



# Cal Poly Local Faculty Survey: Report of Findings

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## Overview

The Cal Poly implementation of the Ithaka S+R Faculty Survey was launched on February 5, 2013, and was closed to new responses on February 21, 2014, with a total of 89 complete responses. The survey instrument 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 and access materials for research; faculty members' use of varying types of materials and formats; data preservation and management behaviors; student research skills and undergraduate instruction; and the role of the library in supporting faculty members' needs. The following report provides a high-level overview of findings from the Cal Poly survey.

## Details

All Cal Poly faculty members, including part-time instructors, received an email invitation to participate in a survey about the impact of electronic technologies on their research and teaching. One email reminder was sent before the close of the survey. In total, 161 respondents clicked the survey link, with 89 respondents completing the survey. Due to the survey flow and skip patterns, not all Cal Poly faculty respondents received every question in the survey.

## How to interpret the findings

For each question in the Cal Poly survey, this document provides a single graph and chart 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.

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

## Discovery

The questions in this module cover how academics search for known items, conduct exploratory inquiries, and maintain current awareness in their field.

### Module items

#### 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?

#### 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

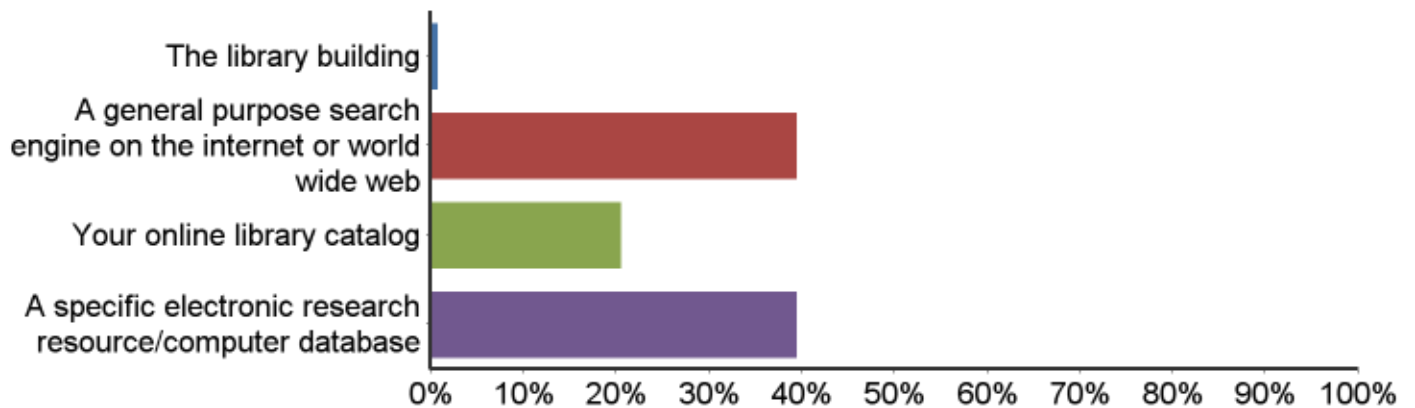
When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process? Select one of the following:

#### Q4

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.

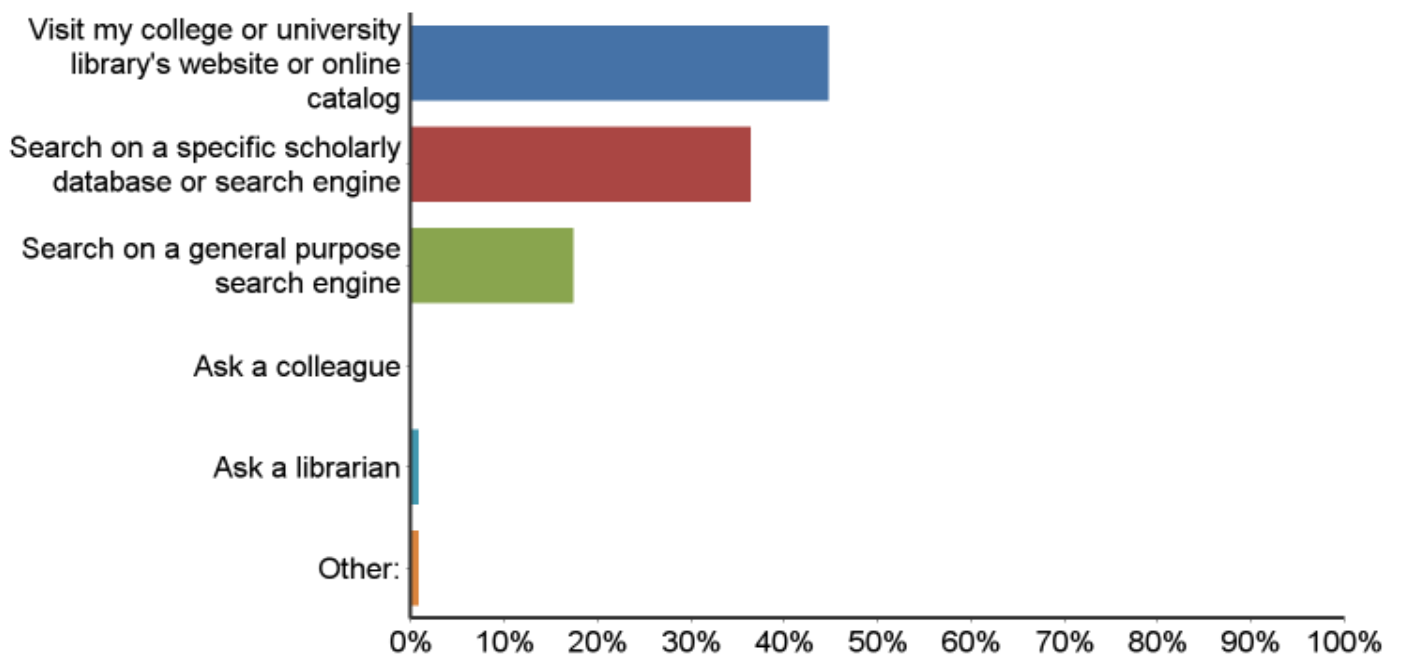
**Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?**

Answer	Response	%
The library building	1	0.76%
A general purpose search engine on the internet or world wide web	52	39.39%
Your online library catalog	27	20.45%
A specific electronic research resource/computer database	52	39.39%
Total	132	100.00%



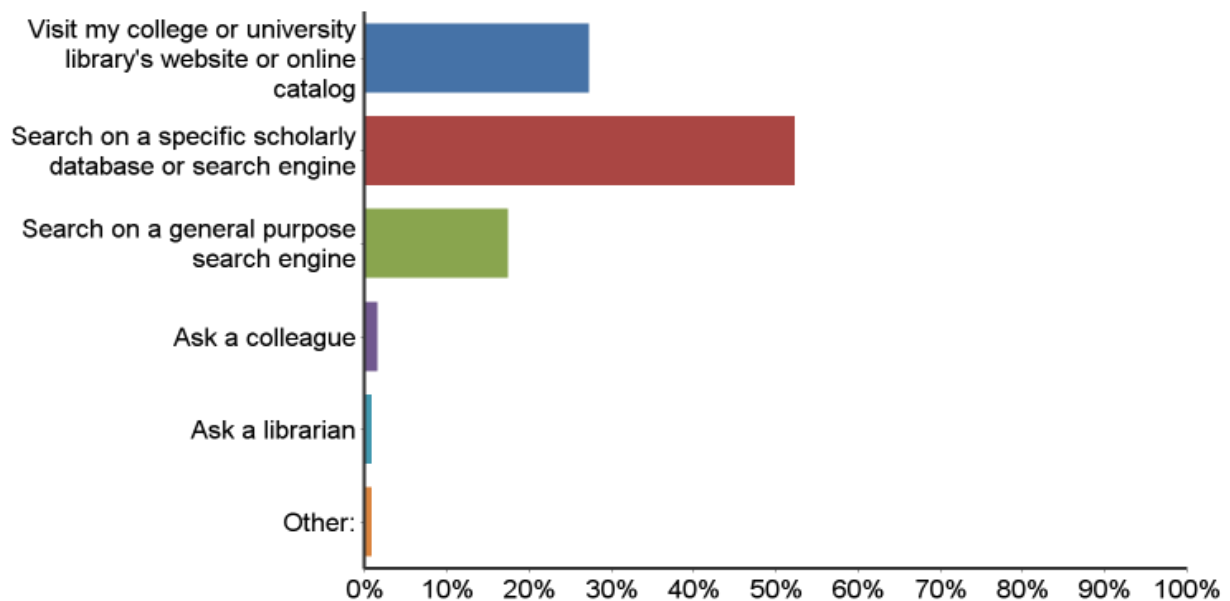
**When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process? Select one of the following answers.**

Answer	Response	%
Visit my college or university library's website or online catalog	59	44.70%
Search on a specific scholarly database or search engine	48	36.36%
Search on a general purpose search engine	23	17.42%
Ask a colleague	0	0.00%
Ask a librarian	1	0.76%
Other:	1	0.76%
Total	132	100.00%



**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:**

Answer	Response	%
Visit my college or university library's website or online catalog	36	27.27%
Search on a specific scholarly database or search engine	69	52.27%
Search on a general purpose search engine	23	17.42%
Ask a colleague	2	1.52%
Ask a librarian	1	0.76%
Other:	1	0.76%
Total	132	100.00%

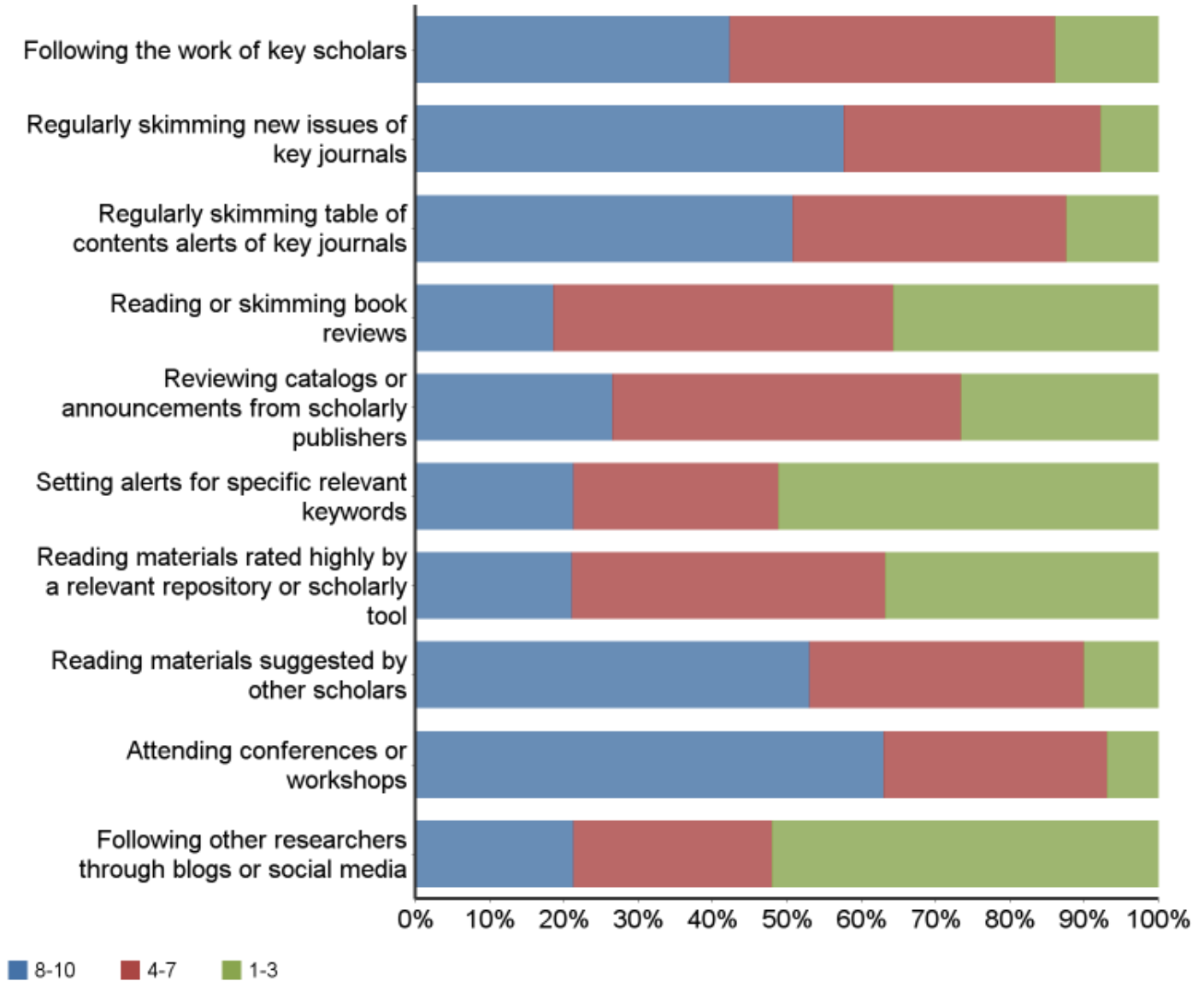


You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important"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

Question	8-10	4-7	1-3	Response
Following the work of key scholars	42.31%	43.85%	13.85%	130
Regularly skimming new issues of key journals	57.69%	34.62%	7.69%	130
Regularly skimming table of contents alerts of key journals	50.77%	36.92%	12.31%	130
Reading or skimming book reviews	18.60%	45.74%	35.66%	129
Reviewing catalogs or announcements from scholarly publishers	26.56%	46.88%	26.56%	128
Setting alerts for specific relevant keywords	21.26%	27.56%	51.18%	127
Reading materials rated highly by a relevant repository or scholarly tool	21.09%	42.19%	36.72%	128
Reading materials suggested by other scholars	53.08%	36.92%	10.00%	130
Attending conferences or workshops	63.08%	30.00%	6.92%	130
Following other researchers through blogs or social media	21.26%	26.77%	51.97%	127



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.



## Skip logic (Teaching)

Responses to the questions in this section establish skip patterns in subsequent parts of the questionnaire (i.e. respondents received several subsequent modules and questions contingent on how they responded to these questions).

### Skip items

#### Q5

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

#### Q6

Are you a full-time faculty member at this college or university?<sup>1</sup>

#### Q7

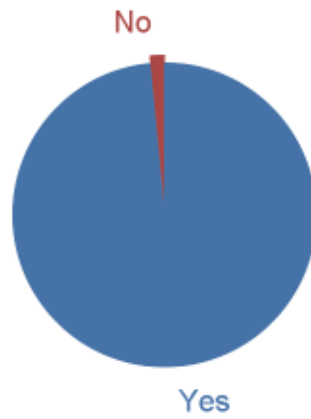
Please select which types of courses you have taught in the last 2 years:  
**[Contingent on Q5]**

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<sup>1</sup> Please note, this item was added to the survey after the initial launch date.

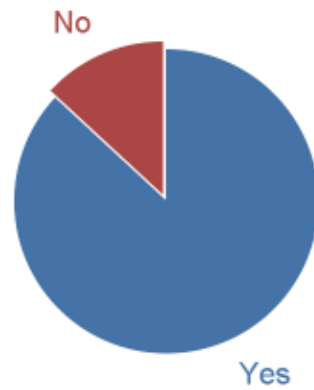
**Is teaching either undergraduate or postgraduate courses among your professional responsibilities?**

Answer	Response	%
Yes	129	98.47%
No	2	1.53%
Total	131	100.00%



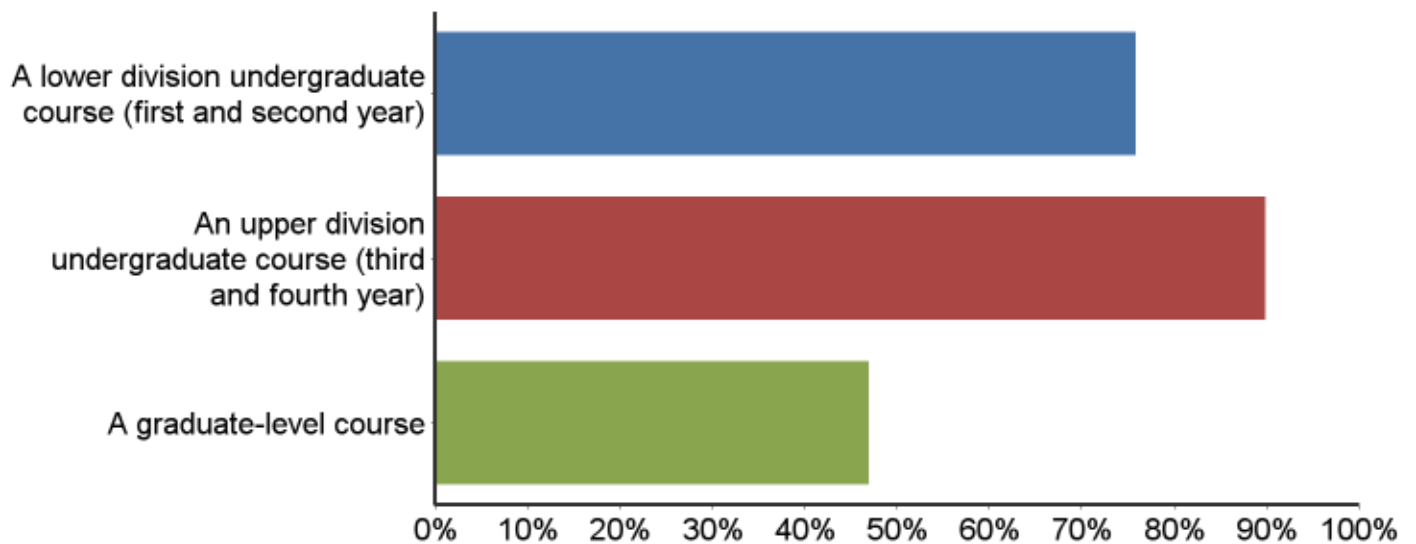
## Are you a full-time faculty member at this college or university?

Answer	Response	%
Yes	53	86.89%
No	8	13.11%
Total	61	100.00%



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

Answer	Response	%
A lower division undergraduate course (first and second year)	97	75.78%
An upper division undergraduate course (third and fourth year)	115	89.84%
A graduate-level course	60	46.88%
Total	272	100.00%



## Student research skills

The questions in this module cover perceptions of students' research and critical thinking skills and the comparative responsibility of various parties including the library to develop these skills.

### Module items

#### Q8

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. **[Contingent on Q7]**

#### Q9

Please select one statement from the following list that best describes your point of view: **[Contingent on Q7]**

#### Q10

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. **[Contingent on Q7]**

#### Q11

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. **[Contingent on Q7]**

#### Q12

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? **[Contingent on Q7]**

#### Q13

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

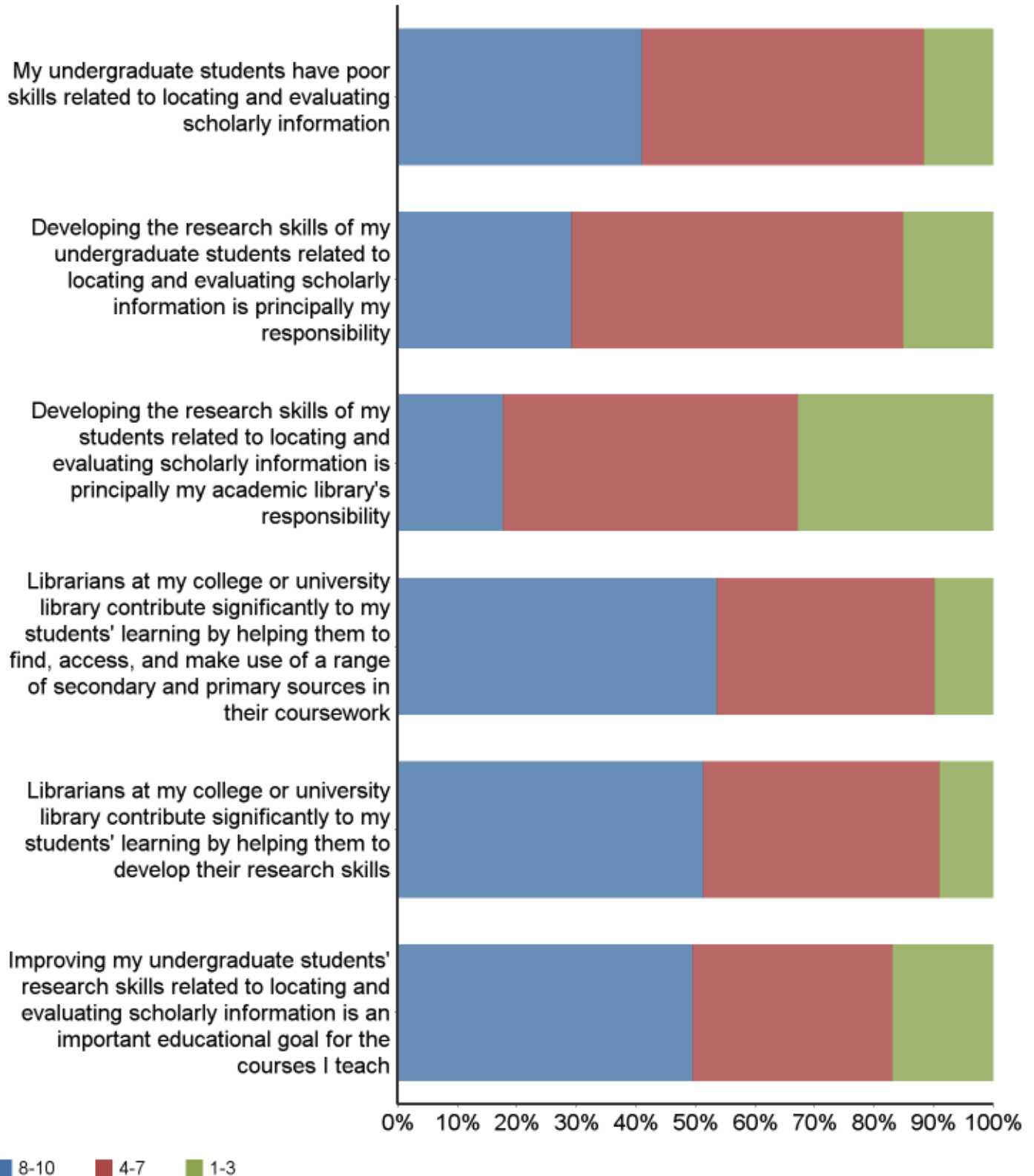
succeed in your courses, where a 10 equals “Helps significantly” and a 1 equals “Does not help at all”. **[Contingent on Q7]**

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.

Question	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	41.07%	47.32%	11.61%	112
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility	29.20%	55.75%	15.04%	113
Developing the research skills of my students related to locating and evaluating scholarly information is principally my academic library's responsibility	17.70%	49.56%	32.74%	113
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	53.57%	36.61%	9.82%	112
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	51.35%	39.64%	9.01%	111
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	49.56%	33.63%	16.81%	113

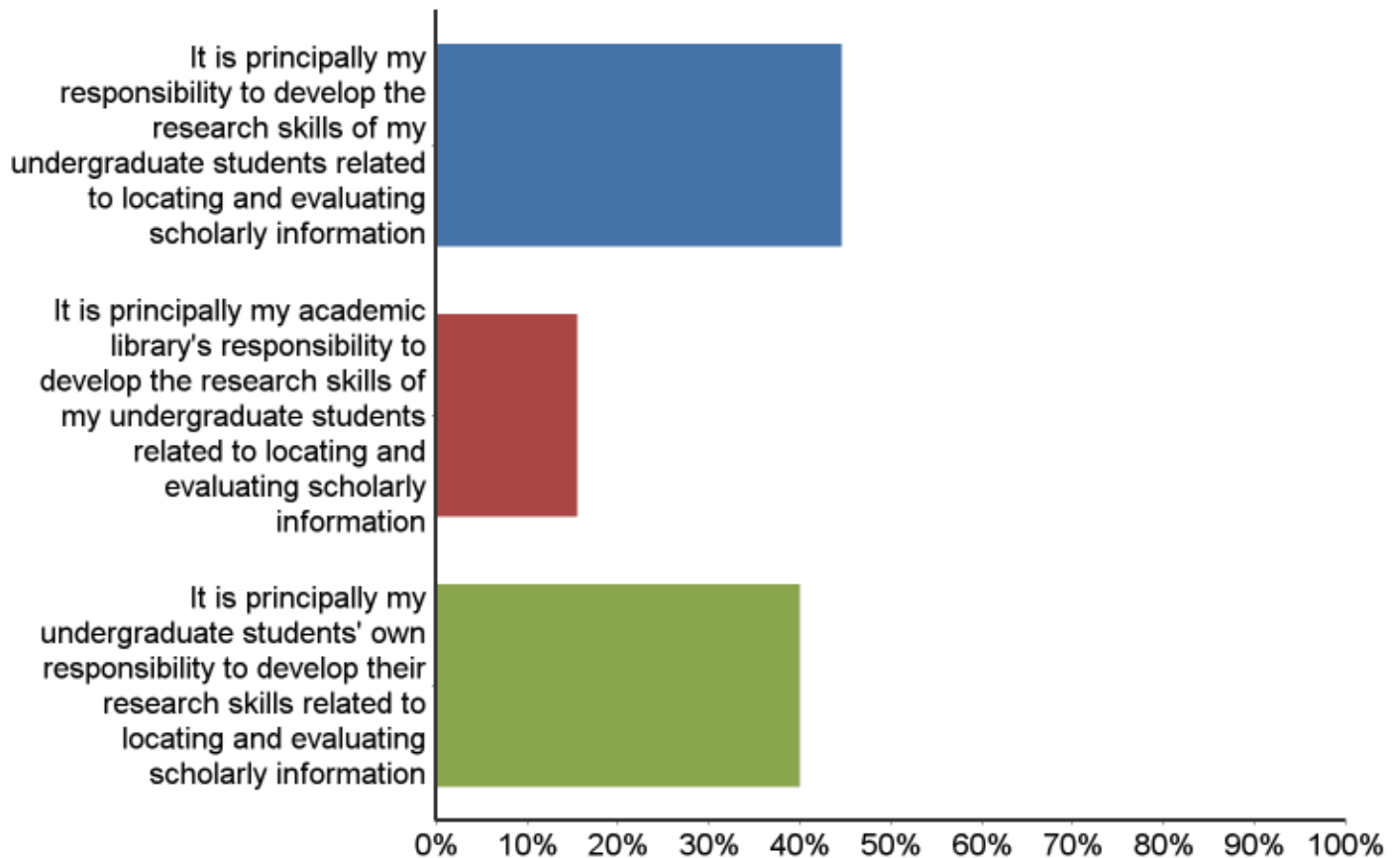


Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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



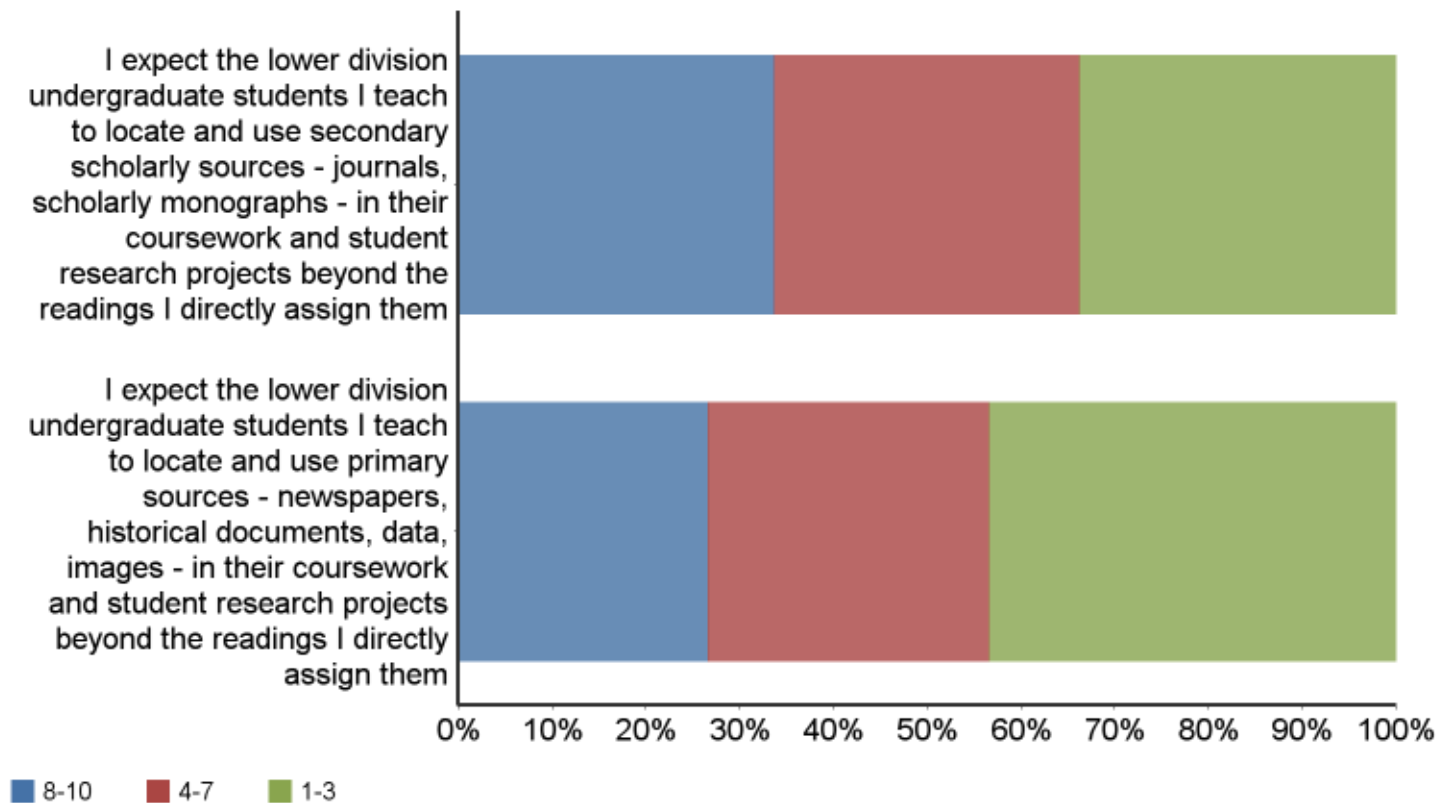
Please select the one statement from the following list that best describes your point of view:

Answer	Response	%
It is principally my responsibility to develop the research skills of my undergraduate students related to locating and evaluating scholarly information	49	44.55%
It is principally my academic library's responsibility to develop the research skills of my undergraduate students related to locating and evaluating scholarly information	17	15.45%
It is principally my undergraduate students' own responsibility to develop their research skills related to locating and evaluating scholarly information	44	40.00%
Total	110	100.00%



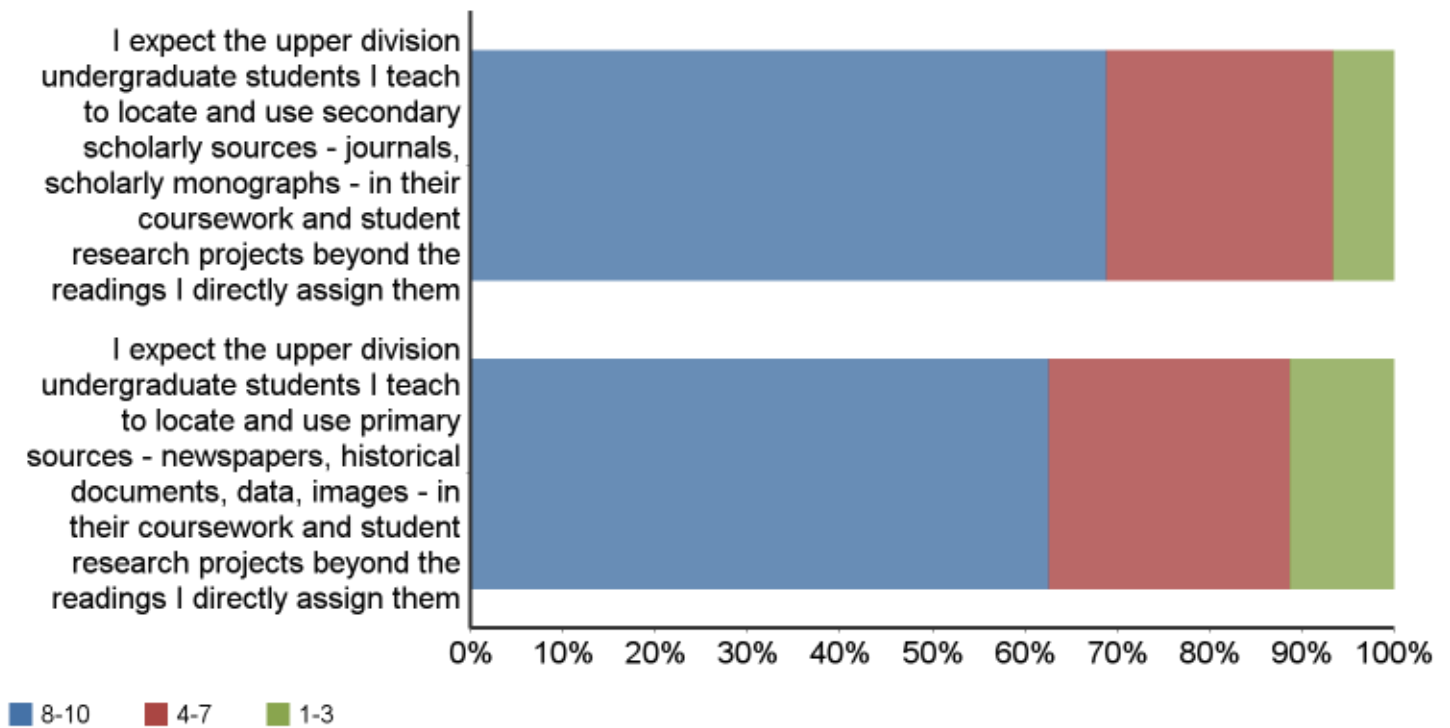
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

Question	8-10	4-7	1-3	Response
I expect the lower division undergraduate 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	33.71%	32.58%	33.71%	89
I expect the lower division undergraduate 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	26.67%	30.00%	43.33%	90



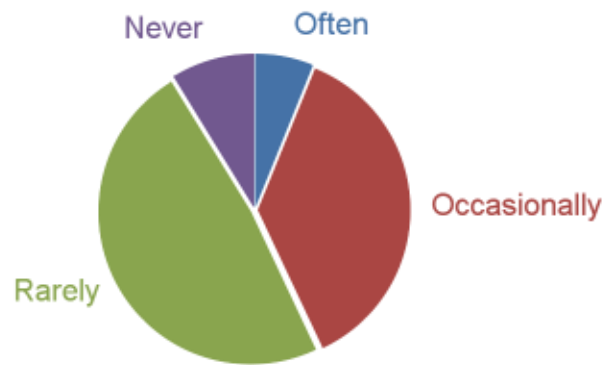
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

Question	8-10	4-7	1-3	Response
I expect the upper division undergraduate 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	68.87%	24.53%	6.60%	106
I expect the upper division undergraduate 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	62.62%	26.17%	11.21%	107



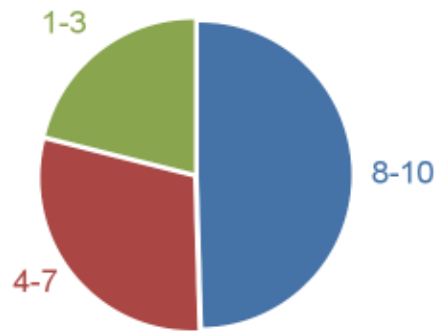
**As far as you know, how often do students in the courses you teach interact with librarians at your college or university library - often, occasionally, rarely, or never?**

Answer	Response	%
Often	7	6.14%
Occasionally	42	36.84%
Rarely	55	48.25%
Never	10	8.77%
Total	114	100.00%



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".

Answer	Response	%
8-10	54	49.54%
4-7	32	29.36%
1-3	23	21.10%
Total	109	100.00%



## Undergraduate Instruction

This module covers classroom formats, assignment types, and integration of new pedagogical and communications mechanisms, and valued support services including the library.

### Module items

#### Q14

How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

**[Contingent on Q7]**

#### Q15

Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item. **[Contingent on Q7]**

#### Q16

Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

#### Q17

How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

#### Q18

How often do you make use of email lists or discussion boards on a course management system to support collaboration or ongoing discussion between you and your students outside of the classroom - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

#### Q19

How often do you do each of the following in the lower division undergraduate courses that you teach - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

#### Q20

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. **[Contingent on Q7]**

**Q21**

How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

**Q22**

Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item. **[Contingent on Q7]**

**Q23**

Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

**Q24**

How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**

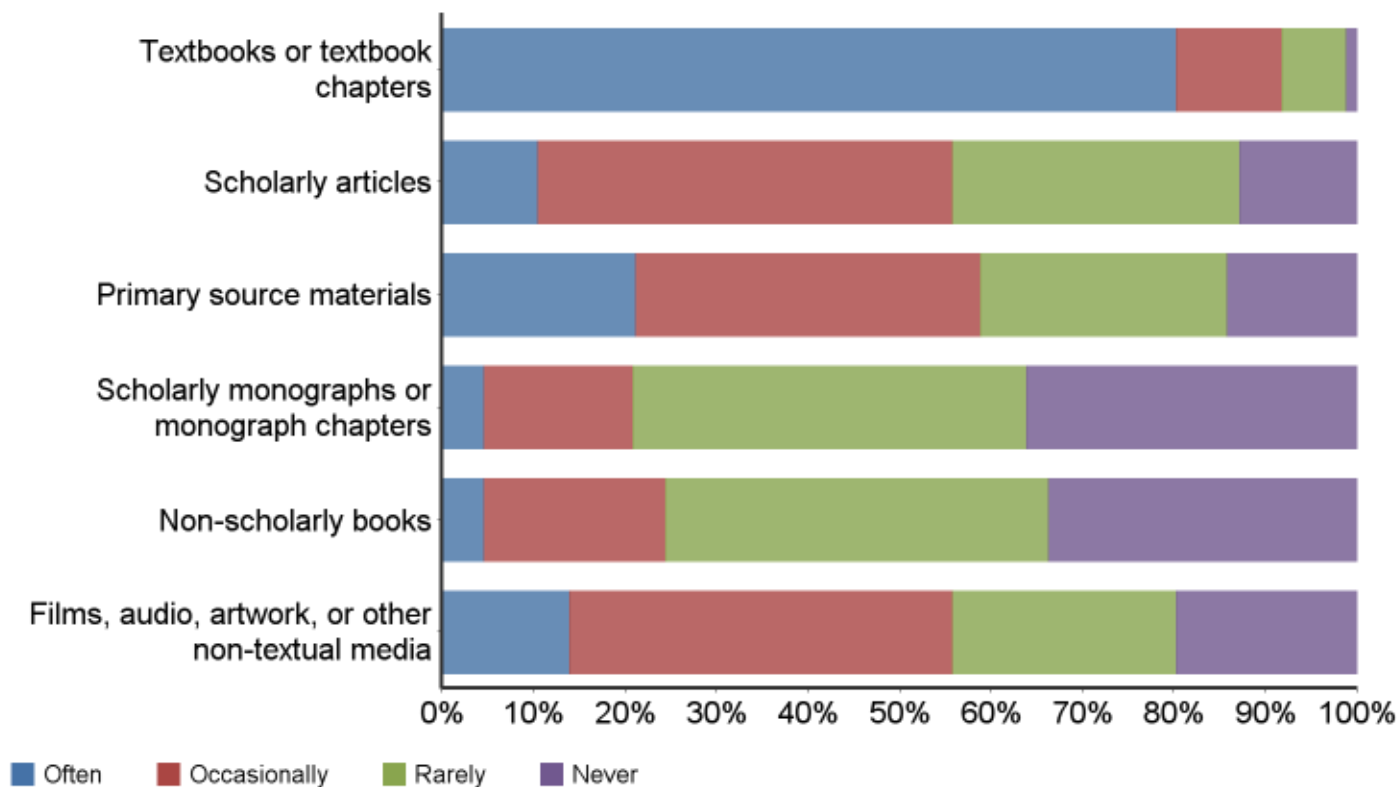
**Q25**

How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item. **[Contingent on Q7]**



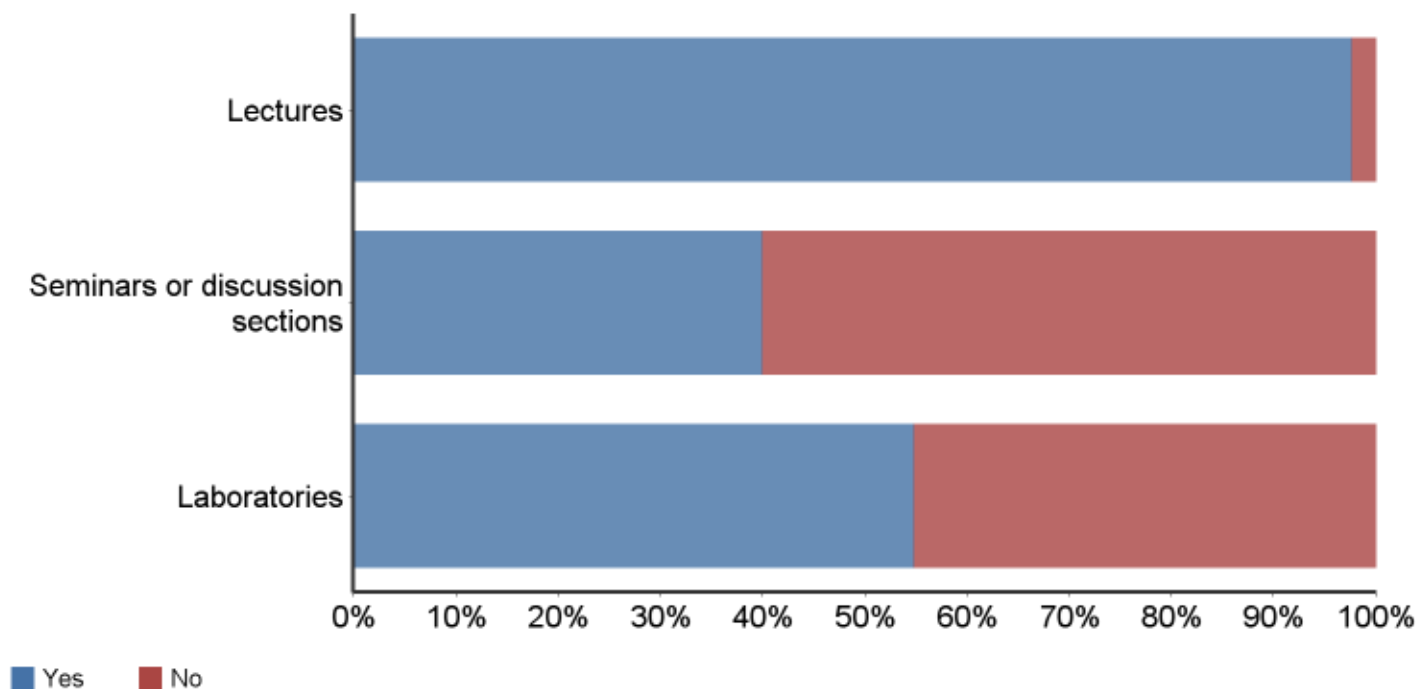
How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

Question	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	80.23%	11.63%	6.98%	1.16%	86
Scholarly articles	10.47%	45.35%	31.40%	12.79%	86
Primary source materials	21.18%	37.65%	27.06%	14.12%	85
Scholarly monographs or monograph chapters	4.65%	16.28%	43.02%	36.05%	86
Non-scholarly books	4.65%	19.77%	41.86%	33.72%	86
Films, audio, artwork, or other non-textual media	13.95%	41.86%	24.42%	19.77%	86



Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

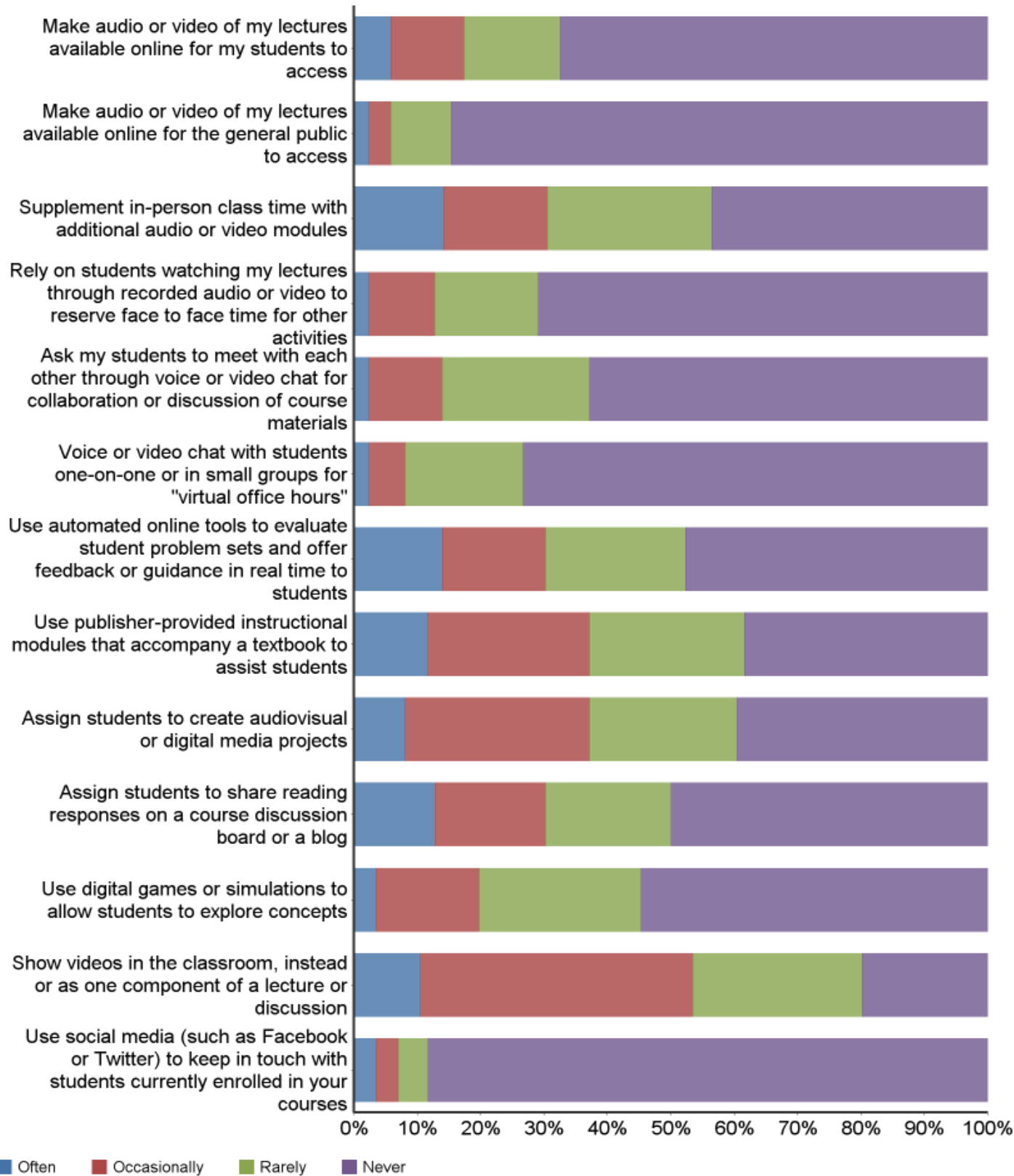
Question	Yes	No	Response
Lectures	97.67%	2.33%	86
Seminars or discussion sections	40.00%	60.00%	80
Laboratories	54.88%	45.12%	82



**Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.**

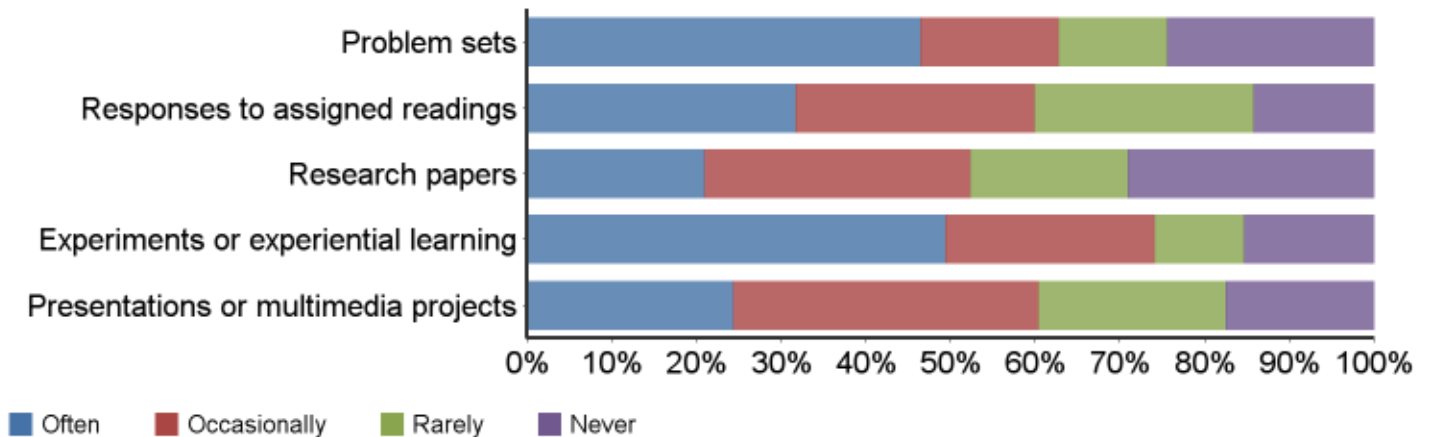
Question	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	5.81%	11.63%	15.12%	67.44%	86
Make audio or video of my lectures available online for the general public to access	2.35%	3.53%	9.41%	84.71%	85
Supplement in-person class time with additional audio or video modules	14.12%	16.47%	25.88%	43.53%	85
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	2.33%	10.47%	16.28%	70.93%	86
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	2.33%	11.63%	23.26%	62.79%	86
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	2.33%	5.81%	18.60%	73.26%	86
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	13.95%	16.28%	22.09%	47.67%	86
Use publisher-provided instructional modules that accompany a textbook to assist students	11.63%	25.58%	24.42%	38.37%	86
Assign students to create audiovisual or digital media projects	8.14%	29.07%	23.26%	39.53%	86
Assign students to share reading responses on a course discussion board or a blog	12.79%	17.44%	19.77%	50.00%	86
Use digital games or simulations to allow students to explore concepts	3.49%	16.28%	25.58%	54.65%	86
Show videos in the classroom, instead or as one component of a lecture or discussion	10.47%	43.02%	26.74%	19.77%	86
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	3.49%	3.49%	4.65%	88.37%	86

Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your *lower division undergraduate* courses - often, occasionally, rarely, or never? Please select one answer for each item.



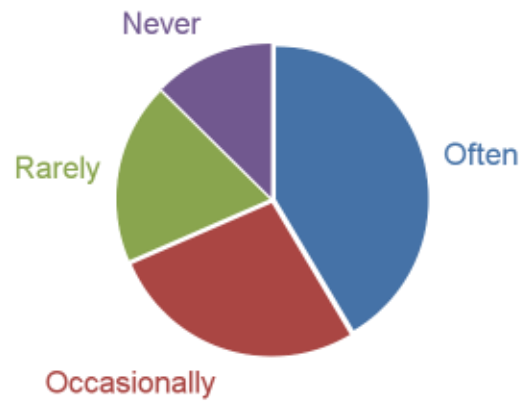
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

Question	Often	Occasionally	Rarely	Never	Response
Problem sets	46.51%	16.28%	12.79%	24.42%	86
Responses to assigned readings	31.76%	28.24%	25.88%	14.12%	85
Research papers	20.93%	31.40%	18.60%	29.07%	86
Experiments or experiential learning	49.41%	24.71%	10.59%	15.29%	85
Presentations or multimedia projects	24.42%	36.05%	22.09%	17.44%	86



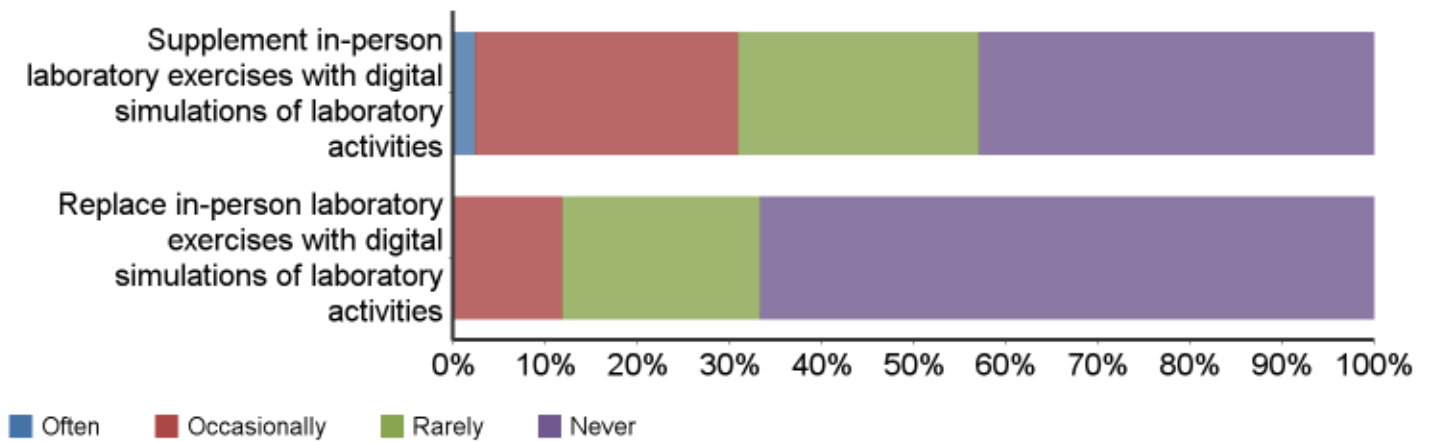
How often do you make use of email lists or discussion boards on a course management system to support collaboration or ongoing discussion between you and your students outside of the classroom - often, occasionally, rarely, or never? Please select one answer for each item.

Answer	Response	%
Often	46	41.44%
Occasionally	30	27.03%
Rarely	21	18.92%
Never	14	12.61%
Total	111	100.00%



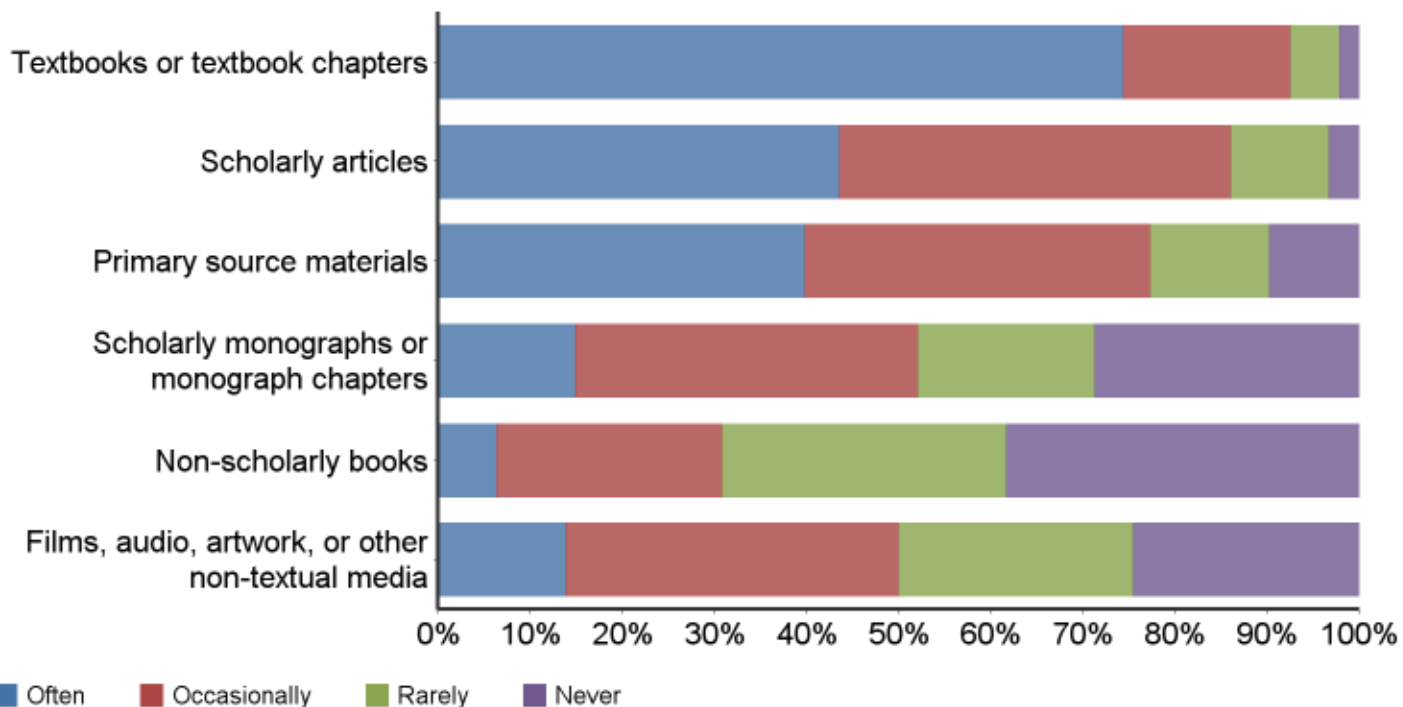
How often do you do each of the following in the *lower division undergraduate* courses that you teach - often, occasionally, rarely, or never? Please select one answer for each item.

Question	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	2.38%	28.57%	26.19%	42.86%	42
Replace in-person laboratory exercises with digital simulations of laboratory activities	0.00%	11.90%	21.43%	66.67%	42



How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

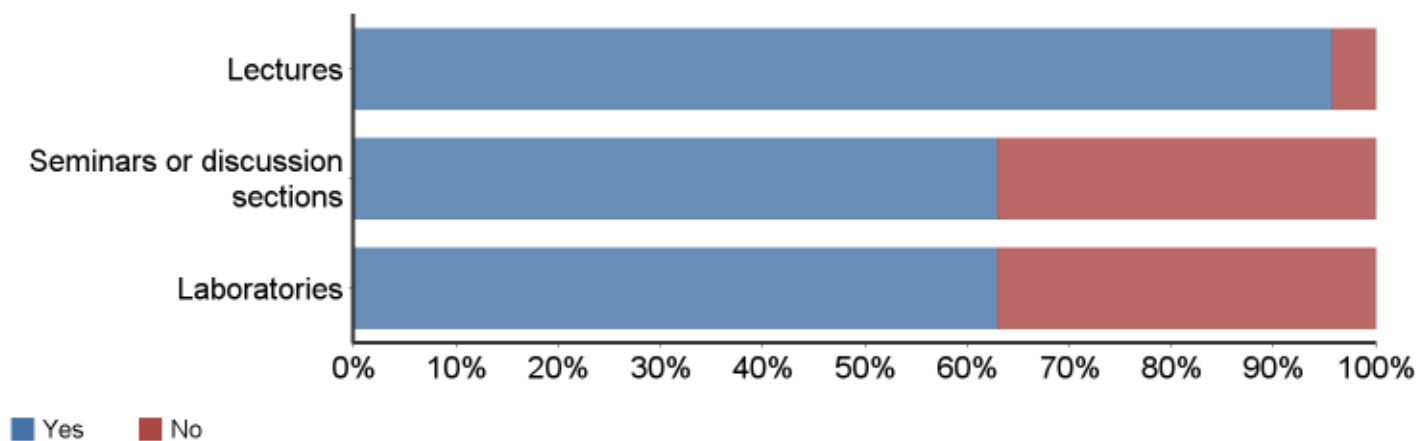
Question	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	74.47%	18.09%	5.32%	2.13%	94
Scholarly articles	43.62%	42.55%	10.64%	3.19%	94
Primary source materials	39.78%	37.63%	12.90%	9.68%	93
Scholarly monographs or monograph chapters	14.89%	37.23%	19.15%	28.72%	94
Non-scholarly books	6.38%	24.47%	30.85%	38.30%	94
Films, audio, artwork, or other non-textual media	13.83%	36.17%	25.53%	24.47%	94





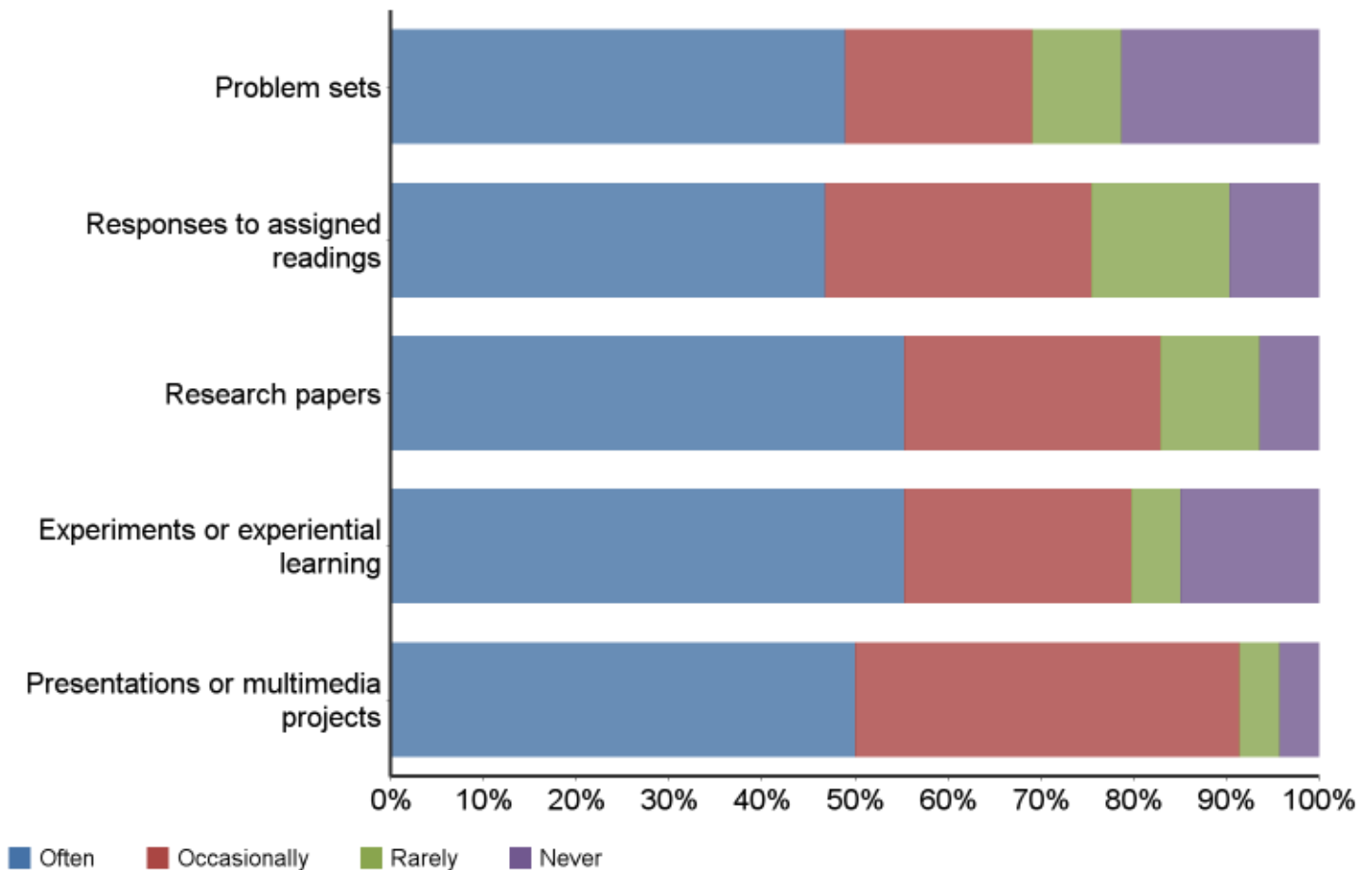
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

Question	Yes	No	Response
Lectures	95.74%	4.26%	94
Seminars or discussion sections	63.04%	36.96%	92
Laboratories	63.04%	36.96%	92



How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

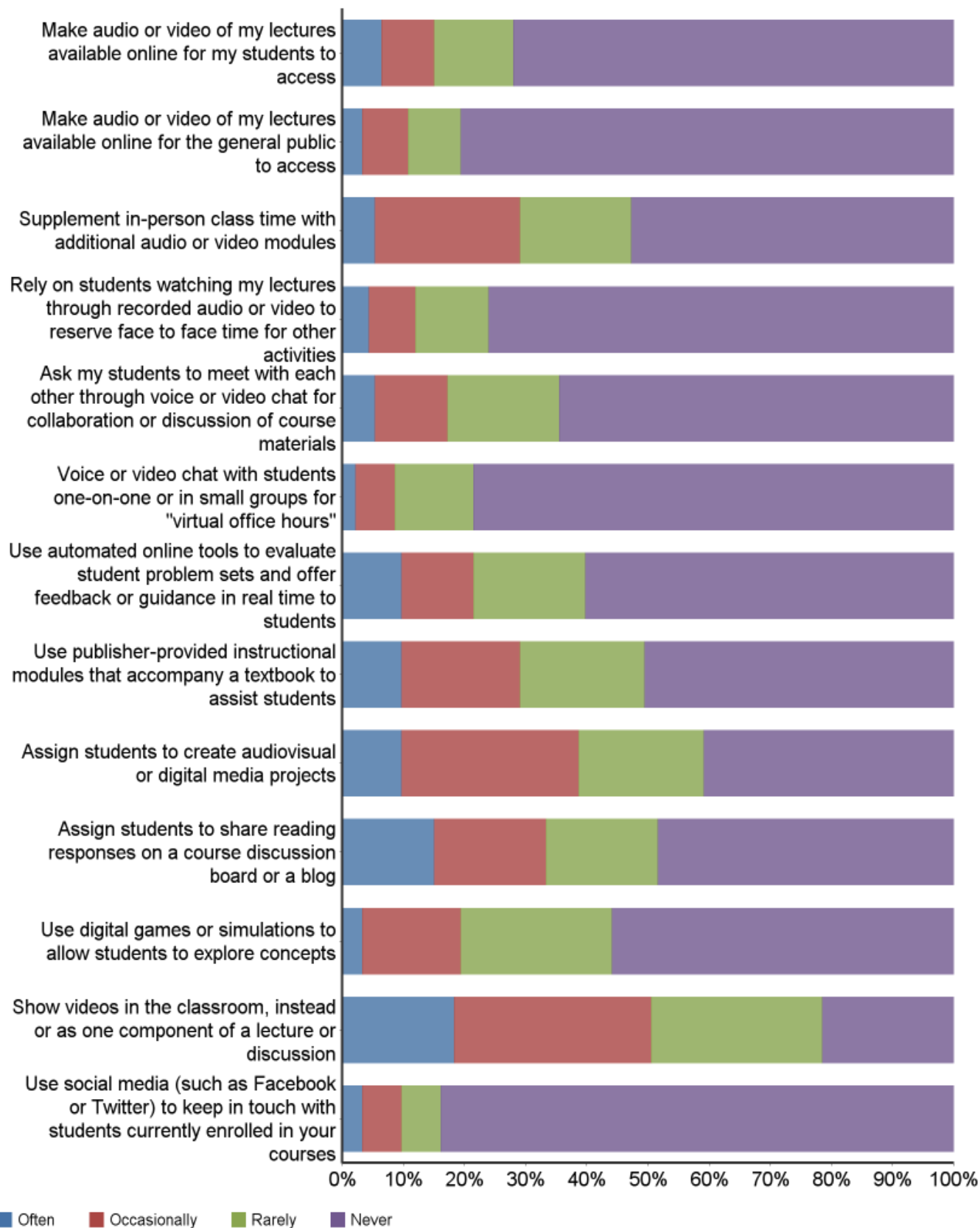
Question	Often	Occasionally	Rarely	Never	Response
Problem sets	48.94%	20.21%	9.57%	21.28%	94
Responses to assigned readings	46.81%	28.72%	14.89%	9.57%	94
Research papers	55.32%	27.66%	10.64%	6.38%	94
Experiments or experiential learning	55.32%	24.47%	5.32%	14.89%	94
Presentations or multimedia projects	50.00%	41.49%	4.26%	4.26%	94



**Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.**

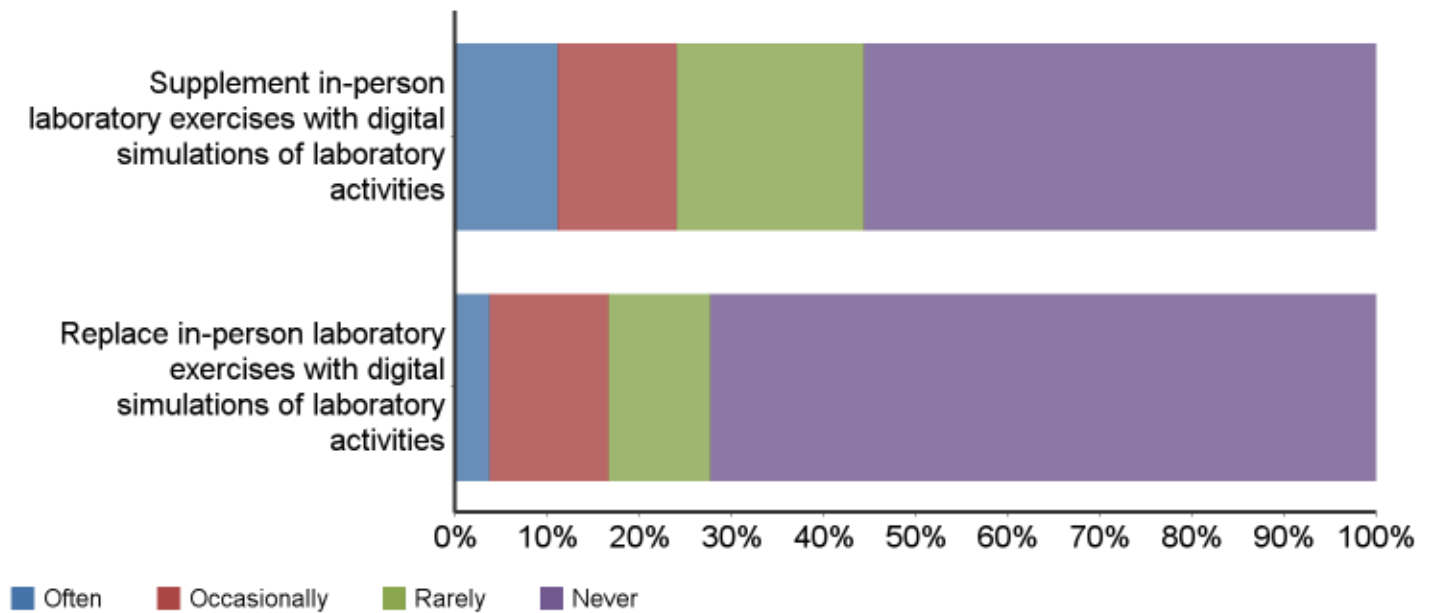
Question	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	6.45%	8.60%	12.90%	72.04%	93
Make audio or video of my lectures available online for the general public to access	3.23%	7.53%	8.60%	80.65%	93
Supplement in-person class time with additional audio or video modules	5.38%	23.66%	18.28%	52.69%	93
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	4.35%	7.61%	11.96%	76.09%	92
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	5.38%	11.83%	18.28%	64.52%	93
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	2.15%	6.45%	12.90%	78.49%	93
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	9.68%	11.83%	18.28%	60.22%	93
Use publisher-provided instructional modules that accompany a textbook to assist students	9.68%	19.35%	20.43%	50.54%	93
Assign students to create audiovisual or digital media projects	9.68%	29.03%	20.43%	40.86%	93
Assign students to share reading responses on a course discussion board or a blog	15.05%	18.28%	18.28%	48.39%	93
Use digital games or simulations to allow students to explore concepts	3.23%	16.13%	24.73%	55.91%	93
Show videos in the classroom, instead or as one component of a lecture or discussion	18.28%	32.26%	27.96%	21.51%	93
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	3.23%	6.45%	6.45%	83.87%	93

Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.



How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

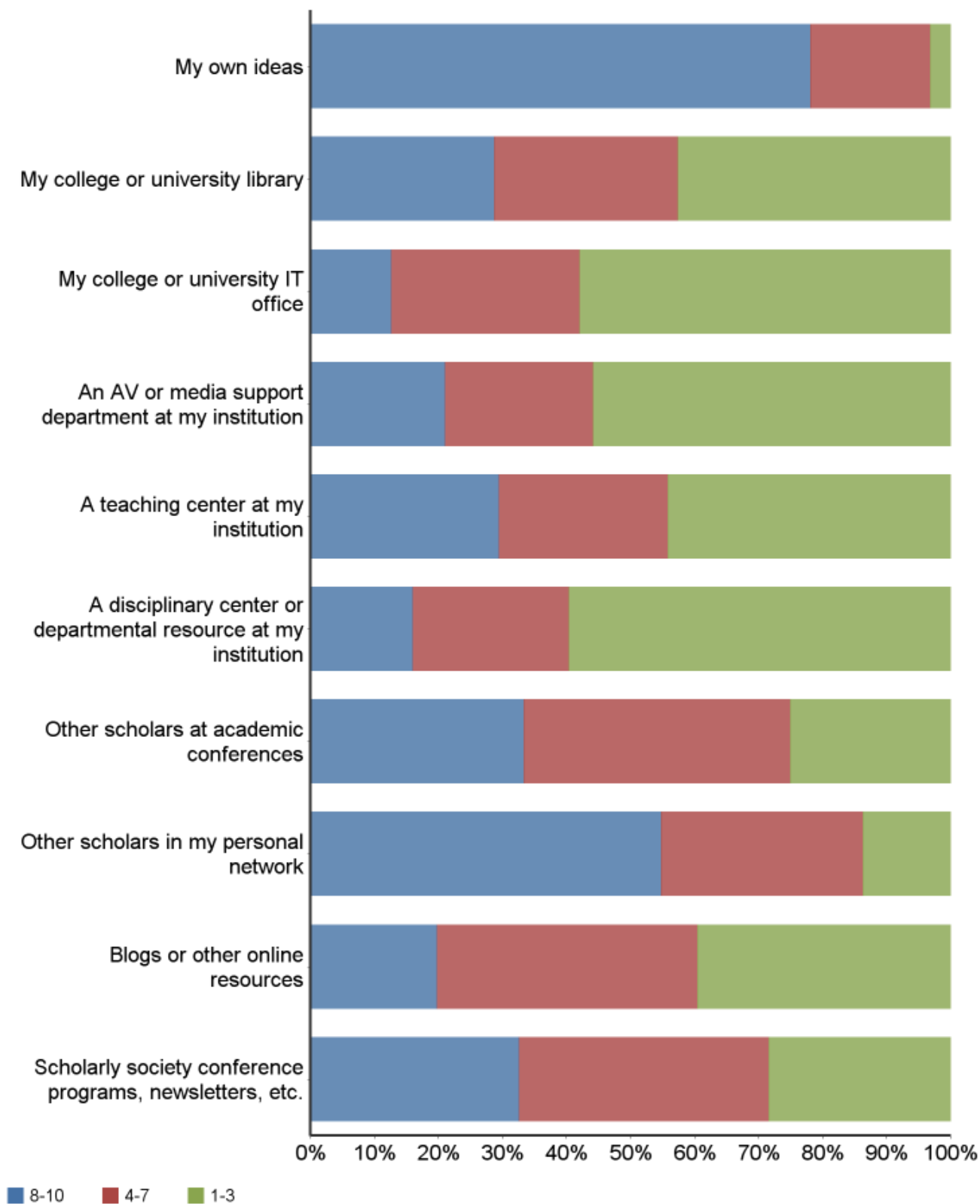
Question	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	11.11%	12.96%	20.37%	55.56%	54
Replace in-person laboratory exercises with digital simulations of laboratory activities	3.70%	12.96%	11.11%	72.22%	54



**Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology, where 10 equals "A great deal" and 1 equals "Not at all." Please select one answer for each item.**

Question	8-10	4-7	1-3	Response
My own ideas	78.13%	18.75%	3.13%	96
My college or university library	28.72%	28.72%	42.55%	94
My college or university IT office	12.63%	29.47%	57.89%	95
An AV or media support department at my institution	21.05%	23.16%	55.79%	95
A teaching center at my institution	29.47%	26.32%	44.21%	95
A disciplinary center or departmental resource at my institution	15.96%	24.47%	59.57%	94
Other scholars at academic conferences	33.33%	41.67%	25.00%	96
Other scholars in my personal network	54.74%	31.58%	13.68%	95
Blogs or other online resources	19.79%	40.63%	39.58%	96
Scholarly society conference programs, newsletters, etc.	32.63%	38.95%	28.42%	95

Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology, where 10 equals "A great deal" and 1 equals "Not at all." Please select one answer for each item.

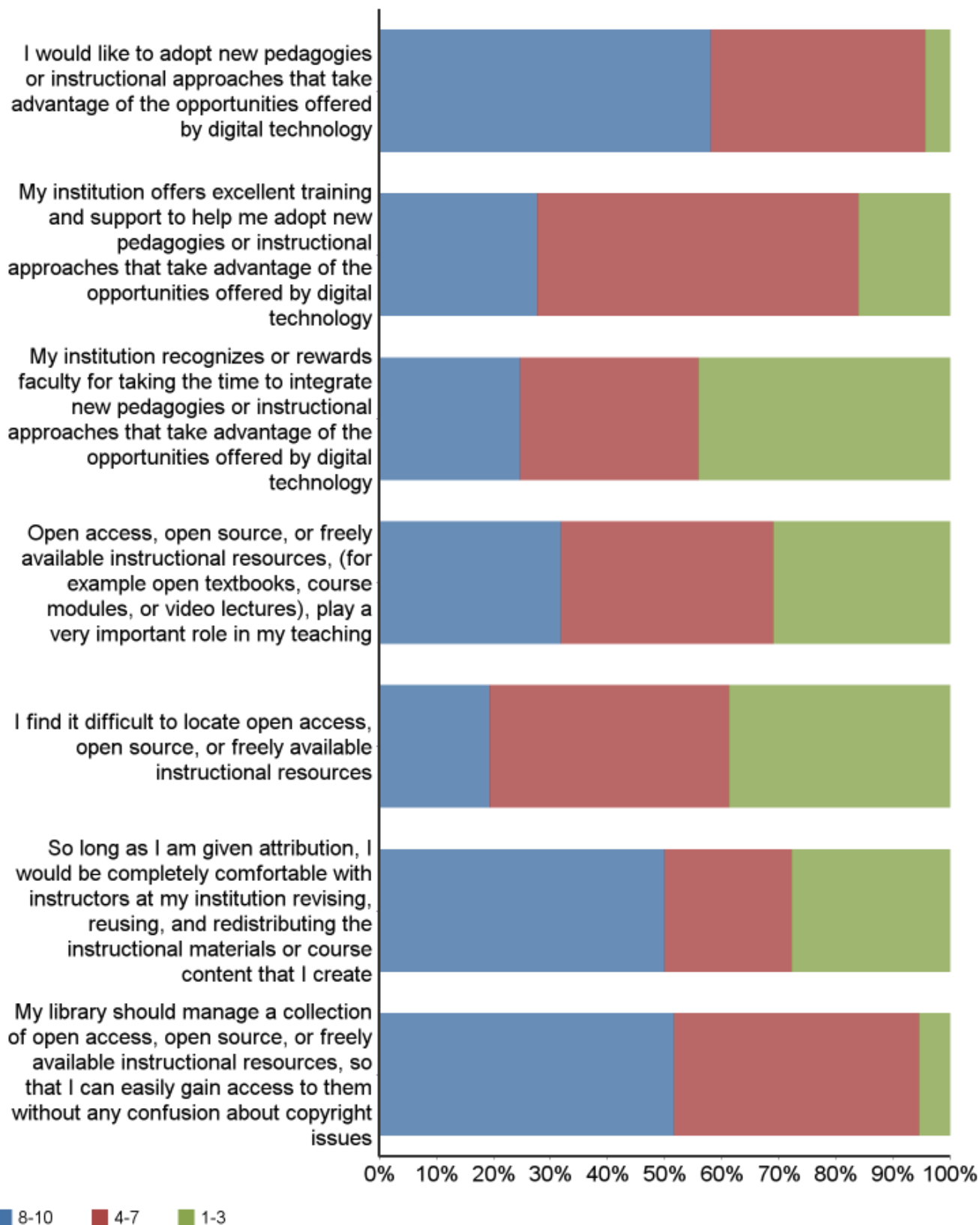


Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

Question	8-10	4-7	1-3	Response
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	58.06%	37.63%	4.30%	93
My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	27.66%	56.38%	15.96%	94
My institution recognizes or rewards faculty for taking the time to integrate new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	24.73%	31.18%	44.09%	93
Open access, open source, or freely available instructional resources, (for example open textbooks, course modules, or video lectures), play a very important role in my teaching	31.91%	37.23%	30.85%	94
I find it difficult to locate open access, open source, or freely available instructional resources	19.35%	41.94%	38.71%	93
So long as I am given attribution, I would be completely comfortable with instructors at my institution revising, reusing, and redistributing the instructional materials or course content that I create	50.00%	22.34%	27.66%	94
My library should manage a collection of open access, open source, or freely available instructional resources, so that I can easily gain access to them without any confusion about copyright issues	51.61%	43.01%	5.38%	93



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.



## Role of the library

The questions in this module cover perceptions of the changing role and value of the campus library.

### Module items

#### Q26

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."

#### Q27

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.

#### Q28

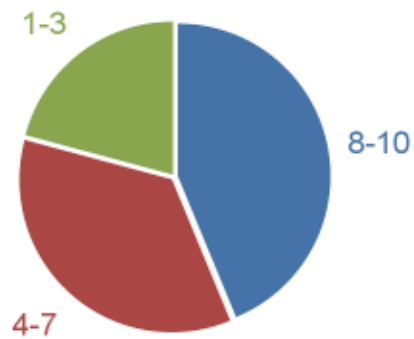
Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important"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

#### Q29

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.

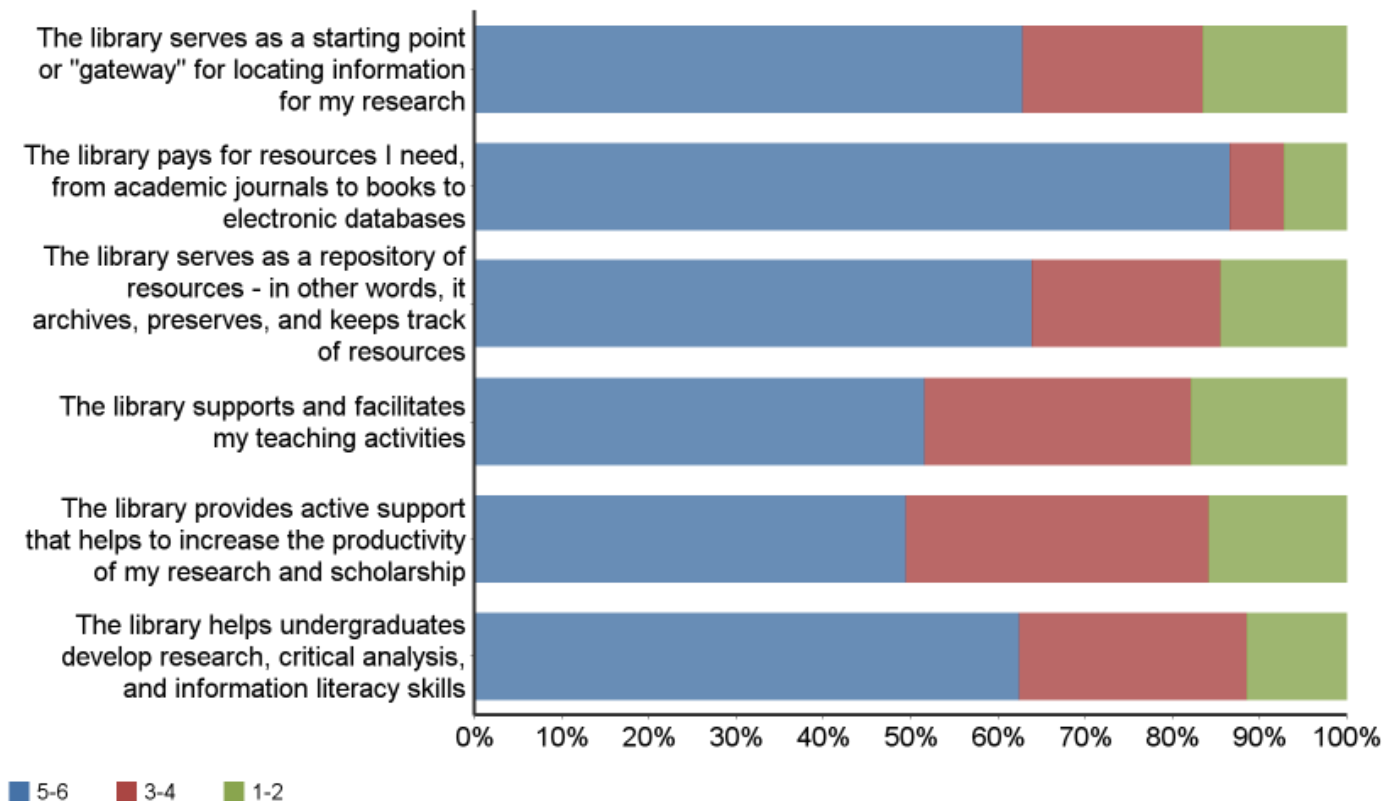
How dependent would you say you are on your college or university library for research you conduct? Please rate from 10 to 1 where 10 equals "Completely dependent" and 1 equals "Not at all dependent."

Answer	Response	%
8-10	42	43.75%
4-7	34	35.42%
1-3	20	20.83%
Total	96	100.00%



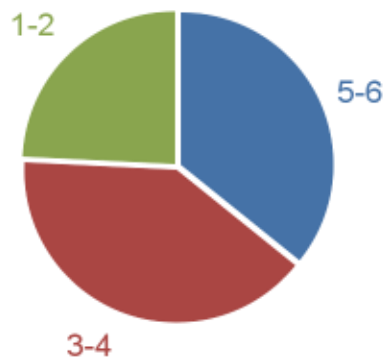
**How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each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

Question	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	62.89%	20.62%	16.49%	97
The library pays for resources I need, from academic journals to books to electronic databases	86.60%	6.19%	7.22%	97
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	63.92%	21.65%	14.43%	97
The library supports and facilitates my teaching activities	51.58%	30.53%	17.89%	95
The library provides active support that helps to increase the productivity of my research and scholarship	49.47%	34.74%	15.79%	95
The library helps undergraduates develop research, critical analysis, and information literacy skills	62.50%	26.04%	11.46%	96



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."

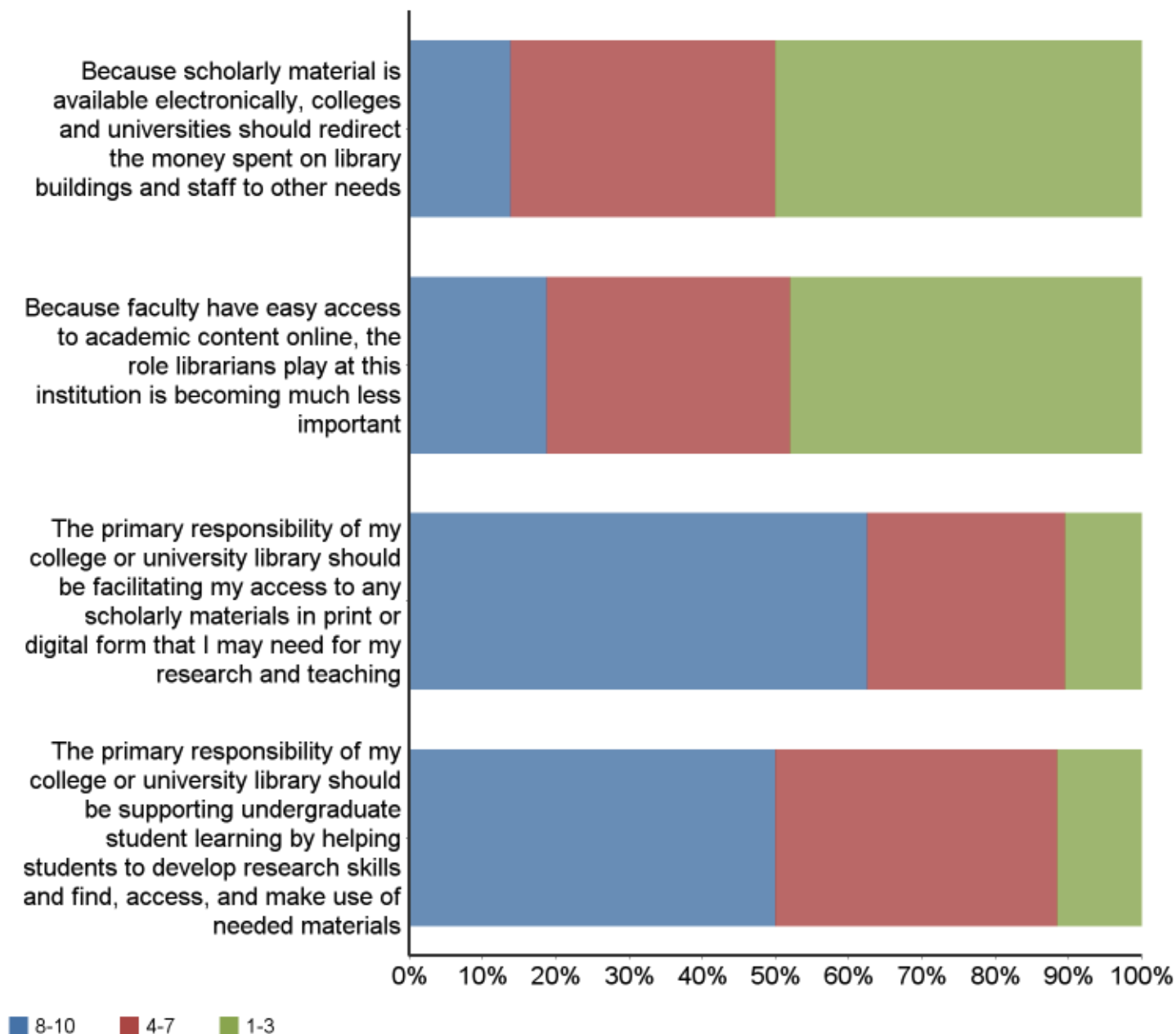
Answer	Response	%
5-6	34	35.79%
3-4	38	40.00%
1-2	23	24.21%
Total	95	100.00%



**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.**

Question	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	13.83%	36.17%	50.00%	94
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	18.75%	33.33%	47.92%	96
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	62.50%	27.08%	10.42%	96
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	50.00%	38.54%	11.46%	96

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.



## Material Types

This section includes questions covering the role and value of various types of materials, including formal publications and primary source materials, for research and teaching.

### Module Items

#### Q30

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? Rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." You may choose any number on each scale – the higher the number the greater the importance you are placing on the item and the lower the number the lesser the importance you are placing on the item. Please select one rating for each item.

#### Q31

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

#### Q32

How important *to your teaching* are each of the following types of primary source 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. **[Contingent on Q5 and Q31]**

#### Q33

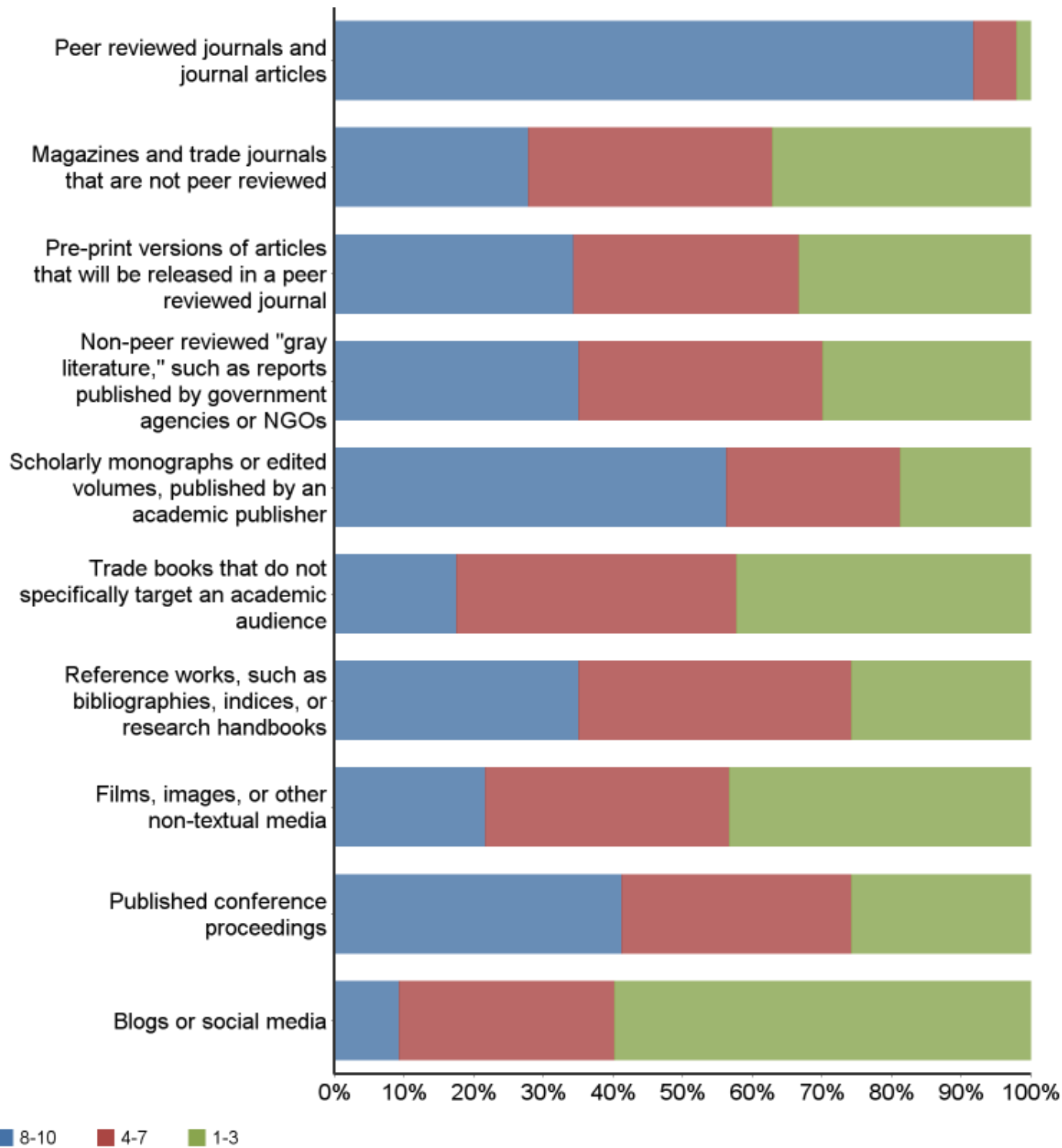
How important *to your research* is each of the following types of primary source collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item. **[Contingent on Q31]**



**Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials ? Rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." You may choose any number on each scale – the higher the number the greater the importance you are placing on the item and the lower the number the lesser the importance you are placing on the item. Please select one rating for each item.**

Question	8-10	4-7	1-3	Response
Peer reviewed journals and journal articles	91.75%	6.19%	2.06%	97
Magazines and trade journals that are not peer reviewed	27.84%	35.05%	37.11%	97
Pre-print versions of articles that will be released in a peer reviewed journal	34.38%	32.29%	33.33%	96
Non-peer reviewed "gray literature," such as reports published by government agencies or NGOs	35.05%	35.05%	29.90%	97
Scholarly monographs or edited volumes, published by an academic publisher	56.25%	25.00%	18.75%	96
Trade books that do not specifically target an academic audience	17.53%	40.21%	42.27%	97
Reference works, such as bibliographies, indices, or research handbooks	35.05%	39.18%	25.77%	97
Films, images, or other non-textual media	21.65%	35.05%	43.30%	97
Published conference proceedings	41.24%	32.99%	25.77%	97
Blogs or social media	9.28%	30.93%	59.79%	97

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? Rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." You may choose any number on each scale – the higher the number the greater the importance you are placing on the item and the lower the number the lesser the importance you are placing on the item. Please select one rating for each item.



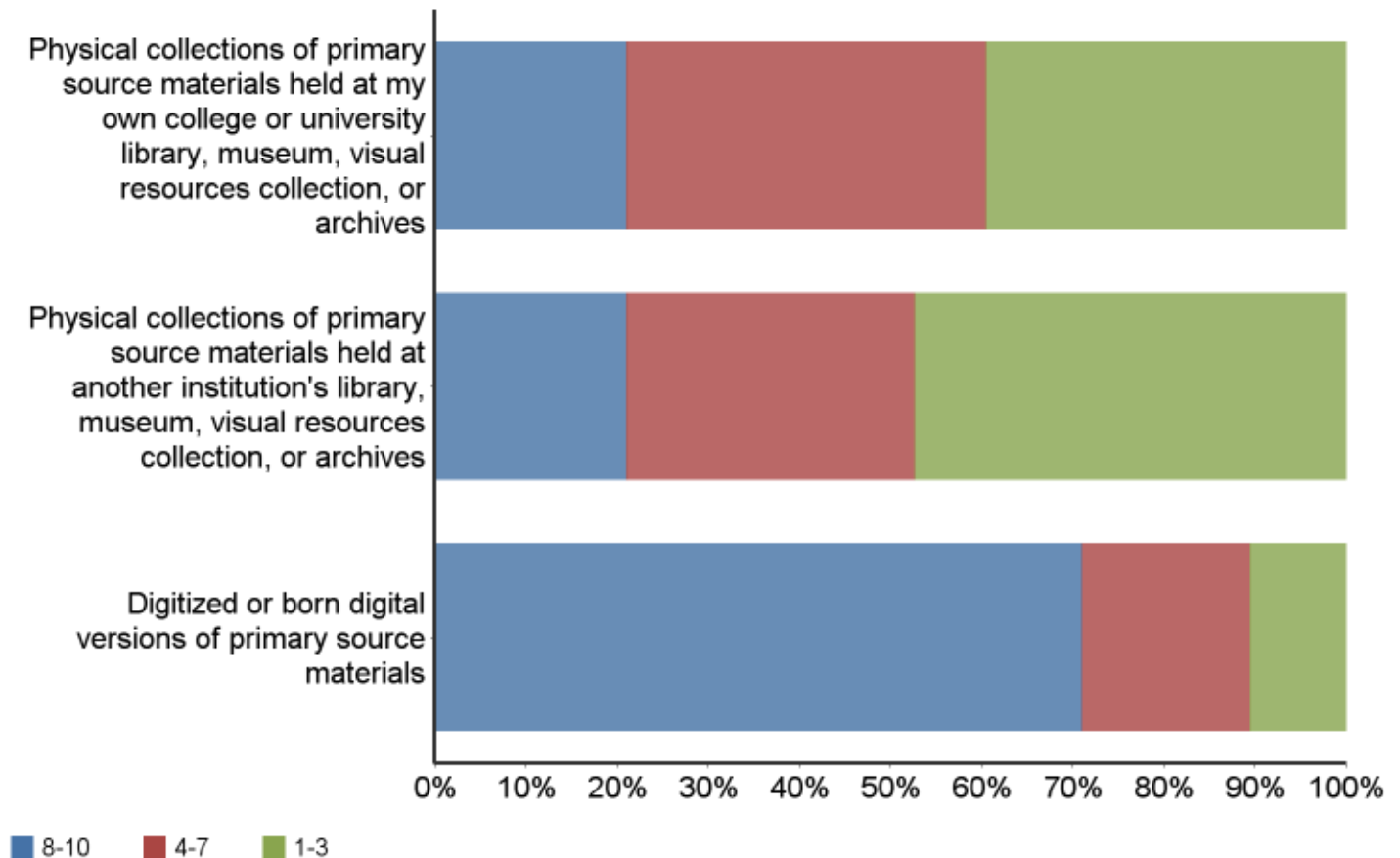
Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? Please select one answer.

Answer	Response	%
Yes	41	42.27%
No	56	57.73%
Total	97	100.00%



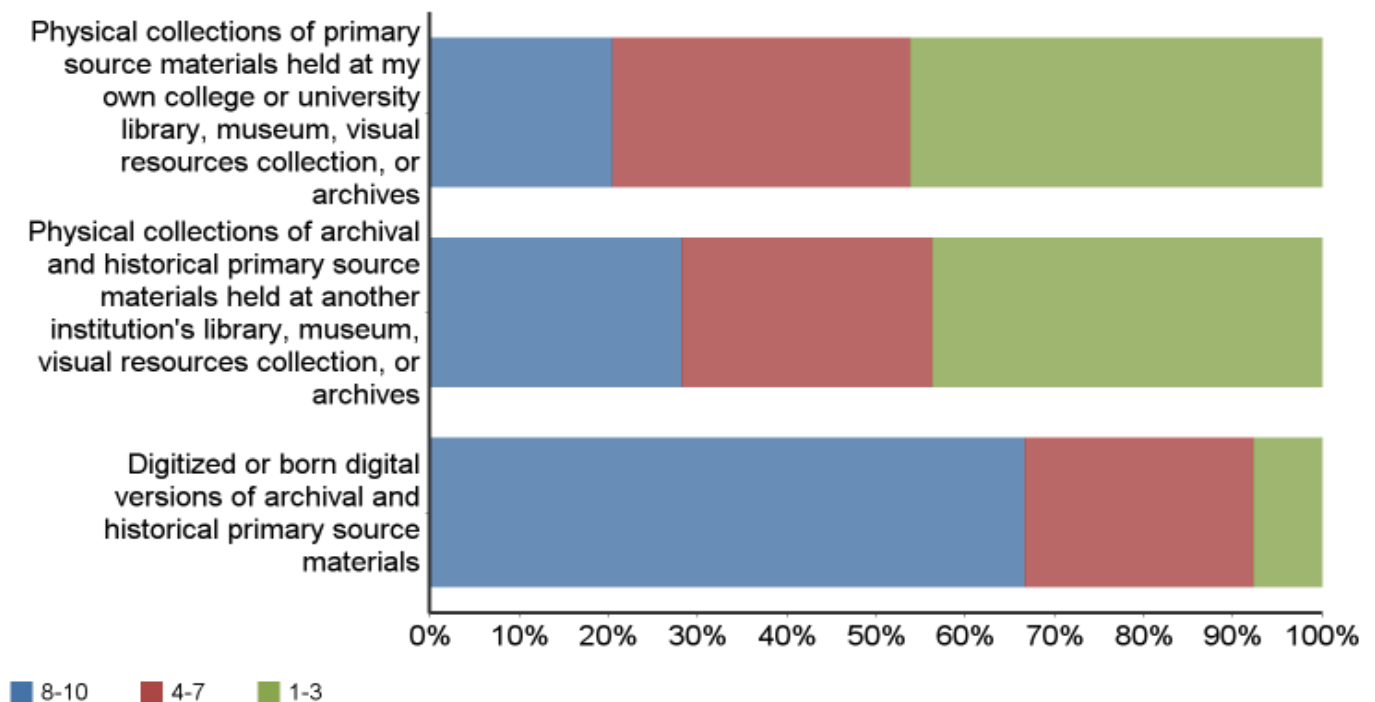
How important *to your teaching* are each of the following types of primary source collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

Question	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	21.05%	39.47%	39.47%	38
Physical collections of primary source materials held at another institution's library, museum, visual resources collection, or archives	21.05%	31.58%	47.37%	38
Digitized or born digital versions of primary source materials	71.05%	18.42%	10.53%	38



How important to your research is each of the following types of primary source 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.

Question	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	20.51%	33.33%	46.15%	39
Physical collections of archival and historical primary source materials held at another institution's library, museum, visual resources collection, or archives	28.21%	28.21%	43.59%	39
Digitized or born digital versions of archival and historical primary source materials	66.67%	25.64%	7.69%	39



## Formats

These questions cover the role of print and digital versions of scholarly journals and monographs.

### Module items

#### Q34

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

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

#### Q36

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

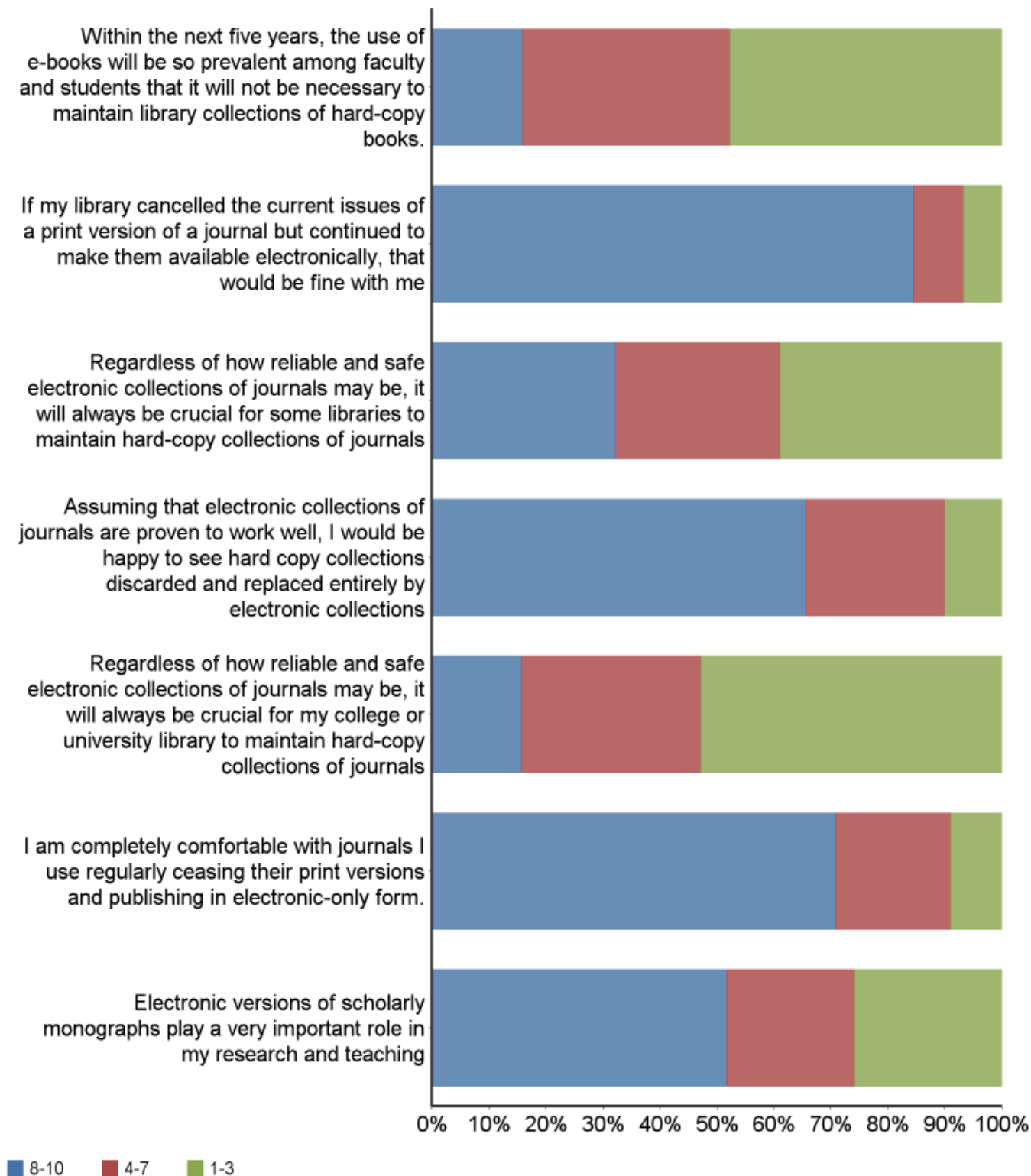
#### Q37

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.

**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.**

Question	8-10	4-7	1-3	Response
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books.	15.91%	36.36%	47.73%	88
If my library cancelled the current issues of a print version of a journal but continued to make them available electronically, that would be fine with me	84.44%	8.89%	6.67%	90
Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for some libraries to maintain hard-copy collections of journals	32.22%	28.89%	38.89%	90
Assuming that electronic collections of journals are proven to work well, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections	65.56%	24.44%	10.00%	90
Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for my college or university library to maintain hard-copy collections of journals	15.73%	31.46%	52.81%	89
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	70.79%	20.22%	8.99%	89
Electronic versions of scholarly monographs play a very important role in my research and teaching	51.69%	22.47%	25.84%	89

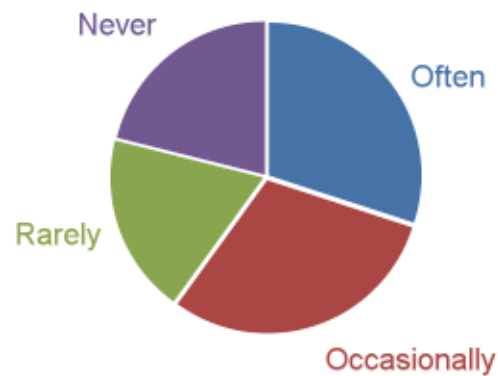
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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





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

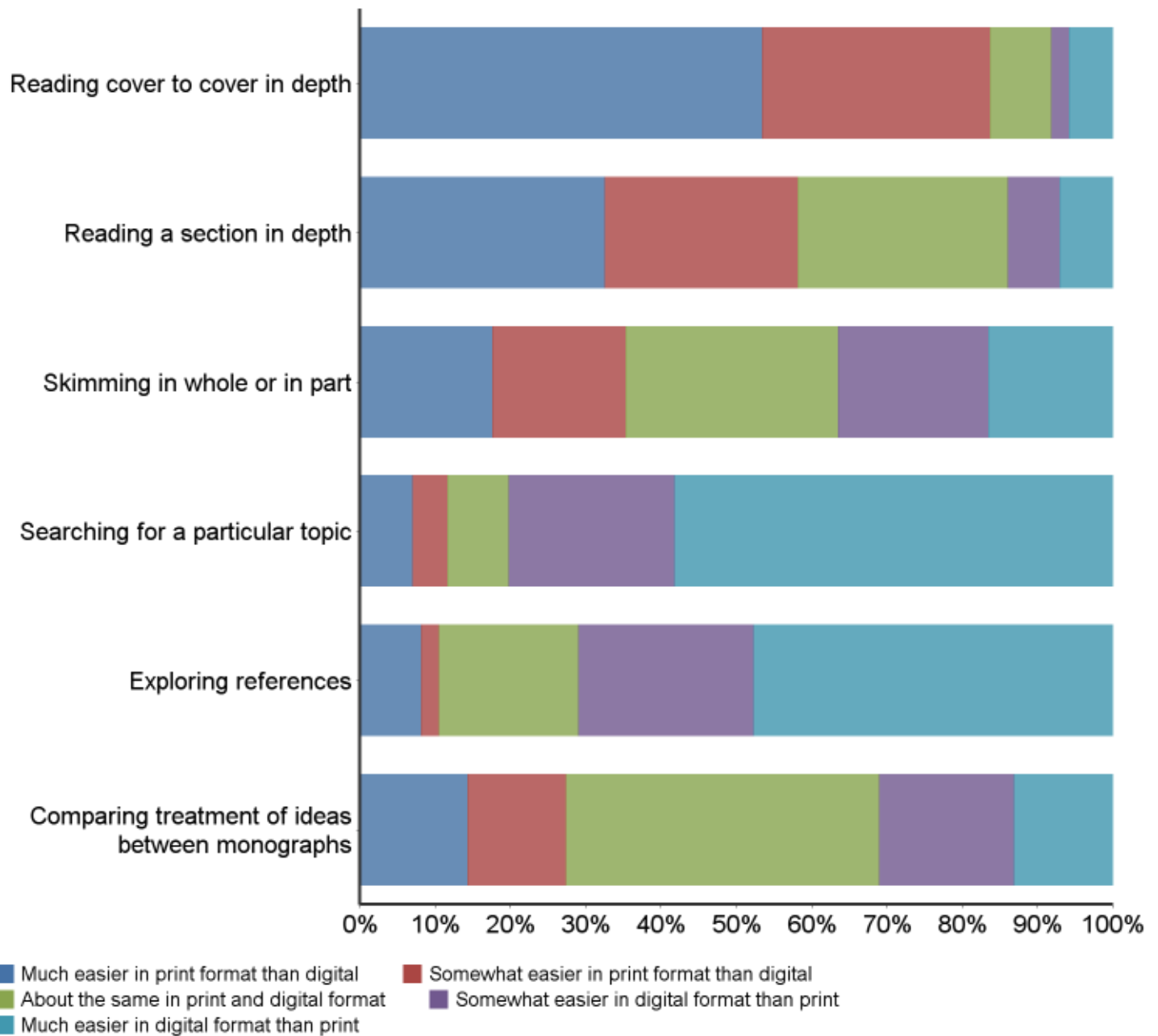
Answer	Response	%
Often	27	30.00%
Occasionally	27	30.00%
Rarely	17	18.89%
Never	19	21.11%
Total	90	100.00%



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

Question	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	53.49%	30.23%	8.14%	2.33%	5.81%	86
Reading a section in depth	32.56%	25.58%	27.91%	6.98%	6.98%	86
Skimming in whole or in part	17.65%	17.65%	28.24%	20.00%	16.47%	85
Searching for a particular topic	6.98%	4.65%	8.14%	22.09%	58.14%	86
Exploring references	8.14%	2.33%	18.60%	23.26%	47.67%	86
Comparing treatment of ideas between monographs	14.29%	13.10%	41.67%	17.86%	13.10%	84

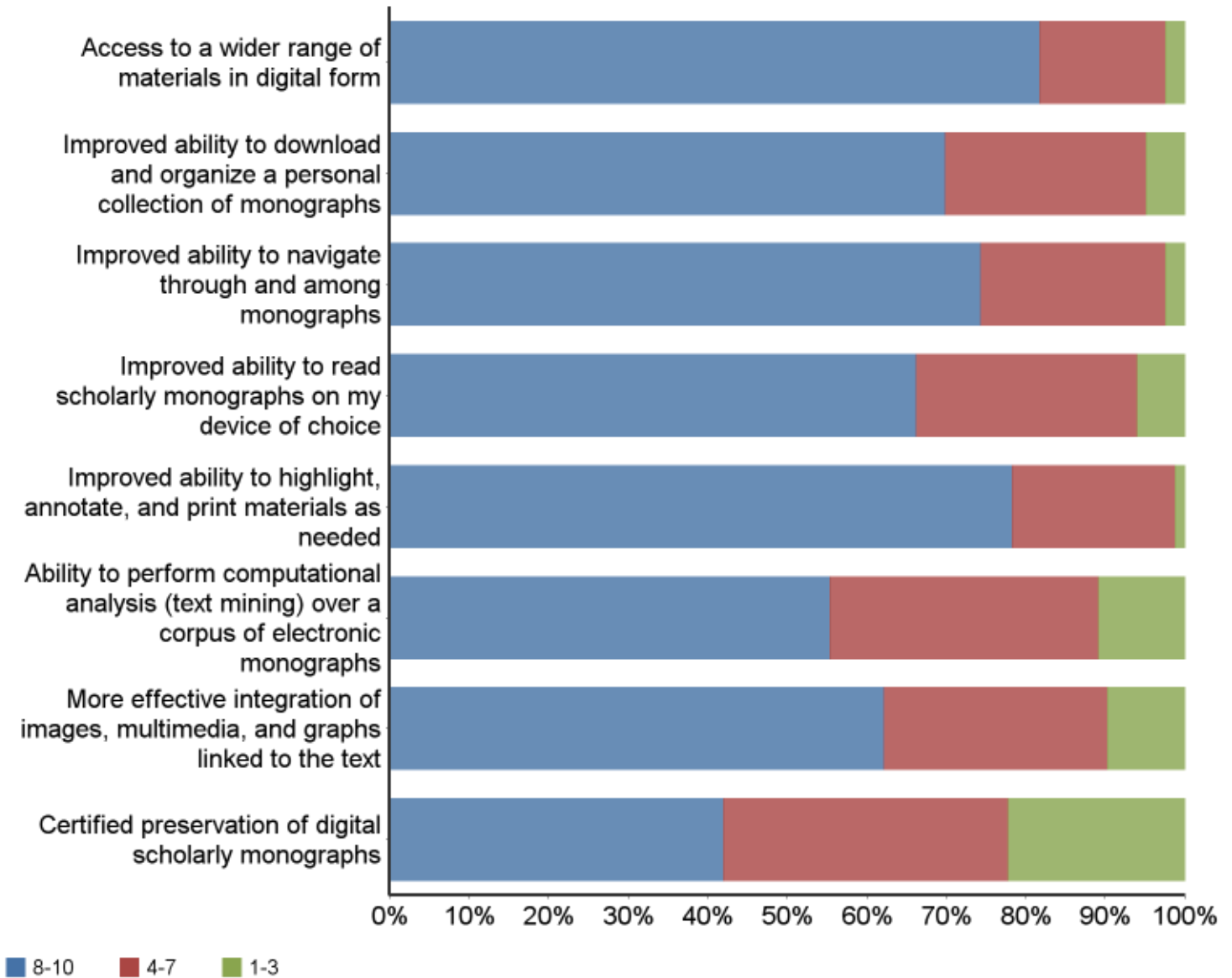
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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



**You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.**

Question	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	81.71%	15.85%	2.44%	82
Improved ability to download and organize a personal collection of monographs	69.88%	25.30%	4.82%	83
Improved ability to navigate through and among monographs	74.39%	23.17%	2.44%	82
Improved ability to read scholarly monographs on my device of choice	66.27%	27.71%	6.02%	83
Improved ability to highlight, annotate, and print materials as needed	78.31%	20.48%	1.20%	83
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	55.42%	33.73%	10.84%	83
More effective integration of images, multimedia, and graphs linked to the text	62.20%	28.05%	9.76%	82
Certified preservation of digital scholarly monographs	41.98%	35.80%	22.22%	81

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today, from 10 to 1 where 10 equals "Much more valuable than they are today" and 1 equals "Not at all more valuable than they are today." Please select one answer for each item.



## Access

The questions in this section cover the value of mechanisms for gaining access to the research literature, including library collections and freely available materials online.

### Module items

#### Q38

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

#### Q39

When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material - often, occasionally, rarely, never?

#### Q40

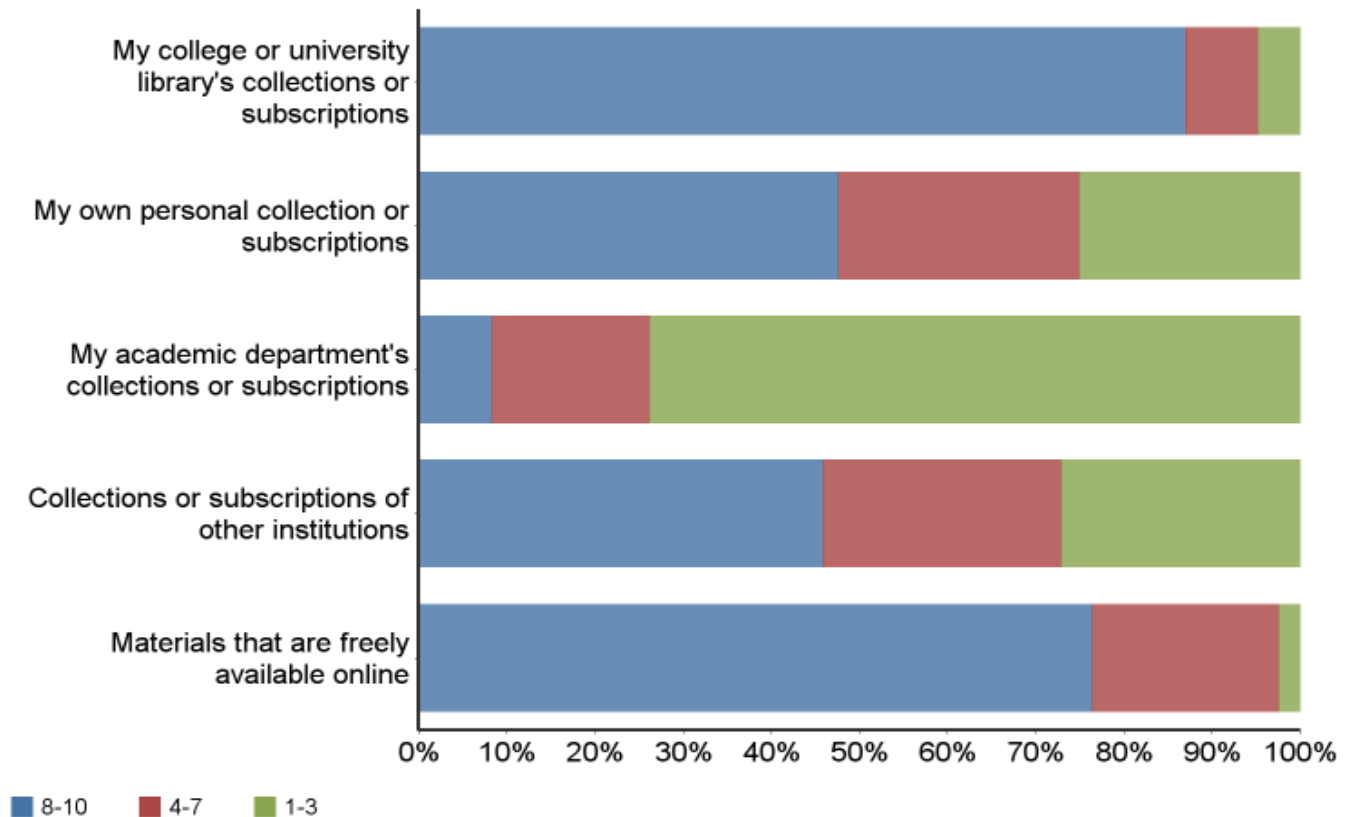
In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy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

#### Q41

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.

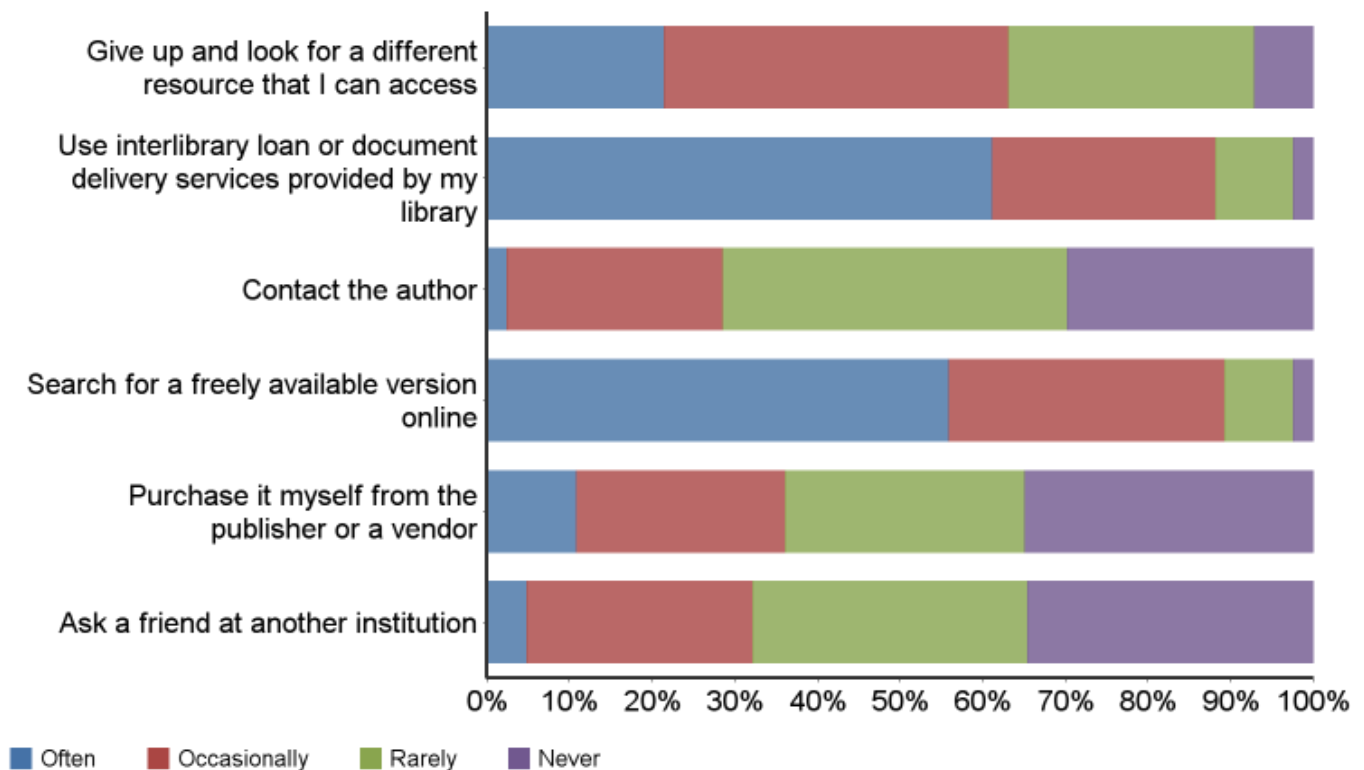
When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

Question	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	87.06%	8.24%	4.71%	85
My own personal collection or subscriptions	47.62%	27.38%	25.00%	84
My academic department's collections or subscriptions	8.33%	17.86%	73.81%	84
Collections or subscriptions of other institutions	45.88%	27.06%	27.06%	85
Materials that are freely available online	76.47%	21.18%	2.35%	85



**When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material - often, occasionally, rarely, never?**

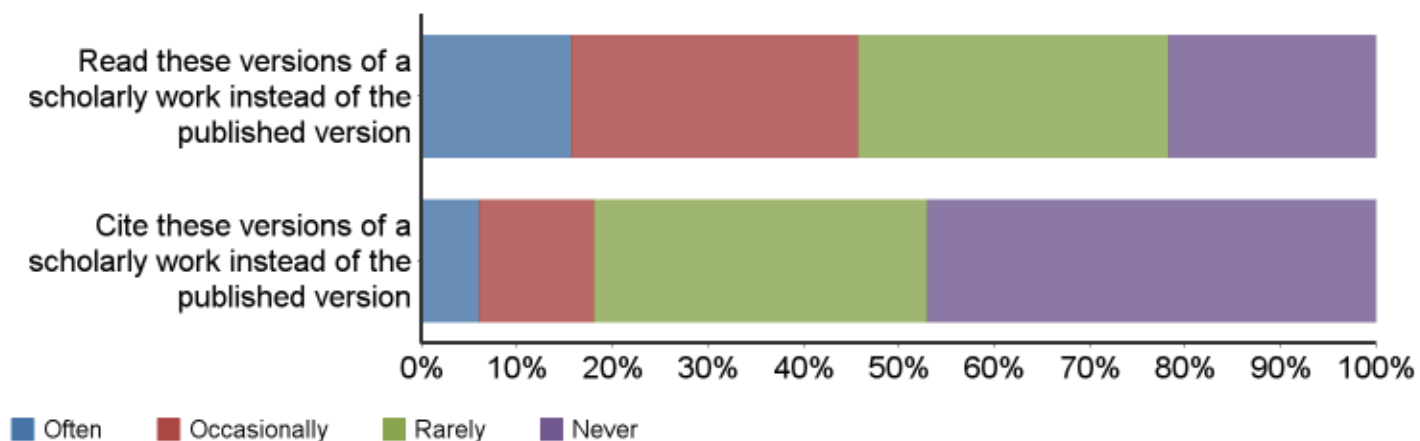
Question	Often	Occasionally	Rarely	Never	Response
Give up and look for a different resource that I can access	21.43%	41.67%	29.76%	7.14%	84
Use interlibrary loan or document delivery services provided by my library	61.18%	27.06%	9.41%	2.35%	85
Contact the author	2.38%	26.19%	41.67%	29.76%	84
Search for a freely available version online	55.95%	33.33%	8.33%	2.38%	84
Purchase it myself from the publisher or a vendor	10.84%	25.30%	28.92%	34.94%	83
Ask a friend at another institution	4.76%	27.38%	33.33%	34.52%	84





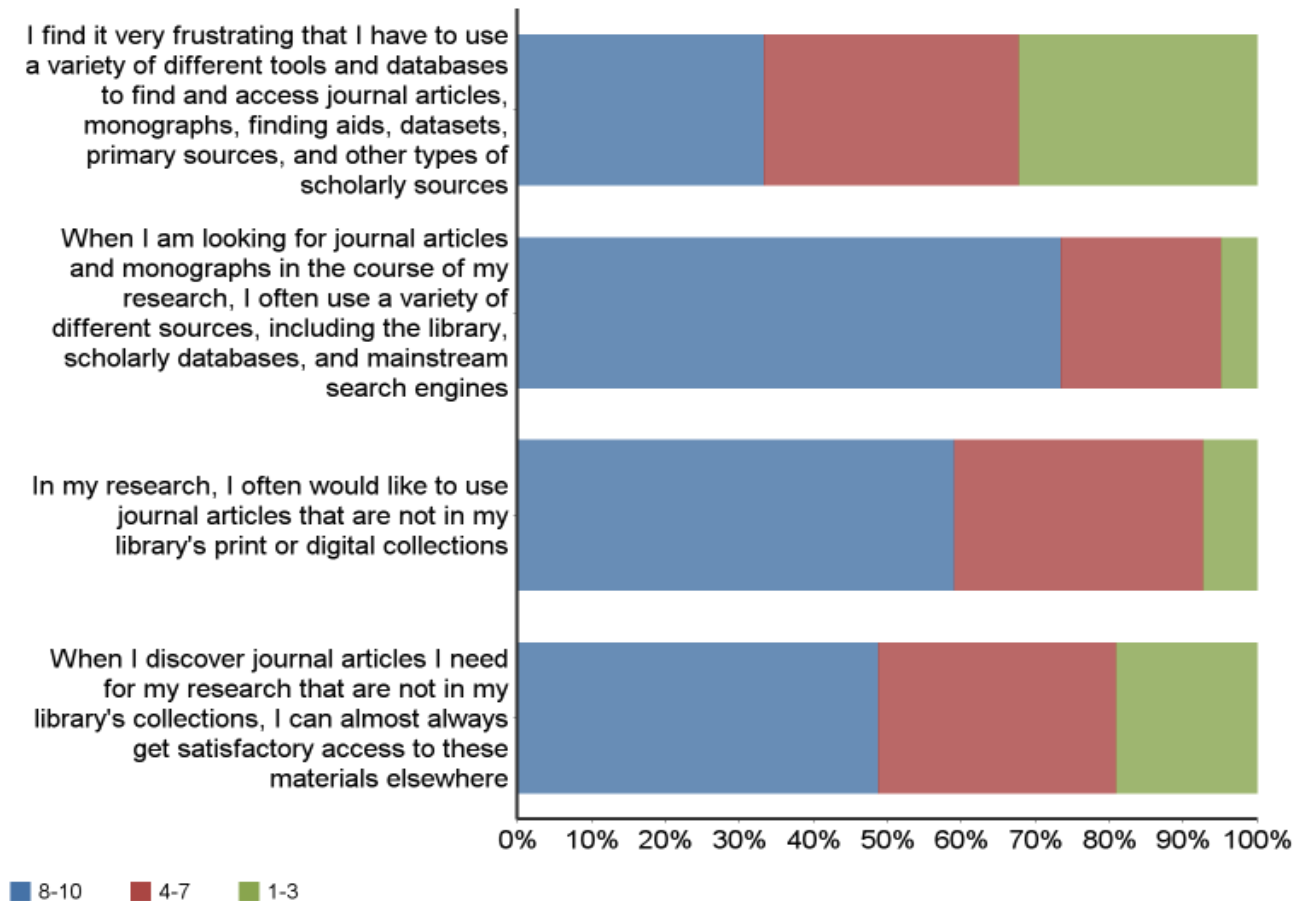
In addition to the published version of a scholarly work, you may also be able to access pre-print or other versions of the work made available by the author directly or through an institutional or disciplinary repository which contain the same substance as the published version but may lack the copy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

Question	Often	Occasionally	Rarely	Never	Response
Read these versions of a scholarly work instead of the published version	15.66%	30.12%	32.53%	21.69%	83
Cite these versions of a scholarly work instead of the published version	6.02%	12.05%	34.94%	46.99%	83



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.

Question	8-10	4-7	1-3	Response
I find it very frustrating that I have to use a variety of different tools and databases to find and access journal articles, monographs, finding aids, datasets, primary sources, and other types of scholarly sources	33.33%	34.52%	32.14%	84
When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines	73.49%	21.69%	4.82%	83
In my research, I often would like to use journal articles that are not in my library's print or digital collections	59.04%	33.73%	7.23%	83
When I discover journal articles I need for my research that are not in my library's collections, I can almost always get satisfactory access to these materials elsewhere	48.81%	32.14%	19.05%	84



## Data preservation and management

The questions in this module cover the collections of research and quantitative data, qualitative data, and other primary sources accumulated, created, or managed by academics.

### Module items

#### Q43

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.

#### Q44

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

#### Q45

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. **[Contingent on Q43 and Q44]**

#### Q46

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". **[Contingent on Q43 and Q44]**

#### Q47

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. **[Contingent on Q43 and Q44]**

#### Q48

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. **[Contingent on Q43 and Q44]**

**Q49**

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. **[Contingent on Q43 and Q44]**

**Q50**

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". **[Contingent on Q43 and Q44]**

**Q51**

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. **[Contingent on Q43 and Q44]**

**Q52**

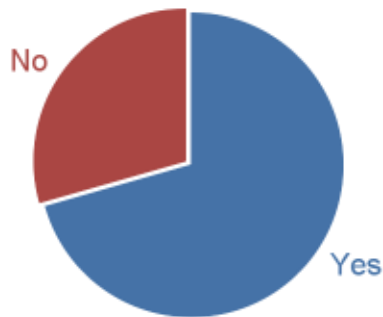
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving image or media data or how valuable you do find each of the following sources of support for managing or preserving image or media data, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item. **[Contingent on Q43 and Q44]**

**Q53**

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. **[Contingent on Q43 and Q44]**

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.

Answer	Response	%
Yes	60	70.59%
No	25	29.41%
Total	85	100.00%



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.

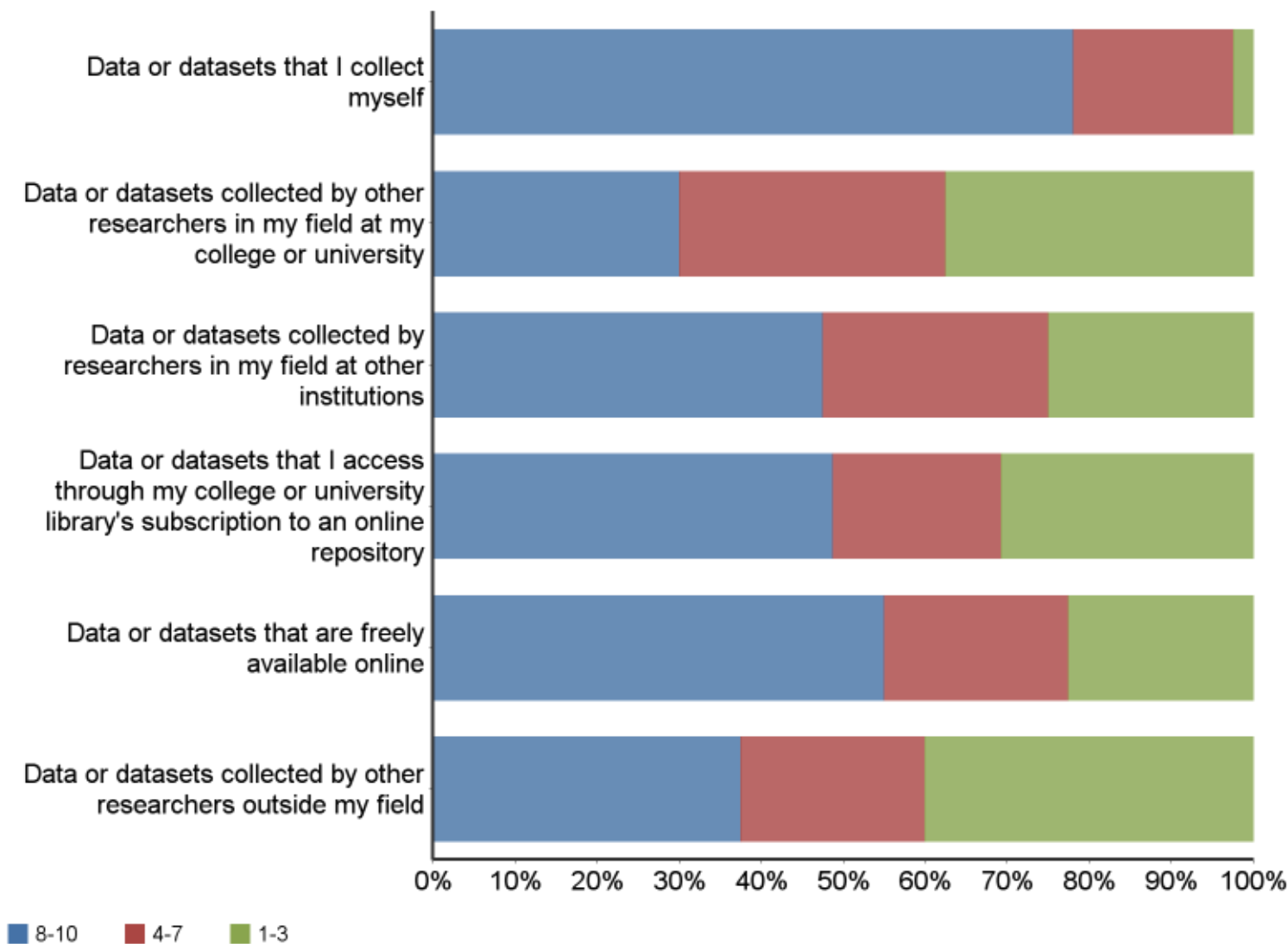
Answer	Response	%
Yes	45	52.94%
No	40	47.06%
Total	85	100.00%



**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.**

Question	8-10	4-7	1-3	Response
Data or datasets that I collect myself	78.05%	19.51%	2.44%	41
Data or datasets collected by other researchers in my field at my college or university	30.00%	32.50%	37.50%	40
Data or datasets collected by researchers in my field at other institutions	47.50%	27.50%	25.00%	40
Data or datasets that I access through my college or university library's subscription to an online repository	48.72%	20.51%	30.77%	39
Data or datasets that are freely available online	55.00%	22.50%	22.50%	40
Data or datasets collected by other researchers outside my field	37.50%	22.50%	40.00%	40
Other (Please explain):	14.29%	0.00%	85.71%	7

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.

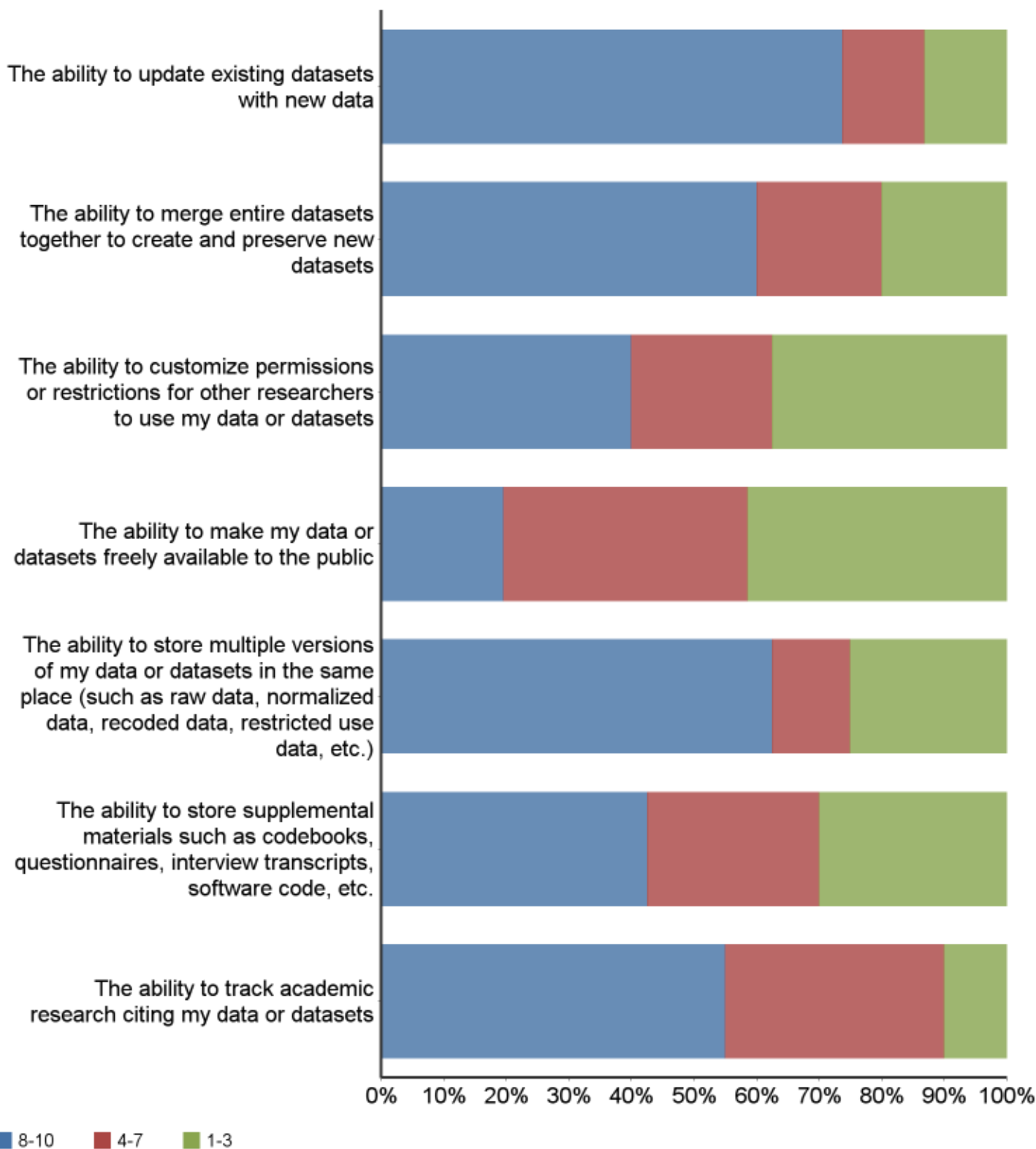




**When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".**

Question	8-10	4-7	1-3	Response
The ability to update existing datasets with new data	73.68%	13.16%	13.16%	38
The ability to merge entire datasets together to create and preserve new datasets	60.00%	20.00%	20.00%	40
The ability to customize permissions or restrictions for other researchers to use my data or datasets	40.00%	22.50%	37.50%	40
The ability to make my data or datasets freely available to the public	19.51%	39.02%	41.46%	41
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.)	62.50%	12.50%	25.00%	40
The ability to store supplemental materials such as codebooks, questionnaires, interview transcripts, software code, etc.	42.50%	27.50%	30.00%	40
The ability to track academic research citing my data or datasets	55.00%	35.00%	10.00%	40
Other (Please explain):	40.00%	10.00%	50.00%	10

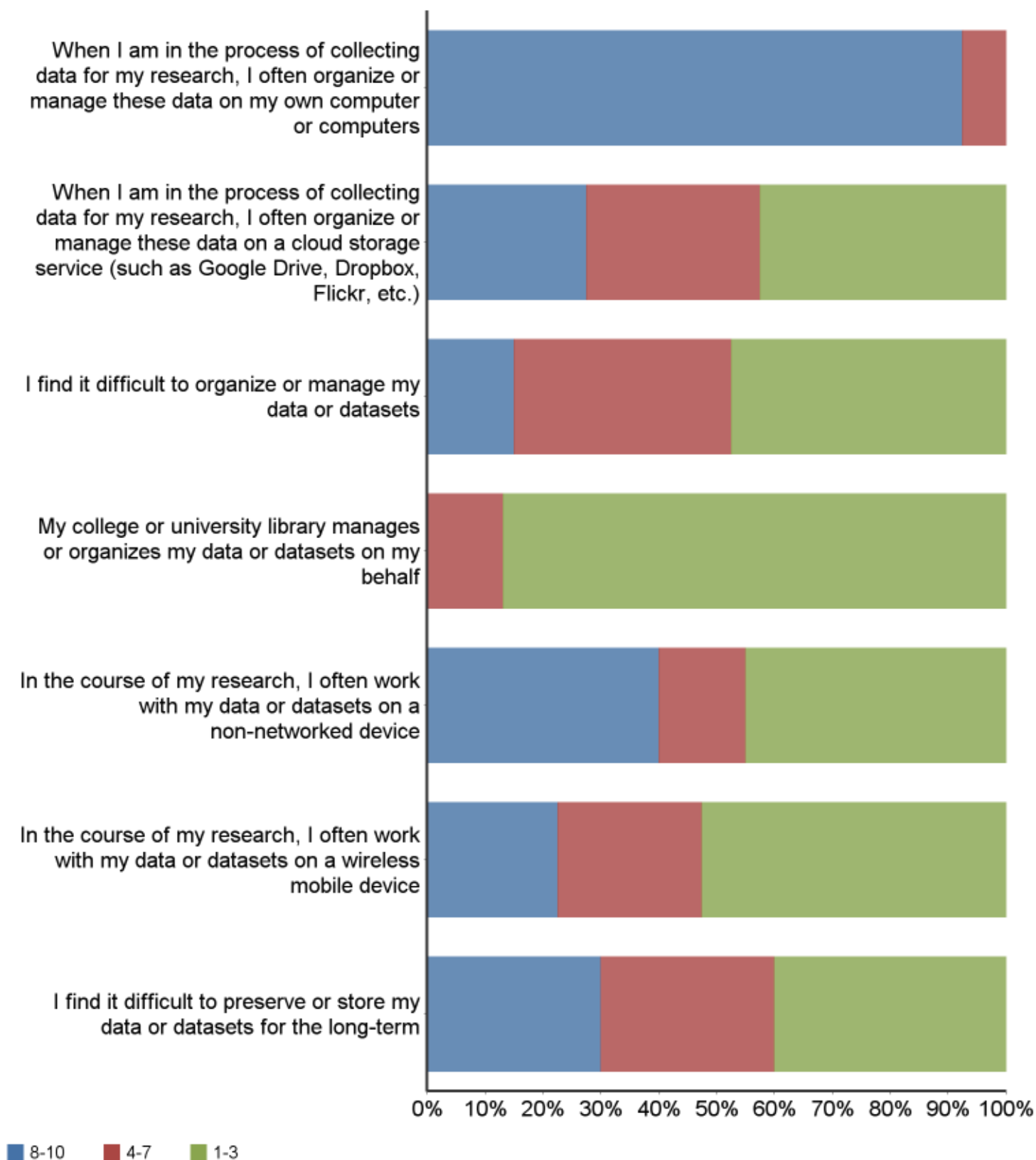
When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".



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.

Question	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	92.50%	7.50%	0.00%	40
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.)	27.50%	30.00%	42.50%	40
I find it difficult to organize or manage my data or datasets	15.00%	37.50%	47.50%	40
My college or university library manages or organizes my data or datasets on my behalf	0.00%	13.16%	86.84%	38
In the course of my research, I often work with my data or datasets on a non-networked device	40.00%	15.00%	45.00%	40
In the course of my research, I often work with my data or datasets on a wireless mobile device	22.50%	25.00%	52.50%	40
Other (Please explain):	0.00%	0.00%	100.00%	3
I find it difficult to preserve or store my data or datasets for the long-term	30.00%	30.00%	40.00%	40

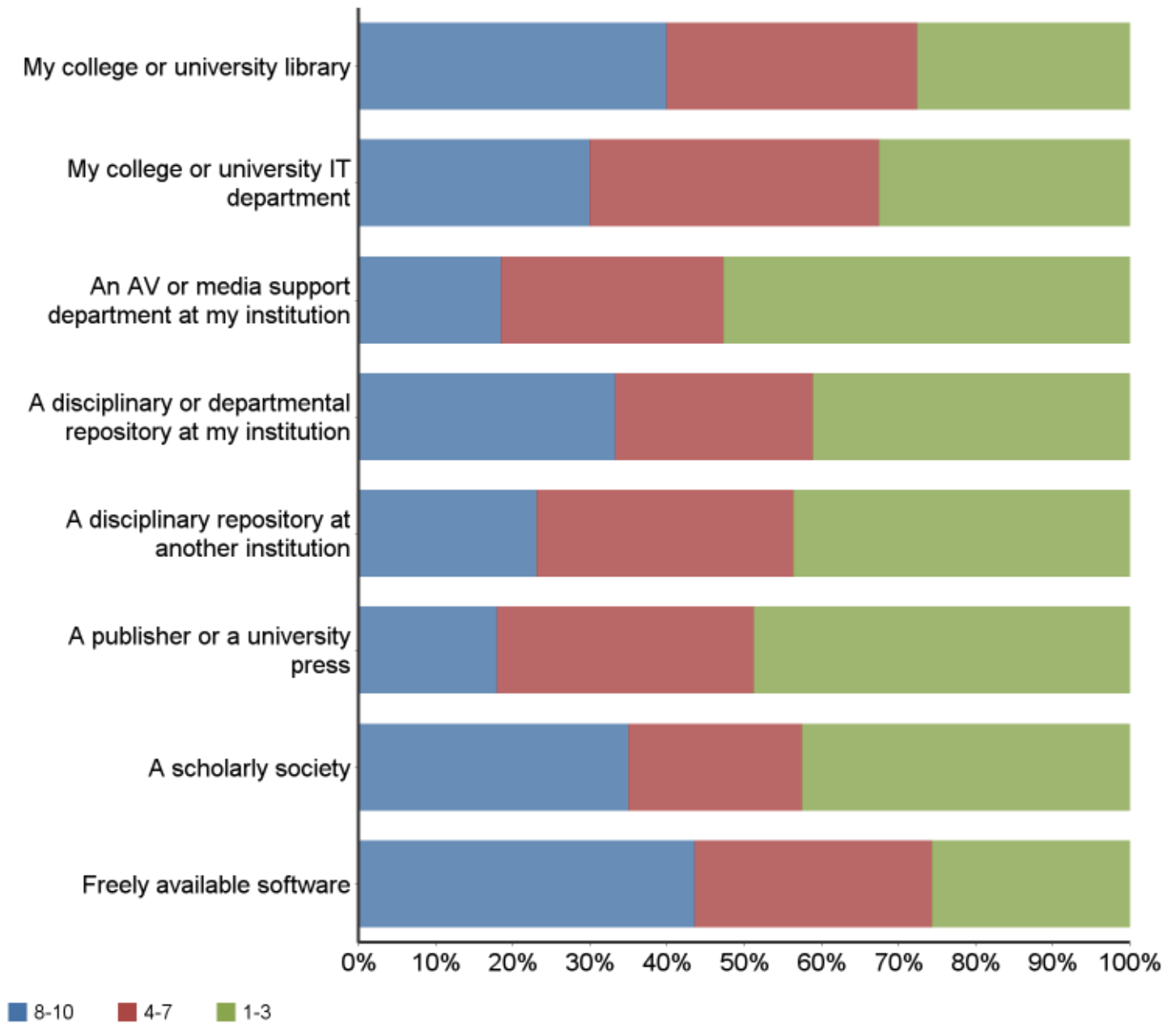
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



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.

Question	8-10	4-7	1-3	Response
My college or university library	40.00%	32.50%	27.50%	40
My college or university IT department	30.00%	37.50%	32.50%	40
An AV or media support department at my institution	18.42%	28.95%	52.63%	38
A disciplinary or departmental repository at my institution	33.33%	25.64%	41.03%	39
A disciplinary repository at another institution	23.08%	33.33%	43.59%	39
A publisher or a university press	17.95%	33.33%	48.72%	39
A scholarly society	35.00%	22.50%	42.50%	40
Freely available software	43.59%	30.77%	25.64%	39

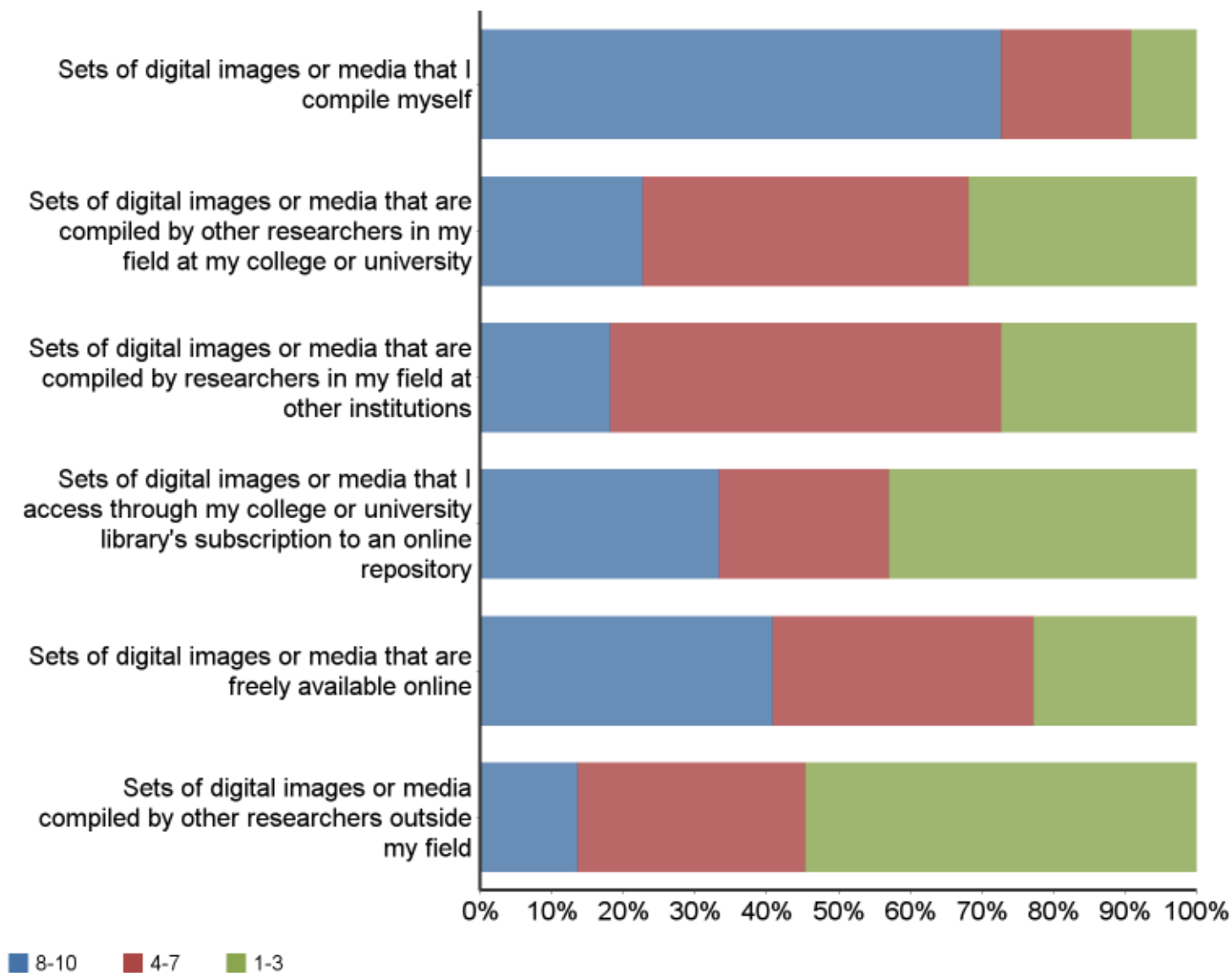
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data or how valuable you do find each of the following sources of support for managing or preserving research data, where 10 equals "Extremely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



**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.**

Question	8-10	4-7	1-3	Response
Sets of digital images or media that I compile myself	72.73%	18.18%	9.09%	22
Sets of digital images or media that are compiled by other researchers in my field at my college or university	22.73%	45.45%	31.82%	22
Sets of digital images or media that are compiled by researchers in my field at other institutions	18.18%	54.55%	27.27%	22
Sets of digital images or media that I access through my college or university library's subscription to an online repository	33.33%	23.81%	42.86%	21
Sets of digital images or media that are freely available online	40.91%	36.36%	22.73%	22
Sets of digital images or media compiled by other researchers outside my field	13.64%	31.82%	54.55%	22
Other (Please explain):	0.00%	20.00%	80.00%	5

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.

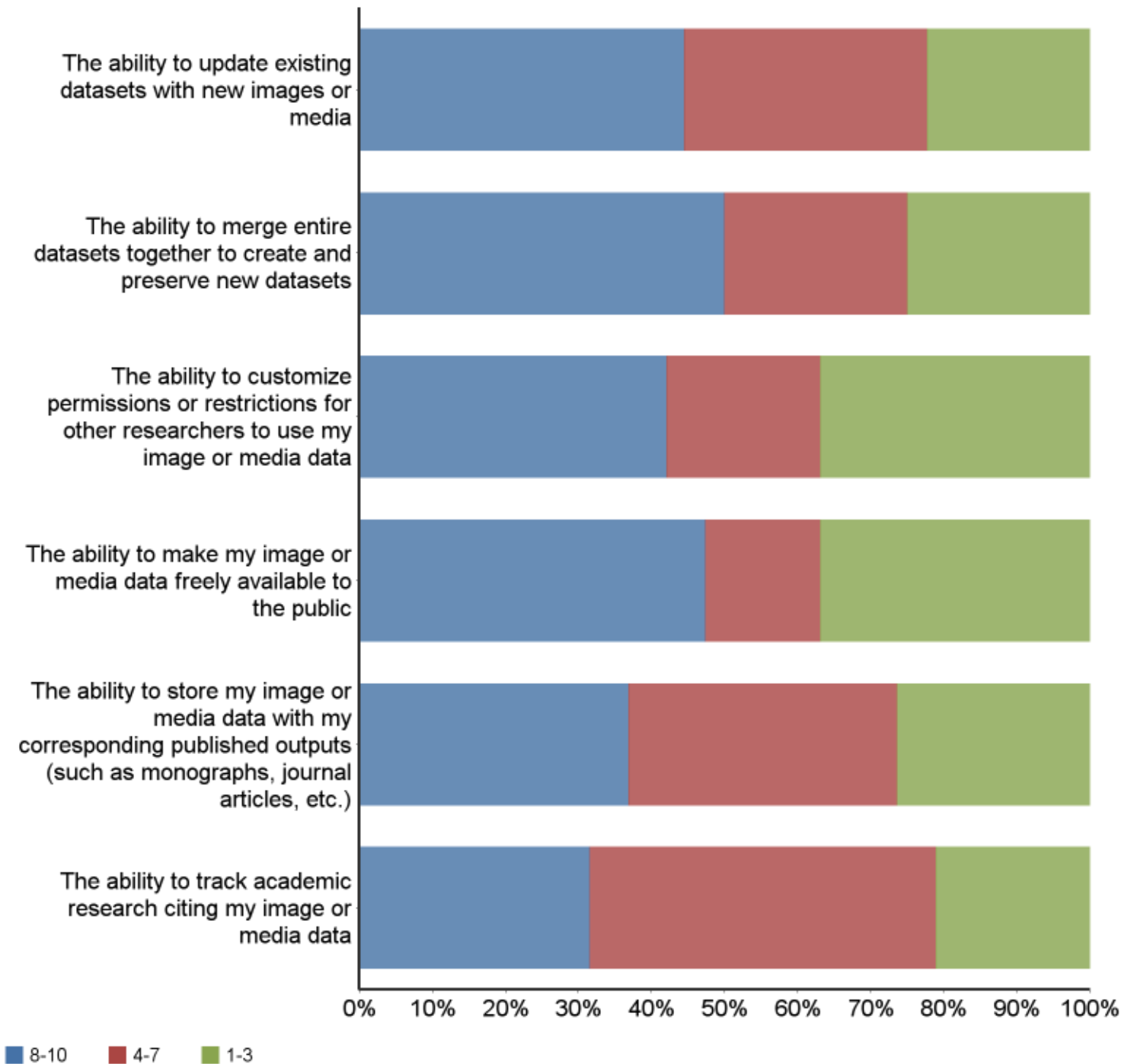




**When you think about managing or preserving the image or media data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at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

Question	8-10	4-7	1-3	Response
The ability to update existing datasets with new images or media	44.44%	33.33%	22.22%	18
The ability to merge entire datasets together to create and preserve new datasets	50.00%	25.00%	25.00%	20
The ability to customize permissions or restrictions for other researchers to use my image or media data	42.11%	21.05%	36.84%	19
The ability to make my image or media data freely available to the public	47.37%	15.79%	36.84%	19
The ability to store my image or media data with my corresponding published outputs (such as monographs, journal articles, etc.)	36.84%	36.84%	26.32%	19
The ability to track academic research citing my image or media data	31.58%	47.37%	21.05%	19
Other (Please explain):	25.00%	0.00%	75.00%	4

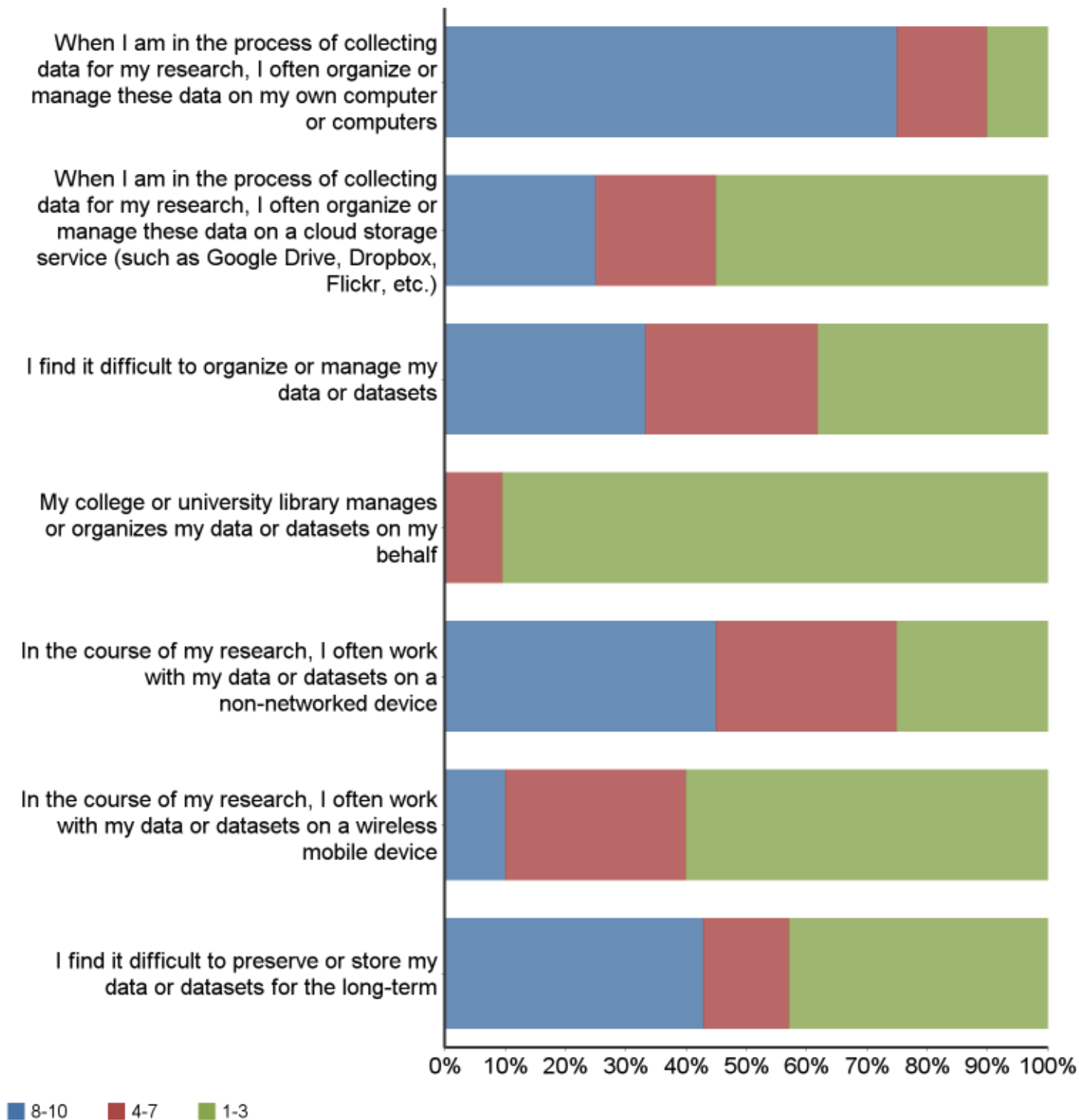
When you think about managing or preserving the image or media data that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all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



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

Question	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	75.00%	15.00%	10.00%	20
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.)	25.00%	20.00%	55.00%	20
I find it difficult to organize or manage my data or datasets	33.33%	28.57%	38.10%	21
My college or university library manages or organizes my data or datasets on my behalf	0.00%	9.52%	90.48%	21
In the course of my research, I often work with my data or datasets on a non-networked device	45.00%	30.00%	25.00%	20
In the course of my research, I often work with my data or datasets on a wireless mobile device	10.00%	30.00%	60.00%	20
Other (Please explain):	33.33%	0.00%	66.67%	3
I find it difficult to preserve or store my data or datasets for the long-term	42.86%	14.29%	42.86%	21

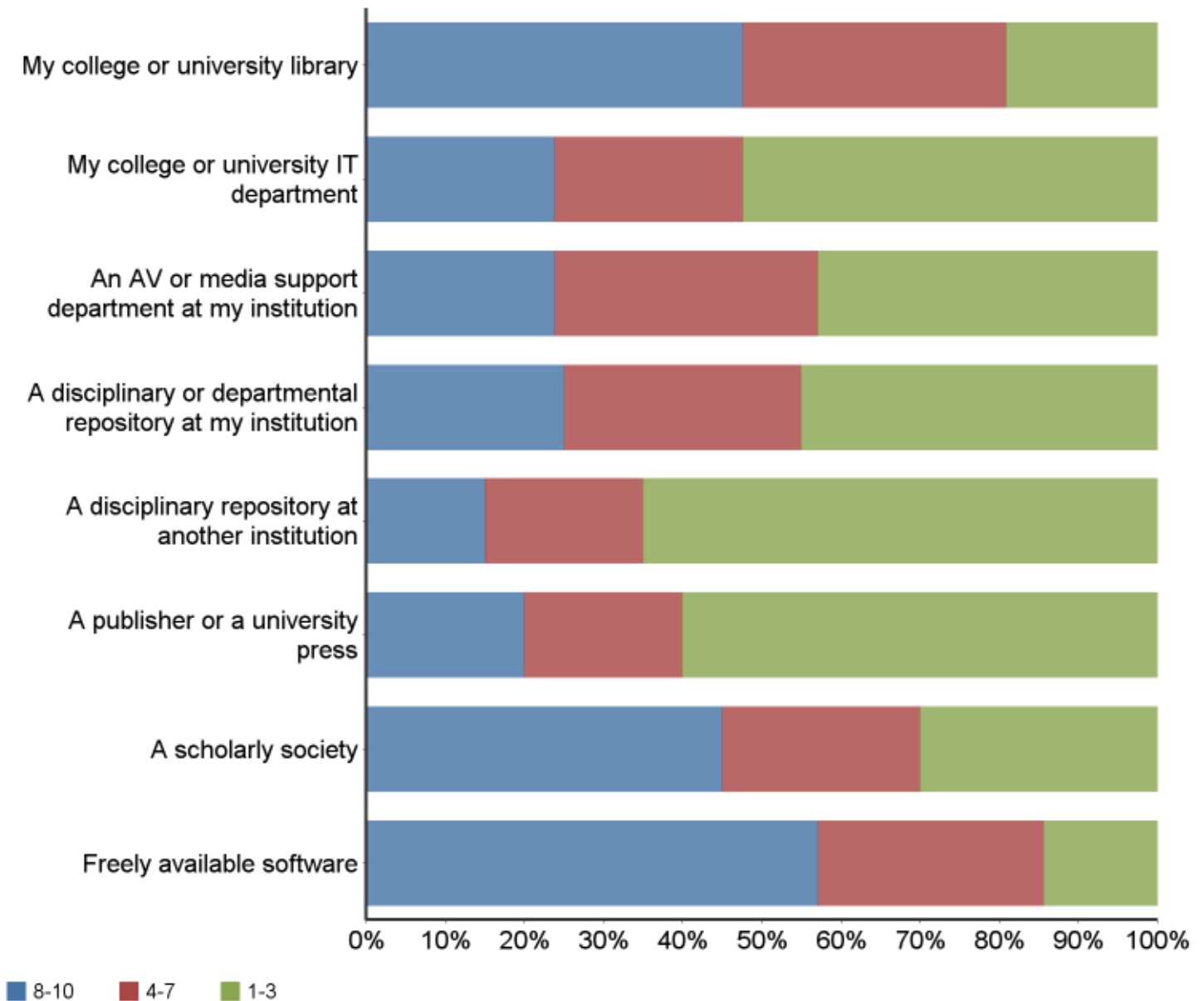
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



Please 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.

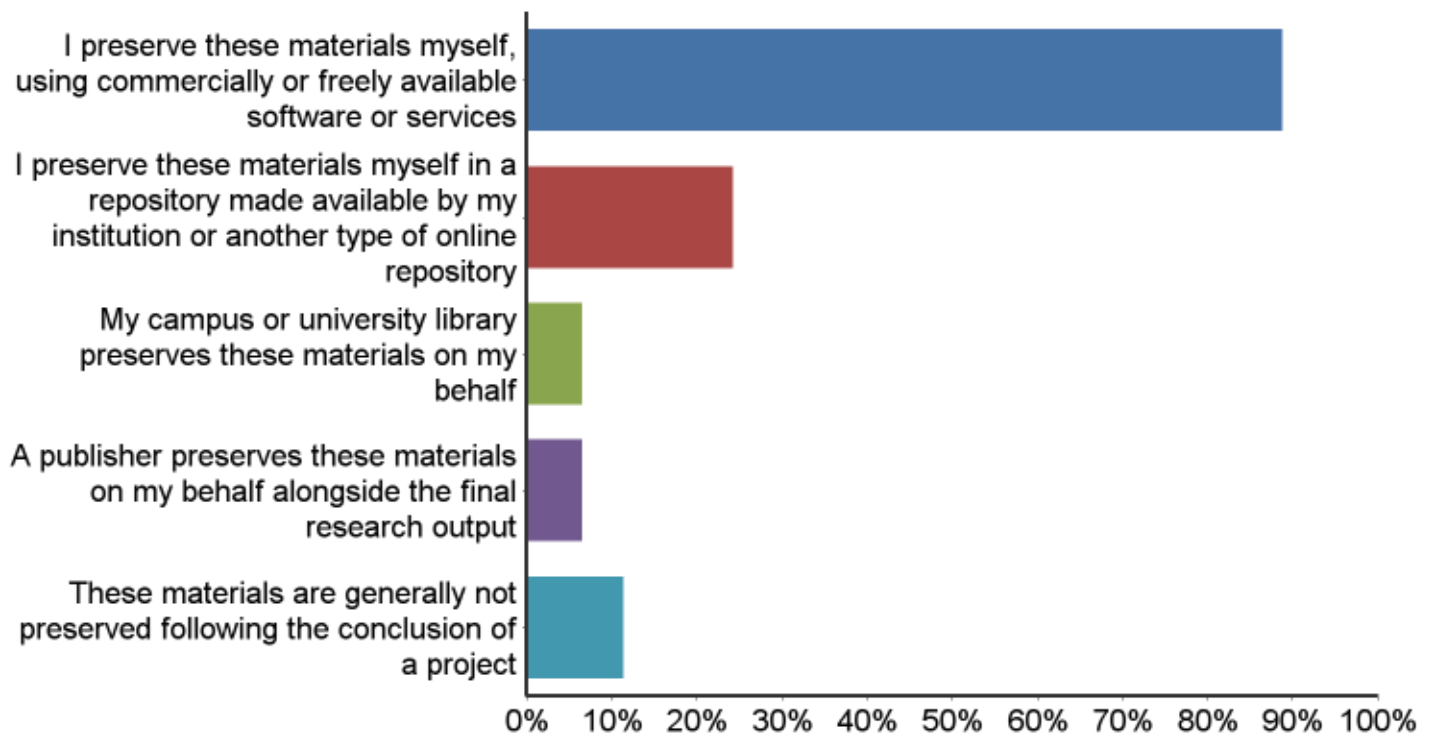
Question	8-10	4-7	1-3	Response
My college or university library	47.62%	33.33%	19.05%	21
My college or university IT department	23.81%	23.81%	52.38%	21
An AV or media support department at my institution	23.81%	33.33%	42.86%	21
A disciplinary or departmental repository at my institution	25.00%	30.00%	45.00%	20
A disciplinary repository at another institution	15.00%	20.00%	65.00%	20
A publisher or a university press	20.00%	20.00%	60.00%	20
A scholarly society	45.00%	25.00%	30.00%	20
Freely available software	57.14%	28.57%	14.29%	21

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.



**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.**

Answer	Response	%
I preserve these materials myself, using commercially or freely available software or services	55	88.71%
I preserve these materials myself in a repository made available by my institution or another type of online repository	15	24.19%
My campus or university library preserves these materials on my behalf	4	6.45%
A publisher preserves these materials on my behalf alongside the final research output	4	6.45%
These materials are generally not preserved following the conclusion of a project	7	11.29%
Total	85	100.00%



## Demographics

This section includes selected demographic items. For reasons concerning space, responses to the following self-reported demographic items are not included in this report: primary academic field; years at current college or university; years in field; age; and, responses to the final open ended text box. Responses to these items are included in the dataset file of findings.

### Module items

#### **Q54**

What is your title?

#### **Q58**

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

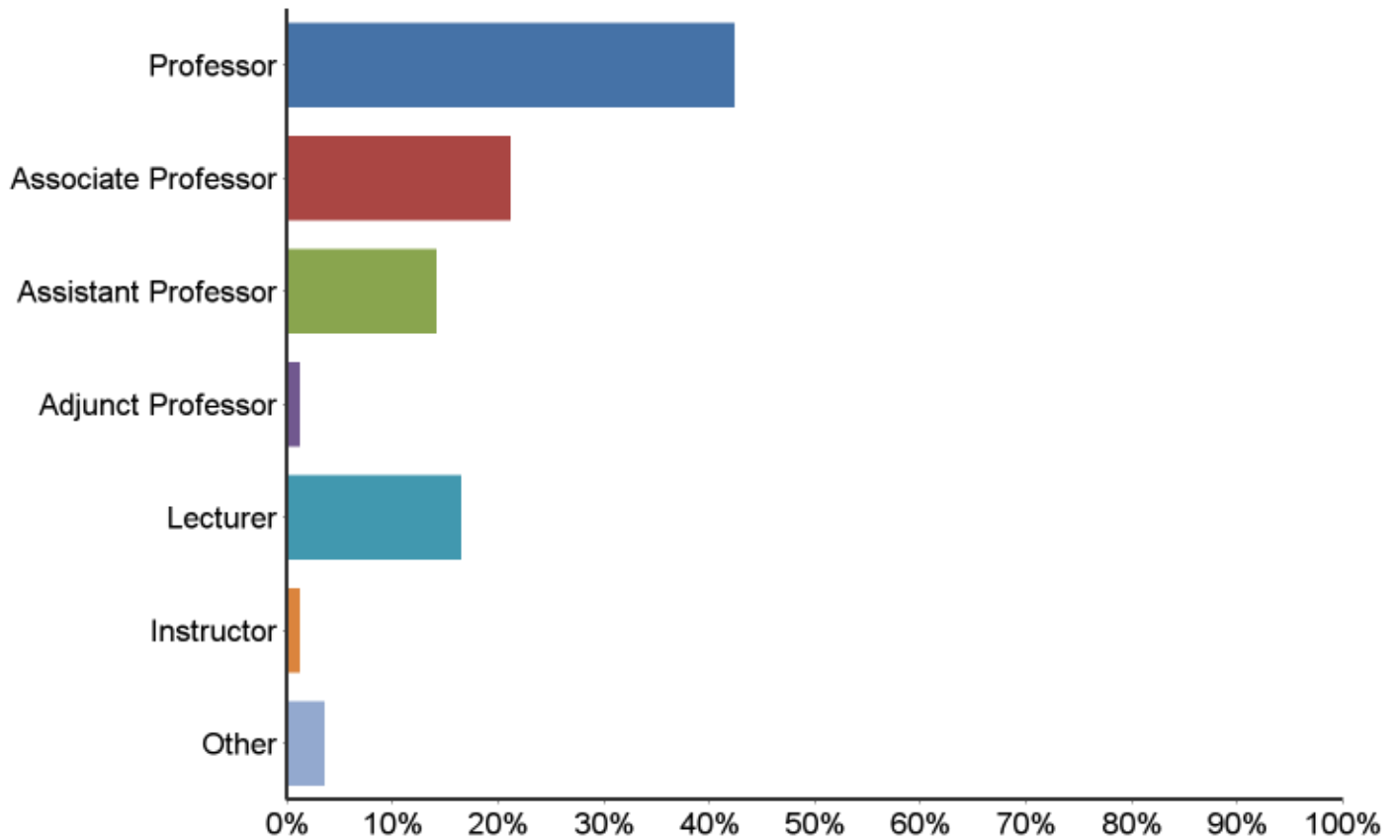
#### **Q60**

Are you: [male; female; I don't identify with either of these, instead I identify as\_\_]



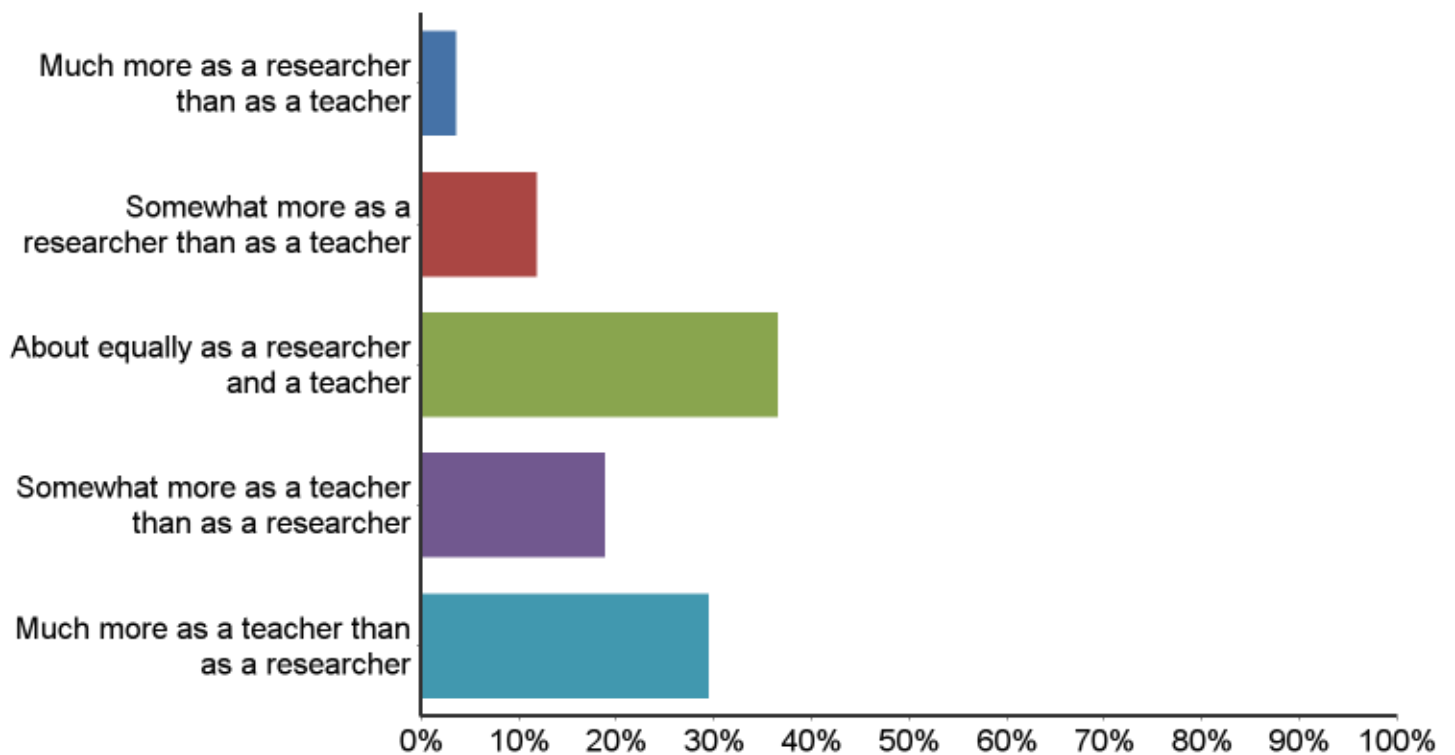
## What is your title?

Answer	Response	%
Professor	36	42.35%
Associate Professor	18	21.18%
Assistant Professor	12	14.12%
Adjunct Professor	1	1.18%
Lecturer	14	16.47%
Instructor	1	1.18%
Other	3	3.53%
Total	85	100.00%



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

Answer	Response	%
Much more as a researcher than as a teacher	3	3.53%
Somewhat more as a researcher than as a teacher	10	11.76%
About equally as a researcher and a teacher	31	36.47%
Somewhat more as a teacher than as a researcher	16	18.82%
Much more as a teacher than as a researcher	25	29.41%
Total	85	100.00%



## Are you...

Answer	Response	%
Male	42	50.00%
Female	34	40.48%
I don't identify with either of these, instead I identify as:	1	1.19%
I prefer not to answer this question	7	8.33%
Total	84	100.00%

