



A3. Bitte geben Sie Ihr Geschlecht an:

Male ☐

Female ☐

Other ☐

Other

A4. How old are you?

18--29 years ☐

30--39 years ☐

40--49 years ☐

50-59 years ☐

60+ years ☐

A5. Which of the following disciplines applies best for you and your research?

Humanities ☐

Social and behavioural sciences ☐

Biology ☐

Medicine ☐

Agriculture, forestry and veterinary medicine ☐

Chemistry ☐

Physics ☐

Mathematics ☐

Earth Sciences ☐

Mechanical and production engineering ☐

Heat engineering/ process engineering ☐

Materials science and materials engineering ☐

Computer science, systems and electrical engineering ☐

Construction and architecture ☐



A6. Please specify your discipline.

A7. Do you currently have a teaching position?

Yes ☐

No ☐

Section B:

B1. Please sort the following activities according to which you spend the most time on. From top to bottom: In position 1, the activity you spend the most time on, in position 2, the activity you spend the second most time on, and so on.

Research ☐

Teaching ☐

Knowledge transfer and communication ☐

Administration and scientific self-administration ☐

Personal education ☐

Miscellaneous ☐

B2. A distinction is often made between theoretical and applied research. How would you characterize your research?

Mostly or exclusively theoretical research ☐

More theoretical than applied research ☐

Theoretical and applied research in equal shares ☐

More applied than theoretical research ☐

Mostly or exclusively applied research ☐



B3. In which institution do you work primarily?

University ☐

University of applied sciences ☐

Independent research institute ☐

Foundation or private research institute ☐

Other ☐

Other

Section C: Knowledge Transfer

The following statements concern the relationship between science and society (science communication, knowledge transfer, etc.) We are interested in what is important to you when you communicate results outside your scientific community and which societal actors you want to reach.

C1. How strongly do the following statements apply to you?

Strongly disagree Disagree Neutral Agree Strongly agree

Public engagement is part of scientific activity. ☐ ☐ ☐ ☐ ☐

Societal relevance should be taken into account more, when research is evaluated. ☐ ☐ ☐ ☐ ☐

Researchers should actively communicate relevant results to policy makers ☐ ☐ ☐ ☐ ☐

The Covid 19 crisis will result in research being more strongly integrated into societal decision-making processes. ☐ ☐ ☐ ☐ ☐

The communications department in my institution manages to communicate my research to relevant stakeholders in society. ☐ ☐ ☐ ☐ ☐

In my institution, knowledge transfer to society plays an important role (e.g. in recruitment procedures, contract renewals, promotions and etc.). ☐ ☐ ☐ ☐ ☐

C2. What is important to you when you communicate with non-scientific actors? What characterizes good science communication for you?



C3. What social effects do you most likely want to achieve with your research? With my research, I would like to ...

- ... support better legislative decision making. ☐
- ... drive technical innovations. ☐
- ... contribute to the physical and mental wellbeing of the population. ☐
- ... improve processes and working conditions in organisations. ☐
- ... contribute to economic value creation. ☐
- ... stimulate and support public discourse. ☐
- ... make a contribution to education. ☐
- ... contribute to informed political decision-making processes. ☐
- ... preserve cultural heritage. ☐
- ... contribute to national and/or international security. ☐
- ... contribute to the protection of the environment and biodiversity. ☐
- ... strengthen the position of disadvantaged groups. ☐
- ... create an entertainment offer. ☐
- Other ☐

Other

C4. For which societal fields is your research relevant?

- Education (e.g. schools) ☐
- Politics ☐
- Public administration ☐
- Media ☐
- Law ☐
- Culture ☐
- Industry ☐
- Organized civil society (e.g. NGOs) ☐
- Health ☐
- Religion ☐



General public ☐

Other ☐

Other

C5. Which transfer formats have you already applied to communicate your results?

Education offers (e.g. for schools, civil society groups); ☐

Advisory services (e.g. reports for politicians/administration/enterprises/NGOs); ☐

Events (e.g. public lectures, exhibitions, expert panel discussions); ☐

Public relations (e.g. through comments in newspapers, interviews, appearances in TV programmes); ☐

Social media communication (e.g. podcasts, Twitter); ☐

Collaborations with non-scientific partners (e.g. citizen science, industry partnership) ☐

Other ☐

Other

Section D: Teaching

D1. How strongly do the following statements apply to you?

Strongly disagree Disagree Neutral Agree Strongly agree

In the past (before Covid-19), I have already provided or conducted substantial parts of my courses online.

☐ ☐ ☐ ☐ ☐

Due to the current restrictions caused by the Covid-19 crisis, I have substantially changed my course offerings to digital materials and channels.

☐ ☐ ☐ ☐ ☐

I consider it to be realistic to conduct my courses completely virtually (online) or I already do so.

☐ ☐ ☐ ☐ ☐

My college/university provides me with the necessary infrastructure/support to conduct my course virtually.

☐ ☐ ☐ ☐ ☐

D2. Which digital formats and media do you use?

Provision of teaching material on an online platform (e.g. Moodle) ☐

Own recording of podcasts or videos for the students ☐



Asynchronous communication with students (e.g., forum) ☐

Synchronous communication with students (e.g., video chats) ☐

Other ☐

Other

D3. What opportunities and challenges do you see for virtual teaching, especially in the context of the Covid 19 crisis?

Section E: Research

E1. To what extent do the following statements apply to you?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My research is interdisciplinary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is strategically advantageous for young and upcoming scientists to work in an interdisciplinary way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can conduct my research from my home office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my research I am dependent on the cooperation with other researchers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I publish, Open Access is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I publish, the reputation of the journal or publisher (impact) is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2. I have already made research data freely available, which I have collected myself.

Yes ☐

No ☐



E3. How do the current changes due to Covid-19 affect your scientific productivity?

Increased significantly ☐

Increased slightly ☐

Remains unchanged ☐

Decreased slightly ☐

Decreased significantly ☐

E4. What is important to you when you communicate with with your scientific community? What constitutes good scholarly communication for you?

Section F: General questions

F1. Are you responsible for employees?

No ☐

Yes, for up to five employees ☐

Yes, for more than five employees ☐

F2. In which country/region are you primarily working?

Germany ☐

Europe (except Germany) ☐

North America ☐

Central and South America ☐

Australia / Oceania ☐

Asia ☐

Africa ☐



F3. Are you working on an institution of the following research organisation communities?

Max Planck Society ☐

Leibniz Community ☐

Helmholtz Association ☐

Fraunhofer Society ☐

Other ☐

Other

F4. Do you have children?

Yes ☐

No ☐

F5. My employment status is...

I have a time-limited contract ☐

I have a permanent position. ☐

Other ☐

Other



Section G: Personality

Finally, a few questions about your personality.

G1. Please indicate how well the following statements describe you.

I am...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a thorough worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicative, talkative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sometimes a bit rude to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
original, someone who comes up with new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a worrier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
forgiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
somewhat lazy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
outgoing, sociable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
someone who wants job security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
someone who values artistic, aesthetic experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effective and efficient in completing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reserved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
considerate and kind to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
imaginative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
relaxed, able to deal with stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eager for knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>