



Montana State University Faculty
Survey:
Report of Findings

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Overview

The Montana State University implementation of the Ithaka S+R Local Faculty Survey was launched on March 4, 2014, and was closed to new responses on March 31, 2014, with a total of 209 complete responses. The survey covers many scholarly research and teaching-related topics, overlapping with several iterations of the Ithaka S+R U.S. Faculty Survey. The questionnaire covers topics in several key areas, including: how scholars discover materials for research; faculty members' use of varying types of materials and formats; the ways faculty members' access content; their digital research activities and methodologies; data preservation and management behaviors and needs; scholarly communications practices and attitudes; faculty members' views of their students' research skills; and the role of the library in supporting faculty members' needs. The following report provides a high-level overview of findings from the MSU faculty survey.¹

Details

All 469 MSU faculty members received an email invitation to participate in a survey about the impact of electronic technologies on their research and teaching.² Two email reminders were sent before the close of the survey. In total, 290 respondents clicked the survey link (about 62% of those who received the email invitation), with 280 of those starting the survey (about 60%), and 209 of those respondents completing the survey, for an overall response rate of about 45%. Due to the survey flow and skip patterns, not all MSU faculty respondents received every question in the survey.

How to interpret the findings

For each question in the MSU faculty survey, this document provides a graph and table of overall responses. Responses are generally grouped together into categories for questions where respondents are asked to respond on a 1 to 10 scale. We report on responses in three categories: 1-3 (strong negative response), 4-7 (moderate or indifferent response), and 8-10 (strong positive response). Questions that use a 1-6 scale, and their responses are similarly grouped into categories: 1-2 (strong negative response), 3-4 (moderate or indifferent response), and 5-6 (strong positive response). Title pages provide information about survey flow and contingent items, which signify that a question was only presented to those who satisfied a condition in their response to another question.

Comparative data are included for selected modules or questions that overlap with the Ithaka S+R 2012 US Faculty Survey. These graphs compare strong positive responses

¹ This report covers results from completed surveys and does not include an overview of partially completed responses. Partially completed responses are included in the spreadsheet of raw data.

² The maximum n is 467, after taking consideration of 2 undeliverable emails.

between MSU faculty members (in the aggregate), faculty members nationally at R1 institutions who completed the Ithaka S+R 2012 US Faculty Survey, and faculty members nationally who completed the Ithaka S+R 2012 Faculty Survey (i.e. including those faculty members at R1 institutions).³

If you have any questions about this report or working with the data provided, please contact Alisa Rod, Ithaka S+R Survey Coordinator, at alisa.rod@ithaka.org.

³ The comparative data graphs are labeled: **[Comparative Data]**. These graphs display comparisons between the three groups of faculty members (i.e. MSU faculty members, R1 faculty members nationally, and faculty members nationally as an aggregate) for “strong positive responses,” which is the percent of respondents who selected 8-10, 5-6, “Often”, or “Yes” to corresponding response options and answer scales. Tables with response summary overviews from the US Faculty Survey are not included in this report (i.e. all tables included in this report display MSU faculty member responses only). Please refer to the US Faculty Survey file of findings for the national data.

Discovery

Q1

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research? Please select one of the following answers.

Q2

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

Q3

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

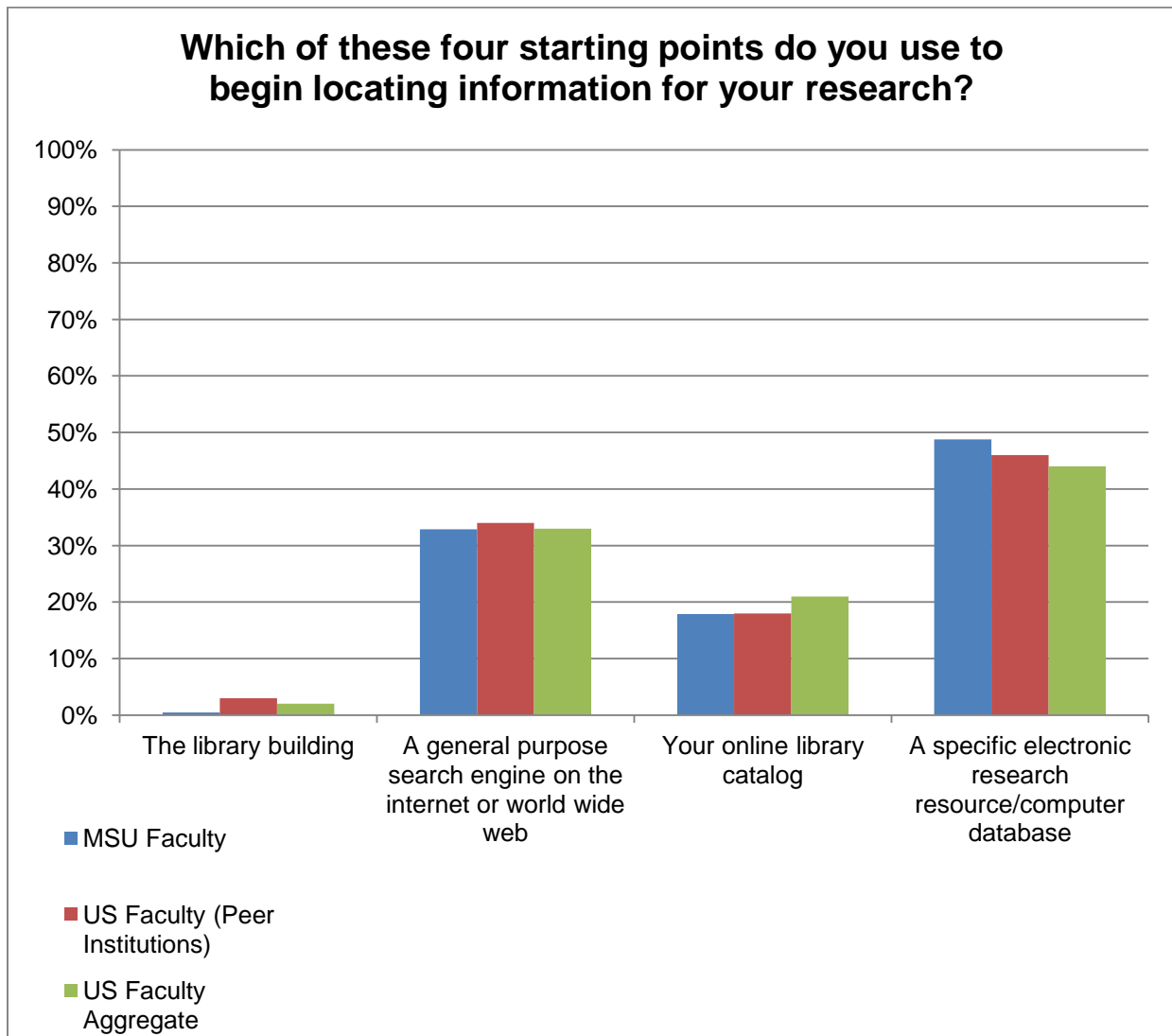
Q4_1 – Q4_10

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.

Q1

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research? Please select one of the following answers.

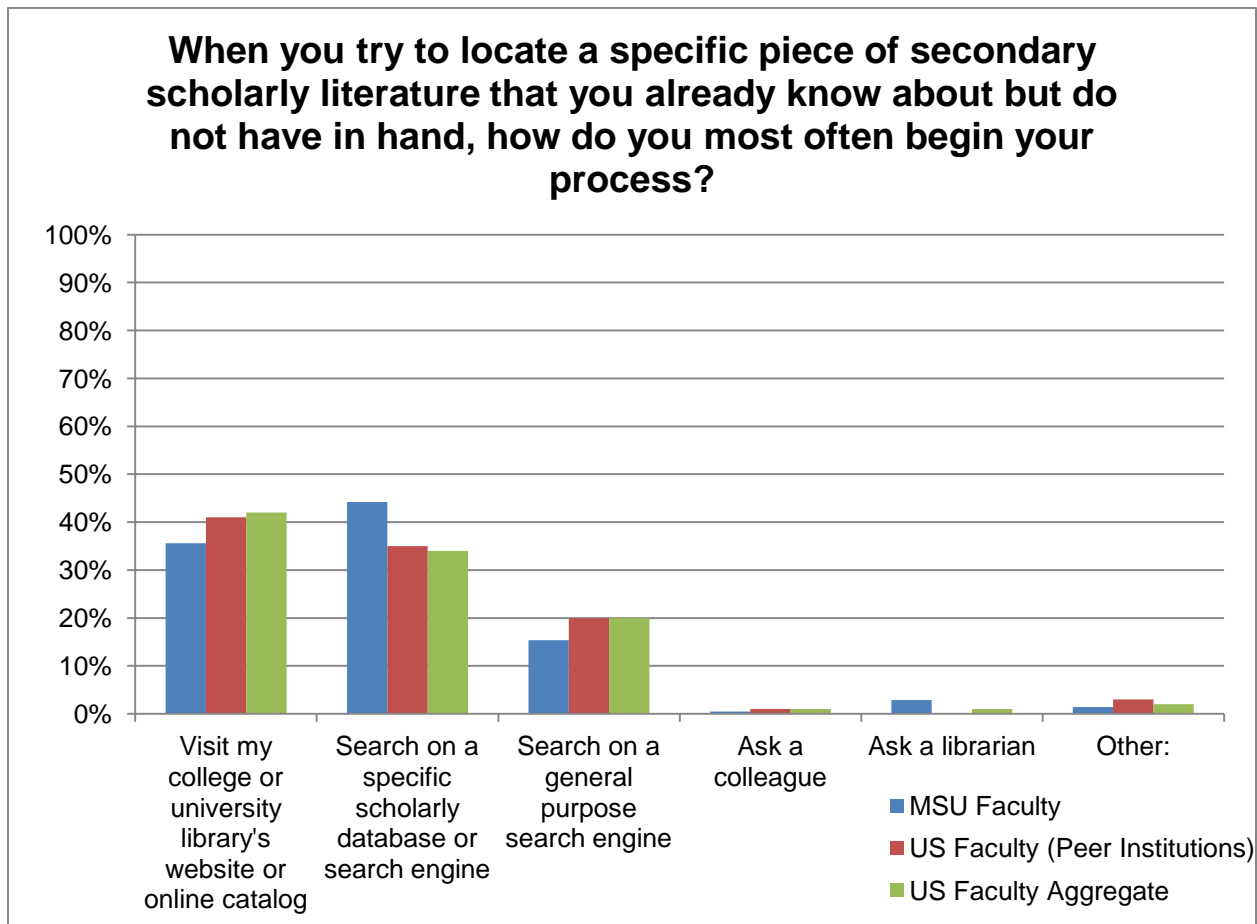
	Response	Percent
The library building	1	0.48%
A general purpose search engine on the internet or world wide web	68	32.85%
Your online library catalog	37	17.87%
A specific electronic research resource/computer database	101	48.79%
	207	100%



Q2

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

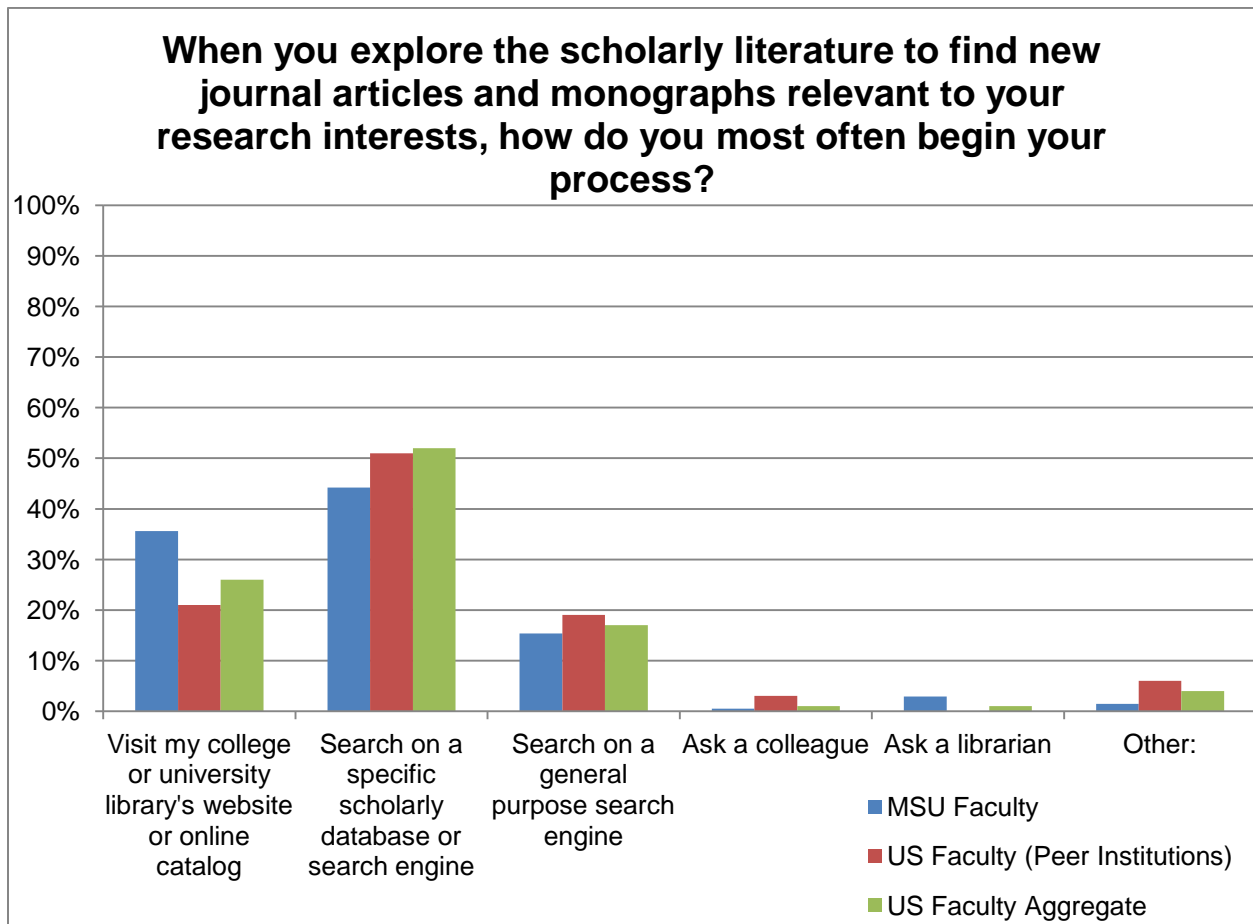
	Response	Percent
Visit my college or university library's website or online catalog	74	35.58%
Search on a specific scholarly database or search engine	92	44.23%
Search on a general purpose search engine	32	15.38%
Ask a colleague	1	0.48%
Ask a librarian	6	2.88%
Other:	3	1.44%
	208	100%



Q3

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

	Response	Percent
Visit my college or university library's website or online catalog	51	24.52%
Search on a specific scholarly database or search engine	113	54.33%
Search on a general purpose search engine	32	15.33%
Ask a colleague	1	0.48%
Ask a librarian	0	0.00%
Other:	11	5.29%
	208	100%



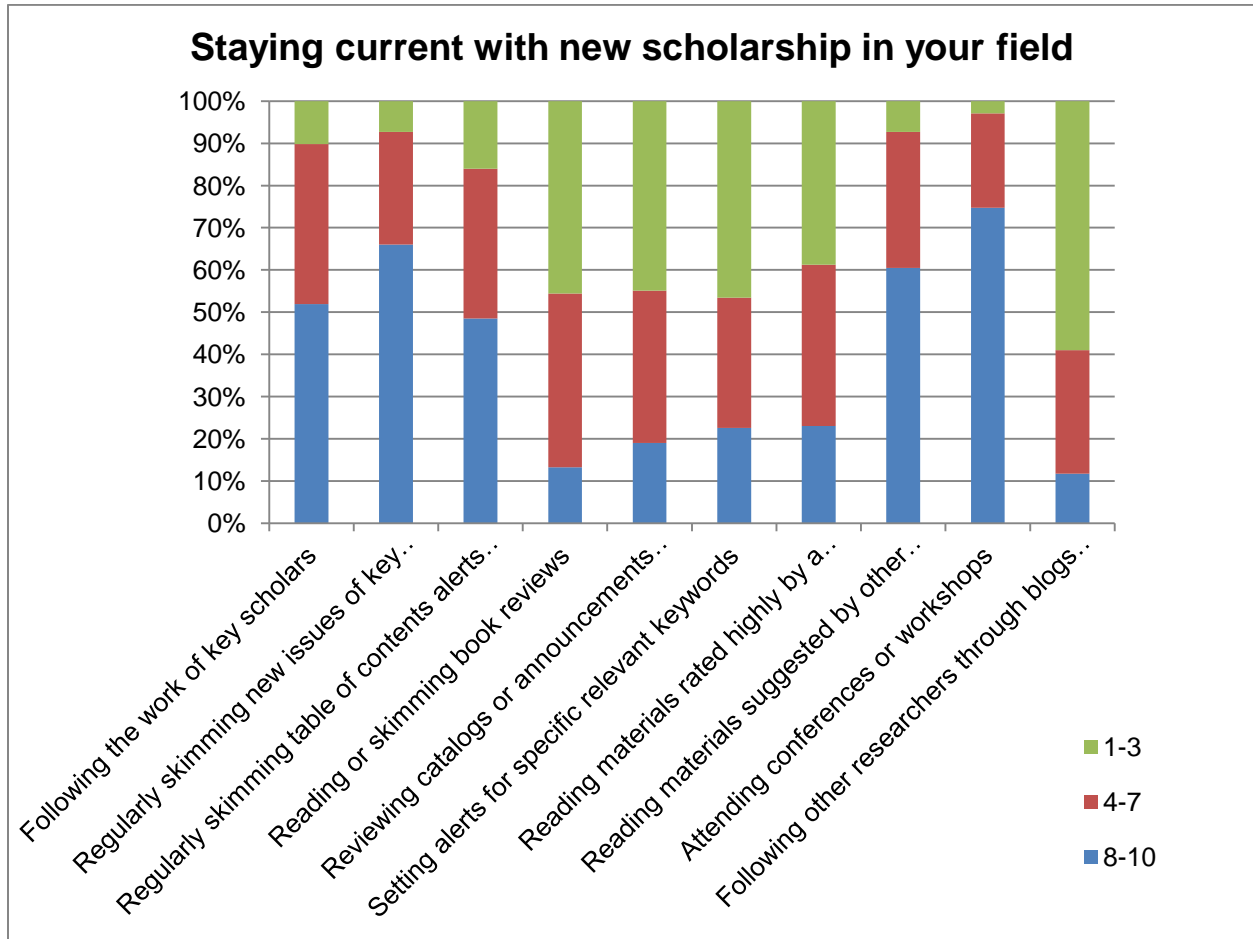
Q4_1 – Q4_10

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.

	8-10	4-7	1-3	Response
Following the work of key scholars	51.94%	37.86%	10.19%	206
Regularly skimming new issues of key journals	66.02%	26.70%	7.28%	206
Regularly skimming table of contents alerts of key journals	48.54%	35.44%	16.02%	206
Reading or skimming book reviews	13.24%	41.18%	45.59%	204
Reviewing catalogs or announcements from scholarly publishers	19.02%	36.10%	44.88%	205
Setting alerts for specific relevant keywords	22.55%	30.88%	46.57%	204
Reading materials rated highly by a relevant repository or scholarly tool	23.04%	38.24%	38.73%	204
Reading materials suggested by other scholars	60.49%	32.20%	7.32%	205
Attending conferences or workshops	74.76%	22.33%	2.91%	206
Following other researchers through blogs or social media	11.71%	29.27%	59.02%	205

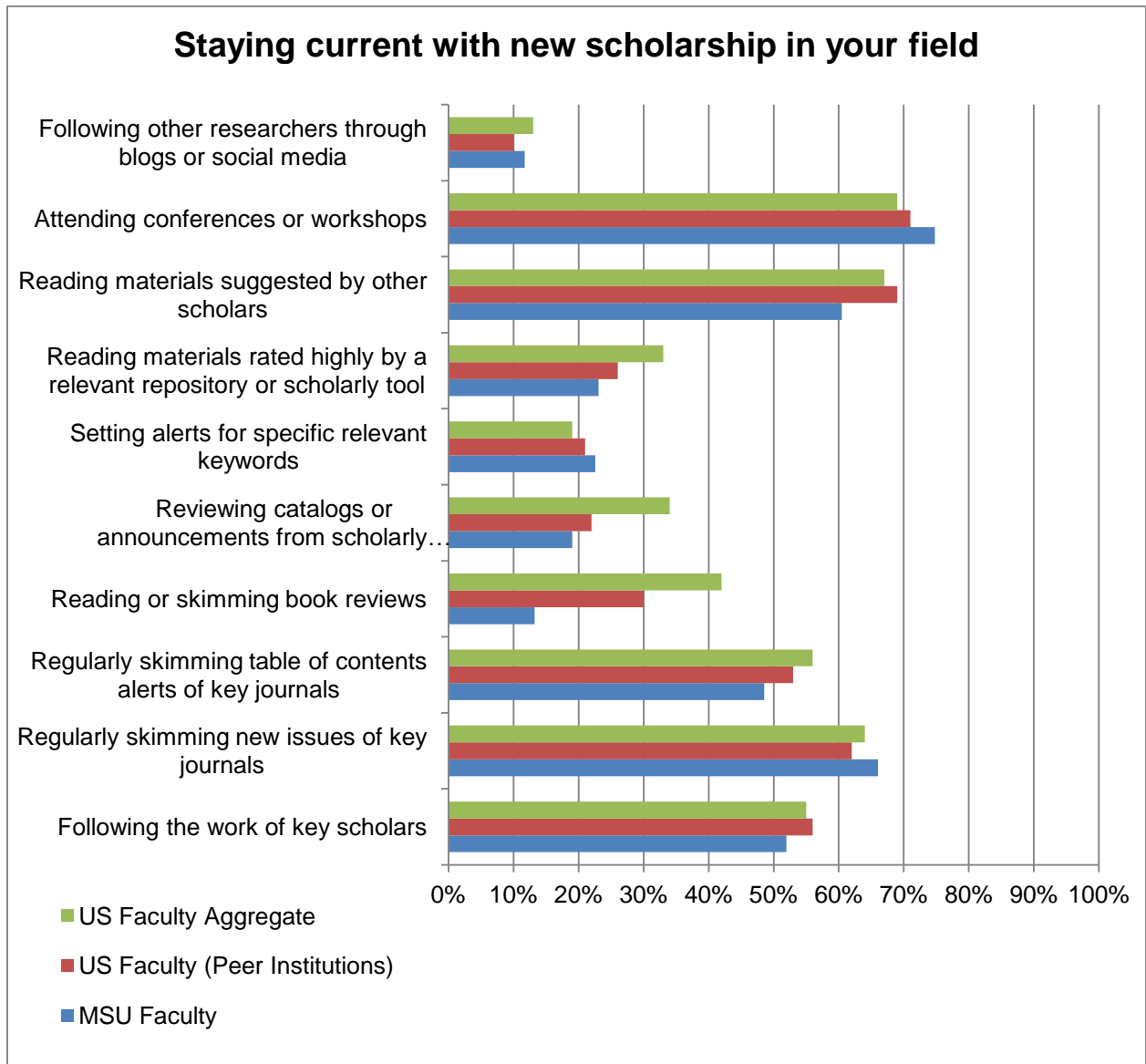
Q4_1 – Q4_10

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.



Q4_1 – Q4_10 [Comparison Data – Percent of respondents who selected 8-10]

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.



Digital Research Activities

Q5_1 – Q5_6

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

Q6

Please select the statement below that best describes your point of view:

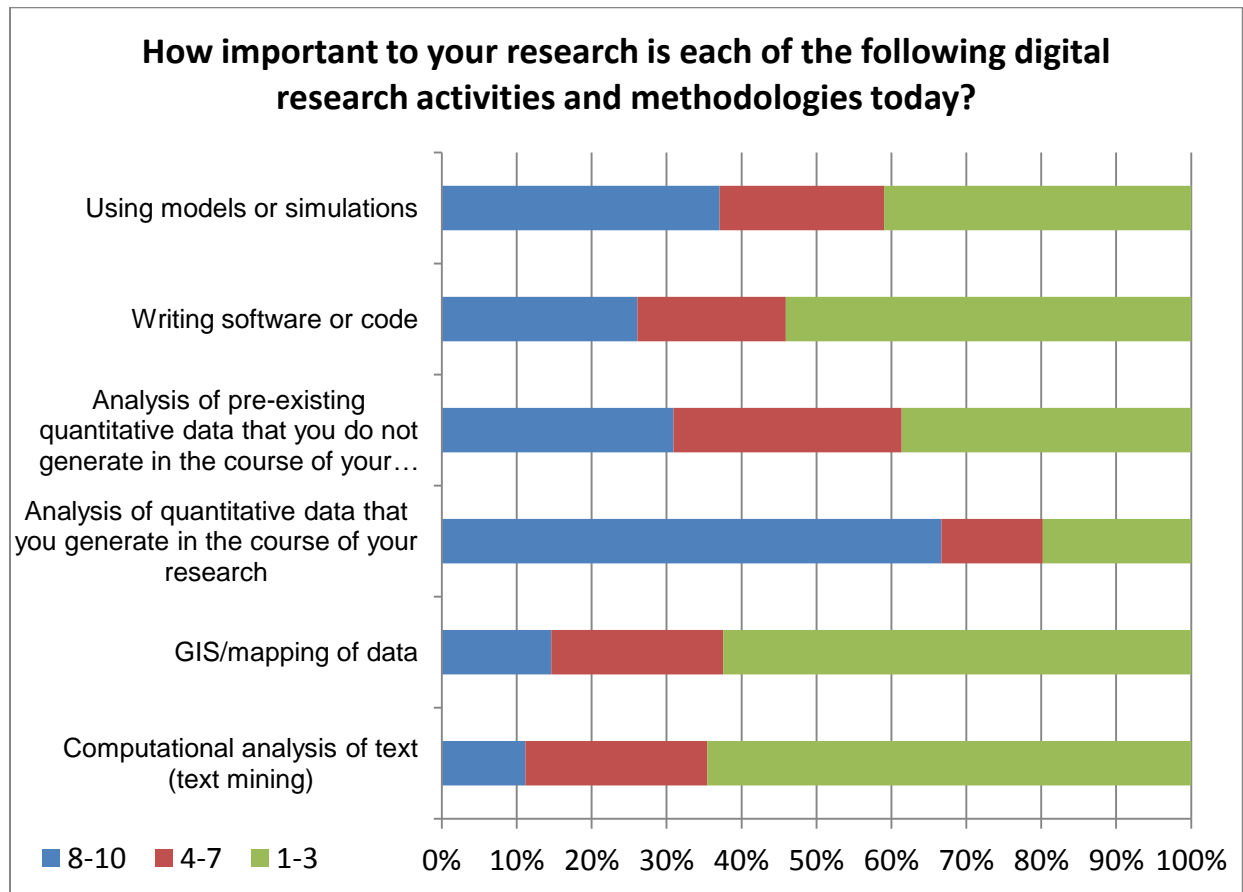
Q7_1 – Q7_5

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

Q5_1 – Q5_6

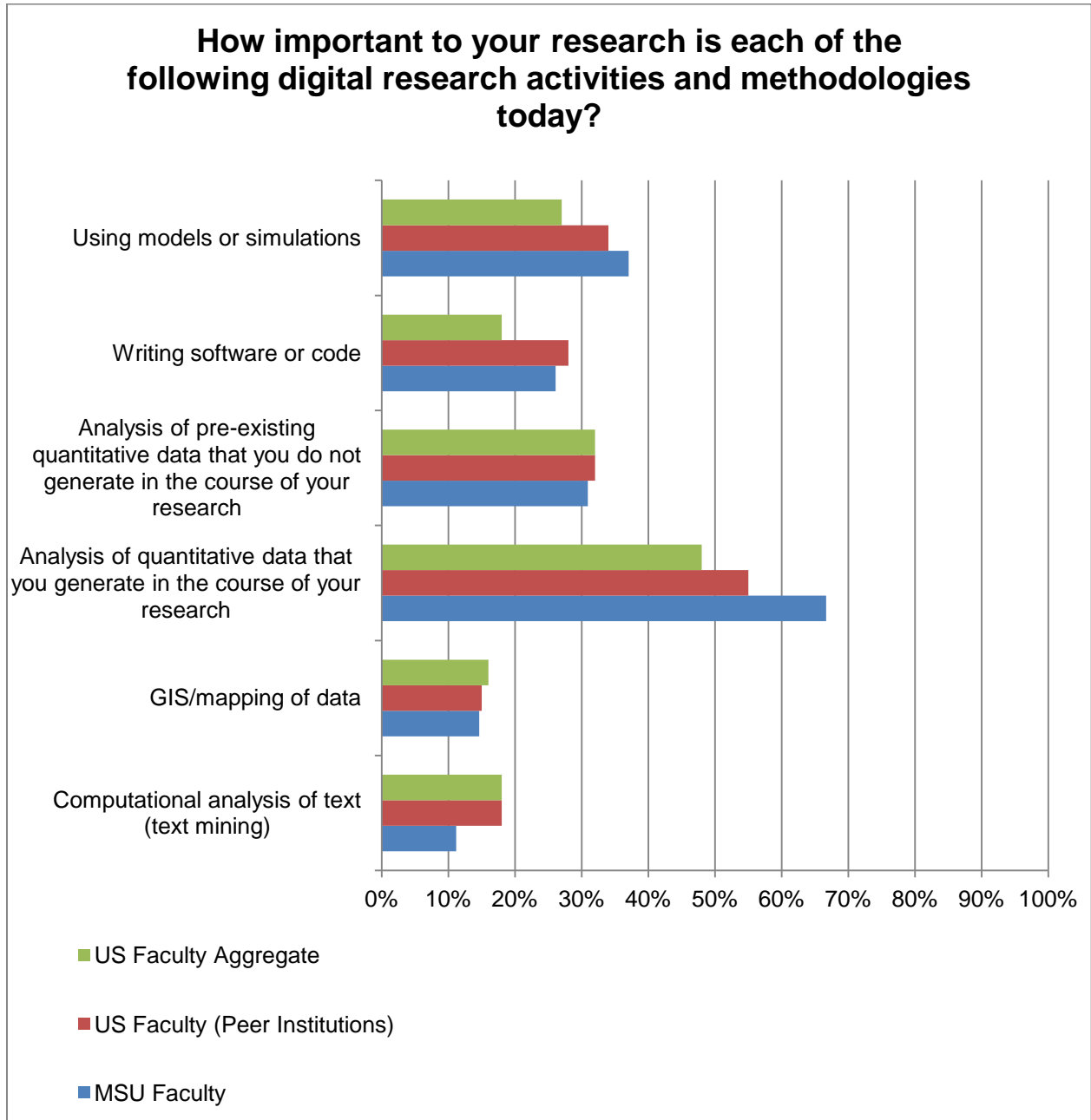
How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	11.17%	24.27%	64.56%	206
GIS/mapping of data	14.63%	22.93%	62.44%	205
Analysis of quantitative data that you generate in the course of your research	66.67%	13.53%	19.81%	207
Analysis of pre-existing quantitative data that you do not generate in the course of your research	30.92%	30.43%	38.65%	207
Writing software or code	26.09%	19.81%	54.11%	207
Using models or simulations	37.07%	21.95%	40.98%	205



Q5_1 – Q5_6 [Comparison Data – Percent of respondents who selected 8-10]

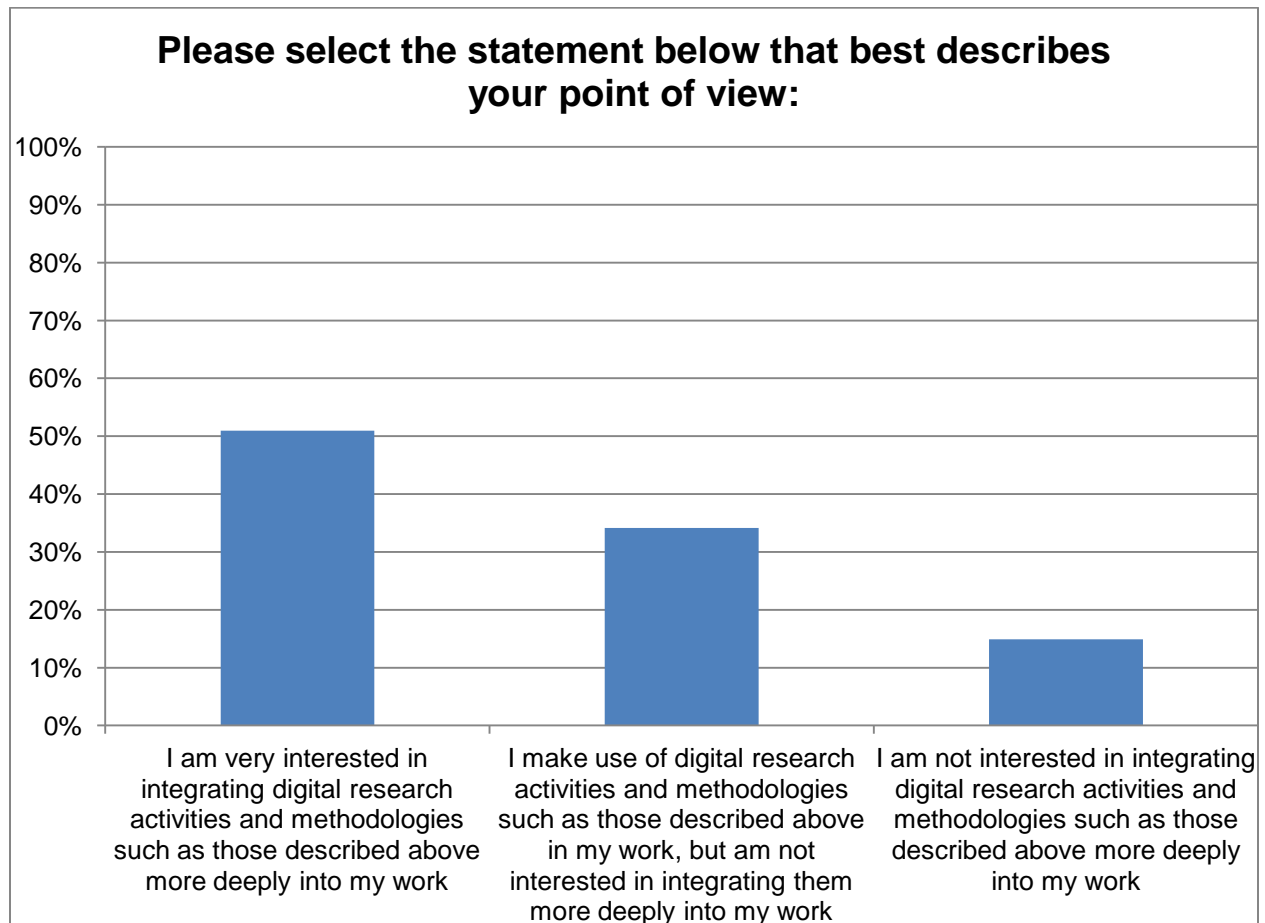
How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.



Q6

Please select the statement below that best describes your point of view:

	Response	Percent
I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work	106	50.96%
I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work	71	34.13%
I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work	31	14.90%
	208	100%



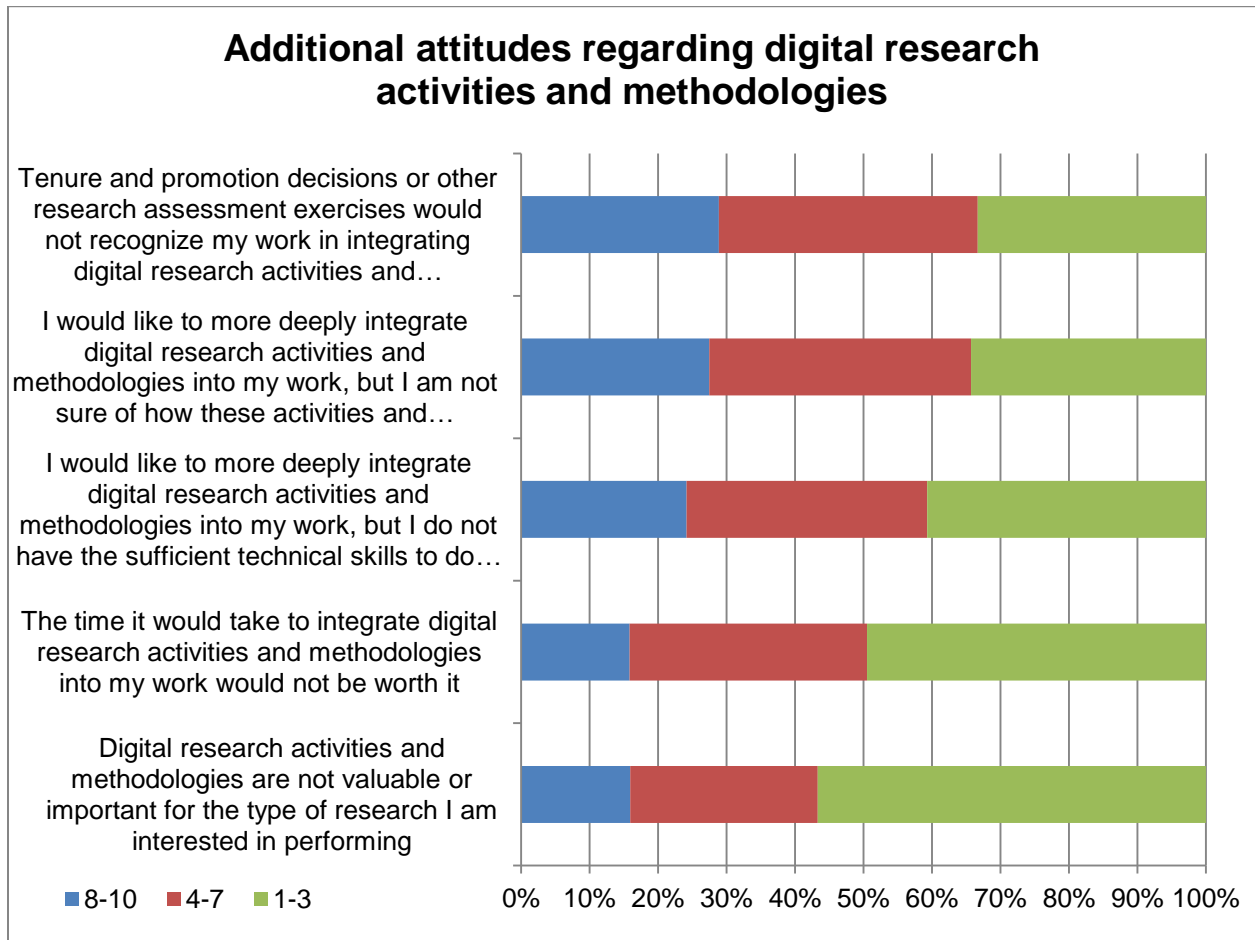
Q7_1 – Q7_5

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

	8-10	4-7	1-3	Response
Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing	15.92%	27.36%	56.72%	201
The time it would take to integrate digital research activities and methodologies into my work would not be worth it	15.84%	34.65%	49.50%	202
I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively	24.12%	35.18%	40.70%	199
I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals	27.45%	38.24%	34.31%	204
Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and methodologies into my work	28.86%	37.81%	33.33%	201

Q7_1 – Q7_5

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



Research Dissemination

Q8_1 – Q8_7

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years – often, occasionally, rarely, or never. Please select one answer for each item.

Q9_1 – Q9_9

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Select one answer for each item.

Q10_1 – Q10_4

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

Q11_1 – Q11_5

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

Q12_1 – Q12_5

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

Q13_1 – Q13_5

How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

Q14_1 – Q14_6

How important is it to you that your research reaches each of the following possible audiences? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Please select one answer for each item.

Q15_1 – Q15_3

How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

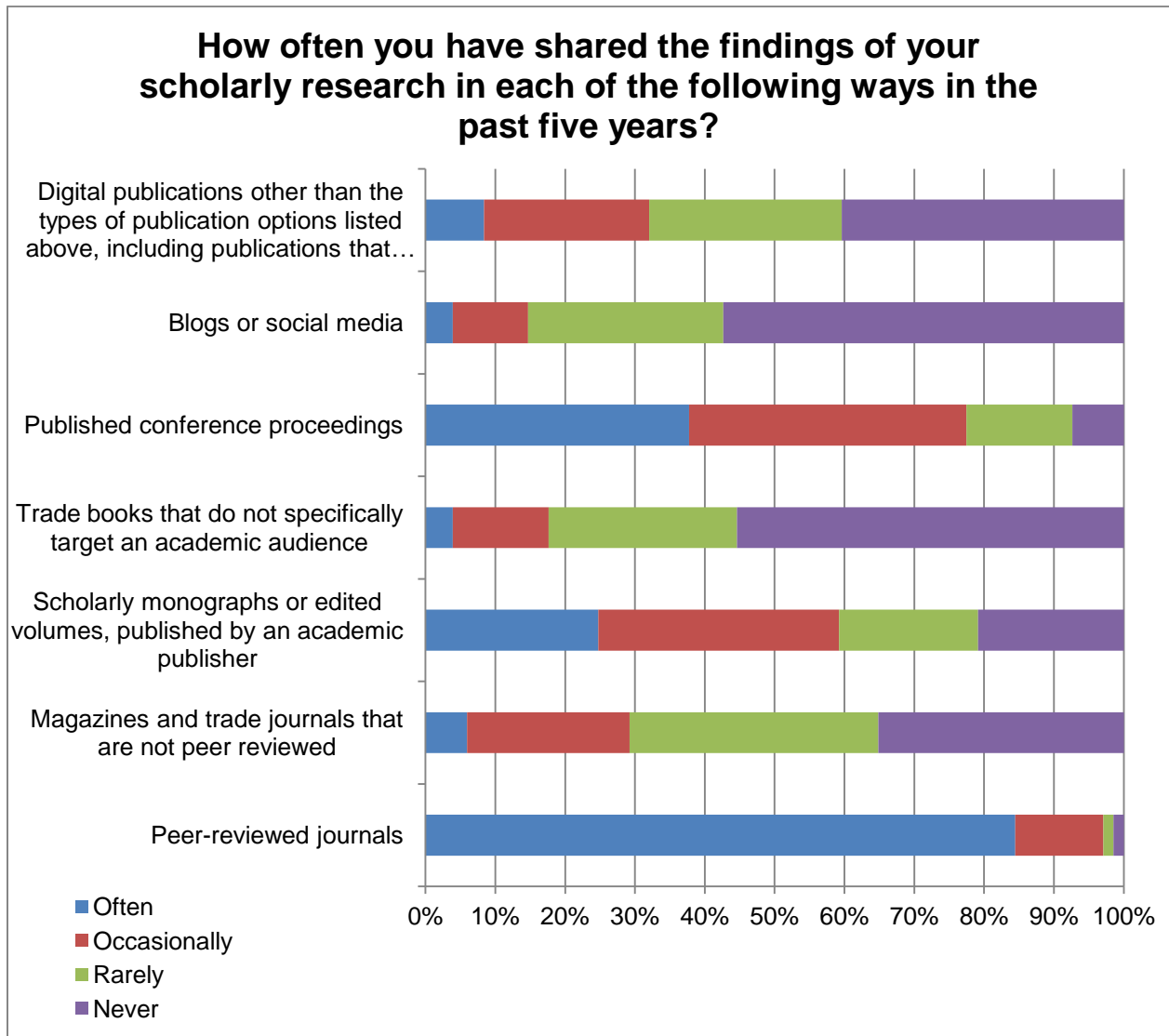
Q8_1 – Q8_7

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years – often, occasionally, rarely, or never. Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	84.47%	12.62%	1.46%	1.46%	206
Magazines and trade journals that are not peer reviewed	5.94%	23.27%	35.64%	35.15%	202
Scholarly monographs or edited volumes, published by an academic publisher	24.76%	34.47%	19.90%	20.87%	206
Trade books that do not specifically target an academic audience	3.92%	13.73%	26.96%	55.39%	204
Published conference proceedings	37.75%	39.71%	15.20%	7.35%	204
Blogs or social media	3.92%	10.78%	27.94%	57.35%	204
Digital publications other than the types of publication options listed above, including publications that are not primarily textual	8.37%	23.65%	27.59%	40.39%	203

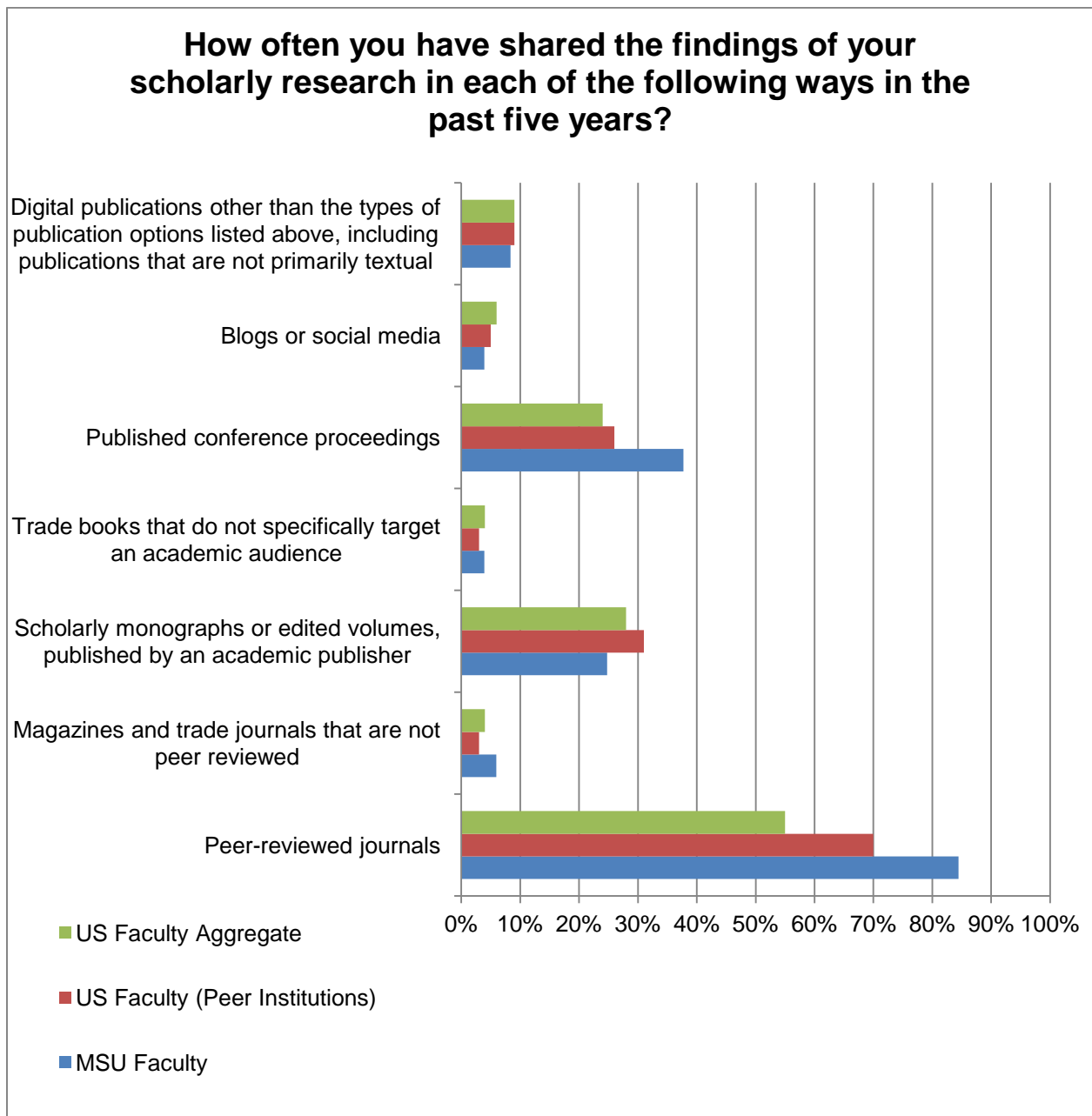
Q8_1 – Q8_7

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years – often, occasionally, rarely, or never. Please select one answer for each item.



Q8_1 – Q8_7 [Comparison Data – Percent of respondents who selected “Often”]

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years – often, occasionally, rarely, or never. Please select one answer for each item.



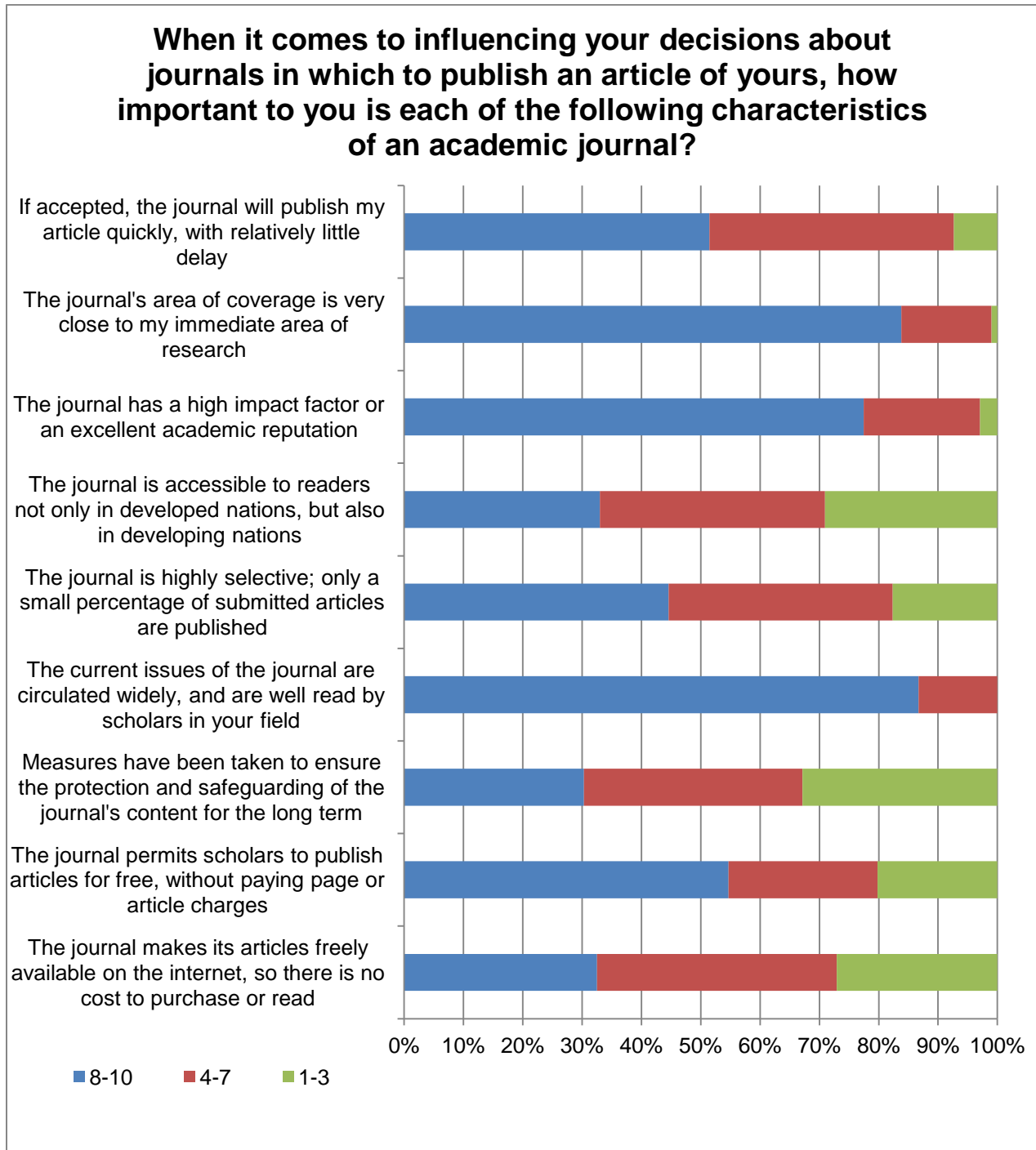
Q9_1 – Q9_9

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Select one answer for each item.

	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	32.51%	40.39%	27.09%	203
The journal permits scholars to publish articles for free, without paying page or article charges	54.68%	25.12%	20.20%	203
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	30.30%	36.87%	32.83%	298
The current issues of the journal are circulated widely, and are well read by scholars in your field	86.70%	13.30%	0.00%	203
The journal is highly selective; only a small percentage of submitted articles are published	44.61%	37.75%	17.65%	204
The journal is accessible to readers not only in developed nations, but also in developing nations	33.00%	37.93%	29.06%	203
The journal has a high impact factor or an excellent academic reputation	77.45%	19.61%	2.94%	204
The journal's area of coverage is very close to my immediate area of research	83.82%	15.20%	0.98%	204
If accepted, the journal will publish my article quickly, with relatively little delay	51.47%	41.18%	7.35%	204

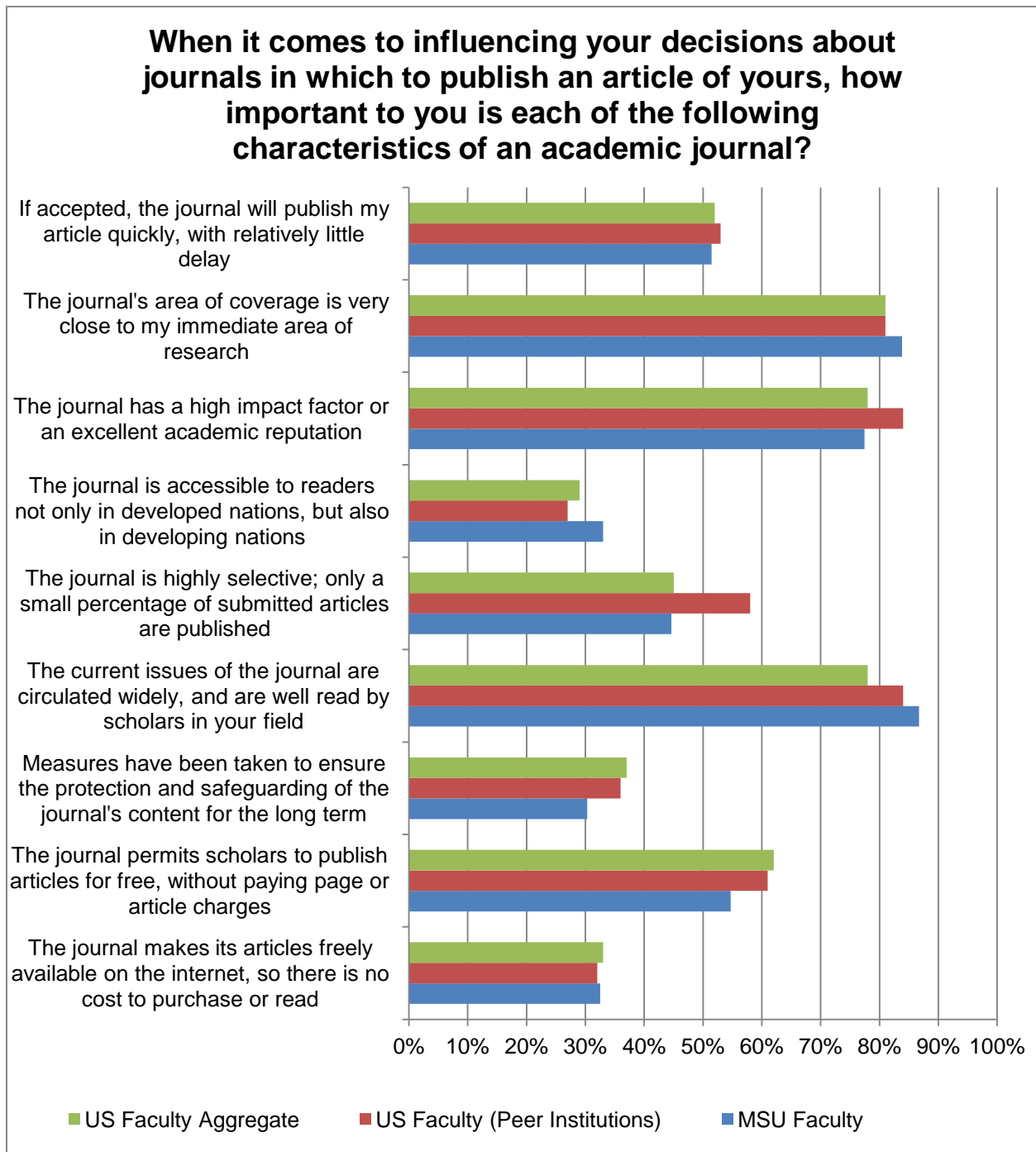
Q9_1 – Q9_9

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Select one answer for each item.



Q9_1 – Q9_9 [Comparison Data – Percent of respondents who selected 8-10]

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Select one answer for each item.



Q10_1 – Q10_4

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

	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	22.00%	36.50%	41.50%	200
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online	13.57%	30.65%	55.78%	199
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	66.00%	27.00%	7.00%	200
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	44.00%	32.00%	24.00%	200

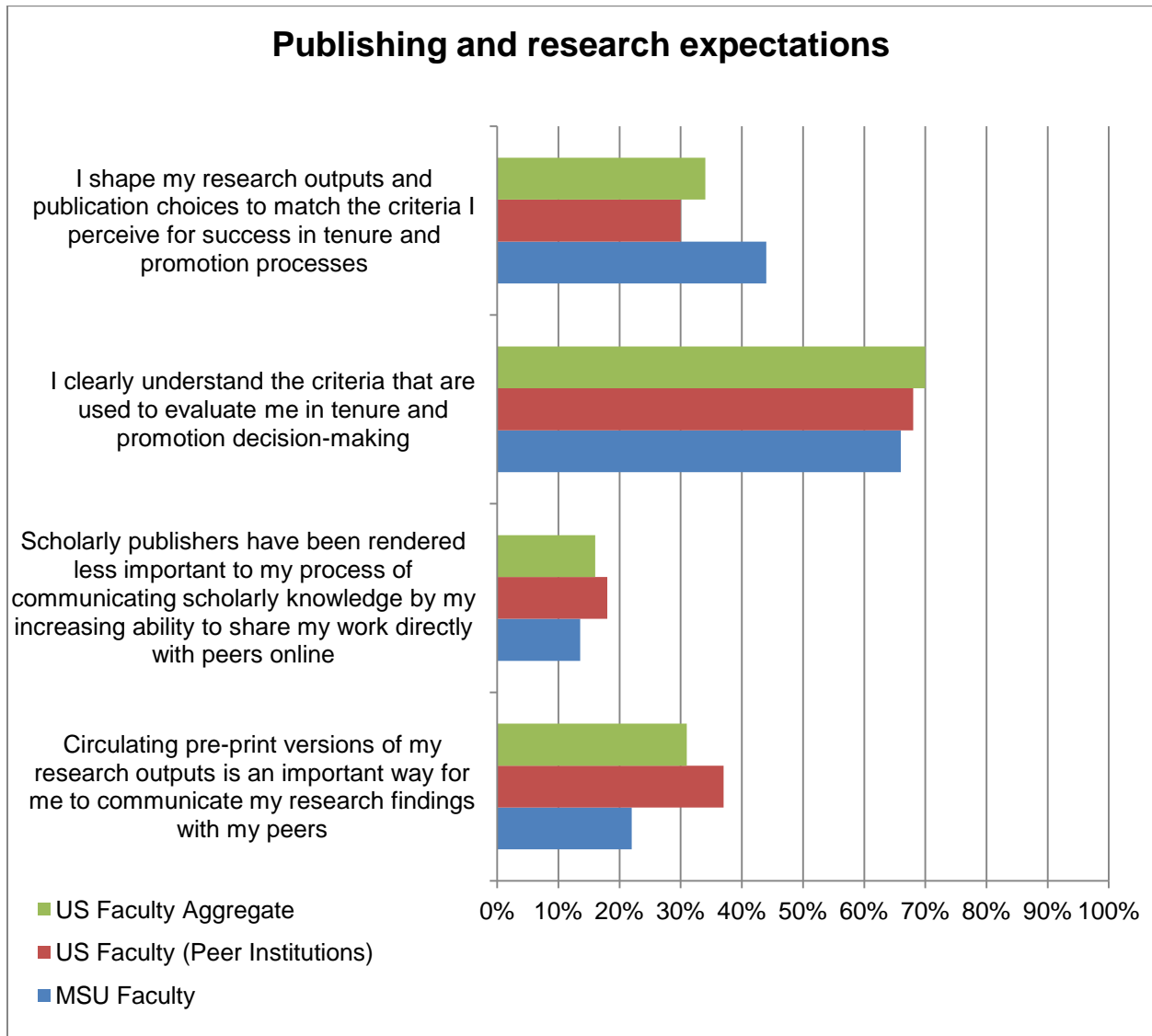
Q10_1 – Q10_4

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



Q10_1 – Q10_4 [Comparison Data – Percent of respondents who selected 8-10]

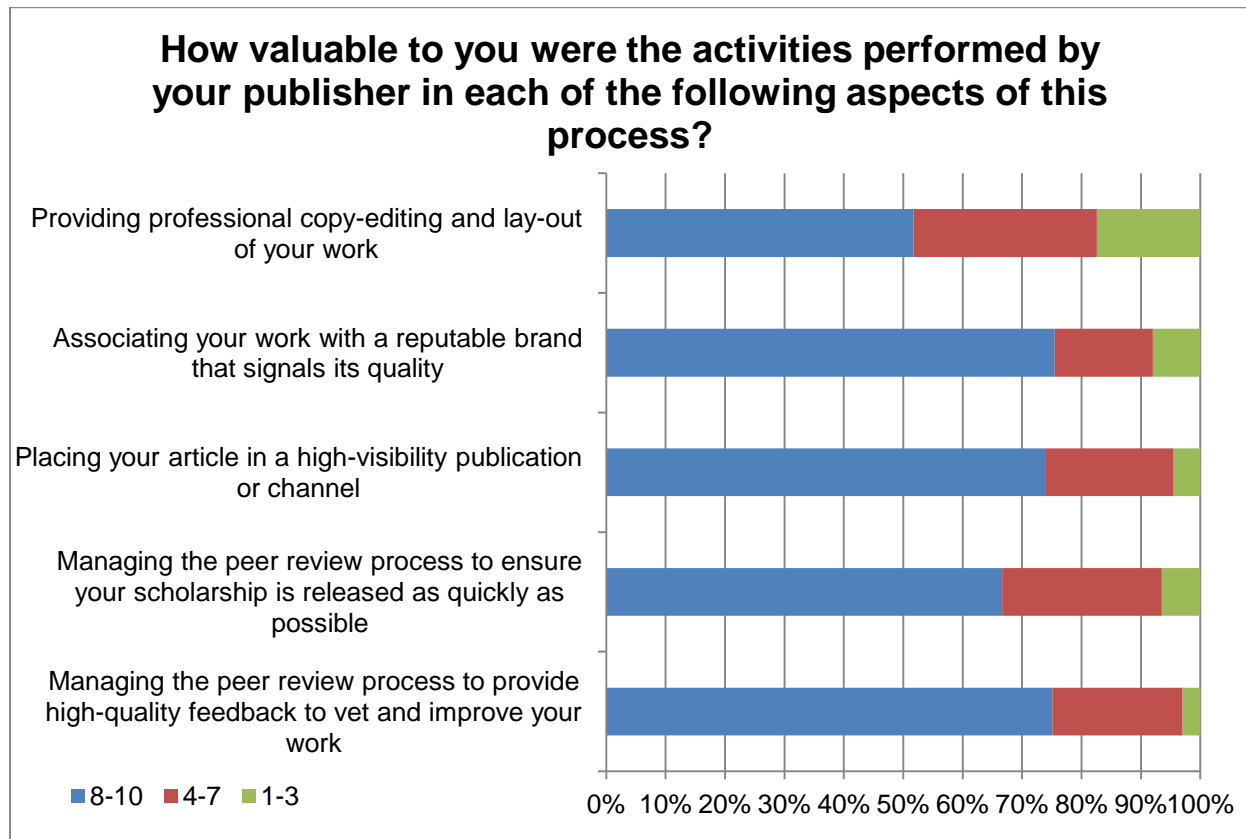
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view - a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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



Q11_1 – Q11_5

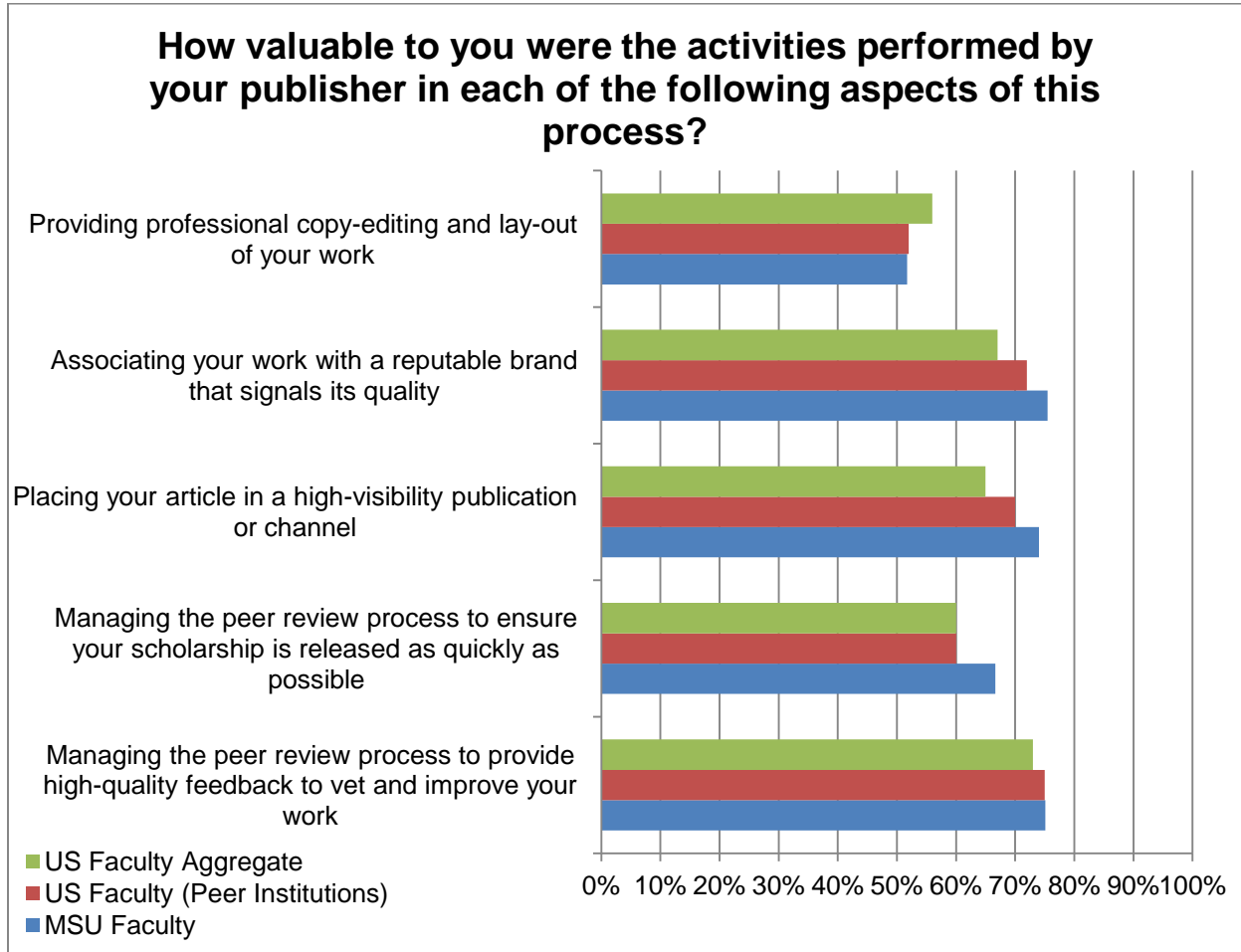
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important."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

	8-10	4-7	1-3	Response
Managing the peer review process to provide high-quality feedback to vet and improve your work	75.12%	21.89%	2.99%	201
Managing the peer review process to ensure your scholarship is released as quickly as possible	66.67%	26.87%	6.47%	201
Placing your article in a high-visibility publication or channel	74.00%	21.50%	4.50%	200
Associating your work with a reputable brand that signals its quality	75.50%	16.50%	8.00%	200
Providing professional copy-editing and lay-out of your work	51.74%	30.85%	17.41%	201



Q11_1 – Q11_5 [Comparison Data – Percent of respondents who selected 8-10]

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

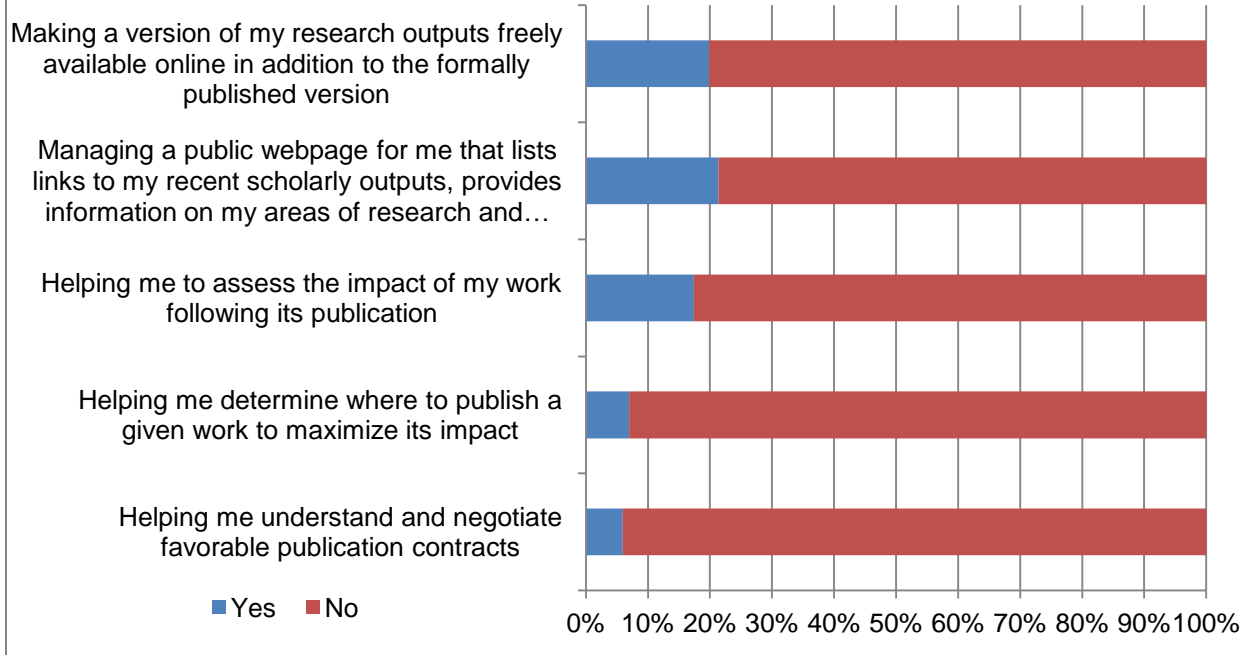


Q12_1 – Q12_5

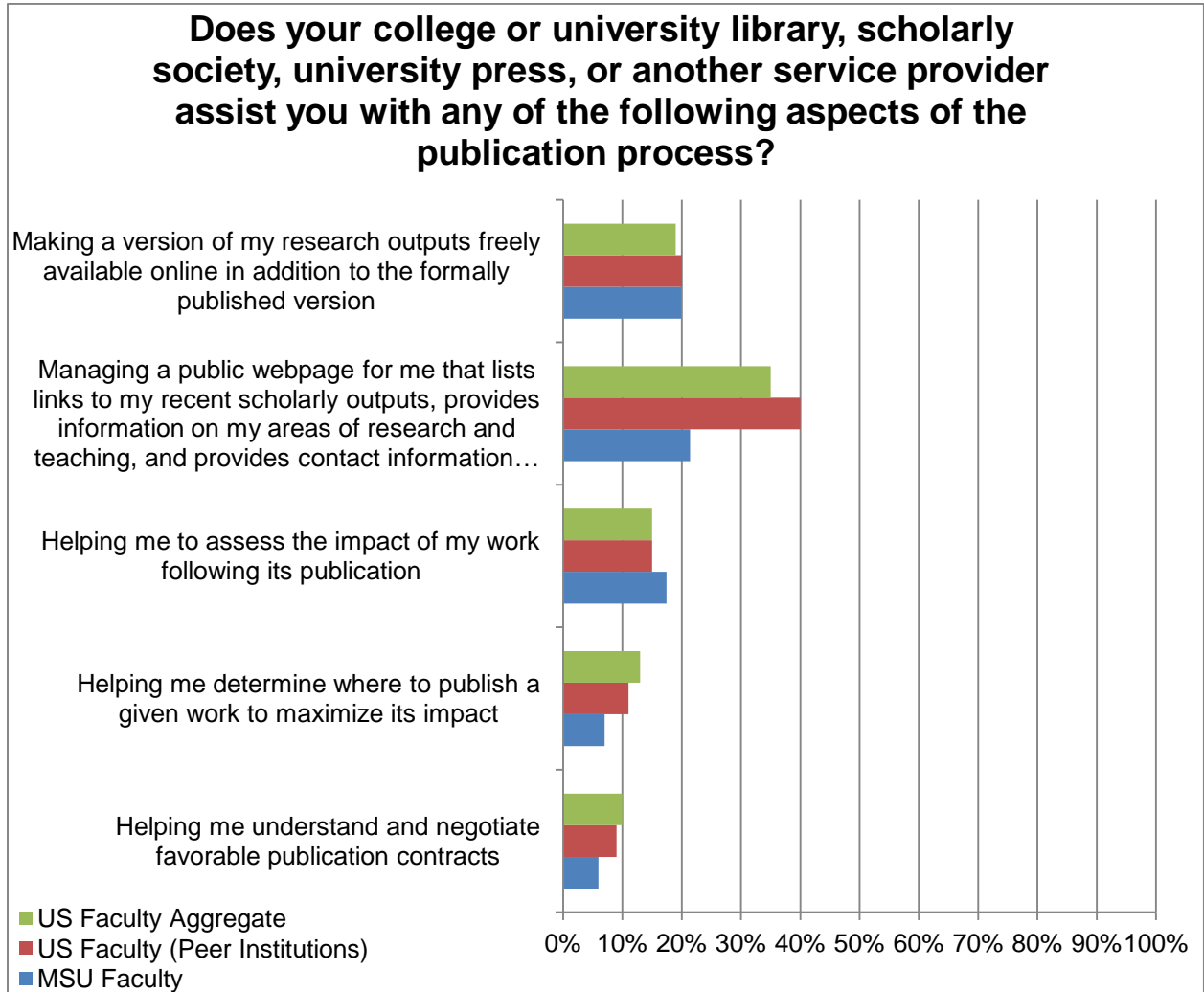
Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	5.97%	94.03%	201
Helping me determine where to publish a given work to maximize its impact	6.97%	93.03%	201
Helping me to assess the impact of my work following its publication	17.41%	82.59%	201
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	21.39%	78.61%	201
Making a version of my research outputs freely available online in addition to the formally published version	19.90%	80.10%	201

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



Q12_1 – Q12_5 [Comparison Data – Percent of respondents who selected “Yes”]
 Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?



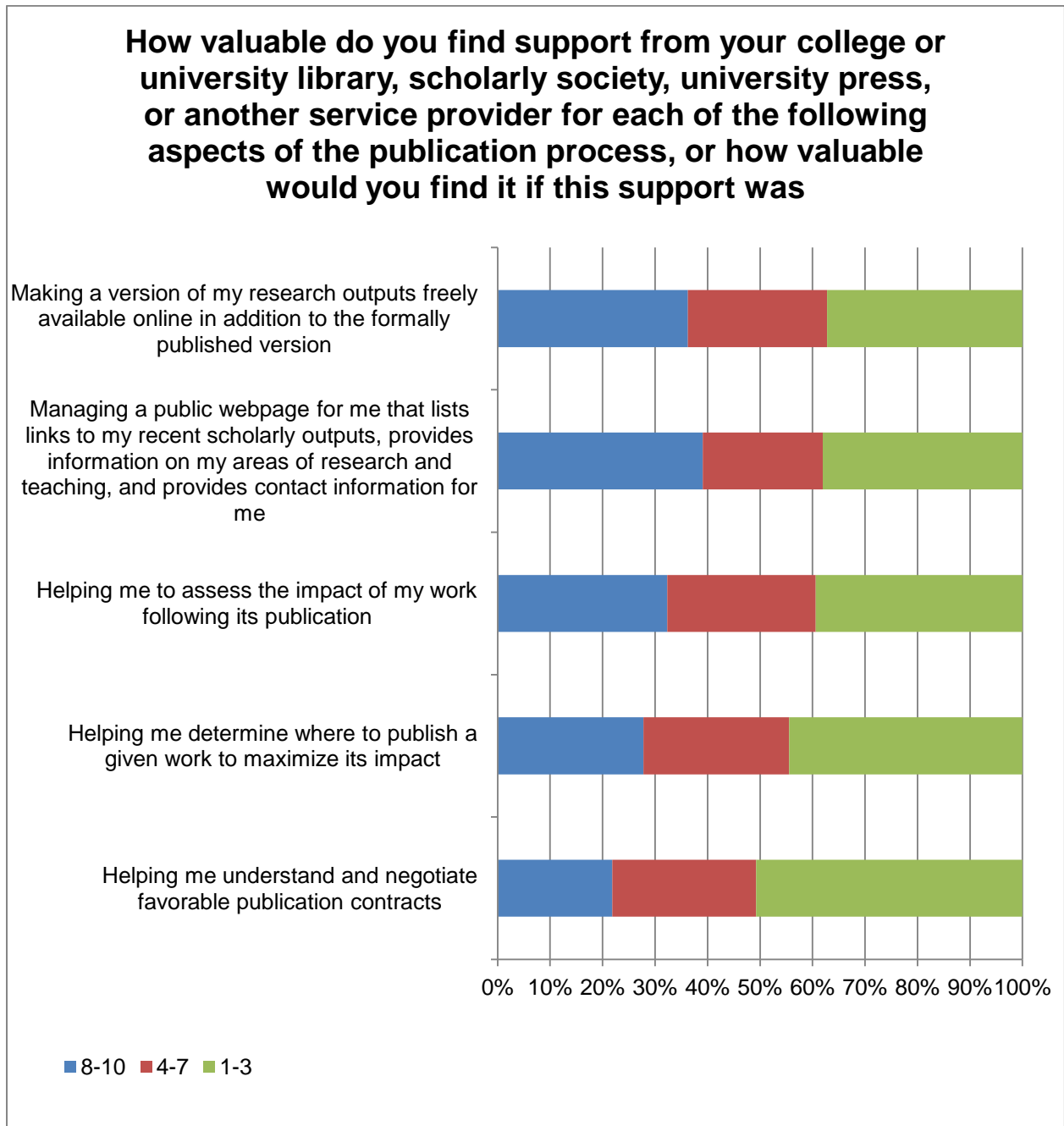
Q13_1 – Q13_5

How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	21.83%	27.41%	50.76%	197
Helping me determine where to publish a given work to maximize its impact	27.78%	27.78%	44.44%	198
Helping me to assess the impact of my work following its publication	32.32%	28.28%	39.39%	198
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	39.09%	22.84%	38.07%	197
Making a version of my research outputs freely available online in addition to the formally published version	36.22%	26.53%	37.24%	196

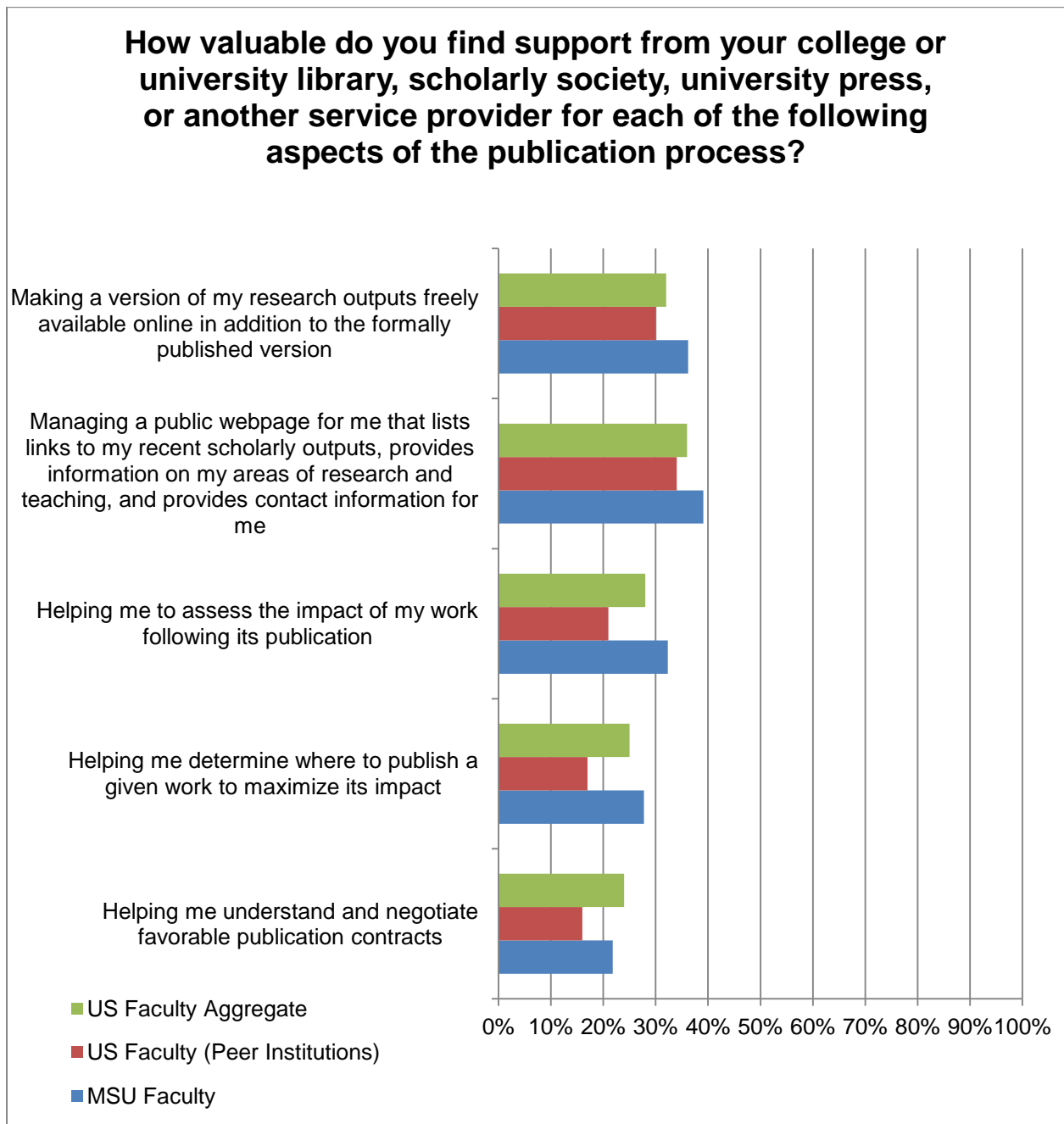
Q13_1 – Q13_5

How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.



Q13_1 – Q13_5 [Comparison Data – Percent of respondents who selected 8-10]

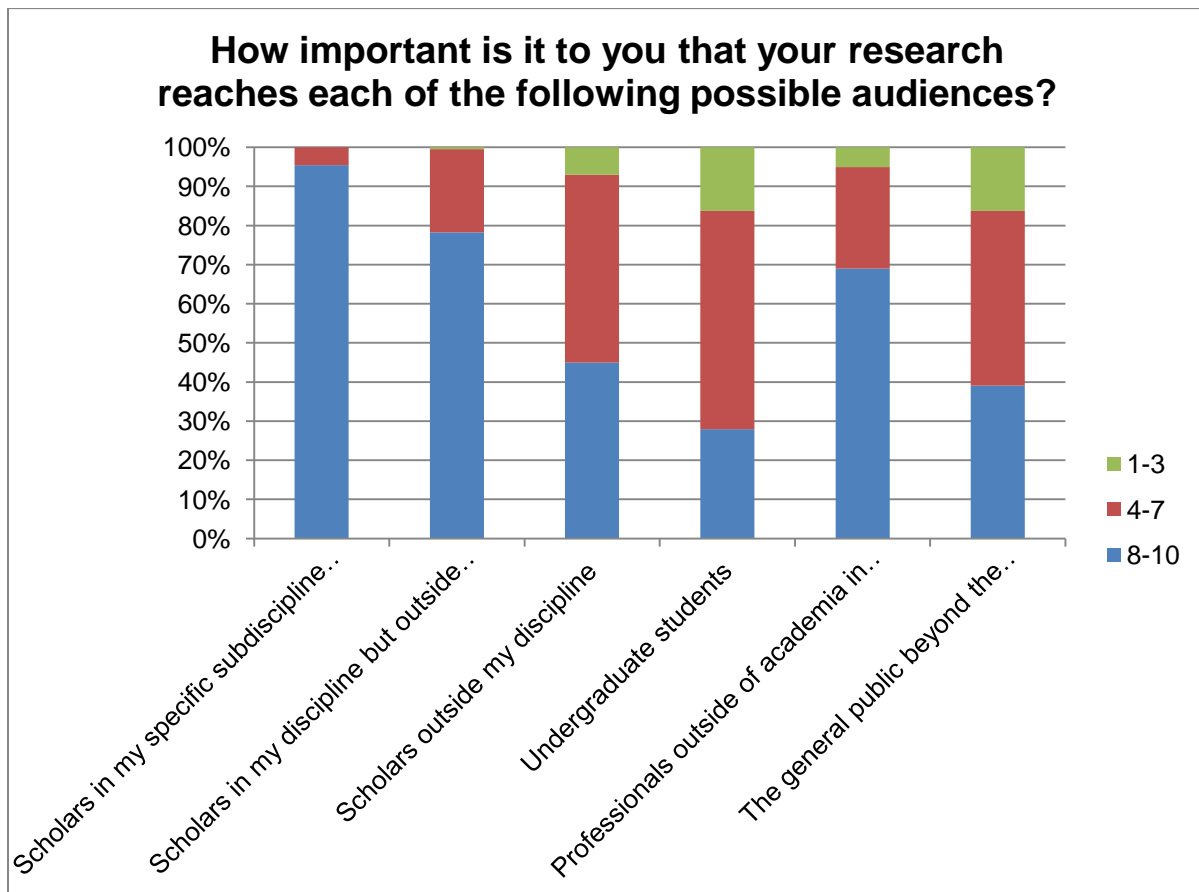
How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.



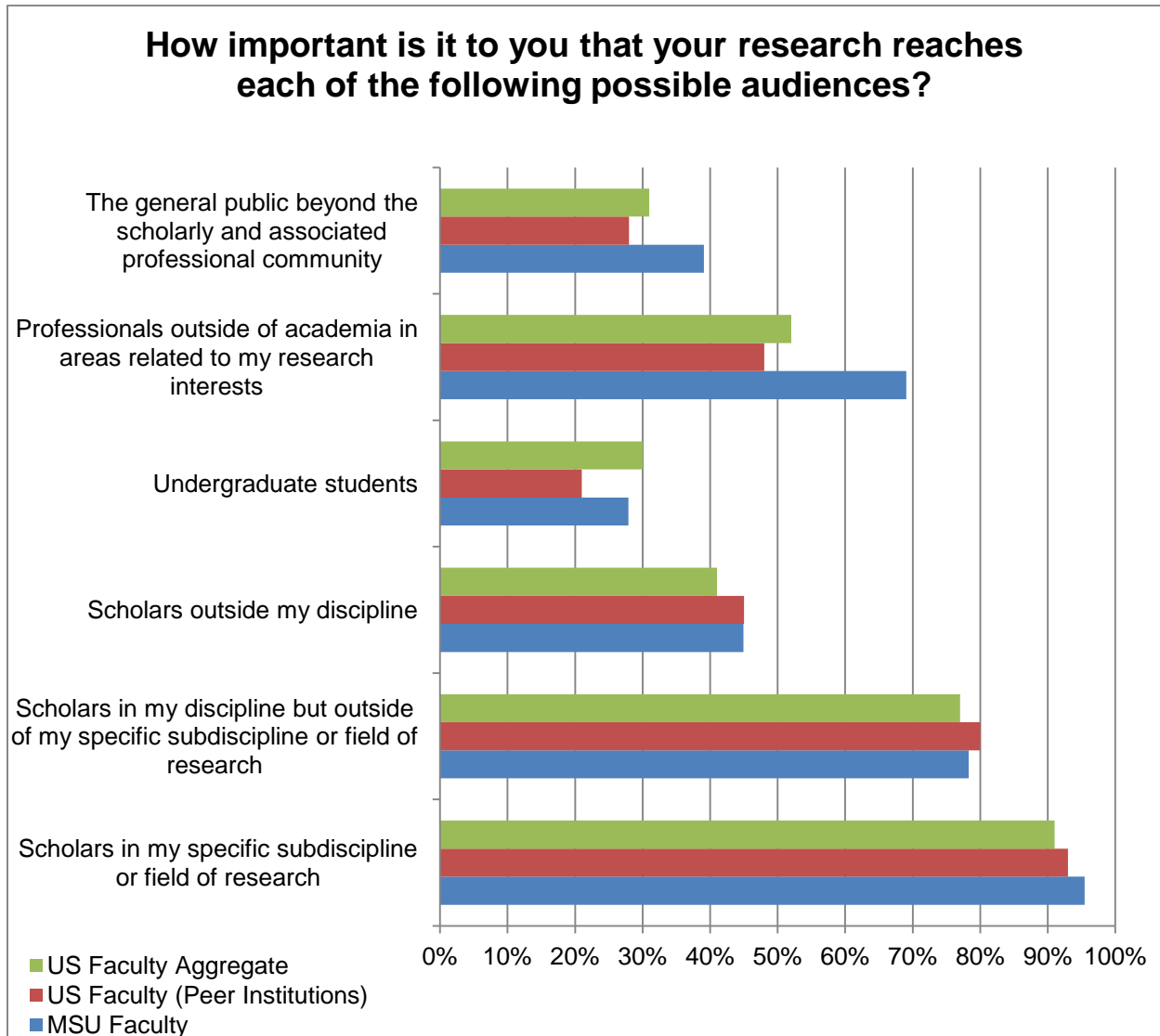
Q14_1 – Q14_6

How important is it to you that your research reaches each of the following possible audiences? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	95.45%	4.55%	0.00%	198
Scholars in my discipline but outside of my specific subdiscipline or field of research	78.28%	21.21%	0.51%	198
Scholars outside my discipline	44.95%	47.98%	7.07%	198
Undergraduate students	27.92%	55.84%	16.24%	197
Professionals outside of academia in areas related to my research interests	69.04%	25.89%	5.08%	197
The general public beyond the scholarly and associated professional community	39.09%	44.67%	16.24%	197



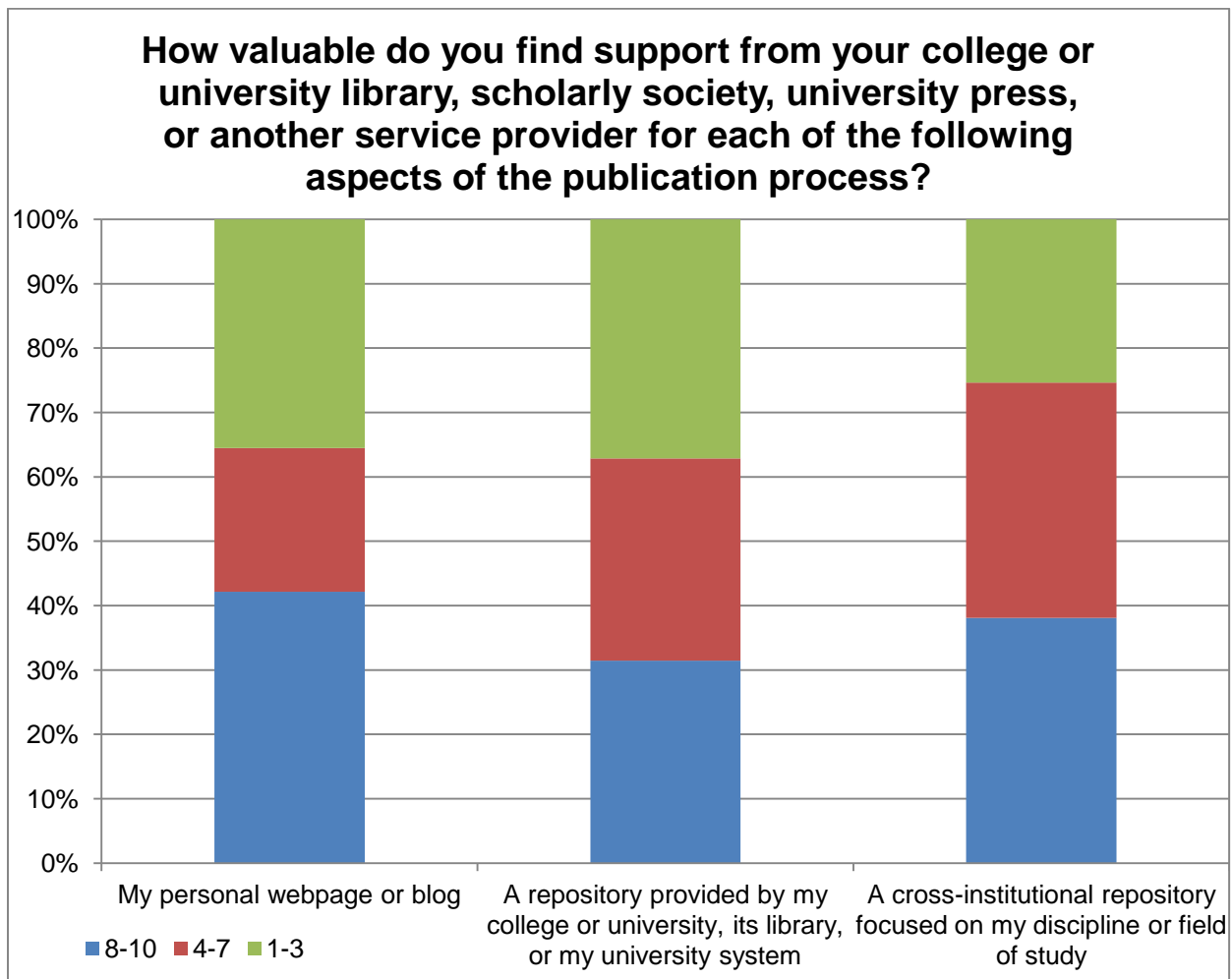
Q14_1 – Q14_6 [Comparison Data – Percent of respondents who selected 8-10]
 How important is it to you that your research reaches each of the following possible audiences? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Please select one answer for each item.



Q15_1 – Q15_3

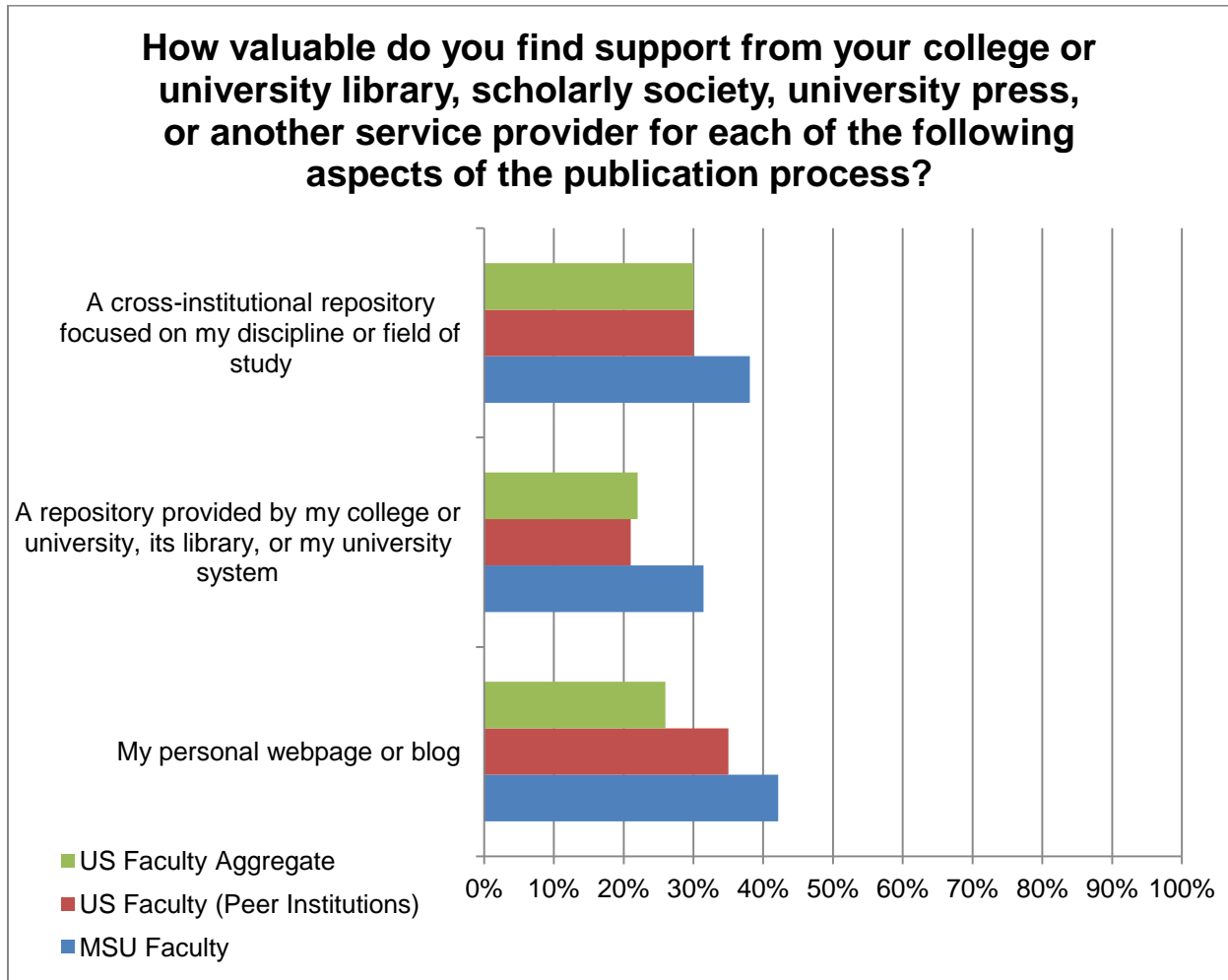
How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

	8-10	4-7	1-3	Response
My personal webpage or blog	42.13%	22.34%	35.53%	197
A repository provided by my college or university, its library, or my university system	31.44%	31.44%	37.11%	194
A cross-institutional repository focused on my discipline or field of study	38.07%	36.55%	25.38%	197



Q15_1 – Q15_3 [Comparison Data – Percent of respondents who selected 8-10]

How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from 10 to 1, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.



Role of the Library

Q16

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

Q17_1 – Q17_6

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

Q18

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

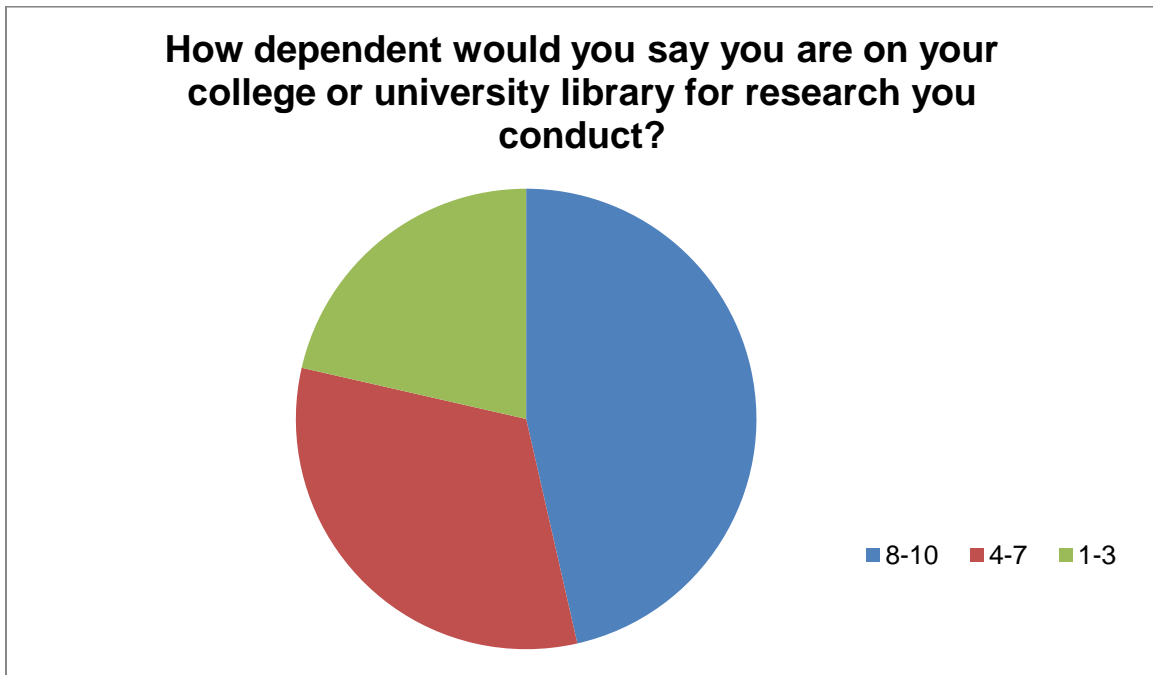
Q19

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

Q16

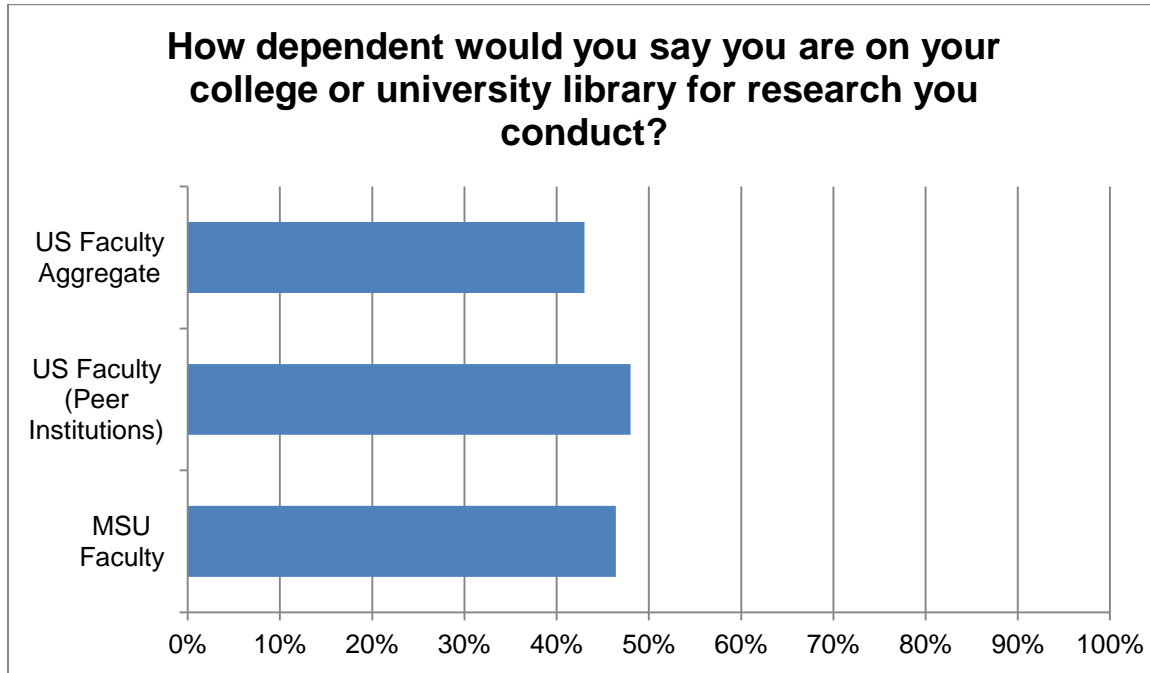
How dependent would you say you are on your college or university library for research you conduct? Please rate from 10 to 1 where 10 equals "Completely dependent" and 1 equals "Not at all dependent."

	Response	Percent
8-10	91	46.43%
4-7	63	32.14%
1-3	42	21.43%
	196	100%



Q16 [Comparison data – Percent of respondents who selected 8-10]

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



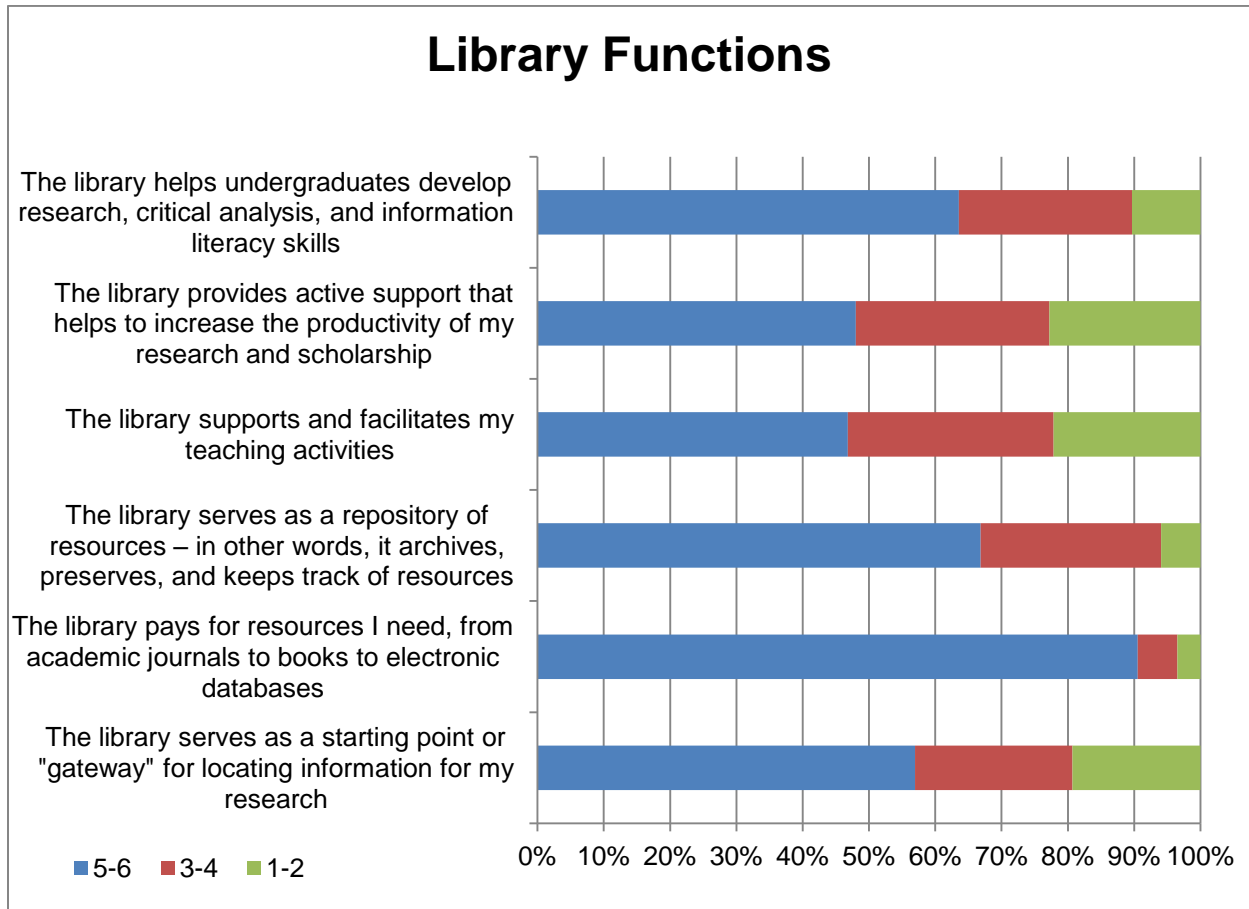
Q17_1 – Q17_6

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

	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	56.93%	23.76%	19.31%	202
The library pays for resources I need, from academic journals to books to electronic databases	90.55%	5.97%	3.48%	201
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	66.83%	27.23%	5.94%	202
The library supports and facilitates my teaching activities	46.80%	31.03%	22.17%	203
The library provides active support that helps to increase the productivity of my research and scholarship	48.02%	29.21%	22.77%	202
The library helps undergraduates develop research, critical analysis, and information literacy skills	63.55%	26.11%	10.34%	203

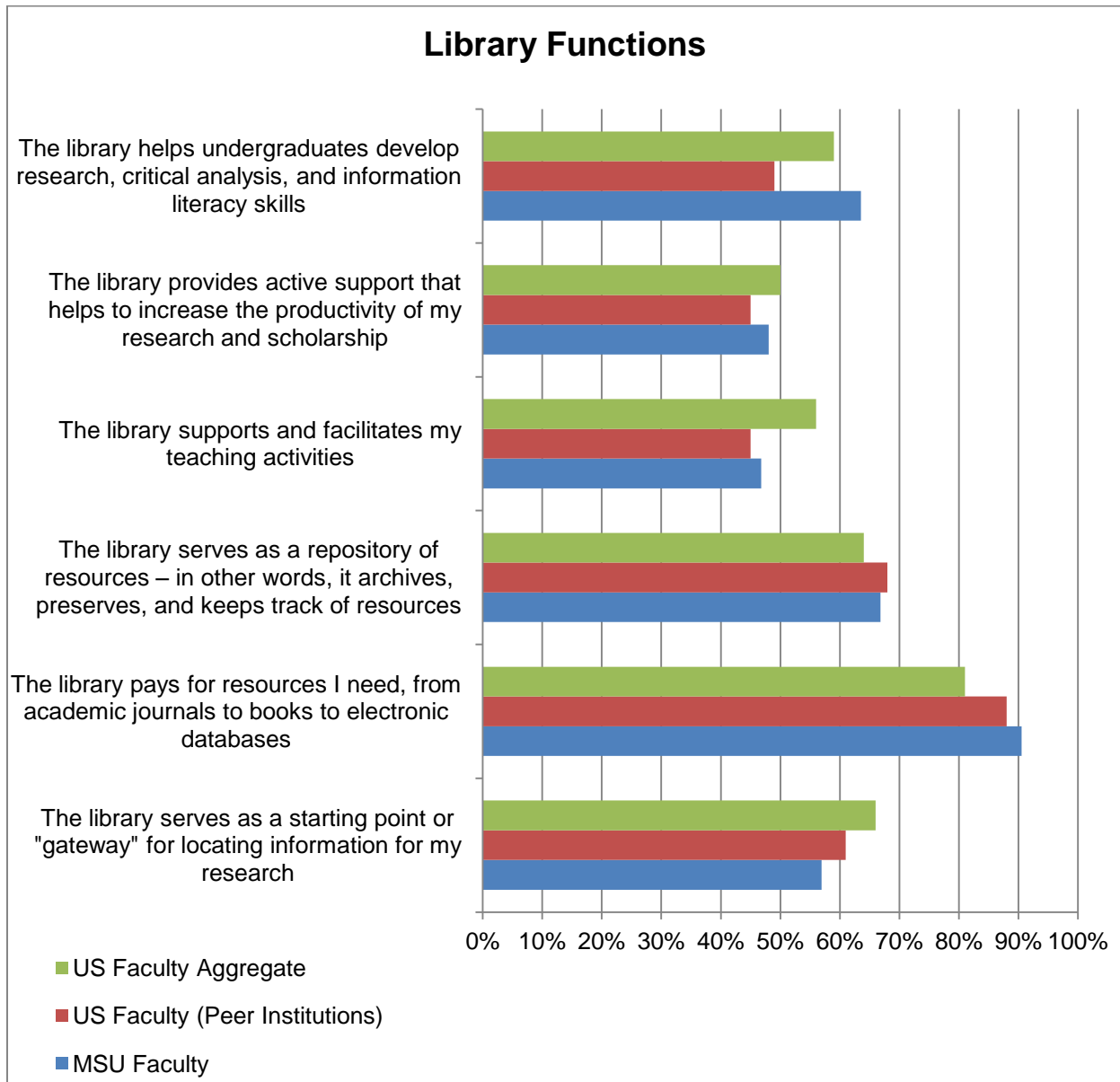
Q17_1 – Q17_6

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



Q17_1 – Q17_6 [Comparison Data – Percent of respondents who selected 5-6]

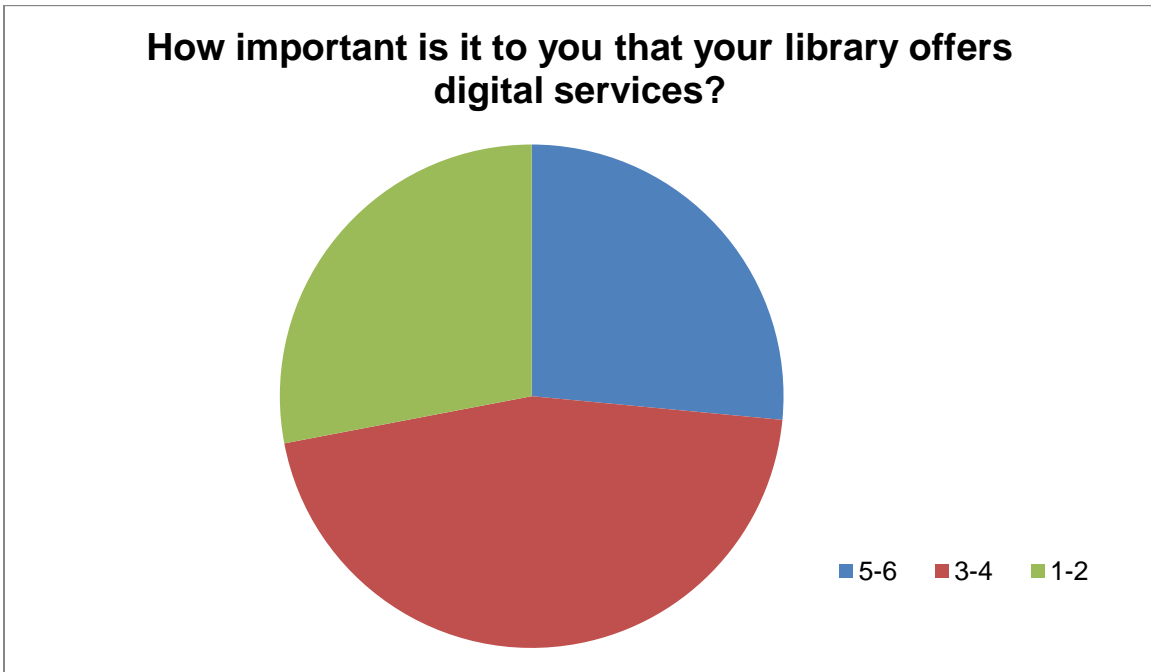
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each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



Q18

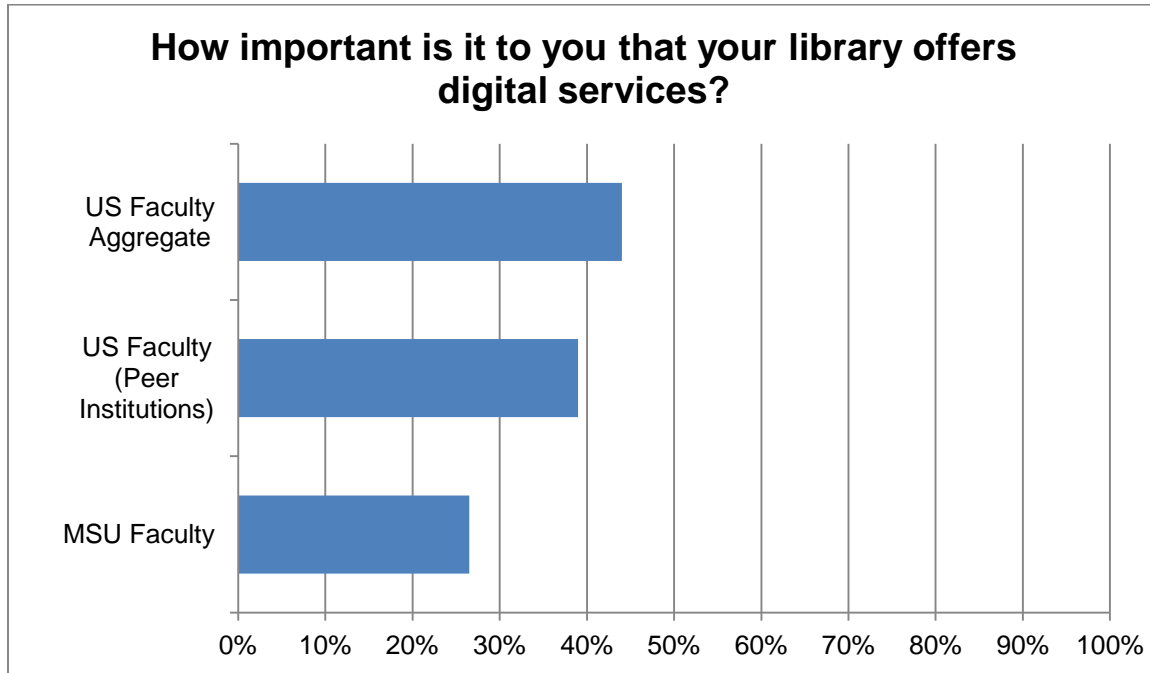
Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important"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

	Response	Percent
5-6	53	26.50%
3-4	91	45.50%
1-2	56	28.00%
	200	100%



Q18 [Comparison Data – Percent of respondents who selected 5-6]

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



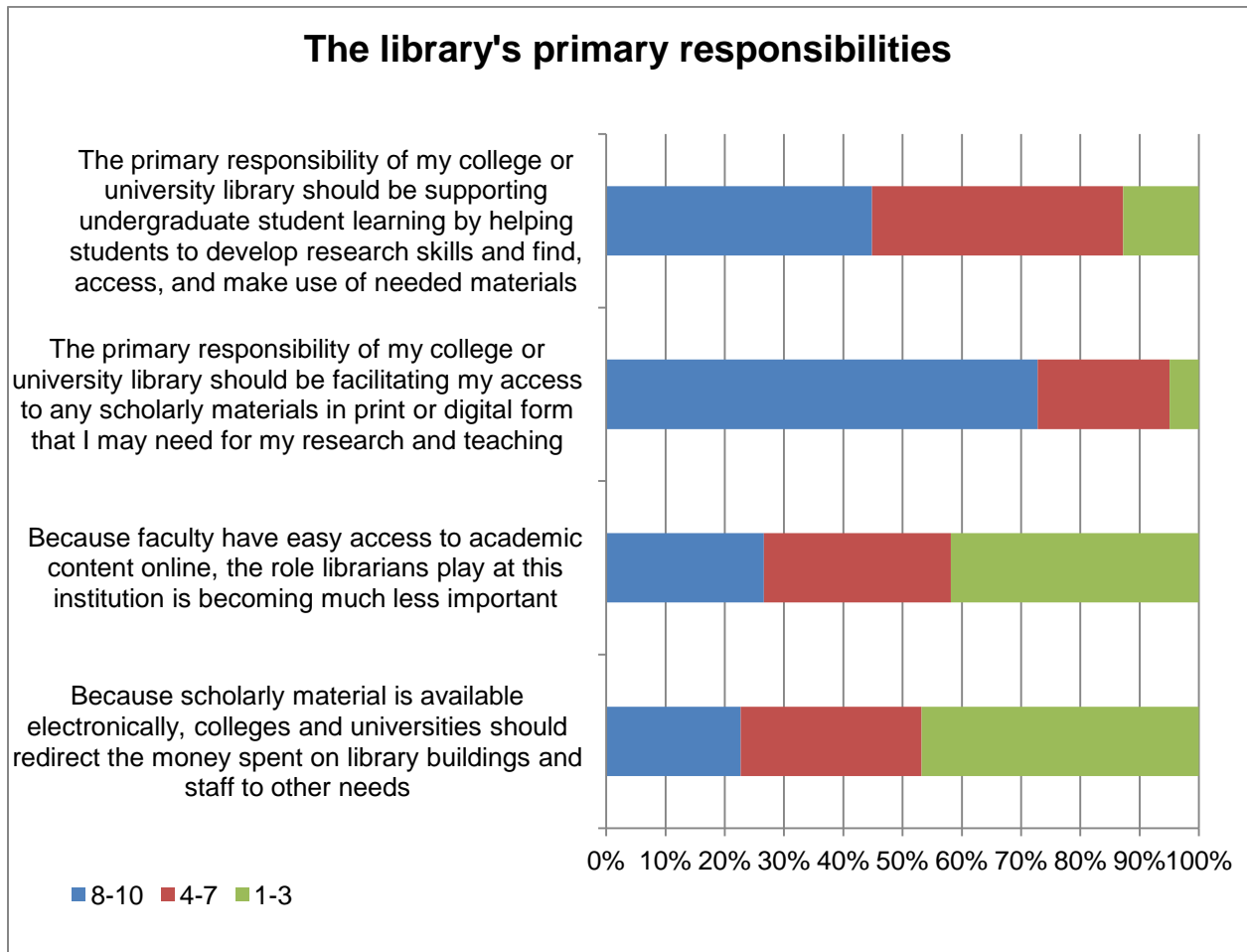
Q19

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

	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	22.66%	30.54%	46.80%	203
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	26.60%	31.53%	41.87%	203
The primary responsibility of my college or university library should be facilitating my access to any scholarly materials in print or digital form that I may need for my research and teaching	72.77%	22.28%	4.95%	202
The primary responsibility of my college or university library should be supporting undergraduate student learning by helping students to develop research skills and find, access, and make use of needed materials	44.83%	42.36%	12.81%	203

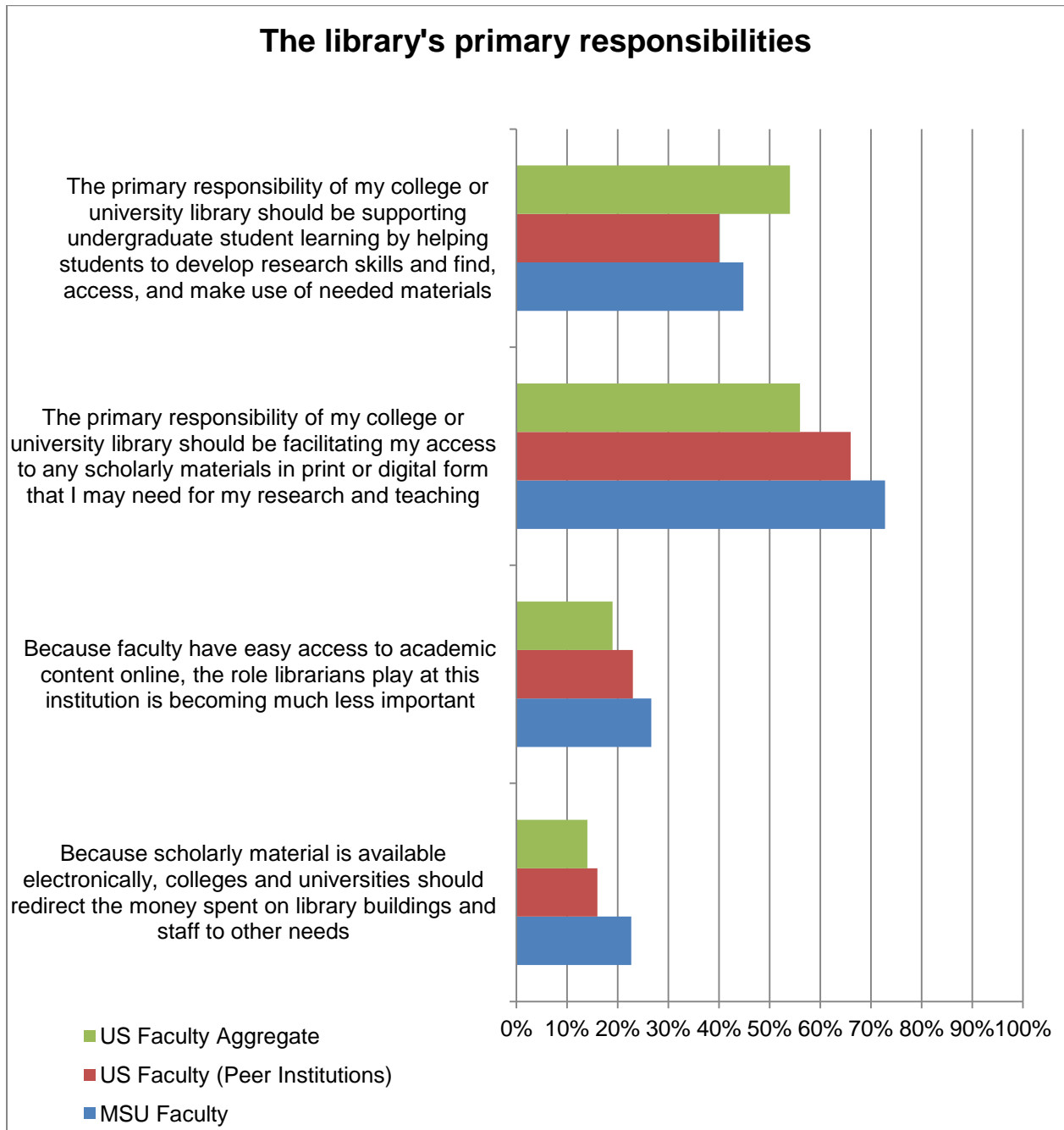
Q19

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



Q19 [Comparison Data – Percent of respondents who selected 8-10]

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



Scholarly Communications Services

Q20_1 – Q20_5

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

Q21_1 – Q21_5 **[Contingent on Q20]**

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

Q22_1 – Q22_9

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

Q23

Have you ever used copyrighted materials in your teaching or scholarly research?

Q24_1 – Q24_7 **[Contingent on Q23]**

Have you ever gone to any of the following sources for assistance with using copyrighted materials in your teaching or scholarly research?

Q25

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

Q26_1 – Q26_7 **[Contingent on Q25]**

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

Q27_1 – Q27_7 **[Contingent on Q25]**

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

Q28

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

Q29

To what extent do you support your institution or university system requiring that journal articles be made freely available online (i.e., via an open access repository or database)? Please use the scales below to rate from 6 to 1, where 6 equals "Very much in favor" and 1 equals "Highly oppose."

Q30

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

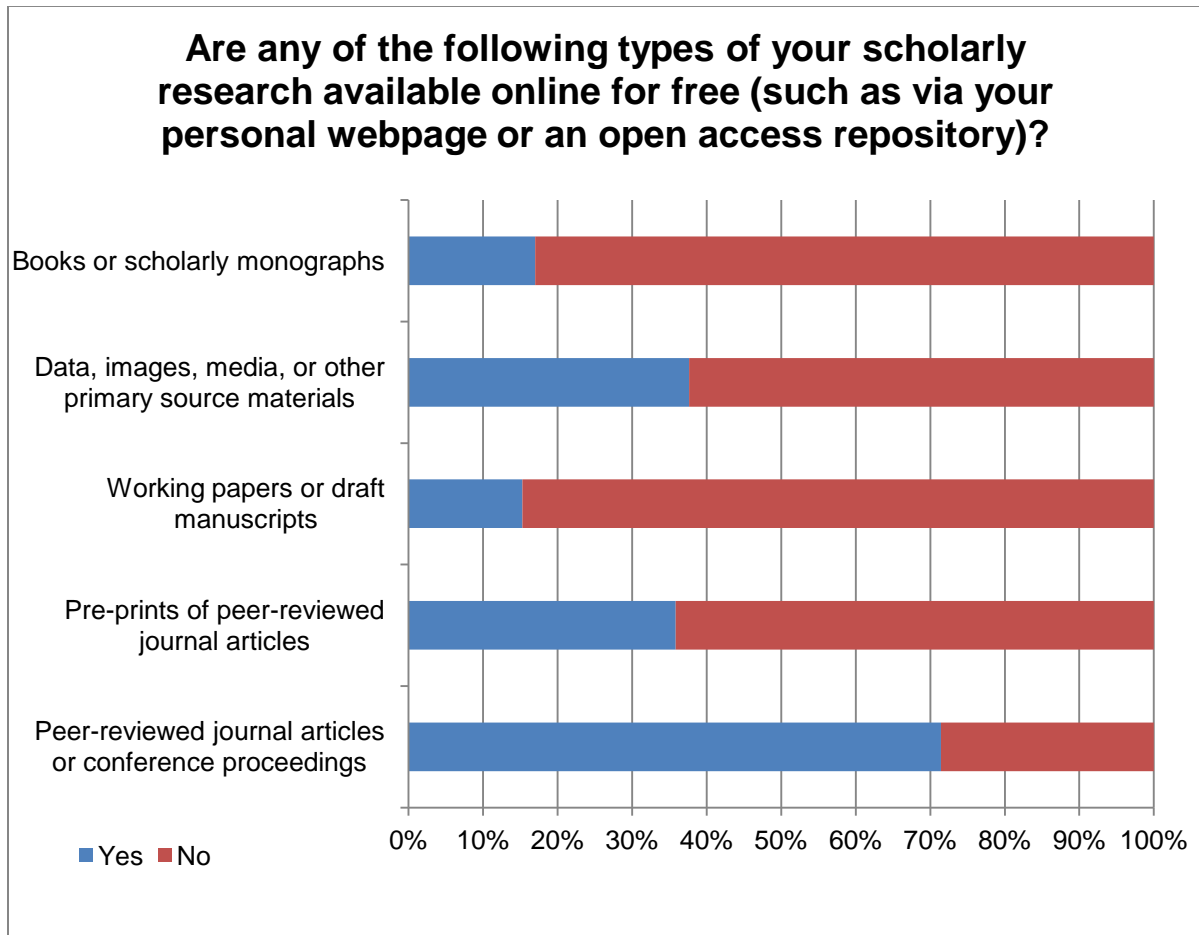
Q31

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

Q20_1 – Q20_5

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

	Yes	No	Response
Peer-reviewed journal articles or conference proceedings	71.43%	28.57%	203
Pre-prints of peer-reviewed journal articles	35.82%	64.18%	201
Working papers or draft manuscripts	15.27%	84.73%	203
Data, images, media, or other primary source materials	37.62%	62.38%	202
Books or scholarly monographs	17.00%	83.00%	200



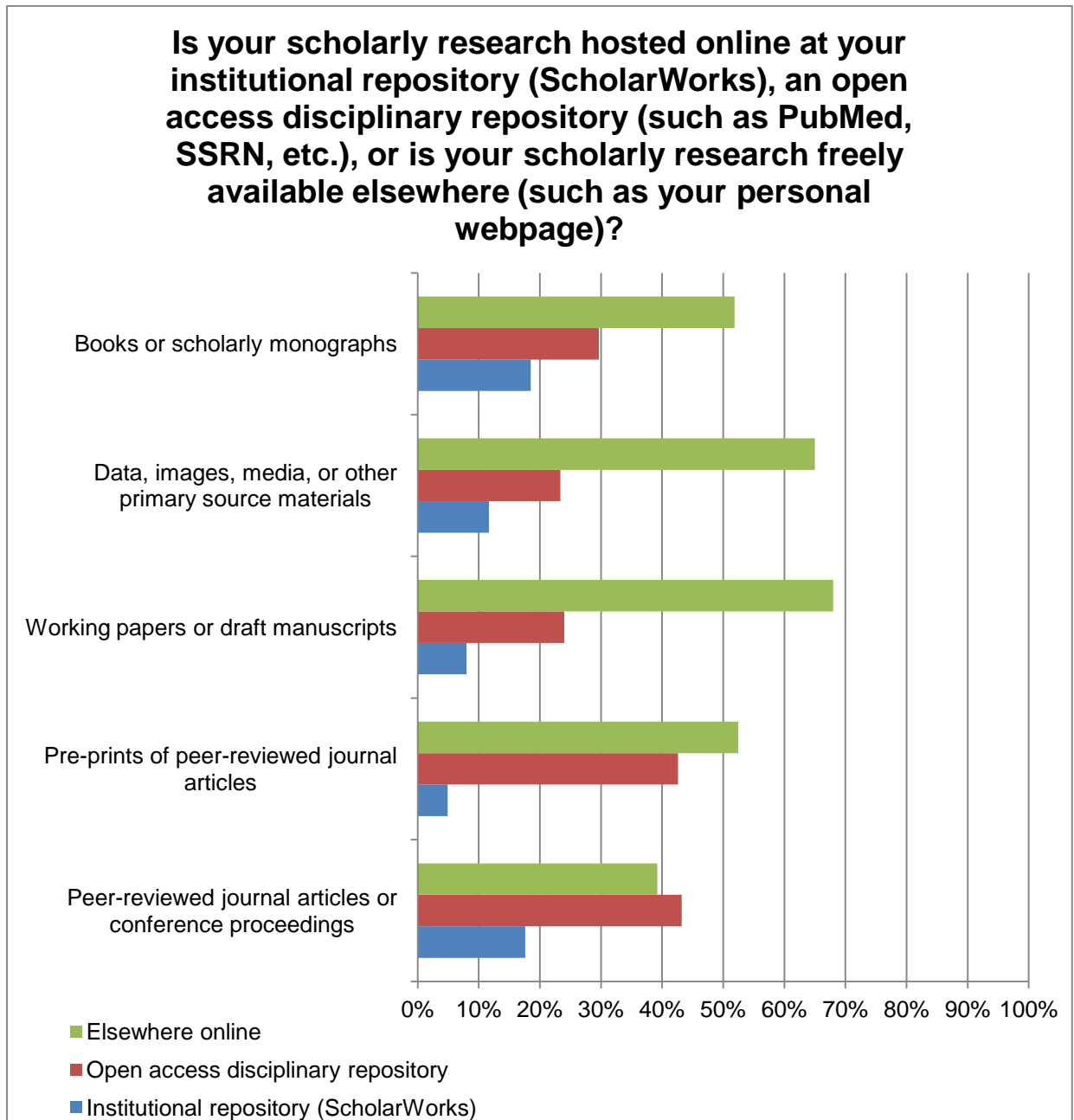
Q21_1 – Q21_5 [Contingent on Q20]

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

	Institutional repository (ScholarWorks)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	17.60%	43.20%	39.20%	125
Pre-prints of peer-reviewed journal articles	4.92%	42.62%	52.46%	61
Working papers or draft manuscripts	8.00%	24.00%	68.00%	25
Data, images, media, or other primary source materials	11.67%	23.33%	65.00%	60
Books or scholarly monographs	18.52%	29.63%	51.85%	27

Q21_1 – Q21_5 [Contingent on Q20]

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



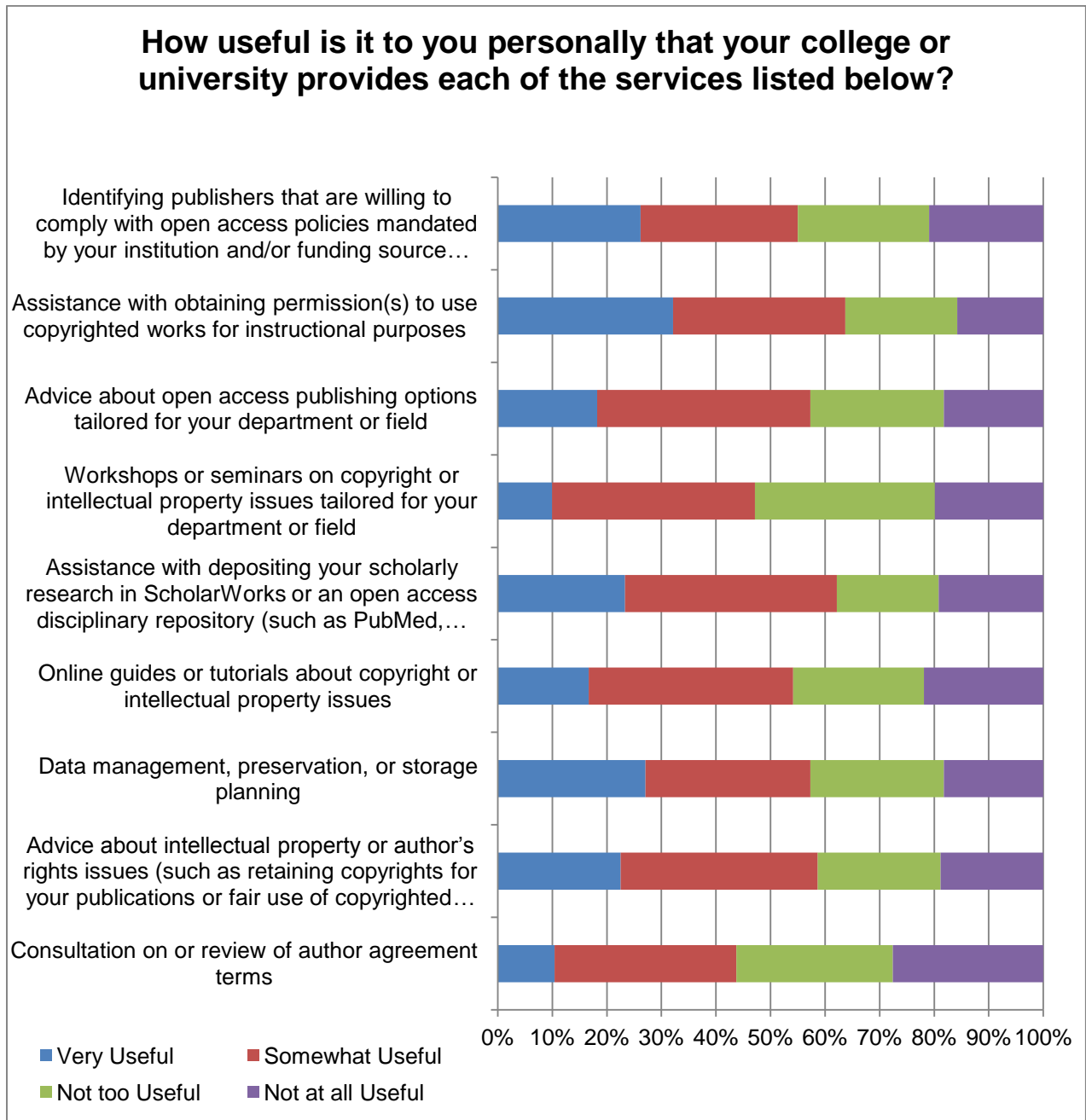
Q22_1 – Q22_9

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

	Very Useful	Somewhat Useful	Not too Useful	Not at all Useful	Response
Consultation on or review of author agreement terms	10.42%	33.33%	28.65%	27.60%	192
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	22.51%	36.13%	22.51%	18.85%	191
Data management, preservation, or storage planning	27.08%	30.21%	24.48%	18.23%	192
Online guides or tutorials about copyright or intellectual property issues	16.67%	37.50%	23.96%	21.88%	192
Assistance with depositing your scholarly research in ScholarWorks or an open access disciplinary repository (such as PubMed, SSRN, etc.)	23.32%	38.86%	18.65%	19.17%	193
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	9.95%	37.17%	32.98%	19.90%	191
Advice about open access publishing options tailored for your department or field	18.23%	39.06%	24.48%	18.23%	192
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	32.11%	31.58%	20.53%	15.79%	190
Identifying publishers that are willing to comply with open access policies mandated by your institution and/or funding source (such as research funded by the NIH, NSF, NEH, etc.)	26.18%	28.80%	24.08%	20.94%	191

Q22_1 – Q22_9

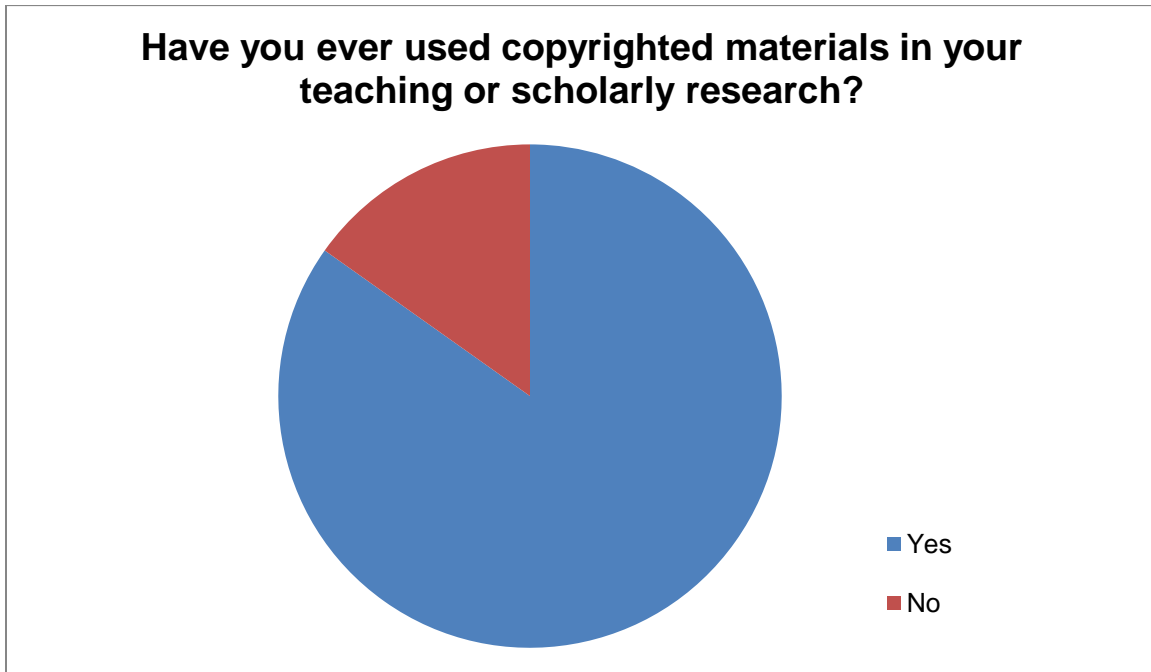
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



Q23

Have you ever used copyrighted materials in your teaching or scholarly research?

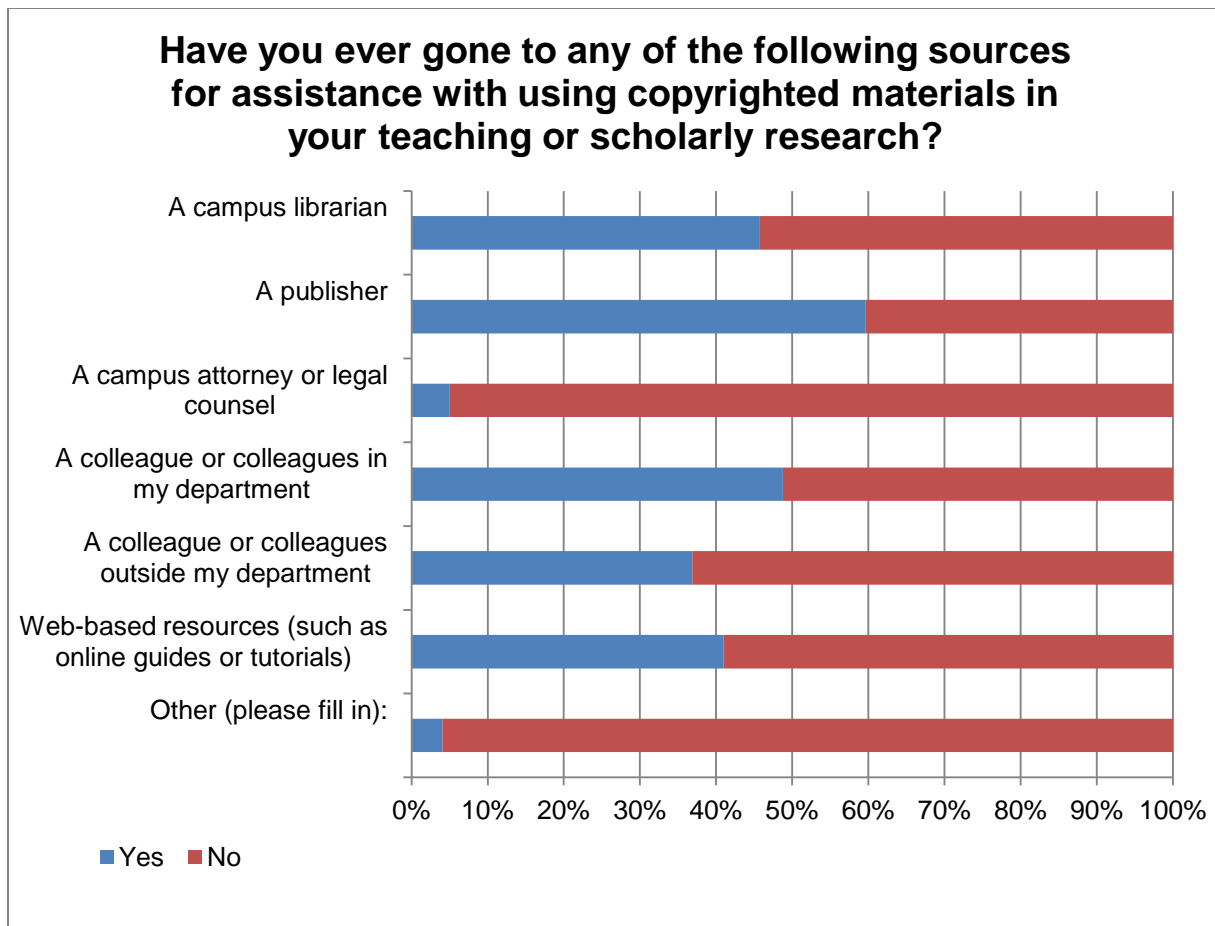
	Response	Percent
Yes	162	84.82%
No	29	15.18%
	191	100%



Q24_1 – Q24_7 [Contingent on Q23]

Have you ever gone to any of the following sources for assistance with using copyrighted materials in your teaching or scholarly research?

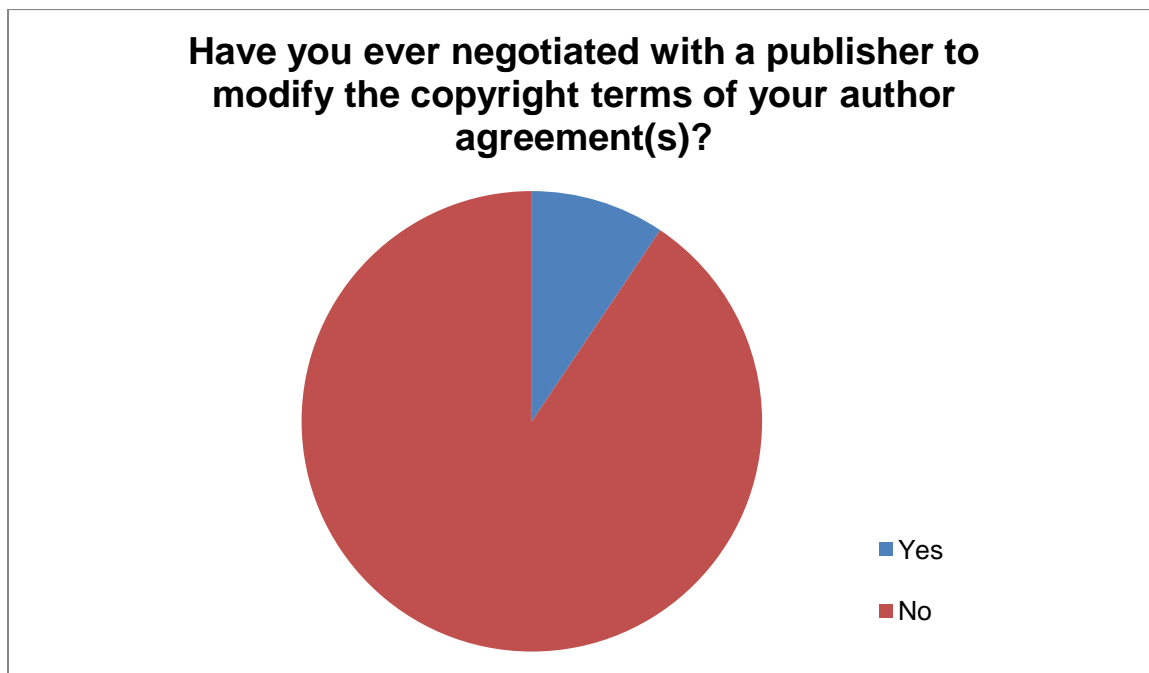
	Yes	No	Response
A campus librarian	45.68%	54.32%	162
A publisher	59.63%	40.37%	161
A campus attorney or legal counsel	4.97%	95.03%	161
A colleague or colleagues in my department	48.77%	51.23%	162
A colleague or colleagues outside my department	36.88%	63.13%	160
Web-based resources (such as online guides or tutorials)	40.99%	59.01%	161
Other (please fill in):	4.05%	95.95%	74



Q25

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

	Response	Percent
Yes	19	9.41%
No	183	90.59%
	202	100%



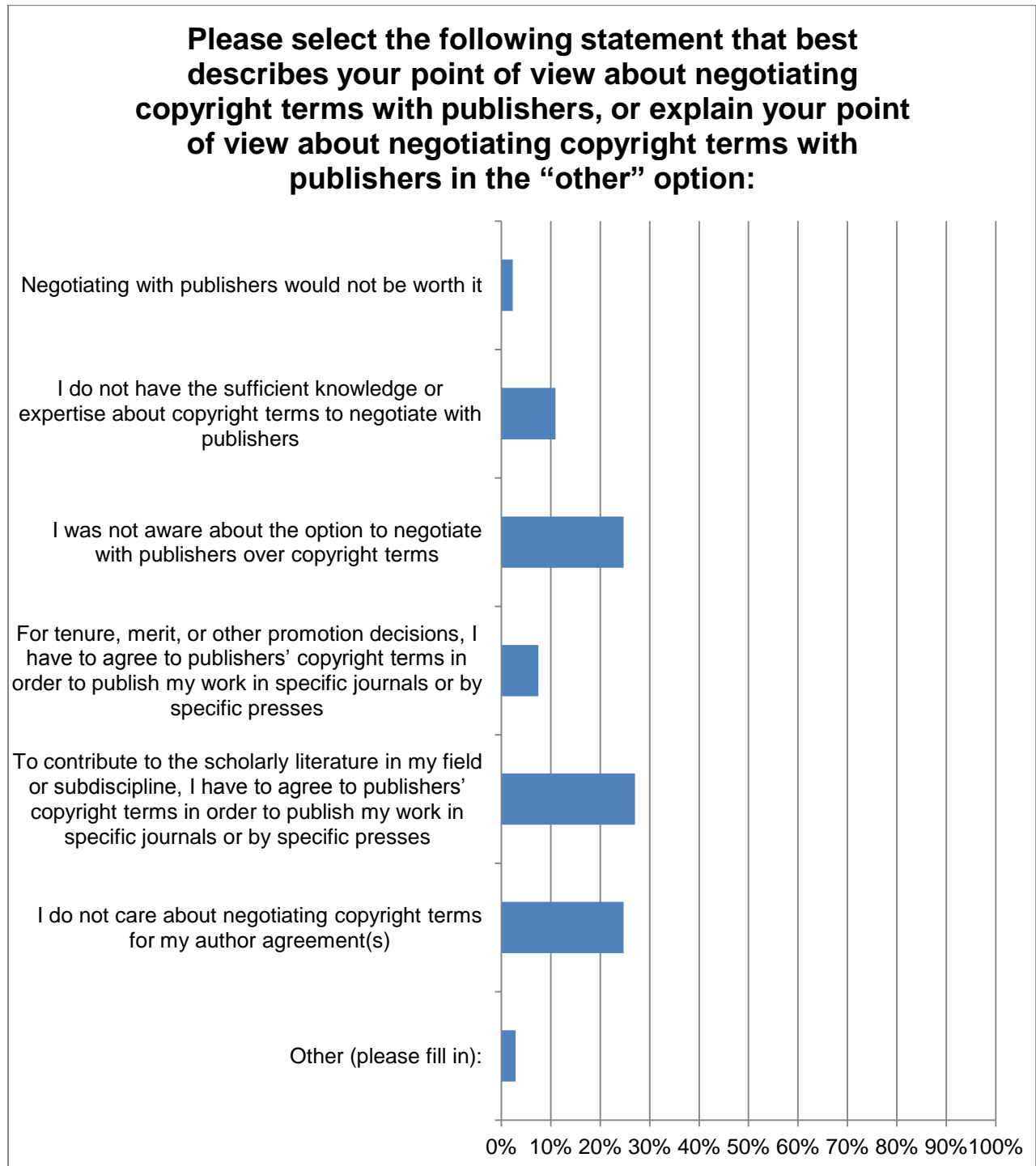
Q26_1 – Q26_7 [Contingent on Q25]

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

	Response	Percent
Negotiating with publishers would not be worth it	5	2.87%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	43	24.71%
I was not aware about the option to negotiate with publishers over copyright terms	47	27.01%
For tenure, merit, or other promotion decisions, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	13	7.47%
To contribute to the scholarly literature in my field or subdiscipline, I have to agree to publishers' copyright terms in order to publish my work in specific journals or by specific presses	43	24.71%
I do not care about negotiating copyright terms for my author agreement(s)	19	10.92%
Other (please fill in):	4	2.30%
	174	100%

Q26_1 – Q26_7 [Contingent on Q25]

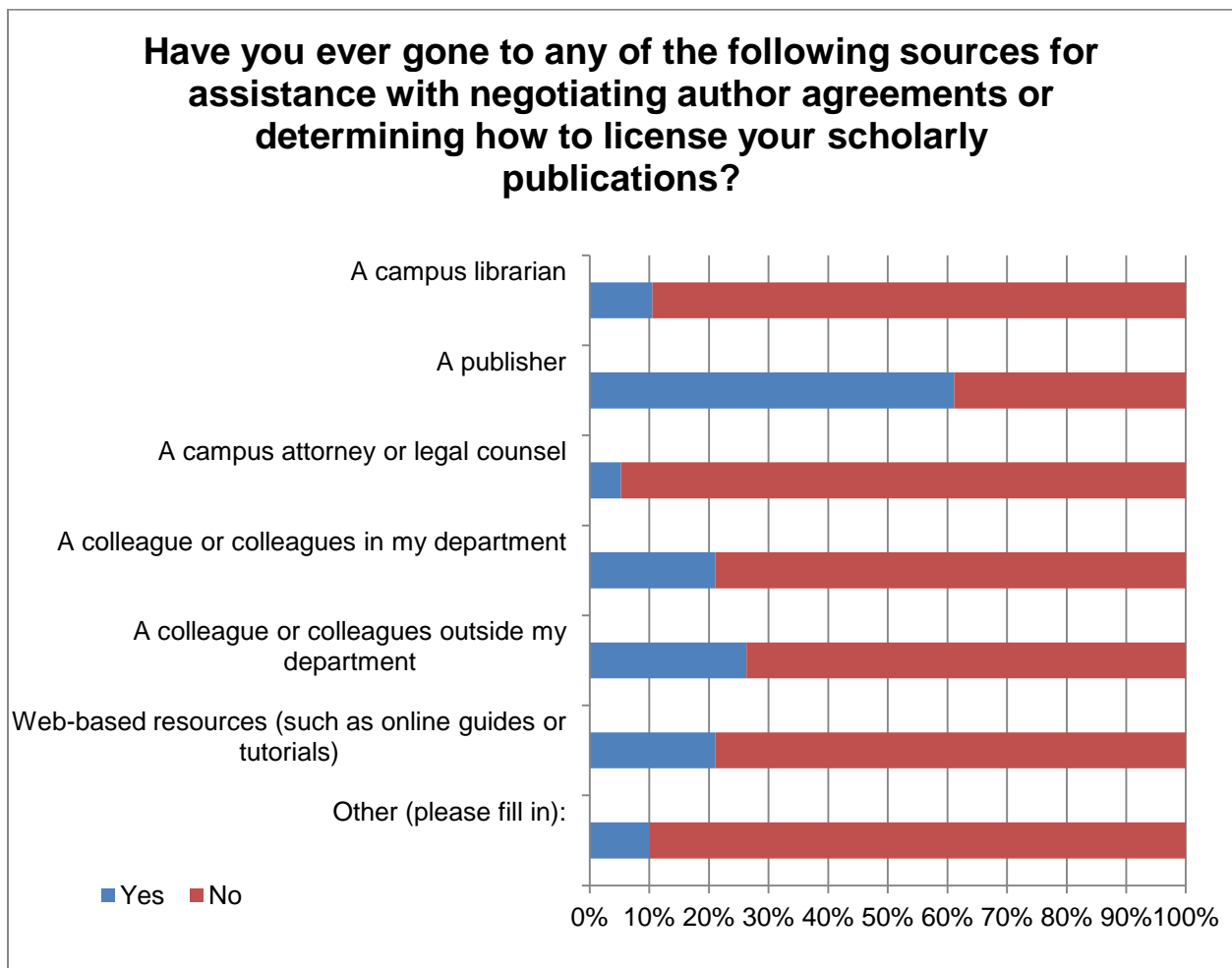
Please select the following statement that best describes your point of view about negotiating copyright terms with publishers, or explain your point of view about negotiating copyright terms with publishers in the “other” option:



Q27_1 – Q27_7 [Contingent on Q25]

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

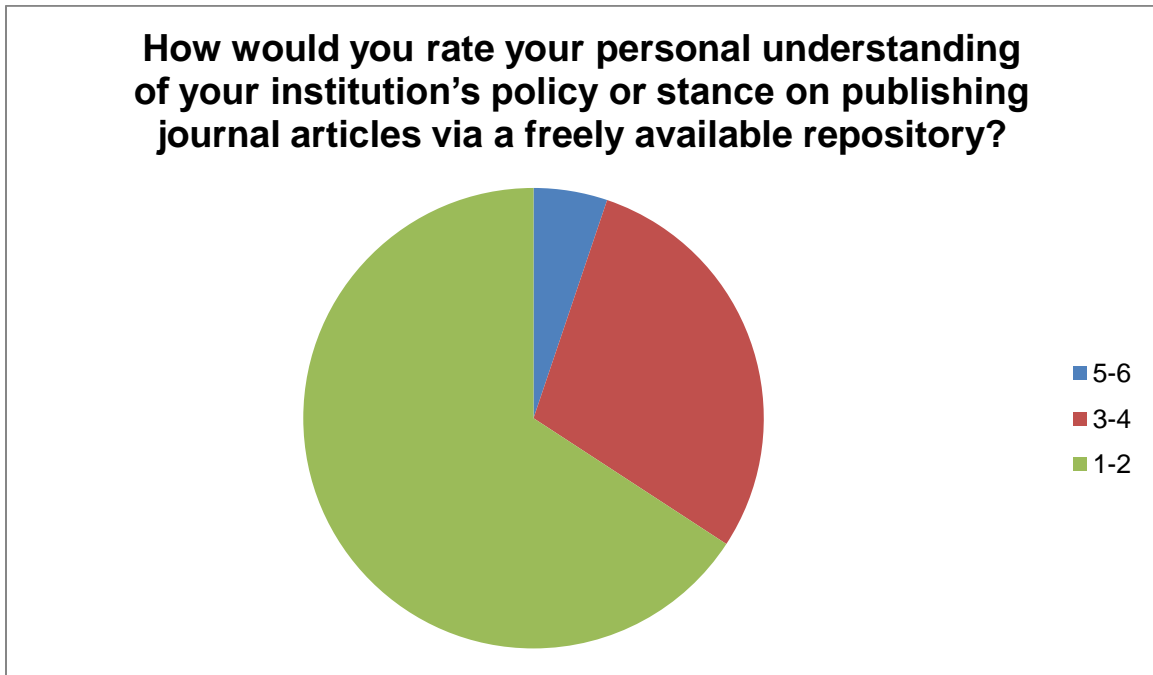
	Yes	No	Response
A campus librarian	10.53%	89.47%	19
A publisher	61.11%	38.89%	19
A campus attorney or legal counsel	5.26%	94.74%	19
A colleague or colleagues in my department	21.05%	78.95%	19
A colleague or colleagues outside my department	26.32%	73.68%	19
Web-based resources (such as online guides or tutorials)	21.05%	78.95%	19
Other (please fill in):	10.00%	90.00%	10



Q28

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

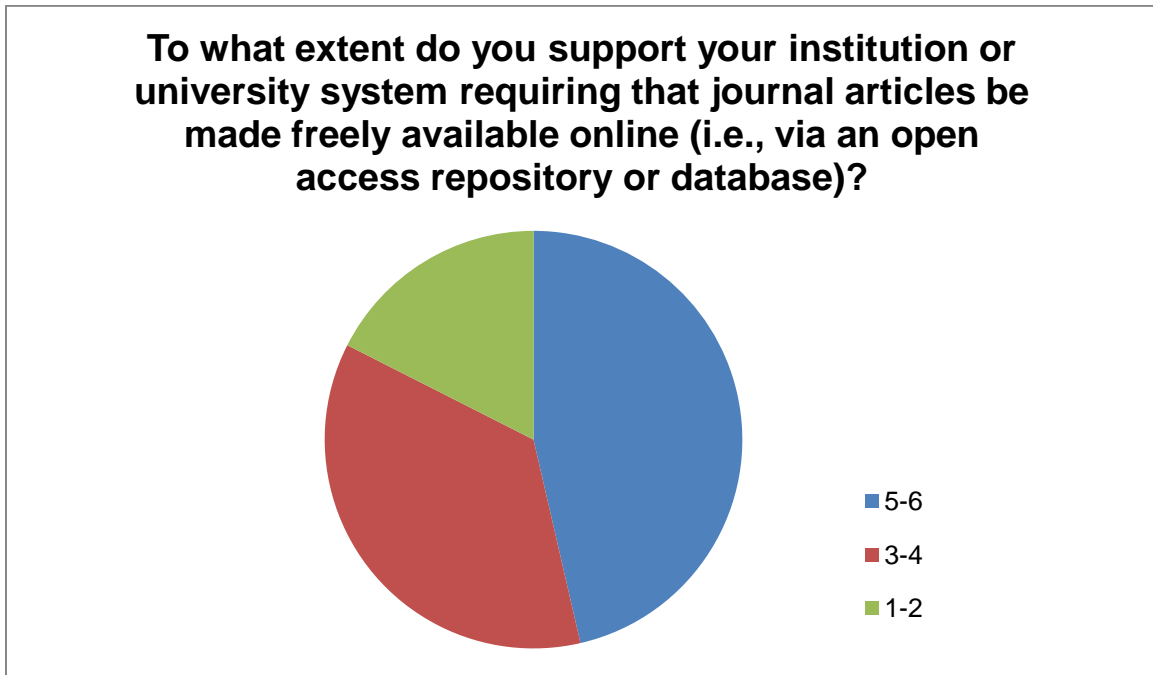
	Response	Percent
5-6	10	5.18%
3-4	56	29.02%
1-2	127	65.80%
	193	100%



Q29

To what extent do you support your institution or university system requiring that journal articles be made freely available online (i.e., via an open access repository or database)? Please use the scales below to rate from 6 to 1, where 6 equals "Very much in favor" and 1 equals "Highly oppose."

	Response	Percent
5-6	90	46.39%
3-4	70	36.08%
1-2	34	17.53%
	194	100%

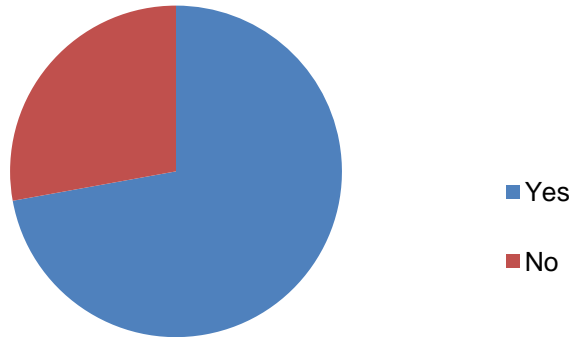


Q30

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

	Response	Percent
Yes	140	72.16%
No	54	27.84%
	194	100%

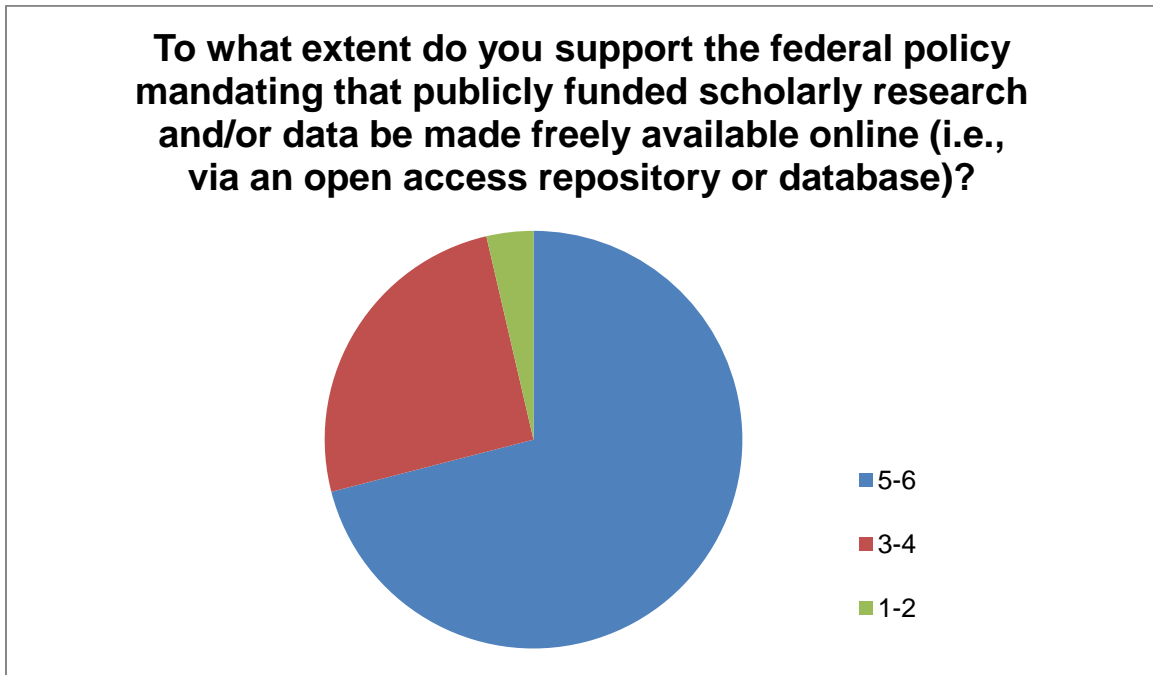
Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?



Q31

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

	Response	Percent
5-6	137	70.98%
3-4	49	25.39%
1-2	7	3.63%
	193	100%



Student Research Skills

QSkip1

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

QSkip2_1 – QSkip2_3 [**Contingent on QSkip1**]

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

Q32_1 – Q32_6 [**Contingent on QSkip2**]

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

Q33_1 – Q33_2 [**Contingent on QSkip2**]

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

Q34_1 – Q34_2 [**Contingent on QSkip2**]

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

Q35 [**Contingent on QSkip1**]

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

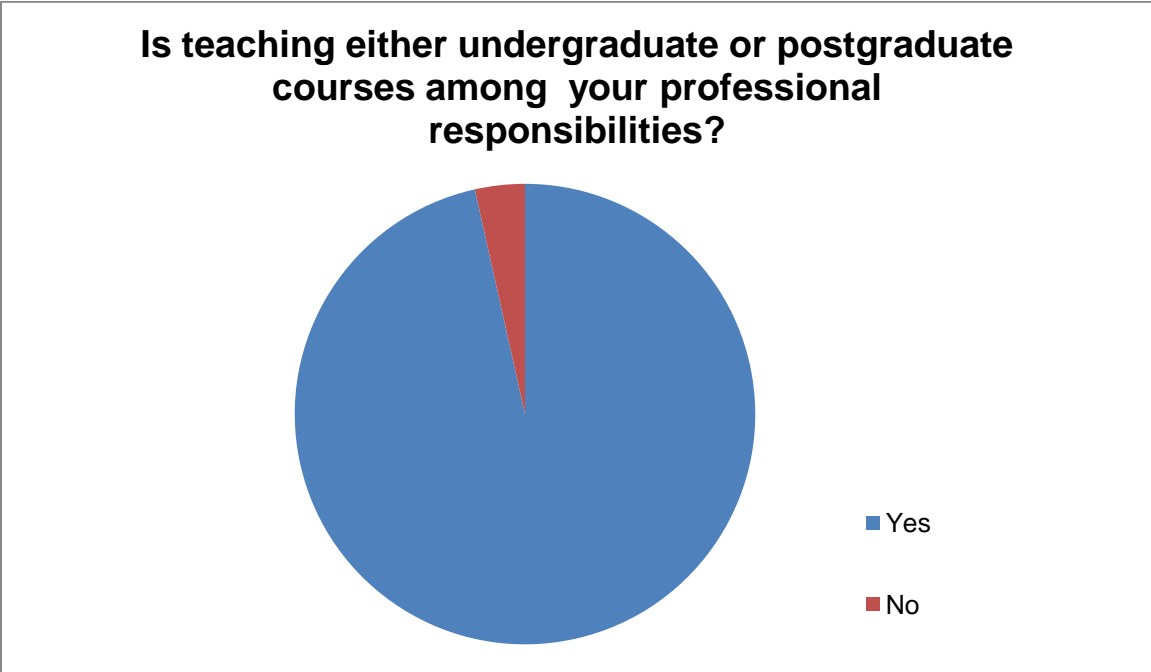
Q36 [**Contingent on QSkip2**]

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

QSkip1

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

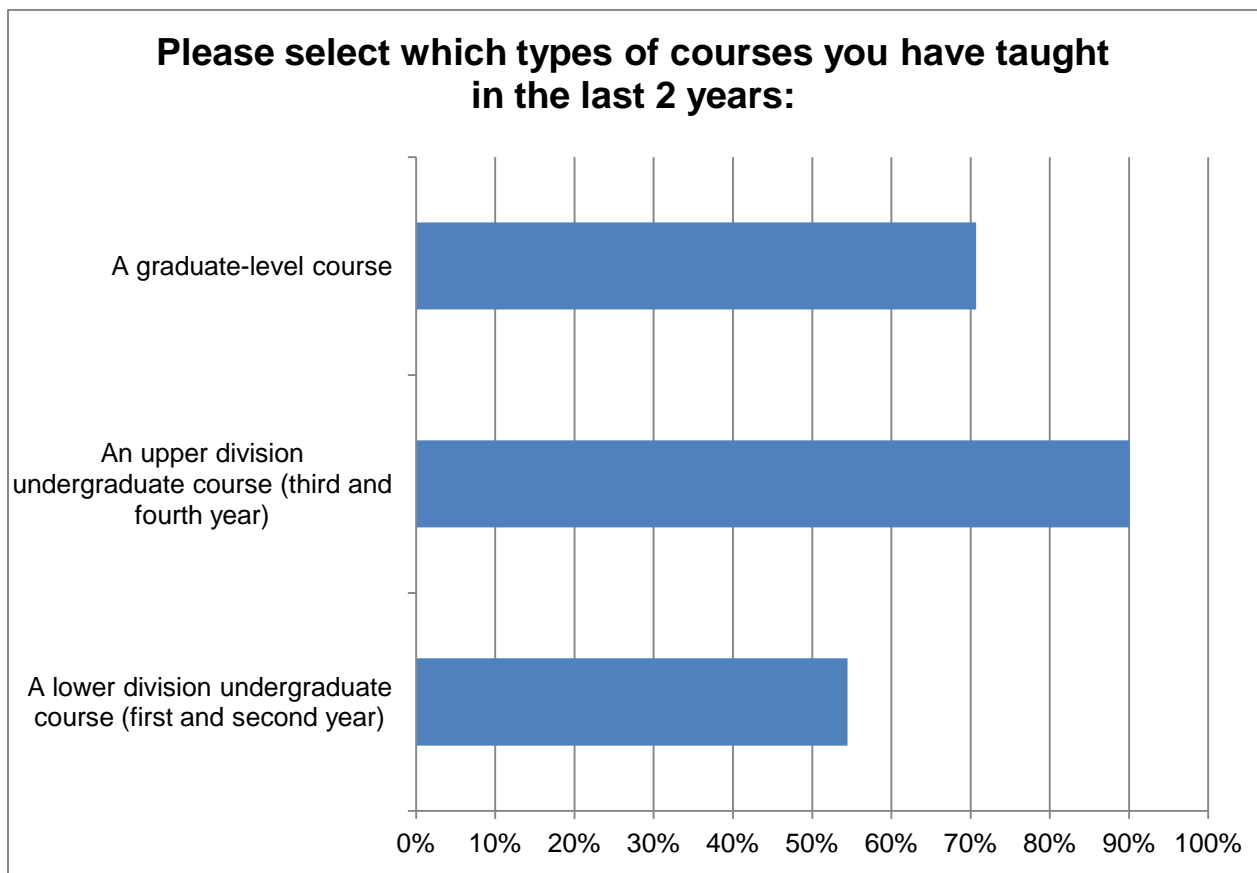
	Response	Percent
Yes	193	96.50%
No	7	3.50%
	200	100%



QSkip2_1 – QSkip2_3 [Contingent on QSkip1 – multiple selection options]

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

	Response	Percent
A lower division undergraduate course (first and second year)	104	54.45%
An upper division undergraduate course (third and fourth year)	172	90.05%
A graduate-level course	135	70.68%
	411	



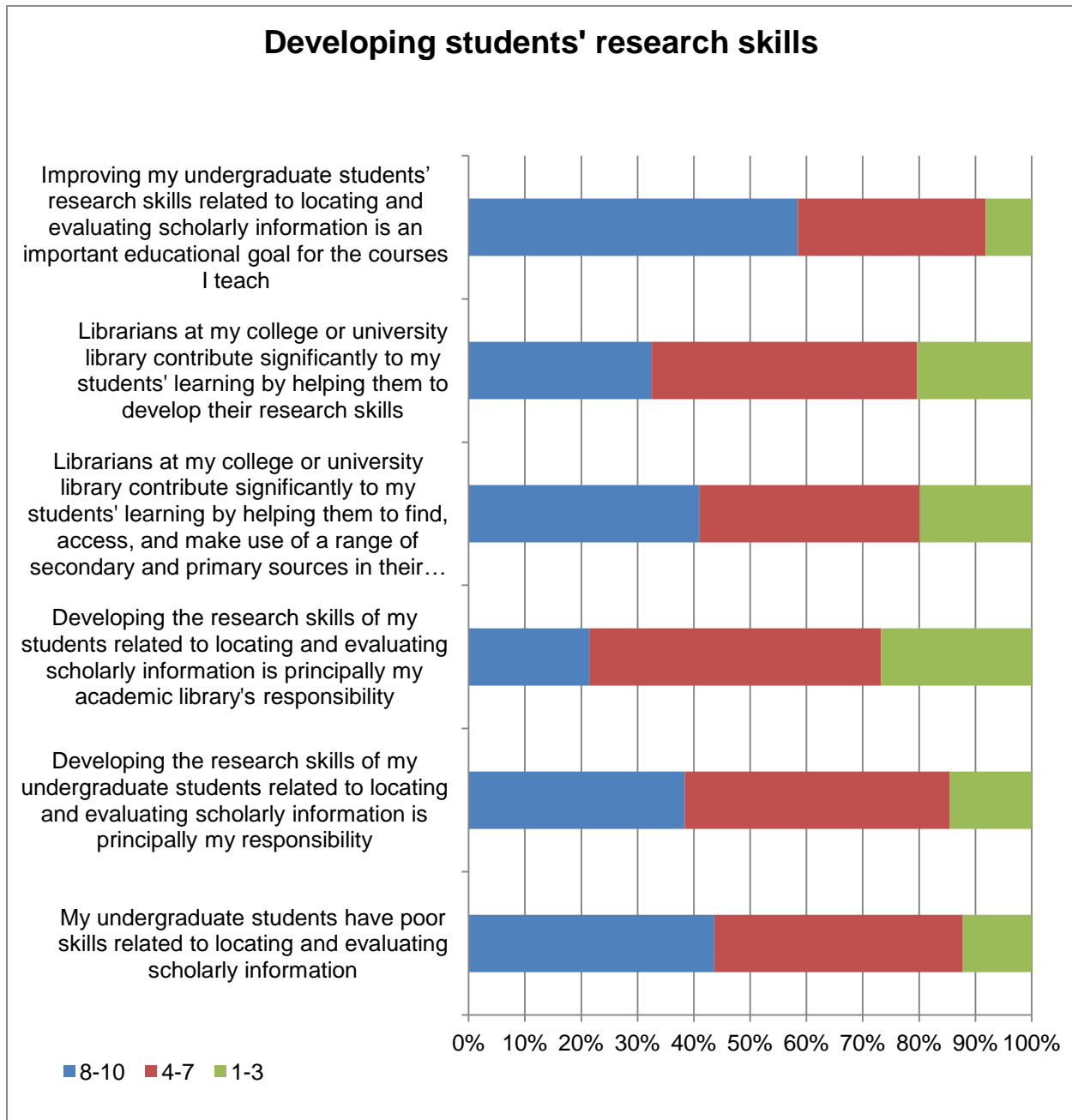
Q32_1 – Q32_6 [Contingent on QSkip2]

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

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	43.60%	44.19%	12.21%	172
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility	38.37%	47.09%	14.53%	172
Developing the research skills of my students related to locating and evaluating scholarly information is principally my academic library's responsibility	21.51%	51.74%	26.74%	172
Librarians at my college or university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework	40.94%	39.18%	19.88%	171
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	32.56%	47.09%	20.35%	172
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	58.48%	33.33%	8.19%	171

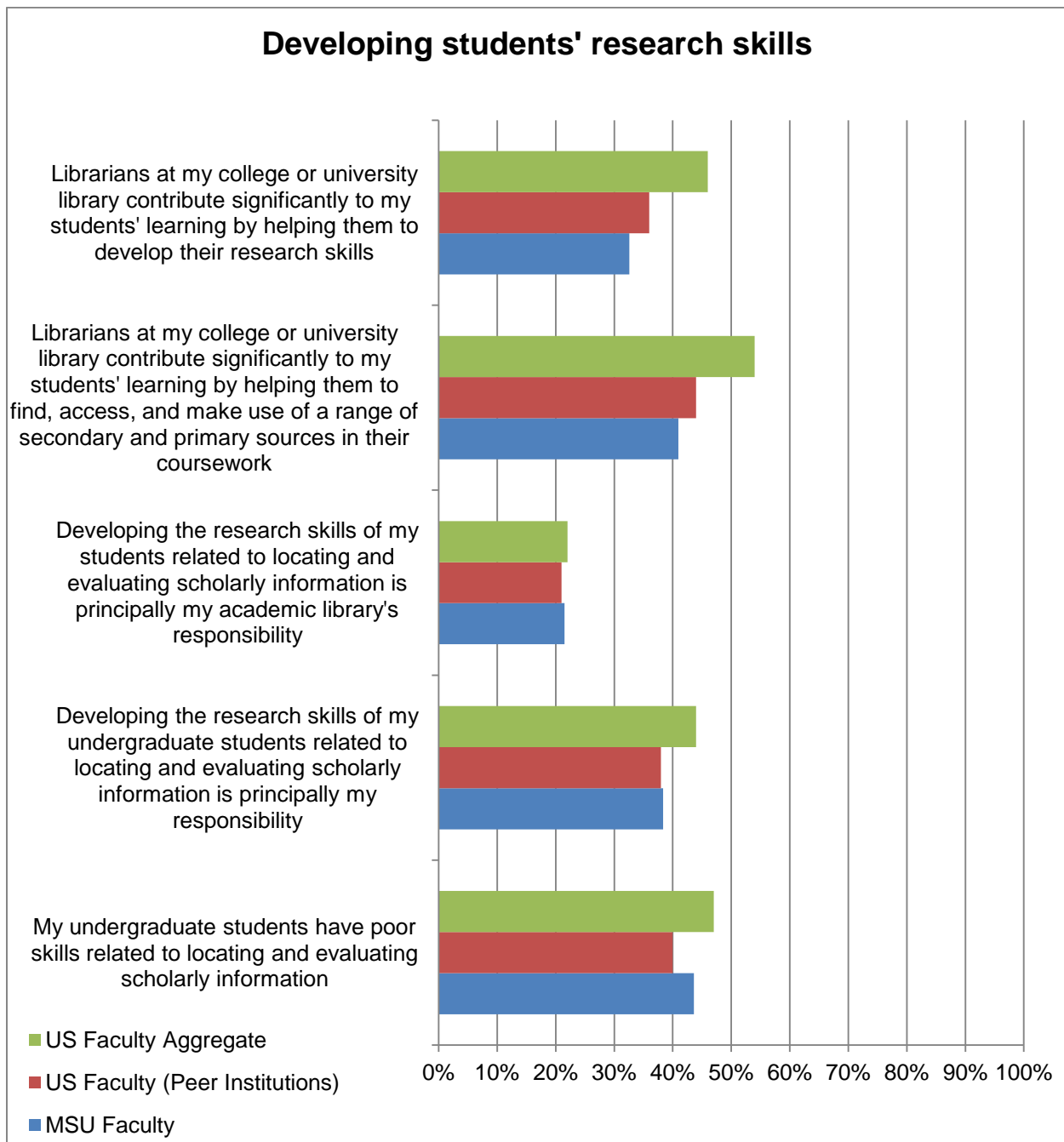
Q32_1 – Q32_6 [Contingent on QSkip2]

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



Q32_1 – Q32_6 [Comparison Data – Percent of respondents who selected 8-10]

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



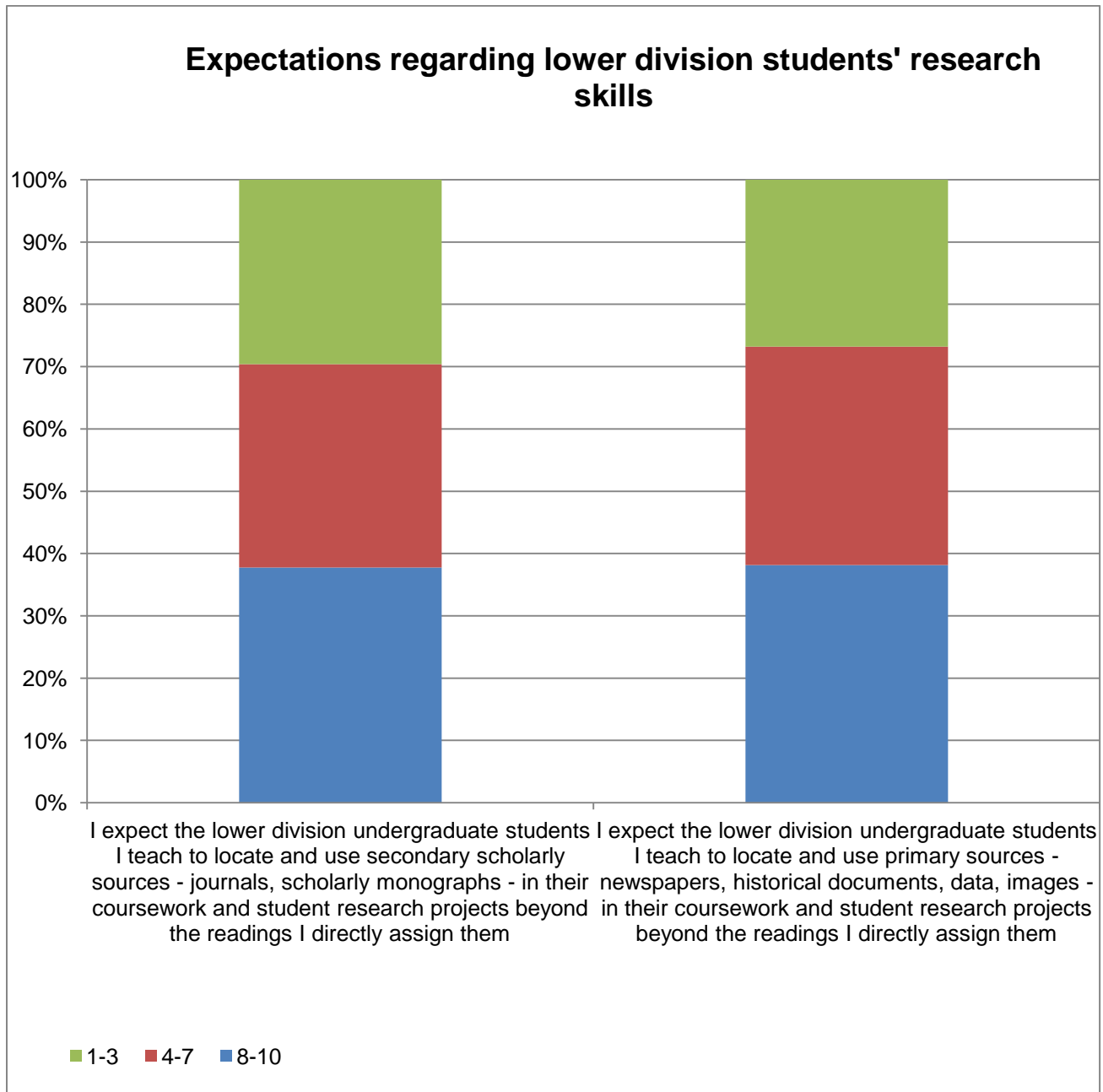
Q33_1 – Q33_2 [Contingent on QSkip2]

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

	8-10	4-7	1-3	Response
I expect the <u>lower division undergraduate</u> students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	37.76%	32.65%	29.59%	98
I expect the <u>lower division undergraduate</u> students I teach to locate and use primary sources - newspapers, historical documents, data, images - in their coursework and student research projects beyond the readings I directly assign them	38.14%	35.05%	26.80%	97

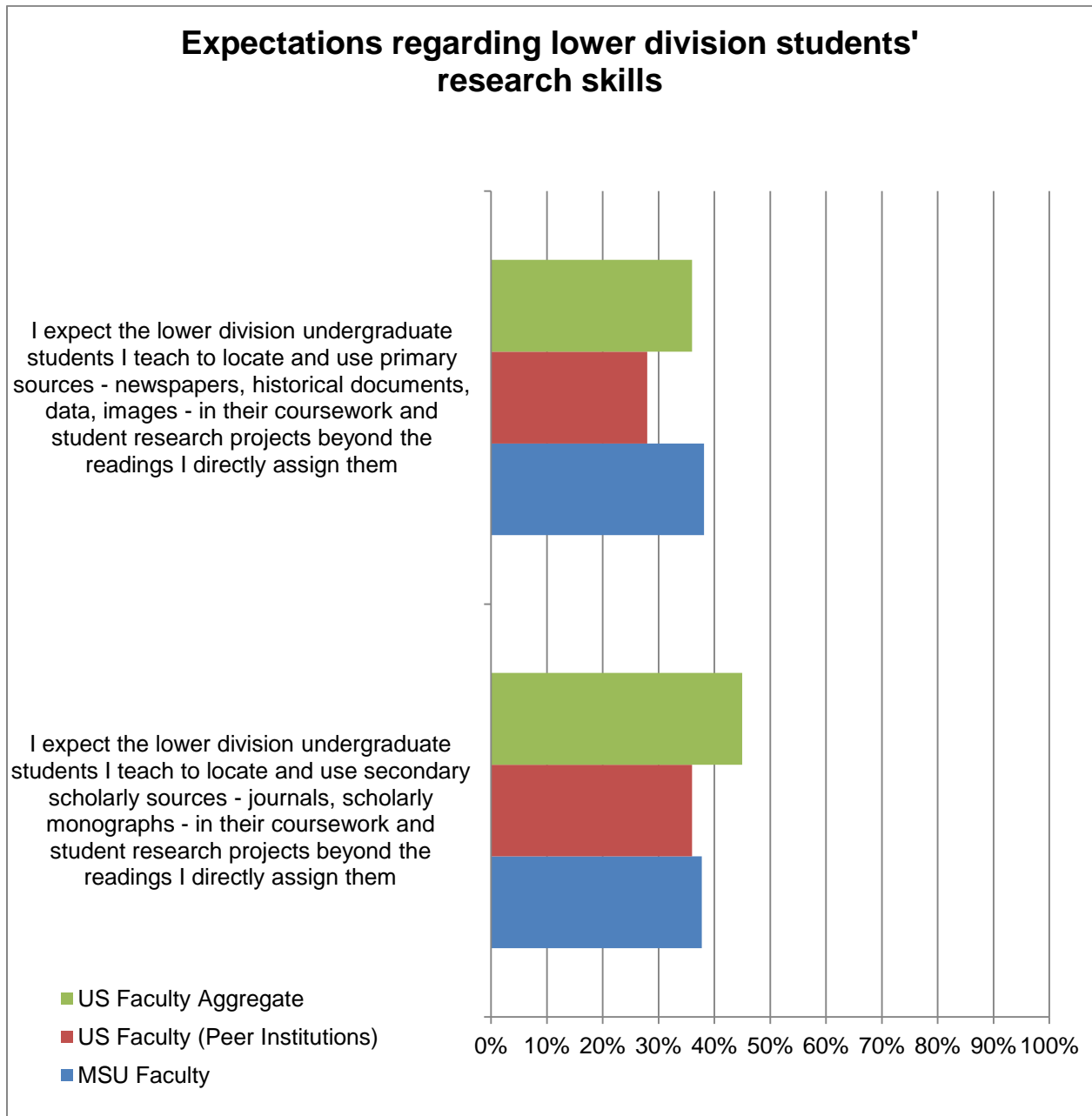
Q33_1 – Q33_2 [Contingent on QSkip2]

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



Q33_1 – Q33_2 [Comparison Data – Percent of respondents who selected 8-10]

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



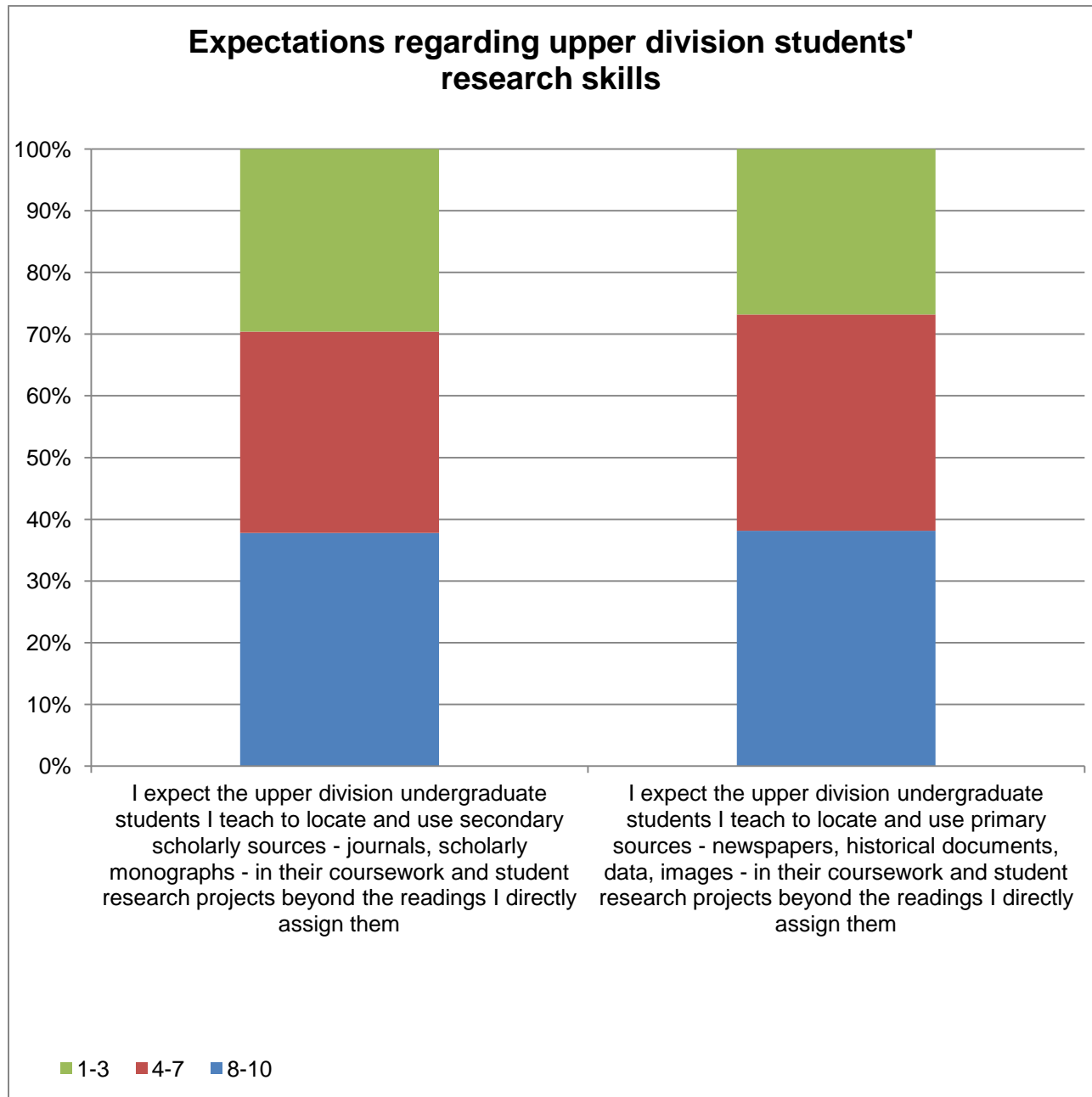
Q34_1 – Q34_2 [Contingent on QSkip2]

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

	8-10	4-7	1-3	Response
I expect the <u>upper division undergraduate</u> students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	70.63%	23.13%	6.25%	160
I expect the <u>upper division undergraduate</u> students I teach to locate and use primary sources - newspapers, historical documents, data, images - in their coursework and student research projects beyond the readings I directly assign them	61.88%	29.38%	8.75%	160

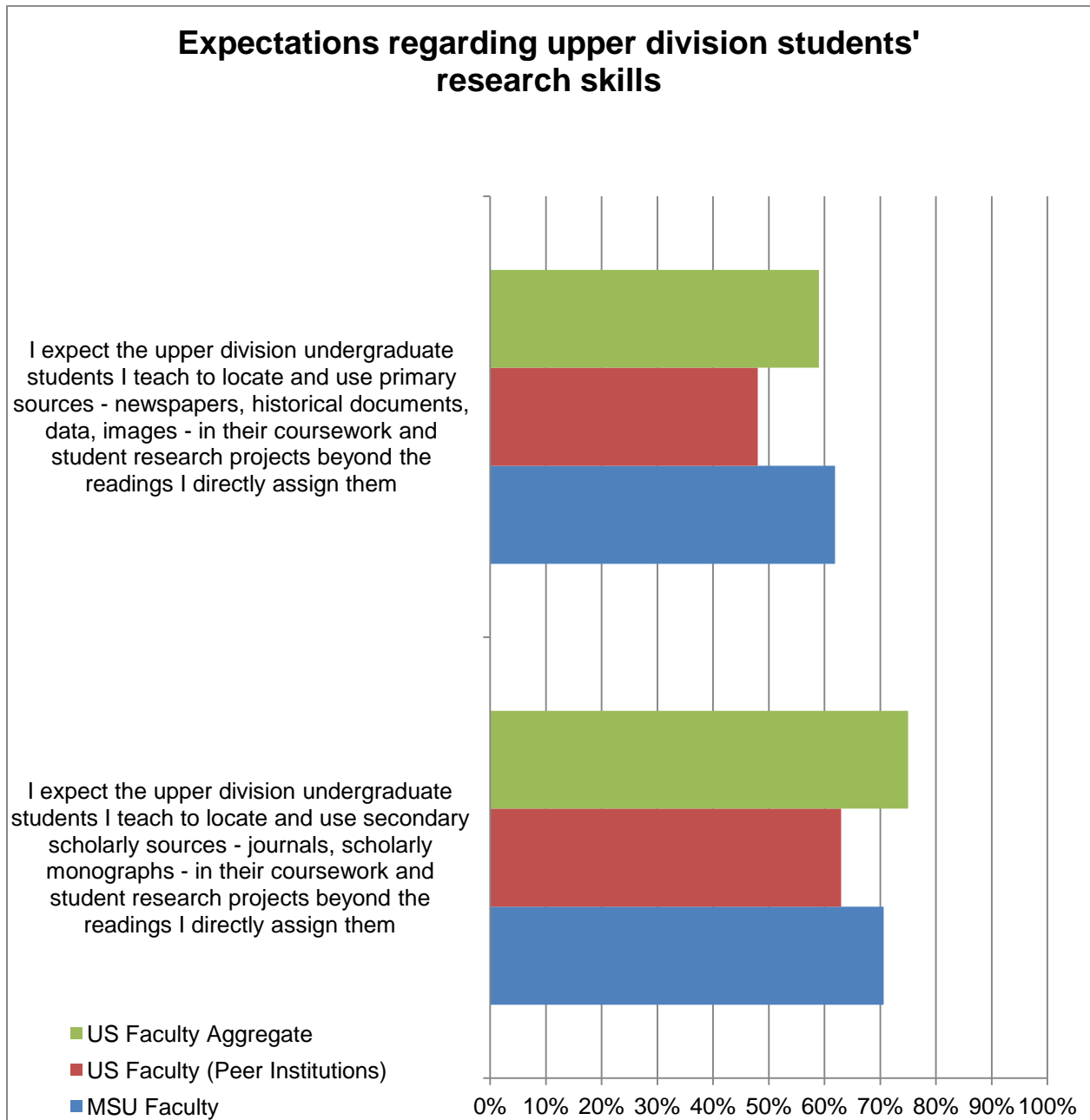
Q34_1 – Q34_2 [Contingent on QSkip2]

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



Q34_1 – Q34_2 [Comparison Data – Percent of respondents who selected 8-10]

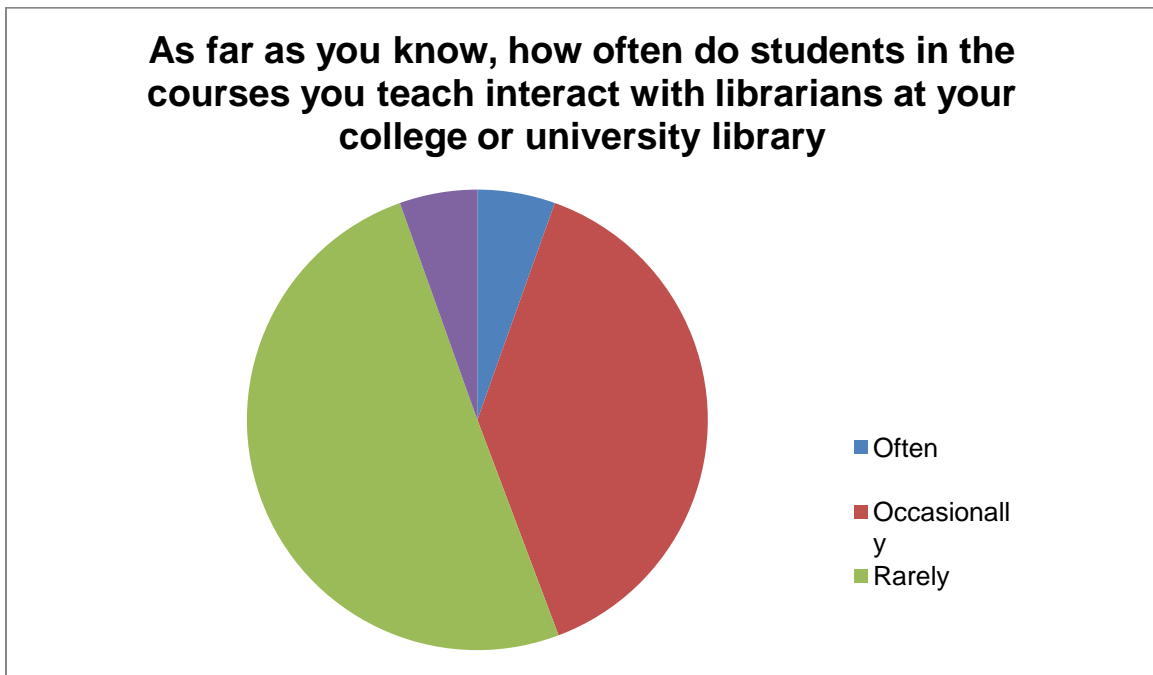
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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



Q35 [Contingent on QSkip1]

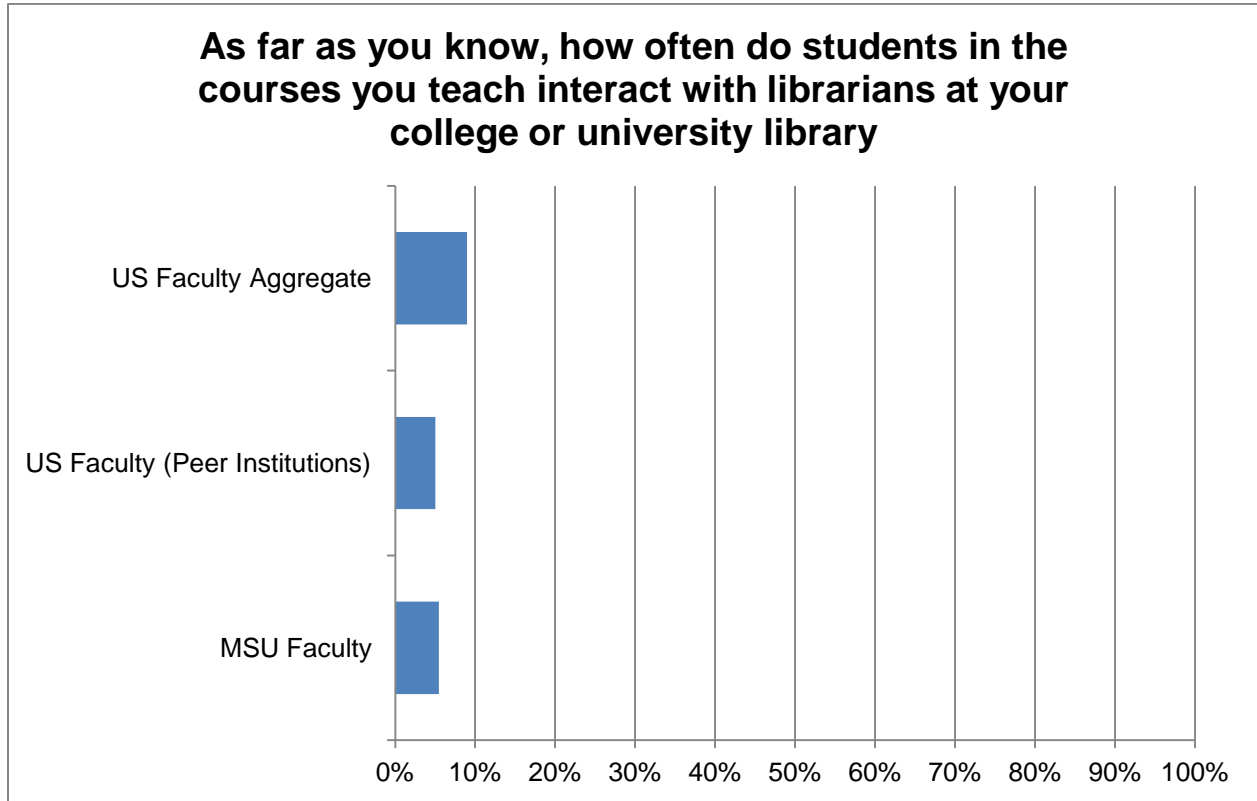
As far as you know, how often do students in the courses you teach interact with librarians at your college or university library - often, occasionally, rarely, or never?

	Response	Percent
Often	10	5.46%
Occasionally	71	38.80%
Rarely	92	50.27%
Never	10	5.46%
	183	100%



Q35 [Comparative Data – Percent of respondents who selected “Often”]

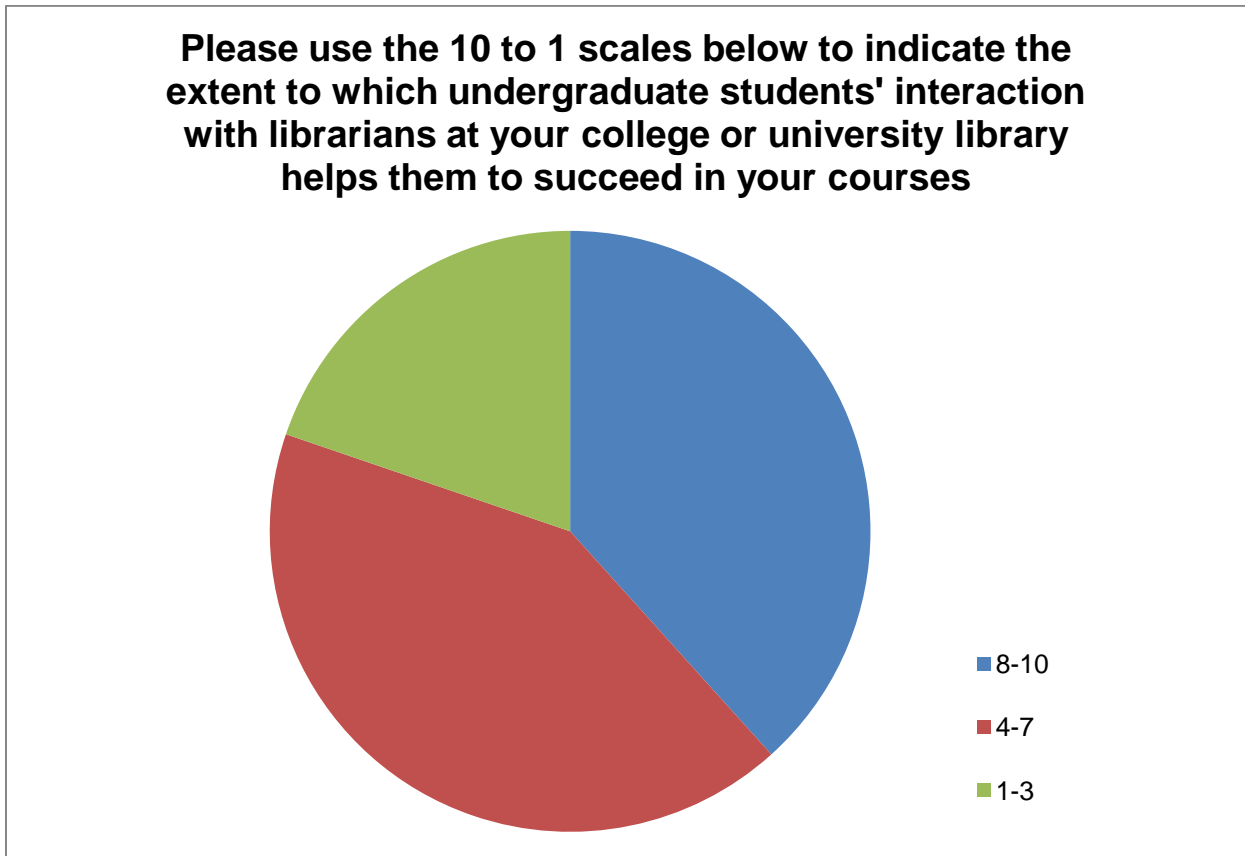
As far as you know, how often do students in the courses you teach interact with librarians at your college or university library - often, occasionally, rarely, or never?



Q36 [Contingent on QSkip2]

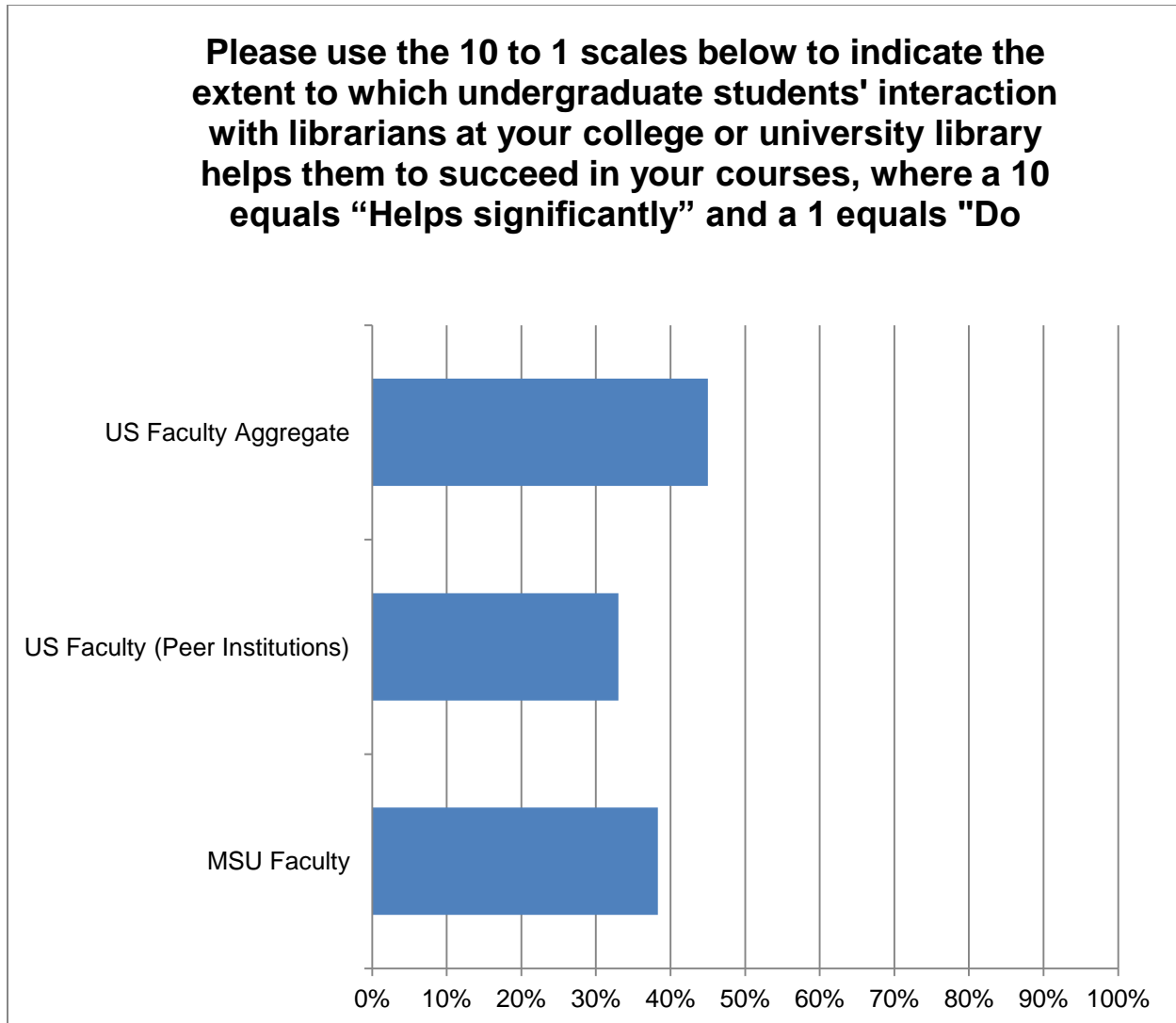
Please use the 10 to 1 scales below to indicate the extent to which undergraduate students' interaction with librarians at your college or university library helps them to succeed in your courses, where a 10 equals "Helps significantly" and a 1 equals "Does not help at all".

	Response	Percent
8-10	64	38.32%
4-7	70	41.92%
1-3	33	19.76%
	167	100%



Q36 [Comparison Data – Percent of respondents who selected 8-10]

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



Data Preservation and Management

Q37

In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research? Please select one answer.

Q38

In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research? Please select one answer.

Q39_1 – Q39_7 [**Contingent on Q37 and Q38**]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

Q40_1 – Q40_8 [**Contingent on Q37 and Q38**]

When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

Q41_1 – Q41_7 [**Contingent on Q37 and Q38**]

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

Q42_1 – Q42_8 [**Contingent on Q37 and Q38**]

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data or how valuable you do find each of the following sources of support for managing or preserving research data, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

Q43_1 – Q43_7 [**Contingent on Q37 and Q38**]

How important to your research are the following types of digital image or media collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

Q44_1 – Q44_7 [Contingent on Q37 and Q38]

When you think about managing or preserving the image or media data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

Q45_1 – Q45_7 [Contingent on Q37 and Q38]

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

Q46_1 – Q46_8 [Contingent on Q37 and Q38]

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving image or media data or how valuable you do find each of the following sources of support for managing or preserving image or media data, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

Q47_1 – Q47_5 [Contingent on Q37 and Q38]

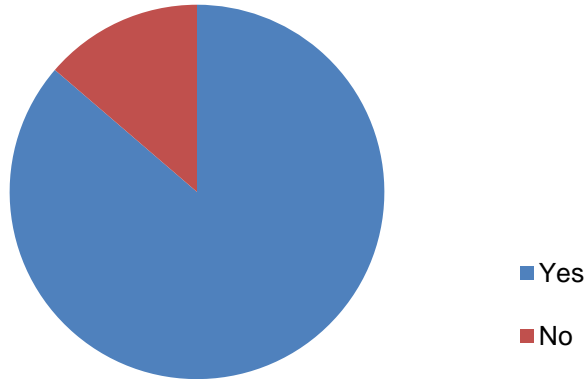
If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

Q37

In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research? Please select one answer.

	Response	Percent
Yes	170	86.29%
No	27	13.71%
	197	100%

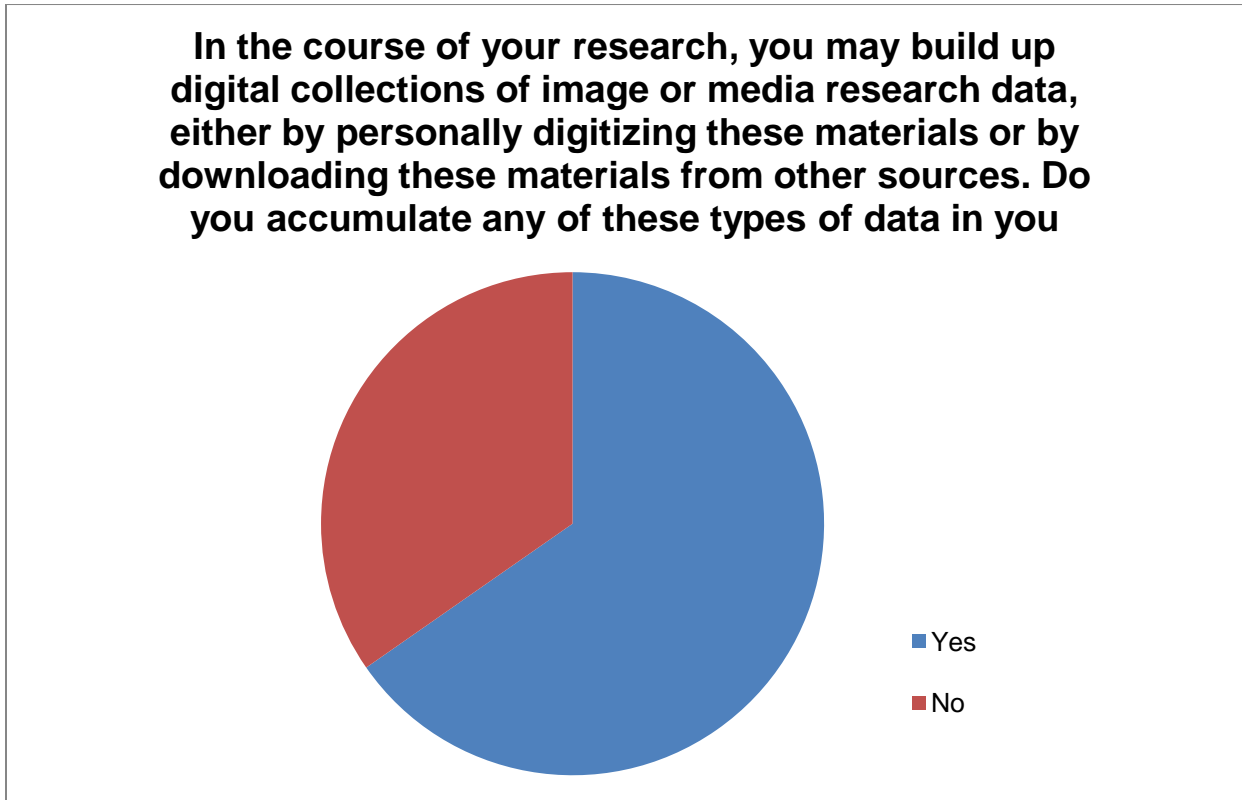
In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?



Q38

In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research? Please select one answer.

	Response	Percent
Yes	128	65.31%
No	68	34.69%
	196	100%



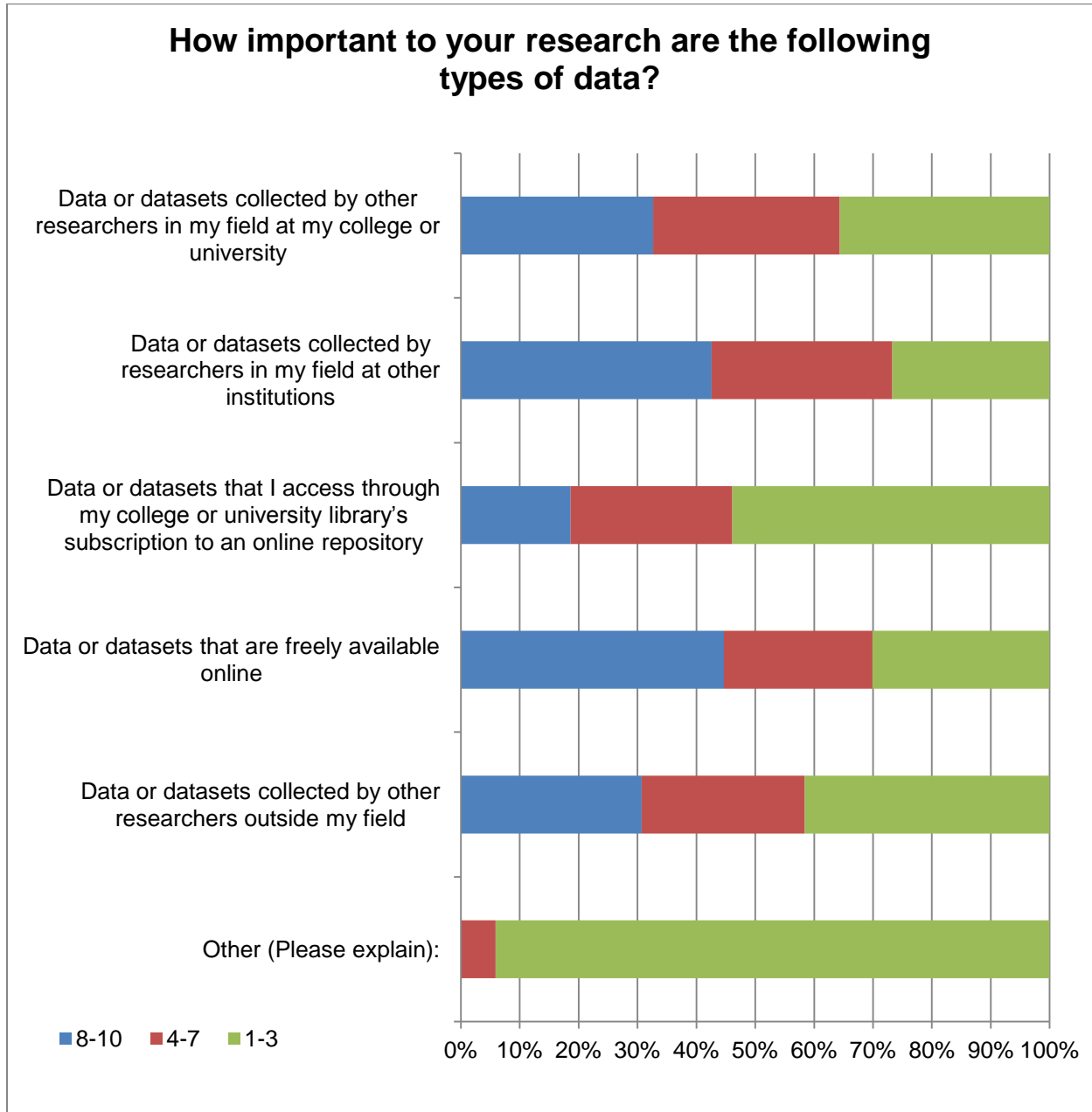
Q39_1 – Q39_7 [Contingent on Q37 and Q38]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Data or datasets that I collect myself	89.32%	4.85%	5.83%	103
Data or datasets collected by other researchers in my field at my college or university	32.67%	31.68%	35.64%	101
Data or datasets collected by researchers in my field at other institutions	42.57%	30.69%	26.73%	101
Data or datasets that I access through my college or university library's subscription to an online repository	18.63%	27.45%	53.92%	102
Data or datasets that are freely available online	44.66%	25.24%	30.10%	103
Data or datasets collected by other researchers outside my field	30.69%	27.72%	41.58%	101
Other (Please explain):	0.00%	5.88%	94.12%	17

Q39_1 – Q39_7 [Contingent on Q37 and Q38]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.



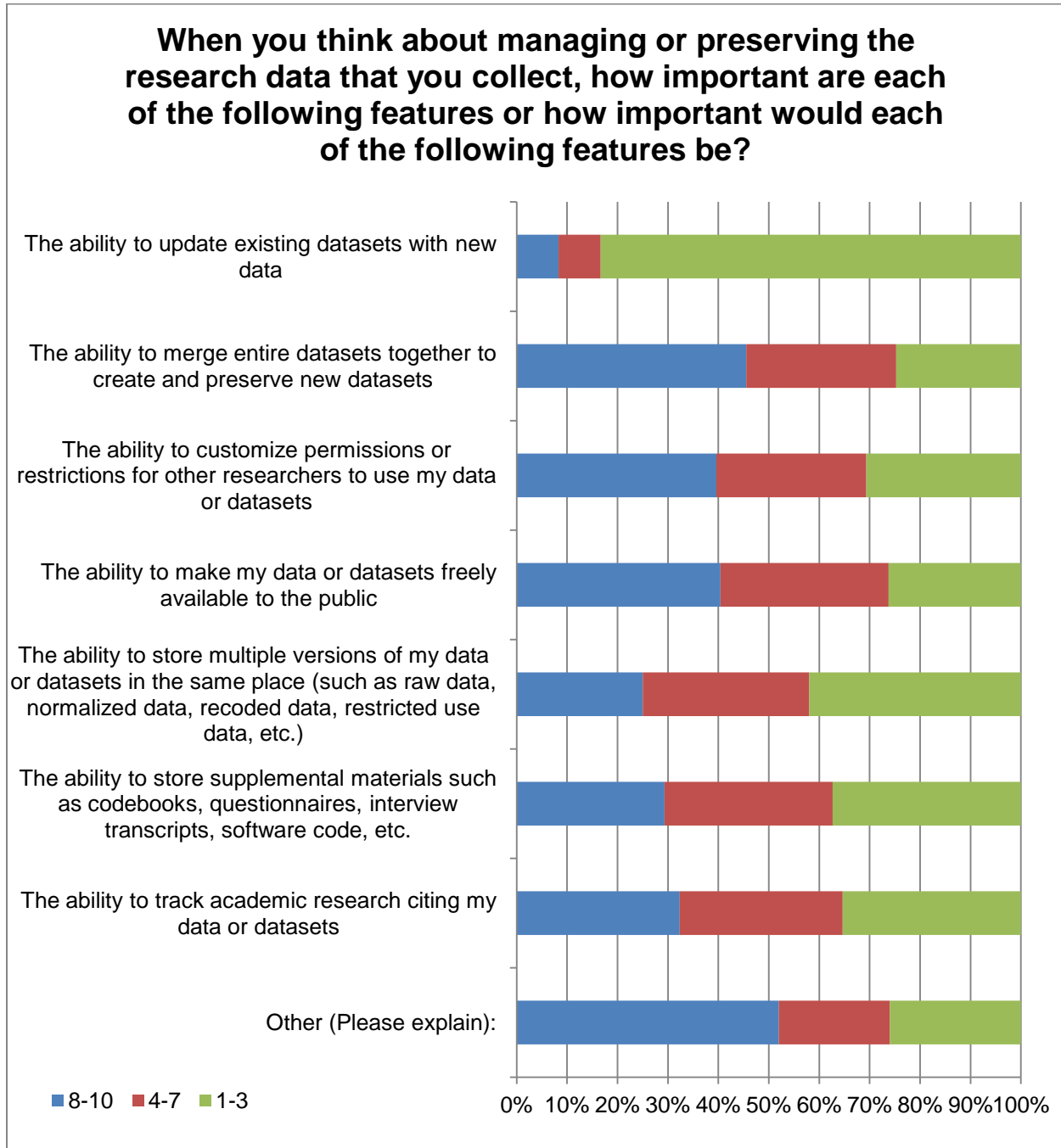
Q40_1 – Q40_8 [Contingent on Q37 and Q38]

When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

	8-10	4-7	1-3	Response
The ability to update existing datasets with new data	52.00%	22.00%	26.00%	100
The ability to merge entire datasets together to create and preserve new datasets	32.32%	32.32%	35.35%	99
The ability to customize permissions or restrictions for other researchers to use my data or datasets	29.29%	33.33%	37.37%	99
The ability to make my data or datasets freely available to the public	25.00%	33.00%	42.00%	100
The ability to store multiple versions of my data or datasets in the same place (such as raw data, normalized data, recoded data, restricted use data, etc.)	40.40%	33.33%	26.26%	99
The ability to store supplemental materials such as codebooks, questionnaires, interview transcripts, software code, etc.	39.60%	29.70%	30.69%	101
The ability to track academic research citing my data or datasets	45.54%	29.70%	24.75%	101
Other (Please explain):	8.33%	8.33%	83.33%	12

Q40_1 – Q40_8 [Contingent on Q37 and Q38]

When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".



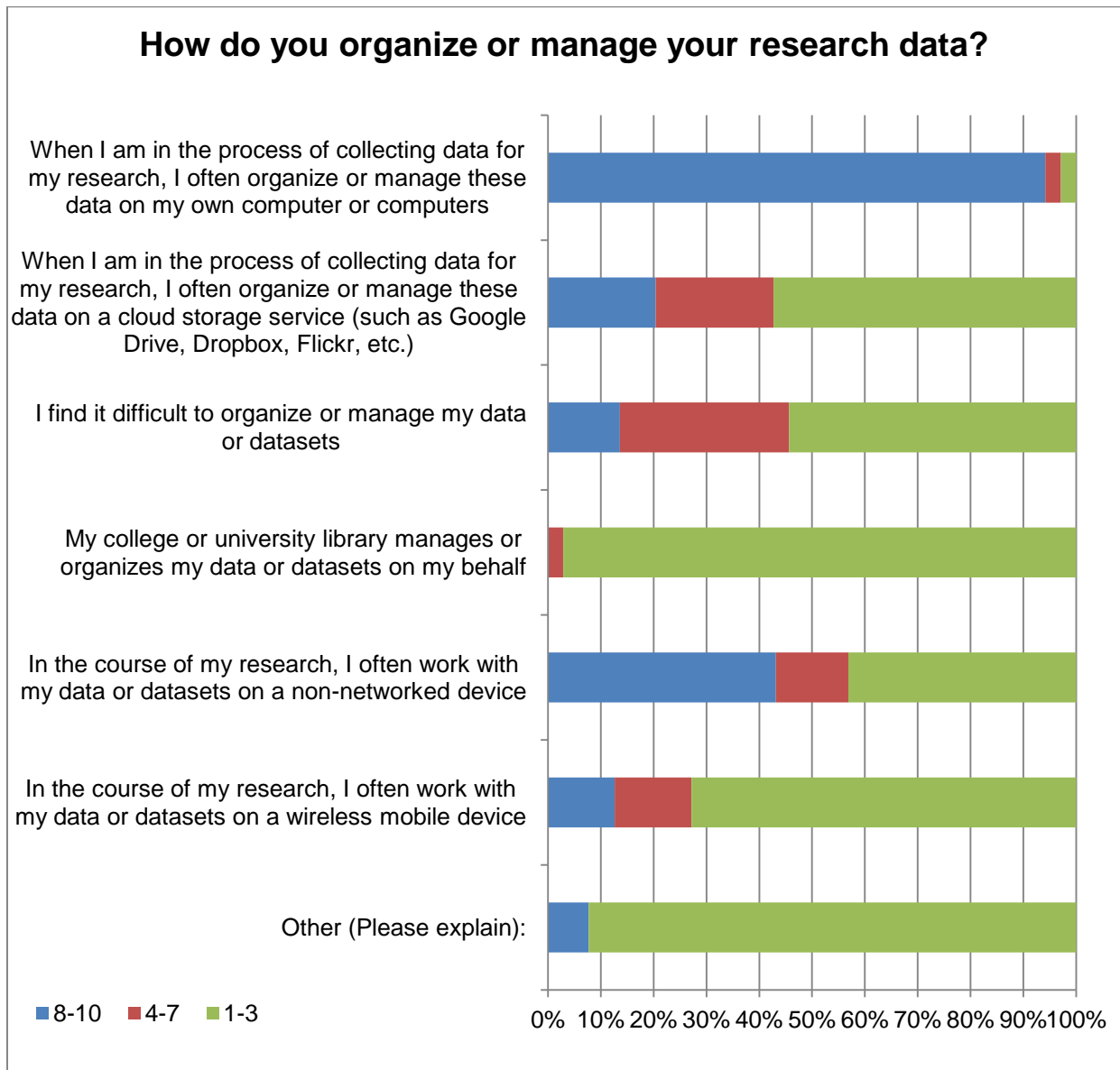
Q41_1 – Q41_7 [Contingent on Q37 and Q38]

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

	8-10	4-7	1-3	Response
When I am in the process of collecting data for my research, I often organize or manage these data on my own computer or computers	94.17%	2.91%	2.91%	103
When I am in the process of collecting data for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	20.39%	22.33%	57.28%	103
I find it difficult to organize or manage my data or datasets	13.59%	32.04%	54.37%	103
My college or university library manages or organizes my data or datasets on my behalf	0.00%	2.91%	97.09%	103
In the course of my research, I often work with my data or datasets on a non-networked device	43.14%	13.73%	43.14%	102
In the course of my research, I often work with my data or datasets on a wireless mobile device	12.62%	14.56%	72.82%	103
Other (Please explain):	7.69%	0.00%	92.31%	13

Q41_1 – Q41_7 [Contingent on Q37 and Q38]

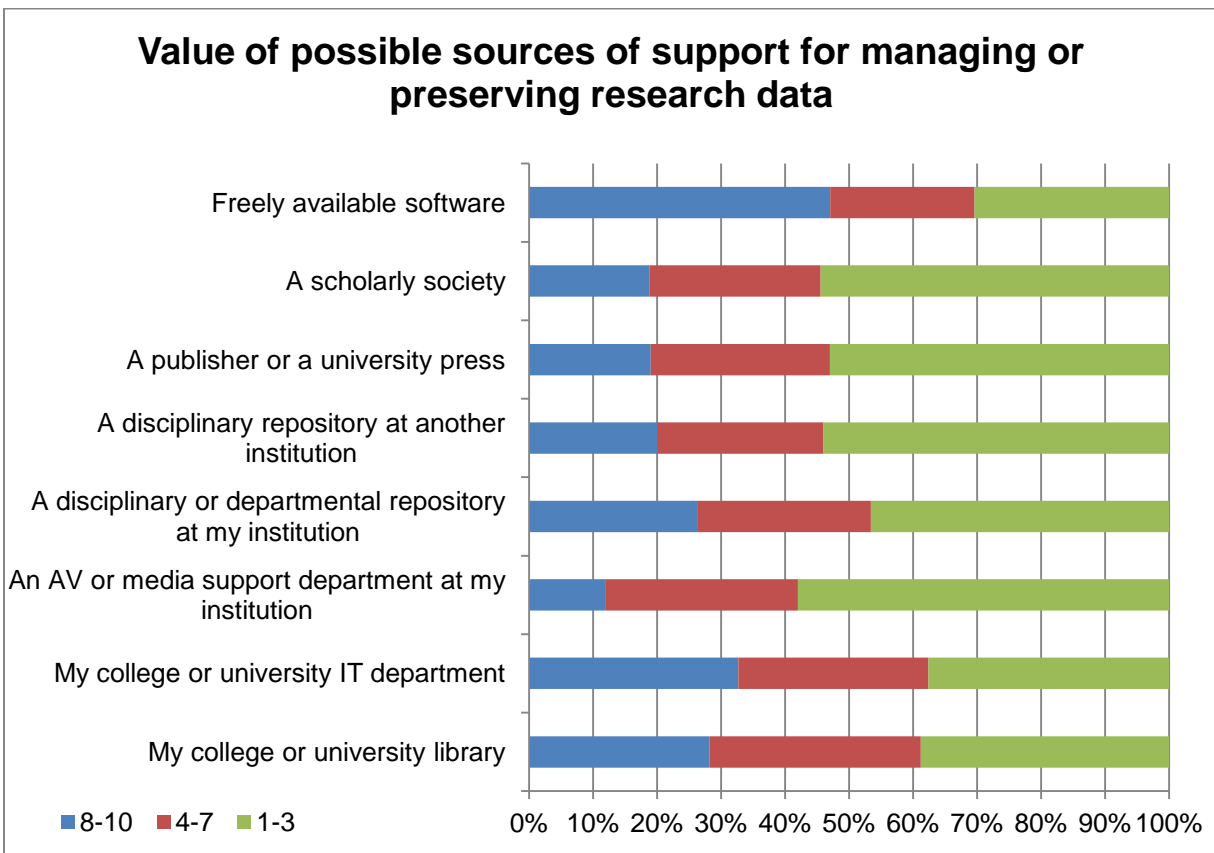
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



Q42_1 – Q42_8 [Contingent on Q37 and Q38]

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data or how valuable you do find each of the following sources of support for managing or preserving research data, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

	8-10	4-7	1-3	Response
My college or university library	28.16%	33.01%	38.83%	103
My college or university IT department	32.67%	29.70%	37.62%	101
An AV or media support department at my institution	12.00%	30.00%	58.00%	100
A disciplinary or departmental repository at my institution	26.21%	27.18%	46.60%	103
A disciplinary repository at another institution	20.00%	26.00%	54.00%	100
A publisher or a university press	19.00%	28.00%	53.00%	100
A scholarly society	18.81%	26.73%	54.46%	101
Freely available software	47.06%	22.55%	30.39%	102



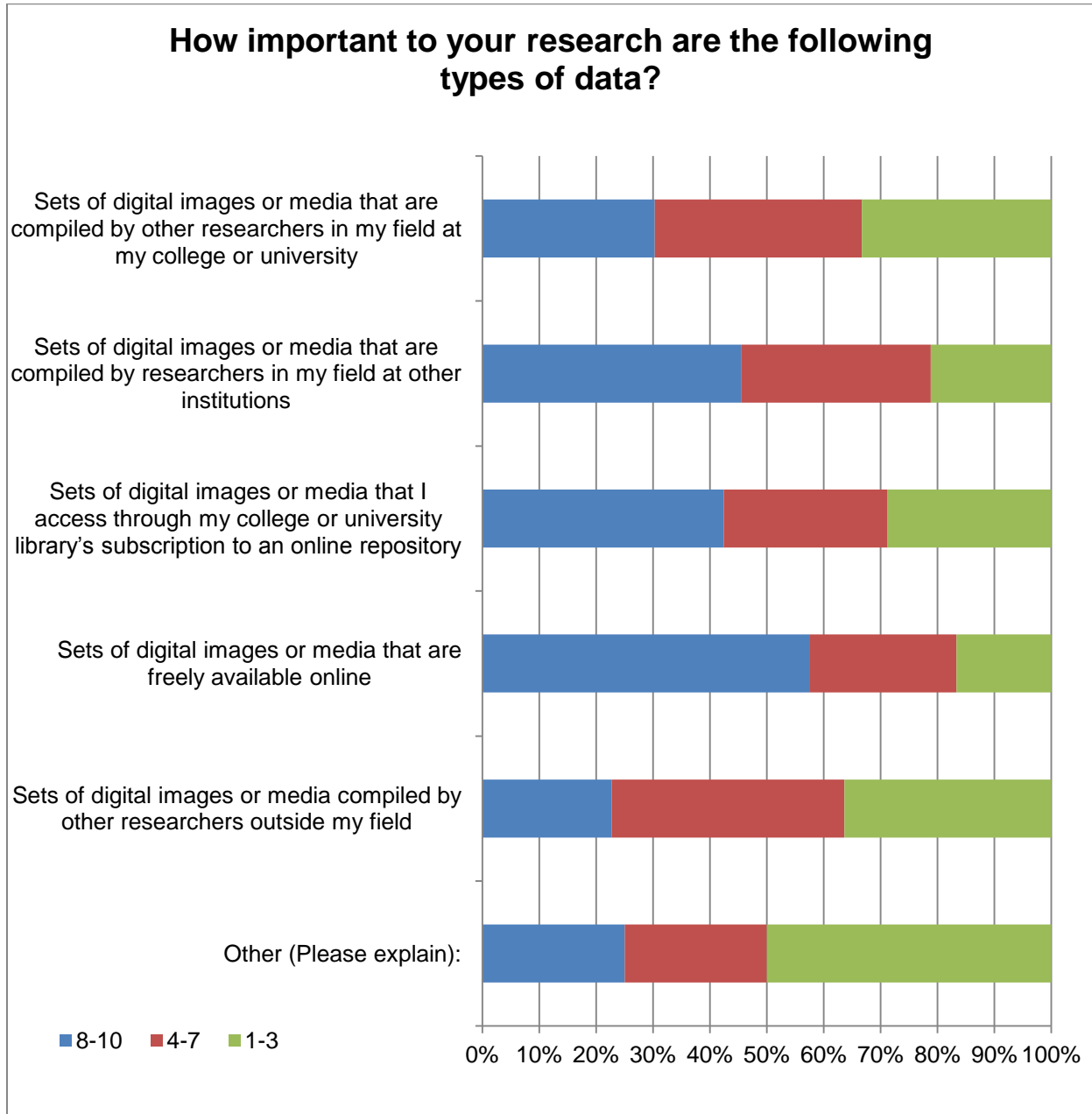
Q43_1 – Q43_7 [Contingent on Q37 and Q38]

How important to your research are the following types of digital image or media collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Sets of digital images or media that I compile myself	69.70%	18.18%	12.12%	66
Sets of digital images or media that are compiled by other researchers in my field at my college or university	30.30%	36.36%	33.33%	66
Sets of digital images or media that are compiled by researchers in my field at other institutions	45.45%	33.33%	21.21%	66
Sets of digital images or media that I access through my college or university library's subscription to an online repository	42.42%	28.79%	28.79%	66
Sets of digital images or media that are freely available online	57.58%	25.76%	16.67%	66
Sets of digital images or media compiled by other researchers outside my field	22.73%	40.91%	36.36%	66
Other (Please explain):	25.00%	25.00%	50.00%	12

Q43_1 – Q43_7 [Contingent on Q37 and Q38]

How important to your research are the following types of digital image or media collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.



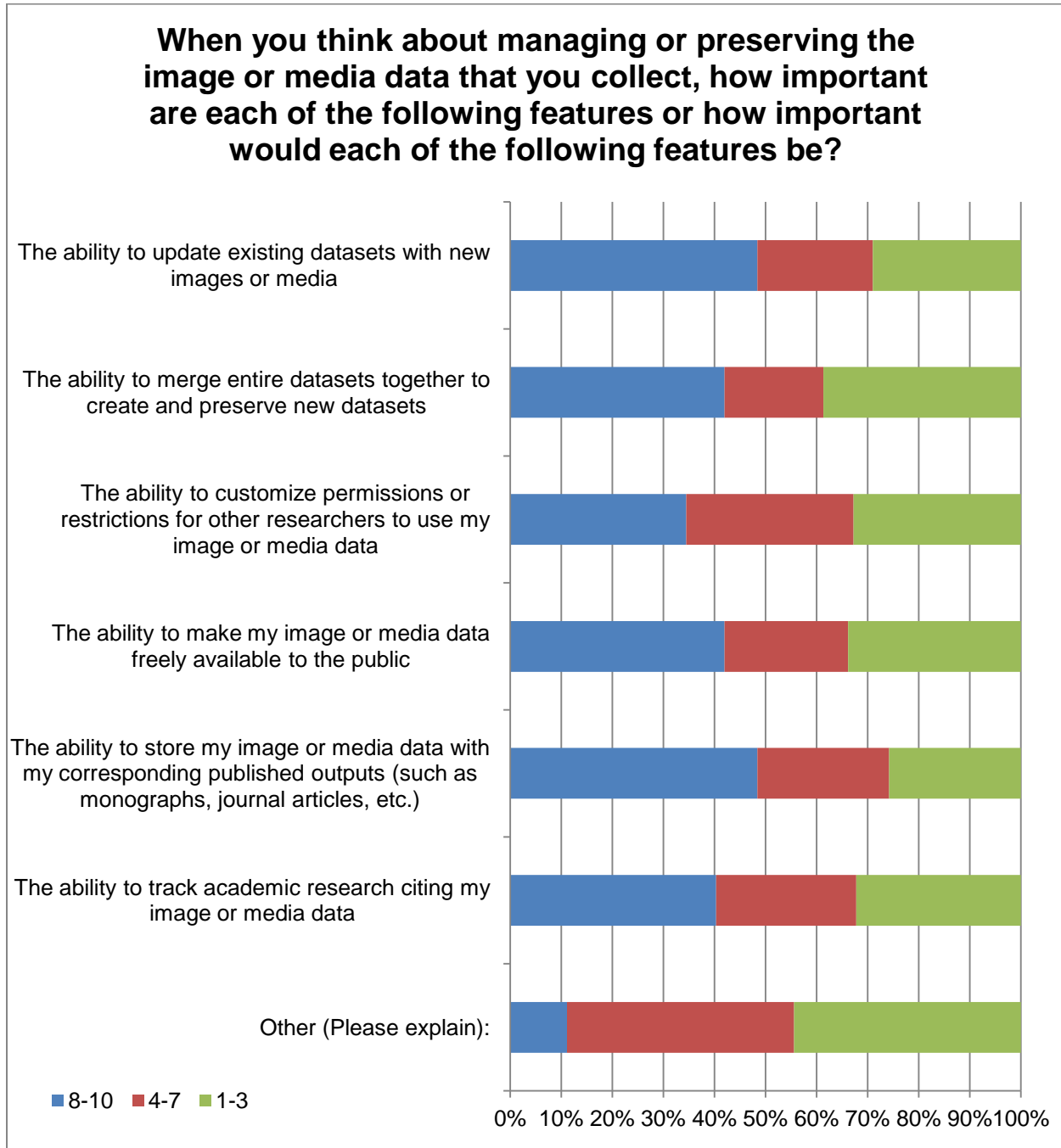
Q44_1 – Q44_7 [Contingent on Q37 and Q38]

When you think about managing or preserving the image or media data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

	8-10	4-7	1-3	Response
The ability to update existing datasets with new images or media	48.39%	22.58%	29.03%	62
The ability to merge entire datasets together to create and preserve new datasets	41.94%	19.35%	38.71%	62
The ability to customize permissions or restrictions for other researchers to use my image or media data	34.43%	32.79%	32.79%	61
The ability to make my image or media data freely available to the public	41.94%	24.19%	33.87%	62
The ability to store my image or media data with my corresponding published outputs (such as monographs, journal articles, etc.)	48.39%	25.81%	25.81%	62
The ability to track academic research citing my image or media data	40.32%	27.42%	32.26%	62
Other (Please explain):	11.11%	44.44%	44.44%	9

Q44_1 – Q44_7 [Contingent on Q37 and Q38]

When you think about managing or preserving the image or media data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".



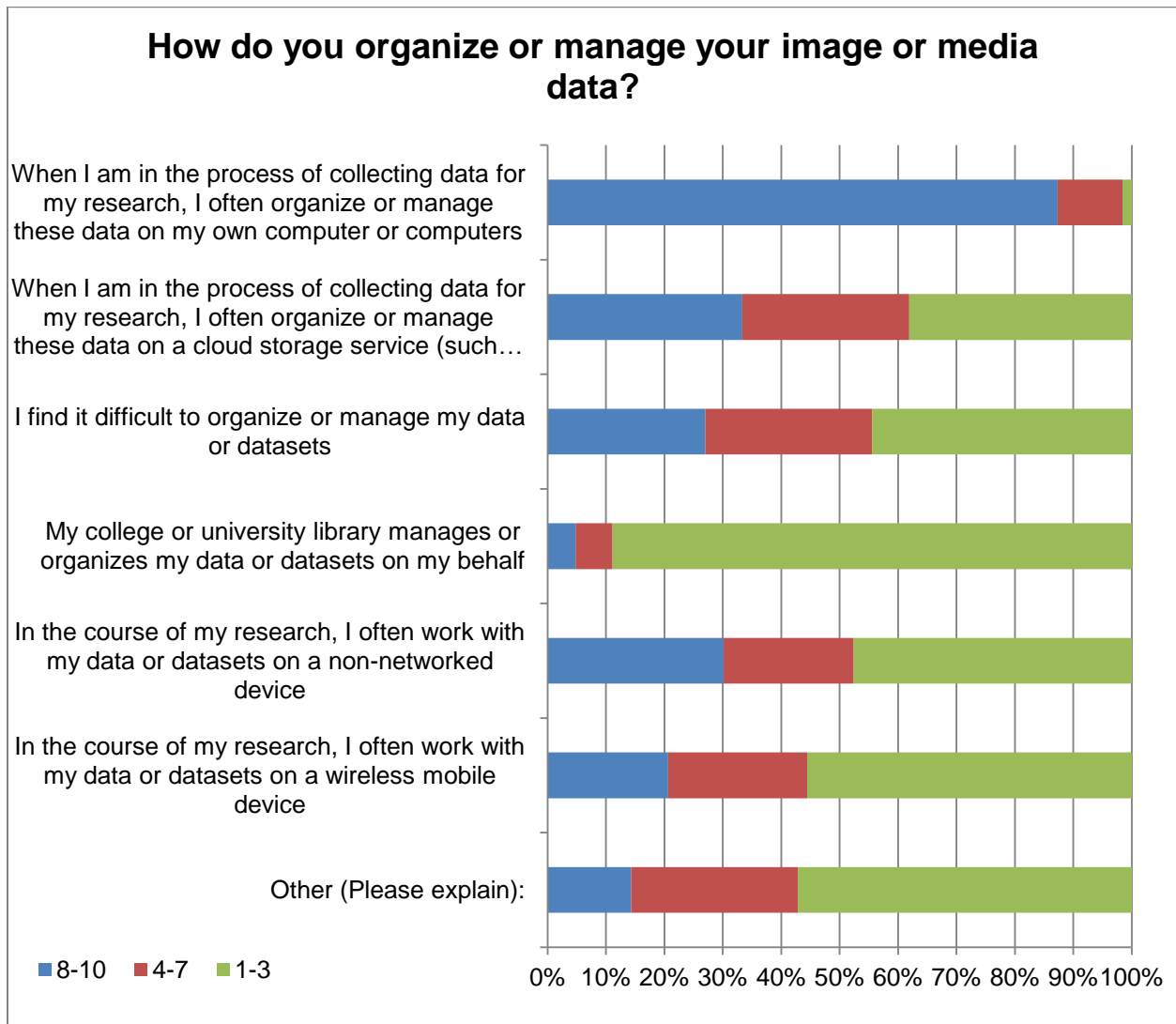
Q45_1 – Q45_7 [Contingent on Q37 and Q38]

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

	8-10	4-7	1-3	Response
When I am in the process of collecting data for my research, I often organize or manage these data on my own computer or computers	87.30%	11.11%	1.59%	63
When I am in the process of collecting data for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	33.33%	28.57%	38.10%	63
I find it difficult to organize or manage my data or datasets	26.98%	28.57%	44.44%	63
My college or university library manages or organizes my data or datasets on my behalf	4.76%	6.35%	88.89%	63
In the course of my research, I often work with my data or datasets on a non-networked device	30.16%	22.22%	47.62%	63
In the course of my research, I often work with my data or datasets on a wireless mobile device	20.63%	23.81%	55.56%	63
Other (Please explain):	14.29%	28.57%	57.14%	7

Q45_1 – Q45_7 [Contingent on Q37 and Q38]

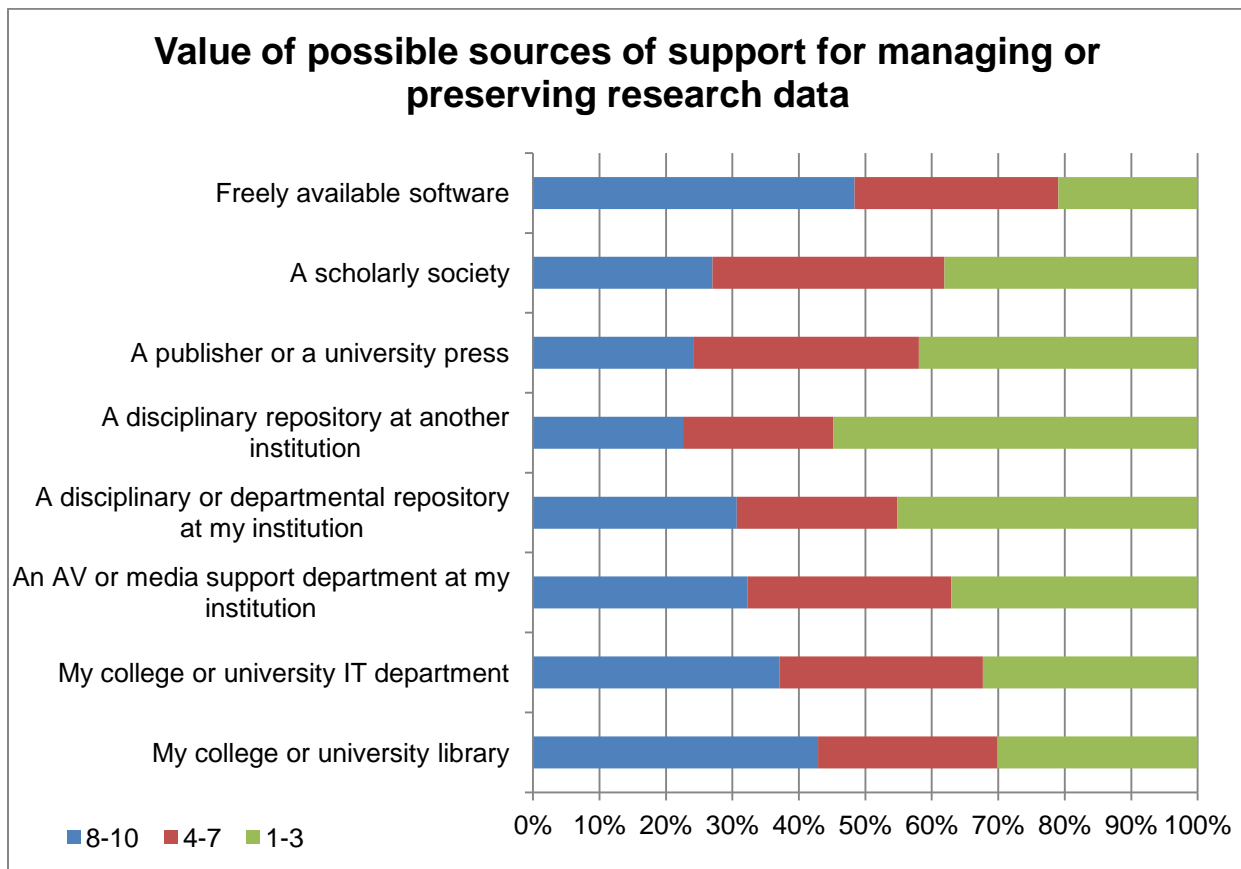
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



Q46_1 – Q46_8 [Contingent on Q37 and Q38]

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving image or media data or how valuable you do find each of the following sources of support for managing or preserving image or media data, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

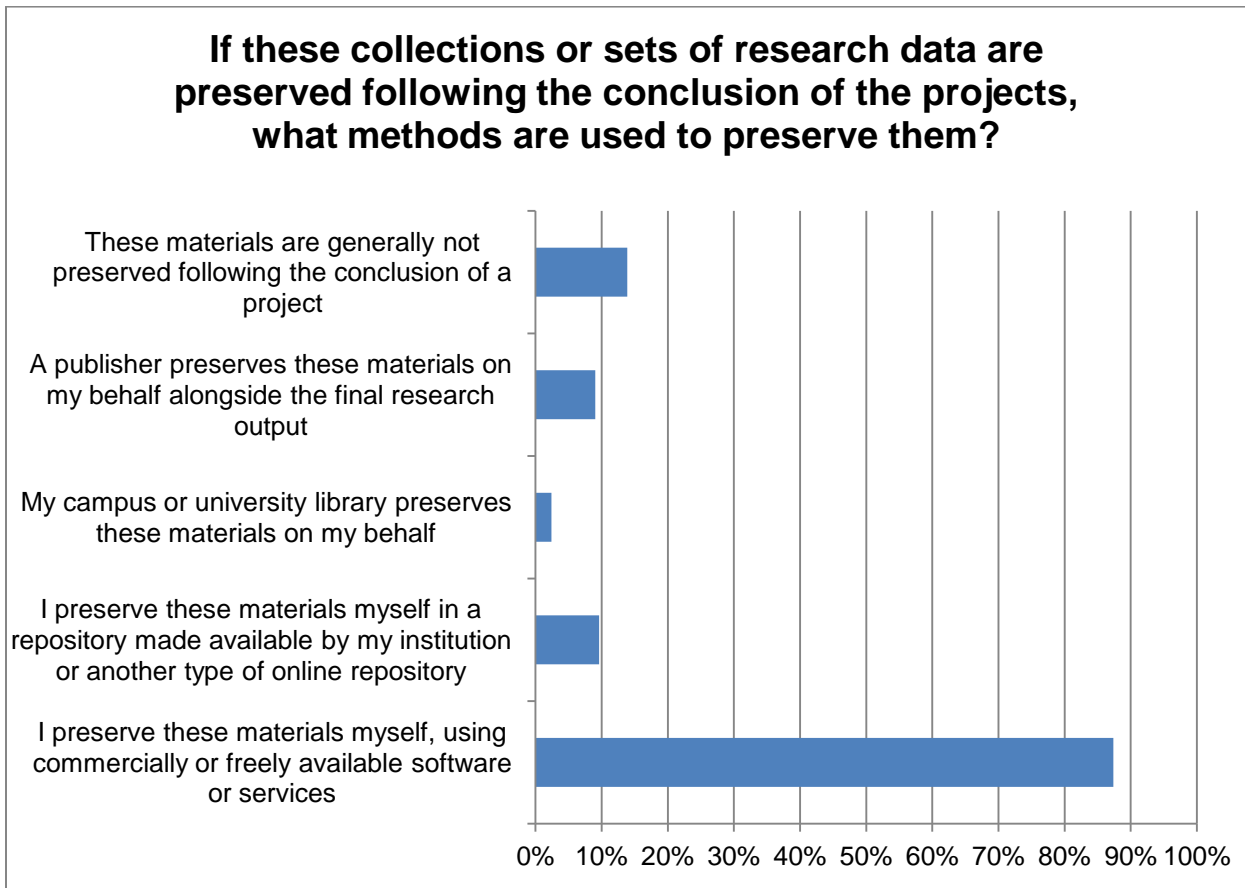
	8-10	4-7	1-3	Response
My college or university library	42.86%	26.98%	30.16%	63
My college or university IT department	37.10%	30.65%	32.36%	62
An AV or media support department at my institution	32.26%	30.65%	37.10%	62
A disciplinary or departmental repository at my institution	30.65%	24.19%	45.16%	62
A disciplinary repository at another institution	22.58%	22.58%	54.84%	62
A publisher or a university press	24.19%	33.87%	41.94%	62
A scholarly society	26.98%	34.92%	38.10%	63
Freely available software	48.39%	30.65%	20.97%	62



Q47_1 – Q47_5 [Contingent on Q37 and Q38]

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

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	145	87.35%
I preserve these materials myself in a repository made available by my institution or another type of online repository	16	9.64%
My campus or university library preserves these materials on my behalf	4	2.41%
A publisher preserves these materials on my behalf alongside the final research output	15	9.04%
These materials are generally not preserved following the conclusion of a project	23	13.86%
	203	100%



Demographics

For reasons concerning space, responses to the following self-reported demographic item are not included in this report: primary academic department. Responses to this item are included in the dataset file of findings.

D1

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

D2

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

D3

Are you: [rank/title]

D5

What is your sex?

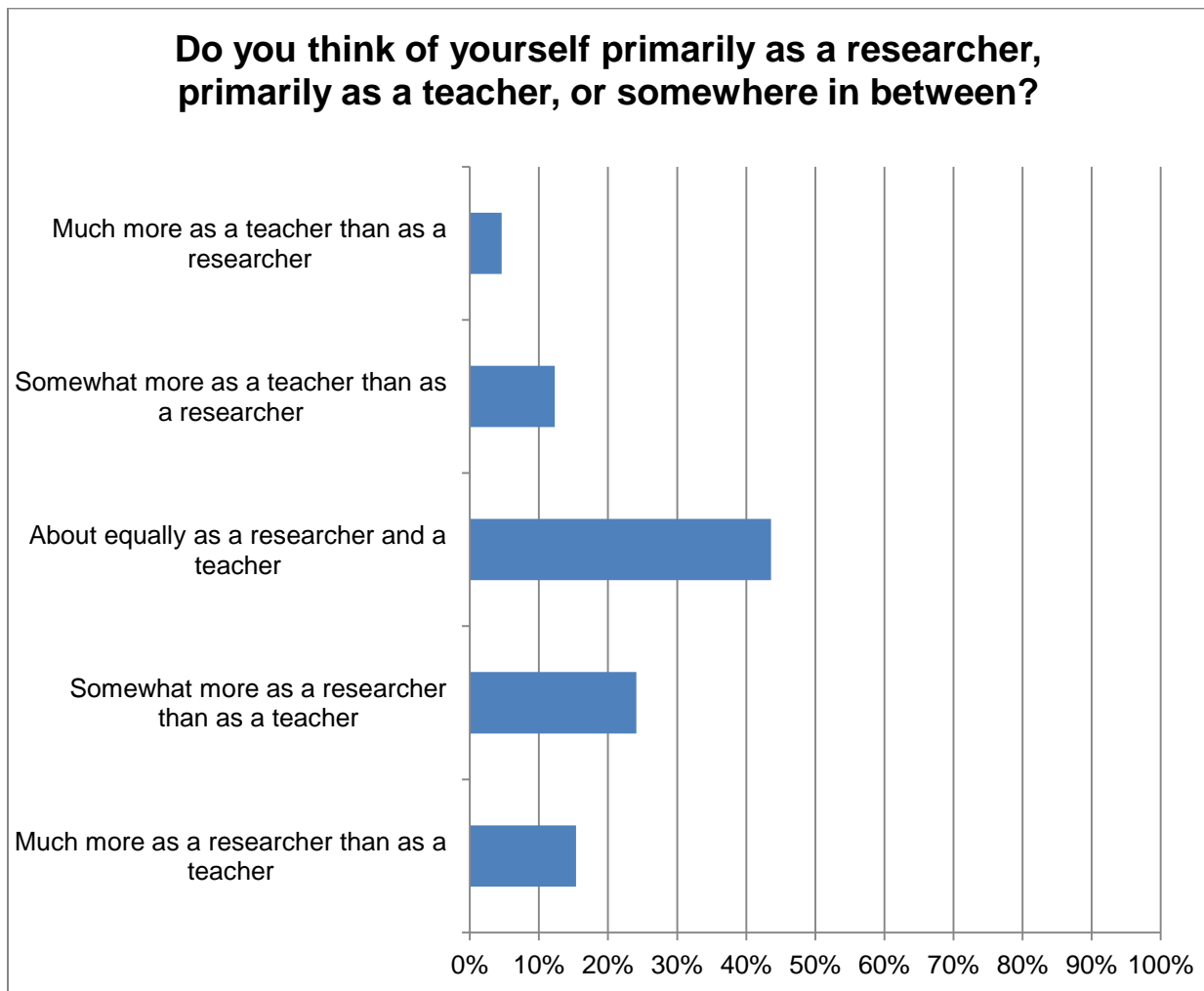
D6

Please select the age range that best fits:

D1

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

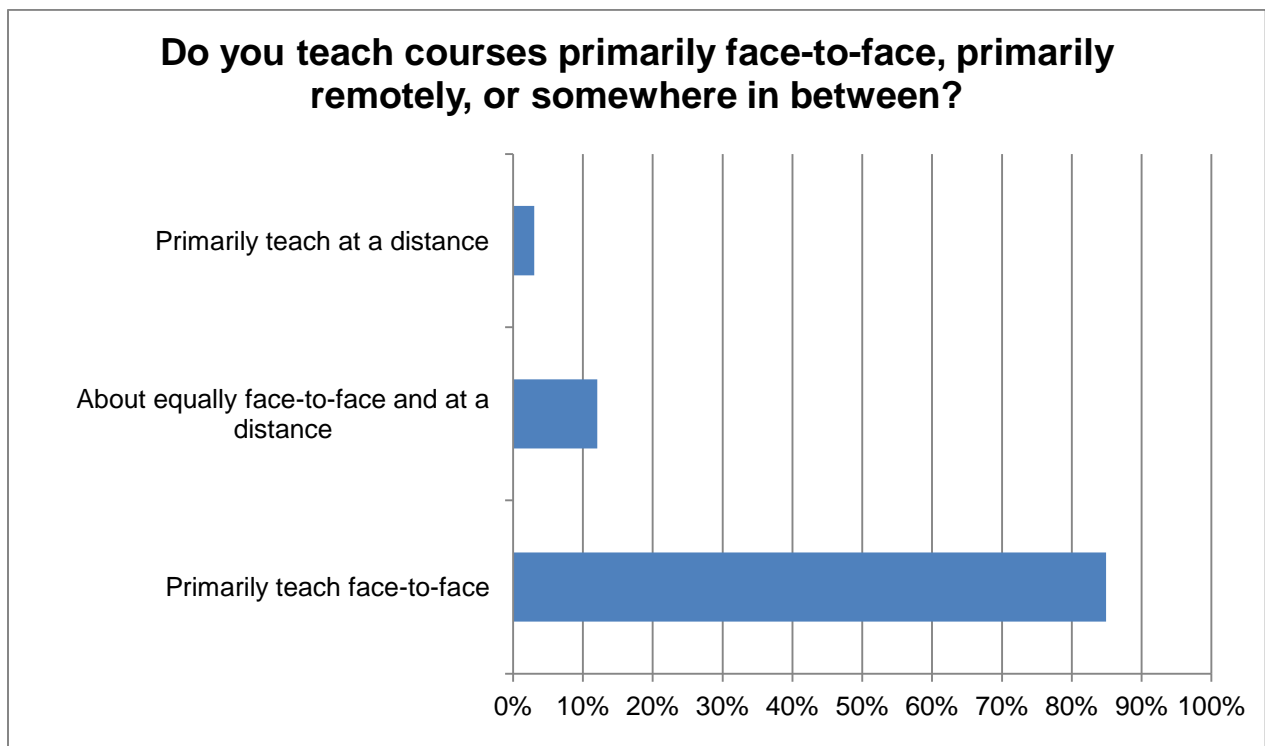
	Response	Percent
Much more as a researcher than as a teacher	30	15.38%
Somewhat more as a researcher than as a teacher	47	24.10%
About equally as a researcher and a teacher	85	43.59%
Somewhat more as a teacher than as a researcher	24	12.31%
Much more as a teacher than as a researcher	9	4.62%
	195	100%



D2

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

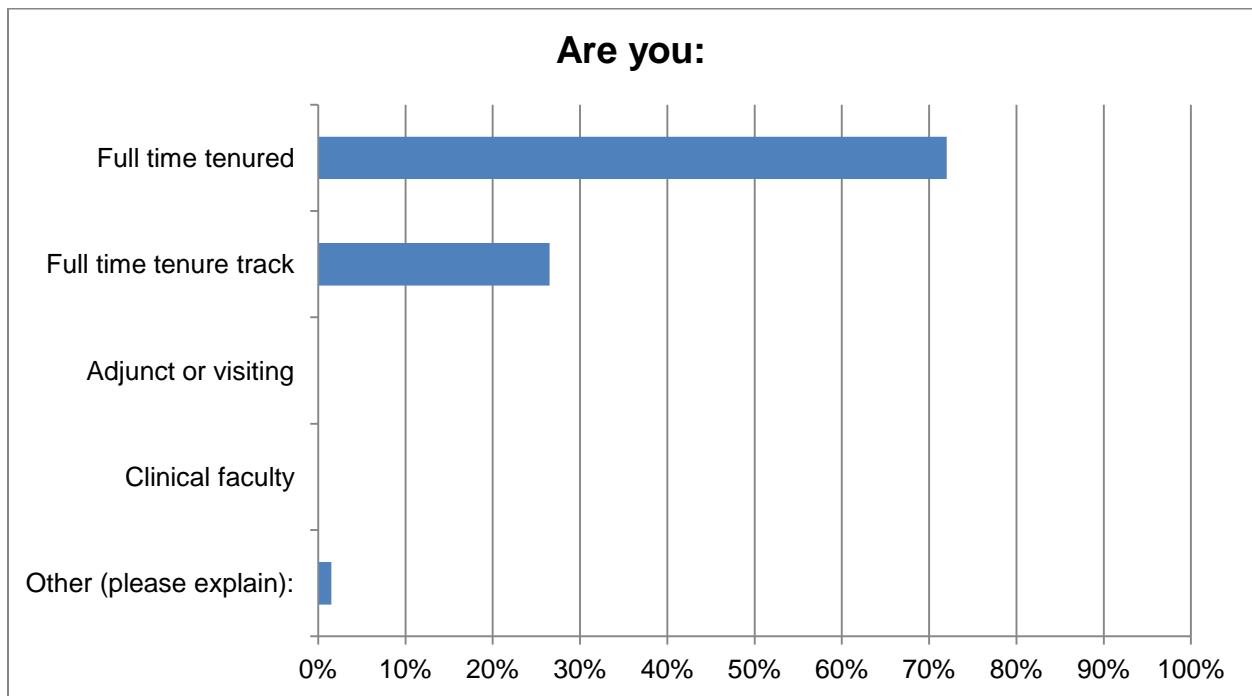
	Response	Percent
Primarily teach face-to-face	169	84.92%
About equally face-to-face and at a distance	24	12.06%
Primarily teach at a distance	6	3.02%
	3	100%



D3

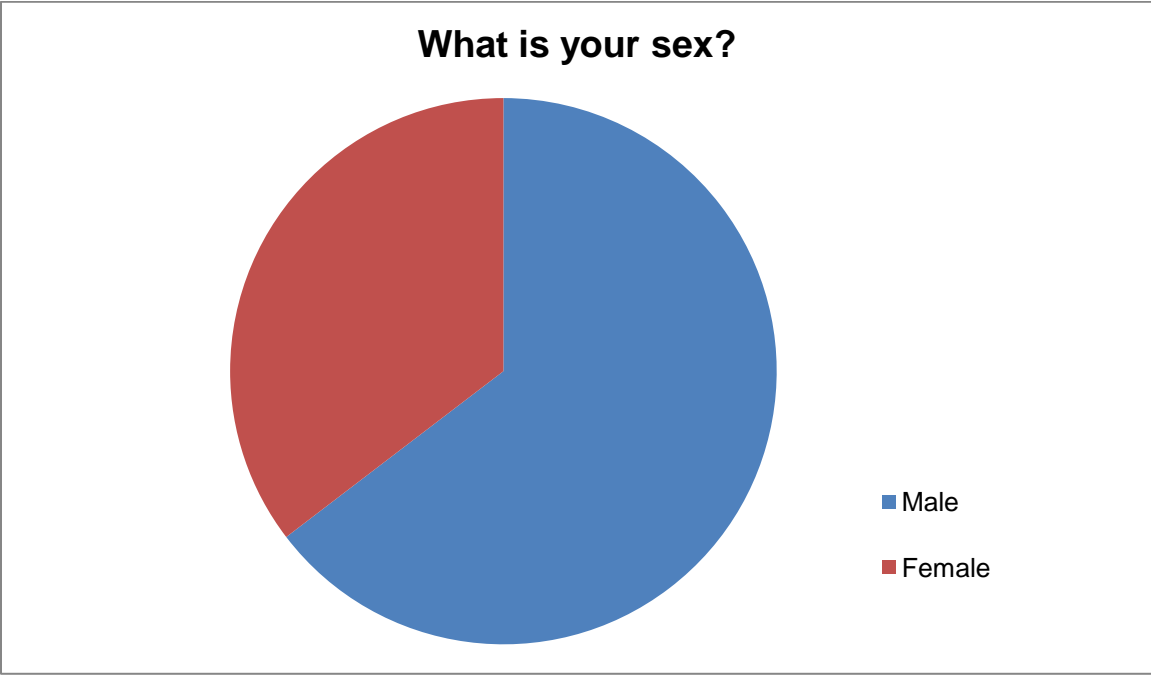
Are you: [rank/title]

	Response	Percent
Full time tenured	144	72.00%
Full time tenure track	53	26.50%
Adjunct or visiting	0	0.00%
Clinical faculty	0	0.00%
Other (please explain):	3	1.50%
	200	100%



D5
What is your sex?

	Response	Percent
Male	126	64.62%
Female	69	35.38%
	195	100%



D6

Please select the age range that best fits:

	Response	Percent
Under 30	1	0.52%
30 - 44	63	32.64%
45 - 59	93	48.19%
60 - 70	33	17.10%
Over 70	3	1.55%
	193	100%

