

UnderStandingAmericaStudy

UAS 501: RESEARCH AT U.S. UNIVERSITIES



Survey author(s): Center for Economic and Social Research

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1 INTRODUCTION

This UAS panel survey, titled "UAS 501: Research at U.S. universities", asks what respondents think about research, particularly research at U.S. universities. This survey is no longer in the field. Respondents were paid \$5 to complete the survey.

1.1 Topics

This survey contains questions (among others) on the following topics: Diet Lifestyle, Education, Social Attitudes And Values, Artificial Intelligence. A complete survey topic categorization for the UAS can be found [here](#).

1.2 Experiments

This survey includes experiment(s) of the following type(s): Auxiliary Randomization. Please refer to explanatory comments in the Routing section for detailed information. A complete survey experiment categorization for the UAS can be found [here](#).

1.3 Citation

Each publication, press release or other document that cites results from this survey must include an acknowledgment of UAS as the data source and a disclaimer such as, 'The project described in this paper relies on data from survey(s) administered by the Understanding America Study, which is maintained by the Center for Economic and Social Research (CESR) at the University of Southern California. The content of this paper is solely the responsibility of the authors and does not necessarily represent the official views of USC or UAS.' For any questions or more information about the UAS, contact Tania Gutsche, Project and Panel Manager, Center for Economic and Social Research, University of Southern California, at tgutsche@usc.edu.

2 SURVEY RESPONSE AND DATA

2.1 Sample selection and response rate

The sample selection for this survey was:

All active respondents.

As such, this survey was made available to 10091 UAS participants. Of those 10091 participants, 7579 completed the survey and are counted as respondents. Of those who are not counted as respondents, 57 started the survey without completing and 2455 did not start the survey. The overall response rate was 75.11%.

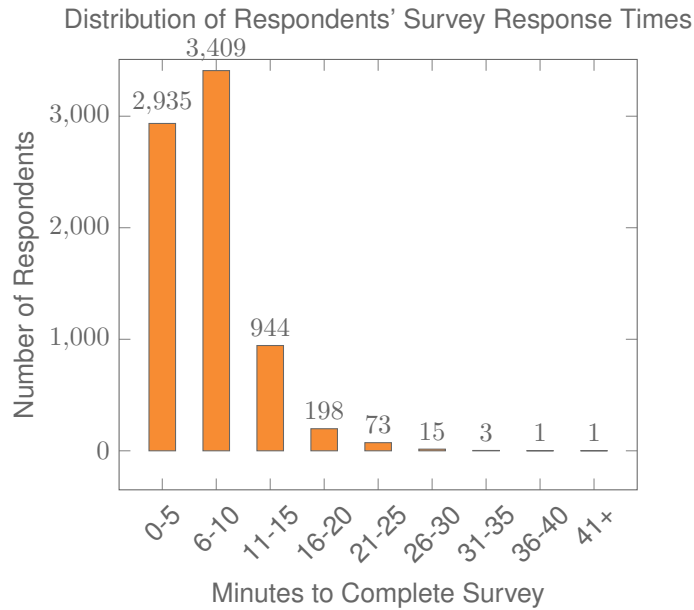
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample and weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey response rate.%.

The detailed survey response rate is as follows:

UAS501 - Response Overview	
Size of selected sample	10091
Completed the survey	7579
Started but did not complete the survey	57
Did not start the survey	2455
Response rate	75.11%

2.2 Timings

The survey took respondents an average of 8 minutes, and the full distribution of survey response times is available in the figure below. Times per question are available upon request.



2.3 Sample & Weighting

Sample weights for this survey are computed following the general UAS Weighting Procedure. Specifically, we use a two-step process where we first compute base weights, which correct for unequal probabilities of sampling UAS members, and then generate final, post-stratification weights, which align the sample to the reference population along certain socio-economic dimensions. These are gender (male/female), race and ethnicity (White/Black/Other/Hispanic/Native American), age (18-39/40-49/50/59/60+), education (High school or less/Some college/Bachelor or more), Census regions (Northeast/Midwest/West, excl. CA/CA, excl. LAC, LAC). Benchmark distributions for these variables are derived from the 6 most recent available Current Population Survey (CPS) Basic Monthly Survey with respect to the survey's completion date. The reference population considered for the weights is the U.S. population of adults age 18 and older.

This survey dataset may contain respondents with a weight of zero. These respondents belong to a small group of UAS members for whom sample weights cannot be computed due to non-probability recruitment for special projects. Hence, while they are accounted for in the total number of survey respondents, they do not contribute to any statistics using sample weights. More information is available from the UAS Weighting Procedure. Please contact UAS staff with any questions.

3 STANDARD VARIABLES

Each Understanding America Study data contains a series of standard variables, consisting of individual, household and sample identifiers, language indicator, time stamps and a rating by the respondent of how much he or she liked the survey:

- **uasid**: the identifier of the respondent. This identifier is assigned to a respondent at recruitment and stays with the respondent throughout each and every survey he/she participates in. When analyzing data from multiple surveys, the 'uasid' can be used to merge data sets.
- **uashhid**: the household identifier of the respondent. Every member is assigned a household identifier, stored in the variable $j_{em_i}uashhid_i/em_i$. For the primary respondent this identifier is his or her 'uasid'. All other eligible members of the primary respondent's household (everyone who is 18 or older in the household) who become UAS respondents receive the uasid of the primary respondent as their household identifier. The uashhid remains constant over time for all respondents. Thus it is always possible to find the original UAS household of an UAS panel member (even after they, for example, have moved out to form another household).
- **uashhid_{current}**: the current household identifier of the respondent. Uniquely identifies the household a UAS panel member belongs to in a given survey INDEPENDENT of the exact composition of the household in terms of who else in the household are UAS members. Missing (.n) for respondents who are in a single-UAS member household. Available on request in data sets prior to September 3, 2025.
- **survhhid**: uniquely identifies the household a UAS panel member belongs to in a given survey DEPENDENT on the exact composition of the household in terms of who else in the household are UAS members. Is set to missing (.n) if no other household members are UAS panel members at the time of the survey. Is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.
- **uasmembers**: is the number of other household members who are also UAS panel members at the time of the survey. Since individuals can answer the same survey at different points in time (which can be relatively far apart is the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, the primary respondent of a household has a value of '0', whereas the second UAS household respondent has a value of '1'. Therefore 'uasmembers' should be interpreted as the number of household and UAS panel members at the time the respondent answers the survey. Note: in the My Household survey 'uasmembers' is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.
- **sampleframe**: indicates the sampling frame from which the household of the respondent was recruited. All UAS recruitment is done through address based sampling

(ABS) in which samples are acquired based on postal records. Currently, the variable 'sampleframe' takes on four values reflecting four distinct sample frames used by the UAS over the year (in future data sets the number of sample frames used for recruitment may increase if additional specific populations are targeted in future recruitment batches):

1. U.S. National Territory: recruited through ABS within the entire U.S.
2. Areas high concentration Nat Ame: recruited through ABS in areas with a high concentration of Native Americans in the zip-code. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
3. Los Angeles County: recruited through ABS within Los Angeles County.
4. California: recruited through ABS within California.

Note: prior to March 6, 2024 this variable was called sampletype and had the following value labels for the above list in UAS data sets:

1. Nationally Representative Sample: recruited through ABS within the entire U.S.
2. Native Americans: recruited through ABS in areas with a high concentration of Native Americans. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
3. LA County: recruited through ABS within Los Angeles County.
4. California: recruited through ABS within California.

- **batch:** indicates the batch from which the respondent was recruited. Currently, this variable takes the following values (in future data sets the number of batches may increase as new recruitment batches are added to the UAS):

1. ASDE 2014/01
2. ASDE 2014/01
3. ASDE 2014/01
4. Public records 2015/05
5. MSG 2015/07
6. MSG 2016/01
7. MSG 2016/01
8. MSG 2016/01
9. MSG 2016/02
10. MSG 2016/03
11. MSG 2016/04
12. MSG 2016/05
13. MSG 2016/08
14. MSG 2017/03

15. MSG 2017/11
16. MSG 2018/02
17. MSG 2018/08
18. MSG 2019/04
19. MSG 2019/05
20. MSG 2019/11
21. MSG 2020/08
22. MSG 2020/10
23. MSG 2021/02
24. MSG 2021/08
25. MSG 2021/08
26. MSG 2022/02
27. MSG 2022/02
28. MSG 2022/08
29. MSG 2022/11
30. MSG 2022/11
31. MSG 2023/01
32. MSG 2023/06
33. MSG 2023/09
34. MSG 2023/10
35. MSG 2025/02

Note: prior to March 6, 2024 this variable had the following value labels for the above list in UAS data sets:

1. ASDE 2014/01 Nat.Rep.
2. ASDE 2014/01 Native Am.
3. ASDE 2014/11 Native Am.
4. LA County 2015/05 List Sample
5. MSG 2015/07 Nat.Rep.
6. MSG 2016/01 Nat.Rep. Batch 2
7. MSG 2016/01 Nat.Rep. Batch 3
8. MSG 2016/01 Nat.Rep. Batch 4
9. MSG 2016/02 Nat.Rep. Batch 5
10. MSG 2016/03 Nat.Rep. Batch 6
11. MSG 2016/04 Nat.Rep. Batch 7

12. MSG 2016/05 Nat.Rep. Batch 8
13. MSG 2016/08 LA County Batch 2
14. MSG 2017/03 LA County Batch 3
15. MSG 2017/11 California Batch 1
16. MSG 2018/02 California Batch 2
17. MSG 2018/08 Nat.Rep. Batch 9
18. MSG 2019/04 LA County Batch 4
19. MSG 2019/05 LA County Batch 5
20. MSG 2019/11 Nat. Rep. Batch 10
21. MSG 2020/08 Nat. Rep. Batch 11
22. MSG 2020/10 Nat. Rep. Batch 12
23. MSG 2021/02 Nat. Rep. Batch 13
24. MSG 2021/08 Nat. Rep. Batch 15
25. MSG 2021/08 Nat. Rep. Batch 16
26. MSG 2022/02 Nat. Rep. Batch 17 (priority)
27. MSG 2022/02 Nat. Rep. Batch 17 (regular)
28. MSG 2022/08 Nat. Rep. Batch 18
29. MSG 2022/11 LA County Batch 6
30. MSG 2022/11 Nat. Rep. Batch 20
31. MSG 2023/01 Nat. Rep. Batch 21
32. MSG 2023/06 Nat. Rep. Batch 22
33. MSG 2023-09 Native Am. Batch 3
34. MSG 2023-10 Nat. Rep. Batch 23

- **primary_respondent**: indicates if the respondent was the first person within the household (i.e. to become a member or whether s/he was added as a subsequent member. A household in this regard is broadly defined as anyone living together with the primary respondent. That is, a household comprises individuals who live together, e.g. as part of a family relationship (like a spouse/child/parent) or in context of some other relationship (like a roommate or tenant).
- **hardware**: indicates whether the respondent ever received hardware or not. Note: this variable should not be used to determine whether a respondent received hardware at a given point in time and/or whether s/he used the hardware to participate in a survey. Rather, it indicates whether hardware was ever provided:
 1. None
 2. Tablet (includes Internet)

- **language**: the language in which the survey was conducted. This variable takes a value of 1 for English and a value of 2 for Spanish.
- **start_date (start_year, start_month, start_day, start_hour, start_min, start_sec)**: indicates the time at which the respondent started the survey.
- **end_date (end_year, end_month, end_day, end_hour, end_min, end_sec)**: indicates the time at which the respondent completed the survey.
- **cs_001**: indicates how interesting the respondent found the survey.

4 BACKGROUND DEMOGRAPHICS

Every UAS survey data set includes demographic variables, which provide background information about the respondent and his/her household. Demographic information such as age, ethnicity, education, marital status, work status, state of residence, family structure is elicited every quarter through the “My Household” survey. The demographic variables provided with each survey are taken from the most recent ‘MyHousehold’ survey answered by the respondent. If at the time of a survey, the information in “My Household” is more than three months old, a respondent is required to check and update his or her information before being able to take the survey.

The following variables are available in each survey data set:

- **gender**: the gender of the respondent.
- **dateofbirth_year**: the year of birth of the respondent.
- **age**: the age of the respondent at the start of the survey.
- **agerange**: if the respondent’s age cannot be calculate due to missing information, ‘agerange’ indicates the approximate age. Should a value for both the ‘age’ and ‘agerange’ be present, then ‘age’ takes precedence over ‘agerange’.
- **citizenus**: indicates whether the respondent is a U.S. citizen.
- **bornus**: indicates whether the respondent was born in the U.S.
- **stateborn**: indicates the state in which the respondent was born. This is set to missing (.) if the respondent was not born in the U.S.
- **countryborn**: indicates the country in which the respondent was born. This is set to missing (.) if the respondent was born in the U.S.
- **countryborn_other**: indicates the country of birth if that country is not on the drop down list of countries shown to the respondent’.
- **statereside**: the state in which the respondent is living.
- **immigration_status**: indicates whether the respondent is an immigrant. It takes one of the following values: 0 Non-immigrant, 1 First generation immigrant (immigrant who migrated to the U.S), 2 Second generation immigrant (U.S.-born children of at least one foreign-born parent), 3 Third generation immigrant (U.S.-born children of at least one U.S.-born parent, where at least one grandparent is foreign-born), or 4 Unknown immigrant status.
- **maritalstatus**: the marital status of the respondent.
- **livewithpartner**: indicates whether the respondent lives with a partner.

- **education**: the highest level of education attained by the respondent.
- **hisplativo**: indicates whether the respondent identifies him or herself as being Hispanic or Latino. This variable is asked separately from race.
- **hisplatinogroup**: indicates which Hispanic or Latino group a respondent identifies him or herself with. This is set to missing (.) if the respondent does not identify him or herself as being Hispanic or Latino.
- **white**: indicates whether the respondent identifies him or herself as white (Caucasian).
- **black**: indicates whether the respondent identifies him or herself as black (African-American).
- **nativeamer**: indicates whether the respondent identifies him or herself as Native American (American Indian or Alaska Native).
- **asian**: indicates whether the respondent identifies him or herself as Asian (Asian-American).
- **pacific**: indicates whether the respondent identifies him or herself as Native Hawaiian or Other Pacific Islander.
- **race**: indicates the race of the respondent as singular (e.g., '1 White' or '2 Black') or as mixed (in case the respondent identifies with two or more races). The value '6 Mixed' that the respondent answered 'Yes' to at least two of the single race categories. This variable is generated based on the values of the different race variables (white, black, nativeamer, asian, pacific). This composite measure is not conditional on hisplativo, so an individual may identify as Hispanic or Latino, and also as a member of one or more racial groups.
- **working**: indicates whether the respondent is working for pay.
- **sick_leave**: indicates whether the respondent is not working because sick or on leave.
- **unemp_layoff**: indicates whether the respondent is unemployed or on lay off.
- **unemp_look**: indicates whether the respondent is unemployed and looking for a job.
- **retired**: indicates whether the respondent is retired.
- **disabled**: indicates whether the respondent has a disability.
- **If_other**: specifies other labor force status.
- **laborstatus**: indicates the labor force status of the respondent as singular (e.g., '1 Working for pay' or '2 On sick or other leave') or as mixed (in case the respondent selects two or more labor statuses). The value '8 Mixed' indicates that the respondent answered 'Yes' to at least two of the single labor force status variables. This variable is generated based on the values of the different labor status variables (working, sick_leave, unempl_layoff, unempl_look, retired, disabled, If_other).

- **employmenttype**: indicates the employment type of the respondent (employed by the government, by a private company, a nonprofit organization, or self-employed). This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **workfullpart**: indicates whether the respondent works full or part-time. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hourswork**: indicates the number of hours the respondent works per week. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hhincome**: is the total combined income of all members of the respondent's household (living in their household) during the past 12 months.
- **anyhhmember**: indicates whether there were any members in the respondent's household at the time he/she answered the survey as reported by the respondent.
- **hhmembernumber**: indicates the number of household members in the respondent's household at the time of the survey as reported by the respondent. It may be that 'anyhhmember' is 'Yes', but 'hhmembernumber' is missing if the respondent did not provide the number of household members at the time of the survey.
- **hhmemberin_#**: indicates whether a household member is currently in the household as reported by the respondent. Household members are never removed from the stored household roster and their information is always included in survey data sets. The order of the roster is the same order in which household members were specified by the respondent in the 'MyHousehold' survey. The order is identified by the suffix _# (e.g., _1 indicates the first household member, _2 the second household member, etc.).

As an example, if the first household member is in the household at the time of the survey, 'hhmemberin_1' is set to '1 HH Member 1 is in the HH'; if he/she has moved out, 'hhmemberin_1' is set to '0 HH member 1 is no longer in the HH'. Since information of other household members (stored in the variables listed below) is always included in survey data sets, information about 'hhmemberin_1' is available whether this person is still in the household or has moved out.

- **hhmembergen_#**: indicates the gender of another household member as reported by the respondent.
- **hhmemberage_#**: indicates the age of another household member. The age is derived from the month and year of birth of the household member as reported by the respondent.
- **hhmemberrel_#**: indicates the relationship of the respondent to the other household member as reported by the respondent.

- **hhmemberuasid_#**: is the 'uasid' of the other household member if this person is also a UAS panel member. It is set to missing (.) if this person is not a UAS panel member at the time of the survey. Since this identifier is directly reported by the respondent (chosen from a preloaded list), it may differ from the actual (correct) 'uasid' of the UAS member it refers to because of reporting error. Also, this variable should not be used to identify UAS members in a given household at the time of the survey. This is because the variables 'hhmemberuasid_#' are taken from the most recent 'My Household' and changes in household composition involving UAS members may have occurred between the time of the respondent answered 'My Household' and the time the respondent answers the survey. To follow UAS members of a given household, it is advised to use the identifiers 'uashhid' and 'survhhid'.
- **lastmyhh_date**: the date on which the demographics variables were collected through the 'My Household' survey.

In addition, data sets created after May 8, 2025 include an urbanicity variable. It is based on panel members' current census tract of residence and the 2010 Rural-Urban Commuting Area (RUCA) codes released by the US Department of Agriculture's Economic Research Service. To preserve confidentiality, the UAS collapses the 10 primary RUCA codes to 4 levels: Metropolitan, Micropolitan, Small/Rural, and Unknown. The Metropolitan level corresponds to primary RUCA codes 1-3, the Micropolitan level corresponds to RUCA codes 4-6, and the Small/Rural UAS classification corresponds to RUCA codes 7-10.

For detailed information and definitions of the 10 primary RUCA codes, please visit the USDA ERS Rural-Urban Commuting Area Codes site. Surveys conducted completely prior to May 8, 2025 will have an urbanicity data set available on request.

5 MISSING DATA CONVENTIONS

Data files provide so-called clean data, that is, answers given to questions that are not applicable anymore at survey completion (for example because a respondent went back in the survey and skipped over a previously answered question) are treated as if the questions were never asked. In the data files all questions that were asked, but not answered by the respondent are marked with (.e). All questions never seen by the respondent (or any dirty data) are marked with (.a). The latter may mean that a respondent did not view the question because s/he skipped over it; or alternatively that s/he never reached that question due to a break off. If a respondent did not complete a survey, the variables representing survey end date and time are marked with (.c). Household member variables are marked with (.m) if the respondent has less household members (e.g. if the number of household members is 2, any variables for household member 3 and up are marked with (.m)).

UAS provides data in STATA and CSV format. Stata data sets come with include variable labels that are not available in the CSV files. Value labels are provided for single-response answer option. In STATA these labels will include the labels 'Not asked' and 'Not answered' for (.a) and (.e), and will show in tabulations such as 'tab q1, missing'. For multiple-response questions a binary variable is created for each answer option indicating whether the option was selected or not. A summary variable is also provided in string format reflecting which options were selected and in which order. For example, if a question asked about favorite animals with options cat, dog, and horse, then if a respondent selected horse and then cat, the binary variables for horse and cat will be set to yes, while the overall variable would have a string value of '3-1'. If no answer was given, all binary variables and the summary variable will be marked with '.e'.

Questions that are asked multiple times are often implemented as so-called array questions. Supposing the name of such question was Q1 and it was asked in 6 different instances, your data set would contain the variables Q1_1_ to Q1_6_. To illustrate, if a survey asked the names of all children, then child_1_ would contain the name of the first child the respondent named and so on.

More information about the UAS data in general can be found on the UAS Data Pages web site.

6 ROUTING SYNTAX

The survey with routing presented in the next section includes all of the questions that make up this survey, the question answers when choices were provided, and the question routing. The routing includes descriptions of when questions are grouped, conditional logic that determines when questions are presented to the respondent, randomization of questions and answers, and fills of answers from one question to another.

If you are unfamiliar with conditional logic statements, they are typically formatted so that **if** the respondent fulfills some condition (e.g. they have a cellphone or a checking account), **then** they are presented with some other question or the value of some variable is changed. If the respondent does not fulfill the condition (e.g. they are not a cellphone adopter or they do not have a checking account), something **else** happens such as skipping the next question or changing the variable to some other value. Some of the logic involved in the randomization of questions or answers being presented to the respondent is quite complex, and in these instances there is documentation to clarify the process being represented by the routing.

Because logic syntax standards vary, here is a brief introduction to our syntax standards. The syntax used in the conditional statements is as follows: '=' is equal to, '<' is less than, '>' is greater than, and '!= ' is used for does not equal. When a variable is set to some number N, the statement looks like 'variable := N'.

The formatting of the questions and routing are designed to make it easier to interpret what is occurring at any given point in the survey. Question ID is the bold text at the top of a question block, followed by the question text and the answer selections. When a question or variable has associated data, the name links to the appropriate data page, so you can easily get directly to the data. Text color is used to indicate the routing: **red** is conditional logic, **gold** is question grouping, **green** is looping, and **orange** is used to document randomization and other complex conditional logic processes. The routing is written for a computer to parse rather than a human to read, so when the routing diverges significantly from what is displayed to the respondent, a screenshot of what the respondent saw is included.

The name of the randomization variables are defined in proximity to where they are put into play, and like the question ID the names of the randomization variables can be used to link directly to the associated data page.

7 SURVEY WITH ROUTING

Start of section **Universities**

un_intro (Section Universities)

This survey asks questions about your thoughts on research and universities in the U.S.

univ_feel (how feel about Universities in the United States in section Universities)

In general, how do you feel about Universities in the United States?

- 1 Entirely negative
- 2 Mostly negative
- 3 Neither positive nor negative
- 4 Mostly positive
- 5 Entirely positive

truthjustice (what more important for university research in section Universities)

What do you think is more important for university research? Pursue the truth or seek social justice?

- 1 Pursue the truth
- 2 Seek social justice

Q10 (Colleges and universities having a positive or negative effect in section Universities)

Next, are colleges and universities having a positive or negative effect on the way things are going in the country these days?

- 1 Positive
- 2 Negative
- 3 Neither/No influence
- 4 Mixed

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un004_intro (Section Universities)

To what extent do you agree or disagree with the following statement?

univ_elite (Universities are elitist institutions that are out of touch with the rest of society in section Universities)

Universities are elitist institutions that are out of touch with the rest of society.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un004_intro (Section Universities)

To what extent do you agree or disagree with the following statement?

worldchange (Scientific research is causing the world to change too fast in section Universities)

Scientific research is causing the world to change too fast.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

solveprobs2 (research universities helps United States solve major problems facing country in section Universities)

Do you agree or disagree with the following statement?

The research going on at our universities helps the United States to solve major problems facing the country.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

grade_intro (Section Universities)

For the next set of questions, you will use an A through F grading scale - where A represents the best possible grade you can give and F represents the worst possible grade - to rate the job colleges and universities are doing in each described area.

grade_research (grade in conducting scientific research in section Universities)

What grade would you give to colleges and universities for the job they are doing in **conducting scientific research**?

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_students (grade preparing students to be productive members of work-force in section Universities)

What grade would you give to colleges and universities for the job they are doing in **preparing students to be productive members of the work-force**?

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_pointofview (grade in allowing many different points of view to be expressed on campus in section Universities)

What grade would you give to colleges and universities for the job they are doing in **allowing many different points of view to be expressed on campus**?

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

grade_hatespeech (grade in protecting students from hate speech in section Universities)

What grade would you give to colleges and universities for the job they are doing in **protecting students from hate speech**?

- 1 A
- 2 B
- 3 C
- 4 D
- 5 Fail
- 6 Don't know

conf_res (level of confidence in objectivity of university research in section Universities)

What level of confidence do you have in the objectivity of university research?

- 1 Extremely confident
- 2 Very confident
- 3 Somewhat confident
- 4 Not too confident
- 5 Not confident

/* Question series conf1a to conf1i are asked in random order per variables conf_order with values:

- o 1 College and University professors
- o 2 Scientists

- o 3 U.S. military
- o 4 Police
- o 5 Public school principals
- o 6 Religious leaders
- o 7 Journalists
- o 8 Business leaders
- o 9 Elected officials

*/

```
conf_questions := array(1 → "conf1a", 2 → "conf1b", 3 → "conf1c", 4 → "conf1d", 5 → "conf1e",
6 → "conf1f", 7 → "conf1g", 8 → "conf1h", 9 → "conf1i")
```

IF sizeof(conf_order) = 0 **THEN**

```
  conf_order := shuffleArray(array(1 → 1, 2 → 2, 3 → 3, 4 → 4, 5 → 5, 6 → 6, 7 → 7, 8 → 8, 9
  → 9))
```

END OF IF

un008.intro (Section Universities)

The next questions ask you to think about various things that may have contributed to making American society better. For each question, please indicate if it made a major contribution to making American society better, a minor contribution or hardly contributed at all.

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un008.intro2 (Section Universities)

How much confidence, if any, do you have in each of the following to act in the best interests of the public?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 9

```
  /* Question series conf1a to conf1i are asked in random order per variables
  conf_order. */
```

END OF LOOP

END OF SUBGROUP

END OF GROUP

/* Question series q17q26 asks in random order per variables q17q26_order with values:

- o 1 Has scientific research
- o 2 Has Democracy as its political system
- o 4 Has freedom of thought in the universities
- o 5 Have deep religious beliefs
- o 9 Have hard working people
- o 10 Have U.S. colleges and universities

*/

IF sizeof(q17q26_order) = 0 THEN

| q17q26_order := shuffleArray(array(1 →1, 2 →2, 3 →4, 4 →5, 5 →9, 6 →10))

END OF IF

LOOP FROM 1 TO 6

q17q26 (contribution factor in section Universities)

How much (**Q17 Q26 order series(q17q26_cnt)**) contributed to making American society better?

- 1 Major contribution
- 2 Minor contribution
- 3 Hardly any contribution
- 4 Not sure

END OF LOOP

/* Question re_010 is in the data as re_007 matching its UAS 172 counterpart.*/

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009.intro (Section Universities)

Do you agree or disagree with the following statement?

re_010 (trouble with scientific research is results can be applied in ways that cause more bad than good in section Universities)

The trouble with scientific research is that its results can be applied in ways that cause more bad than good for the world.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree

- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

/* Question re_011 is in the data as re_007 matching its UAS 172 counterpart.*/

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009_intro (Section Universities)

Do you agree or disagree with the following statement?

re_011 (Scientific research today doesn't pay enough attention to the moral values of society in section Universities)

Scientific research today doesn't pay enough attention to the moral values of society

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

Start of section **Extra**

/* Question re_007 is in the data as re_011 matching its UAS 172 counterpart. It was asked of respondents after January 18, 2023 at 6.06pm Pacific Time. The variable re_011_asked indicates whether re_011 was asked or not. */

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009_intro (Section Universities)

Do you agree or disagree with the following statement?

re_007 (Scientific research is essential to improving the quality of human lives in section Universities)

Scientific research is essential to improving the quality of human lives

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

re_007_asked := '1'

End of section **Extra**

re_005 (government investments in basic scientific research pay off in section Universities)

In your opinion, do government investments in basic scientific research usually pay off in the long run, or are they not worth it?

- 1 Yes, they pay off in the long run
- 2 No, they aren't worth it
- 3 Not sure

re_006 (benefits of scientific research have outweighed harmful results in section Universities)

People have frequently noted that scientific research has produced both beneficial and harmful consequences. Would you say that, on balance, the benefits of scientific research have outweighed the harmful results, are about equal, or have the harmful results of scientific research been greater than its benefits?

- 1 Benefits have been greater than harmful results
- 2 Benefits and harmful results have been about equal
- 3 Harmful results have been greater than benefits

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009_intro (Section Universities)

Do you agree or disagree with the following statement?

Q28 (rather put trust in wisdom of ordinary people than opinions of experts and intellectuals in section Universities)

I'd rather put my trust in the wisdom of ordinary people than the opinions of experts and intellectuals

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009_intro (Section Universities)

Do you agree or disagree with the following statement?

Q29 (When it comes to really important questions, scientific facts don't help very

much. in section Universities)

When it comes to really important questions, scientific facts don't help very much.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un009_intro (Section Universities)

Do you agree or disagree with the following statement?

Q30 (Ordinary people can really use help of experts to understand complicated things like science and health in section Universities)

Ordinary people can really use the help of experts to understand complicated things like science and health.

- 1 Disagree strongly
- 2 Disagree somewhat
- 3 Neither agree nor disagree
- 4 Agree somewhat
- 5 Agree strongly

END OF GROUP

/* Question series jd_source1 to jd_source12 are asked in random order per variables jd_source_order with values:

- o 1 Fox News
- o 2 MSNBC
- o 3 CNN
- o 4 National newspapers (e.g. New York Times, Washington Post, Wall Street Journal, USA Today)
- o 5 Social media websites or apps (e.g., Facebook, Twitter, TikTok, Instagram, Parler, Truth Social, YouTube, WhatsApp)
- o 6 Regional, local or hometown news sources
- o 7 National Public Radio (NPR)
- o 8 Public television

- o 9 The Biden administration

- o 10 U.S. Universities

*/

```
jd_source_questions := array(1 → "jd_source1", 2 → "jd_source2", 3 → "jd_source3", 4 → "jd_source4",  
5 → "jd_source10", 6 → "jd_source5", 7 → "jd_source6", 8 → "jd_source7", 9 → "jd_source11",  
10 → "jd_source12")
```

IF sizeof(jd_source_order) = 0 THEN

```
jd_source_order := shuffleArray(array(1 → 1, 2 → 2, 3 → 3, 4 → 4, 5 → 5, 6 → 6, 7 → 7, 8  
→ 8, 9 → 9, 10 → 10))
```

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

un013_intro (Section Universities)

For each of the following sources of news or information, please indicate how much you trust that source to give you **unbiased and truthful information**. The source may provide news or information in print, online, or in an app.

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 10

```
/* Question series jd_source1 to jd_source12 are asked in random order per variables  
jd_source_order. */
```

END OF LOOP

END OF SUBGROUP

END OF GROUP

q27 (view about global warming in section Universities)

Global warming refers to the idea that the world's average temperature has been increasing over the past 150 years, may be increasing more in the future, and that the world's climate may change as a result.

Which of the following comes closest to your view about global warming?

1 Caused mostly by human activities

2 Caused mostly by natural changes in the environment

- 3 Neither: global warming isn't happening
- 4 None of these

Q1 (How much trust things that scientists say about environment in section Universities)

How much do you trust the things that scientists say about the environment?

- 1 Completely
- 2 A lot
- 3 A moderate amount
- 4 A little
- 5 Not at all
- 6 Not sure

/* Respondents are asked a variation of ak_affect per variables:

- o 1 ak_topic_randomizer with values:
 - 1 Climate change
 - 2 Poverty and income inequality
 - 3 The development of new drugs
 - 4 The development of faster computer chips
- o 2 ak_belief_randomizer with values:
 - 1 Conservative
 - 2 Liberal

*/

IF ak_topic_randomizer = EMPTY **THEN**

ak_topic_randomizer := mt_rand(1,4)
ak_belief_randomizer := mt_rand(1,2)

END OF IF

ak_affect (research affected by political beliefs in section Universities)

A professor does research on (indicates un016 topic_randomizer()). In his spare time he is actively involved in politics and identifies as (indicates un016 belief_randomizer()).

Do you think the professor's research will be affected by his political beliefs?

- 1 Yes, very strongly
- 2 Yes, at least somewhat
- 3 Not sure
- 4 No, probably not
- 5 No, absolutely not

info_questions := array(1 → "info001", 2 → "info002", 3 → "info003", 4 → "info004", 5 → "info005",

6 → "info006")

/* Question series info001 to info006 are asked in random order per variables info_order with values:

- o 1 Genetically modified plants and seeds, generally known as GMOs (genetically modified organisms)
- o 2 Climate change
- o 3 Artificial intelligence
- o 4 Nuclear energy
- o 5 Vaccines (except Covid vaccines)
- o 6 Covid vaccines

*/

IF sizeof(info_order) = 0 THEN

info_order := shuffleArray(array(1 → 1, 2 → 2, 3 → 3, 4 → 4, 5 → 5, 6 → 6))

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

info_intro (Section Universities)

How much would you trust university scientists for information on each of the following issues?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 6

/* Question series jd_source1 to jd_source12 are asked in random order per variables jd_source_order. */

END OF LOOP

END OF SUBGROUP

END OF GROUP

End of section **Universities**

Start of section **Closing**

CS_001 (HOW PLEASANT INTERVIEW in section Closing)

Could you tell us how interesting or uninteresting you found the questions in this interview?

- 1 Very interesting
- 2 Interesting
- 3 Neither interesting nor uninteresting
- 4 Uninteresting
- 5 Very uninteresting

CS_003 (comments in section Closing)

Do you have any other comments on the interview? Please type these in the box below. (If you have no comments, please click next to complete this survey.)

STRING

End of section **Closing**

/* Please note that although question CS_003 is listed in the routing, the answers are not included in the microdata in the event identifiable information is captured. Cleaned responses are available by request. */