborator
- Project Lead
- Collaborative project management
- Other, namely:
- Don't know

**Outlet filter:**

goto rf7



In my last application (subproject application for collaborative project), the funding volume was ...

- up to 50.000 €.
- more than 50.000 € up to 100.000 €.
- more than 100.000 € up to 400.000 €.
- more than 400.000 € up to 700.000 €.
- more than 700.000 € up to 1.000.000 €.
- more than 1.000.000 €.
- Don't know/no answer



**Outlet filter:**

goto rf8



To what extent were you supported by the following people/groups in your last application? I was supported by...

	not at all	to a small extent	to a great extent	Does not apply to me
Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral supervisor:s (including former ones)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
members of my own research group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the research funding department my organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto rf9



Applying for and obtaining external funding involves a number of motivations. Which of the following apply to you personally?

	Does not apply at all	2	3	4	Strongly agree
I would not be able to pursue my research questions without external funding	<input type="radio"/>				
I have committed myself to acquiring external funding in target agreements with my institution or my supervisor.	<input type="radio"/>				
Successful applications for third-party funding enhance my reputation/career prospects	<input type="radio"/>				
I acquire third-party funding in order to (further) finance my own position	<input type="radio"/>				
I solicit third-party funding to (further) finance positions of my co-workers	<input type="radio"/>				
Other, namely: <input type="text"/>	<input type="radio"/>				



**Outlet filter:**

If year of first appointment (professorship) in 2016 or earlier indicated in question wb8: goto rf12

Else: goto rf11



**Why have you not applied for external funding in the last 5 years?**  
(multiple answer possible)

- I do not need any additional funding for my research beyond basic funding
- There is no suitable funding offer for my research
- In most cases, the risk of rejection is too high in relation to the effort required for the application
- My supervisor submits the applications for me
- I do not have sufficient experience with the application process
- I do not (yet) have the confidence to submit an application
- Other reasons, namely:



**Outlet filter:**

If year of first appointment (professorship) in 2016 or earlier indicated in question wb8: goto rf12

Else: goto rf11



**Have you ever participated in training / education on the following topics?  
(multiple answers possible)**

- Scientific lectures / presentations
- Scientific writing / publishing
- Research proposals
- Self-presentation in job interviews
- Media training (TV/ Radio)



**Outlet filter:**

goto rf12



In the following, we would like to ask you about your working methods and your cooperation.

With regard to your research work, which statement is most applicable to you?  
I mainly research...

- alone.
- with my supervisor(s).
- in temporary (project) teams.
- in permanent working groups.
- None of the above options, but:

**Outlet filter:**

If "Professor" or "Junior professor" to question wb2: goto Verabschiedung (Farewell)

Else: goto rf13



What gender is your direct supervisor?

male

female

diverse

Don't know/no answer.

**Outlet filter:**

If "Yes" or "No, and I am (currently) not doing a PhD/doctorate" to question wb5: goto Verabschiedung (Farewell)

If "No, but I am doing a PhD/doctorate" to question wb5: goto rf14



**And your doctoral supervisor?**

- It is the same person
- male
- female
- diverse
- No answer

**Outlet filter:**

goto Verabschiedung (Farewell)



Progress  85%

**You have minor children. Who provides care for them beyond kindergarten or school?**

- Exclusively myself
- Predominantly myself
- About equally myself and others
- Predominantly others
- Exclusively others
- No answer



**Outlet filter:**

goto de12

## Advanced Module E: Trust within Science

ve1



### Advanced Module E: Trust within Science

To what extent do the characteristics below apply to your research work? My scientific research work...?

	Does not apply	2	3	Fully applicable
is theoretical/conceptual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is empirical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is dependent on technical infrastructures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is done in working groups or teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Outlet filter:

goto ve2



To what extent do the characteristics below apply to your research work? My scientific research work...?

	Does not apply	2	3	Applies fully
is highly standardized (with respect to methodological procedures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is characterized by work in teams with a clear division of labor (specialization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is independent of resources provided by other scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
can look back on a long and established research tradition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is characterized by competition between research groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Outlet filter:**

goto ve3



Does your scientific field use software for research, which was produced outside of the respective concrete research project?

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve4



**How often is software used for research in your scientific field, although users lack information about it?**

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve5



How often do you personally use software produced by others for your research?

- Never
- 2
- 3
- 4
- Always

**Outlet filter:**

goto ve6



What questions do you ask yourself before using software for your research?

	I never ask myself	2	3	4	I always ask myself
Is this software established in the field?	<input type="radio"/>				
Is the method implemented in the software established in the field?	<input type="radio"/>				
Which institution is behind this software?	<input type="radio"/>				
Where has this software been published?	<input type="radio"/>				
Who did I get this software recommended by?	<input type="radio"/>				
Which person produced this software?	<input type="radio"/>				
Is this software described in a comprehensible way?	<input type="radio"/>				
Can I verify this software myself? Do I have the competence to do so?	<input type="radio"/>				
Does this software stand up to my scrutiny?	<input type="radio"/>				
Does this software follow relevant disciplinary guidelines?	<input type="radio"/>				
Other, namely: <input type="text"/>	<input type="radio"/>				



Outlet filter:

goto ve7



In your scientific field, are third-party publications used for further research?

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve8



What do you think? How often is work done in your field based on the findings of other researchers, although information on the respective publications is incomplete?

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve9



How often do you personally use publications by other researchers for your research?

- Never
- 2
- 3
- 4
- Always



**Outlet filter:**

goto ve10



What questions do you ask yourself before using third-party publications for your research?

	I never ask myself	2	3	4	I always ask myself
Is this publication established in the field, e.g., is it standard literature?	<input type="radio"/>				
Is the publication type established in the field? (journal article, monograph, preprint).	<input type="radio"/>				
Which institution is behind this publication?	<input type="radio"/>				
Where was this publication published?	<input type="radio"/>				
Who recommended this publication to me?	<input type="radio"/>				
Who is the author of this publication?	<input type="radio"/>				
Is this publication written in a comprehensible way?	<input type="radio"/>				
Could I check the contents of the publication myself? Do I have the competence to do so?	<input type="radio"/>				
Does this publication stand up to my scrutiny?	<input type="radio"/>				
Does this publication follow relevant disciplinary guidelines?	<input type="radio"/>				
Other, namely: <input type="text"/>	<input type="radio"/>				



Outlet filter:

goto ve11



In your scientific field, are data used for research that were generated outside of the specific research project in question?

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve12



How often is data from other researchers used in your scientific field, even though the users lack information about it?

- Never
- 2
- 3
- 4
- Always
- Don't know



**Outlet filter:**

goto ve13



How often do you personally use data from other researchers for your research?

- Never
- 2
- 3
- 4
- Always



**Outlet filter:**

goto ve14



What questions do you ask yourself before using data for your research?

	I never ask myself	2	3	4	I always ask myself
Is this data established in the field?	<input type="radio"/>				
Is this type of data established in the field?	<input type="radio"/>				
What is the institution behind this data?	<input type="radio"/>				
Where has this data been published?	<input type="radio"/>				
Who did I get this data recommended by?	<input type="radio"/>				
Which person produced this data?	<input type="radio"/>				
Is this data described in a comprehensible way?	<input type="radio"/>				
Can I check this data myself? Do I have the competence to do so?	<input type="radio"/>				
Does this data stand up to my scrutiny?	<input type="radio"/>				
Does this data follow relevant disciplinary guidelines?	<input type="radio"/>				
Other, namely: <input type="text"/>	<input type="radio"/>				



**Outlet filter:**

goto Verabschiedung (Farewell)



Advanced Module F: Tenure Track and Researcher Independence

In the following, we are interested in your academic record on the path to a lifetime professorship.



**NOTE:**

The questions and data for the advanced module “Tenure Track and Researcher Independence” are not published.



Advanced Module G: Peer Review and Lotteries in Research Funding

The following section deals with decision-making procedures in research funding.



**Outlet filter:**

goto pr1



Do you have personal experience in the peer review process of research funding?

	No	Yes
As Principal Investigator of a funding proposal	<input type="radio"/>	<input type="radio"/>
As a co-applicant	<input type="radio"/>	<input type="radio"/>
As a reviewer of funding applications	<input type="radio"/>	<input type="radio"/>
As a member of the selection committee/board of reviewers	<input type="radio"/>	<input type="radio"/>

**Outlet filter:**

goto pr2



The debate about "bias" in the peer review process has been going on for some time. This refers to bias or illegitimate preferential treatment of proposals.

What points of contact have you had with the debate about bias in peer review procedures so far?

- I am just hearing about it for the first time
- I have read/discussed/thought about it before
- I have already read/discussed/thought about it several times
- I have studied it in depth



**Outlet filter:**

goto pr3



There is currently a discussion in the literature about a gradual introduction of lotteries as a replacement for the existing peer review process.

What points of contact have you had with the debate about introducing lotteries in research funding?

- I am just hearing about it for the first time
- I have read/discussed/thought about it before
- I have already read/discussed/thought about it several times
- I have dealt with it in depth



**Outlet filter:**

goto pr4



What (positive and negative) effects do you expect from the use of lottery procedures?

	Do not agree at all	2	3	4	Fully agree	Don't know
increase the effectiveness of research funding	<input type="radio"/>					
are suitable for funding high-risk and unconventional projects that would be screened out in the existing peer review process.	<input type="radio"/>					
prevent bias	<input type="radio"/>					
lead to a reduction in the quality of the funded projects.	<input type="radio"/>					
lead to a fairer distribution of research funds overall.	<input type="radio"/>					
mean less effort in writing and reviewing proposals.	<input type="radio"/>					




**Outlet filter:**

goto pr5

<sup>13</sup> Please note: The order of the items differs from the order in the German questionnaire.



In addition to a "pure lottery", other procedures are also being discussed as a replacement for the existing system of peer review. Please read through the procedure description and let us know your assessment of it.

**Procedure A: "pure lottery":**  
All formally correct applications go into a lottery (without peer review).

	Do not agree at all	2	3	4	Fully agree	Don't know/no answer
reduces bias	<input type="radio"/>					
reduces effort	<input type="radio"/>					
Enables targeted funding of scientific talent	<input type="radio"/>					
Enables more risky or unconventional research to be conducted	<input type="radio"/>					

**Procedure B: "Two-stage lottery":**  
All formally correct applications are assessed.  
All eligible applications go into a lottery.

	Do not agree at all	2	3	4	Fully agree	Don't know/no answer
reduces bias	<input type="radio"/>					
reduces effort	<input type="radio"/>					
Enables targeted funding of scientific talent	<input type="radio"/>					
Enables more risky or unconventional research to be conducted	<input type="radio"/>					

**Procedure C: "Three-stage lottery":**  
All formally correct applications are assessed.  
The 20% best are directly funded.  
All other eligible ones go into a lottery.

	Do not agree at all	2	3	4	Fully agree	Don't know/no answer
reduces bias	<input type="radio"/>					
reduces effort	<input type="radio"/>					
Enables targeted funding of scientific talent	<input type="radio"/>					
Enables more risky or unconventional research to be conducted	<input type="radio"/>					




Outlet filter:

goto pr6



To what extent do you agree with the following assessments of a broad adoption of lotteries in research funding?

	Do not agree at all	2	3	4	Fully agree	Don't know
Without the peer review process, applicants lose feedback and thus a learning opportunity.	<input type="radio"/>					
There is a risk of loss of academic autonomy if research projects are decided by lot rather than by peers.	<input type="radio"/>					
Very good projects could remain without funding	<input type="radio"/>					




**Outlet filter:**

goto pr7



In addition to lotteries, other models for research funding are being discussed. How suitable do you consider the following procedures as a replacement or extension for the existing procedure of peer review and committee?

	Not suitable at all	2	3	4	Fully suitable	Don't know
Person-linked funding in career progression ("science citizenship")	<input type="radio"/>					
Consistent double-sided anonymization of applicants and reviewer:s	<input type="radio"/>					
Stronger inclusion of publication figures of the applicants	<input type="radio"/>					



**Outlet filter:**

goto Verabschiedung (Farewell)



Progress  89%

**We have two more questions regarding place of residence in the context of your scientific career.**

Do you have a separate household for professional reasons?

Yes.

No.

**Outlet filter:**

If "Yes": goto prpen2

Else: goto Advanced Module G: Peer Review and Lotteries in Research Funding



Progress  91%

**On average, how often do you commute from your place of work to your place of residence?**

- I commute daily.
- I commute weekly.
- I commute bi-weekly.
- I commute monthly.
- I commute less often than monthly.

**Over a distance of circa (km):**

km

**Outlet filter:**

goto Advanced Module G: Peer Review and Lotteries in Research Funding

END

Your logo  
**HERE**

**That's it, we're done!**

Thank you very much for your participation in the DZHW Science Survey 2022/23.

The results of the survey will be published in the early summer of next year as "Barometer für die Wissenschaft".  
If you would like to be informed about the results and receive announcements of future studies on higher education and science research, please click here and then go to the final page before closing the browser window.

Yes, I would like to receive information.

**Many thanks again!**

You can now close the browser window.

Your logo  
**HERE**

Progress  100%

Sorry, you do not belong to the target group of this survey. However, if you are interested in the Wissenschaftsbefragung please find information about the study on the website <https://www.wb.dzhw.eu/about>. You can also contact us via email [wibef@dzhw.eu](mailto:wibef@dzhw.eu).

Single answer question using Radio Buttons

Choice 1

Choice 2

# DROP-DOWN-LISTS

## COUNTRY

Germany (incl. FRG & GDR before 1990)

Afghanistan

Albania

Algeria

Andorra

Angola

Antigua and Barbuda

Argentina

Armenia

Australia

Austria

Azerbaijan

Bahamas

Bahrain

Bangladesh

Barbados

Belarus

Belgium

Belize

Benin

Bhutan

Bolivia

Bosnia and Herzegovina

Botswana

Brazil

Brunei Darussalam

Bulgaria

Burkina Faso

Burundi

Cabo Verde

Cambodia

Cameroon

Canada

Central African Republic

Chad

Chile

China

Colombia

Comoros

Congo

Congo, Democratic Republic of

Cook Islands

Costa Rica

Côte d'Ivoire

Croatia

Cuba

Cyprus

Czech Republic

Czechoslovakia

Denmark

Djibouti

Dominica  
Dominican Republic  
Ecuador  
Egypt  
El Salvador  
Equatorial Guinea  
Eritrea  
Estonia  
Eswatini  
Ethiopia  
Fiji  
Finland  
France  
Gabon  
Gambia  
Georgia  
Ghana  
Greece  
Grenada  
Guatemala  
Guinea  
Guinea-Bissau  
Guyana  
Haiti  
Honduras  
Hungary  
Iceland  
India  
Indonesia  
Iran  
Iraq  
Ireland  
Israel  
Italy  
Jamaica  
Japan  
Jordan  
Kazakhstan  
Kenya  
Kiribati  
Korea, Democratic People's Republic of  
Korea, Republic of  
Kosovo  
Kuwait  
Kyrgyzstan  
Laos  
Latvia  
Lebanon  
Lesotho  
Liberia  
Libya  
Liechtenstein

Lithuania  
Luxembourg  
Madagascar  
Malawi  
Malaysia  
Maldives  
Mali  
Malta  
Marshall Islands  
Mauritania  
Mauritius  
Mexico  
Micronesia  
Moldova  
Monaco  
Mongolia  
Montenegro  
Morocco  
Mozambique  
Myanmar  
Namibia  
Nauru  
Nepal  
Netherlands  
New Zealand  
Nicaragua  
Niger  
Nigeria  
Niue  
North Macedonia  
Norway  
Oman  
Pakistan  
Palau  
Panama  
Papua New Guinea  
Paraguay  
Peru  
Philippines  
Poland  
Portugal  
Qatar  
Romania  
Russian Federation  
Rwanda  
Saint Kitts and Nevis  
Saint Lucia  
Saint Vincent and the Grenadines  
Samoa  
San Marino  
São Tomé and Príncipe  
Saudi Arabia

Senegal  
Serbia  
Seychelles  
Sierra Leone  
Singapore  
Slovakia  
Slovenia  
Solomon Islands  
Somalia  
South Africa  
South Sudan  
Soviet Union (USSR)  
Spain  
Sri Lanka  
Sudan  
Suriname  
Sweden  
Switzerland  
Syria  
Tajikistan  
Tanzania  
Thailand  
Timor-Leste  
Togo  
Tonga  
Trinidad and Tobago  
Tunisia  
Turkey  
Turkmenistan  
Tuvalu  
Uganda  
Ukraine  
United Arab Emirates  
United Kingdom  
United States of America  
Uruguay  
Uzbekistan  
Vanuatu  
Vatican City  
Venezuela  
Vietnam  
Yemen  
Yugoslavia  
Zambia  
Zimbabwe

## PROFESSIONAL DEGREE

Habilitation

Doctorate

Degree from a university or equivalent

Degree from a university of applied sciences or equivalent

Master craftsman's diploma or equivalent

Apprenticeship/skilled worker qualification or comparable

No vocational qualification

Professional qualification unknown

## NUMBER OF CHILDREN

No children of my own

1

2

3

4

5

More than five children

## POSITION

Junior professorship

temporary W2/W3 professorship

Junior research group leader