



University of Nevada, Las Vegas  
Faculty Survey:  
Report of Findings

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## Overview

The University of Nevada, Las Vegas implementation of the Ithaka S+R Faculty Survey was launched on October 5, 2015, and was closed to new responses on October 30, 2015, with a total of 356 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; and faculty members' impressions and usage of library support services. The following report provides a high-level overview of findings from the UNLV faculty survey.<sup>1</sup>

## Details

1,666 UNLV faculty members<sup>2</sup> received an email invitation to participate in a survey about faculty research habits. One Apple Watch Sport, five \$20 Rebel Cash transfers, and five UNLV Library swag bags were offered as incentives for participation. Three email reminders were sent before the close of the survey.

In total, 551 respondents clicked the survey link (about 33% of those who received the email invitation), with 533 of those starting the survey (about 32%) and 356 of those respondents completing the survey, for an overall response rate of about 21%. Due to the survey flow and skip patterns, not all UNLV faculty respondents received every question in the survey.

## How to interpret the findings

For each question in the UNLV faculty survey, this document provides a single graph and table of overall responses. 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 Christine Wolff, Ithaka S+R Survey Administrator, at [Christine.Wolff@ithaka.org](mailto:Christine.Wolff@ithaka.org).

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<sup>1</sup> 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.

<sup>2</sup> 1,770 email invitations were sent, but 1,666 were received; 104 email invitations bounced.

## Core National Questionnaire

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 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:

Q3

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. [10 = extremely important; 1 = not at all important]

Q4

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 note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

Q5

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.

Q6

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? [10 = extremely important; 1 = not at all important]

Q7

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?

Q8

Is performing academic research among your professional responsibilities?

**Q9 [Contingent on respondent selecting “yes” in Q8]**

How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

**Q10 [Contingent on respondent selecting “yes” in Q8]**

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.

**Q11 [Contingent on respondent selecting “yes” in Q8]**

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? [10 = extremely important; 1 = not at all important]

**Q12 [Contingent on respondent selecting “yes” in Q8]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

**Q13 [Contingent on respondent selecting “yes” in Q8]**

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?

**Q14 [Contingent on respondent selecting “yes” in Q8]**

How valuable do you find support from your college or university library for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

**Q15 [Contingent on respondent selecting “yes” in Q8]**

How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]

**Q16 [Contingent on respondent selecting “yes” in Q8] [Multiple selections possible]**

Which of the following types of research data do you build up or collect for your own research? Please select all that apply:

**Q17 [Contingent on respondent selecting “yes” in Q8]**

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

**Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

Is your scholarly research hosted online at your institution’s repository (Digital Scholarship@UNLV), 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:

**Q19 [Contingent on respondent selecting “yes” in Q8]**

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.)?

**Q20 [Contingent on respondent selecting “yes” in Q8]**

To what extent do you support or oppose 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)? [6 = highly support; 1 = highly oppose]

**Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

**Please read the following statement and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.**

Q22

Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals

**Q23 [Contingent on respondent selecting at least one option in Q16]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

**Q24 [Contingent on respondent selecting at least one option in Q16]**

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, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

**Q25 [Contingent on respondent selecting at least one option in Q16] [Multiple selections possible]**

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.

Q26

How dependent would you say you are on your college or university library for research you conduct? [10 = completely dependent; 1 = 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? [6 = extremely important; 1 = not at all important]

Q28

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Q29

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

**Q30 [Contingent on respondent selecting “yes” in Q29] [Multiple selections possible]**

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

**Q31 [Contingent on respondent teaching an undergraduate course]**

In general, how often do you do each of the following when designing or structuring your undergraduate courses:

**Q32 [Contingent on respondent selecting “yes” in Q29]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

**Q33 [Contingent on respondent teaching a lower division undergraduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

**Q34 [Contingent on respondent teaching an upper division undergraduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

**Q35 [Contingent on respondent teaching an undergraduate and/or graduate course]**

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library?

**Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]**

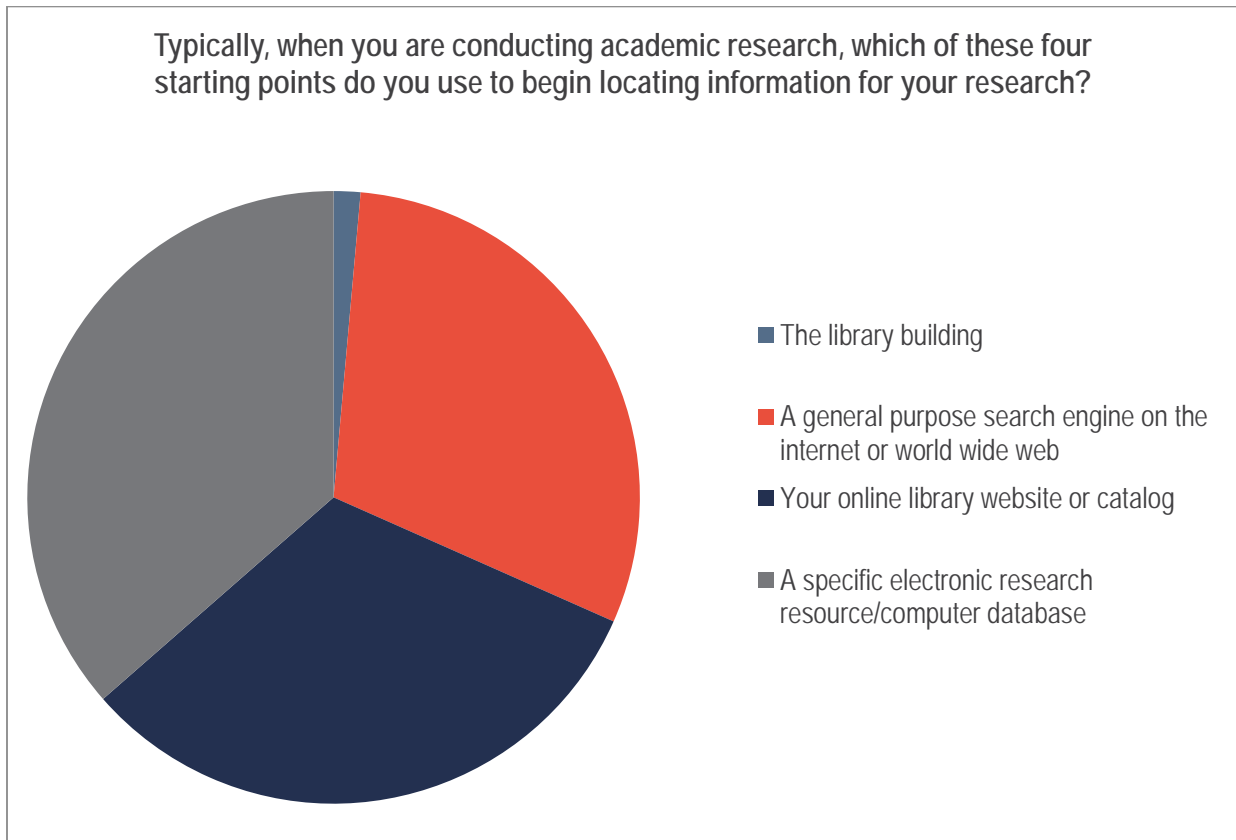
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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?

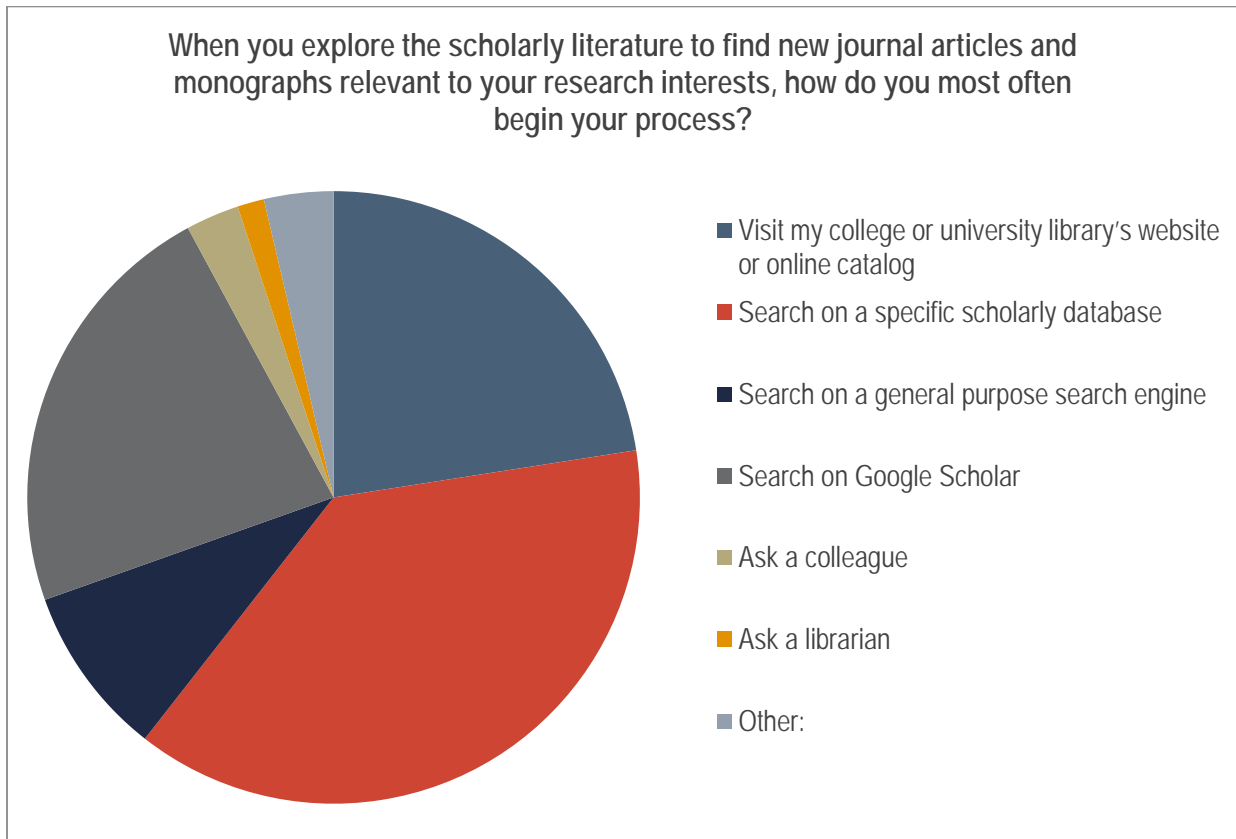
	Response	Percent
The library building	5	1.41%
A general purpose search engine on the internet or world wide web	107	30.23%
Your online library website or catalog	113	31.92%
A specific electronic research resource/computer database	129	36.44%
	354	100.00%



Q2

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	80	22.54%
Search on a specific scholarly database	135	38.03%
Search on a general purpose search engine	32	9.01%
Search on Google Scholar	80	22.54%
Ask a colleague	10	2.82%
Ask a librarian	5	1.41%
Other:	13	3.66%
	355	100.00%



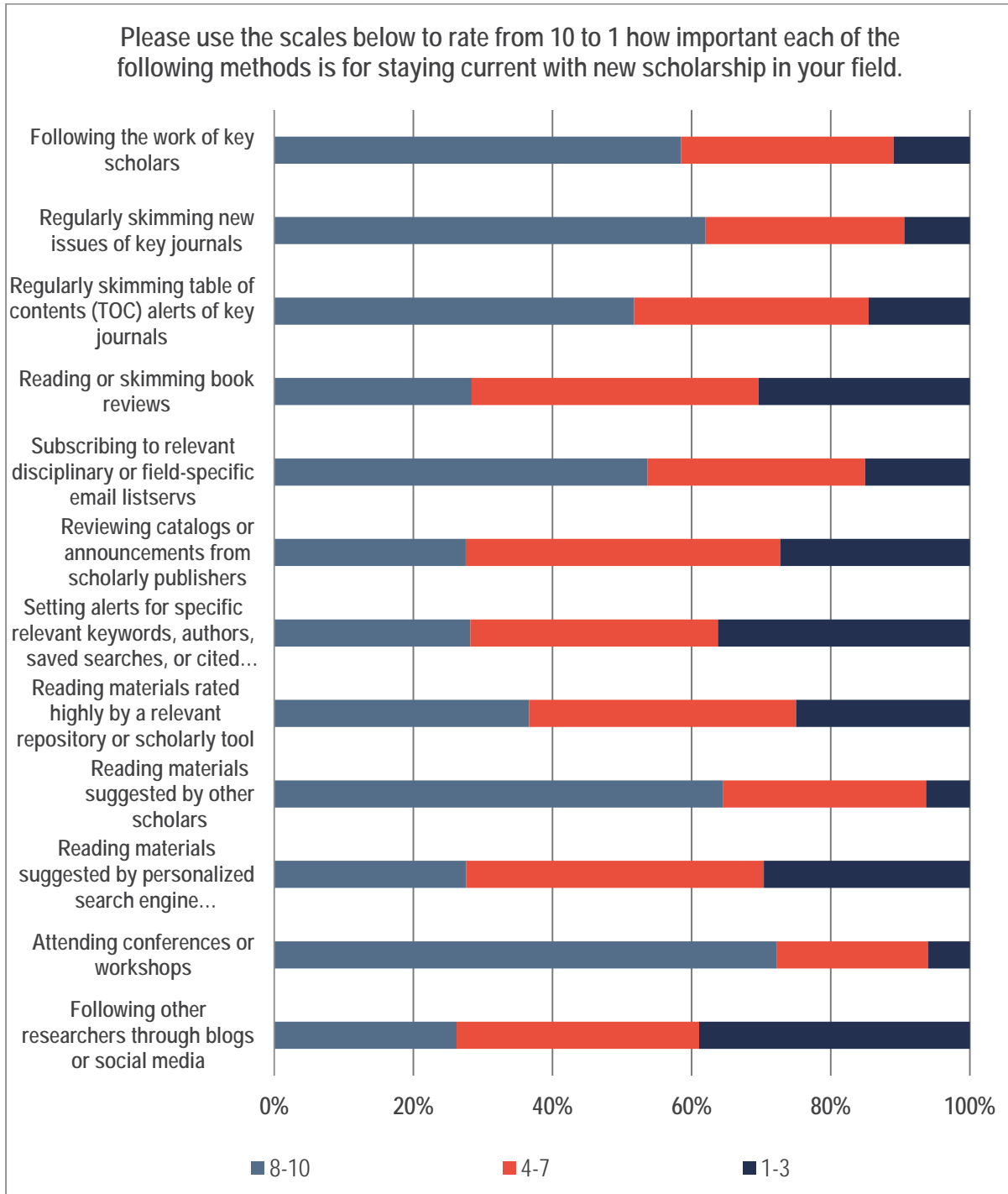
Q3

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. [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Following the work of key scholars	58.50%	30.55%	10.95%	347
Regularly skimming new issues of key journals	62.00%	28.57%	9.43%	350
Regularly skimming table of contents (TOC) alerts of key journals	51.71%	33.71%	14.57%	350
Reading or skimming book reviews	28.37%	41.26%	30.37%	349
Subscribing to relevant disciplinary or field-specific email listservs	53.62%	31.30%	15.07%	345
Reviewing catalogs or announcements from scholarly publishers	27.54%	45.22%	27.25%	345
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	28.16%	35.63%	36.21%	348
Reading materials rated highly by a relevant repository or scholarly tool	36.63%	38.37%	25.00%	344
Reading materials suggested by other scholars	64.47%	29.23%	6.30%	349
Reading materials suggested by personalized search engine recommendations	27.59%	42.82%	29.60%	348
Attending conferences or workshops	72.21%	21.78%	6.02%	349
Following other researchers through blogs or social media	26.22%	34.87%	38.90%	347

Q3

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. [10 = extremely important; 1 = not at all important]



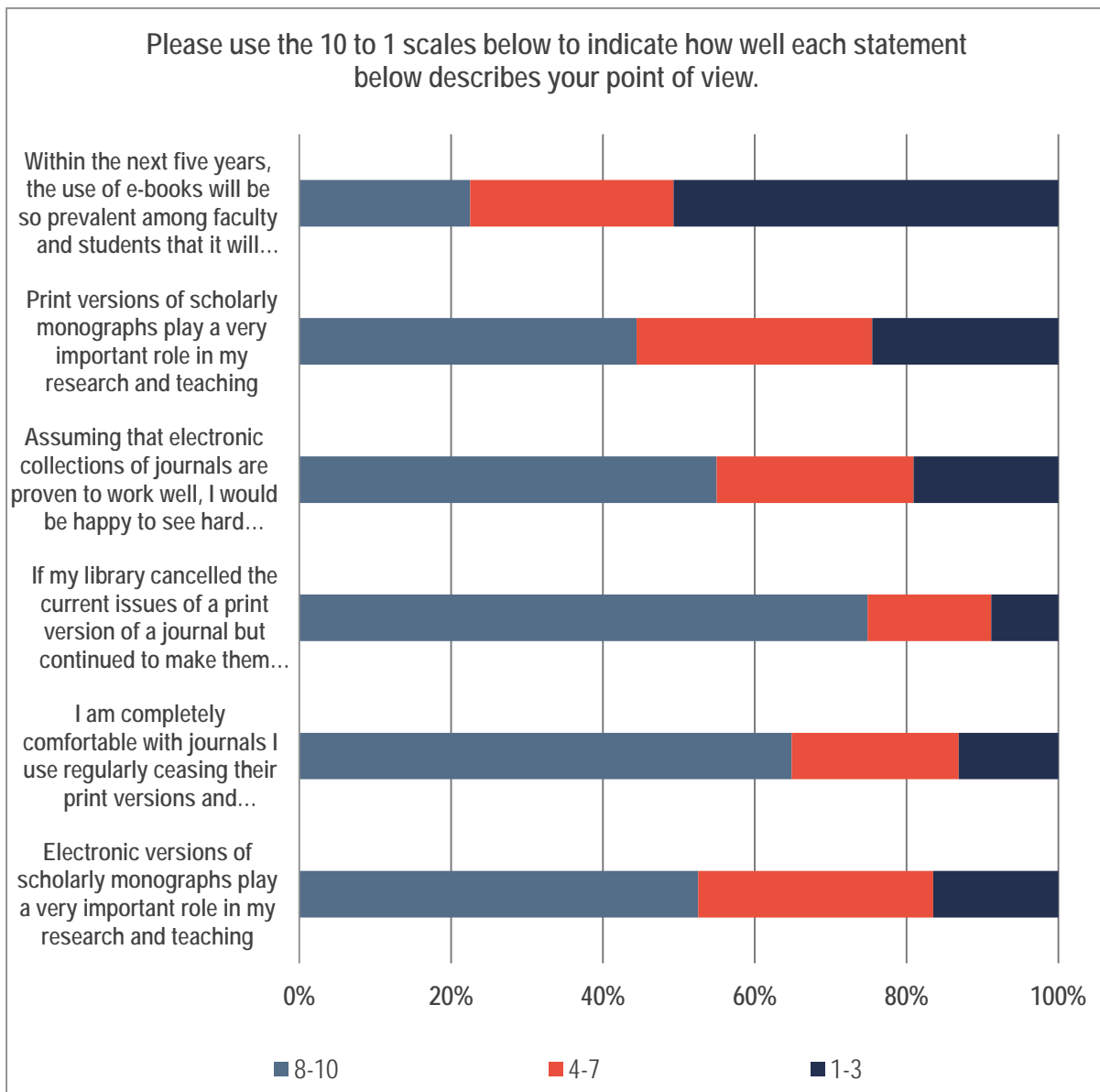
Q4

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 note: the phrase “scholarly monograph,” which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

	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.	22.51%	26.78%	50.71%	351
Print versions of scholarly monographs play a very important role in my research and teaching	44.44%	31.05%	24.50%	351
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	54.99%	25.93%	19.09%	351
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	74.86%	16.29%	8.86%	350
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	64.86%	22.00%	13.14%	350
Electronic versions of scholarly monographs play a very important role in my research and teaching	52.56%	30.97%	16.48%	352

Q4

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 note: the phrase “scholarly monograph,” which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.



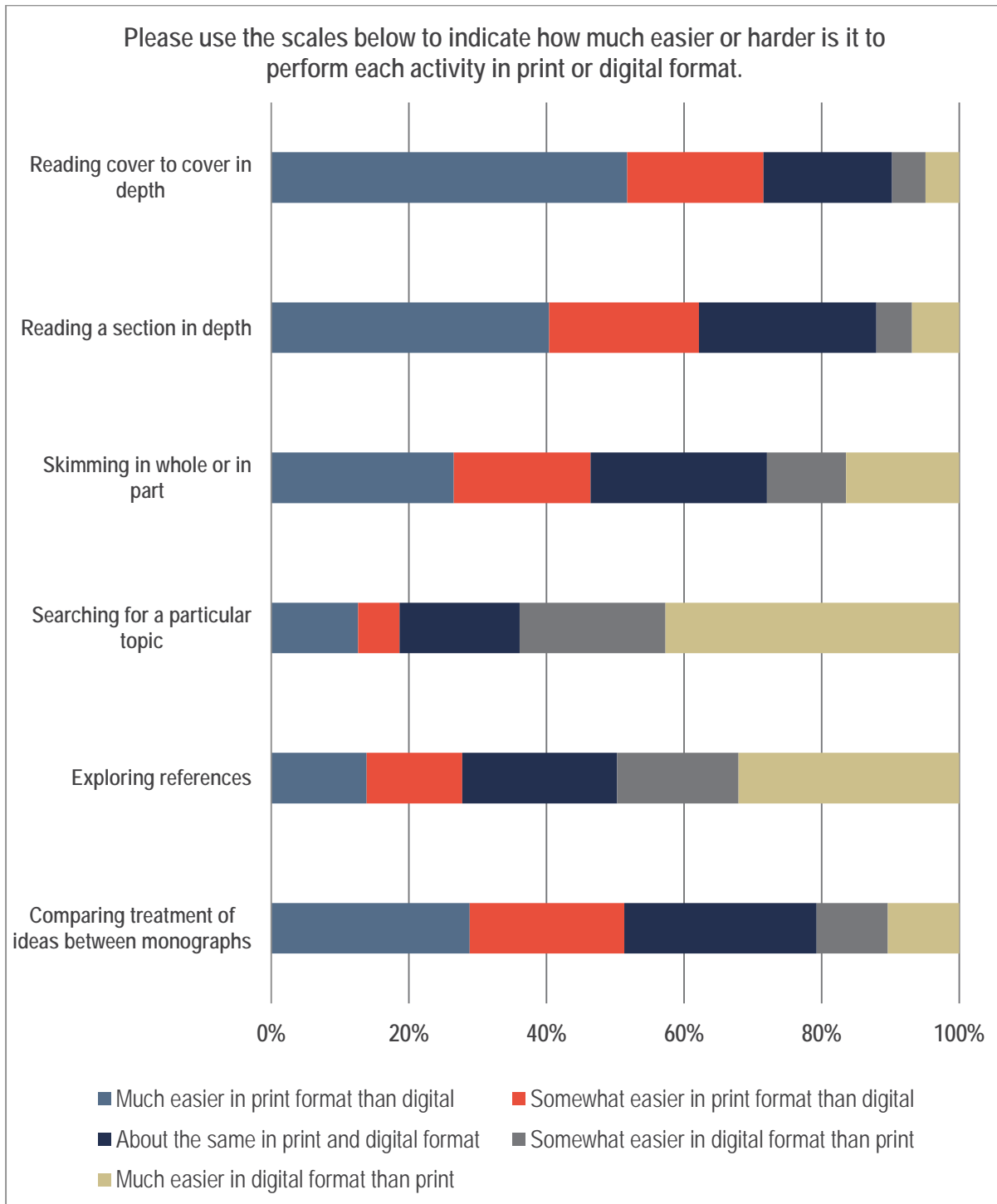
Q5

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.

	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	51.72%	19.83%	18.68%	4.89%	4.89%	348
Reading a section in depth	40.40%	21.78%	25.79%	5.16%	6.88%	349
Skimming in whole or in part	26.51%	19.88%	25.65%	11.53%	16.43%	347
Searching for a particular topic	12.61%	6.02%	17.48%	21.20%	42.69%	349
Exploring references	13.87%	13.87%	22.54%	17.63%	32.08%	346
Comparing treatment of ideas between monographs	28.82%	22.48%	27.95%	10.37%	10.37%	347

Q5

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.

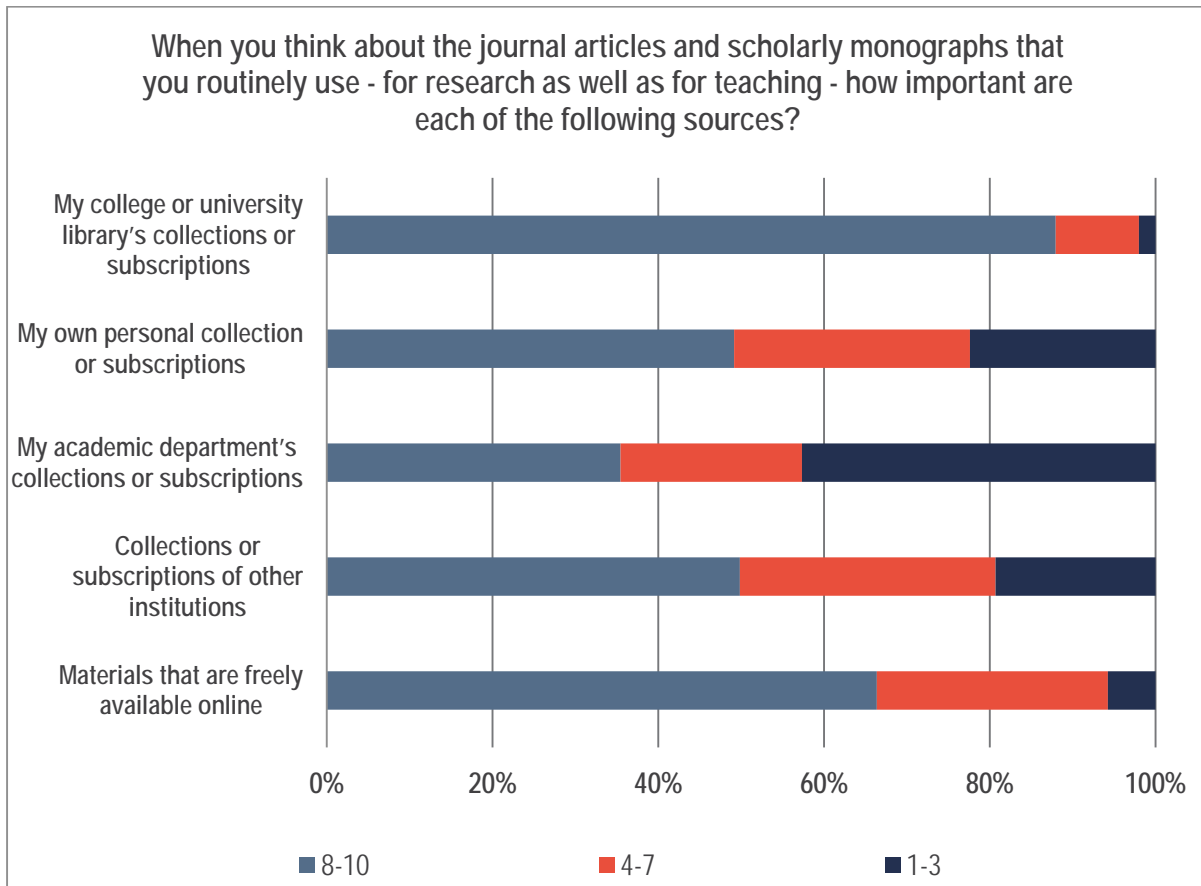




Q6

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? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	87.97%	10.03%	2.01%	349
My own personal collection or subscriptions	49.14%	28.45%	22.41%	348
My academic department's collections or subscriptions	35.45%	21.90%	42.65%	347
Collections or subscriptions of other institutions	49.86%	30.84%	19.31%	347
Materials that are freely available online	66.38%	27.87%	5.75%	348



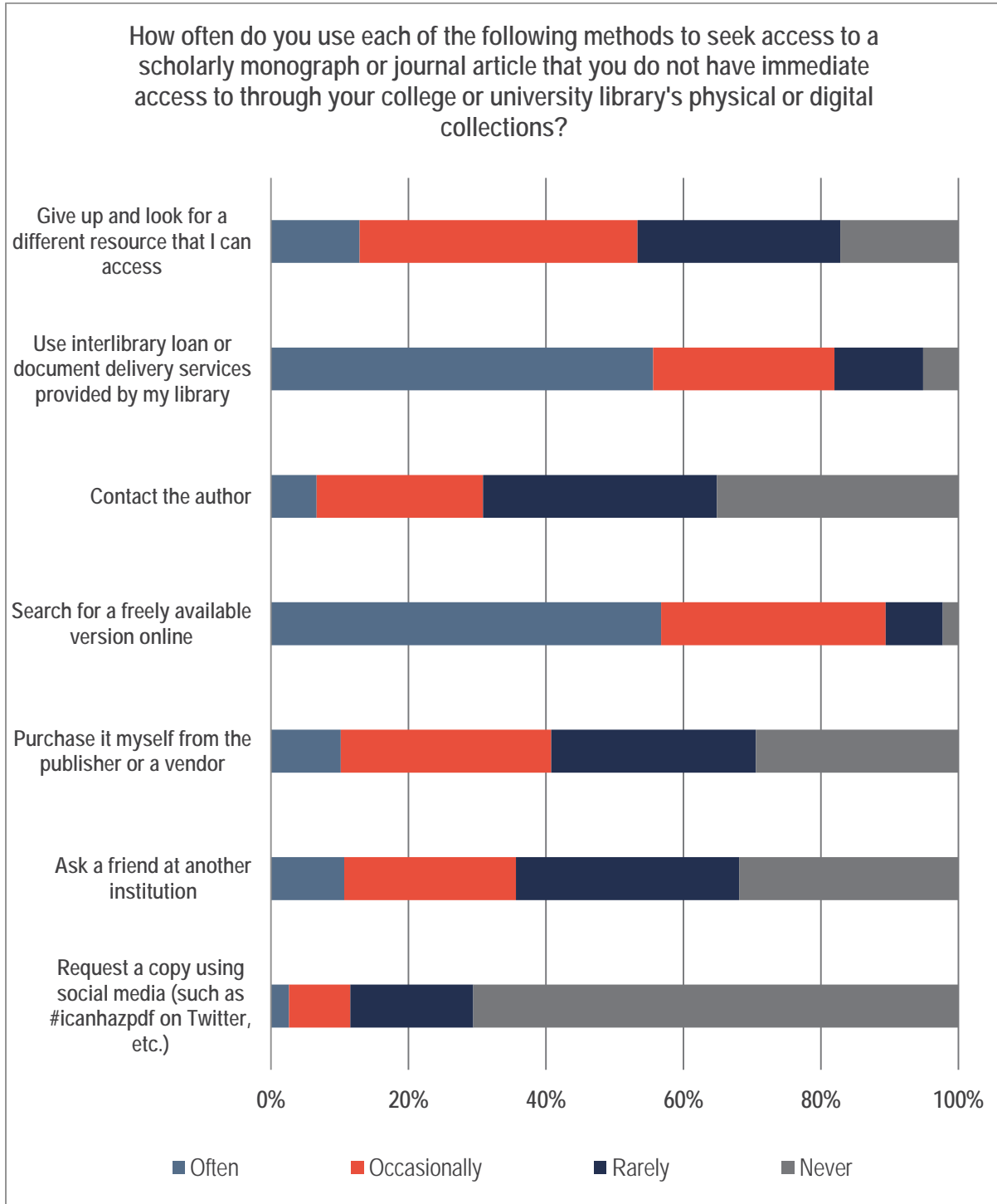
Q7

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	Response
Give up and look for a different resource that I can access	12.89%	40.40%	29.51%	17.19%	349
Use interlibrary loan or document delivery services provided by my library	55.59%	26.36%	12.89%	5.16%	349
Contact the author	6.63%	24.21%	34.01%	35.16%	347
Search for a freely available version online	56.73%	32.66%	8.31%	2.29%	349
Purchase it myself from the publisher or a vendor	10.12%	30.64%	29.77%	29.48%	346
Ask a friend at another institution	10.63%	25.00%	32.47%	31.90%	348
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	2.59%	8.93%	17.87%	70.61%	347

Q7

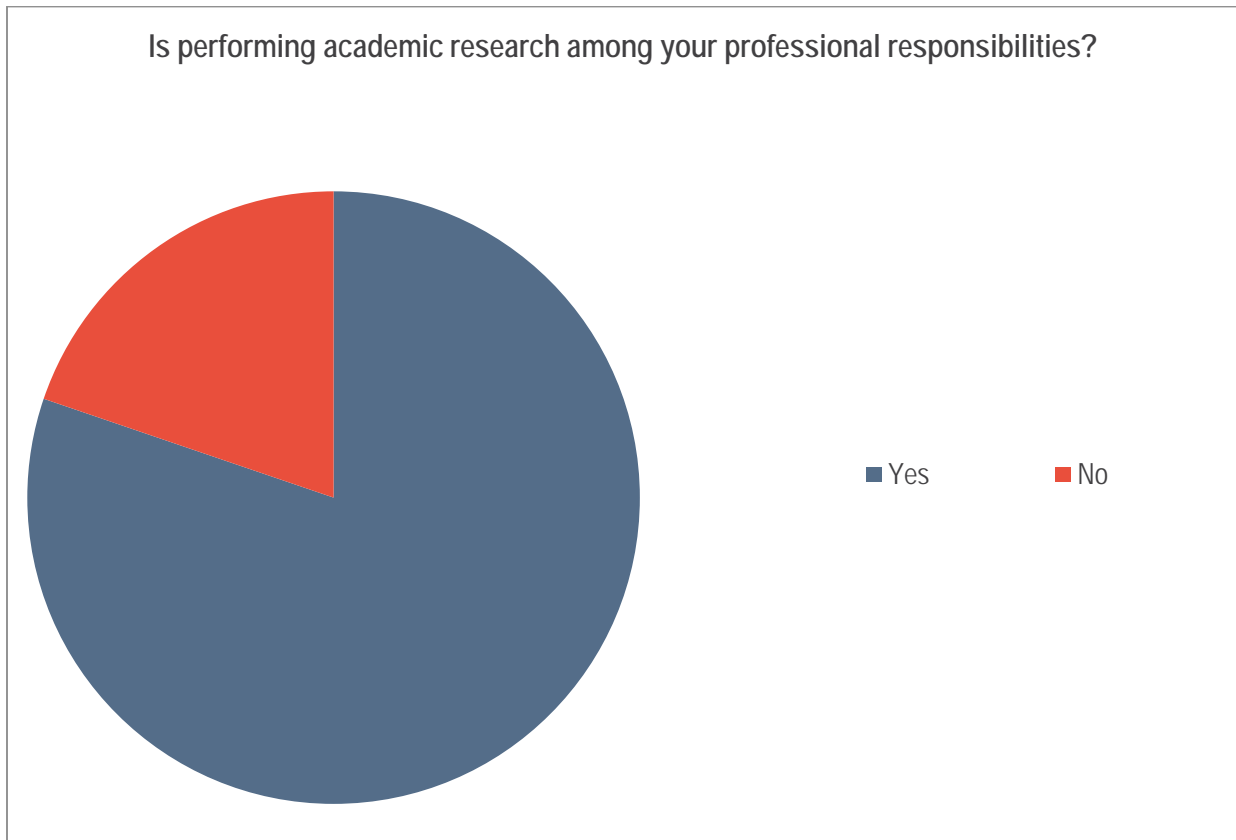
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q8

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	284	80.23%
No	70	19.77%
	354	100.00%



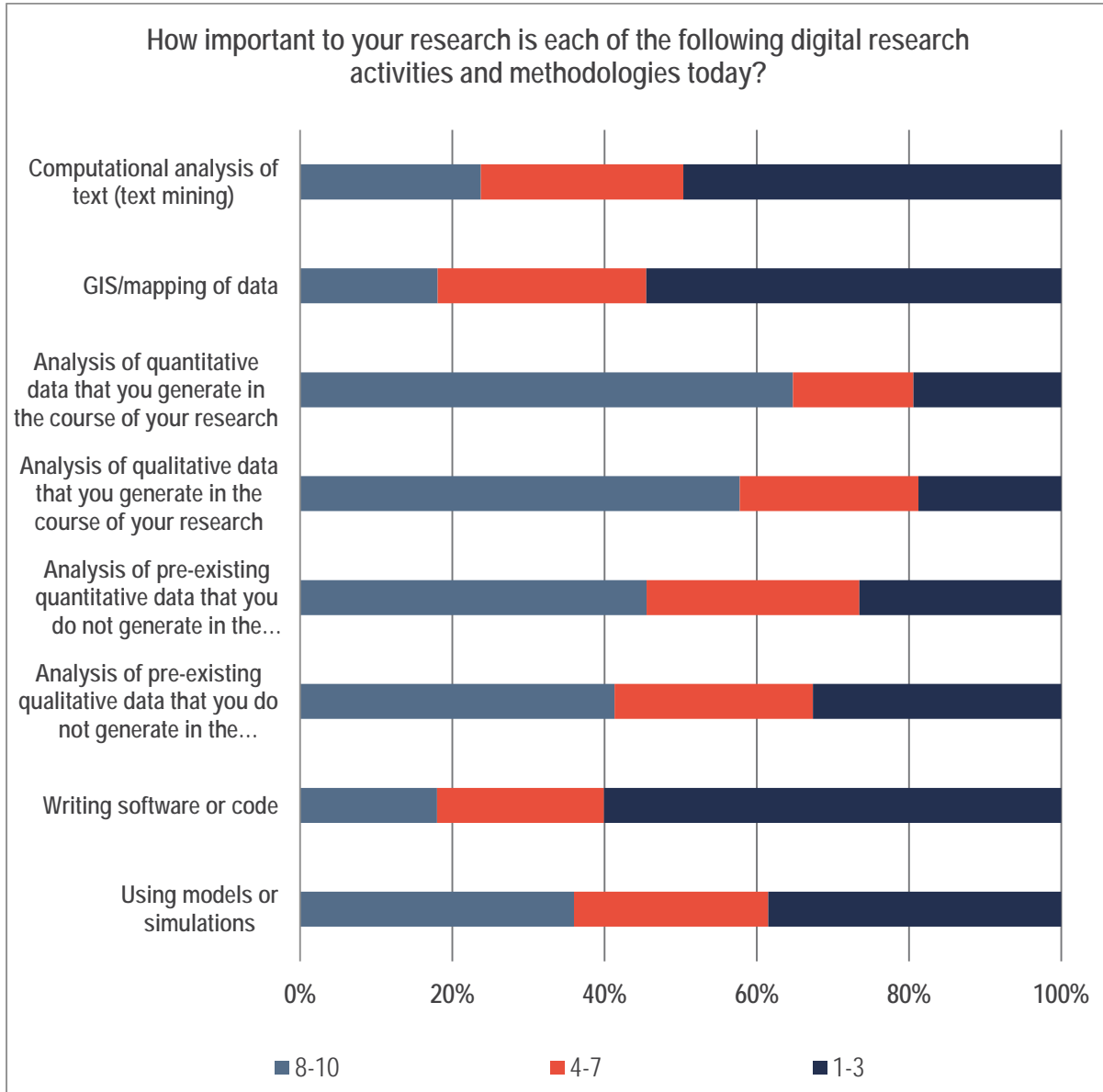
**Q9 [Contingent on respondent selecting “yes” in Q8]**

How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	23.74%	26.62%	49.64%	278
GIS/mapping of data	18.05%	27.44%	54.51%	277
Analysis of quantitative data that you generate in the course of your research	64.75%	15.83%	19.42%	278
Analysis of qualitative data that you generate in the course of your research	57.76%	23.47%	18.77%	277
Analysis of pre-existing quantitative data that you do not generate in the course of your research	45.52%	27.96%	26.52%	279
Analysis of pre-existing qualitative data that you do not generate in the course of your research	41.30%	26.09%	32.61%	276
Writing software or code	17.99%	21.94%	60.07%	278
Using models or simulations	35.97%	25.54%	38.49%	278

**Q9 [Contingent on respondent selecting “yes” in Q8]**

How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]



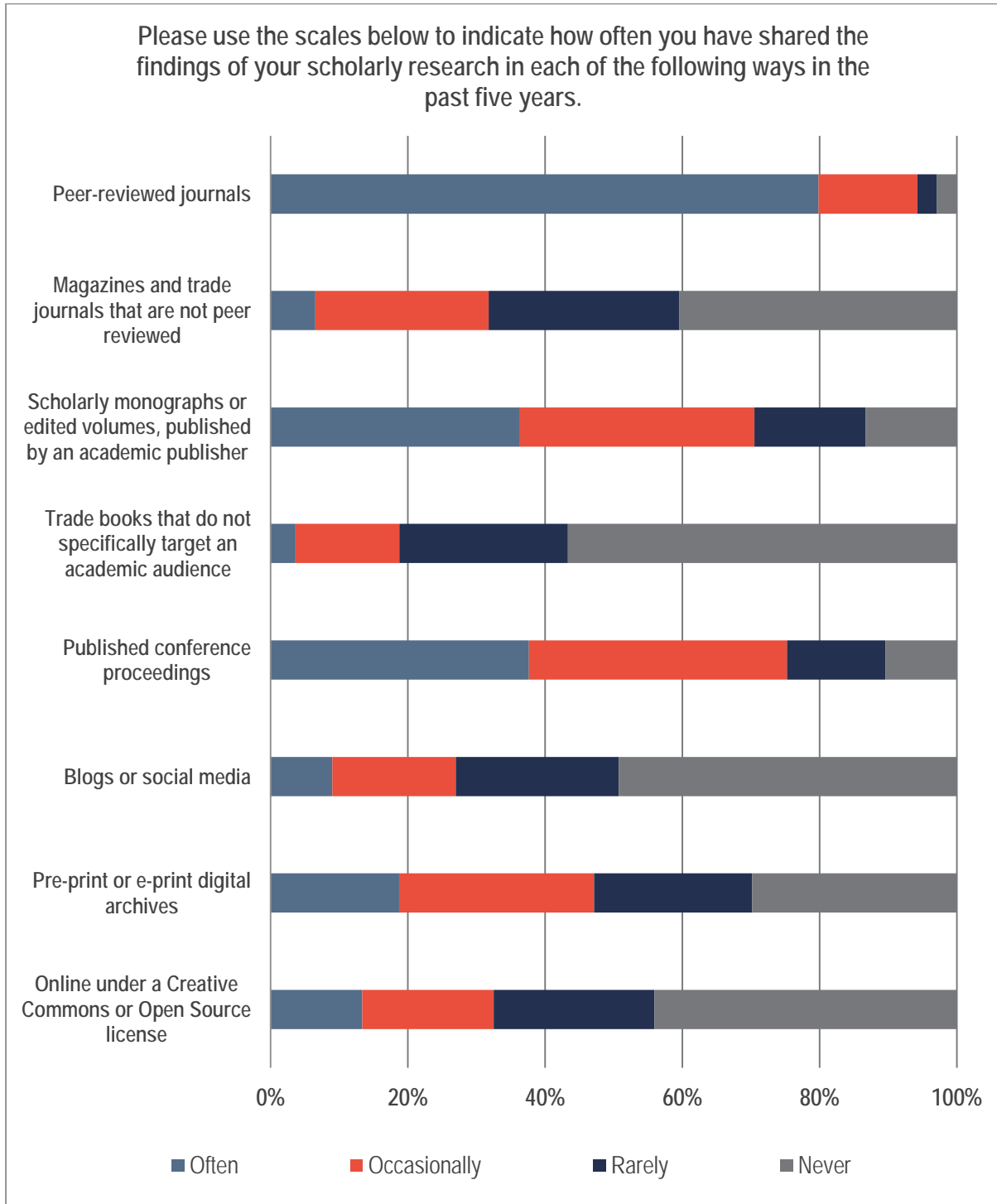
**Q10 [Contingent on respondent selecting “yes” in Q8]**

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	Never	Response
Peer-reviewed journals	79.86%	14.39%	2.88%	2.88%	278
Magazines and trade journals that are not peer reviewed	6.50%	25.27%	27.80%	40.43%	277
Scholarly monographs or edited volumes, published by an academic publisher	36.33%	34.17%	16.19%	13.31%	278
Trade books that do not specifically target an academic audience	3.61%	15.16%	24.55%	56.68%	277
Published conference proceedings	37.63%	37.63%	14.34%	10.39%	279
Blogs or social media	8.99%	17.99%	23.74%	49.28%	278
Pre-print or e-print digital archives	18.71%	28.42%	23.02%	29.86%	278
Online under a Creative Commons or Open Source license	13.36%	19.13%	23.47%	44.04%	277

**Q10 [Contingent on respondent selecting “yes” in Q8]**

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.





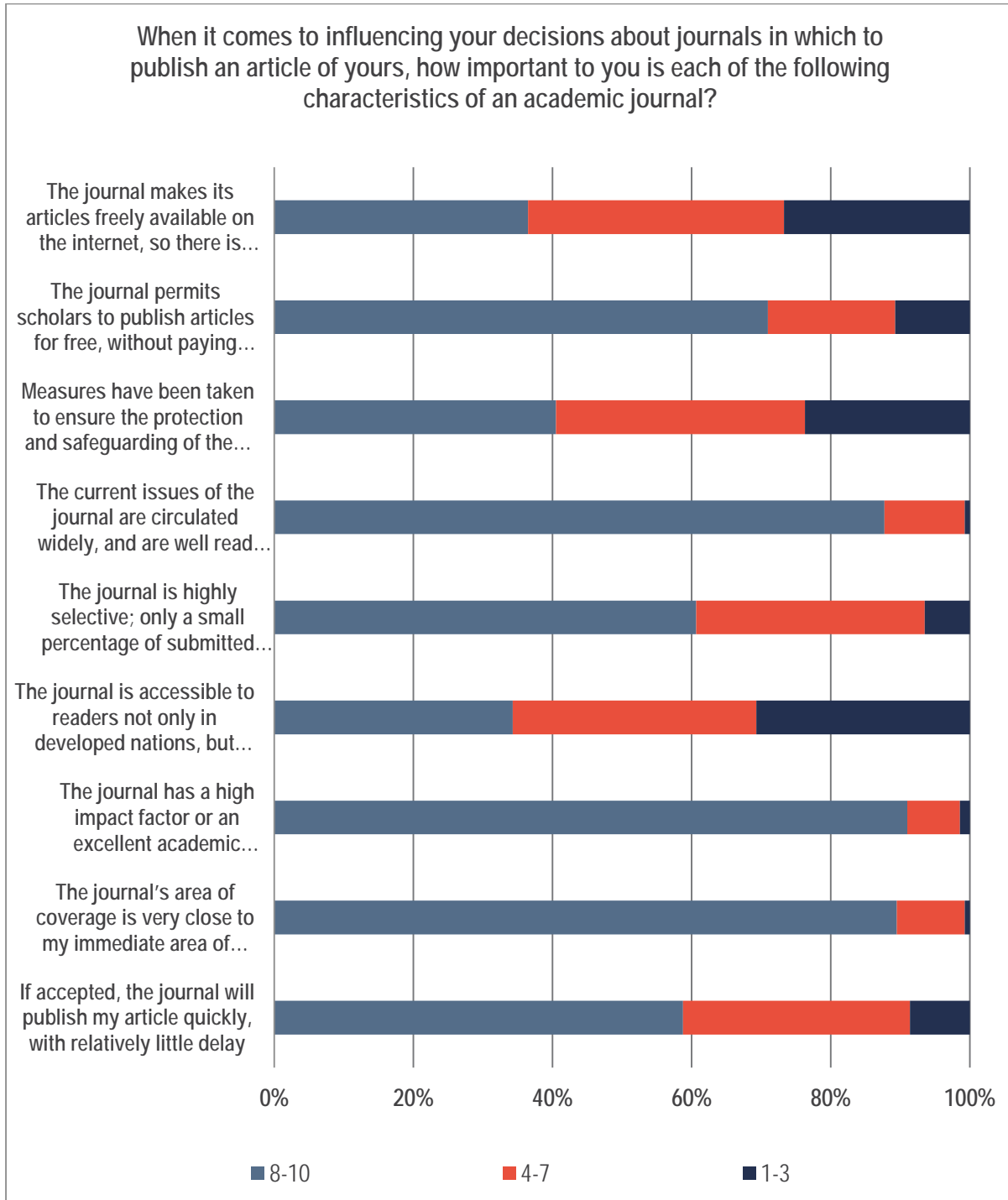
**Q11 [Contingent on respondent selecting “yes” in Q8]**

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? [10 = extremely important; 1 = not at all important]

	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	36.46%	36.82%	26.71%	277
The journal permits scholars to publish articles for free, without paying page or article charges	70.97%	18.28%	10.75%	279
Measures have been taken to ensure the protection and safeguarding of the journal’s content for the long term	40.51%	35.77%	23.72%	274
The current issues of the journal are circulated widely, and are well read by scholars in your field	87.73%	11.55%	0.72%	277
The journal is highly selective; only a small percentage of submitted articles are published	60.65%	32.85%	6.50%	277
The journal is accessible to readers not only in developed nations, but also in developing nations	34.30%	35.02%	30.69%	277
The journal has a high impact factor or an excellent academic reputation	91.01%	7.55%	1.44%	278
The journal’s area of coverage is very close to my immediate area of research	89.49%	9.78%	0.72%	276
If accepted, the journal will publish my article quickly, with relatively little delay	58.78%	32.62%	8.60%	279

**Q11 [Contingent on respondent selecting “yes” in Q8]**

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? [10 = extremely important; 1 = not at all important]



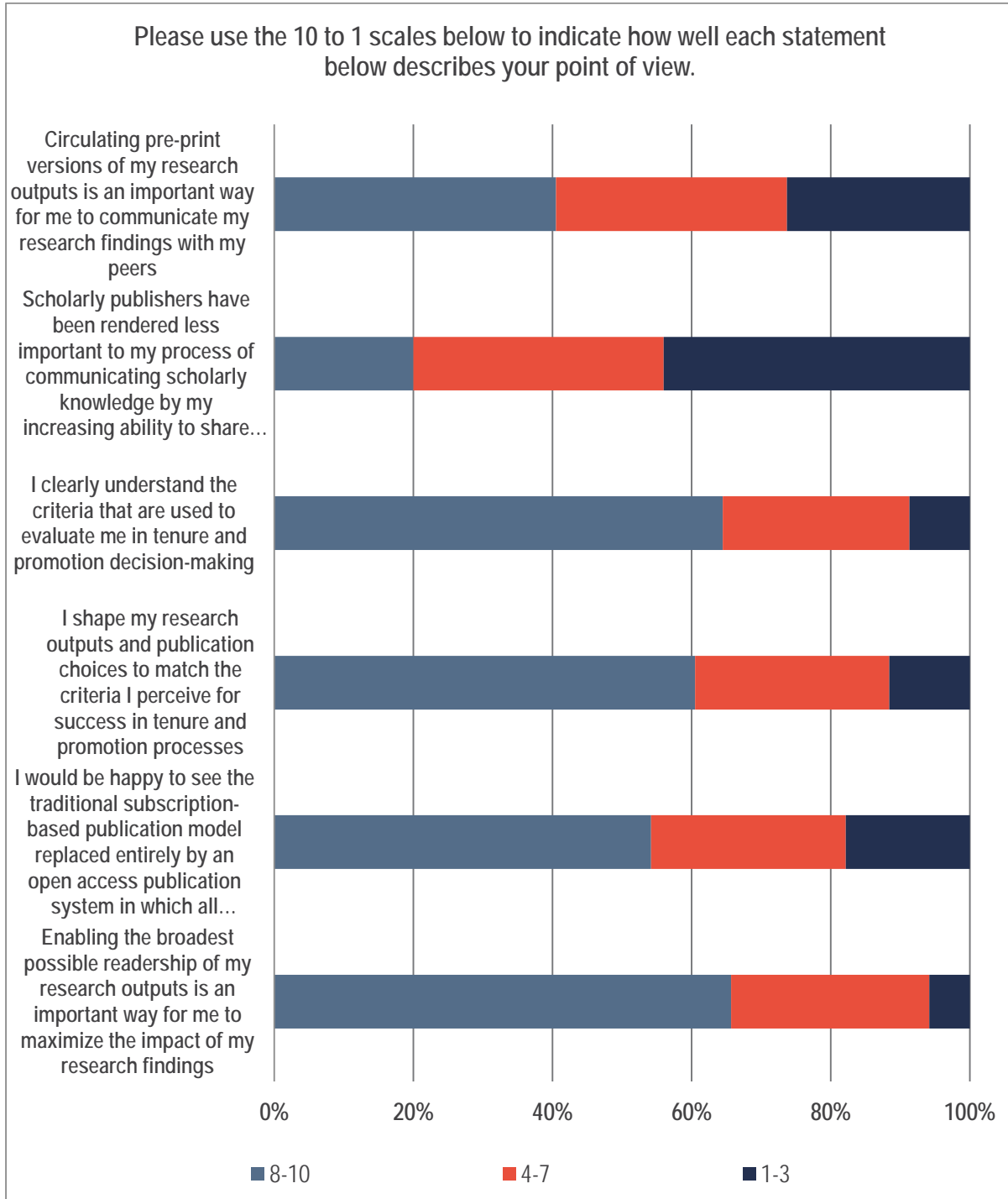
**Q12 [Contingent on respondent selecting “yes” in Q8]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

	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	40.51%	33.21%	26.28%	274
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	20.00%	36.00%	44.00%	275
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	64.49%	26.81%	8.70%	276
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	60.51%	27.90%	11.59%	276
I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public	54.18%	28.00%	17.82%	275
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	65.69%	28.47%	5.84%	274

**Q12 [Contingent on respondent selecting “yes” in Q8]**

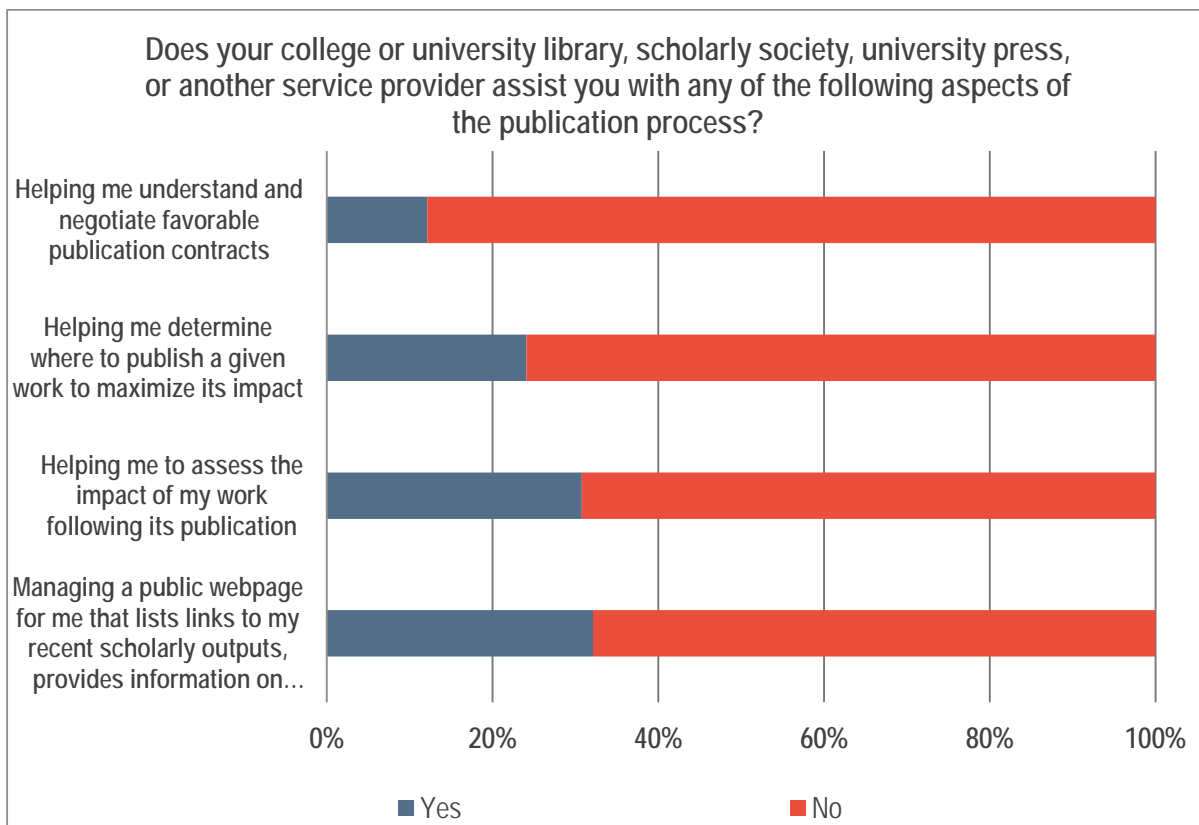
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



**Q13 [Contingent on respondent selecting “yes” in Q8]**

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	12.13%	87.87%	272
Helping me determine where to publish a given work to maximize its impact	24.09%	75.91%	274
Helping me to assess the impact of my work following its publication	30.77%	69.23%	273
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	32.12%	67.88%	274



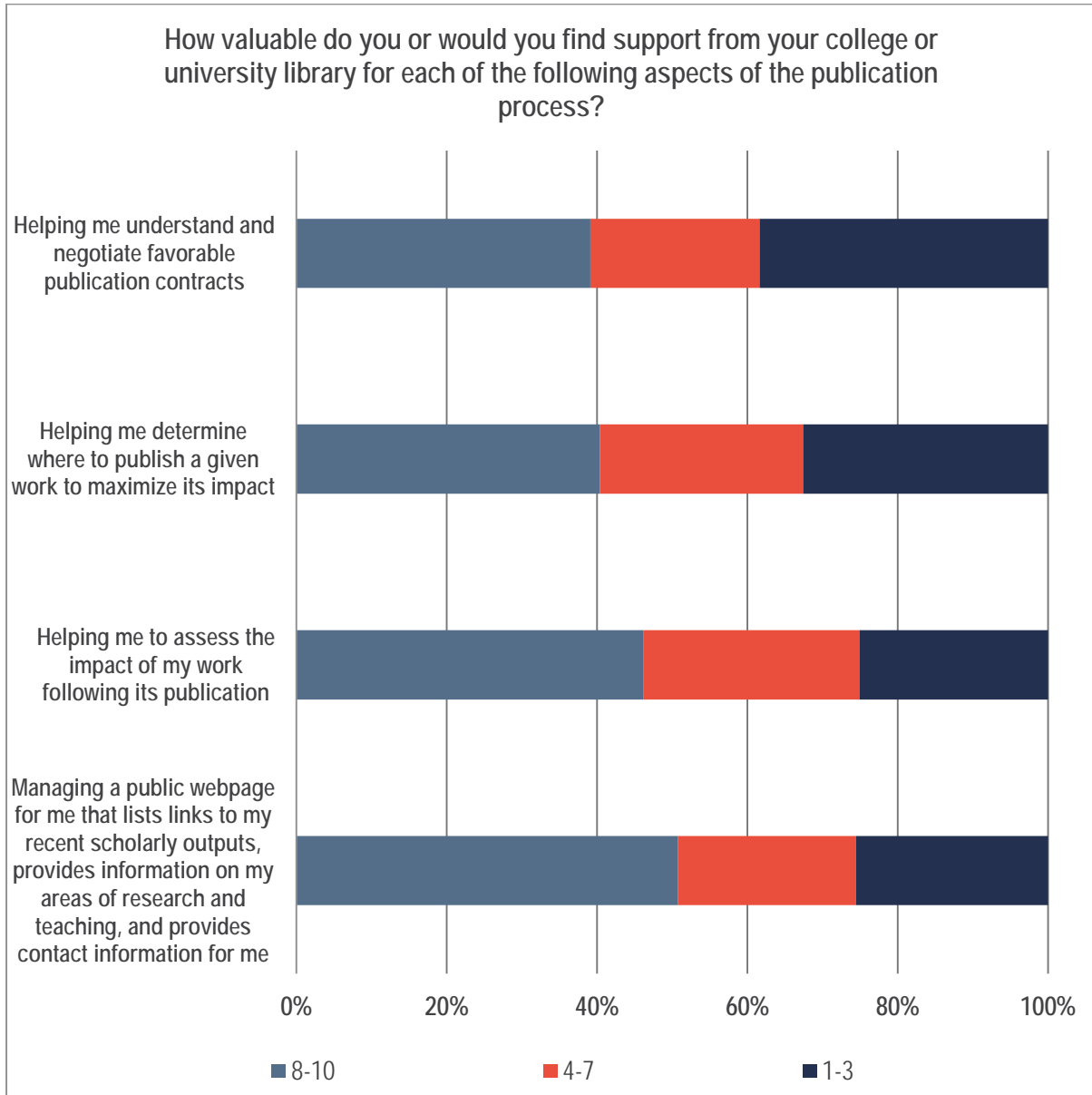
**Q14 [Contingent on respondent selecting “yes” in Q8]**

How valuable do you find support from your college or university library for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	39.11%	22.51%	38.38%	271
Helping me determine where to publish a given work to maximize its impact	40.37%	27.04%	32.59%	270
Helping me to assess the impact of my work following its publication	46.13%	28.78%	25.09%	271
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	50.74%	23.70%	25.56%	270

**Q14 [Contingent on respondent selecting “yes” in Q8]**

How valuable do you find support from your college or university library for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]



**Q15 [Contingent on respondent selecting “yes” in Q8]**

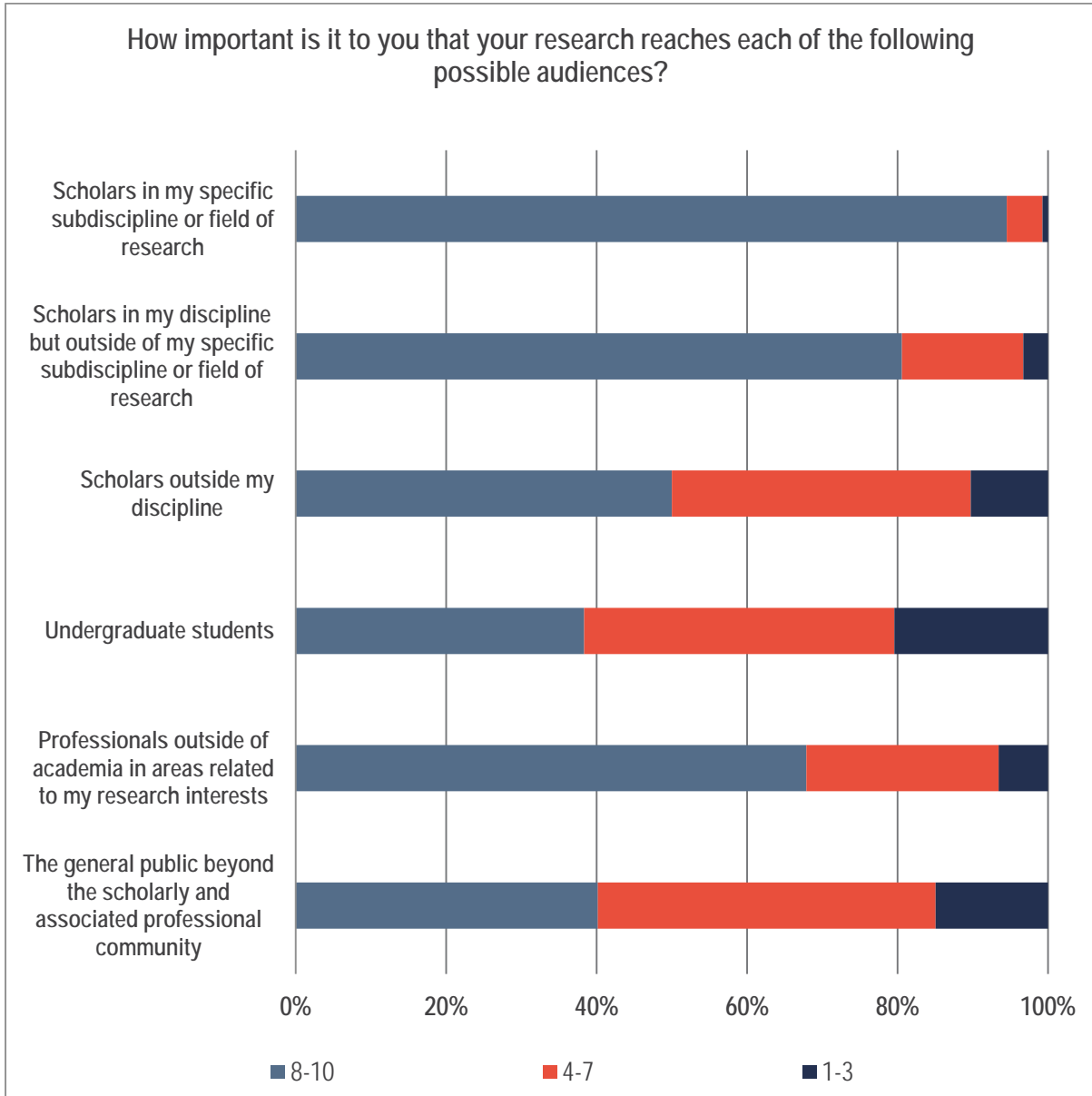
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	94.53%	4.74%	0.73%	274
Scholars in my discipline but outside of my specific subdiscipline or field of research	80.59%	16.12%	3.30%	273
Scholars outside my discipline	50.00%	39.71%	10.29%	272
Undergraduate students	38.32%	41.24%	20.44%	274
Professionals outside of academia in areas related to my research interests	67.88%	25.55%	6.57%	274
The general public beyond the scholarly and associated professional community	40.15%	44.89%	14.96%	274



**Q15 [Contingent on respondent selecting “yes” in Q8]**

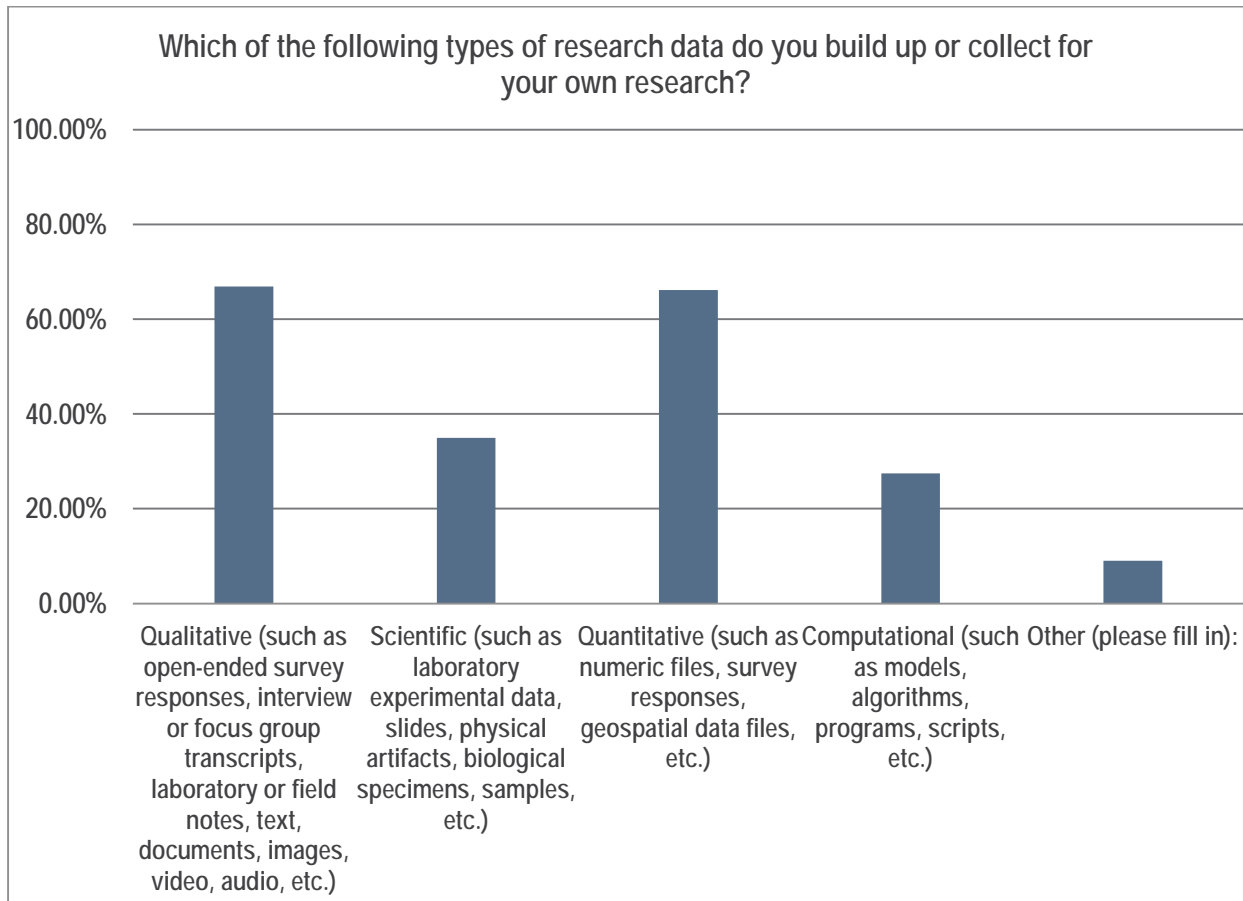
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]



**Q16 [Contingent on respondent selecting “yes” in Q8] [Multiple selections possible]**

Which of the following types of research data do you build up or collect for your own research? Please select all that apply:

	Response	Percent
Qualitative (such as open-ended survey responses, interview or focus group transcripts, laboratory or field notes, text, documents, images, video, audio, etc.)	178	66.92%
Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)	93	34.96%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	176	66.17%
Computational (such as models, algorithms, programs, scripts, etc.)	73	27.44%
Other (please fill in):	24	9.02%
	544	



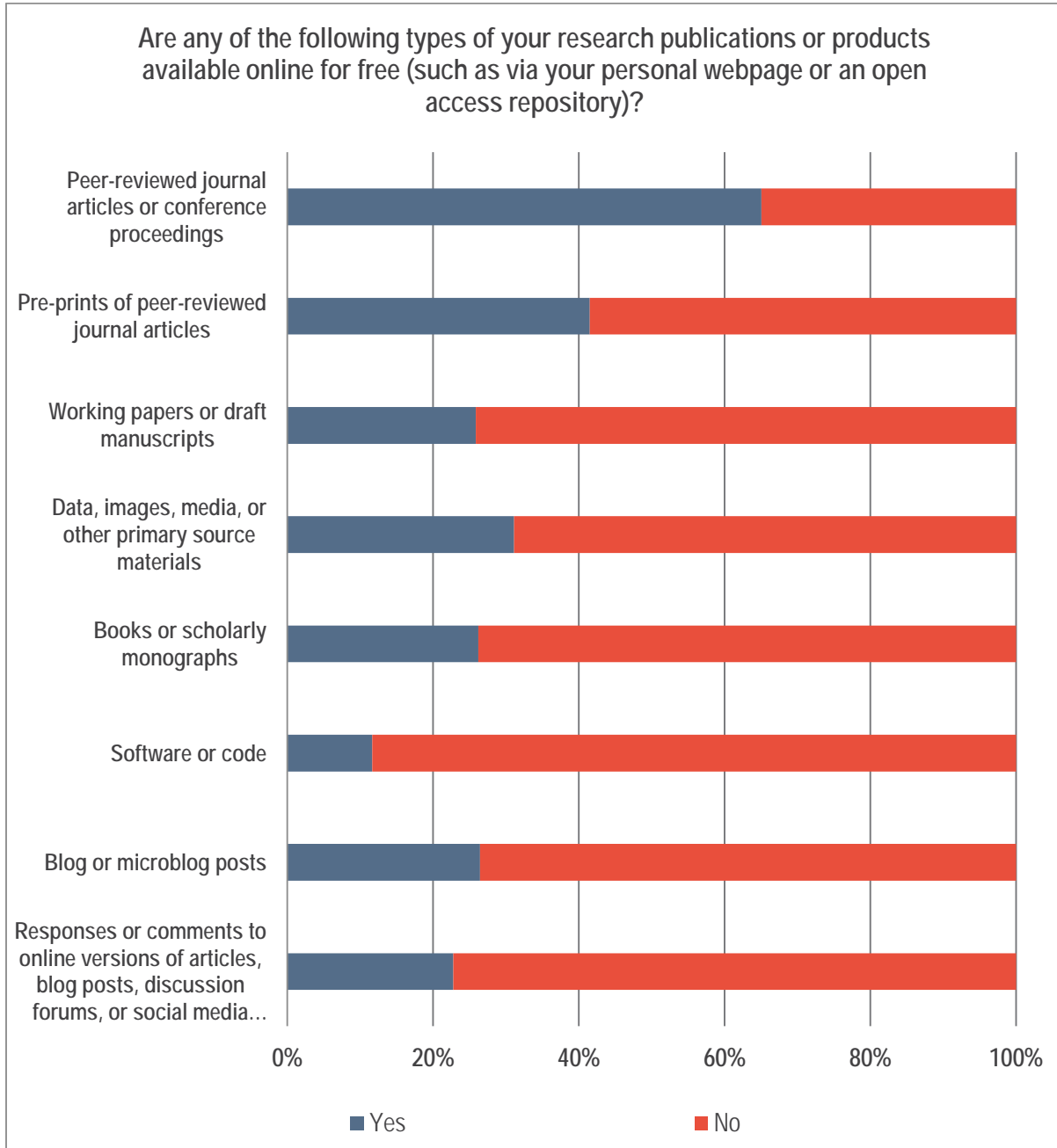
**Q17 [Contingent on respondent selecting “yes” in Q8]**

Are any of the following types of your research publications or products 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	65.06%	34.94%	269
Pre-prints of peer-reviewed journal articles	41.48%	58.52%	270
Working papers or draft manuscripts	25.84%	74.16%	267
Data, images, media, or other primary source materials	31.09%	68.91%	267
Books or scholarly monographs	26.20%	73.80%	271
Software or code	11.65%	88.35%	266
Blog or microblog posts	26.42%	73.58%	265
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	22.76%	77.24%	268

**Q17 [Contingent on respondent selecting “yes” in Q8]**

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



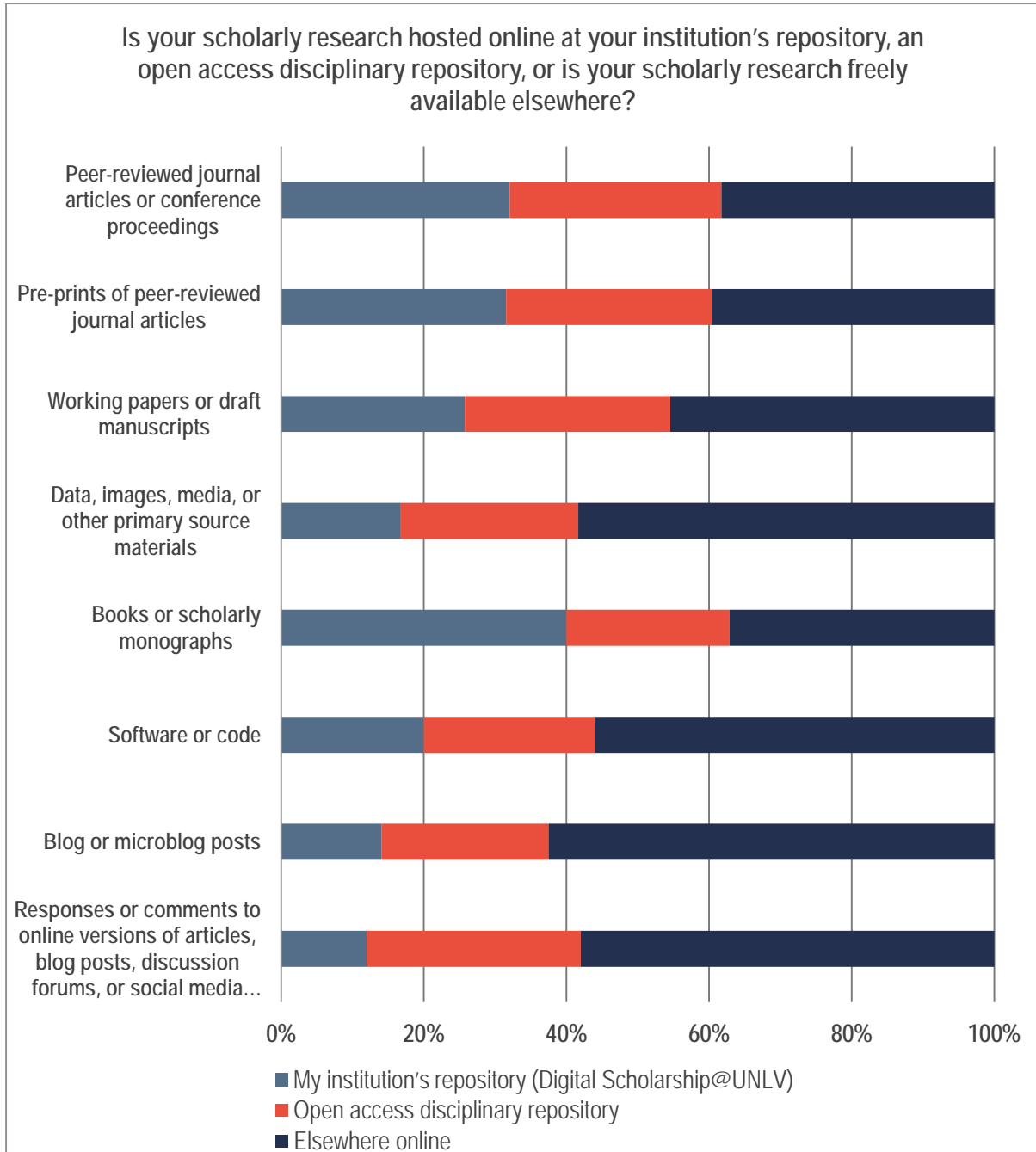
**Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

Is your scholarly research hosted online at your institution’s repository (Digital Scholarship@UNLV), 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:

	My institution’s repository (Digital Scholarship@UNLV)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	41.36%	38.27%	49.38%	209
Pre-prints of peer-reviewed journal articles	36.84%	33.68%	46.32%	111
Working papers or draft manuscripts	30.36%	33.93%	53.57%	66
Data, images, media, or other primary source materials	18.46%	27.69%	64.62%	72
Books or scholarly monographs	46.67%	26.67%	43.33%	70
Software or code	22.73%	27.27%	63.64%	25
Blog or microblog posts	14.75%	24.59%	65.57%	64
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	13.04%	32.61%	63.04%	50

**Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

Is your scholarly research hosted online at your institution’s repository (Digital Scholarship@UNLV), 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:



**Q19 [Contingent on respondent selecting “yes” in Q8]**

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.)?

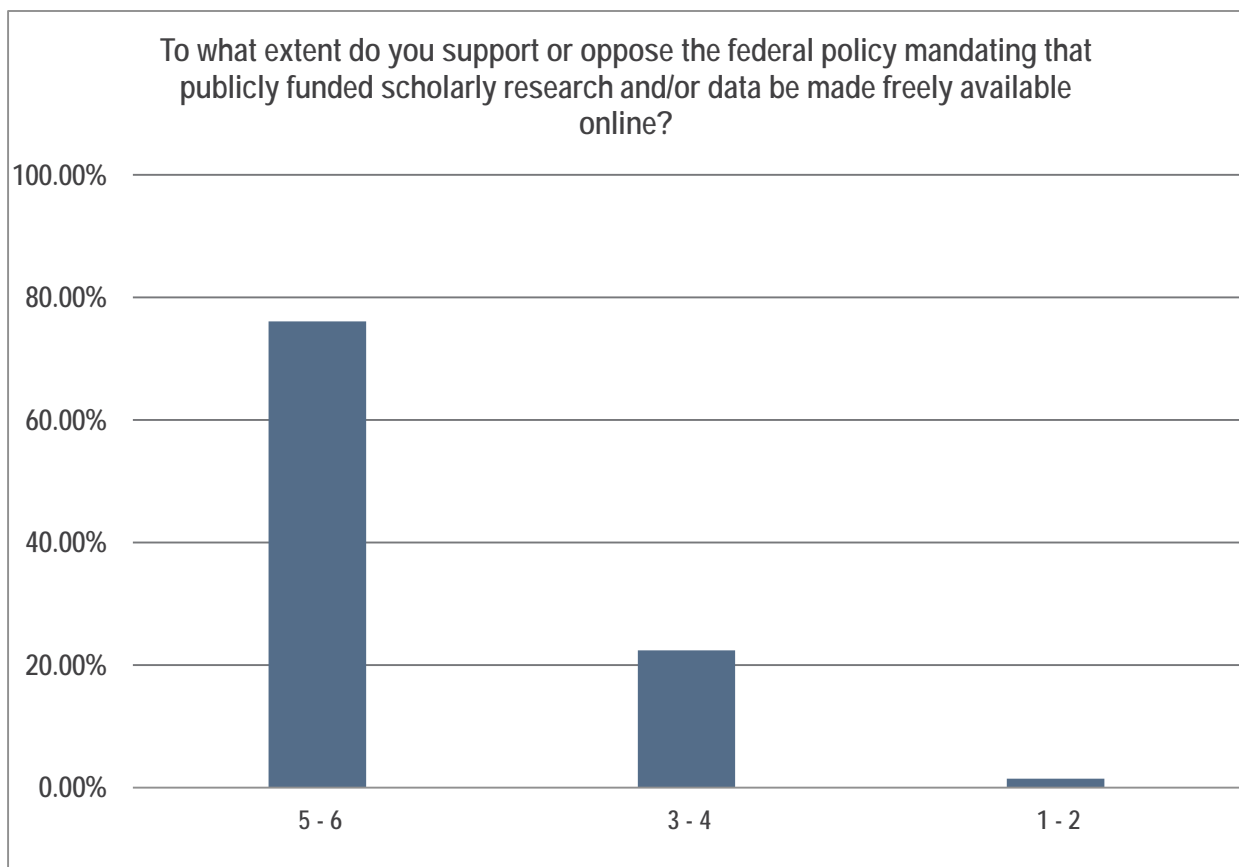
	Response	Percent
Yes	135	49.27%
No	139	50.73%
	274	100.00%



**Q20 [Contingent on respondent selecting “yes” in Q8]**

To what extent do you support or oppose 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)? [6 = highly support; 1 = highly oppose]

	Response	Percent
5 - 6	207	76.10%
3 - 4	61	22.43%
1 - 2	4	1.47%
	272	100.00%





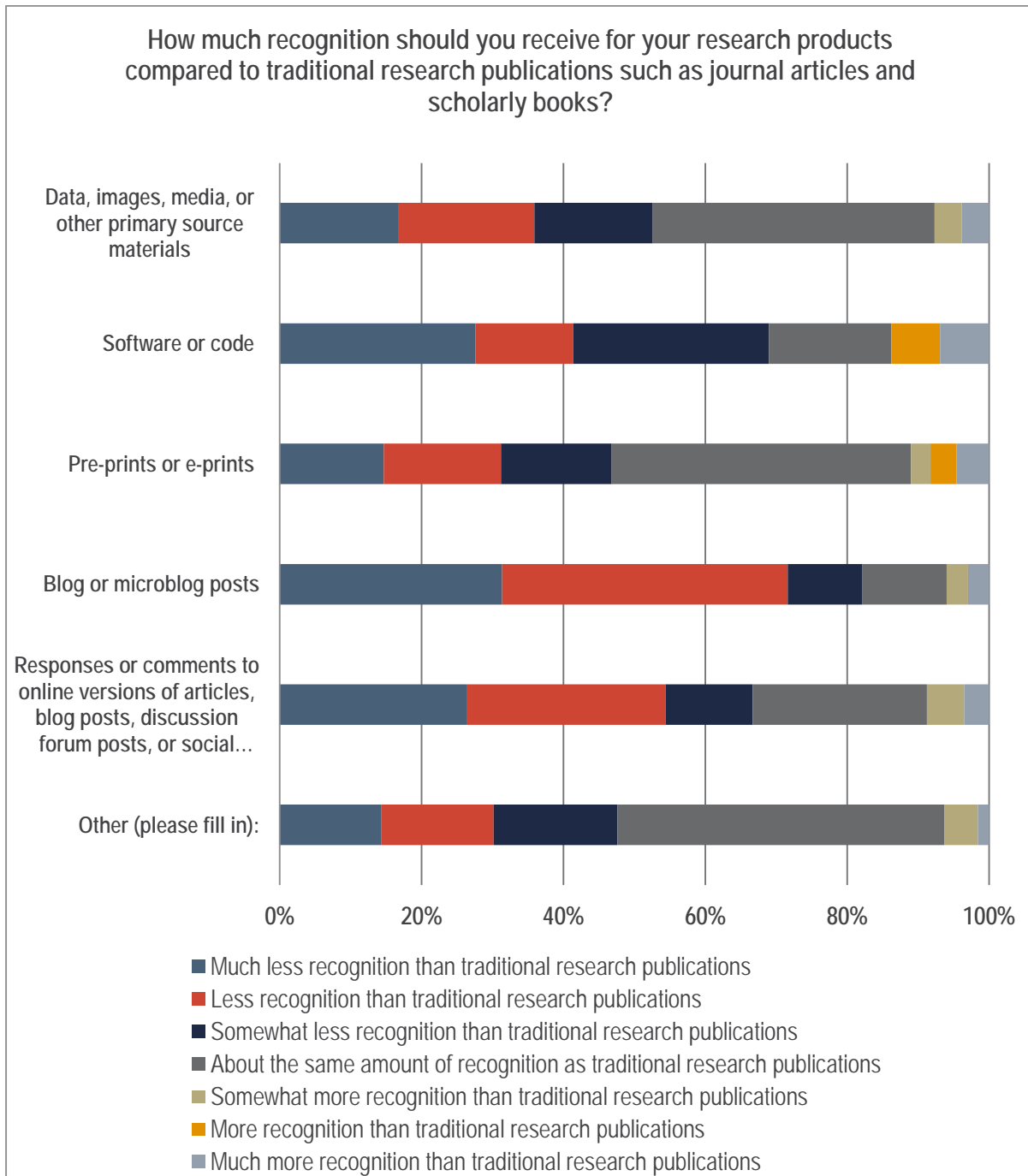
**Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications	Response
Data, images, media, or other primary source materials	16.67%	19.23%	16.67%	39.74%	3.85%		3.85%	78
Software or code	27.59%	13.79%	27.59%	17.24%		6.90%	6.90%	29
Pre-prints or e-prints	14.68%	16.51%	15.60%	42.20%	2.75%	3.67%	4.59%	109
Blog or microblog posts	31.34%	40.30%	10.45%	11.94%	2.99%		2.99%	67
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	26.32%	28.07%	12.28%	24.56%	5.26%		3.51%	57
Other (please fill in):	14.29%	15.87%	17.46%	46.03%	4.76%		1.59%	63

**Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]**

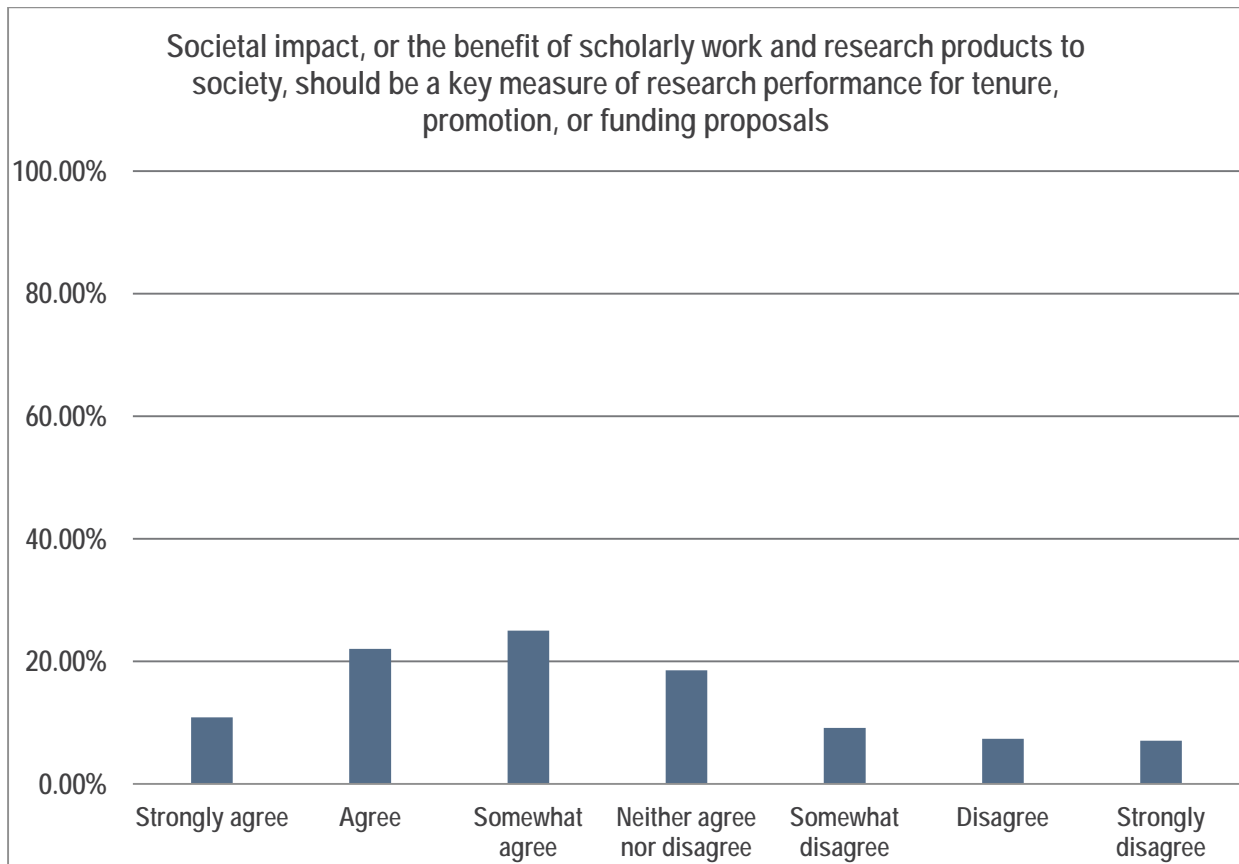
And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



Q22

Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals

	Response	Percent
Strongly agree	37	10.88%
Agree	75	22.06%
Somewhat agree	85	25.00%
Neither agree nor disagree	63	18.53%
Somewhat disagree	31	9.12%
Disagree	25	7.35%
Strongly disagree	24	7.06%
	340	100.00%



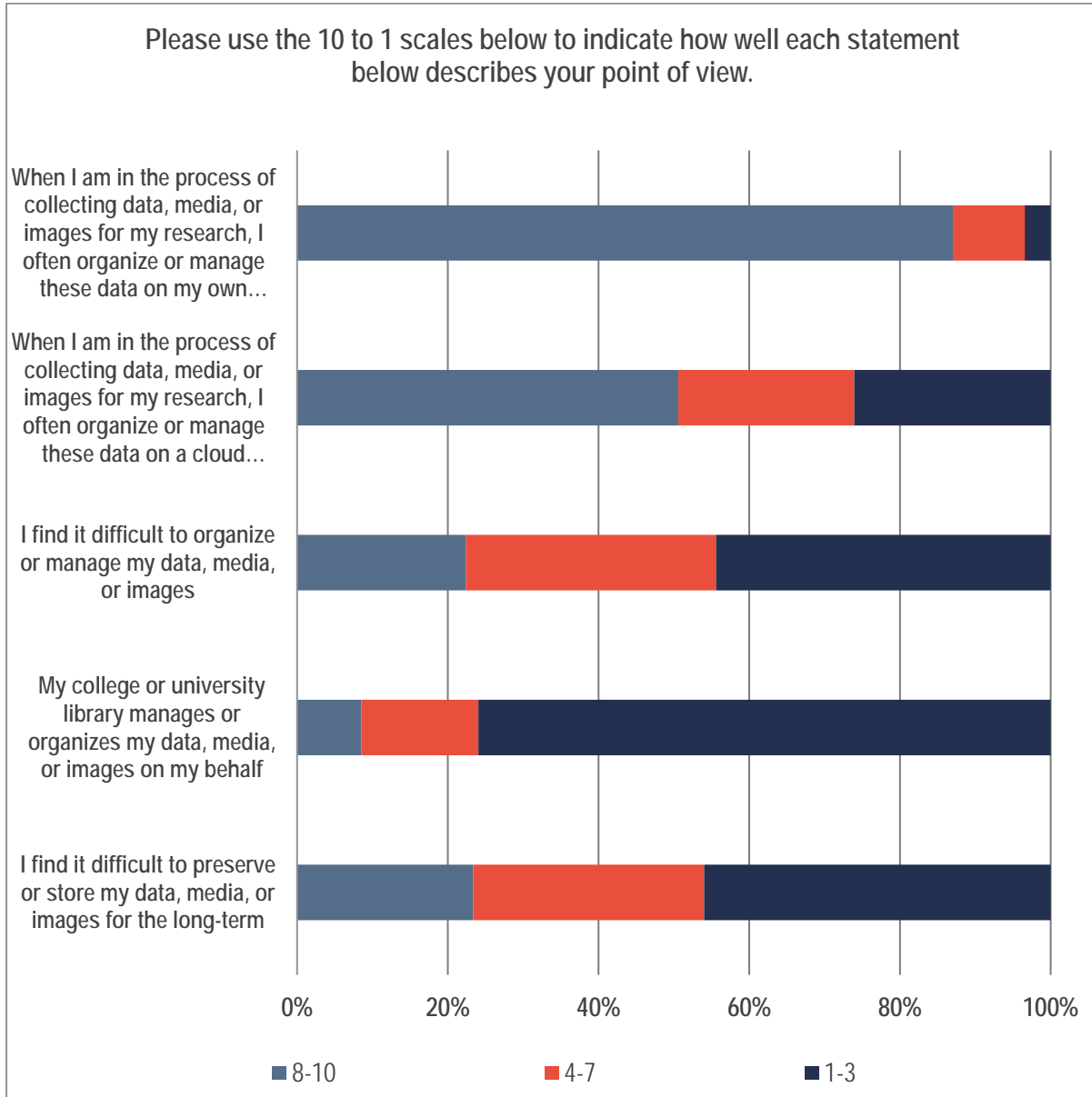
**Q23 [Contingent on respondent selecting at least one option in Q16]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	87.02%	9.54%	3.44%	262
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	50.57%	23.37%	26.05%	261
I find it difficult to organize or manage my data, media, or images	22.39%	33.20%	44.40%	259
My college or university library manages or organizes my data, media, or images on my behalf	8.53%	15.50%	75.97%	258
I find it difficult to preserve or store my data, media, or images for the long-term	23.37%	30.65%	45.98%	261

**Q23 [Contingent on respondent selecting at least one option in Q16]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



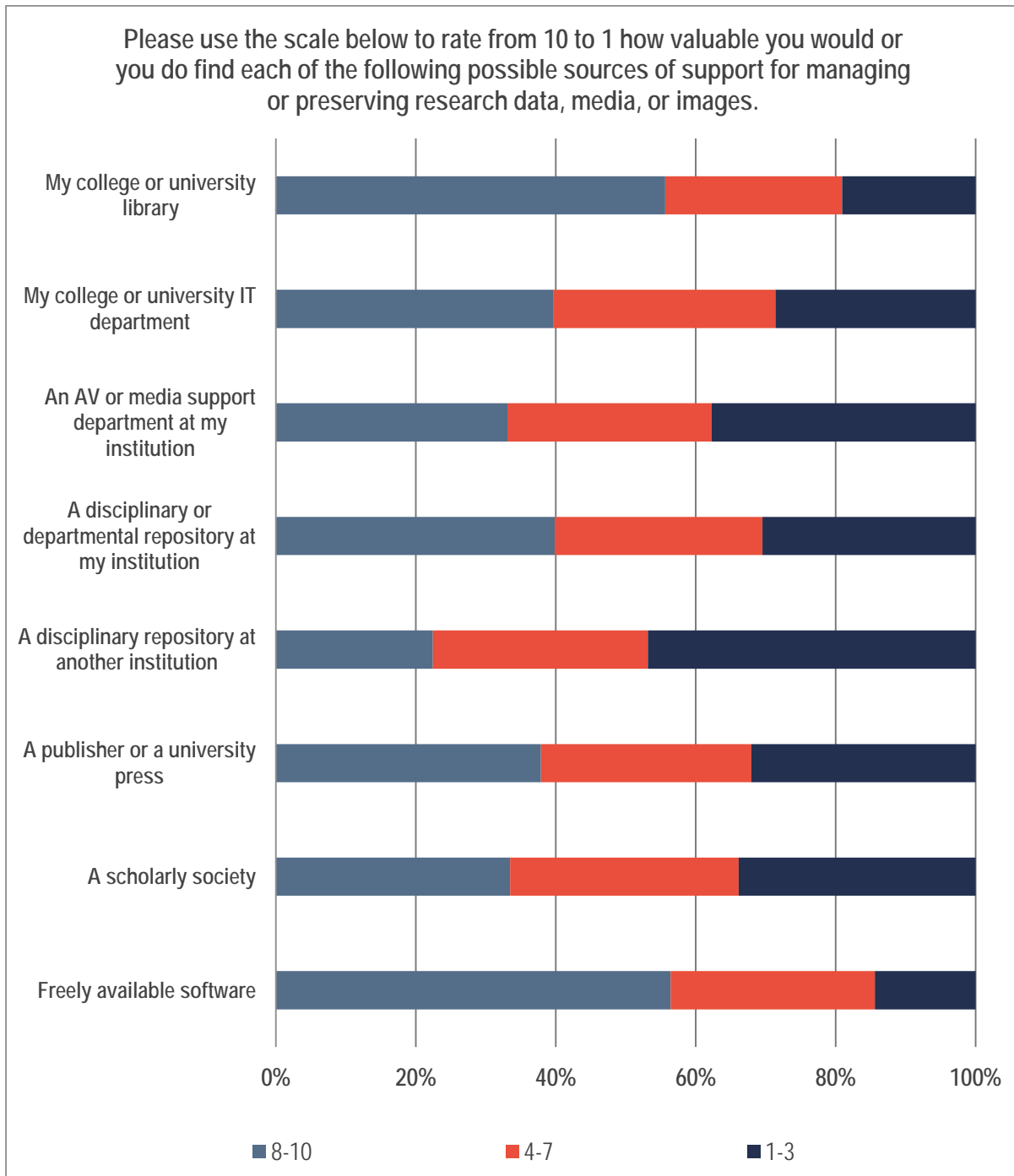
**Q24 [Contingent on respondent selecting at least one option in Q16]**

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, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

	8-10	4-7	1-3	Response
My college or university library	55.64%	25.29%	19.07%	257
My college or university IT department	39.61%	31.76%	28.63%	255
An AV or media support department at my institution	33.07%	29.18%	37.74%	257
A disciplinary or departmental repository at my institution	39.84%	29.69%	30.47%	256
A disciplinary repository at another institution	22.44%	30.71%	46.85%	254
A publisher or a university press	37.89%	30.08%	32.03%	256
A scholarly society	33.46%	32.68%	33.85%	257
Freely available software	56.42%	29.18%	14.40%	257

**Q24 [Contingent on respondent selecting at least one option in Q16]**

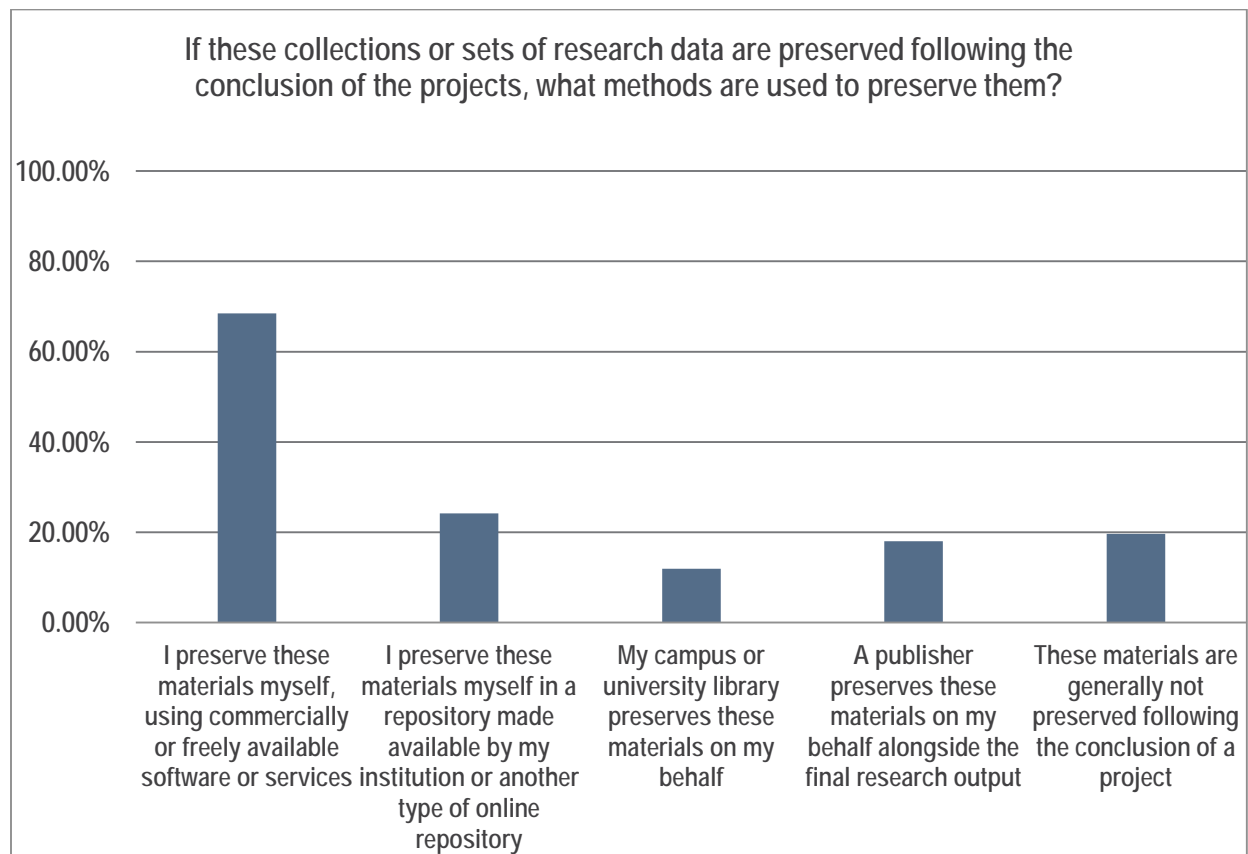
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]



**Q25 [Contingent on respondent selecting at least one option in Q16] [Multiple selections possible]**

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	167	68.44%
I preserve these materials myself in a repository made available by my institution or another type of online repository	59	24.18%
My campus or university library preserves these materials on my behalf	29	11.89%
A publisher preserves these materials on my behalf alongside the final research output	44	18.03%
These materials are generally not preserved following the conclusion of a project	48	19.67%
	347	

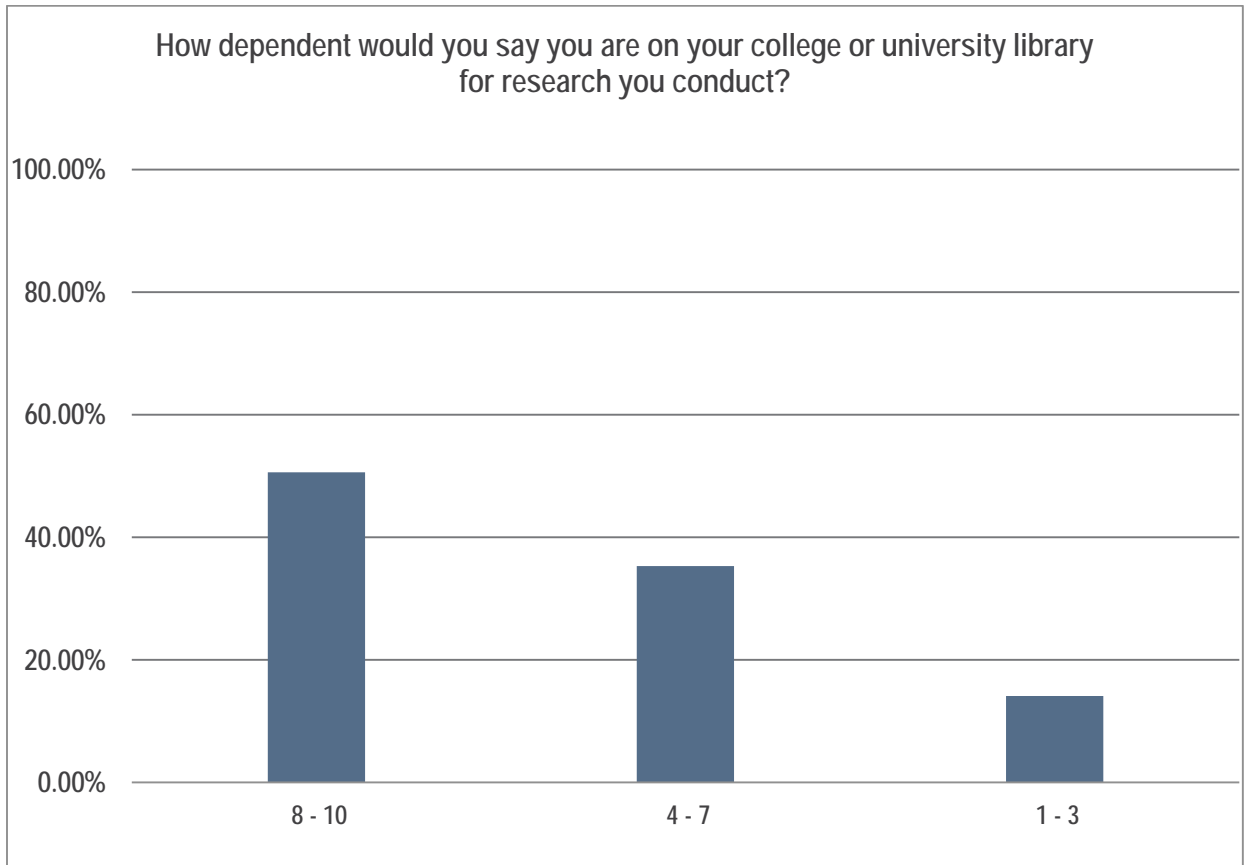




Q26

How dependent would you say you are on your college or university library for research you conduct? [10 = completely dependent; 1 = not at all dependent]

	Response	Percent
8 - 10	172	50.59%
4 - 7	120	35.29%
1 - 3	48	14.12%
	340	100.00%



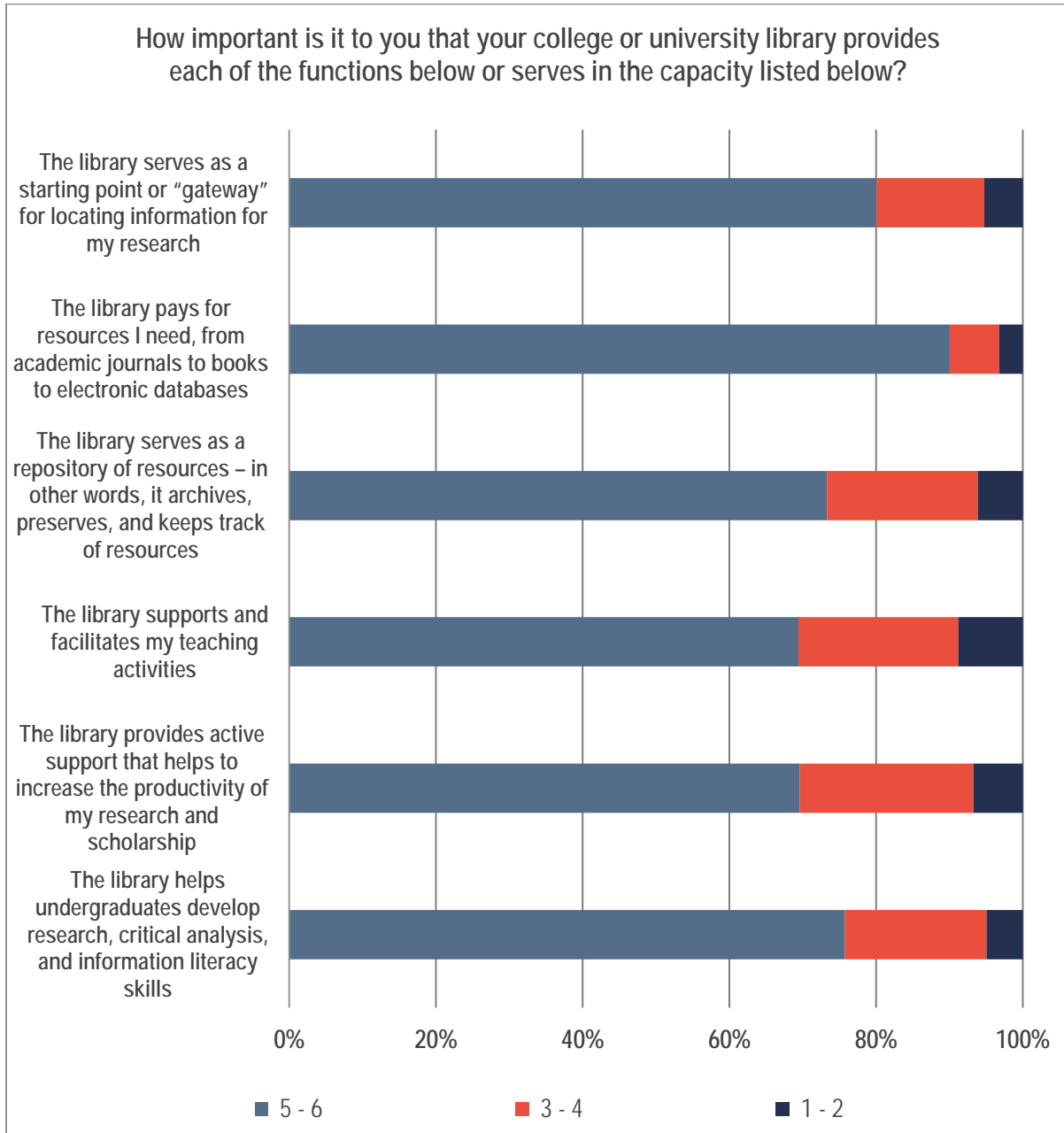
Q27

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? [6 = extremely important; 1 = not at all important]

	5-6	3-4	1-2	Response
The library serves as a starting point or “gateway” for locating information for my research	80.06%	14.66%	5.28%	341
The library pays for resources I need, from academic journals to books to electronic databases	90.03%	6.74%	3.23%	341
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	73.31%	20.53%	6.16%	341
The library supports and facilitates my teaching activities	69.41%	21.76%	8.82%	340
The library provides active support that helps to increase the productivity of my research and scholarship	69.59%	23.68%	6.73%	342
The library helps undergraduates develop research, critical analysis, and information literacy skills	75.73%	19.30%	4.97%	342

Q27

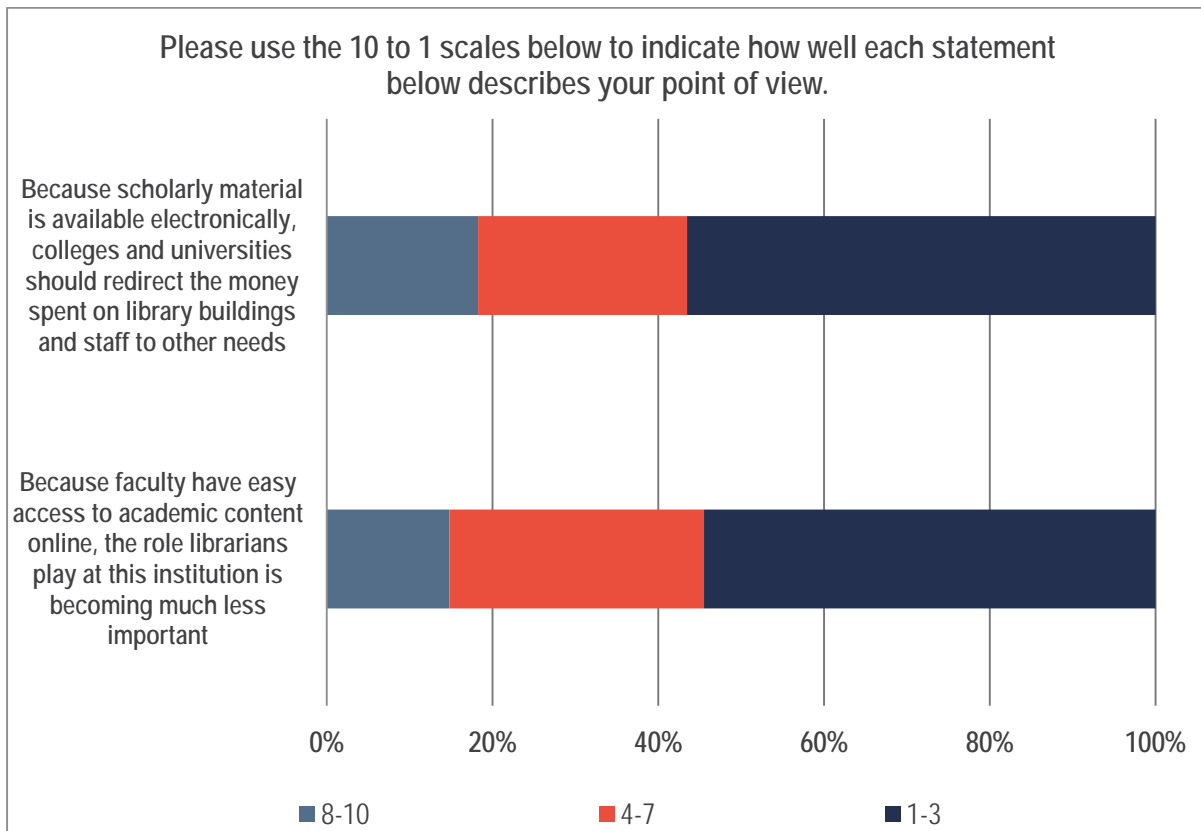
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



Q28

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

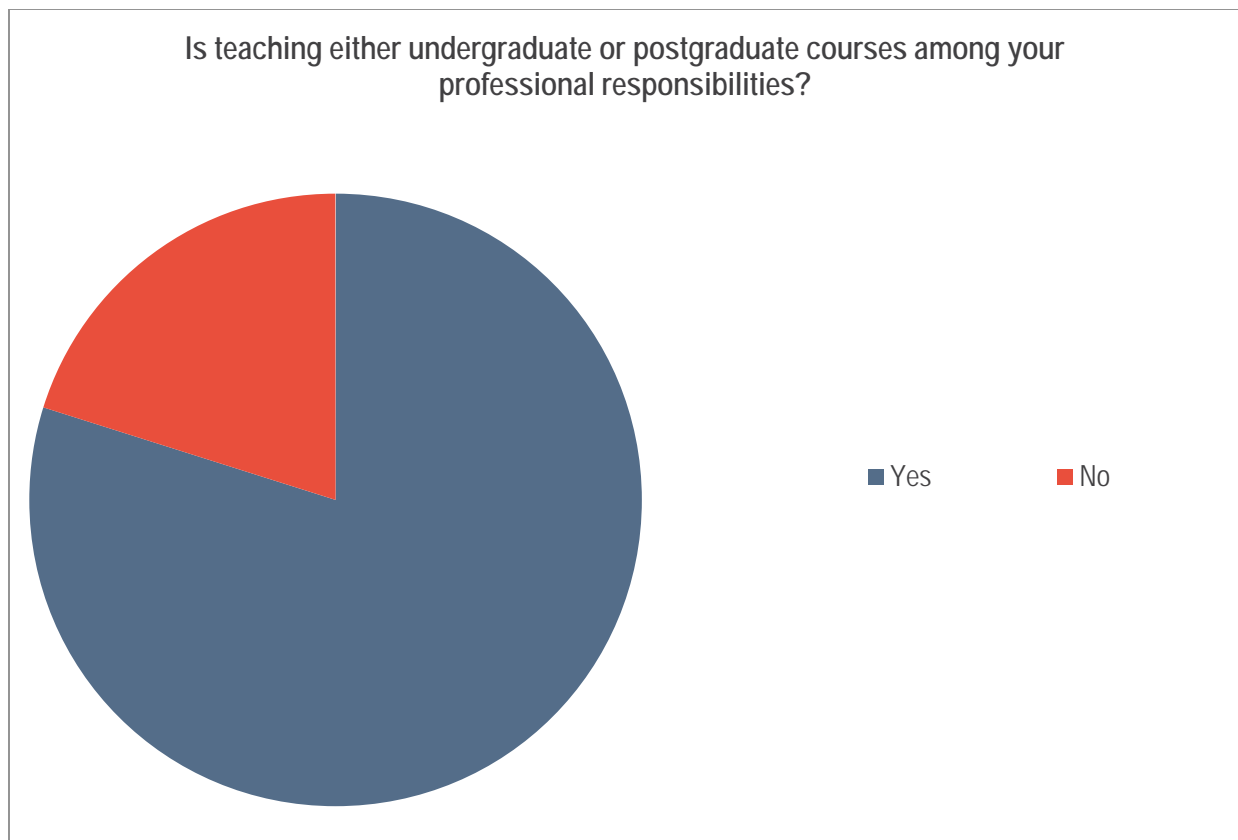
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	18.26%	25.22%	56.52%	345
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	14.78%	30.72%	54.49%	345



Q29

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

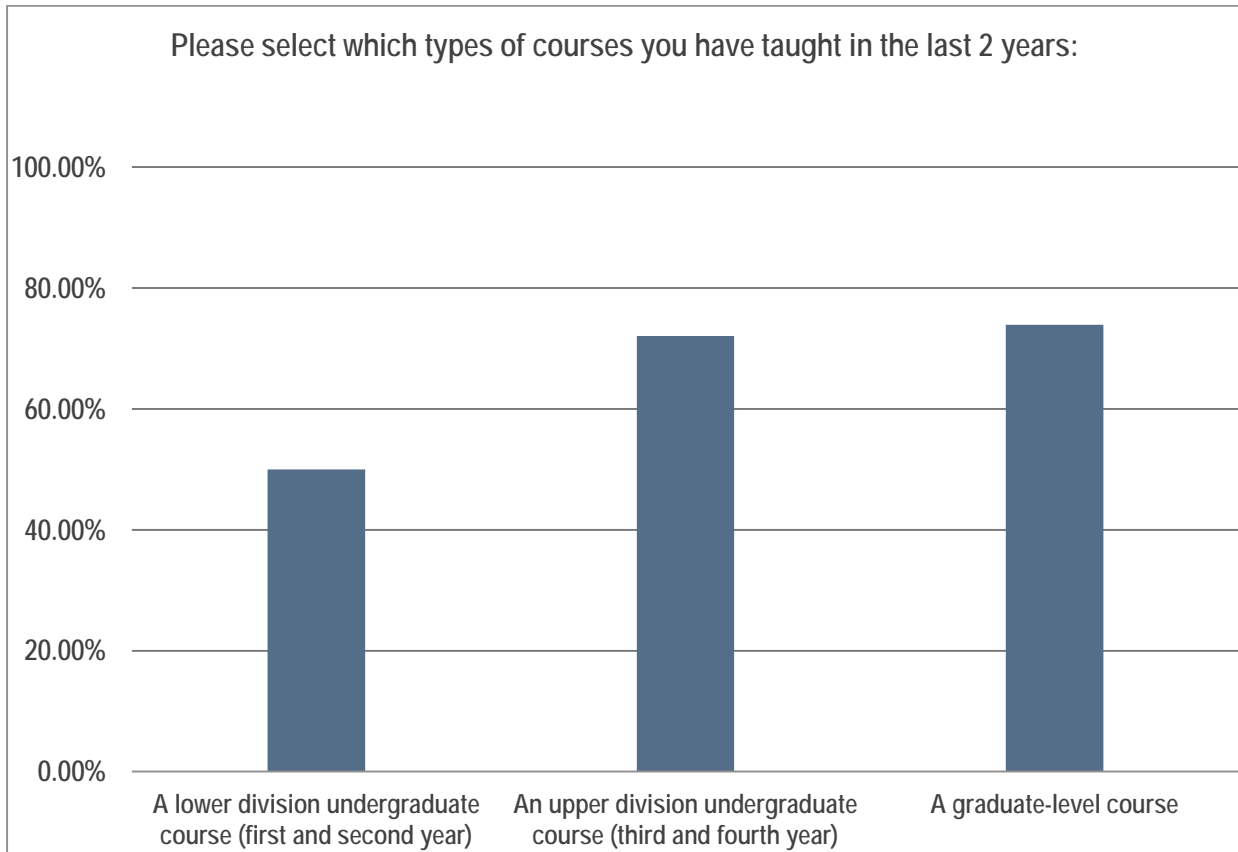
	Response	Percent
Yes	278	79.89%
No	70	20.11%
	348	100.00%



**Q30 [Contingent on respondent selecting “yes” in Q29] [Multiple selections possible]**

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)	138	50.00%
An upper division undergraduate course (third and fourth year)	199	72.10%
A graduate-level course	204	73.91%
	541	



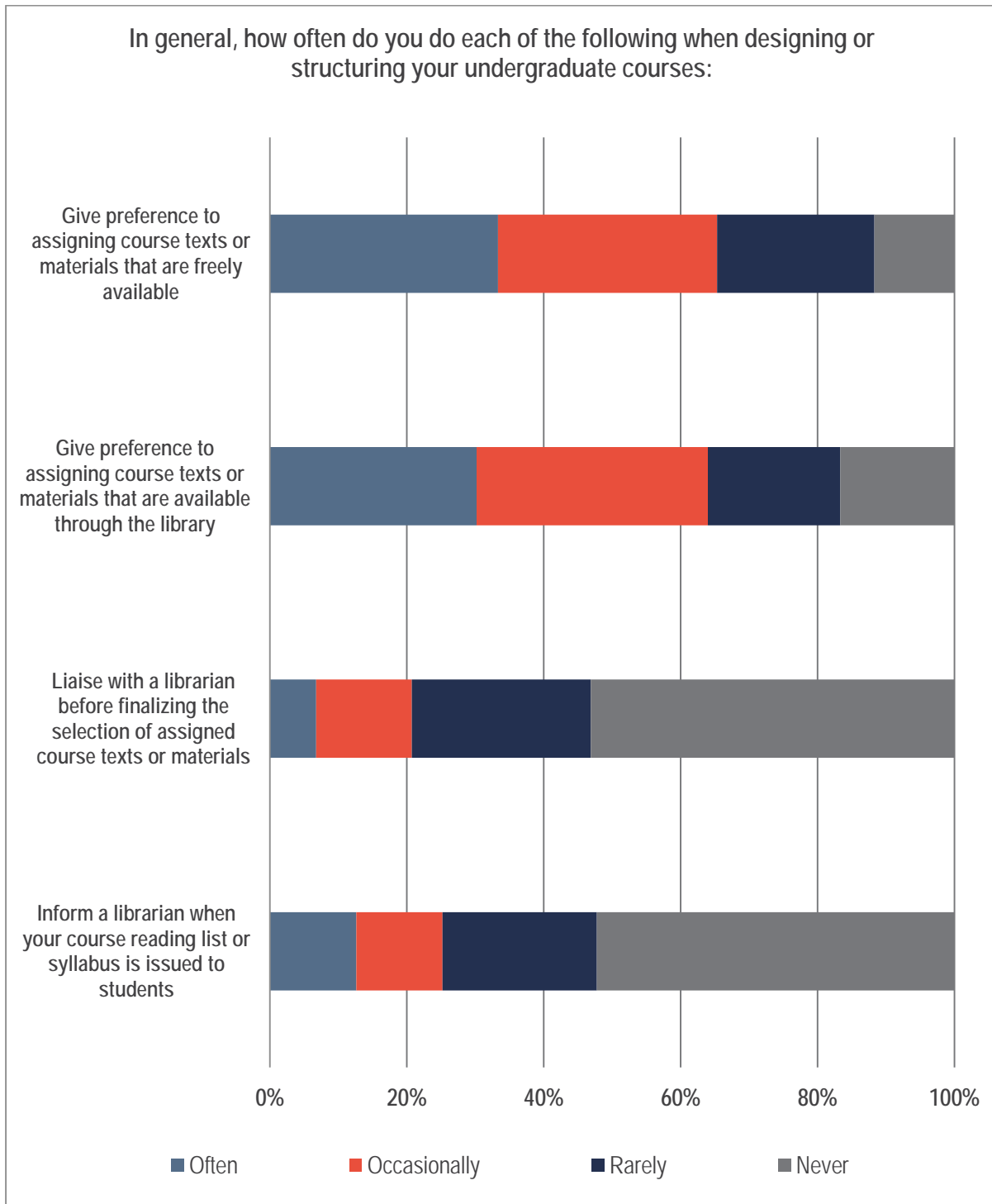
**Q31 [Contingent on respondent teaching an undergraduate course]**

In general, how often do you do each of the following when designing or structuring your undergraduate courses:

	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are freely available	33.33%	31.98%	22.97%	11.71%	222
Give preference to assigning course texts or materials that are available through the library	30.18%	33.78%	19.37%	16.67%	222
Liaise with a librarian before finalizing the selection of assigned course texts or materials	6.76%	13.96%	26.13%	53.15%	222
Inform a librarian when your course reading list or syllabus is issued to students	12.61%	12.61%	22.52%	52.25%	222

**Q31 [Contingent on respondent teaching an undergraduate course]**

In general, how often do you do each of the following when designing or structuring your undergraduate courses:





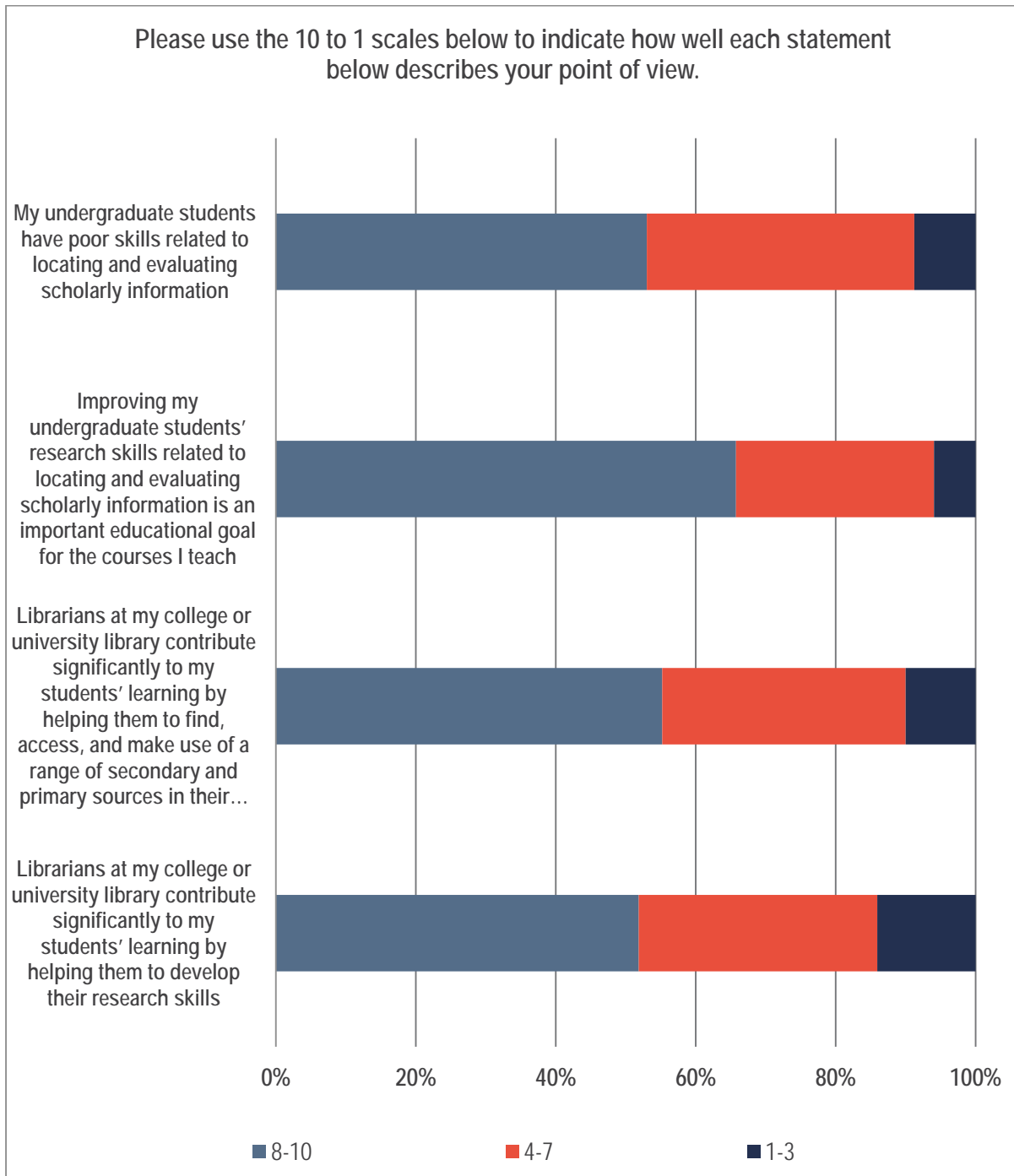
**Q32 [Contingent on respondent selecting “yes” in Q29]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	53.00%	38.25%	8.76%	217
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	65.75%	28.31%	5.94%	219
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	55.19%	34.81%	10.00%	270
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	51.85%	34.07%	14.07%	270

**Q32 [Contingent on respondent selecting “yes” in Q29]**

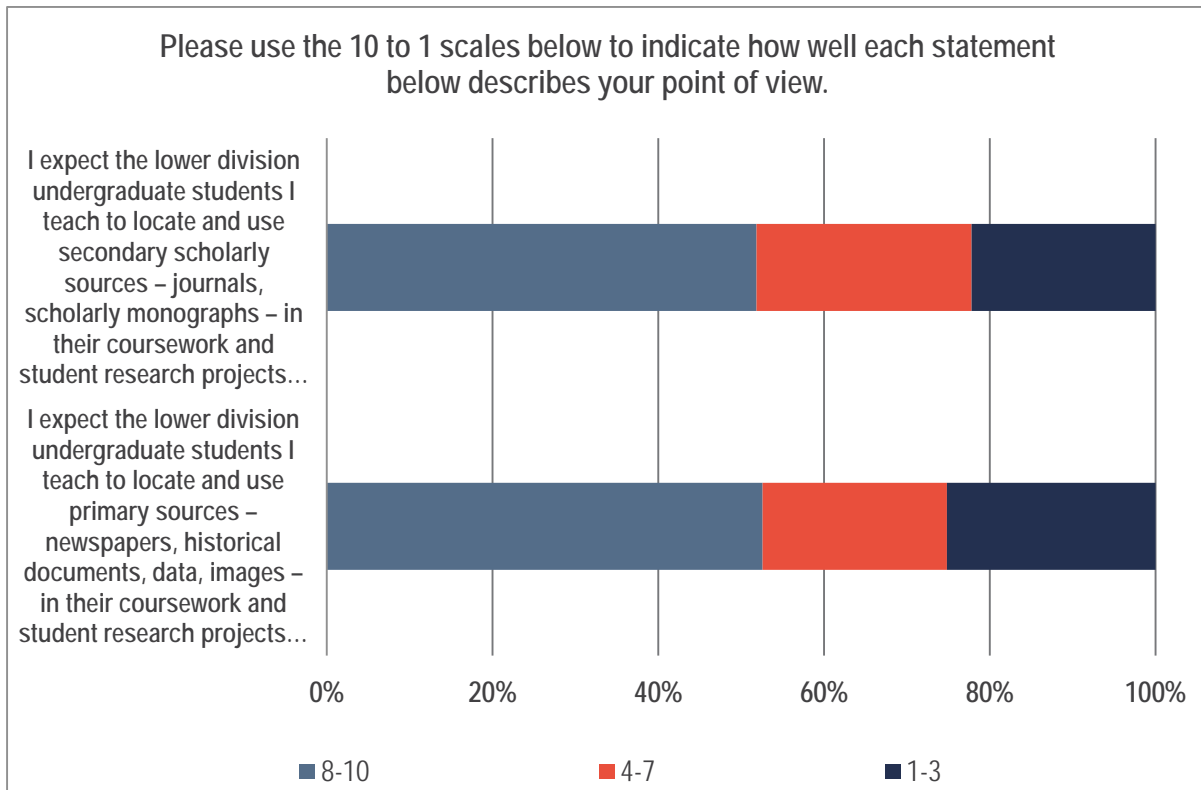
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



**Q33 [Contingent on respondent teaching a lower division undergraduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

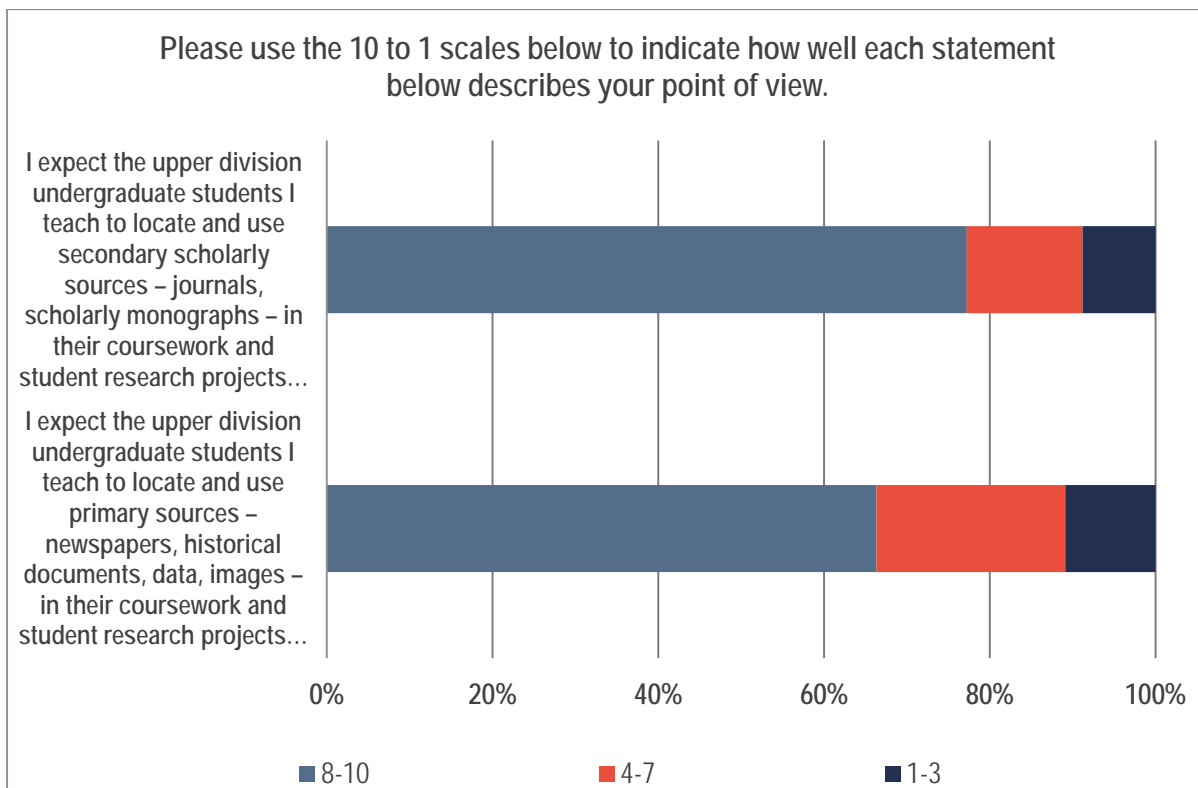
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	51.85%	25.93%	22.22%	135
I expect the lower division 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	52.59%	22.22%	25.19%	135



**Q34 [Contingent on respondent teaching an upper division undergraduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

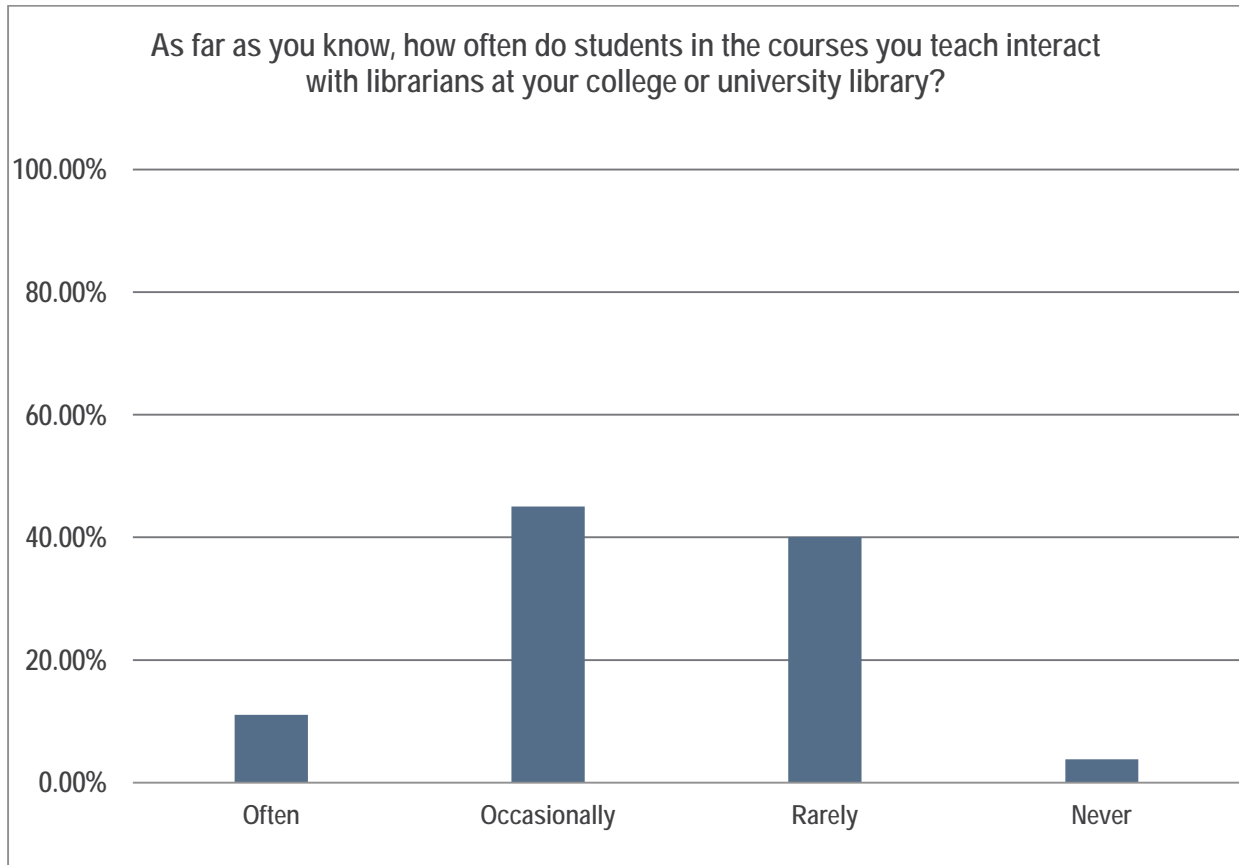
	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	77.20%	13.99%	8.81%	193
I expect the upper division 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	66.32%	22.80%	10.88%	193



**Q35 [Contingent on respondent teaching an undergraduate and/or graduate course]**

As far as you know, how often do students in the courses you teach interact with librarians at your college or university library?

	Response	Percent
Often	29	11.07%
Occasionally	118	45.04%
Rarely	105	40.08%
Never	10	3.82%
	262	100.00%



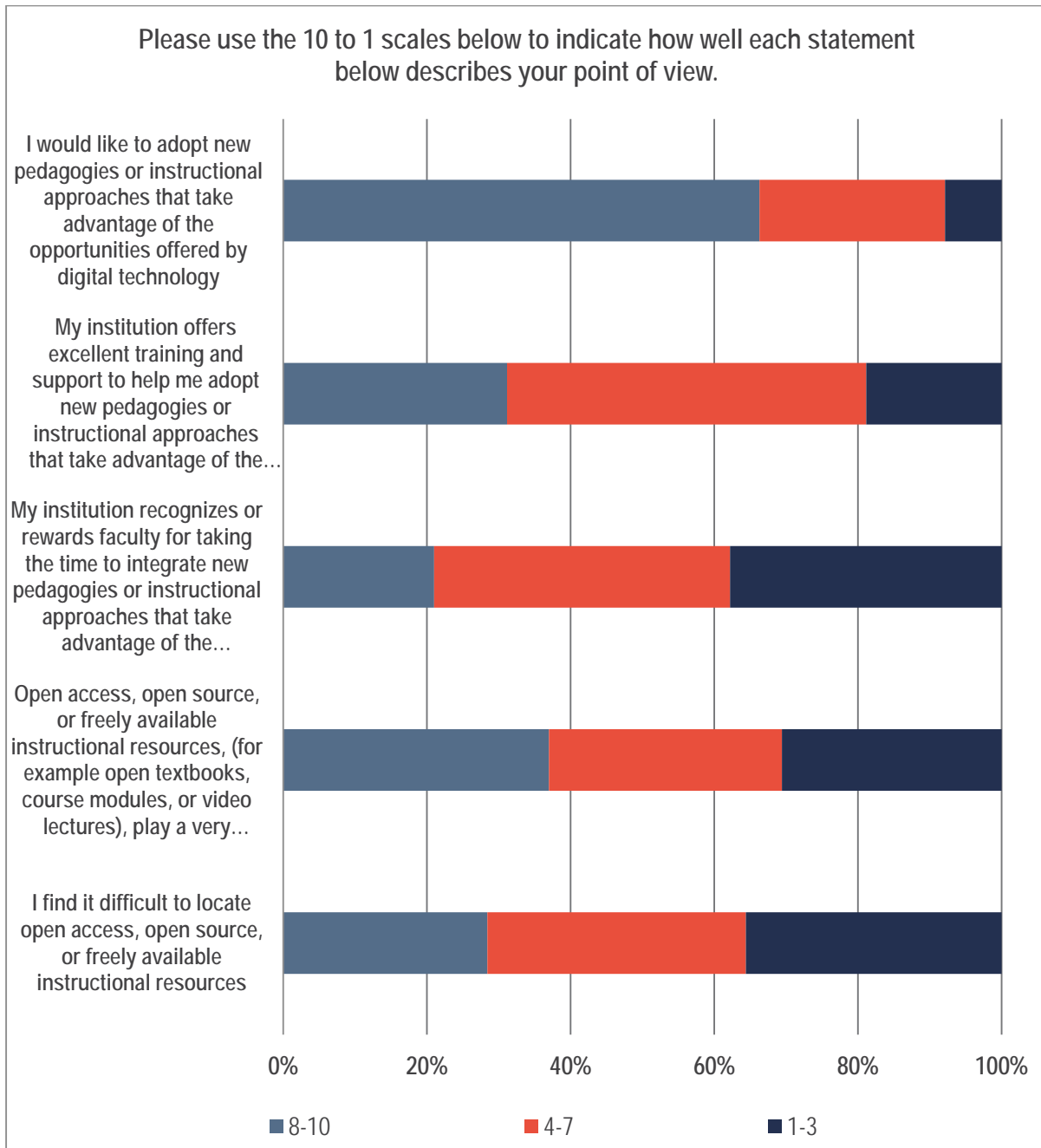
**Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

	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	66.29%	25.84%	7.87%	267
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	31.15%	50.00%	18.85%	260
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	20.99%	41.22%	37.79%	262
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	36.98%	32.45%	30.57%	265
I find it difficult to locate open access, open source, or freely available instructional resources	28.41%	35.98%	35.61%	264

**Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



## Data Preservation and Management

### DATA1

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.

### DATA2

When you think about managing or preserving the research data, media, or images 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".



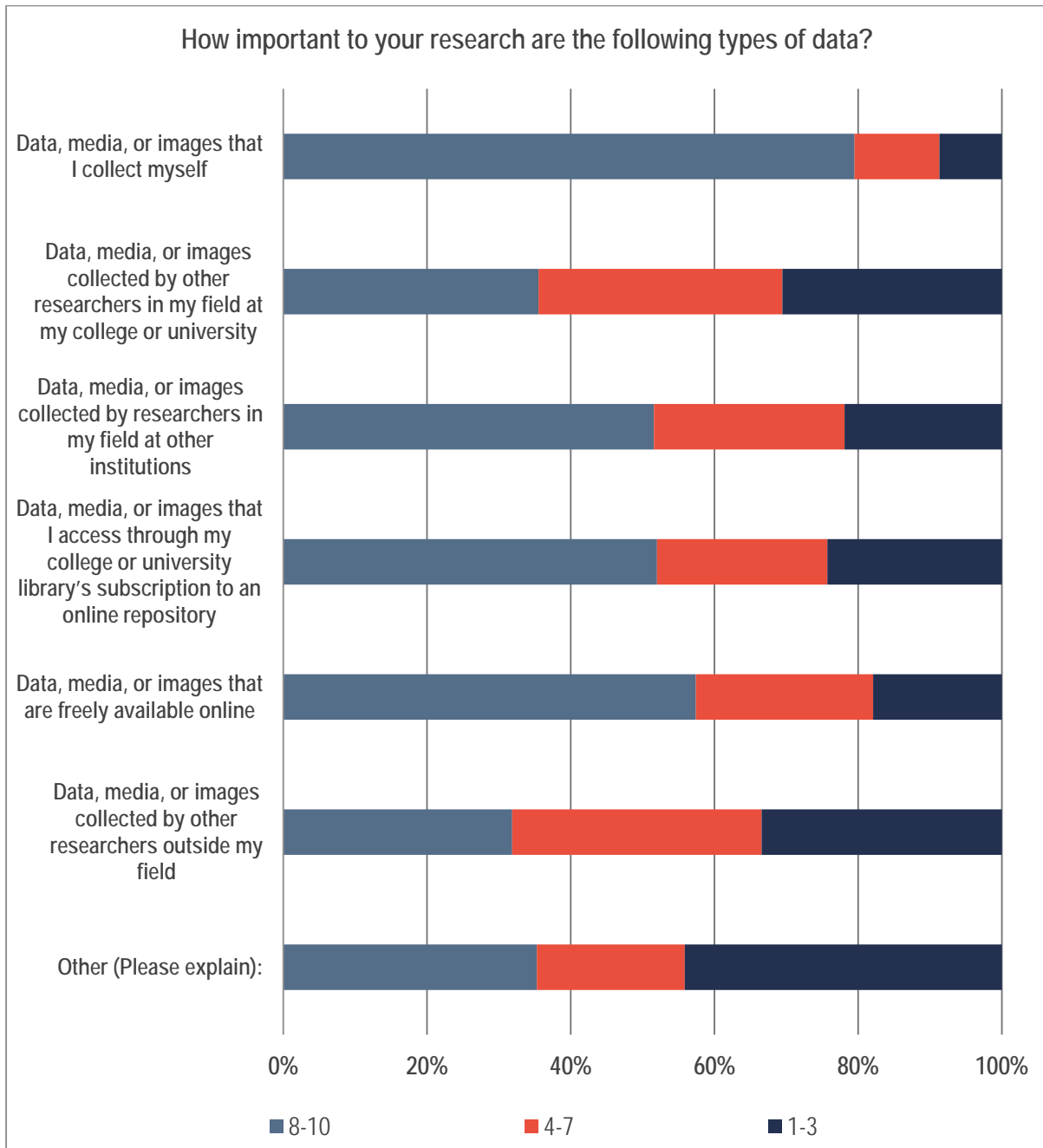
DATA1

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, media, or images that I collect myself	79.50%	11.80%	8.70%	322
Data, media, or images collected by other researchers in my field at my college or university	35.51%	33.96%	30.53%	321
Data, media, or images collected by researchers in my field at other institutions	51.56%	26.56%	21.88%	320
Data, media, or images that I access through my college or university library's subscription to an online repository	52.02%	23.68%	24.30%	321
Data, media, or images that are freely available online	57.41%	24.69%	17.90%	324
Data, media, or images collected by other researchers outside my field	31.86%	34.70%	33.44%	317
Other (Please explain):	35.29%	20.59%	44.12%	34

## DATA1

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.



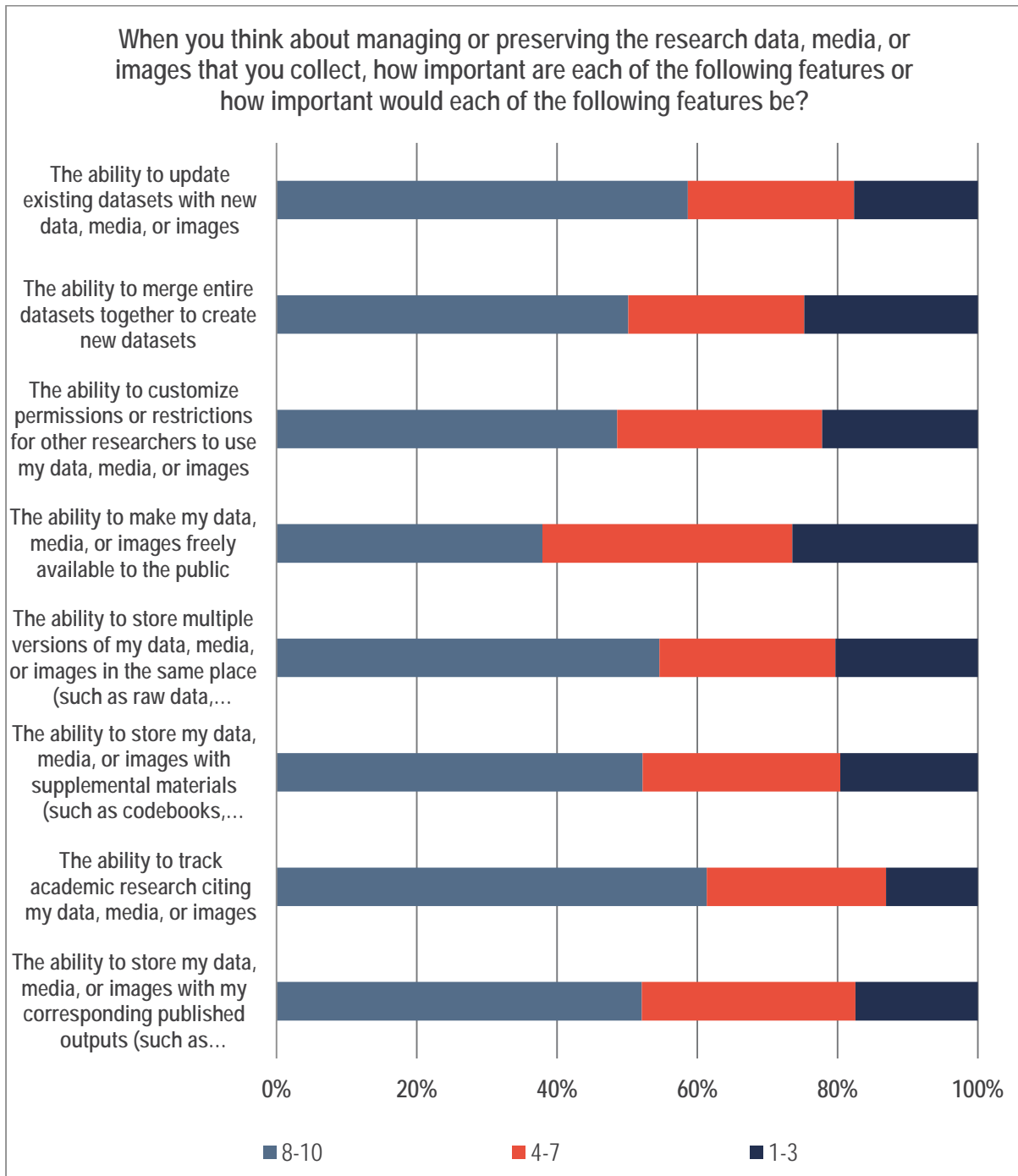
## DATA2

When you think about managing or preserving the research data, media, or images 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, media, or images	58.65%	23.72%	17.63%	312
The ability to merge entire datasets together to create new datasets	50.16%	25.08%	24.76%	315
The ability to customize permissions or restrictions for other researchers to use my data, media, or images	48.55%	29.26%	22.19%	311
The ability to make my data, media, or images freely available to the public	37.90%	35.67%	26.43%	314
The ability to store multiple versions of my data, media, or images in the same place (such as raw data, normalized data, recoded data, restricted use data, etc.)	54.60%	25.08%	20.32%	315
The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)	52.22%	28.16%	19.62%	316
The ability to track academic research citing my data, media, or images	61.34%	25.56%	13.10%	313
The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)	52.06%	30.48%	17.46%	315

## DATA2

When you think about managing or preserving the research data, media, or images 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".



## Scholarly Communication

### SC1

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.

### SC2

In addition to publishing your scholarship in a traditional journal or monograph, you may also have the ability to make a final or pre-print version of the article or monograph text available through a variety of other channels. Use the scales below to rate from 10 to 1 how important it is to you that your scholarship is available through each of the following channels, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

### SC3

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).

### SC4

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

### SC5 [Contingent on respondent selecting "no" in SC4]

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:

### SC6 [Contingent on respondent selecting "yes" in SC4]

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

### SC7

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."

## SC8

To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs 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 "Highly support" and 1 equals "Highly oppose."

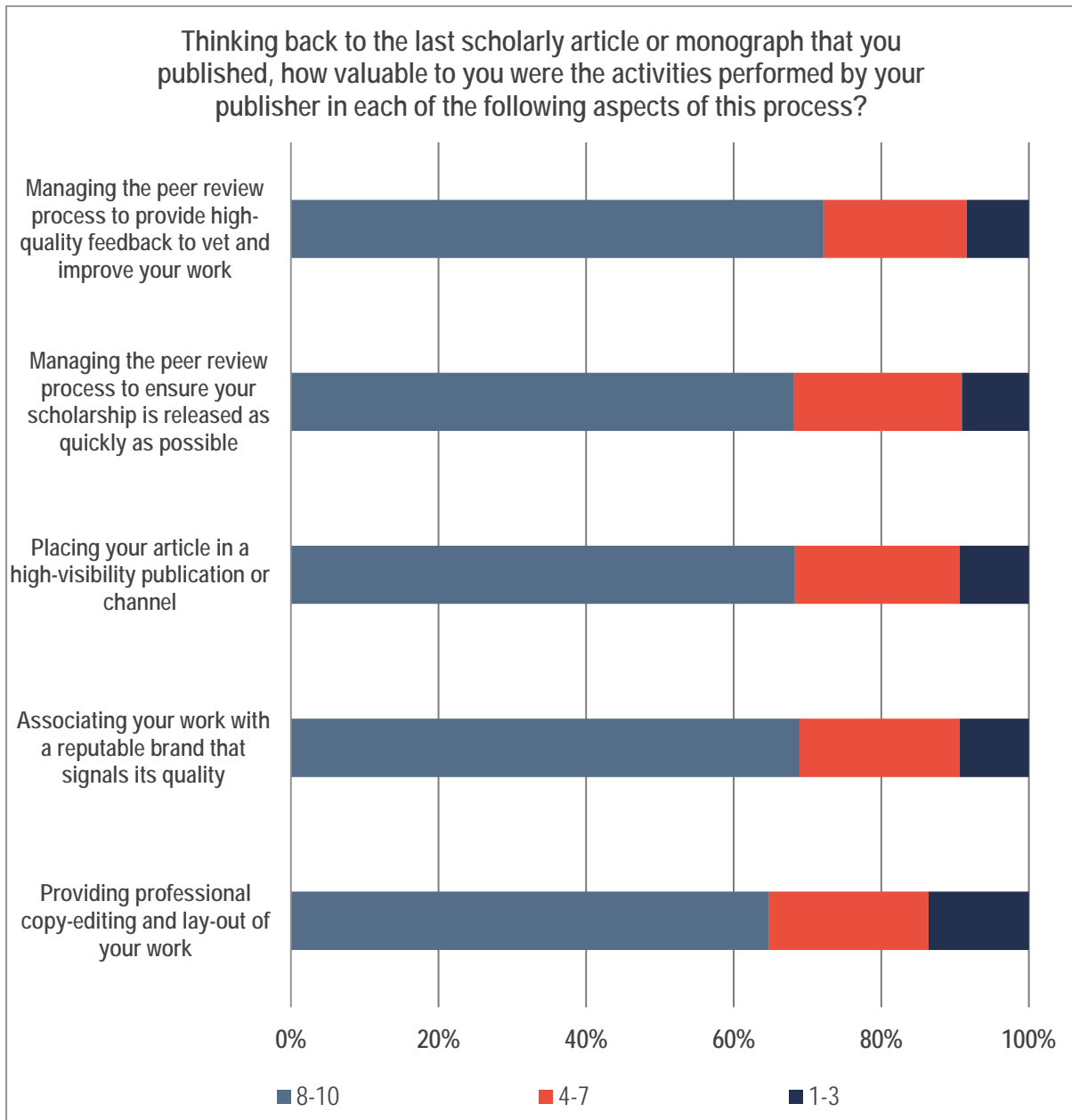
SC1

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	72.17%	19.42%	8.41%	309
Managing the peer review process to ensure your scholarship is released as quickly as possible	68.18%	22.73%	9.09%	308
Placing your article in a high-visibility publication or channel	68.28%	22.33%	9.39%	309
Associating your work with a reputable brand that signals its quality	68.93%	21.68%	9.39%	309
Providing professional copy-editing and lay-out of your work	64.72%	21.68%	13.59%	309

SC1

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.

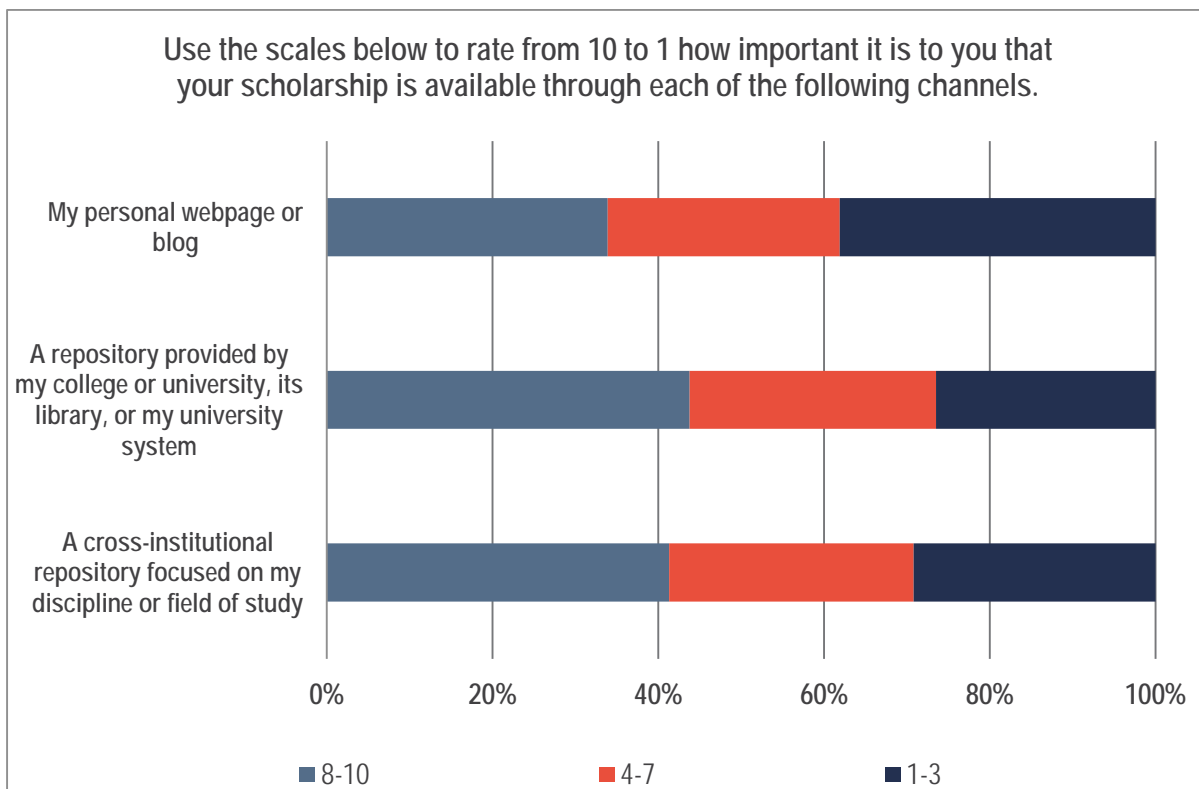




## SC2

In addition to publishing your scholarship in a traditional journal or monograph, you may also have the ability to make a final or pre-print version of the article or monograph text available through a variety of other channels. Use the scales below to rate from 10 to 1 how important it is to you that your scholarship is available through each of the following channels, 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
My personal webpage or blog	33.88%	28.01%	38.11%	307
A repository provided by my college or university, its library, or my university system	43.79%	29.74%	26.47%	306
A cross-institutional repository focused on my discipline or field of study	41.31%	29.51%	29.18%	305



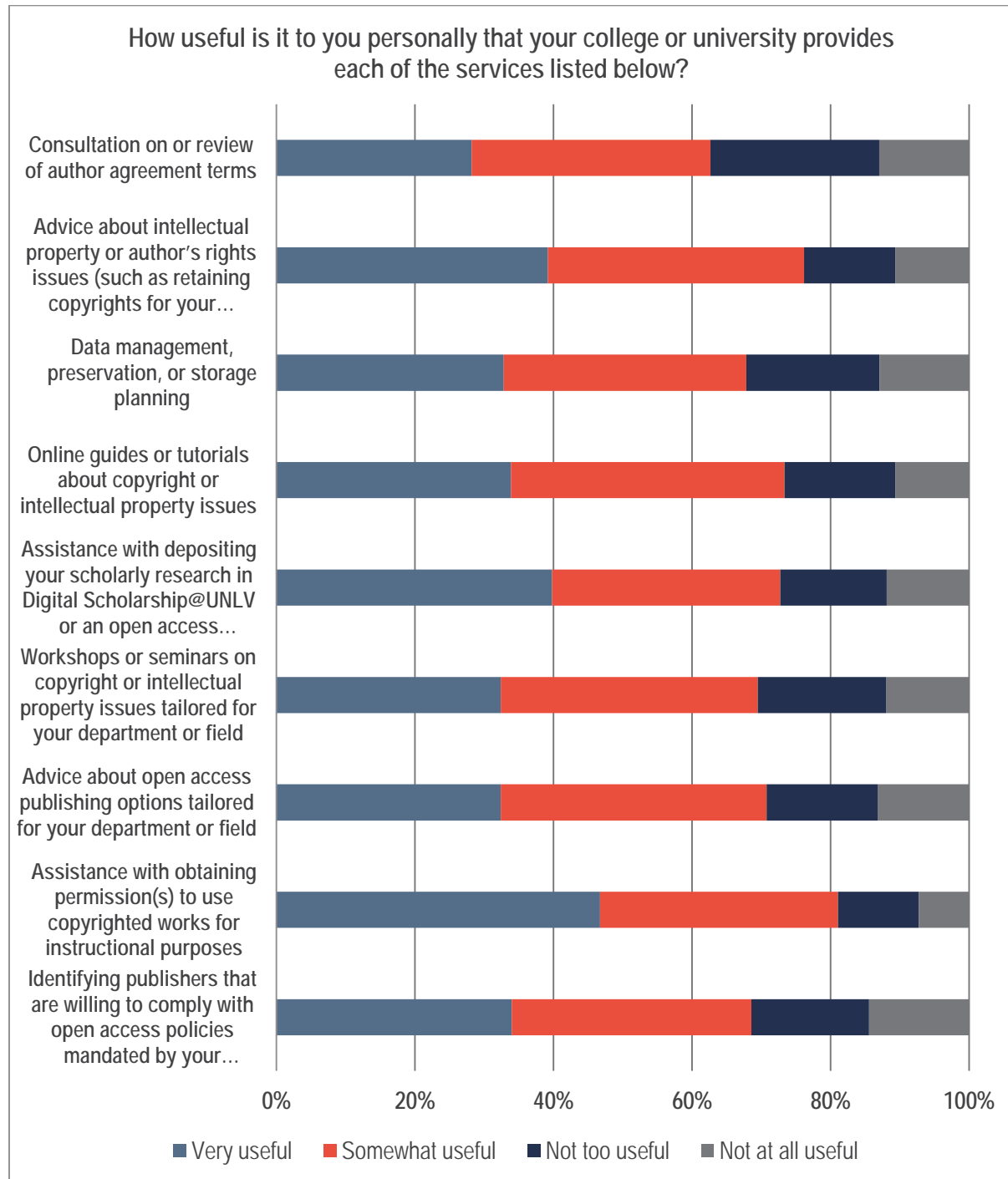
### SC3

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	28.16%	34.49%	24.37%	12.97%	316
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	39.18%	36.99%	13.17%	10.66%	319
Data management, preservation, or storage planning	32.81%	35.02%	19.24%	12.93%	317
Online guides or tutorials about copyright or intellectual property issues	33.86%	39.50%	15.99%	10.66%	319
Assistance with depositing your scholarly research in Digital Scholarship@UNLV or an open access disciplinary repository (such as PubMed, SSRN, etc.)	39.81%	32.92%	15.36%	11.91%	319
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	32.39%	37.11%	18.55%	11.95%	318
Advice about open access publishing options tailored for your department or field	32.39%	38.36%	16.04%	13.21%	318
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	46.69%	34.38%	11.67%	7.26%	317
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.)	33.96%	34.59%	16.98%	14.47%	318

### SC3

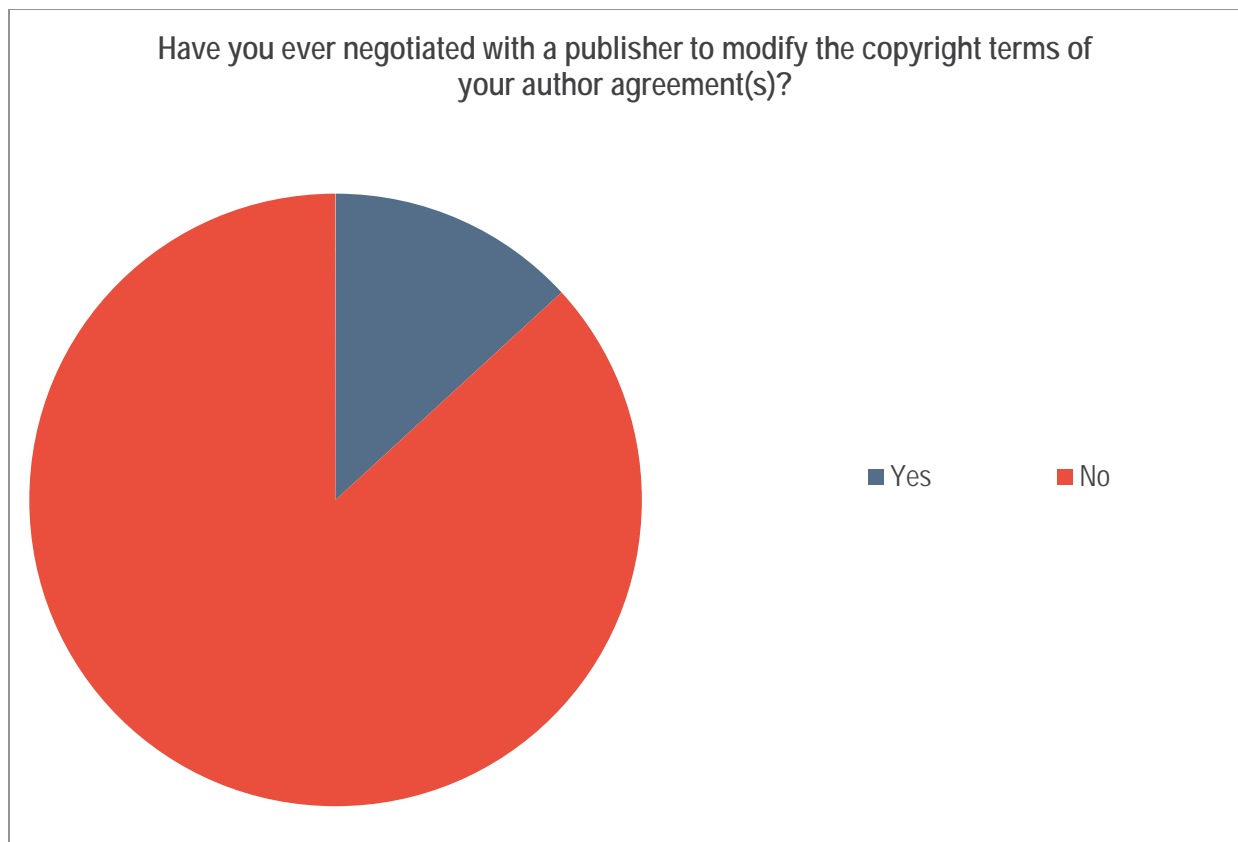
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	44	13.17%
No	290	86.83%
	334	100.00%



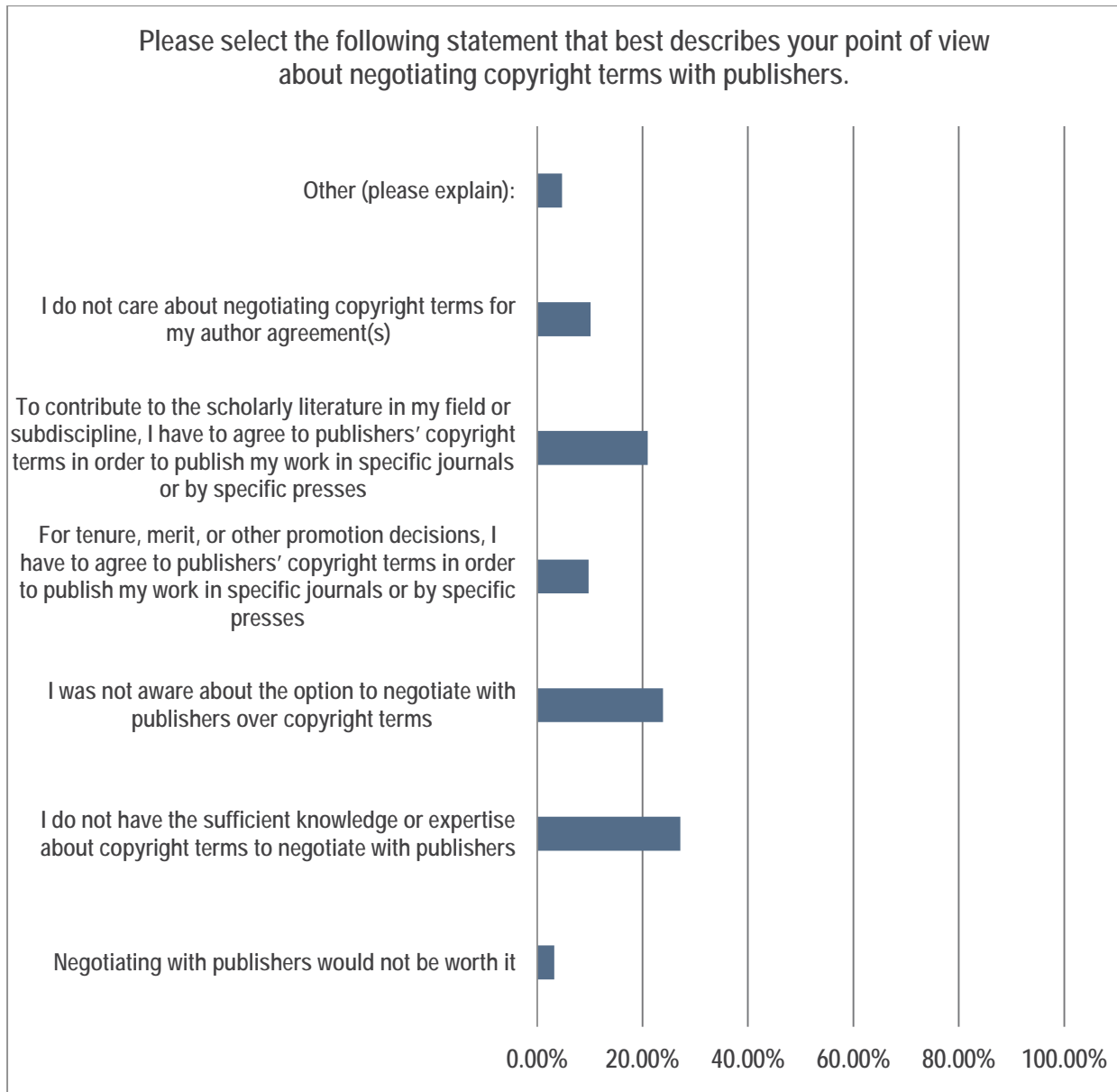
**SC5 [Contingent on respondent selecting “no” in SC4]**

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	9	3.26%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	75	27.17%
I was not aware about the option to negotiate with publishers over copyright terms	66	23.91%
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	27	9.78%
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	58	21.01%
I do not care about negotiating copyright terms for my author agreement(s)	28	10.14%
Other (please explain):	13	4.71%
	276	100.00%

### SC5 [Contingent on respondent selecting “no” in SC4]

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:



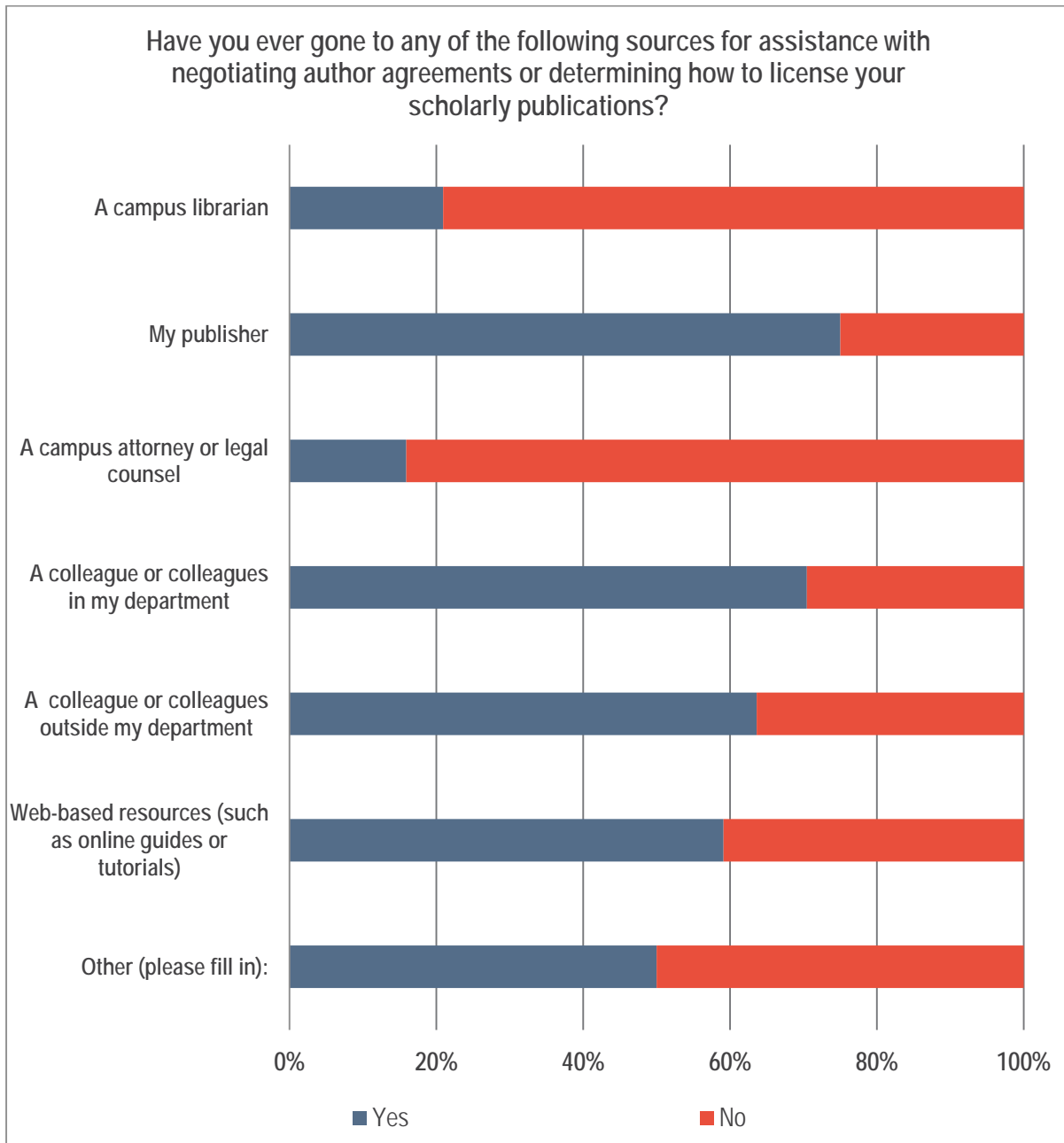
**SC6 [Contingent on respondent selecting “yes” in SC4]**

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	20.93%	79.07%	43
My publisher	75.00%	25.00%	44
A campus attorney or legal counsel	15.91%	84.09%	44
A colleague or colleagues in my department	70.45%	29.55%	44
A colleague or colleagues outside my department	63.64%	36.36%	44
Web-based resources (such as online guides or tutorials)	59.09%	40.91%	44
Other (please fill in):	50.00%	50.00%	8

**SC6 [Contingent on respondent selecting “yes” in SC4]**

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

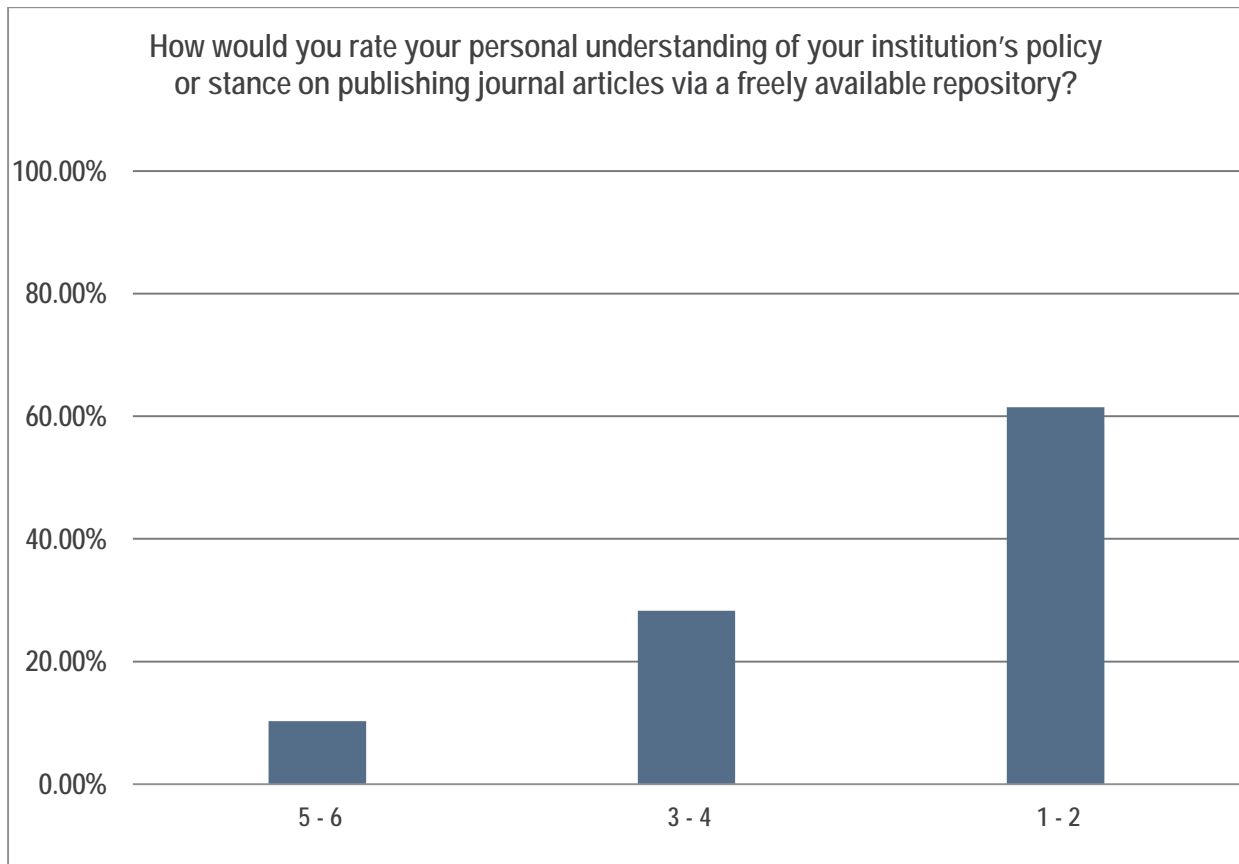




SC7

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	33	10.25%
3 - 4	91	28.26%
1 - 2	198	61.49%
	322	100.00%



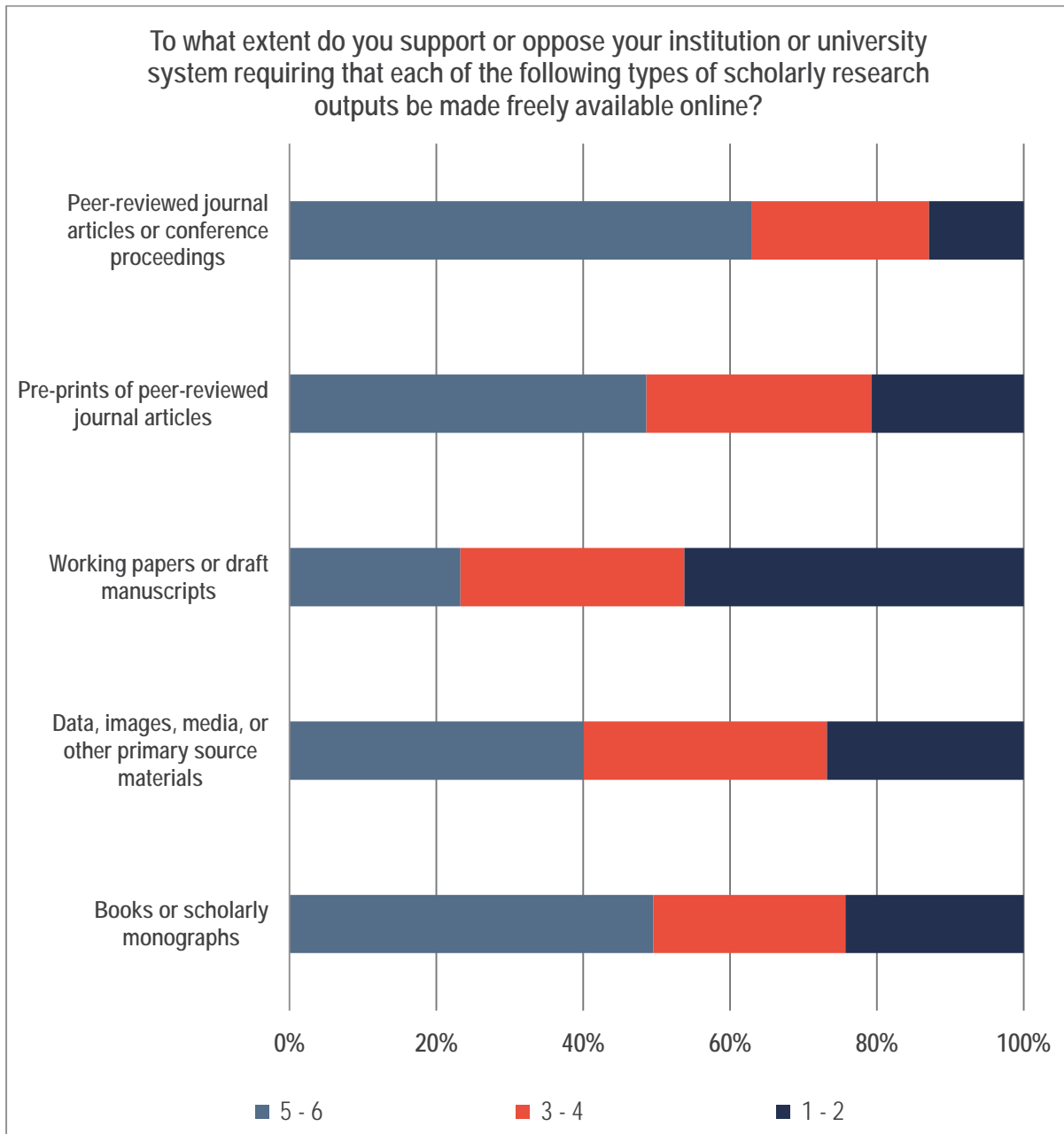
## SC8

To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs 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 "Highly support" and 1 equals "Highly oppose."

	5-6	3-4	1-2	Response
Peer-reviewed journal articles or conference proceedings	62.89%	24.21%	12.89%	318
Pre-prints of peer-reviewed journal articles	48.59%	30.72%	20.69%	319
Working papers or draft manuscripts	23.27%	30.50%	46.23%	318
Data, images, media, or other primary source materials	40.06%	33.12%	26.81%	317
Books or scholarly monographs	49.53%	26.18%	24.29%	317

SC8

To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs 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 "Highly support" and 1 equals "Highly oppose."



## Market Research

MR1

How frequently, on average, do you do the following activities?

**MR2 [Response options contingent on selections in MR1]**

And, how frequently, on average, do you use your college or university library's services to do the following activities?

MR3

Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?

MR4

Do you view your college or university library as a partner for your research and/or teaching or as a service provider that you utilize as needed?

**Overall, how would you rate your college or university library's:**

MR5

Collection(s) of research-related materials or content

MR6

Research-related services

MR7

Collection(s) of teaching-related materials or content

MR8

Teaching-related services

## MR1

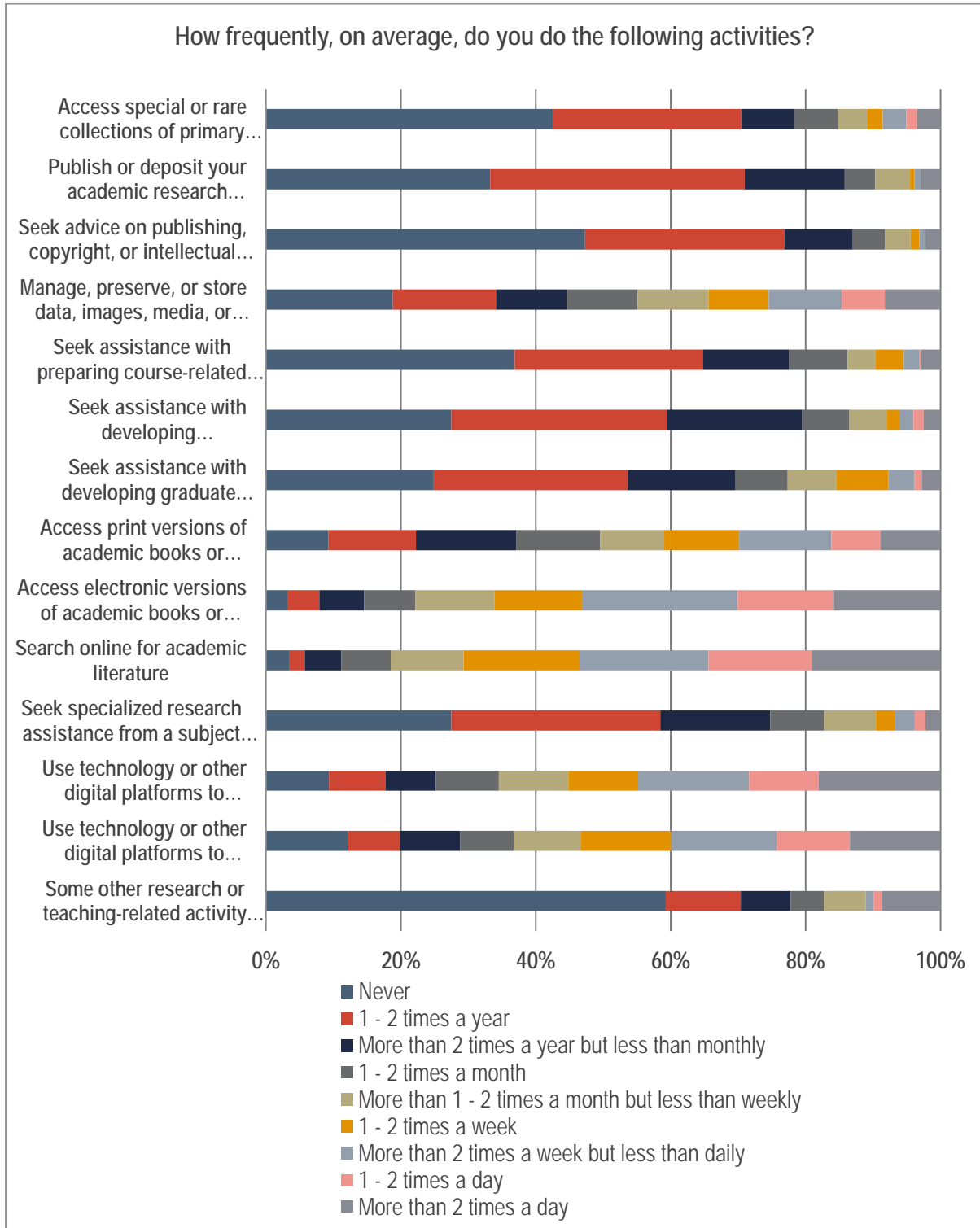
How frequently, on average, do you do the following activities?

	Never	1 - 2 times a year	More than 2 times a year but less than monthly	1 - 2 times a month	More than 1 - 2 times a month but less than weekly	1 - 2 times a week	More than 2 times a week but less than daily	1 - 2 times a day	More than 2 times a day	Response
Access special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)	42.54%	27.94%	7.94%	6.35%	4.44%	2.22%	3.49%	1.59%	3.49%	315
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	33.23%	37.74%	14.84%	4.52%	5.16%	0.65%	0.97%		2.90%	310
Seek advice on publishing, copyright, or intellectual property issues	47.30%	29.52%	10.16%	4.76%	3.81%	1.27%	0.95%		2.22%	315
Manage, preserve, or store data, images, media, or other primary source materials	18.79%	15.29%	10.51%	10.51%	10.51%	8.92%	10.83%	6.37%	8.28%	314
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general	36.86%	27.88%	12.82%	8.65%	4.17%	4.17%	2.24%	0.32%	2.88%	312

instructional design										
Seek assistance with developing undergraduate students' research skills	27.50%	32.00%	20.00%	7.00%	5.50%	2.00%	2.00%	1.50%	2.50%	200
Seek assistance with developing graduate students' research skills	24.86%	28.73%	16.02%	7.73%	7.18%	7.73%	3.87%	1.10%	2.76%	181
Access print versions of academic books or journal articles	9.21%	13.02%	14.92%	12.38%	9.52%	11.11%	13.65%	7.30%	8.89%	315
Access electronic versions of academic books or journal articles	3.16%	4.75%	6.65%	7.59%	11.71%	12.97%	23.10%	14.24%	15.82%	316
Search online for academic literature	3.50%	2.23%	5.41%	7.32%	10.83%	17.20%	19.11%	15.29%	19.11%	314
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	27.48%	30.99%	16.29%	7.99%	7.67%	2.88%	2.88%	1.60%	2.24%	313
Use technology or other digital platforms to conduct research	9.35%	8.39%	7.42%	9.35%	10.32%	10.32%	16.45%	10.32%	18.06%	310
Use technology or other digital platforms to prepare instructional materials for the courses you teach	12.14%	7.67%	8.95%	7.99%	9.90%	13.42%	15.65%	10.86%	13.42%	313
Some other research or teaching-related activity (please fill in):	59.26%	11.11%	7.41%	4.94%	6.17%		1.23%	1.23%	8.64%	81

MR1

How frequently, on average, do you do the following activities?



**MR2 [Response options contingent on selections in MR1]**

And, how frequently, on average, do you use your college or university library's services to do the following activities?

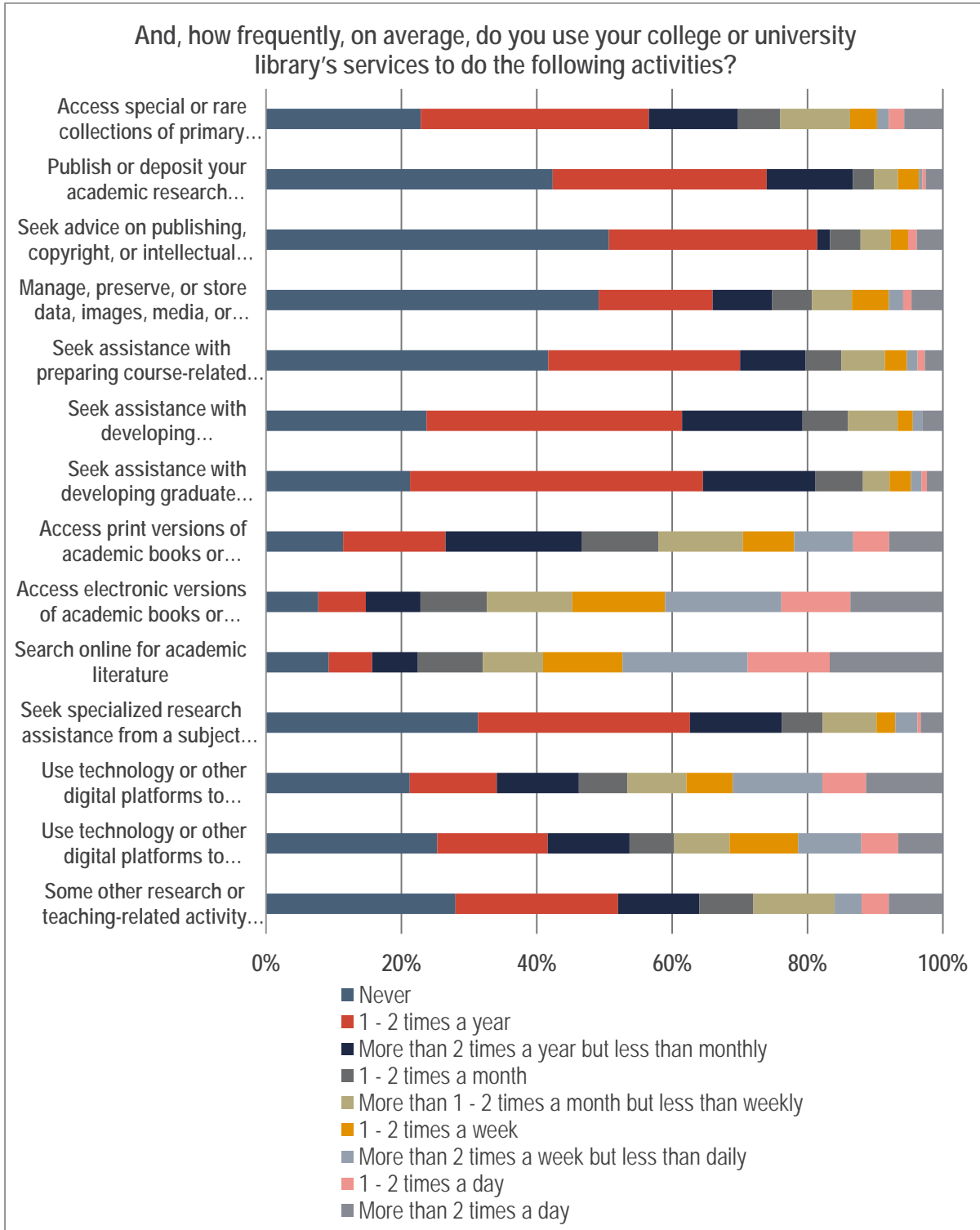
	Never	1 - 2 times a year	More than 2 times a year but less than monthly	1 - 2 times a month	More than 1 - 2 times a month but less than weekly	1 - 2 times a week	More than 2 times a week but less than daily	1 - 2 times a day	More than 2 times a day	Response
Access special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)	22.86%	33.71%	13.14%	6.29%	10.29%	4.00%	1.71%	2.29%	5.71%	175
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	42.35%	31.63%	12.76%	3.06%	3.57%	3.06%	0.51%	0.51%	2.55%	196
Seek advice on publishing, copyright, or intellectual property issues	50.64%	30.77%	1.92%	4.49%	4.49%	2.56%		1.28%	3.85%	156
Manage, preserve, or store data, images, media, or other primary source materials	49.16%	16.81%	8.82%	5.88%	5.88%	5.46%	2.10%	1.26%	4.62%	238
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general	41.71%	28.34%	9.63%	5.35%	6.42%	3.21%	1.60%	1.07%	2.67%	187



instructional design										
Seek assistance with developing undergraduate students' research skills	23.70%	37.78%	17.78%	6.67%	7.41%	2.22%	1.48%		2.96%	135
Seek assistance with developing graduate students' research skills	21.26%	43.31%	16.54%	7.09%	3.94%	3.15%	1.57%	0.79%	2.36%	127
Access print versions of academic books or journal articles	11.36%	15.15%	20.08%	11.36%	12.50%	7.58%	8.71%	5.30%	7.95%	264
Access electronic versions of academic books or journal articles	7.72%	7.02%	8.07%	9.82%	12.63%	13.68%	17.19%	10.18%	13.68%	285
Search online for academic literature	9.25%	6.41%	6.76%	9.61%	8.90%	11.74%	18.51%	12.10%	16.73%	281
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	31.31%	31.31%	13.55%	6.07%	7.94%	2.80%	3.27%	0.47%	3.27%	214
Use technology or other digital platforms to conduct research	21.21%	12.88%	12.12%	7.20%	8.71%	6.82%	13.26%	6.44%	11.36%	264
Use technology or other digital platforms to prepare instructional materials for the courses you teach	25.29%	16.34%	12.06%	6.61%	8.17%	10.12%	9.34%	5.45%	6.61%	257
Some other research or teaching-related activity (please fill in):	28.00%	24.00%	12.00%	8.00%	12.00%		4.00%	4.00%	8.00%	25

**MR2 [Response options contingent on selections in MR1]**

And, how frequently, on average, do you use your college or university library's services to do the following activities?



### MR3

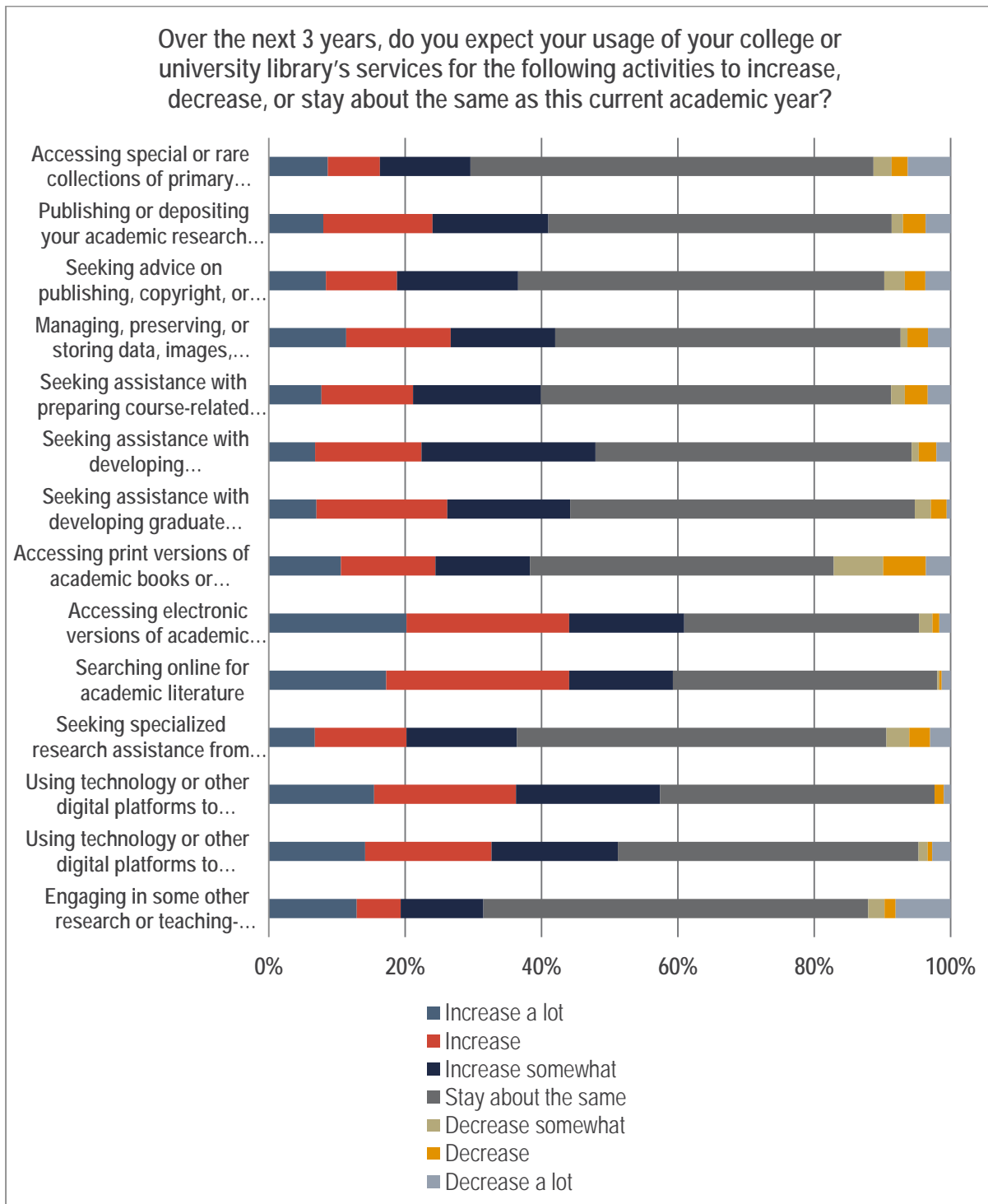
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?

	Increase a lot	Increase	Increase somewhat	Stay about the same	Decrease somewhat	Decrease	Decrease a lot	Response
Accessing special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)	8.64%	7.64%	13.29%	59.14%	2.66%	2.33%	6.31%	301
Publishing or depositing your academic research outputs online with a publisher, repository, or elsewhere online	8.00%	16.00%	17.00%	50.33%	1.67%	3.33%	3.67%	300
Seeking advice on publishing, copyright, or intellectual property issues	8.39%	10.40%	17.79%	53.69%	3.02%	3.02%	3.69%	298
Managing, preserving, or storing data, images, media, or other primary source materials	11.33%	15.33%	15.33%	50.67%	1.00%	3.00%	3.33%	300
Seeking assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design	7.72%	13.42%	18.79%	51.34%	2.01%	3.36%	3.36%	298

Seeking assistance with developing undergraduate students' research skills	6.77%	15.63%	25.52%	46.35%	1.04%	2.60%	2.08%	192
Seeking assistance with developing graduate students' research skills	6.98%	19.19%	18.02%	50.58%	2.33%	2.33%	0.58%	172
Accessing print versions of academic books or journal articles	10.56%	13.86%	13.86%	44.55%	7.26%	6.27%	3.63%	303
Accessing electronic versions of academic books or journal articles	20.20%	23.84%	16.89%	34.44%	1.99%	0.99%	1.66%	302
Searching online for academic literature	17.22%	26.82%	15.23%	38.74%	0.33%	0.33%	1.32%	302
Seeking specialized research assistance from a subject expert in your field, discipline, or methodology	6.73%	13.47%	16.16%	54.21%	3.37%	3.03%	3.03%	297
Using technology or other digital platforms to conduct research	15.44%	20.81%	21.14%	40.27%		1.34%	1.01%	298
Using technology or other digital platforms to prepare instructional materials for the courses you teach	14.14%	18.52%	18.52%	44.11%	1.35%	0.67%	2.69%	297
Engaging in some other research or teaching-related activity (please fill in):	12.90%	6.45%	12.10%	56.45%	2.42%	1.61%	8.06%	124

MR3

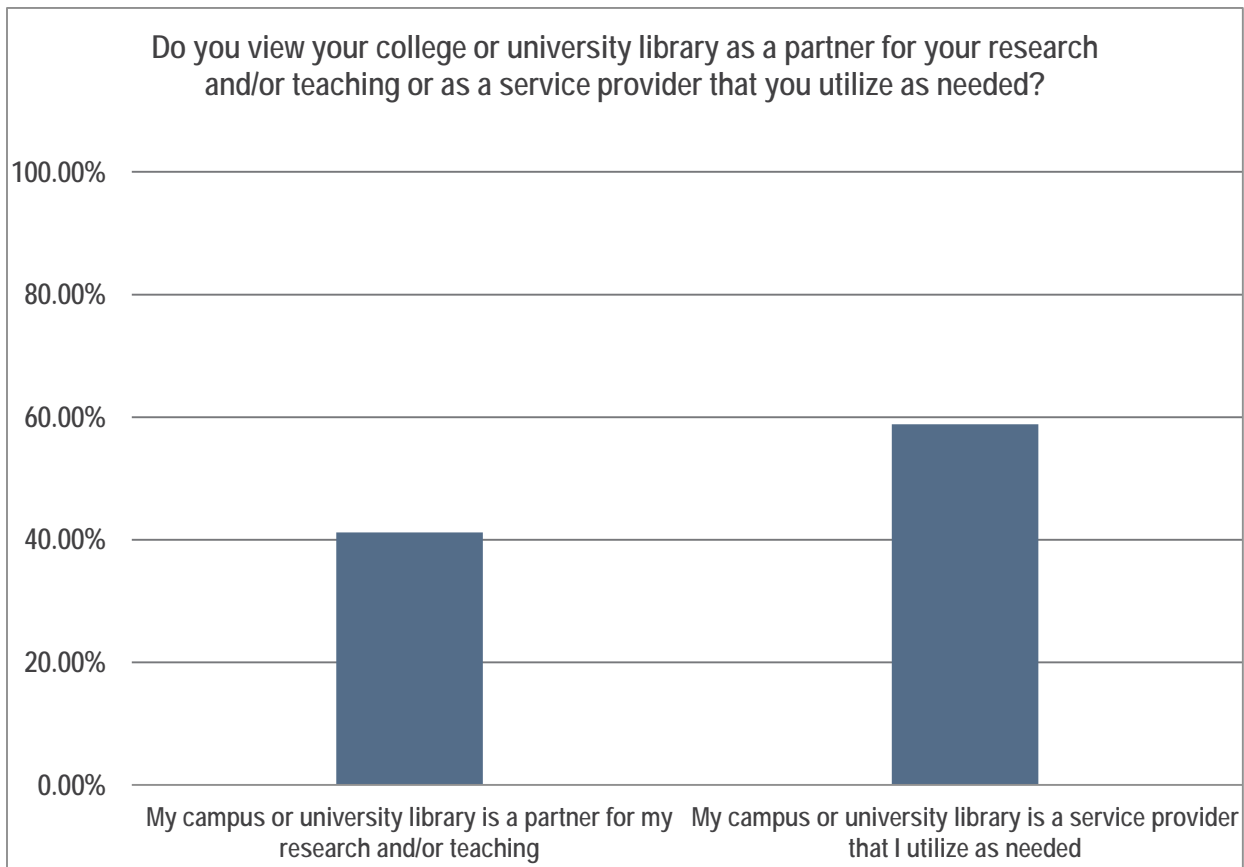
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?



MR4

Do you view your college or university library as a partner for your research and/or teaching or as a service provider that you utilize as needed?

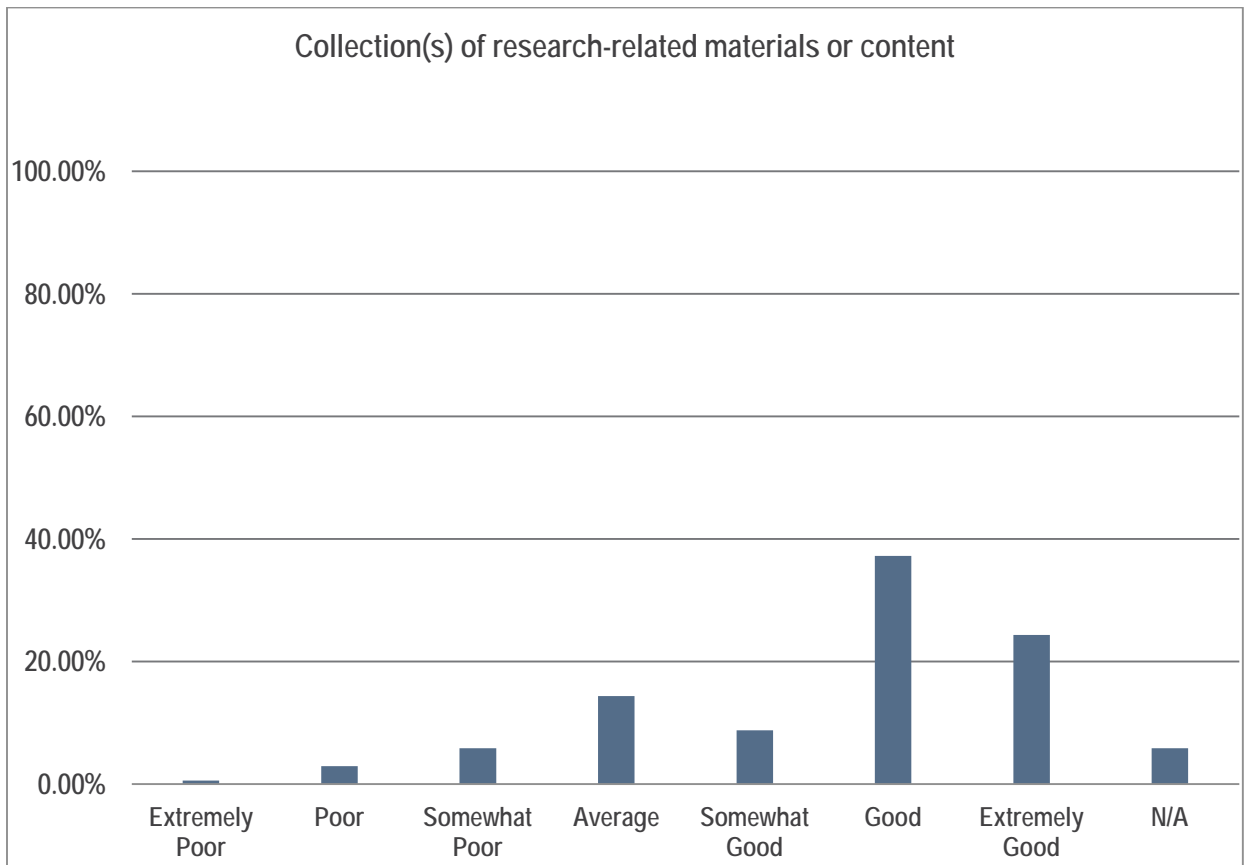
	Response	Percent
My campus or university library is a partner for my research and/or teaching	140	41.18%
My campus or university library is a service provider that I utilize as needed	200	58.82%
	340	100.00%



MR5

Collection(s) of research-related materials or content

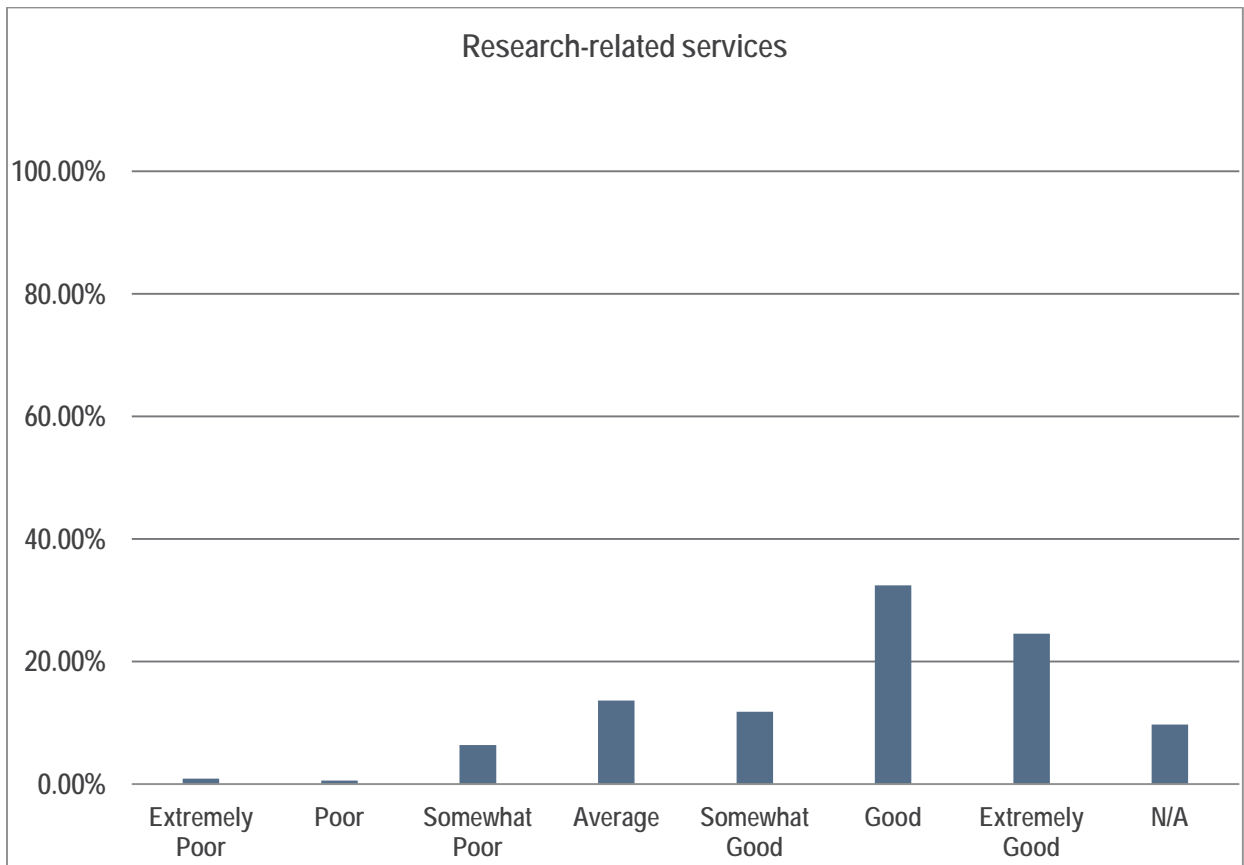
	Response	Percent
Extremely Poor	2	0.59%
Poor	10	2.93%
Somewhat Poor	20	5.87%
Average	49	14.37%
Somewhat Good	30	8.80%
Good	127	37.24%
Extremely Good	83	24.34%
N/A	20	5.87%
	341	100.00%



MR6

Research-related services

	Response	Percent
Extremely Poor	3	0.91%
Poor	2	0.61%
Somewhat Poor	21	6.36%
Average	45	13.64%
Somewhat Good	39	11.82%
Good	107	32.42%
Extremely Good	81	24.55%
N/A	32	9.70%
	330	100.00%

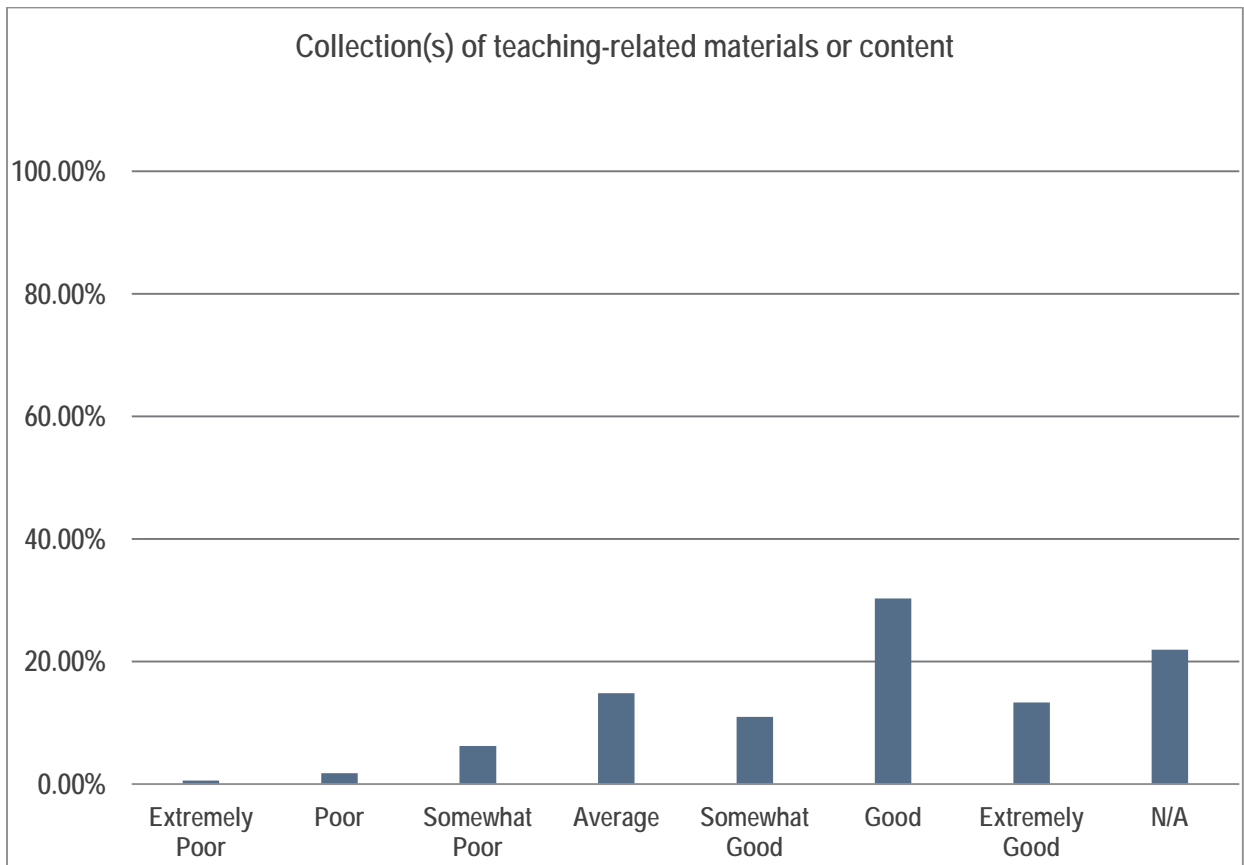




MR7

Collection(s) of teaching-related materials or content

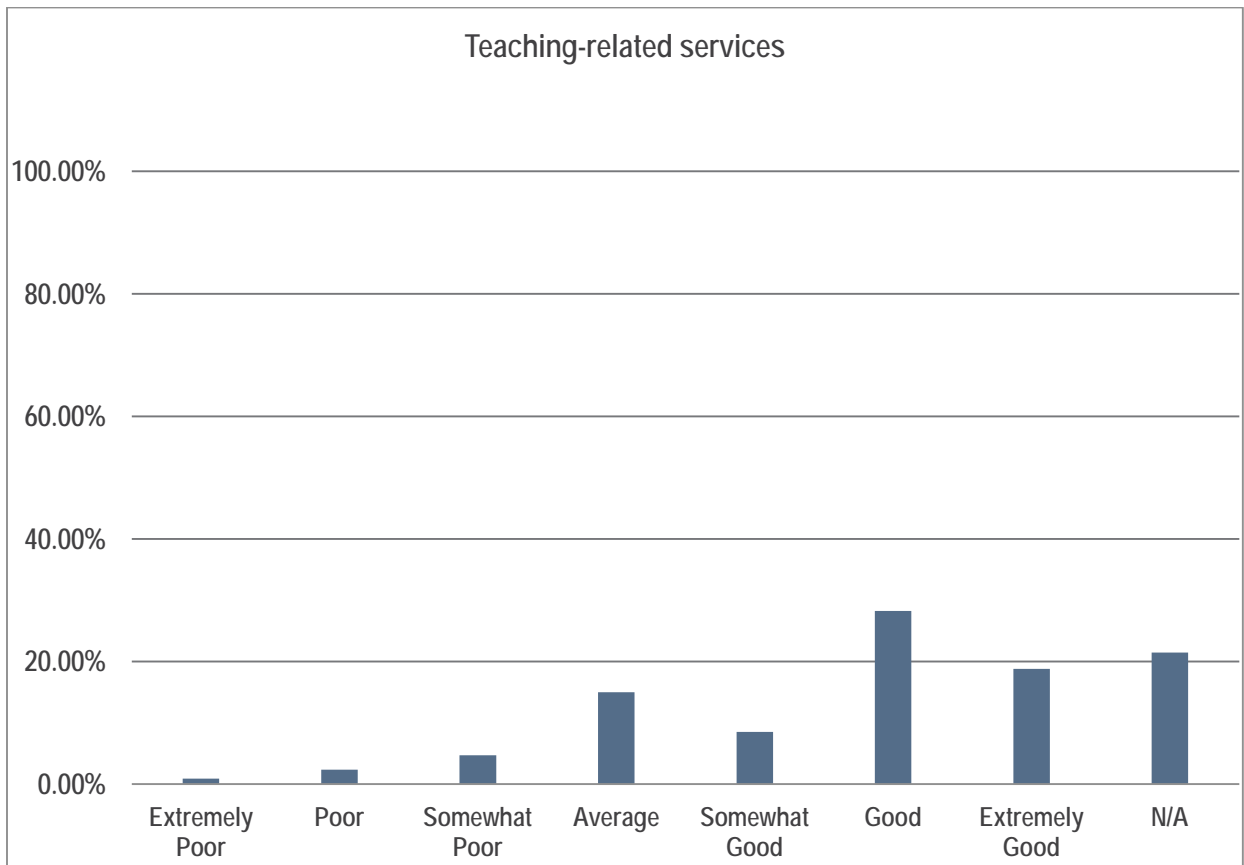
	Response	Percent
Extremely Poor	2	0.59%
Poor	6	1.78%
Somewhat Poor	21	6.23%
Average	50	14.84%
Somewhat Good	37	10.98%
Good	102	30.27%
Extremely Good	45	13.35%
N/A	74	21.96%
	337	100.00%



MR8

Teaching-related services

	Response	Percent
Extremely Poor	3	0.88%
Poor	8	2.35%
Somewhat Poor	16	4.71%
Average	51	15.00%
Somewhat Good	29	8.53%
Good	96	28.24%
Extremely Good	64	18.82%
N/A	73	21.47%
	340	100.00%



## Demographic Questions

D1

For how many years have you been at your current college or university?

D2

For how many years have you been in your field?

D3

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

D4

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?

D5

What is your age?

D6

Do you identify as:

D7

What is your rank?

D8

Have you received any competitive externally funded grants for your research in the last three years?

D9

Please select your college.

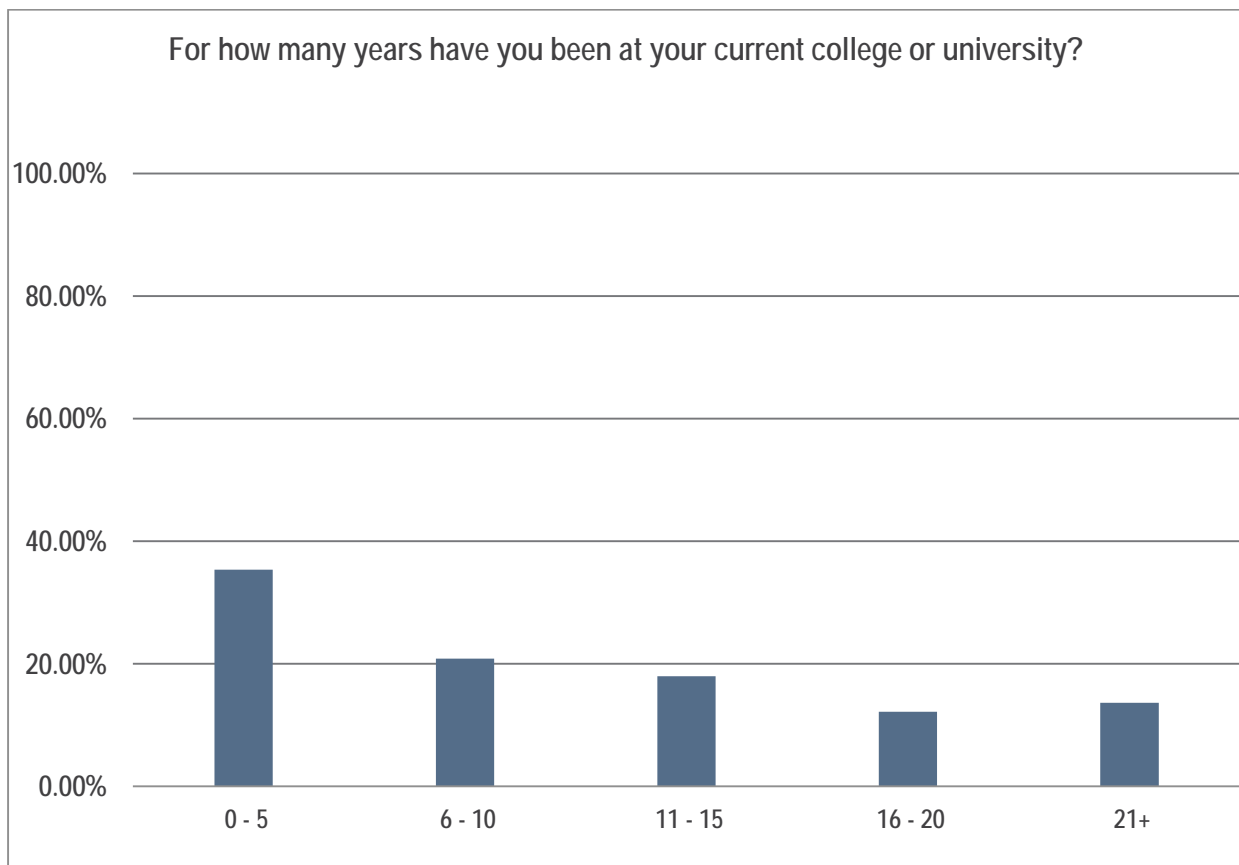
**D10-18 [Contingent on selection in D9]**

Please select your department.

D1

For how many years have you been at your current college or university?

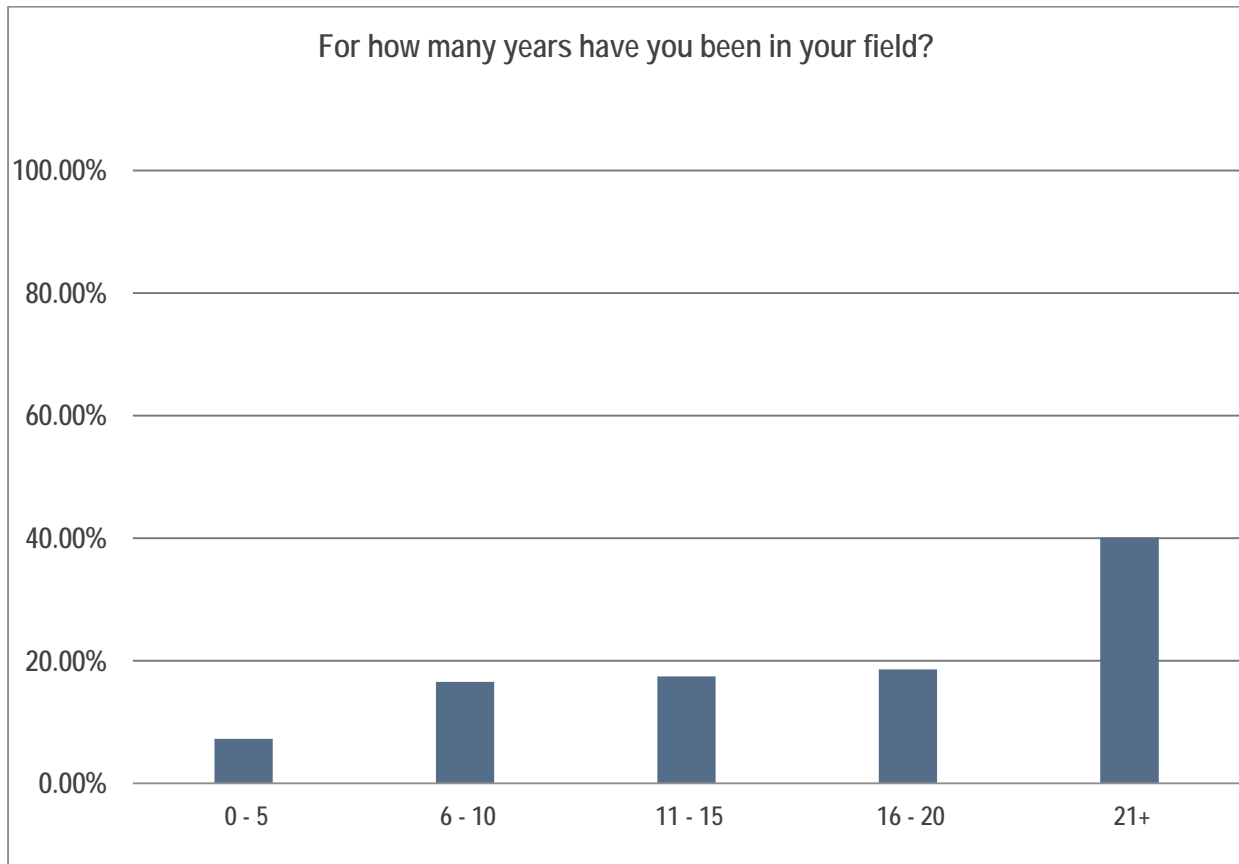
	Response	Percent
0 - 5	122	35.36%
6 - 10	72	20.87%
11 - 15	62	17.97%
16 - 20	42	12.17%
21+	47	13.62%
	345	100.00%



D2

For how many years have you been in your field?

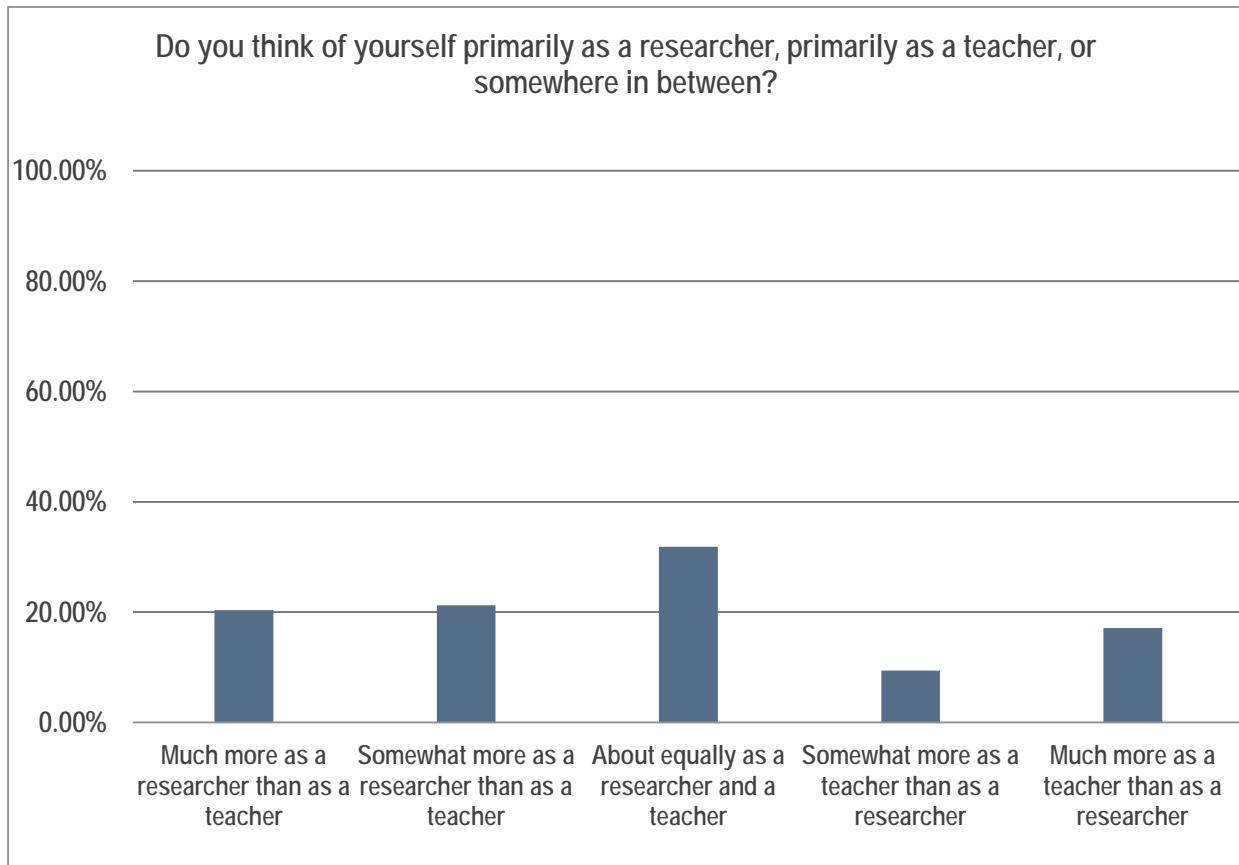
	Response	Percent
0 - 5	25	7.27%
6 - 10	57	16.57%
11 - 15	60	17.44%
16 - 20	64	18.60%
21+	138	40.12%
	344	100.00%



D3

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

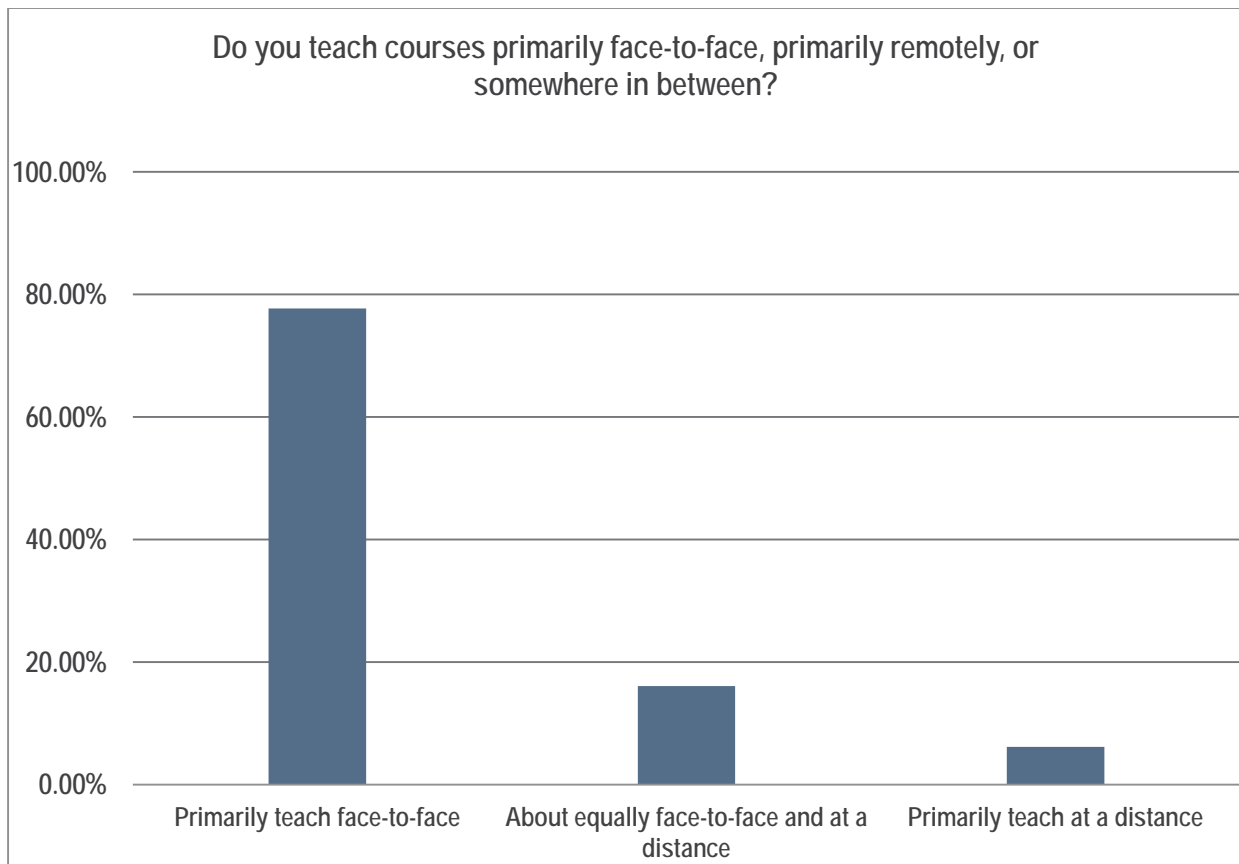
	Response	Percent
Much more as a researcher than as a teacher	69	20.35%
Somewhat more as a researcher than as a teacher	72	21.24%
About equally as a researcher and a teacher	108	31.86%
Somewhat more as a teacher than as a researcher	32	9.44%
Much more as a teacher than as a researcher	58	17.11%
	339	100.00%



D4

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?

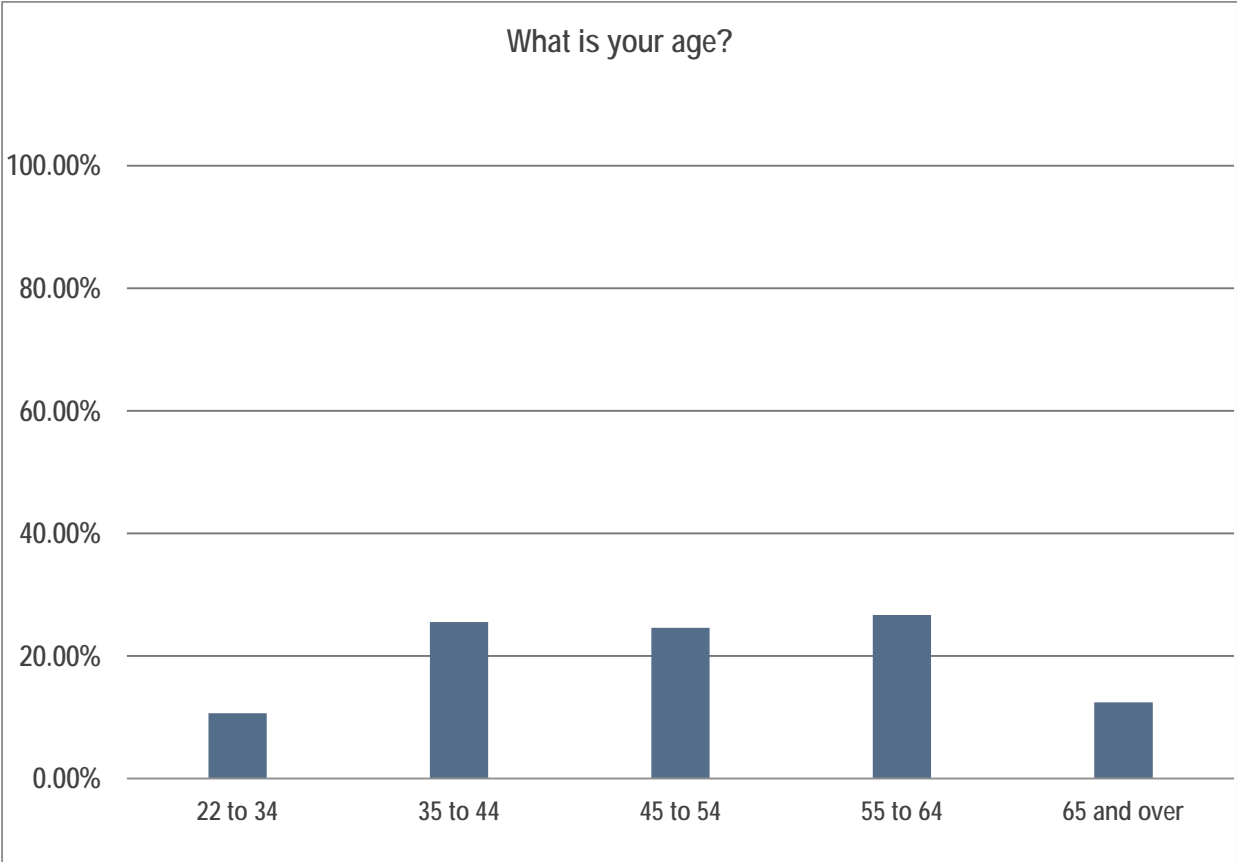
	Response	Percent
Primarily teach face-to-face	251	77.71%
About equally face-to-face and at a distance	52	16.10%
Primarily teach at a distance	20	6.19%
	323	100.00%



D5

What is your age?

	Response	Percent
22 to 34	36	10.68%
35 to 44	86	25.52%
45 to 54	83	24.63%
55 to 64	90	26.71%
65 and over	42	12.46%
	337	100.00%

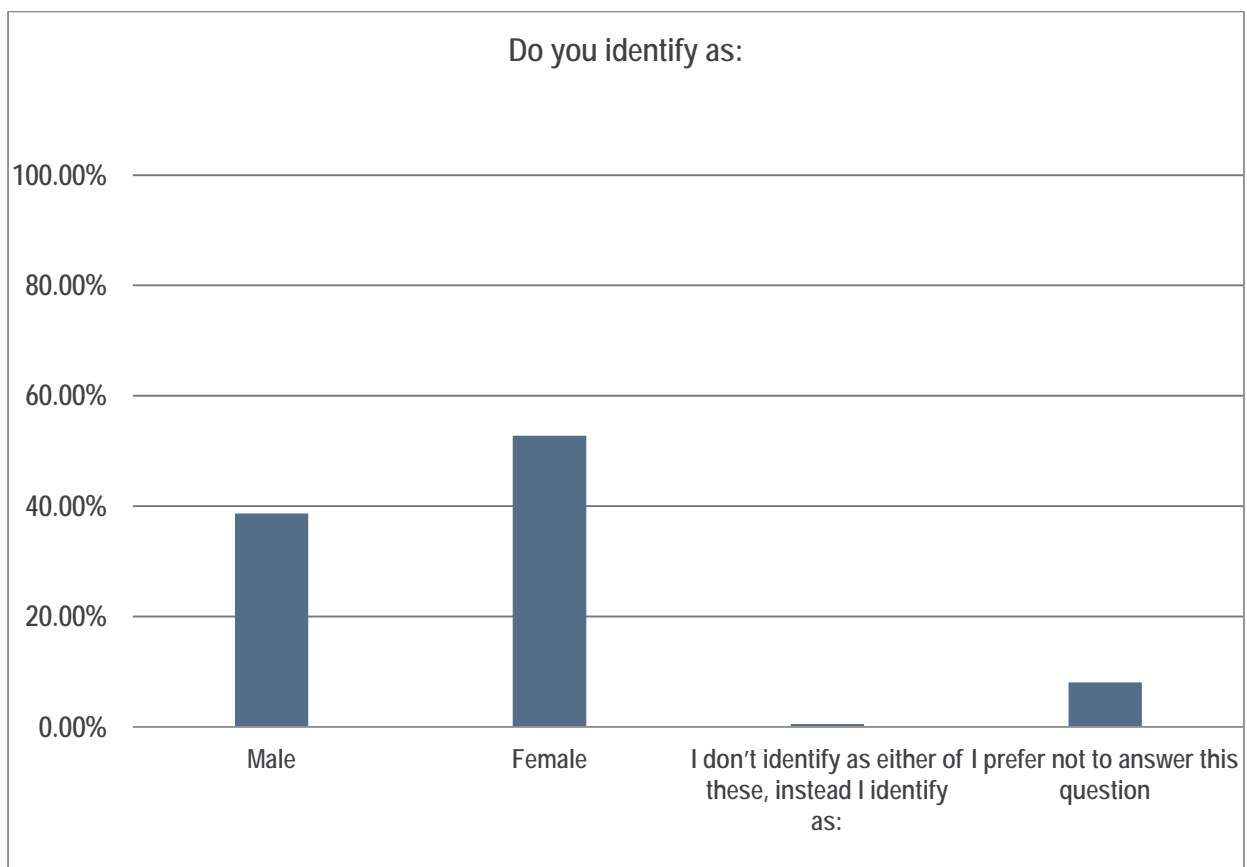




D6

Do you identify as:

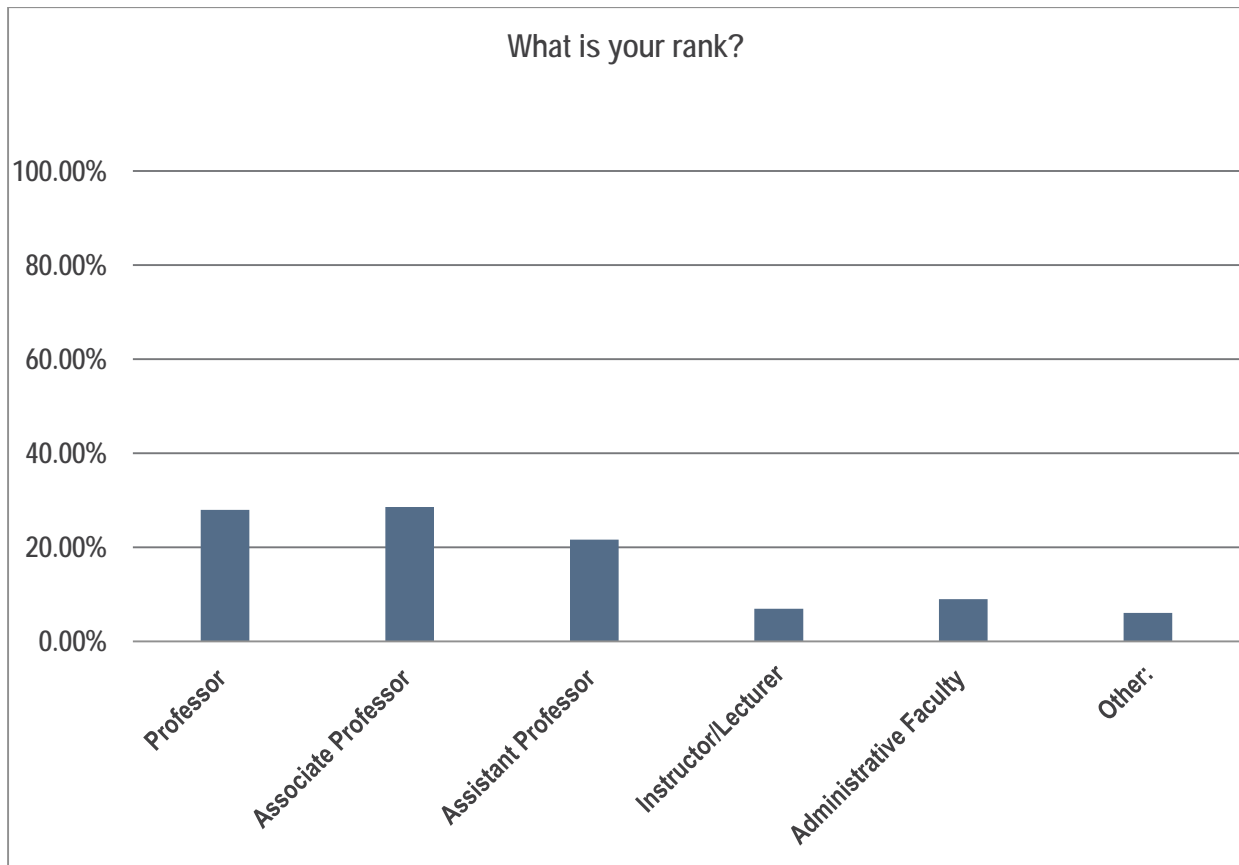
	Response	Percent
Male	160	47.20%
Female	154	45.43%
I don't identify as either of these, instead I identify as:	1	0.29%
I prefer not to answer this question	24	7.08%
	339	100.00%



D7

What is your rank?

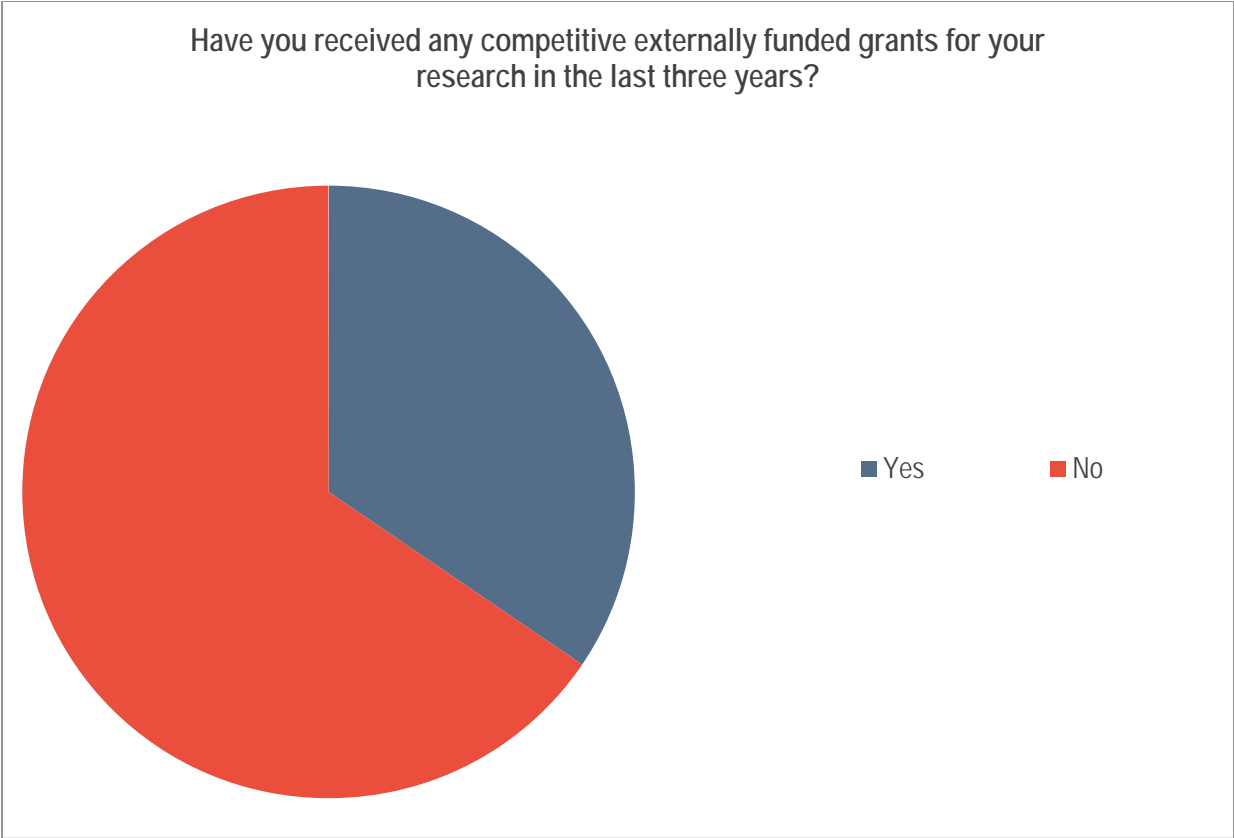
	Response	Percent
Professor	97	27.95%
Associate Professor	99	28.53%
Assistant Professor	75	21.61%
Instructor/Lecturer	24	6.92%
Administrative Faculty	31	8.93%
Other:	21	6.05%
	347	100.00%



D8

Have you received any competitive externally funded grants for your research in the last three years?

	Response	Percent
Yes	117	34.51%
No	222	65.49%
	339	100.00%



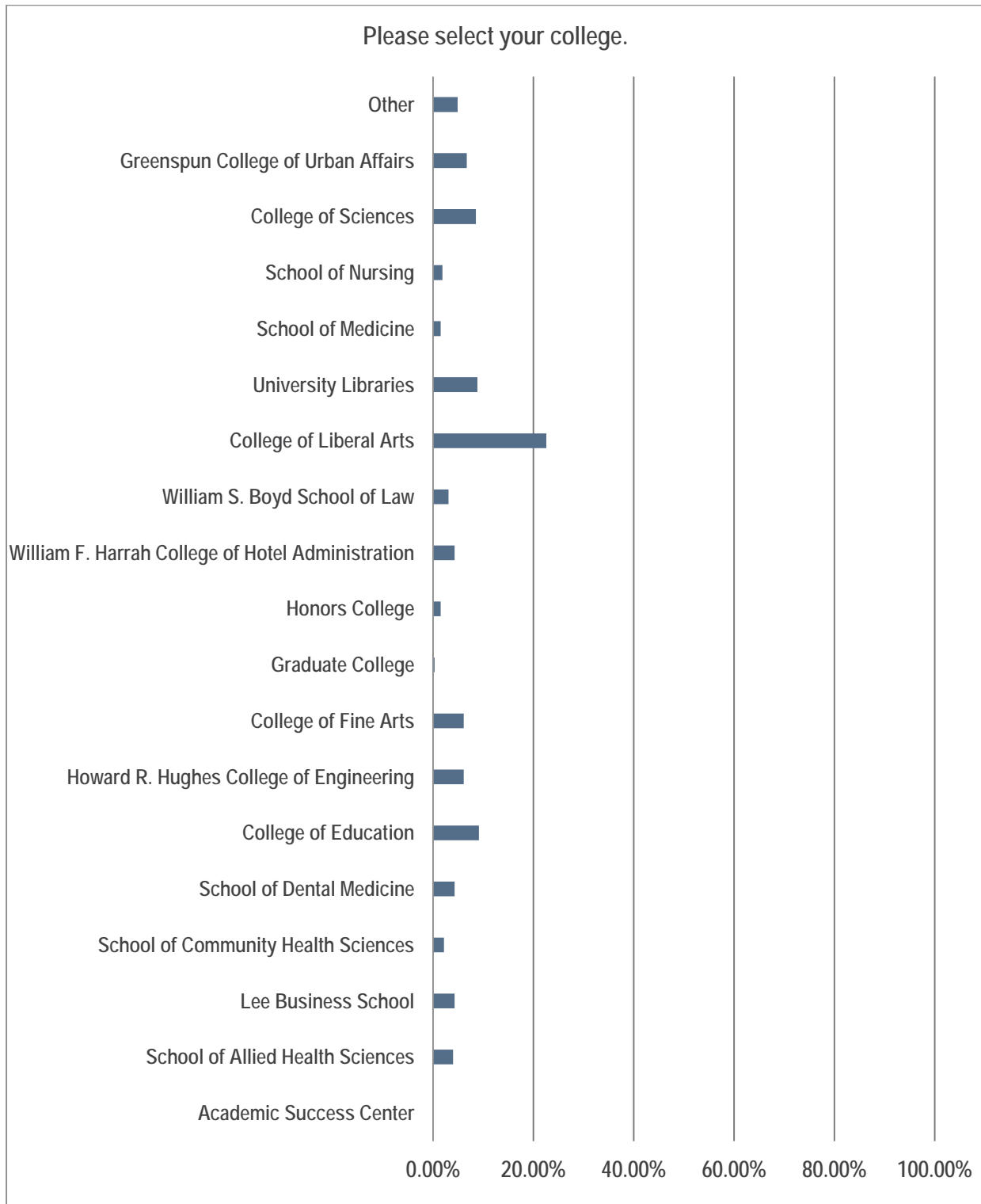
D9

Please select your college.

	Response	Percent
Academic Success Center	0	0.00%
School of Allied Health Sciences	13	3.96%
Lee Business School	14	4.27%
School of Community Health Sciences	7	2.13%
School of Dental Medicine	14	4.27%
College of Education	30	9.15%
Howard R. Hughes College of Engineering	20	6.10%
College of Fine Arts	20	6.10%
Graduate College	1	0.30%
Honors College	5	1.52%
William F. Harrah College of Hotel Administration	14	4.27%
William S. Boyd School of Law	10	3.05%
College of Liberal Arts	74	22.56%
University Libraries	29	8.84%
School of Medicine	5	1.52%
School of Nursing	6	1.83%
College of Sciences	28	8.54%
Greenspun College of Urban Affairs	22	6.71%
Other	16	4.88%
	328	100.00%

D9

Please select your college.



D10-18 [**Contingent on selection in D9**]  
Please select your department.<sup>3</sup>

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<sup>3</sup> Graph omitted due to size.

	Response	Percent
Department of Health Physics and Diagnostic Sciences	6	2.80%
Department of Kinesiology and Nutrition Sciences	3	1.40%
Department of Physical Therapy	3	1.40%
Department of Accounting	3	1.40%
Department of Economics	4	1.87%
Department of Finance	1	0.47%
Department of Management, Entrepreneurship, and Technology	4	1.87%
Department of Marketing and International Business	1	0.47%
MBA Programs	0	0.00%
Department of Environmental and Occupational Health	5	2.34%
Department of Health Care Administration and Policy	2	0.93%
Department of Educational & Clinical Studies	8	3.74%
Department of Educational Psychology & Higher Education	6	2.80%
Department of Teaching & Learning	13	6.07%
Aerospace Studies/Air Force ROTC Program	0	0.00%
Department of Civil and Environmental Engineering and Construction	7	3.27%
Department of Computer Science	4	1.87%
Construction Management Program	0	0.00%
Department of Electrical and Computer Engineering	4	1.87%
Entertainment Engineering and Design Program	0	0.00%
Department of Mechanical Engineering	4	1.87%
Department of Military Science/Army ROTC	0	0.00%
School of Architecture	4	1.87%
Department of Art	4	1.87%
Department of Dance	1	0.47%
Department of Film	1	0.47%
Department of Music	8	3.74%

Department of Theatre	1	0.47%
Department of Anthropology	8	3.74%
Department of English	15	7.01%
Department of History	11	5.14%
Interdisciplinary Degree Programs	2	0.93%
Department of Philosophy	5	2.34%
Department of Political Science	6	2.80%
Department of Psychology	13	6.07%
Department of Sociology	5	2.34%
Department of World Languages and Cultures	7	3.27%
Department of Chemistry and Biochemistry	4	1.87%
Department of Geoscience	3	1.40%
School of Life Sciences	9	4.21%
Department of Mathematical Sciences	4	1.87%
Department of Physics and Astronomy	5	2.34%
Water Resources Management Program	0	0.00%
Department of Communication Studies	1	0.47%
Department of Criminal Justice	3	1.40%
School of Environmental and Public Affairs	4	1.87%
Hank Greenspun School of Journalism and Media Studies	4	1.87%
Marriage and Family Therapy Program	1	0.47%
School of Social Work	7	3.27%
	214	100.00%