



Duke University Faculty Survey: Report of Findings

Table of Contents

Overview	3
Core National Questionnaire	4
Material Types and Formats.....	64
Scholarly Communication.....	74
Market Research	89
Demographic Questions.....	104
Embedded Data	108

Overview

The Duke University implementation of the Ithaka S+R Faculty Survey was launched on September 9, 2015, and was closed to new responses on October 13, 2015, with a total of 260 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; the role and value of various types of materials for research and teaching; and faculty members' impressions and usage of library support services. The following report provides a high-level overview of findings from the Duke University faculty survey.¹

Details

989 Duke University faculty members received an email invitation to participate in a survey about faculty research habits. One \$75 Amazon gift card was offered as an incentive for participation. Three email reminders were sent before the close of the survey.

In total, 343 respondents clicked the survey link (about 35% of those who received the email invitation), with 334 of those starting the survey (about 34%) and 260 of those respondents completing the survey, for an overall response rate of about 26%. Due to the survey flow and skip patterns, not all Duke University faculty respondents received every question in the survey.²

How to interpret the findings

For each question in the Duke University 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.

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

² Furthermore, two out of the three additional modules (Material Types and Formats, Scholarly Communication, and Market Research) were displayed to each faculty member respondent; the Core National Questionnaire was displayed to all respondents.

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 (DukeSpace), 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?

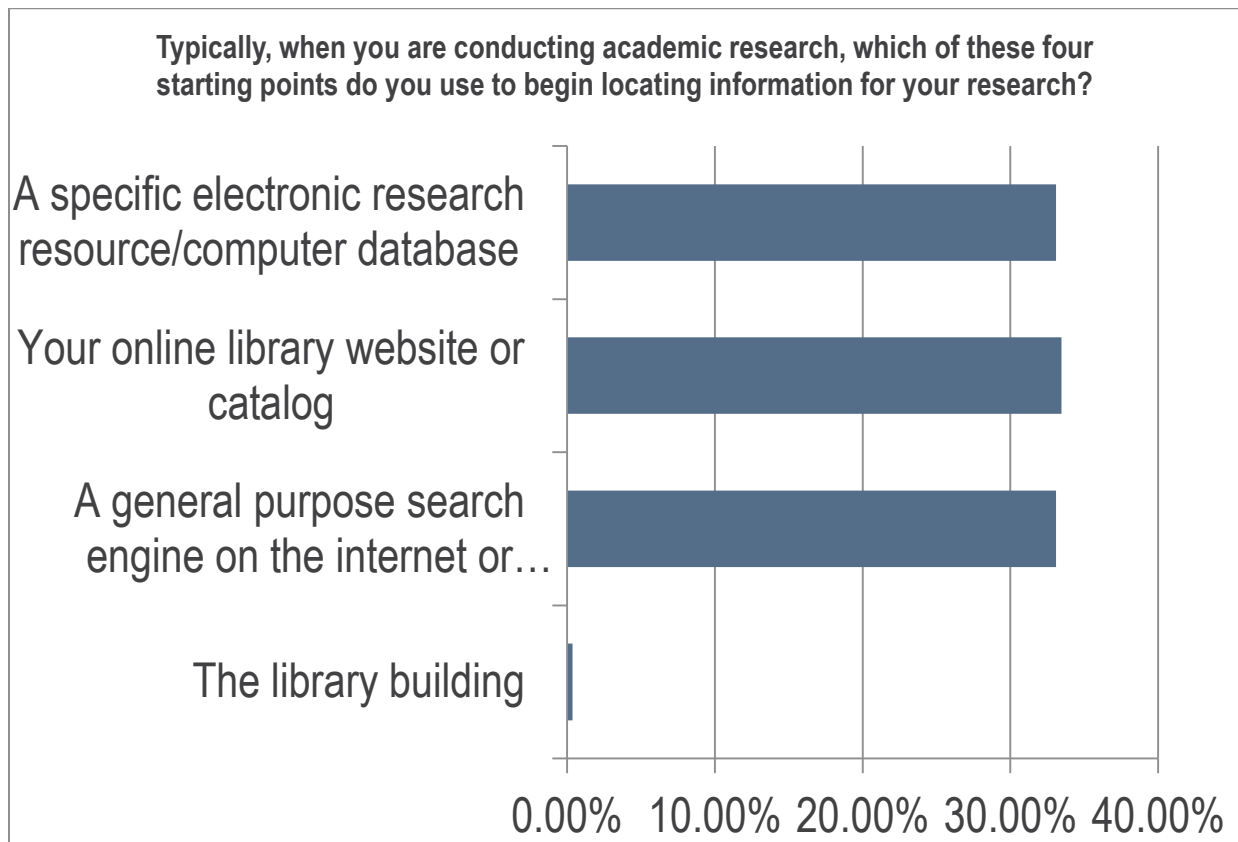
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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?

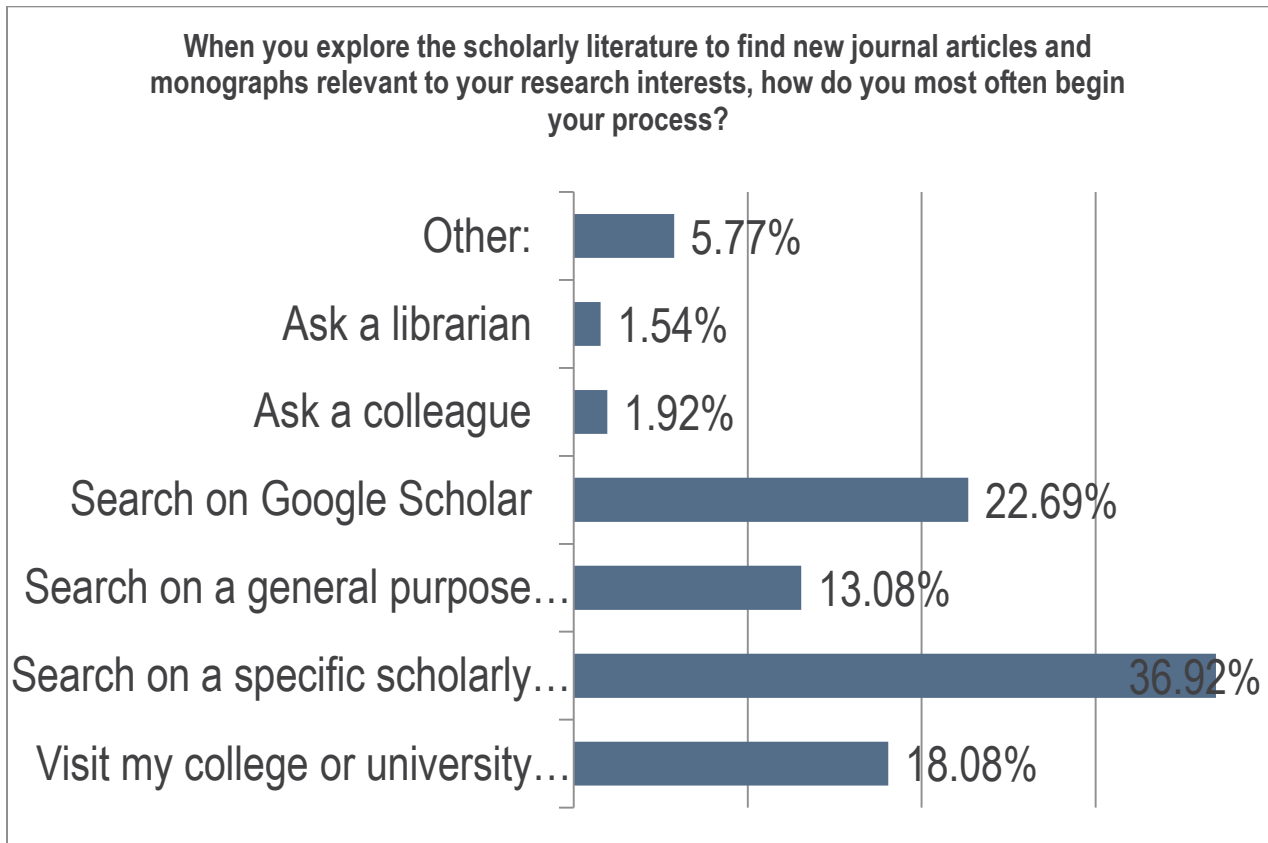
	Response	Percent
The library building	1	0.38%
A general purpose search engine on the internet or world wide web	86	33.08%
Your online library website or catalog	87	33.46%
A specific electronic research resource/computer database	86	33.08%
	260	100.00%



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	47	18.08%
Search on a specific scholarly database	96	36.92%
Search on a general purpose search engine	34	13.08%
Search on Google Scholar	59	22.69%
Ask a colleague	5	1.92%
Ask a librarian	4	1.54%
Other:	15	5.77%
	260	100.00%



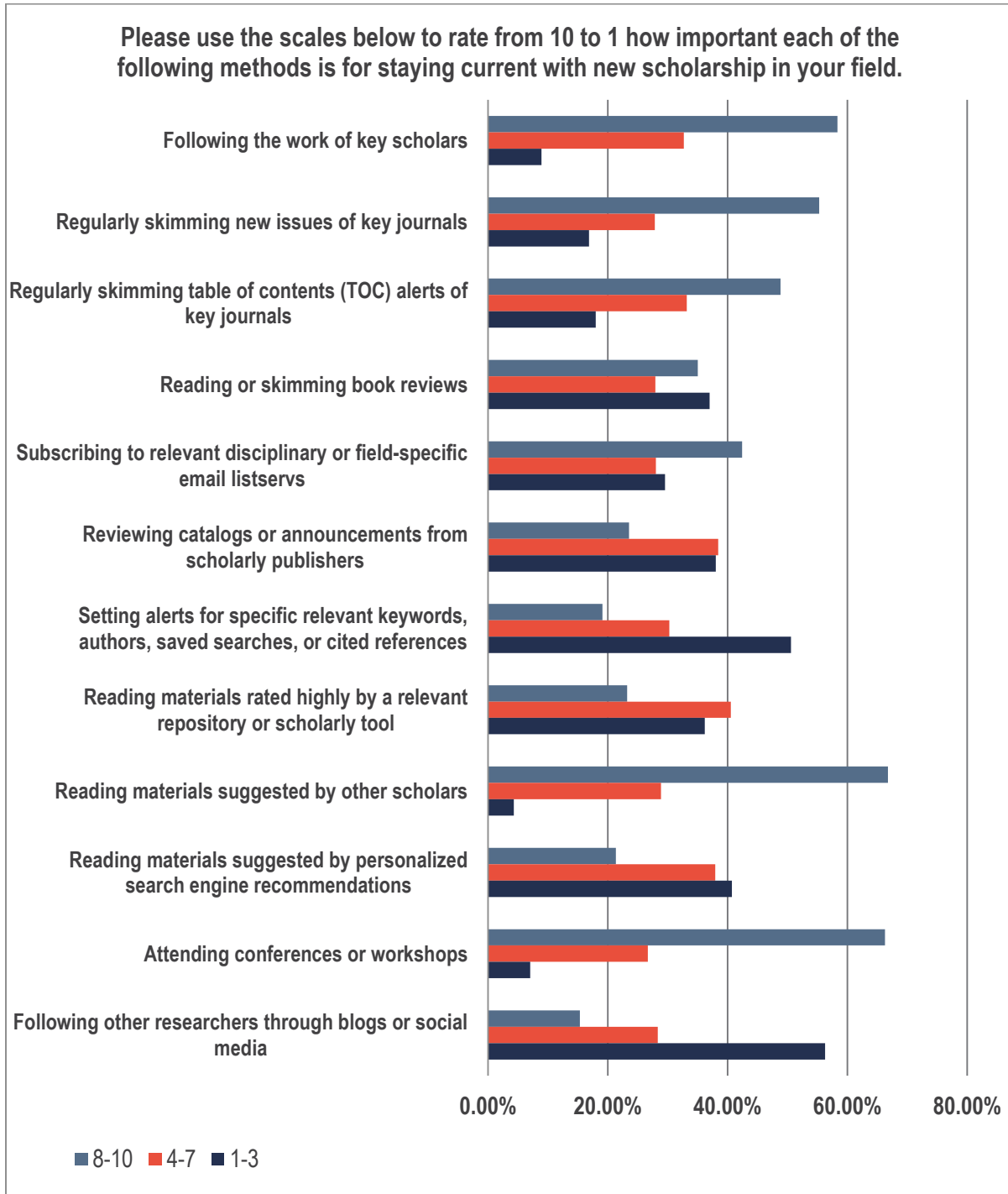
Q3

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	58.37%	32.68%	8.95%	257
Regularly skimming new issues of key journals	55.29%	27.84%	16.86%	255
Regularly skimming table of contents (TOC) alerts of key journals	48.83%	33.20%	17.97%	256
Reading or skimming book reviews	35.04%	27.95%	37.01%	254
Subscribing to relevant disciplinary or field-specific email listservs	42.41%	28.02%	29.57%	257
Reviewing catalogs or announcements from scholarly publishers	23.53%	38.43%	38.04%	255
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	19.12%	30.28%	50.60%	251
Reading materials rated highly by a relevant repository or scholarly tool	23.23%	40.55%	36.22%	254
Reading materials suggested by other scholars	66.80%	28.91%	4.30%	256
Reading materials suggested by personalized search engine recommendations	21.34%	37.94%	40.71%	253
Attending conferences or workshops	66.27%	26.67%	7.06%	255
Following other researchers through blogs or social media	15.35%	28.35%	56.30%	254

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]



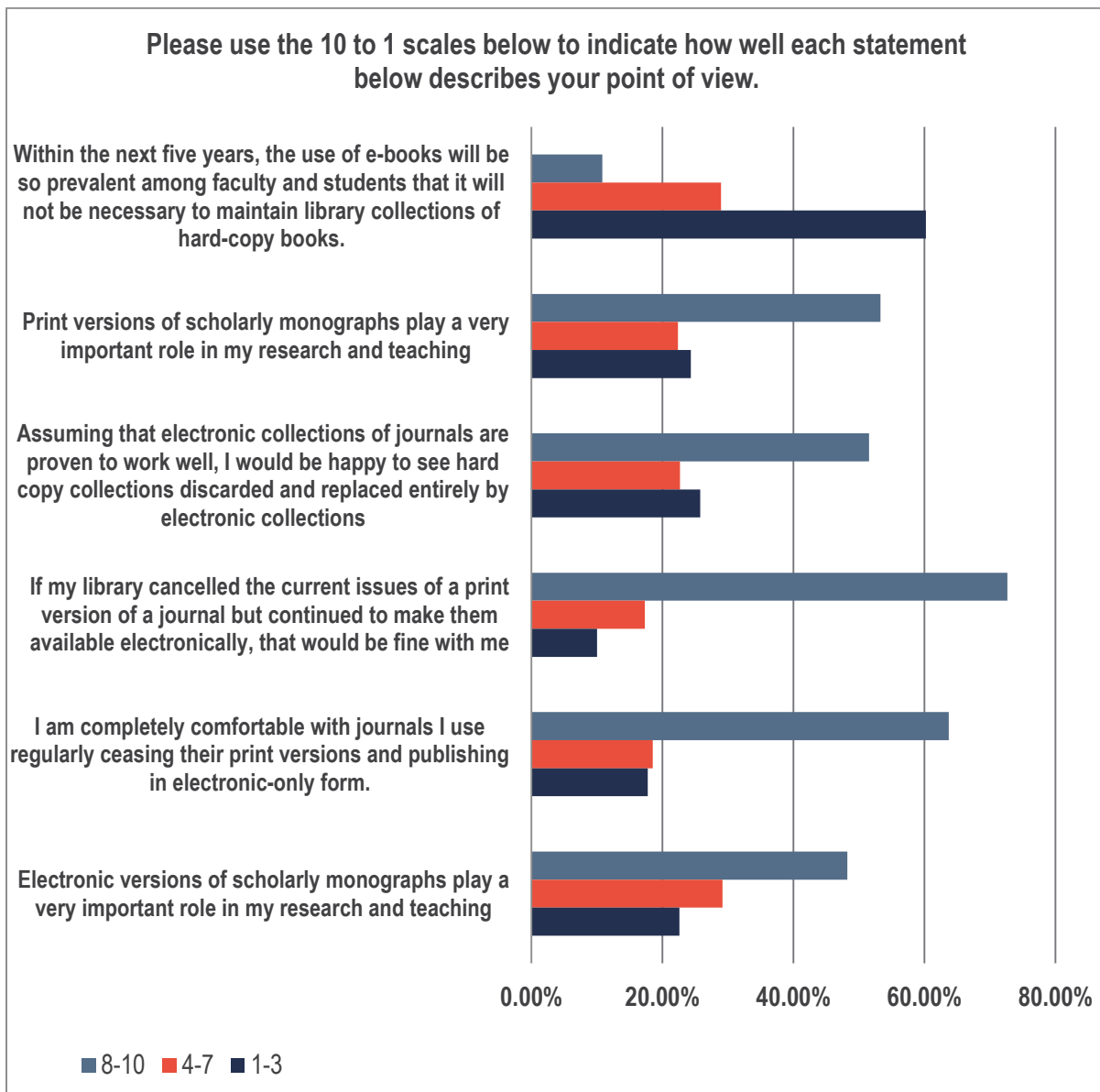
Q4

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.	10.81%	28.96%	60.23%	259
Print versions of scholarly monographs play a very important role in my research and teaching	53.28%	22.39%	24.32%	259
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	51.54%	22.69%	25.77%	260
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	72.69%	17.31%	10.00%	260
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.	63.71%	18.53%	17.76%	259
Electronic versions of scholarly monographs play a very important role in my research and teaching	48.25%	29.18%	22.57%	257

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.



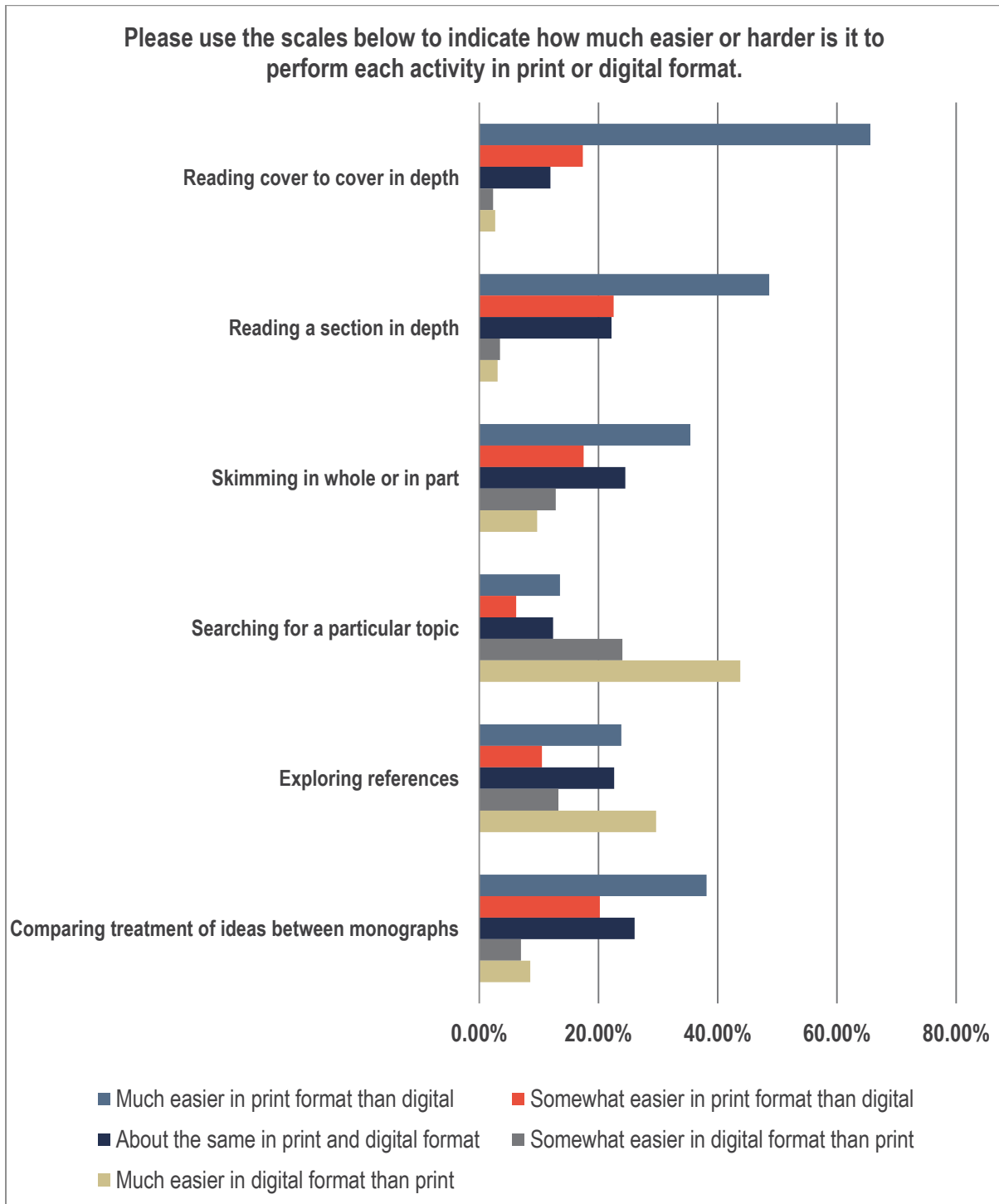
Q5

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	65.64%	17.37%	11.97%	2.32%	2.70%	259
Reading a section in depth	48.64%	22.57%	22.18%	3.50%	3.11%	257
Skimming in whole or in part	35.41%	17.51%	24.51%	12.84%	9.73%	257
Searching for a particular topic	13.57%	6.20%	12.40%	24.03%	43.80%	258
Exploring references	23.83%	10.55%	22.66%	13.28%	29.69%	256
Comparing treatment of ideas between monographs	38.13%	20.23%	26.07%	7.00%	8.56%	257

Q5

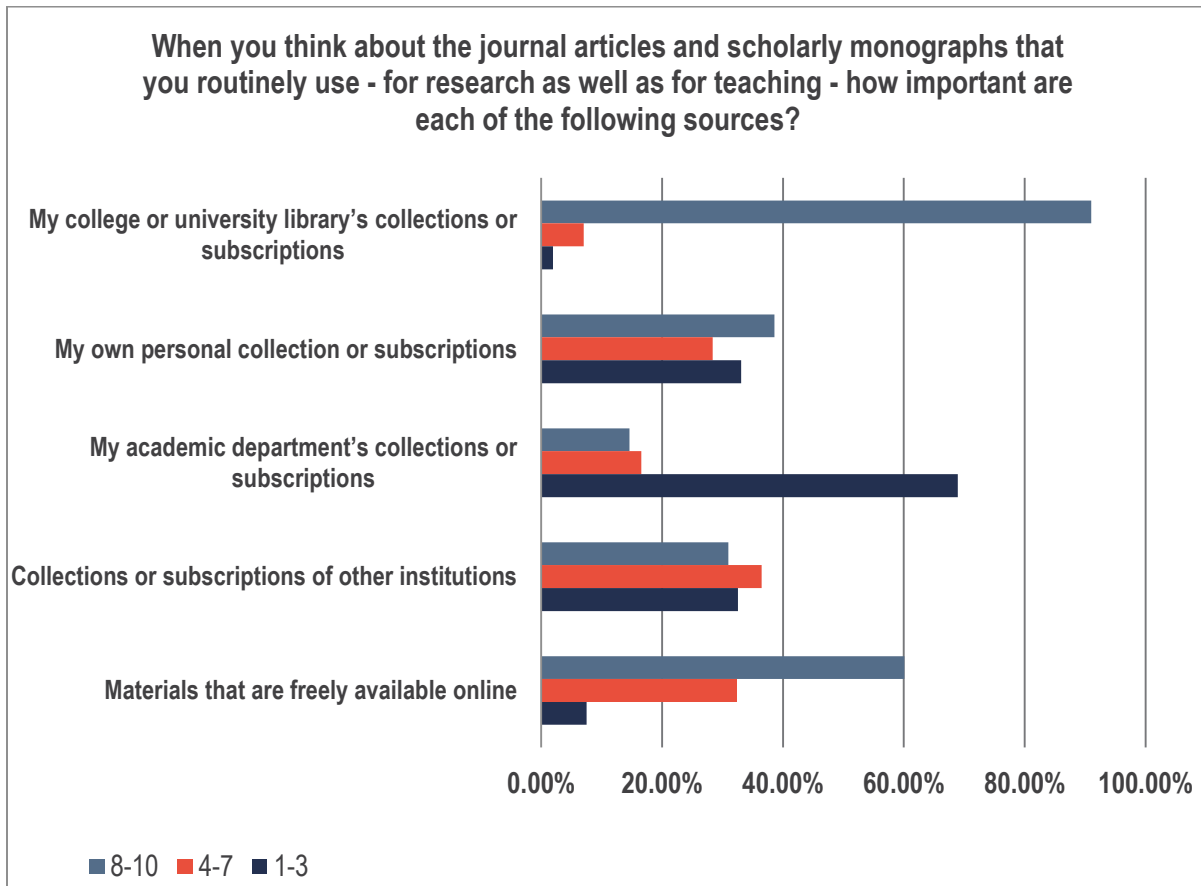
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select 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	91.02%	7.03%	1.95%	256
My own personal collection or subscriptions	38.58%	28.35%	33.07%	254
My academic department's collections or subscriptions	14.57%	16.54%	68.90%	254
Collections or subscriptions of other institutions	30.98%	36.47%	32.55%	255
Materials that are freely available online	60.08%	32.41%	7.51%	253



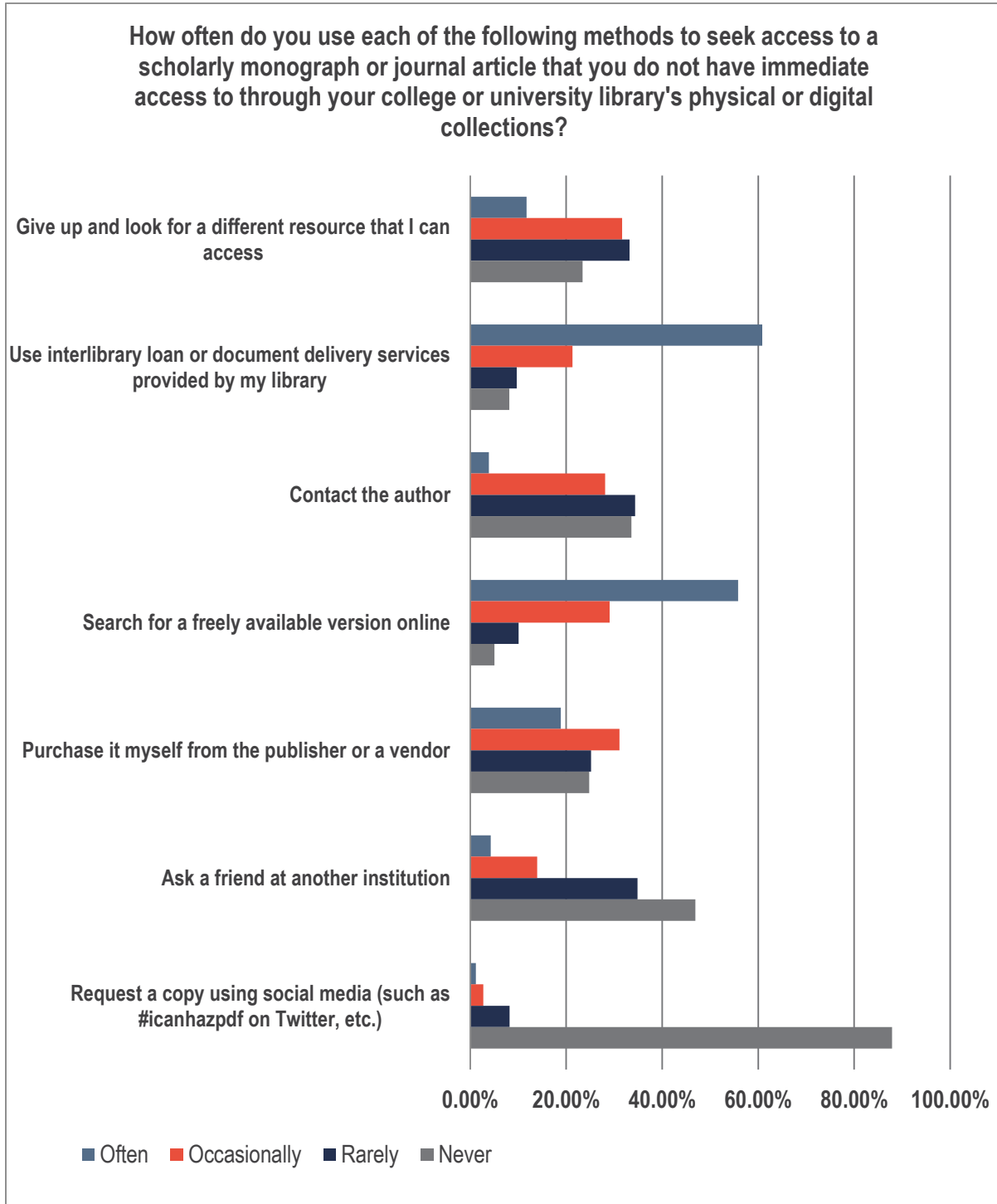
Q7

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	11.72%	31.64%	33.20%	23.44%	256
Use interlibrary loan or document delivery services provided by my library	60.85%	21.32%	9.69%	8.14%	258
Contact the author	3.91%	28.13%	34.38%	33.59%	256
Search for a freely available version online	55.81%	29.07%	10.08%	5.04%	258
Purchase it myself from the publisher or a vendor	18.90%	31.10%	25.20%	24.80%	254
Ask a friend at another institution	4.26%	13.95%	34.88%	46.90%	258
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	1.17%	2.73%	8.20%	87.89%	256

Q7

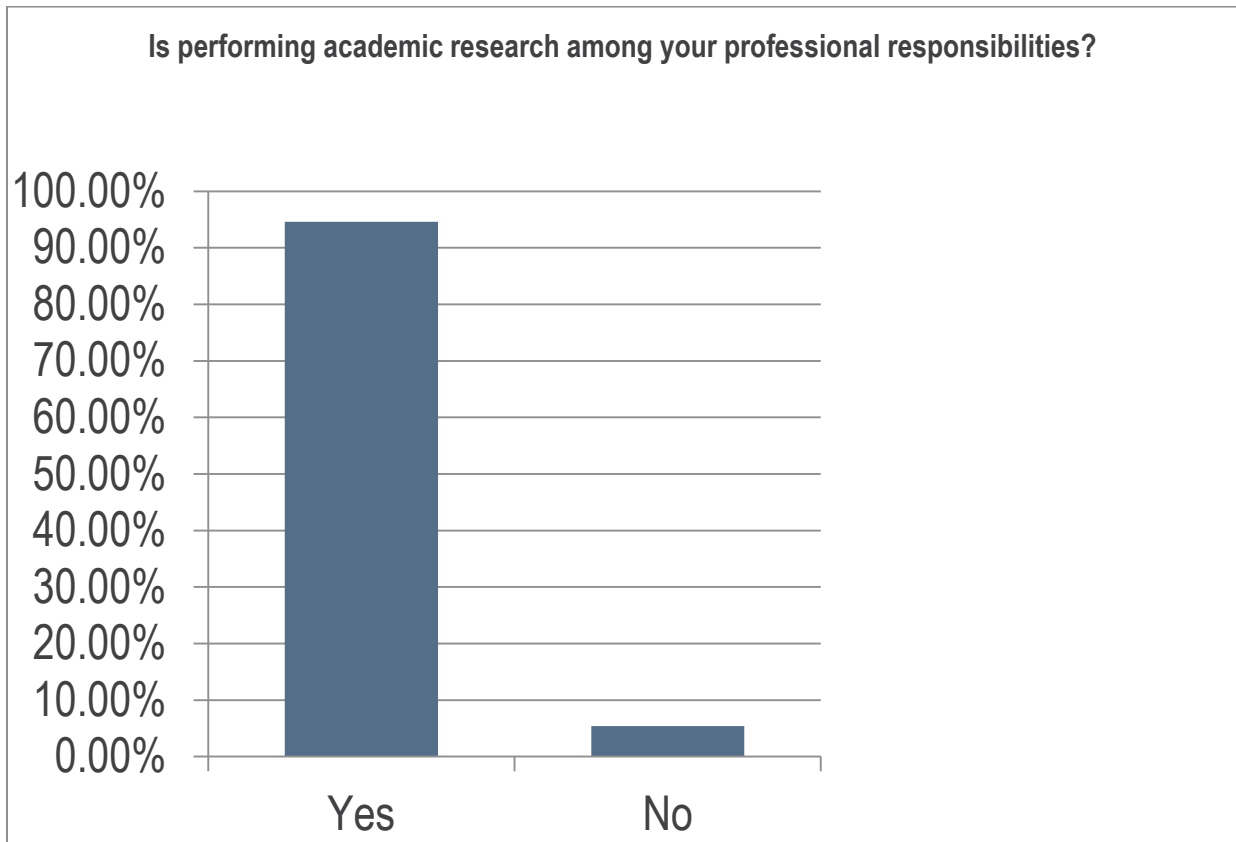
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q8

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	245	94.59%
No	14	5.41%
	259	100.00%



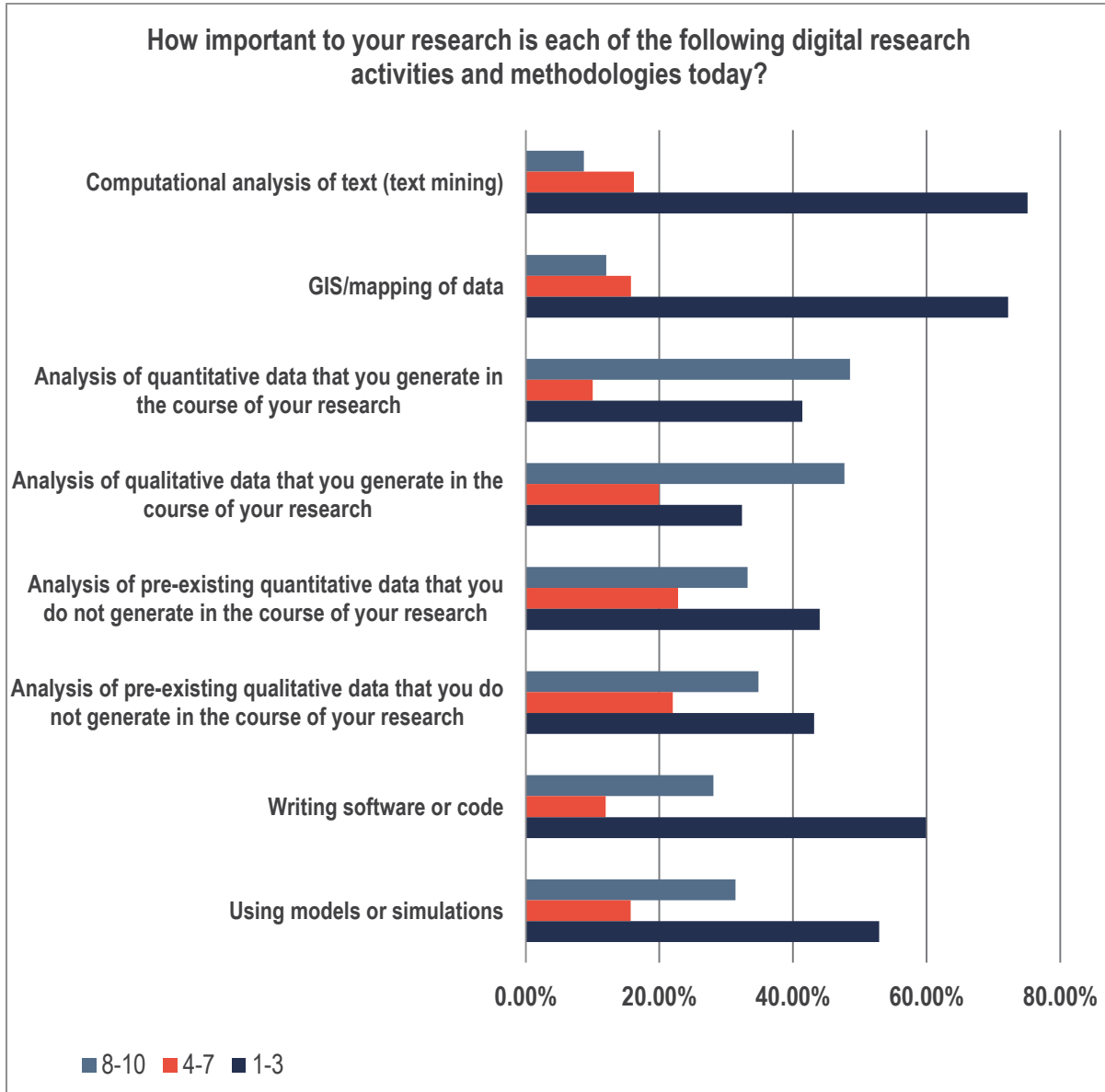
Q9 [Contingent on respondent selecting “yes” in Q8]

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)	8.71%	16.18%	75.10%	241
GIS/mapping of data	12.03%	15.77%	72.20%	241
Analysis of quantitative data that you generate in the course of your research	48.54%	10.04%	41.42%	239
Analysis of qualitative data that you generate in the course of your research	47.72%	19.92%	32.37%	241
Analysis of pre-existing quantitative data that you do not generate in the course of your research	33.20%	22.82%	43.98%	241
Analysis of pre-existing qualitative data that you do not generate in the course of your research	34.85%	21.99%	43.15%	241
Writing software or code	28.10%	11.98%	59.92%	242
Using models or simulations	31.40%	15.70%	52.89%	242

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]



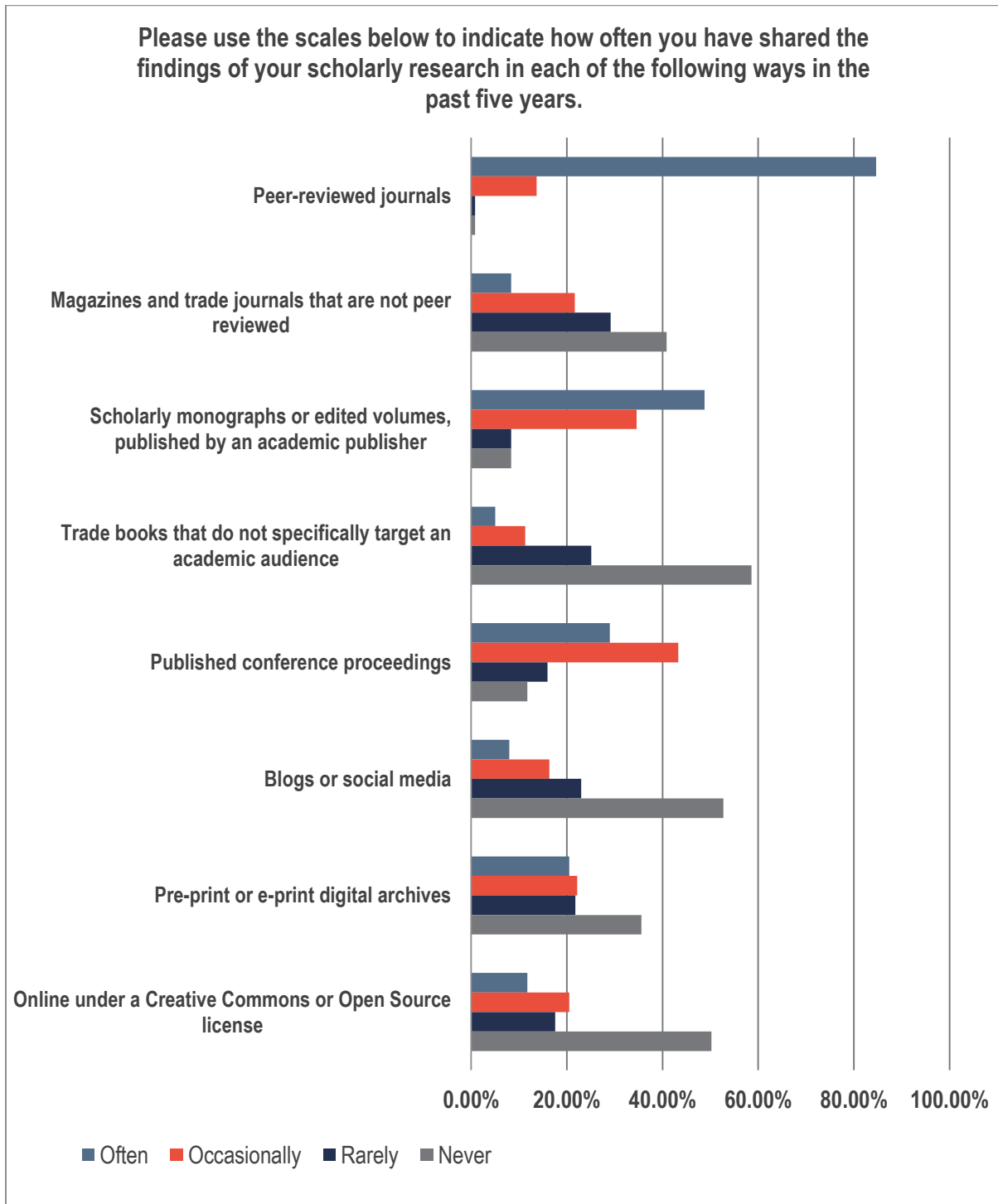
Q10 [Contingent on respondent selecting “yes” in Q8]

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	84.65%	13.69%	0.83%	0.83%	241
Magazines and trade journals that are not peer reviewed	8.33%	21.67%	29.17%	40.83%	240
Scholarly monographs or edited volumes, published by an academic publisher	48.75%	34.58%	8.33%	8.33%	240
Trade books that do not specifically target an academic audience	5.02%	11.30%	25.10%	58.58%	239
Published conference proceedings	28.99%	43.28%	15.97%	11.76%	238
Blogs or social media	7.95%	16.32%	23.01%	52.72%	239
Pre-print or e-print digital archives	20.50%	22.18%	21.76%	35.56%	239
Online under a Creative Commons or Open Source license	11.72%	20.50%	17.57%	50.21%	239

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.



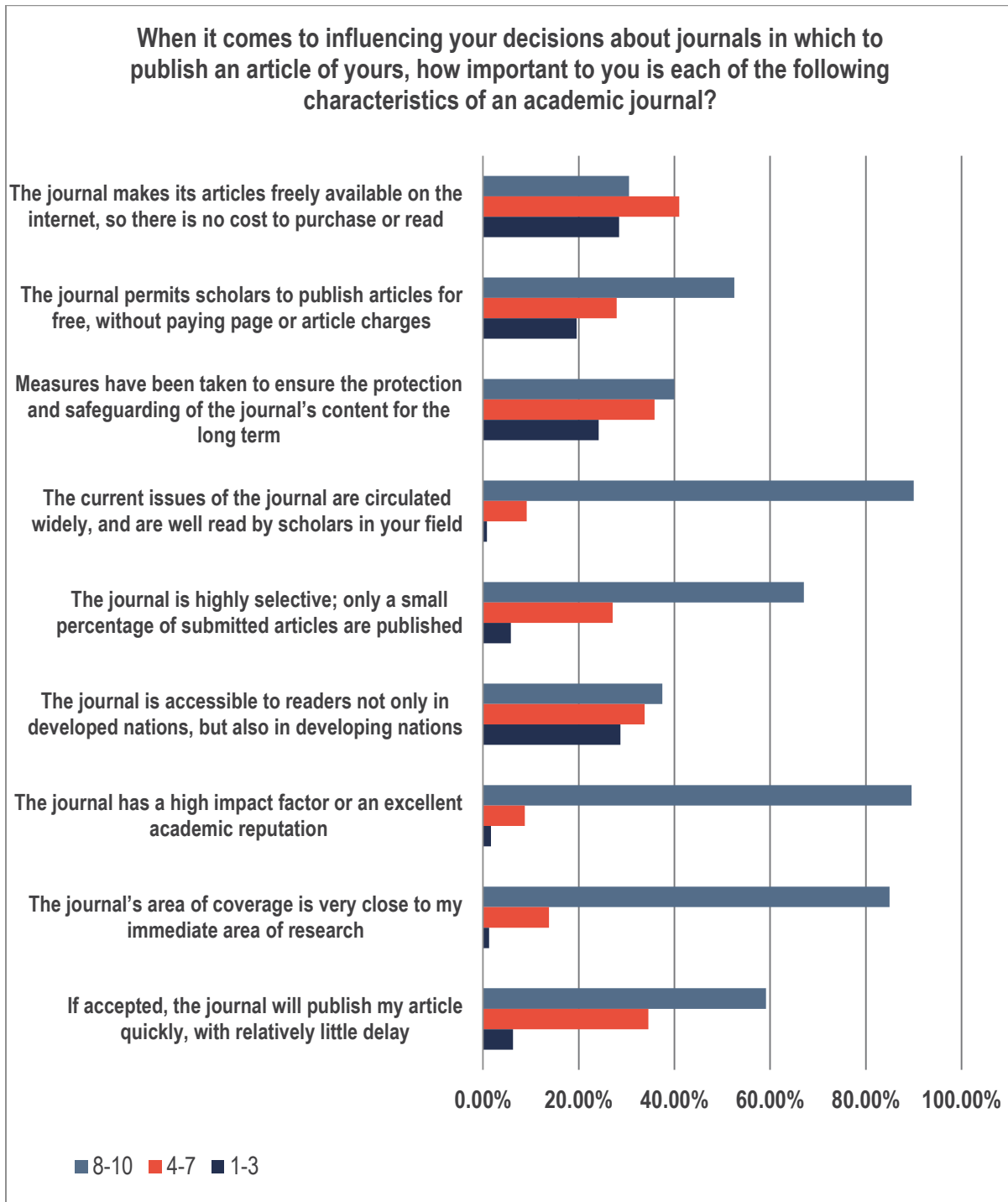
Q11 [Contingent on respondent selecting “yes” in Q8]

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	30.54%	41.00%	28.45%	239
The journal permits scholars to publish articles for free, without paying page or article charges	52.50%	27.92%	19.58%	240
Measures have been taken to ensure the protection and safeguarding of the journal’s content for the long term	40.00%	35.83%	24.17%	240
The current issues of the journal are circulated widely, and are well read by scholars in your field	90.04%	9.13%	0.83%	241
The journal is highly selective; only a small percentage of submitted articles are published	67.08%	27.08%	5.83%	240
The journal is accessible to readers not only in developed nations, but also in developing nations	37.50%	33.75%	28.75%	240
The journal has a high impact factor or an excellent academic reputation	89.58%	8.75%	1.67%	240
The journal’s area of coverage is very close to my immediate area of research	84.94%	13.81%	1.26%	239
If accepted, the journal will publish my article quickly, with relatively little delay	59.17%	34.58%	6.25%	240

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]



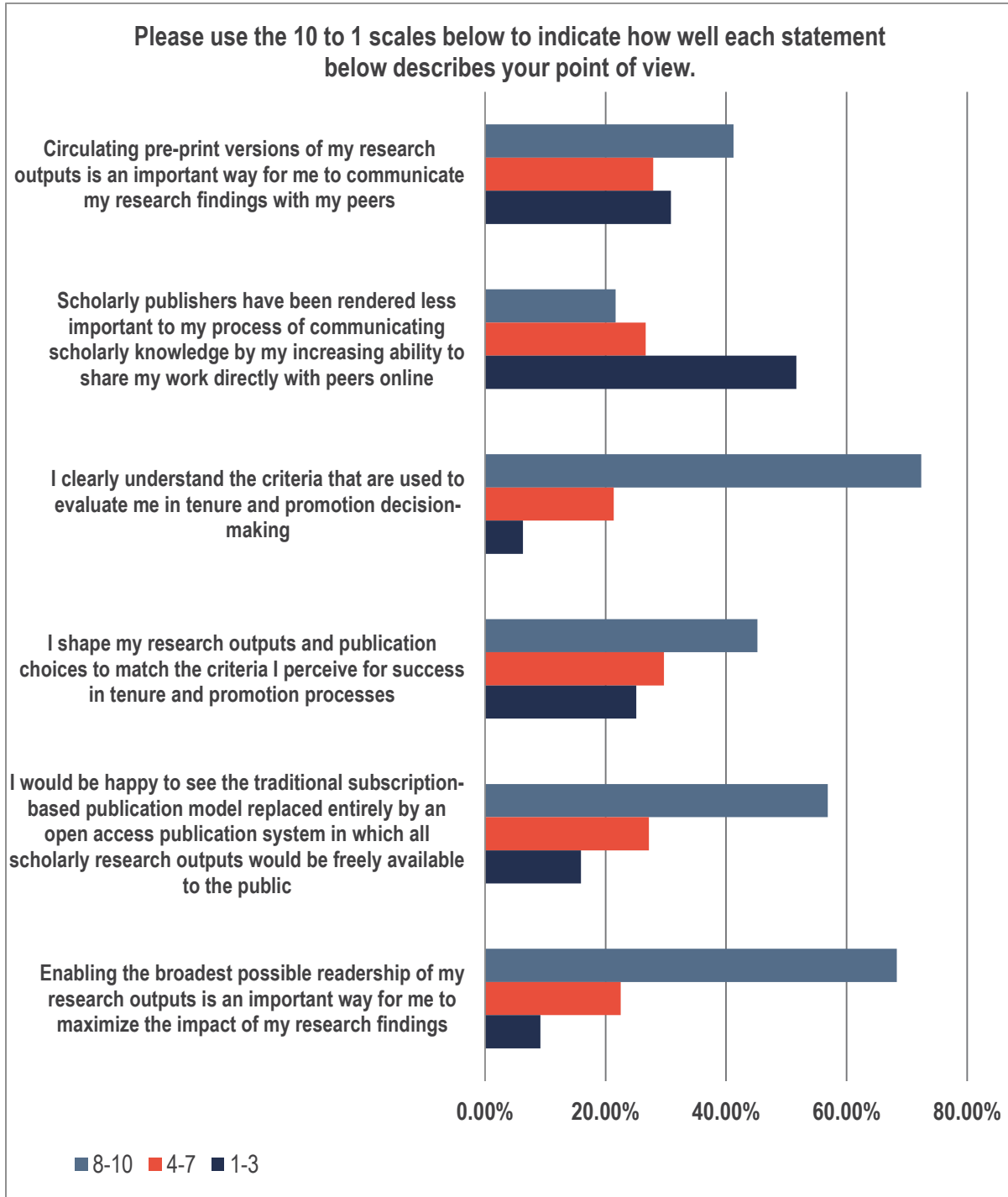
Q12 [Contingent on respondent selecting “yes” in Q8]

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	41.25%	27.92%	30.83%	240
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	21.67%	26.67%	51.67%	240
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	72.38%	21.34%	6.28%	239
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	45.19%	29.71%	25.10%	239
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	56.90%	27.20%	15.90%	239
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	68.33%	22.50%	9.17%	240

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

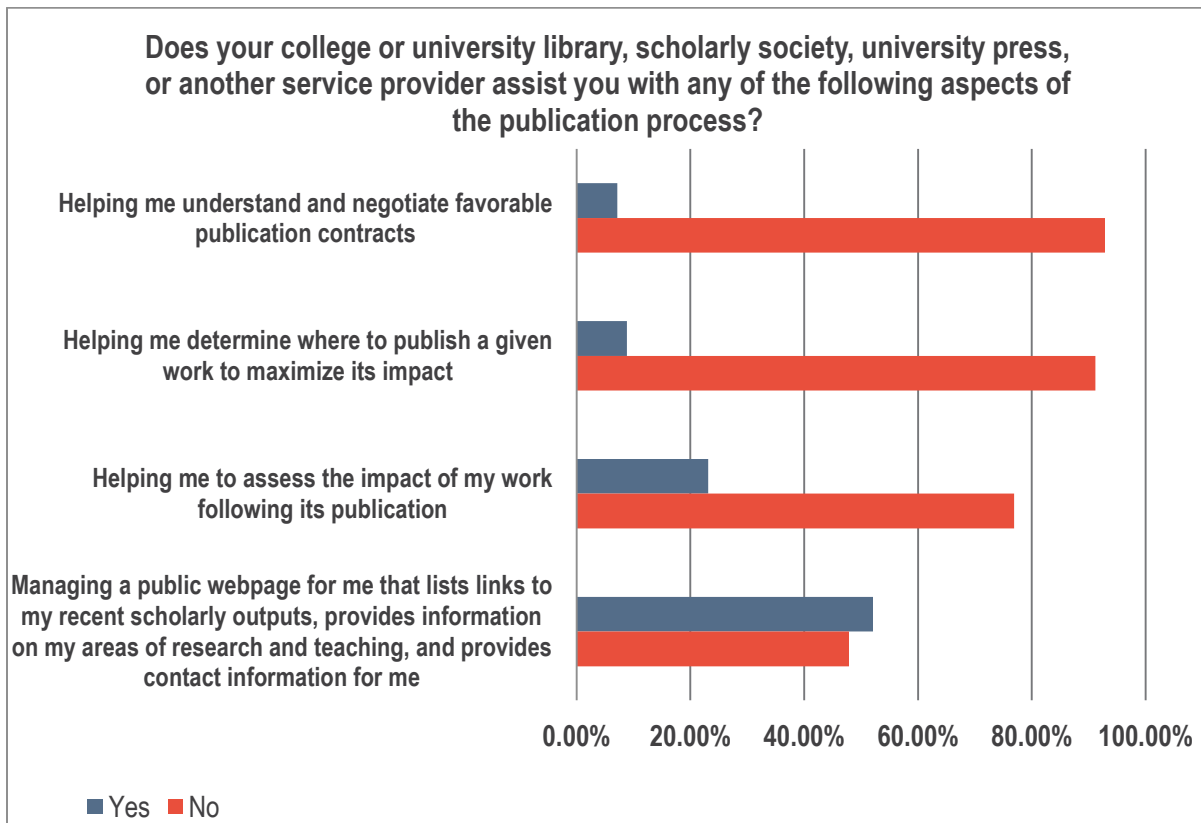
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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	7.14%	92.86%	238
Helping me determine where to publish a given work to maximize its impact	8.82%	91.18%	238
Helping me to assess the impact of my work following its publication	23.11%	76.89%	238
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	52.10%	47.90%	238



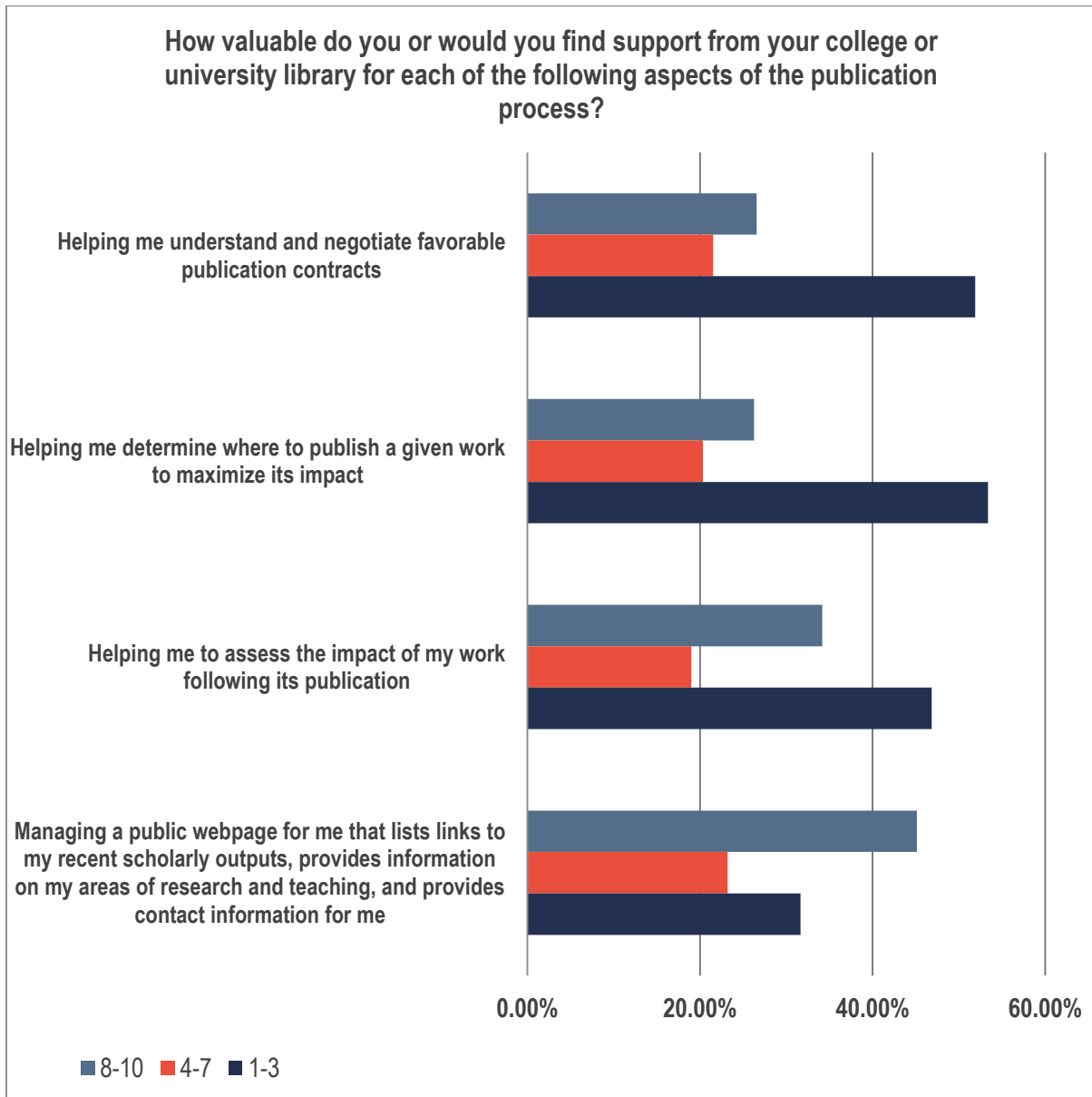
Q14 [Contingent on respondent selecting “yes” in Q8]

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	26.58%	21.52%	51.90%	237
Helping me determine where to publish a given work to maximize its impact	26.27%	20.34%	53.39%	236
Helping me to assess the impact of my work following its publication	34.18%	18.99%	46.84%	237
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	45.15%	23.21%	31.65%	237

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]



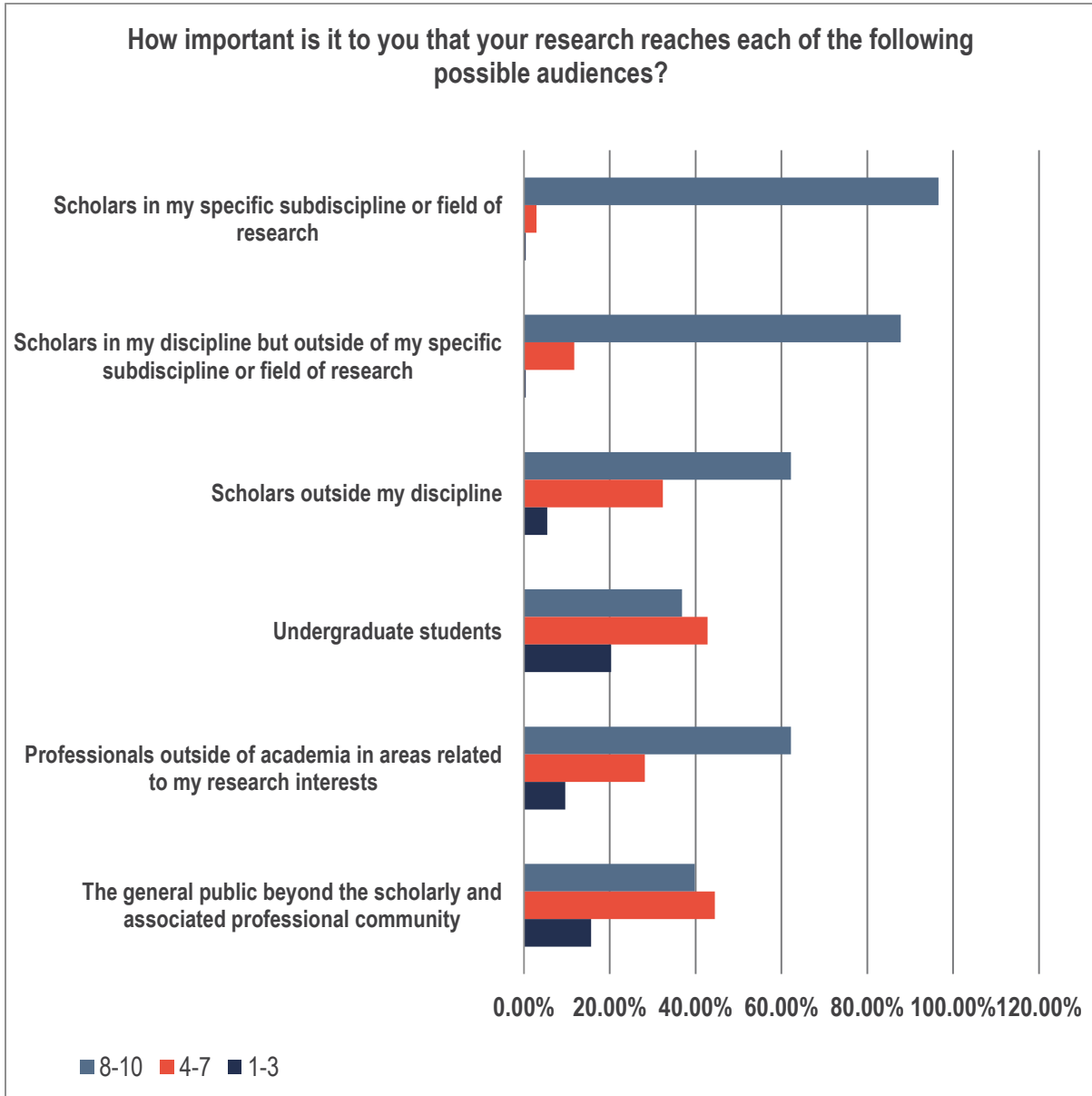
Q15 [Contingent on respondent selecting “yes” in Q8]

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	96.62%	2.95%	0.42%	237
Scholars in my discipline but outside of my specific subdiscipline or field of research	87.82%	11.76%	0.42%	238
Scholars outside my discipline	62.18%	32.35%	5.46%	238
Undergraduate students	36.86%	42.80%	20.34%	236
Professionals outside of academia in areas related to my research interests	62.18%	28.15%	9.66%	238
The general public beyond the scholarly and associated professional community	39.83%	44.49%	15.68%	236

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

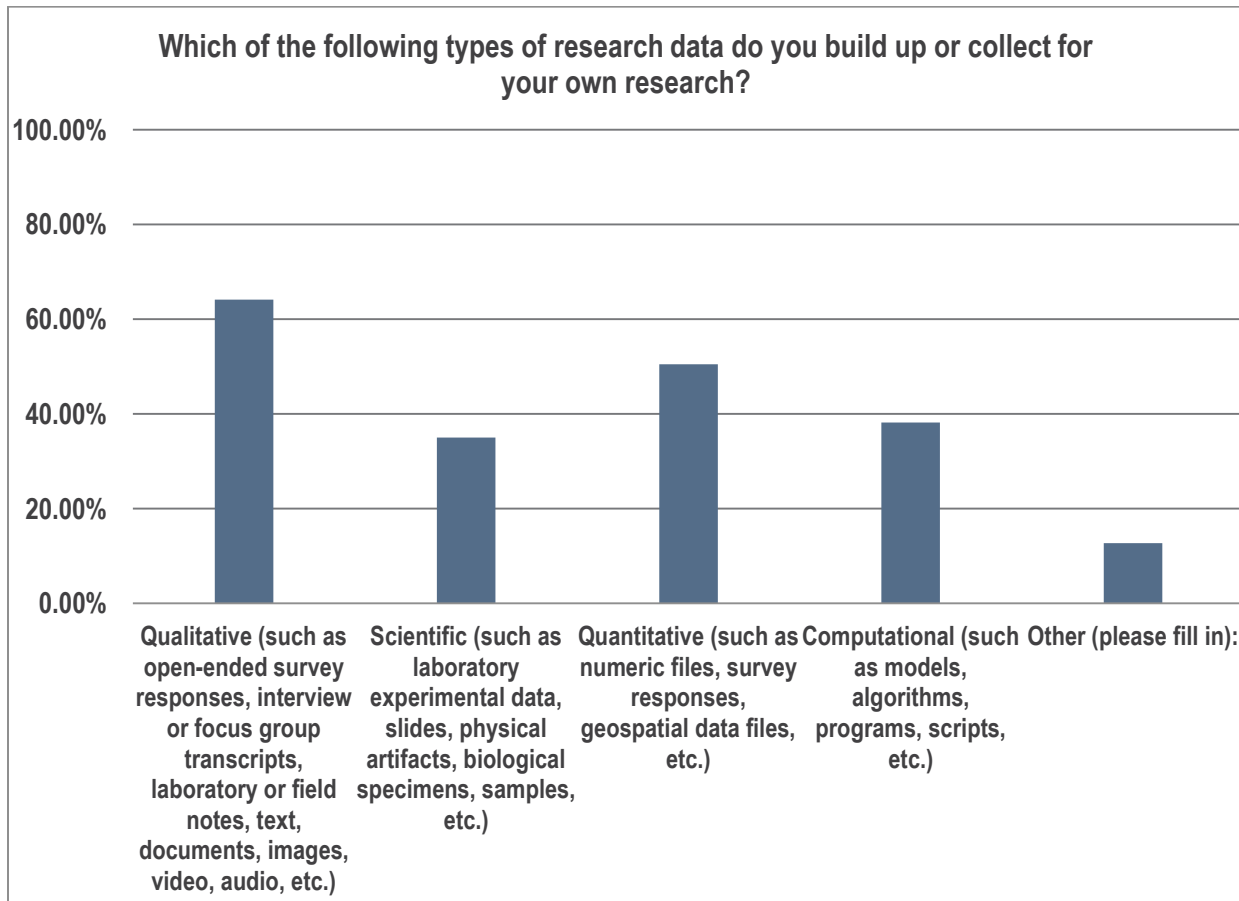
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]



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.)	141	64.09%
Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)	77	35.00%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	111	50.45%
Computational (such as models, algorithms, programs, scripts, etc.)	84	38.18%
Other (please fill in):	28	12.73%
	441	



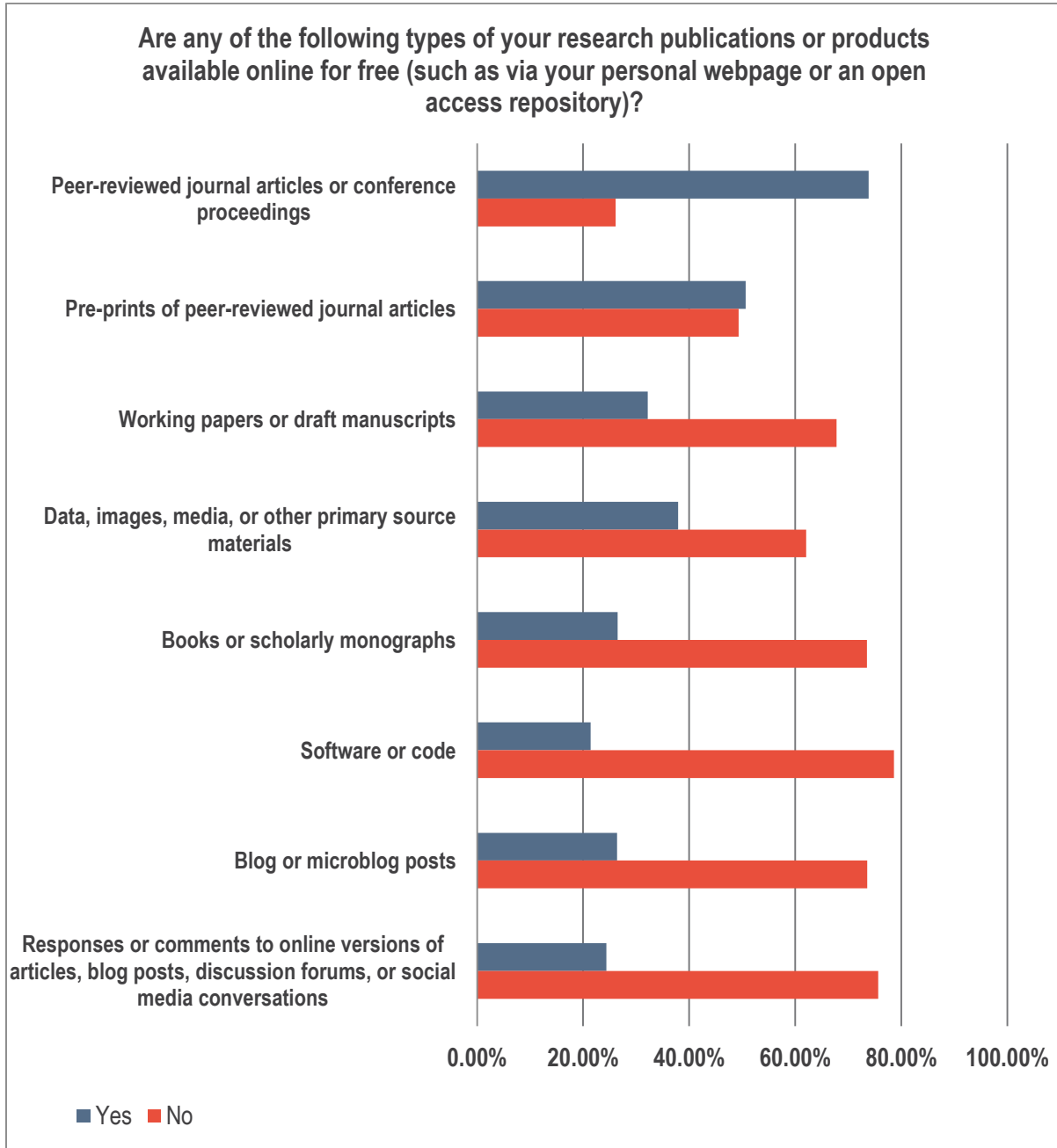
Q17 [Contingent on respondent selecting “yes” in Q8]

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	73.84%	26.16%	237
Pre-prints of peer-reviewed journal articles	50.65%	49.35%	231
Working papers or draft manuscripts	32.19%	67.81%	233
Data, images, media, or other primary source materials	37.93%	62.07%	232
Books or scholarly monographs	26.50%	73.50%	234
Software or code	21.40%	78.60%	229
Blog or microblog posts	26.41%	73.59%	231
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	24.36%	75.64%	234

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)?



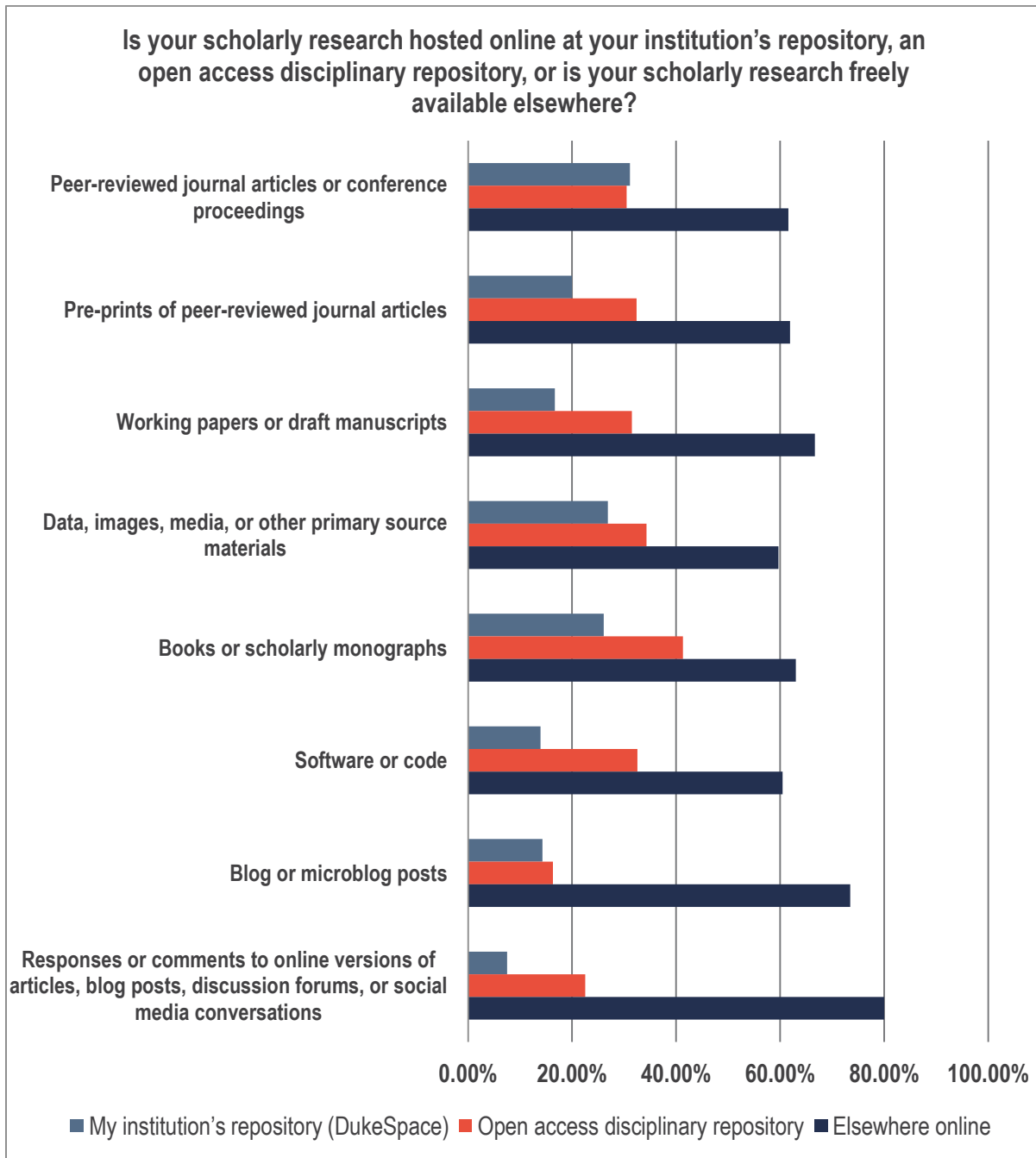
Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

Is your scholarly research hosted online at your institution’s repository (DukeSpace), 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 (DukeSpace)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	31.13%	30.46%	61.59%	186
Pre-prints of peer-reviewed journal articles	20.00%	32.38%	61.90%	120
Working papers or draft manuscripts	16.67%	31.48%	66.67%	62
Data, images, media, or other primary source materials	26.87%	34.33%	59.70%	81
Books or scholarly monographs	26.09%	41.30%	63.04%	60
Software or code	13.95%	32.56%	60.47%	46
Blog or microblog posts	14.29%	16.33%	73.47%	51
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	7.50%	22.50%	80.00%	44

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

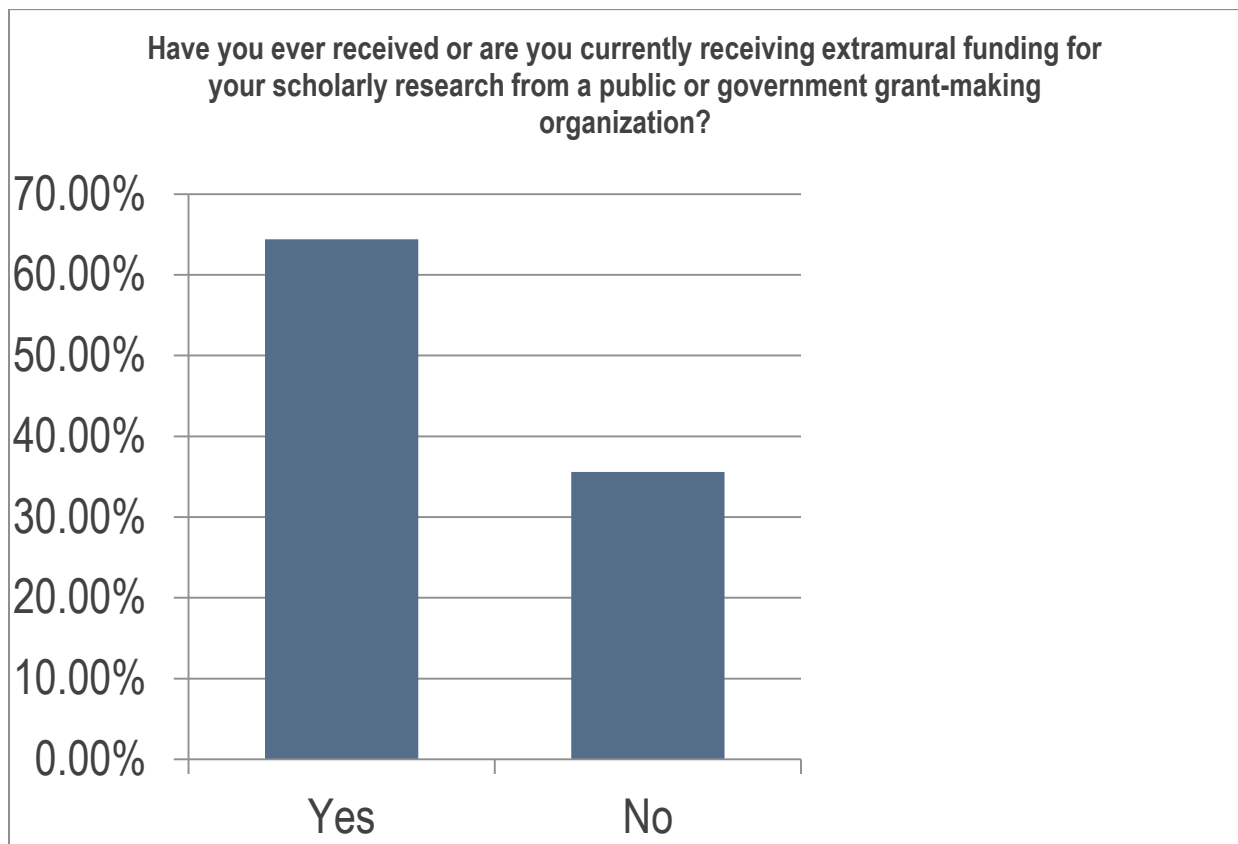
Is your scholarly research hosted online at your institution’s repository (DukeSpace), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, 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.)?

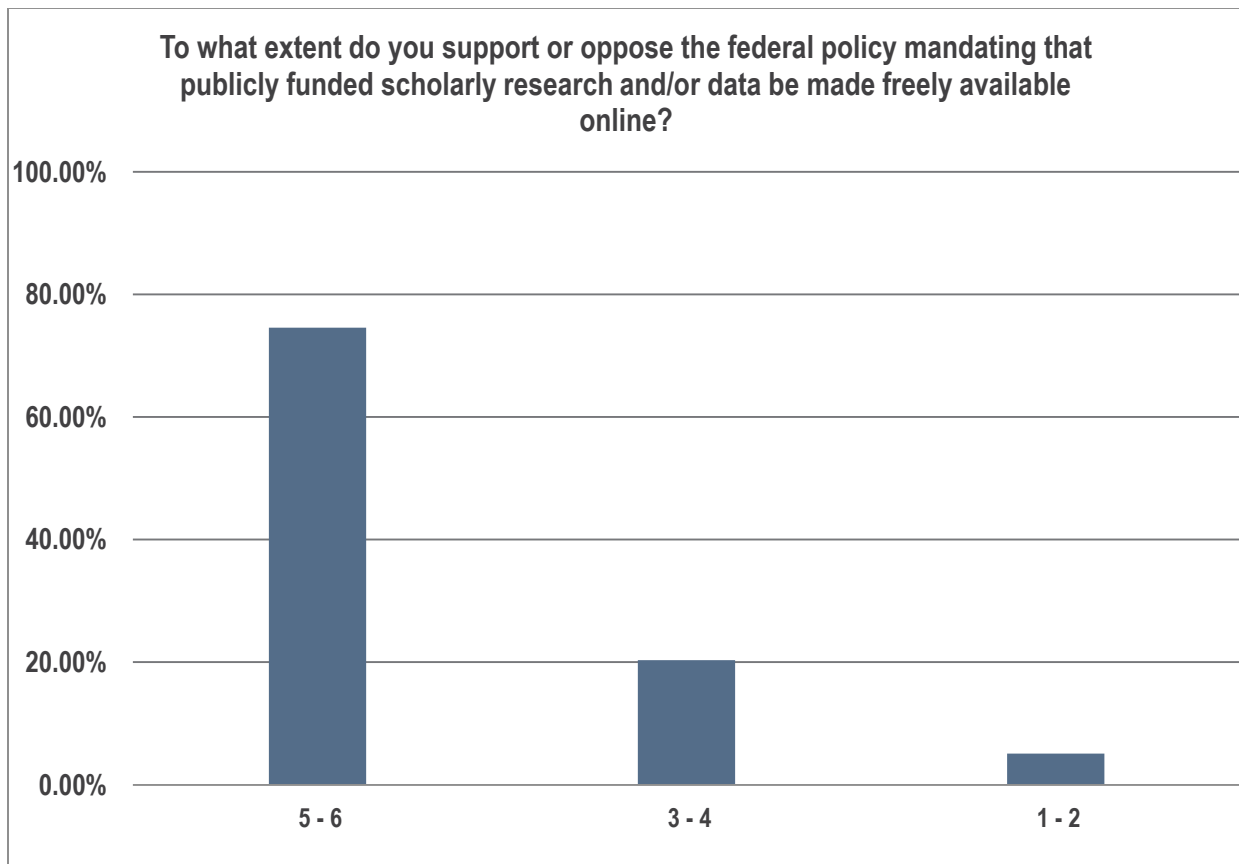
	Response	Percent
Yes	152	64.41%
No	84	35.59%
	236	100.00%



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	176	74.58%
3 - 4	48	20.34%
1 - 2	12	5.08%
	236	100.00%



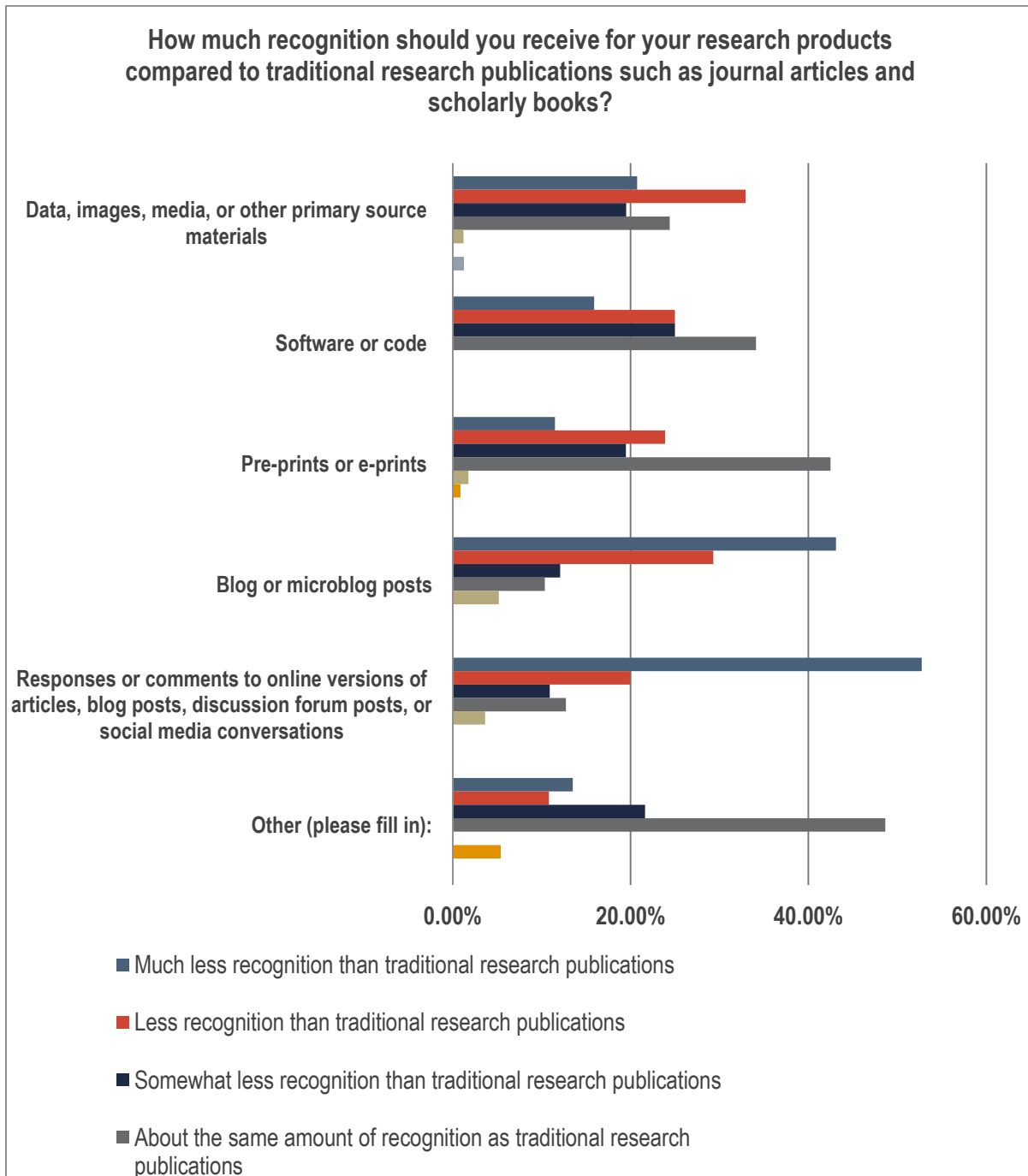
Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

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	20.73%	32.93%	19.51%	24.39%	1.22%		1.22%	82
Software or code	15.91%	25.00%	25.00%	34.09%				44
Pre-prints or e-prints	11.50%	23.89%	19.47%	42.48%	1.77%	0.88%		113
Blog or microblog posts	43.10%	29.31%	12.07%	10.34%	5.17%			58
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	52.73%	20.00%	10.91%	12.73%	3.64%			55
Other (please fill in):	13.51%	10.81%	21.62%	48.65%		5.41%		37

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

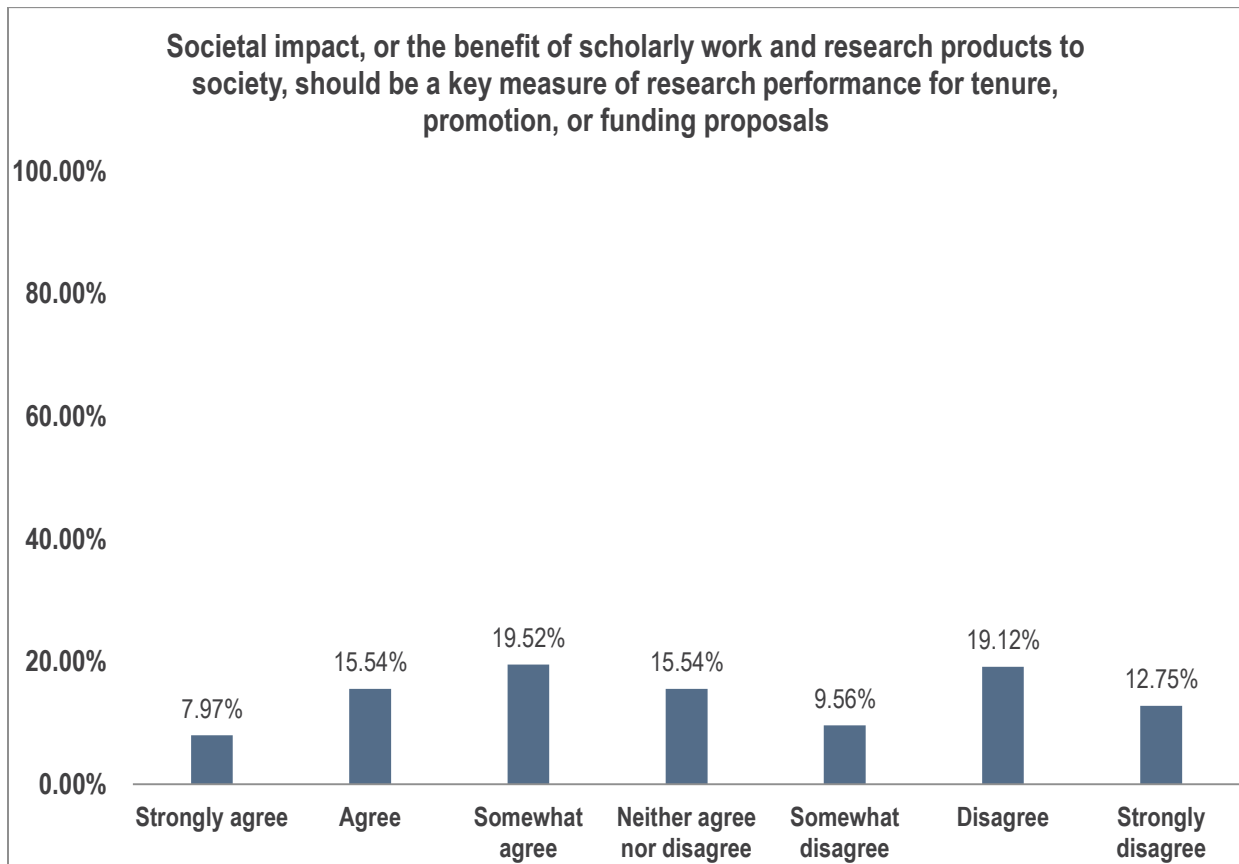
And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



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	20	7.97%
Agree	39	15.54%
Somewhat agree	49	19.52%
Neither agree nor disagree	39	15.54%
Somewhat disagree	24	9.56%
Disagree	48	19.12%
Strongly disagree	32	12.75%
	251	100.00%



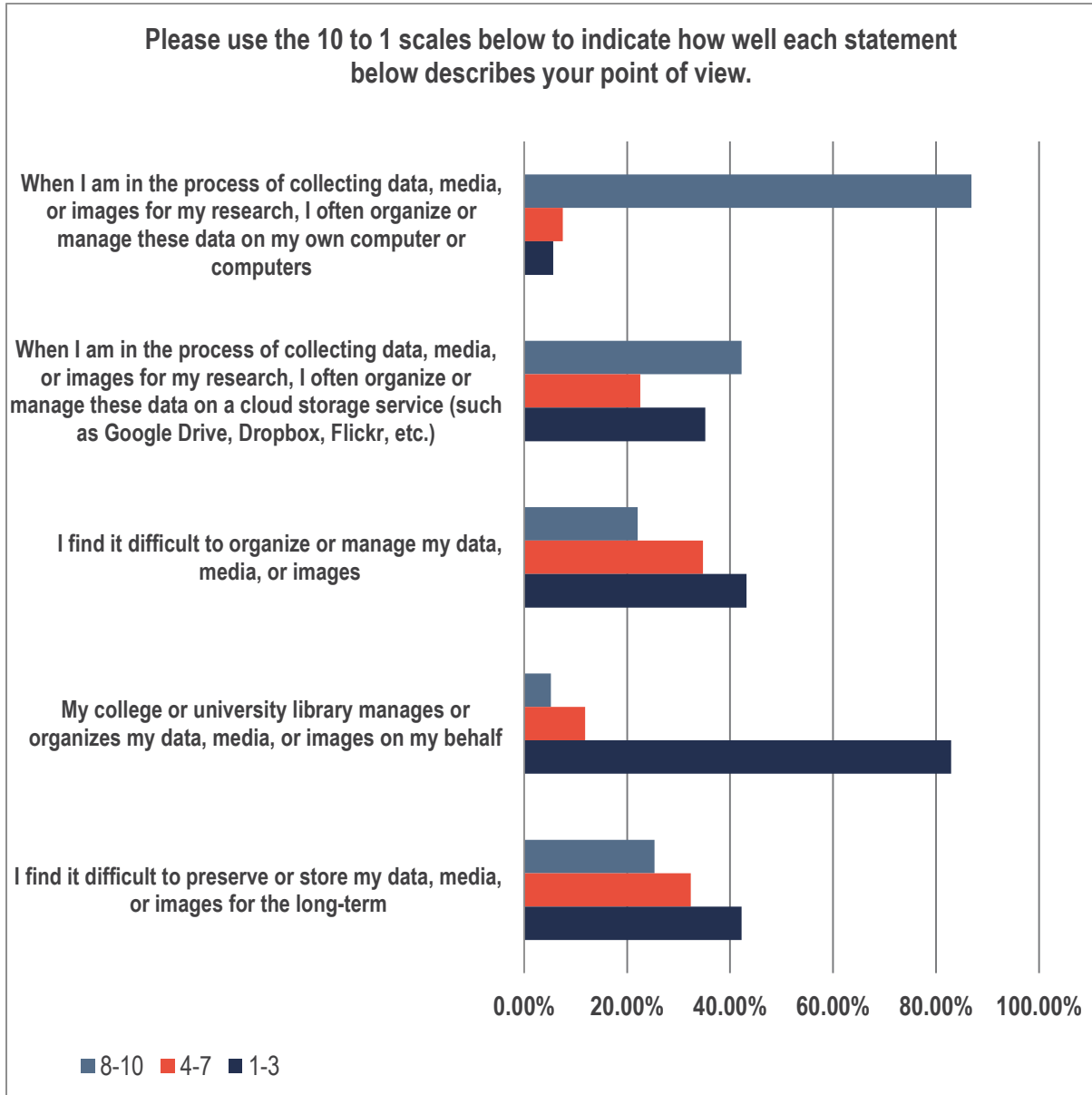
Q23 [Contingent on respondent selecting at least one option in Q16]

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	86.85%	7.51%	5.63%	213
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.)	42.25%	22.54%	35.21%	213
I find it difficult to organize or manage my data, media, or images	22.07%	34.74%	43.19%	213
My college or university library manages or organizes my data, media, or images on my behalf	5.21%	11.85%	82.94%	211
I find it difficult to preserve or store my data, media, or images for the long-term	25.35%	32.39%	42.25%	213

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]



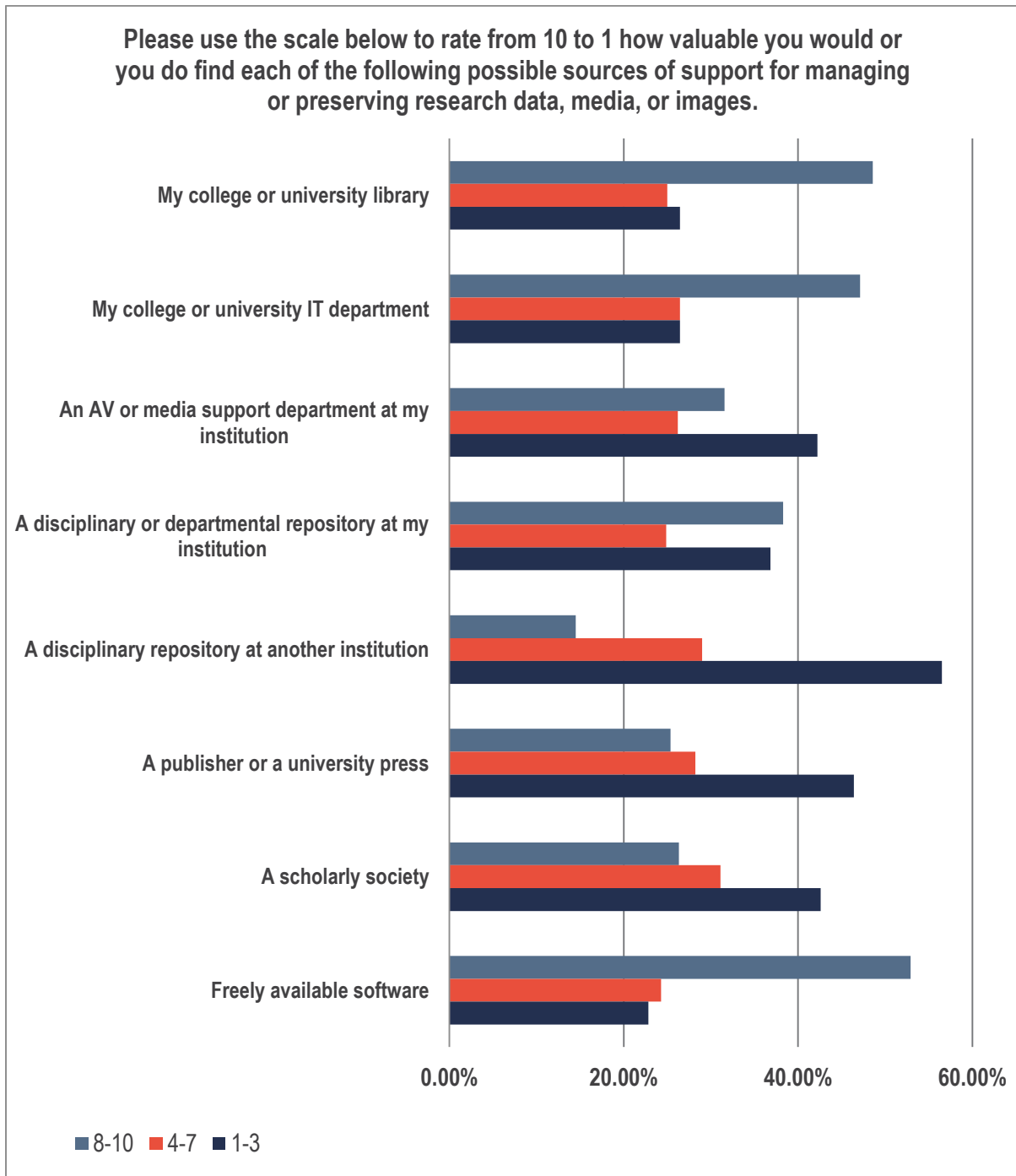
Q24 [Contingent on respondent selecting at least one option in Q16]

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	48.56%	25.00%	26.44%	208
My college or university IT department	47.12%	26.44%	26.44%	208
An AV or media support department at my institution	31.55%	26.21%	42.23%	206
A disciplinary or departmental repository at my institution	38.28%	24.88%	36.84%	209
A disciplinary repository at another institution	14.49%	28.99%	56.52%	207
A publisher or a university press	25.36%	28.23%	46.41%	209
A scholarly society	26.32%	31.10%	42.58%	209
Freely available software	52.91%	24.27%	22.82%	206

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

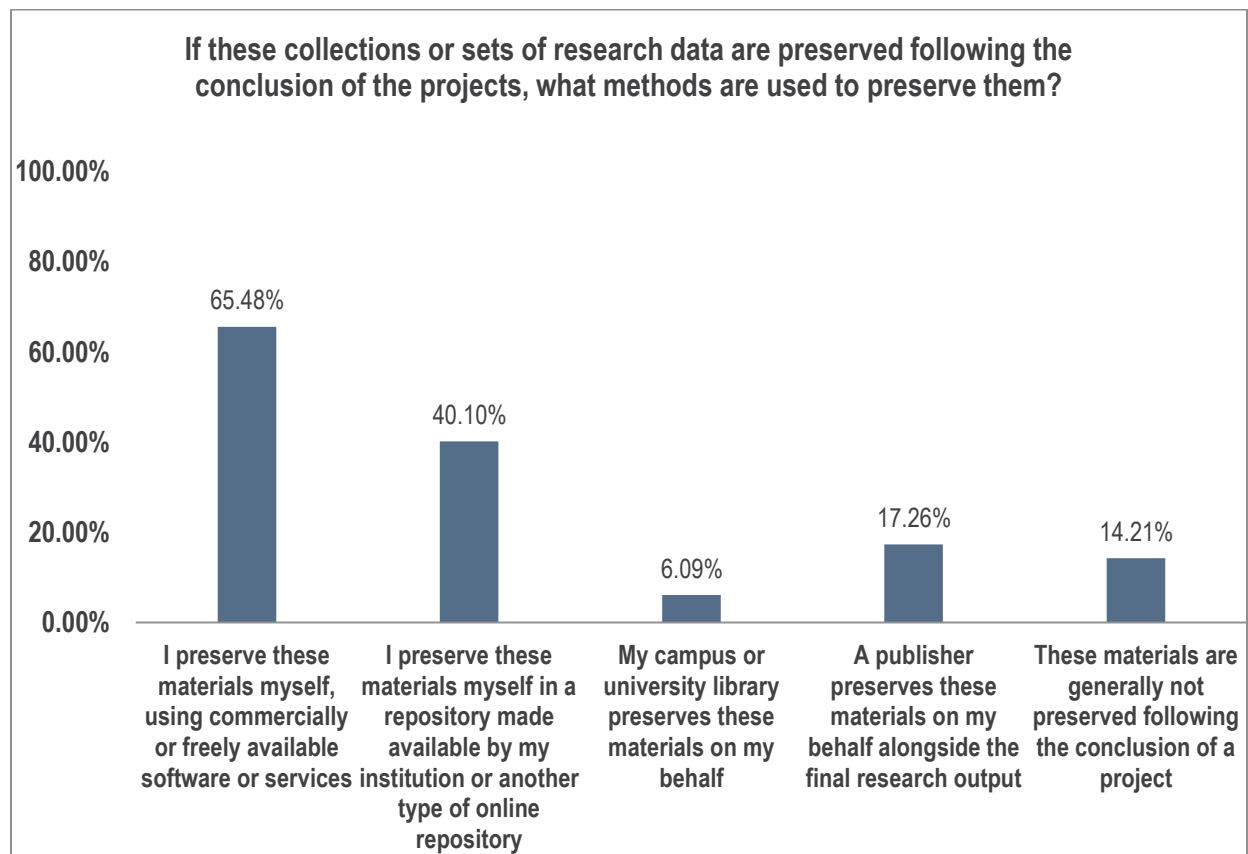
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, 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.

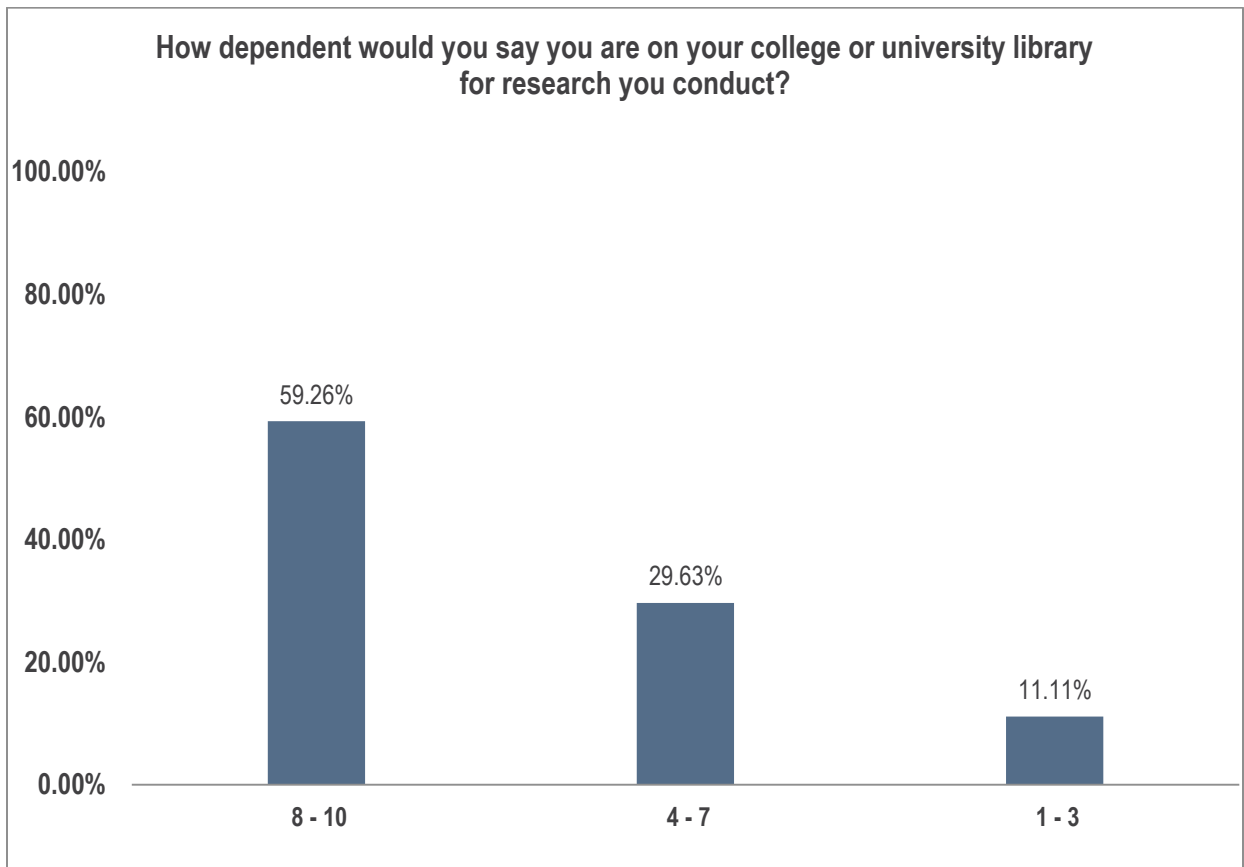
	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	129	65.48%
I preserve these materials myself in a repository made available by my institution or another type of online repository	79	40.10%
My campus or university library preserves these materials on my behalf	12	6.09%
A publisher preserves these materials on my behalf alongside the final research output	34	17.26%
These materials are generally not preserved following the conclusion of a project	28	14.21%
	282	



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	144	59.26%
4 - 7	72	29.63%
1 - 3	27	11.11%
	243	100.00%



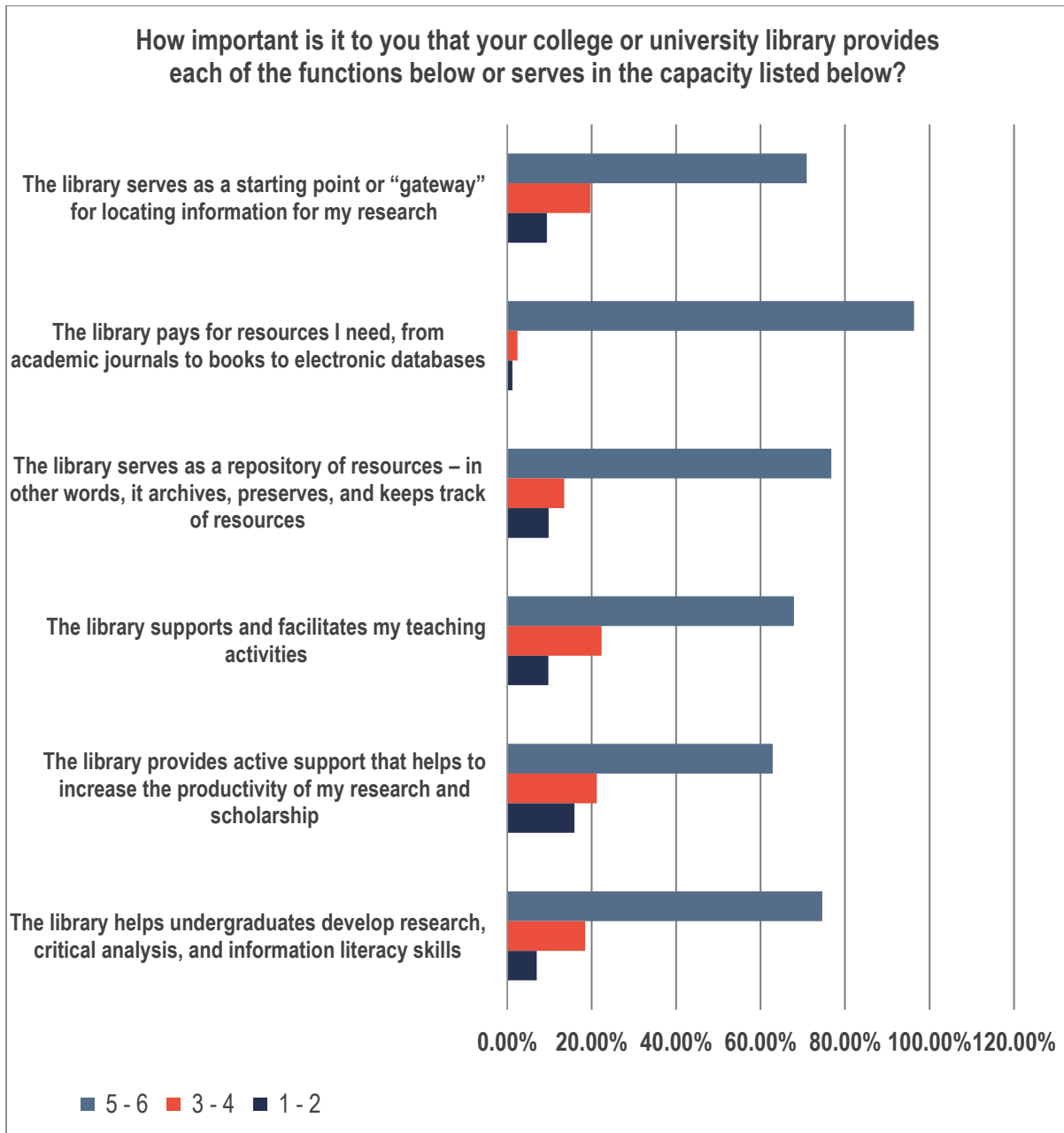
Q27

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	70.90%	19.67%	9.43%	244
The library pays for resources I need, from academic journals to books to electronic databases	96.33%	2.45%	1.22%	245
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	76.73%	13.47%	9.80%	245
The library supports and facilitates my teaching activities	67.89%	22.36%	9.76%	246
The library provides active support that helps to increase the productivity of my research and scholarship	62.86%	21.22%	15.92%	245
The library helps undergraduates develop research, critical analysis, and information literacy skills	74.59%	18.44%	6.97%	244

Q27

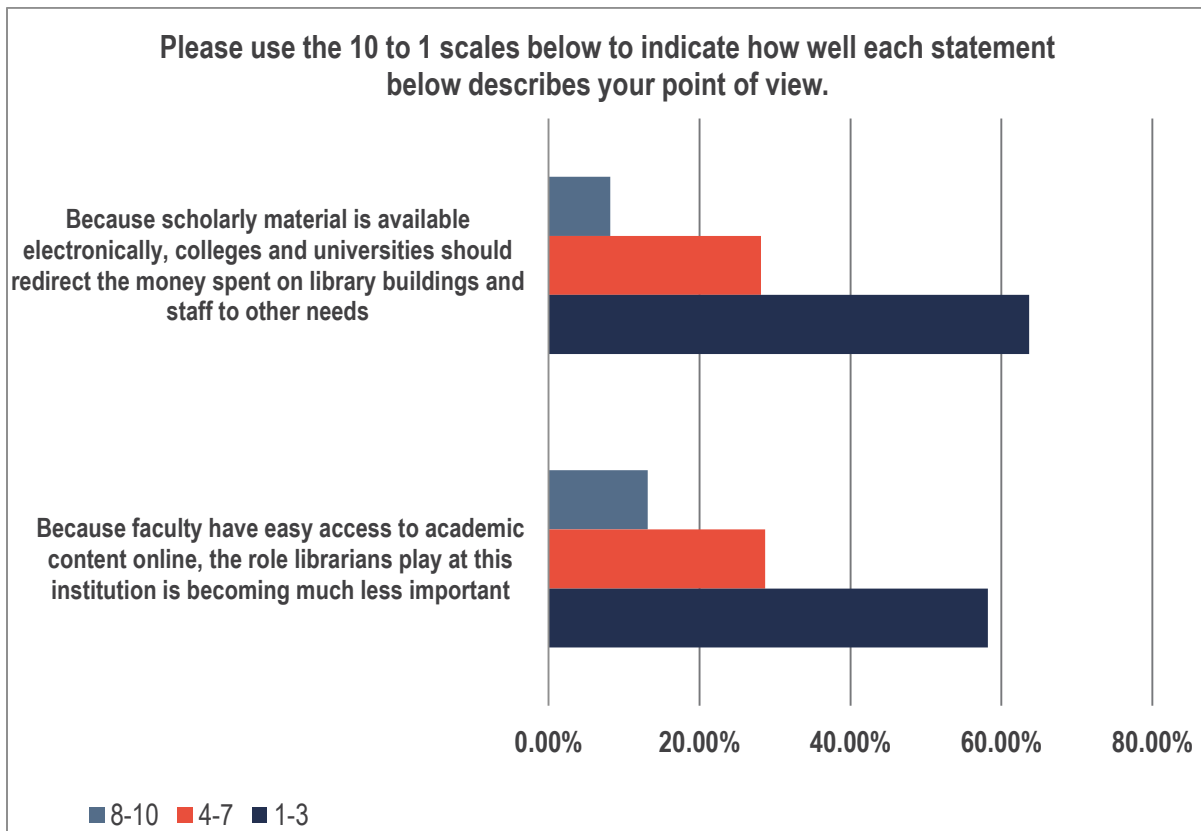
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



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]

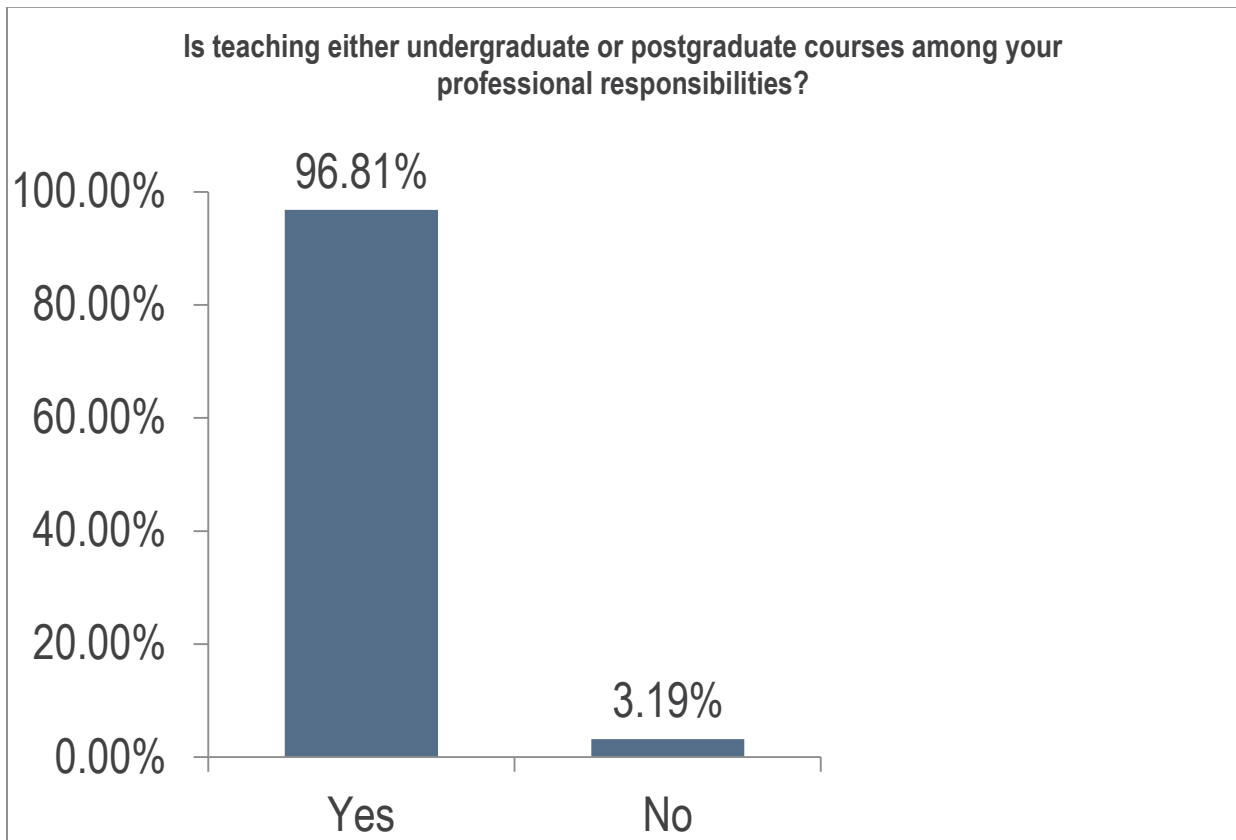
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	8.16%	28.16%	63.67%	245
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	13.11%	28.69%	58.20%	244



Q29

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

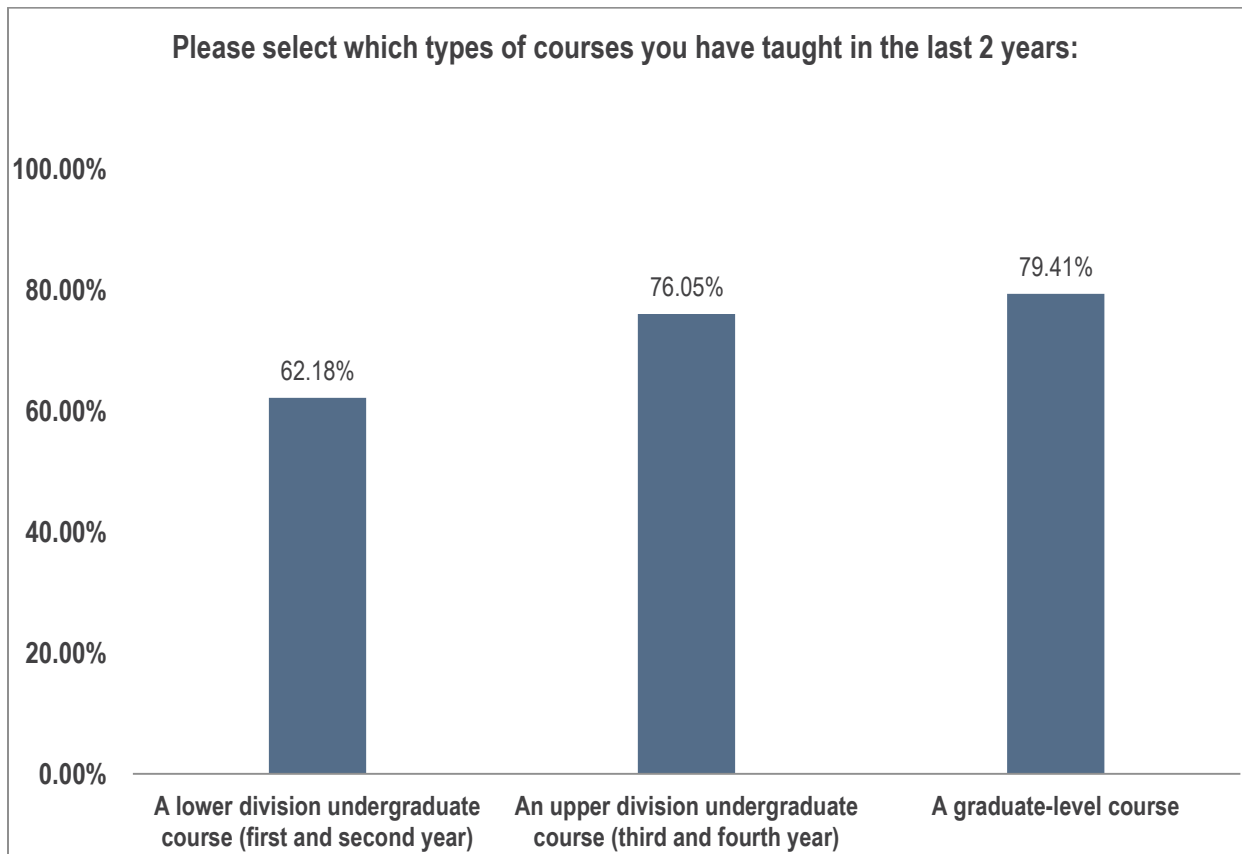
	Response	Percent
Yes	243	96.81%
No	8	3.19%
	251	100.00%



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)	148	62.18%
An upper division undergraduate course (third and fourth year)	181	76.05%
A graduate-level course	189	79.41%
	518	



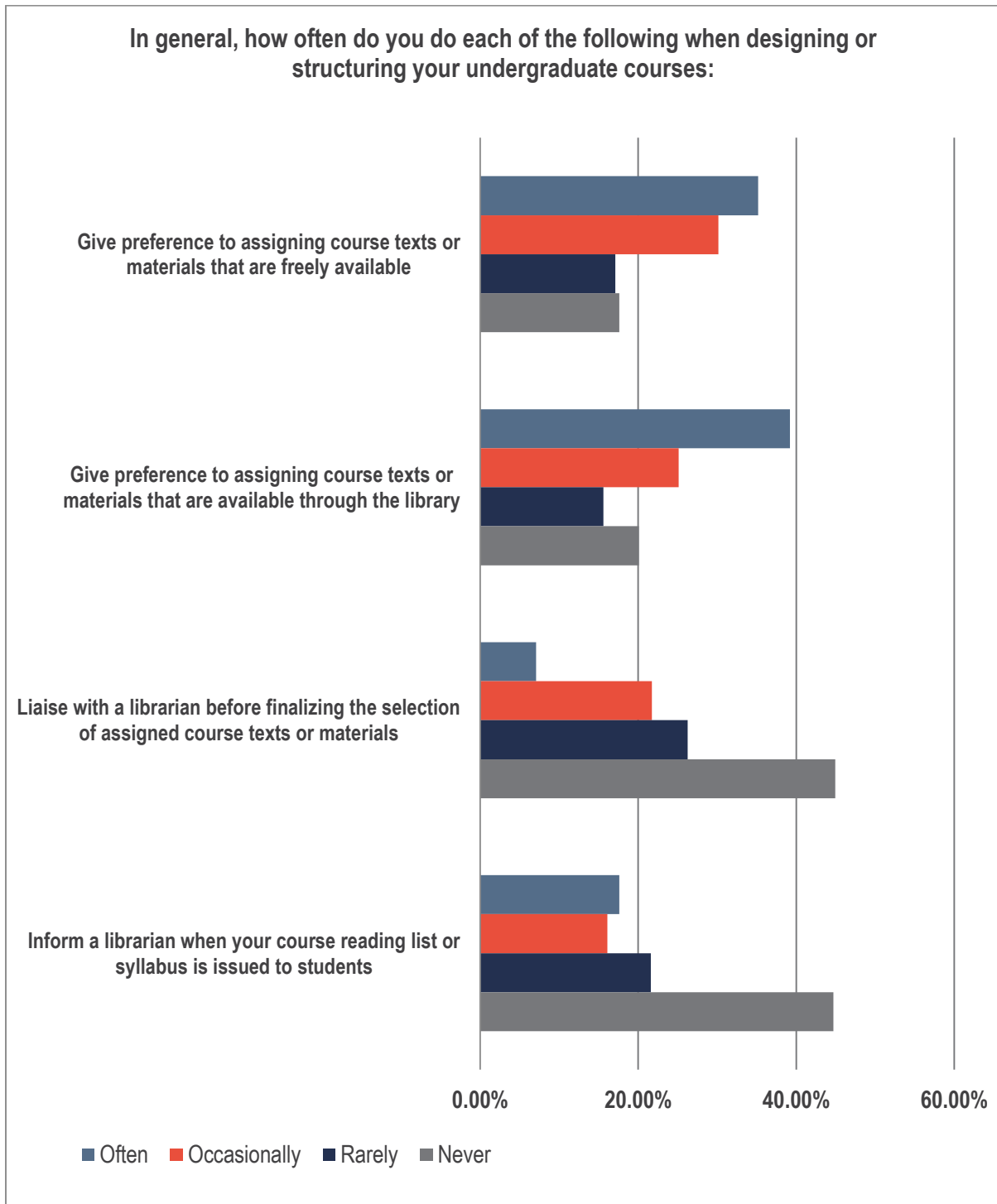
Q31 [Contingent on respondent teaching an undergraduate course]

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	35.18%	30.15%	17.09%	17.59%	199
Give preference to assigning course texts or materials that are available through the library	39.20%	25.13%	15.58%	20.10%	199
Liaise with a librarian before finalizing the selection of assigned course texts or materials	7.07%	21.72%	26.26%	44.95%	198
Inform a librarian when your course reading list or syllabus is issued to students	17.59%	16.08%	21.61%	44.72%	199

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:



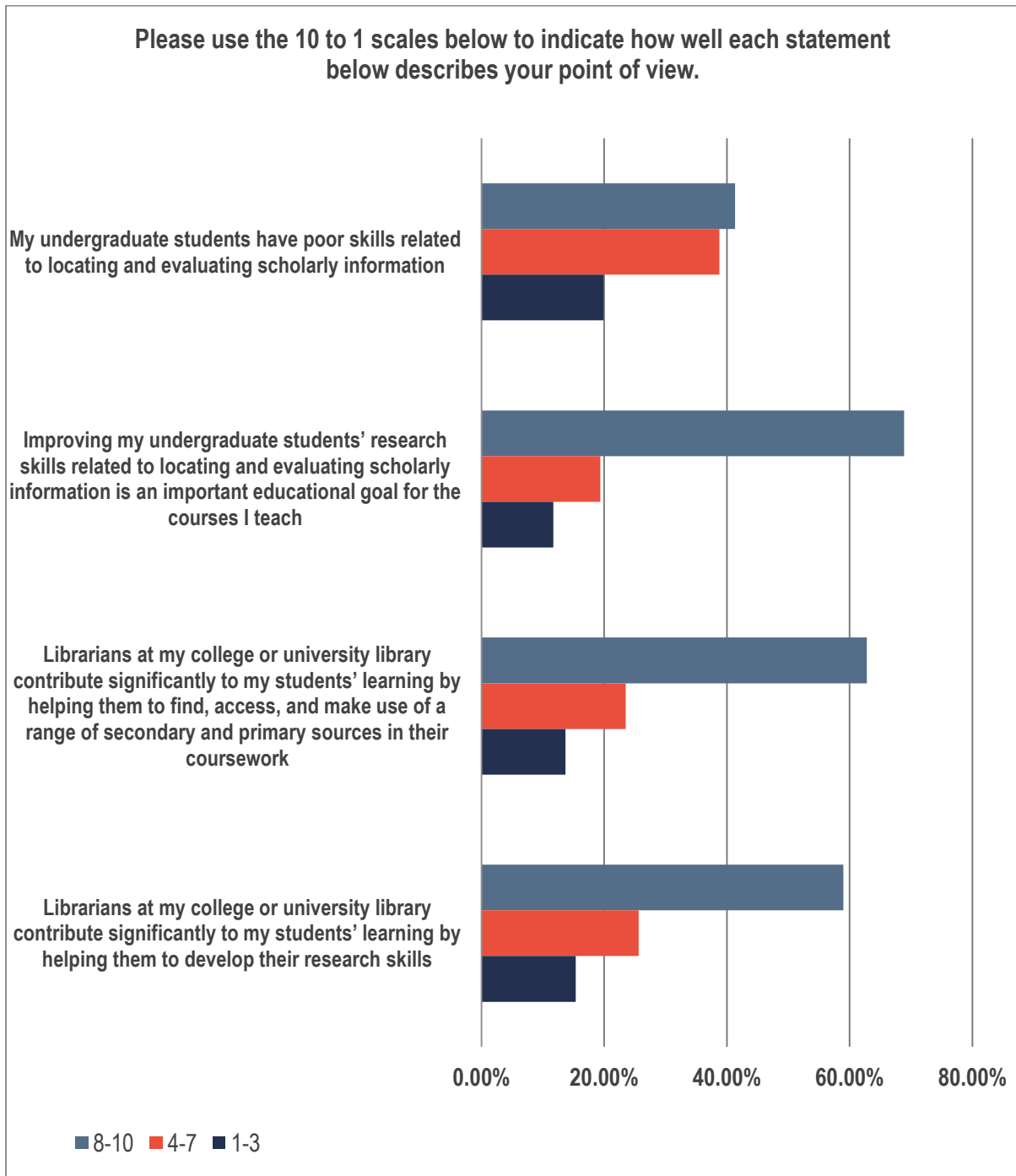
Q32 [Contingent on respondent selecting “yes” in Q29]

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	41.33%	38.78%	19.90%	196
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	68.88%	19.39%	11.73%	196
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	62.82%	23.50%	13.68%	234
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	58.97%	25.64%	15.38%	234

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

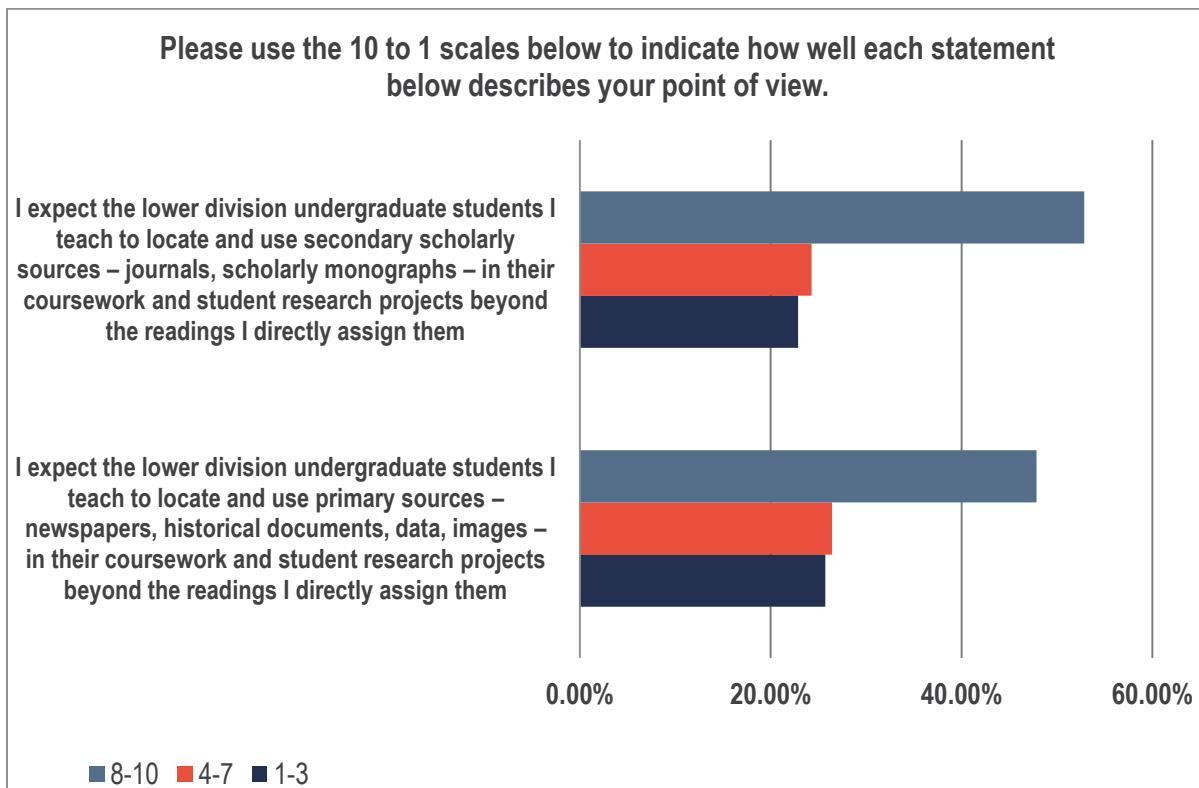
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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]

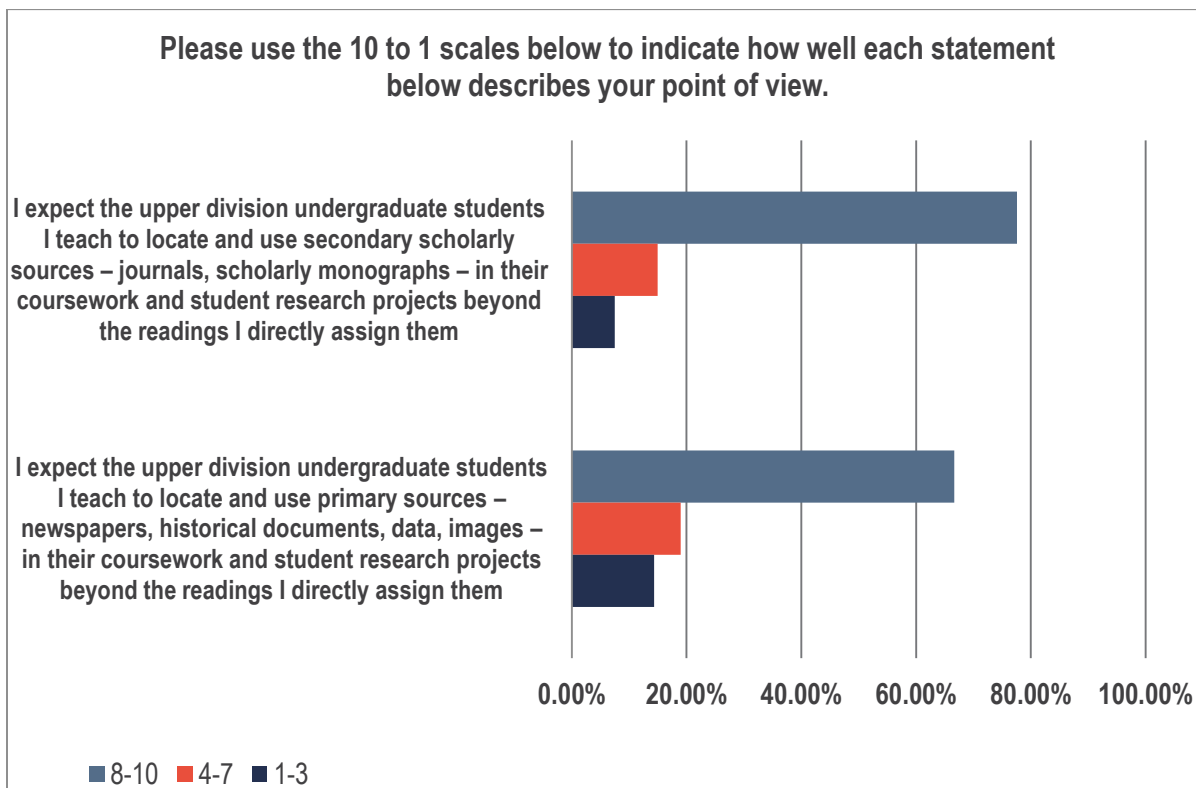
	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	52.86%	24.29%	22.86%	140
I expect the lower division 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	47.86%	26.43%	25.71%	140



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]

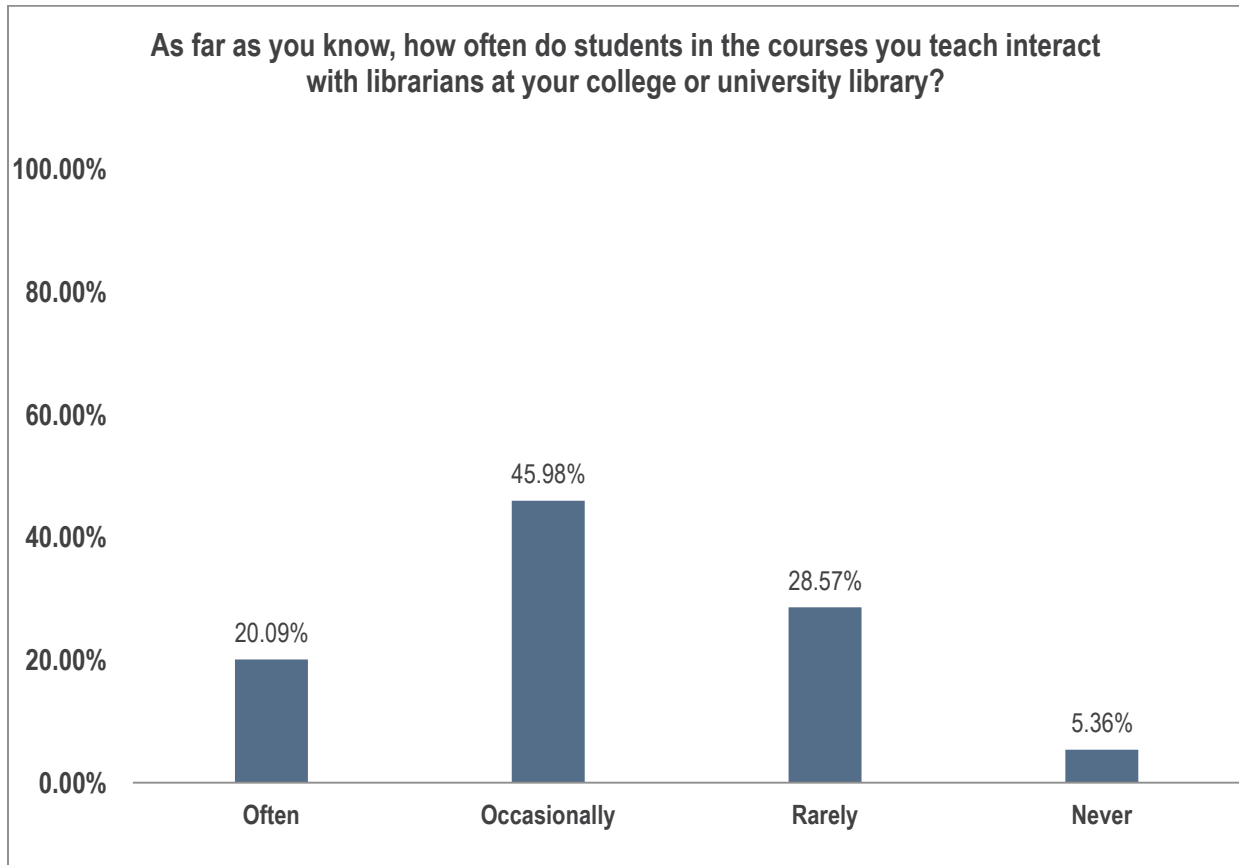
	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	77.59%	14.94%	7.47%	174
I expect the upper division 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	66.67%	18.97%	14.37%	174



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	45	20.09%
Occasionally	103	45.98%
Rarely	64	28.57%
Never	12	5.36%
	224	100.00%



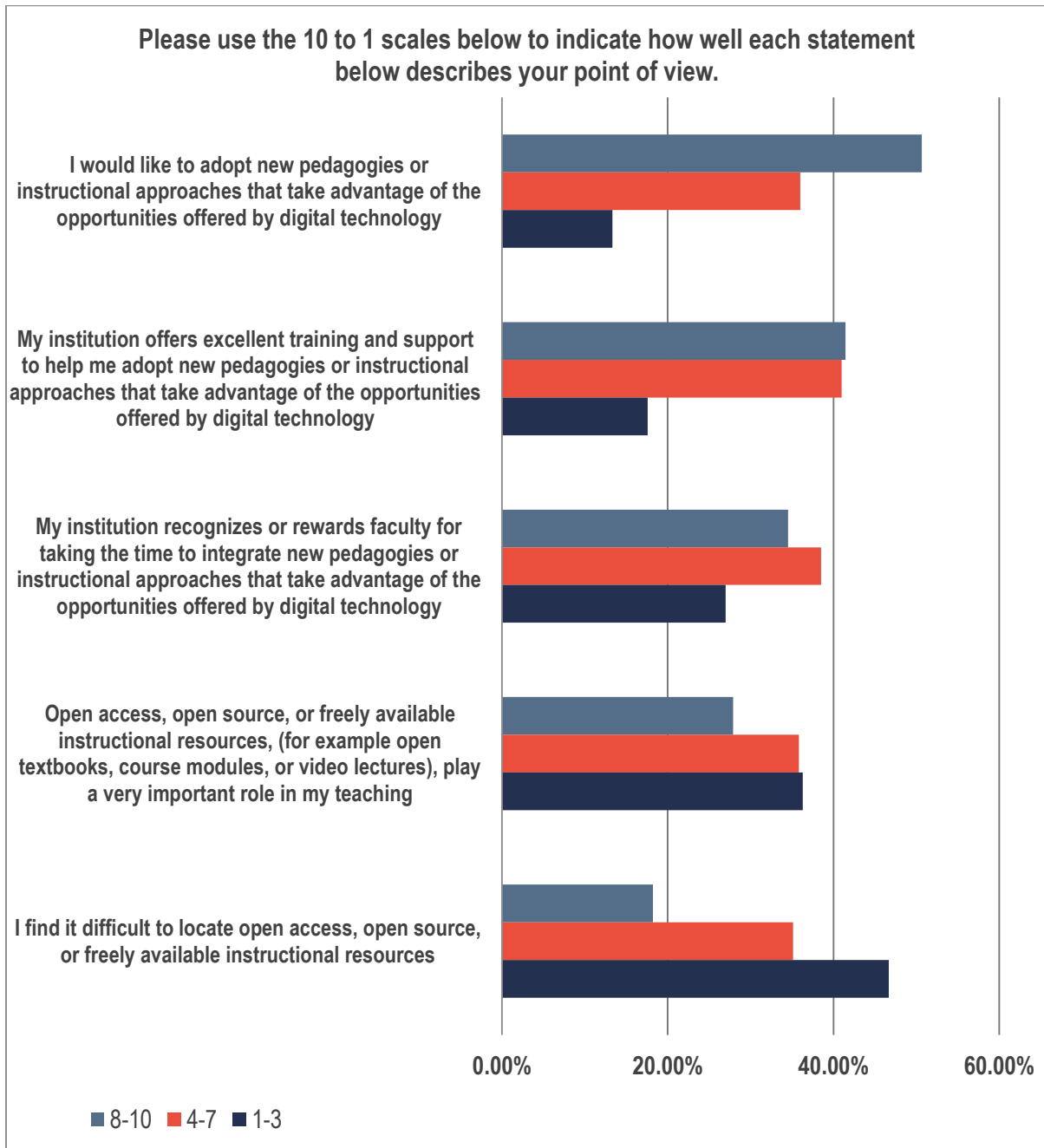
Q36 [Contingent on respondent teaching an undergraduate and/or graduate course]

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	50.67%	36.00%	13.33%	225
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	41.44%	40.99%	17.57%	222
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	34.51%	38.50%	26.99%	226
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	27.88%	35.84%	36.28%	226
I find it difficult to locate open access, open source, or freely available instructional resources	18.22%	35.11%	46.67%	225

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]



Material Types and Formats

MT1

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.

MT2

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.

MT3 [Contingent on respondent teaching an undergraduate and/or graduate course] [Contingent on respondent using primary source materials in teaching or research]

Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. 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.

MT4 [Contingent on respondent using primary source materials in teaching or research]

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.

MT5

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?

MT6

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.

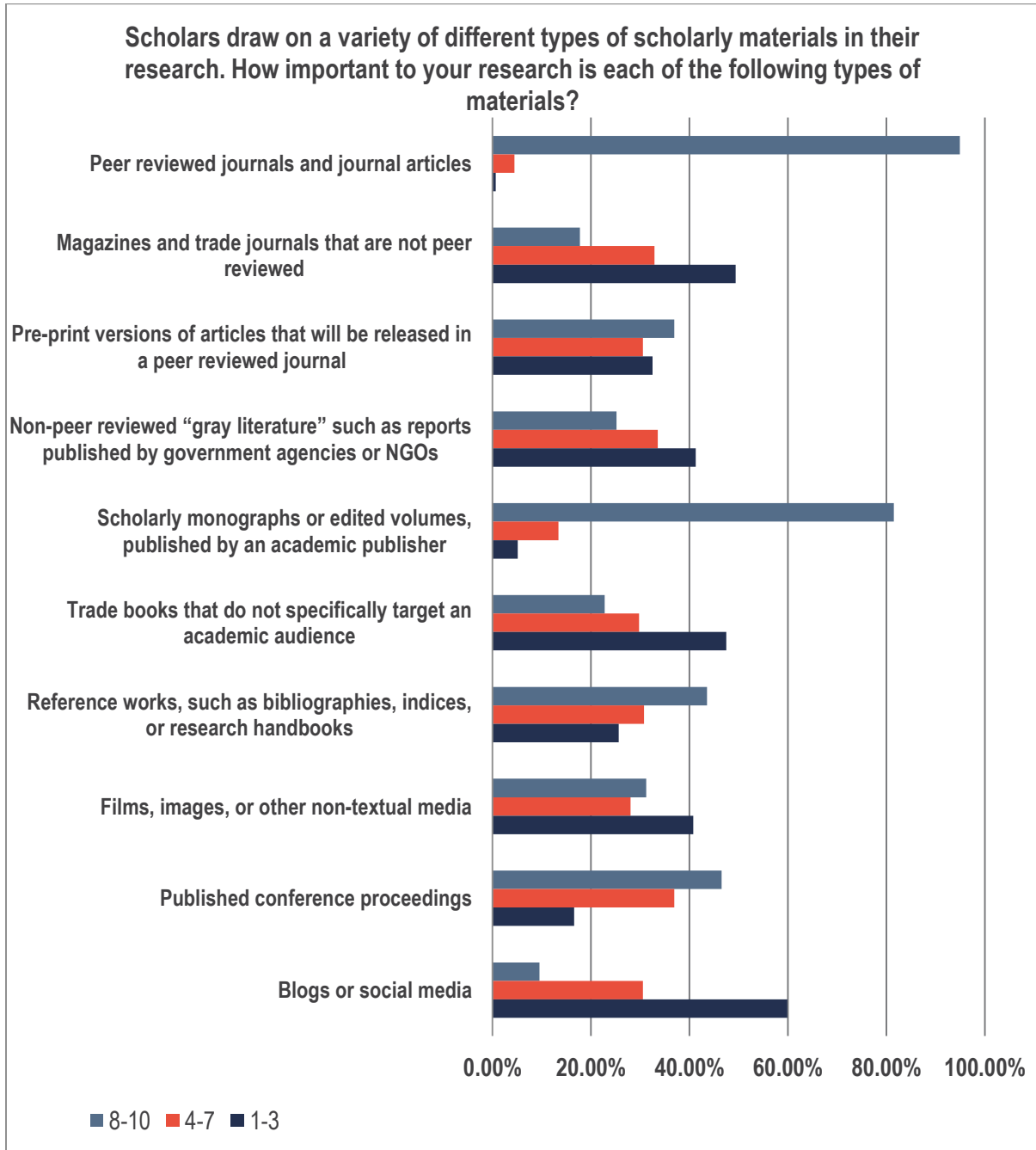
MT1

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.

	8-10	4-7	1-3	Response
Peer reviewed journals and journal articles	94.90%	4.46%	0.64%	157
Magazines and trade journals that are not peer reviewed	17.72%	32.91%	49.37%	158
Pre-print versions of articles that will be released in a peer reviewed journal	36.94%	30.57%	32.48%	157
Non-peer reviewed "gray literature" such as reports published by government agencies or NGOs	25.16%	33.55%	41.29%	155
Scholarly monographs or edited volumes, published by an academic publisher	81.53%	13.38%	5.10%	157
Trade books that do not specifically target an academic audience	22.78%	29.75%	47.47%	158
Reference works, such as bibliographies, indices, or research handbooks	43.59%	30.77%	25.64%	156
Films, images, or other non-textual media	31.21%	28.03%	40.76%	157
Published conference proceedings	46.50%	36.94%	16.56%	157
Blogs or social media	9.55%	30.57%	59.87%	157

MT1

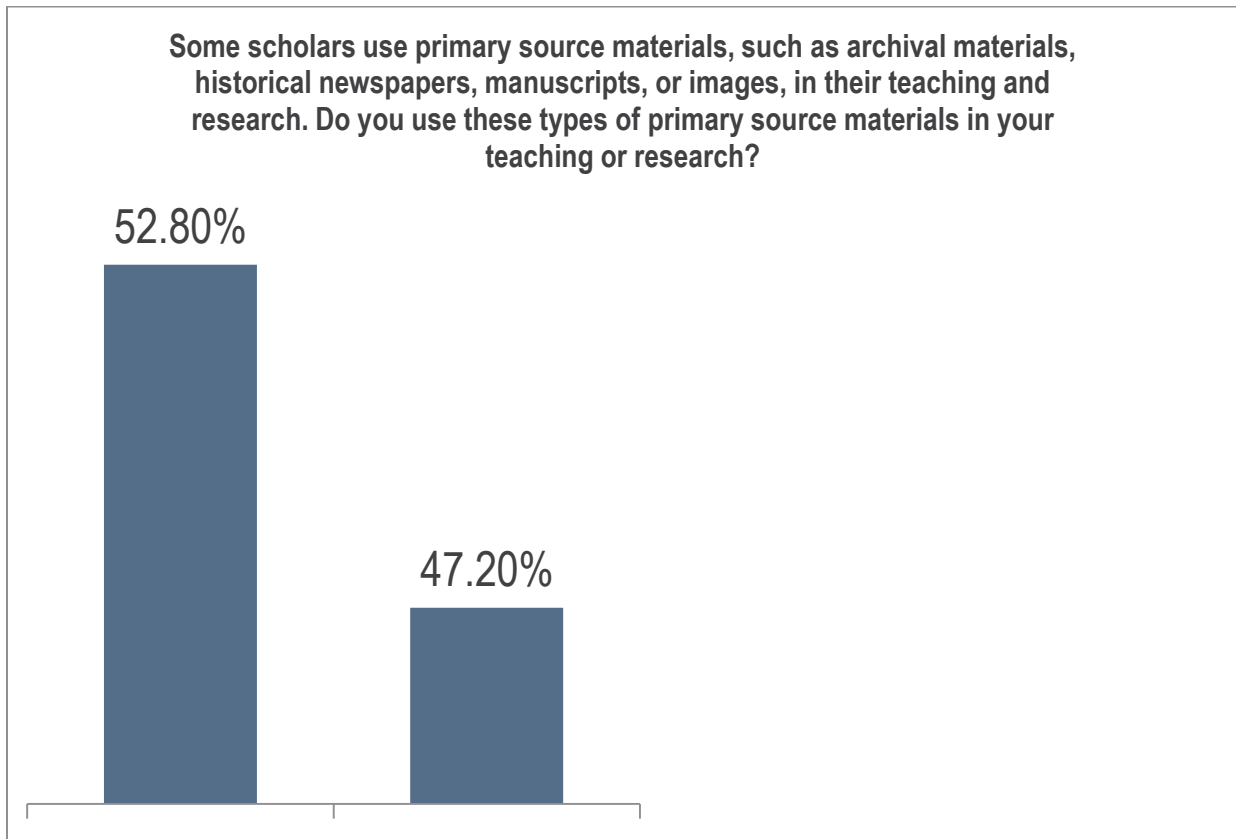
Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? Rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." You may choose any number on each scale – the 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.



MT2

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.

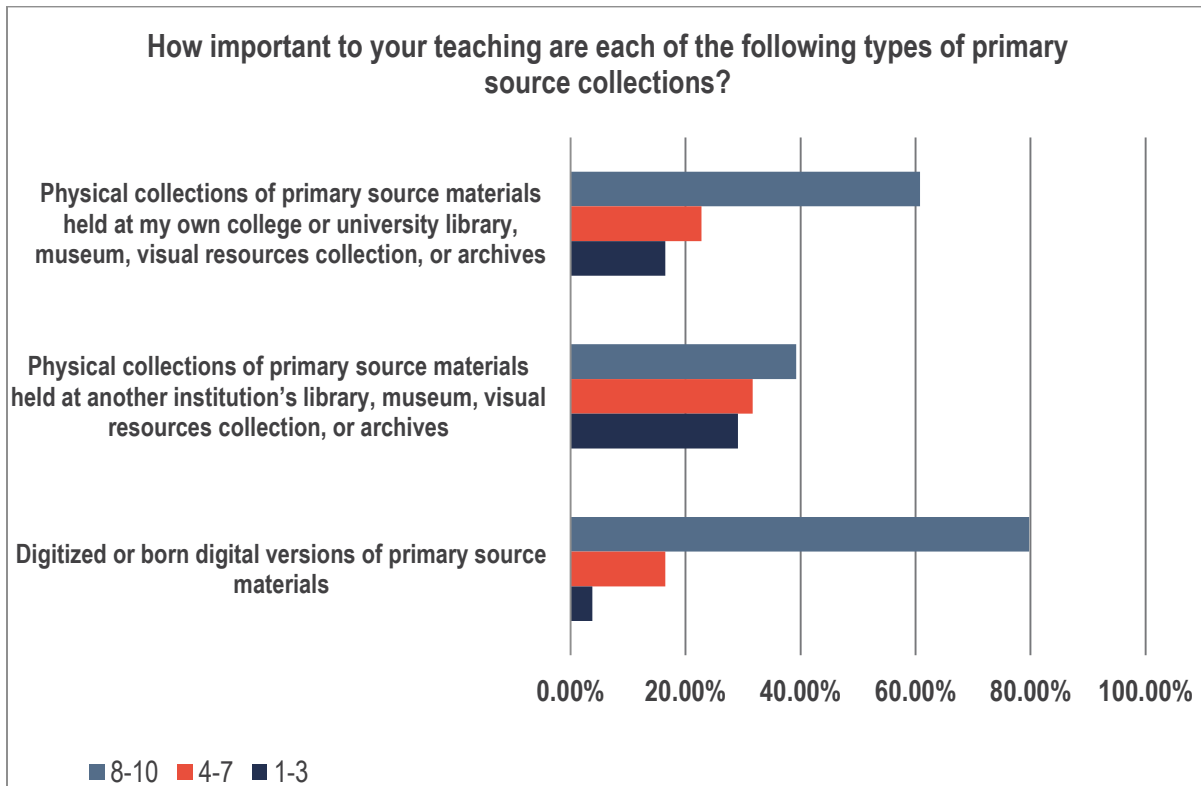
	Response	Percent
Yes	85	52.80%
No	76	47.20%
	161	100.00%



MT3 [Contingent on respondent teaching an undergraduate and/or graduate course] [Contingent on respondent using primary source materials in teaching or research]

Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. 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.

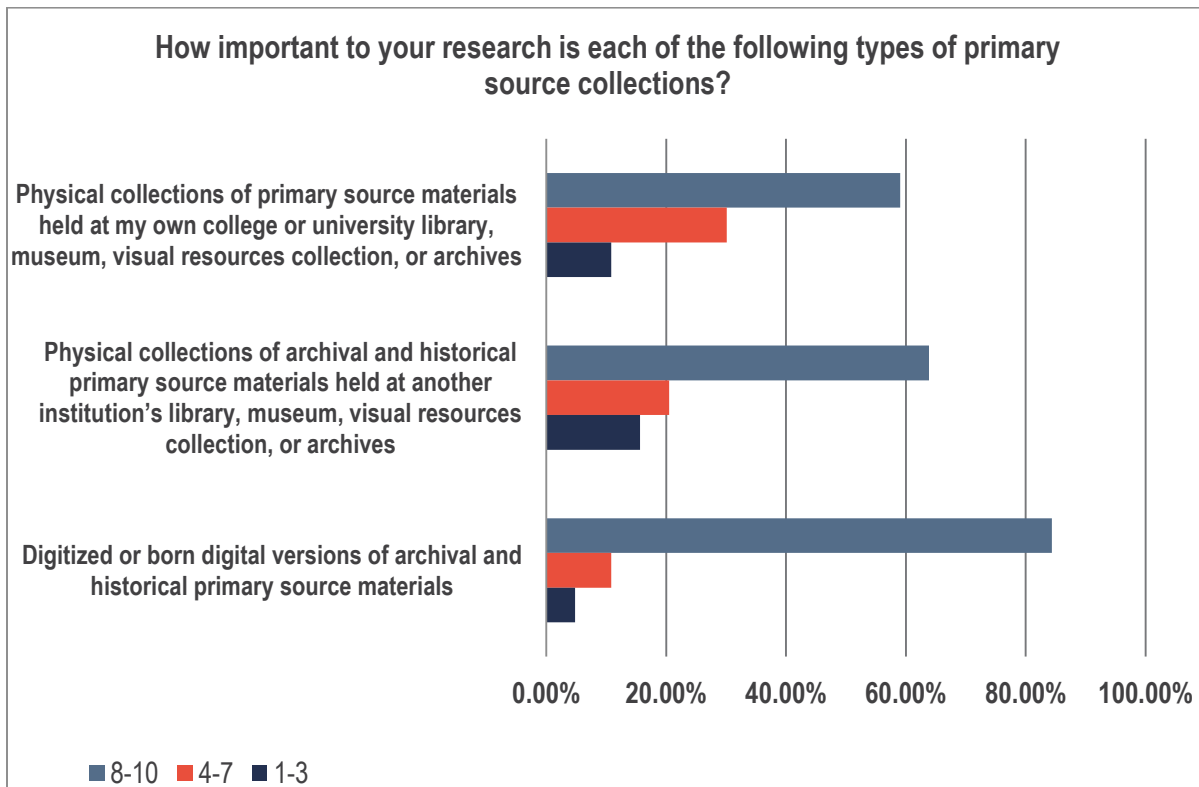
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	60.76%	22.78%	16.46%	79
Physical collections of primary source materials held at another institution's library, museum, visual resources collection, or archives	39.24%	31.65%	29.11%	79
Digitized or born digital versions of primary source materials	79.75%	16.46%	3.80%	79



MT4 [Contingent on respondent using primary source materials in teaching or research]

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.

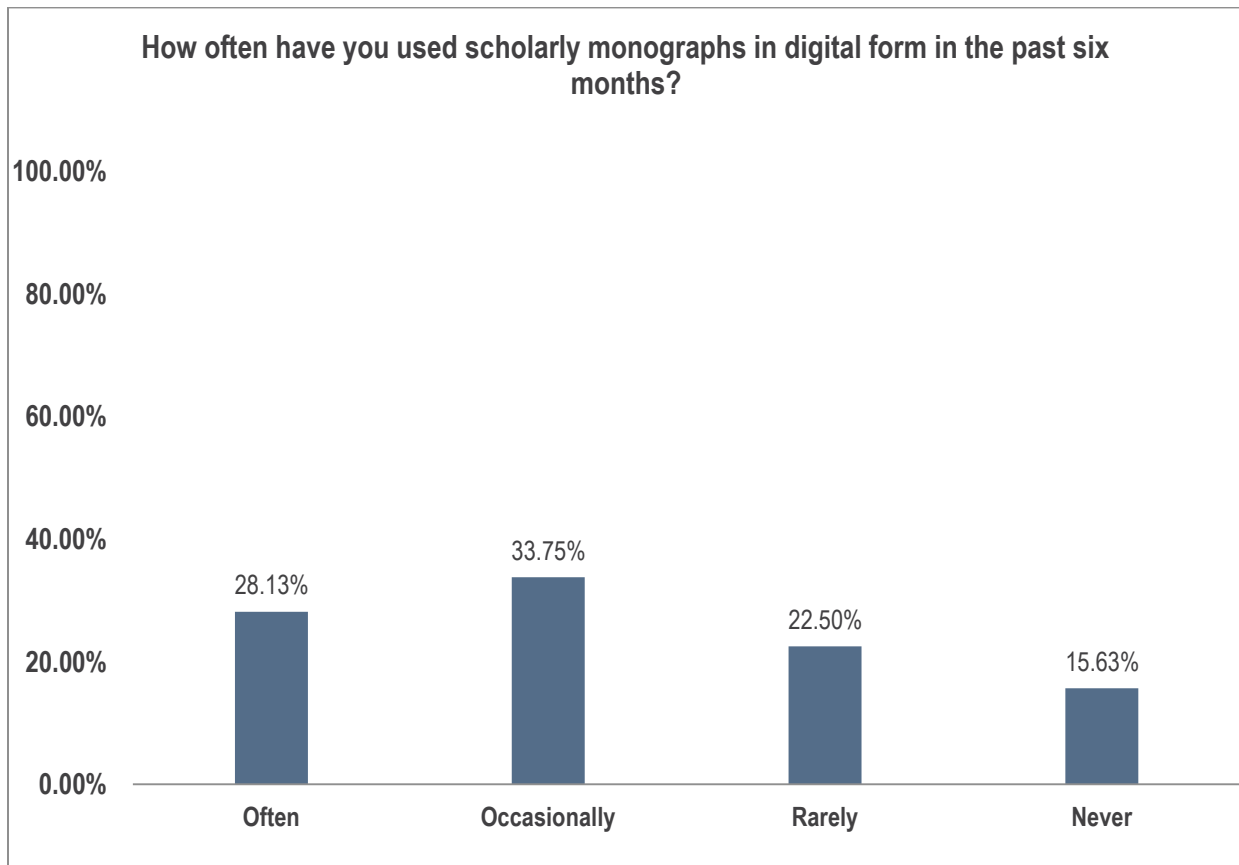
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	59.04%	30.12%	10.84%	83
Physical collections of archival and historical primary source materials held at another institution's library, museum, visual resources collection, or archives	63.86%	20.48%	15.66%	83
Digitized or born digital versions of archival and historical primary source materials	84.34%	10.84%	4.82%	83



MT5

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?

	Response	Percent
Often	45	28.13%
Occasionally	54	33.75%
Rarely	36	22.50%
Never	25	15.63%
	160	100.00%



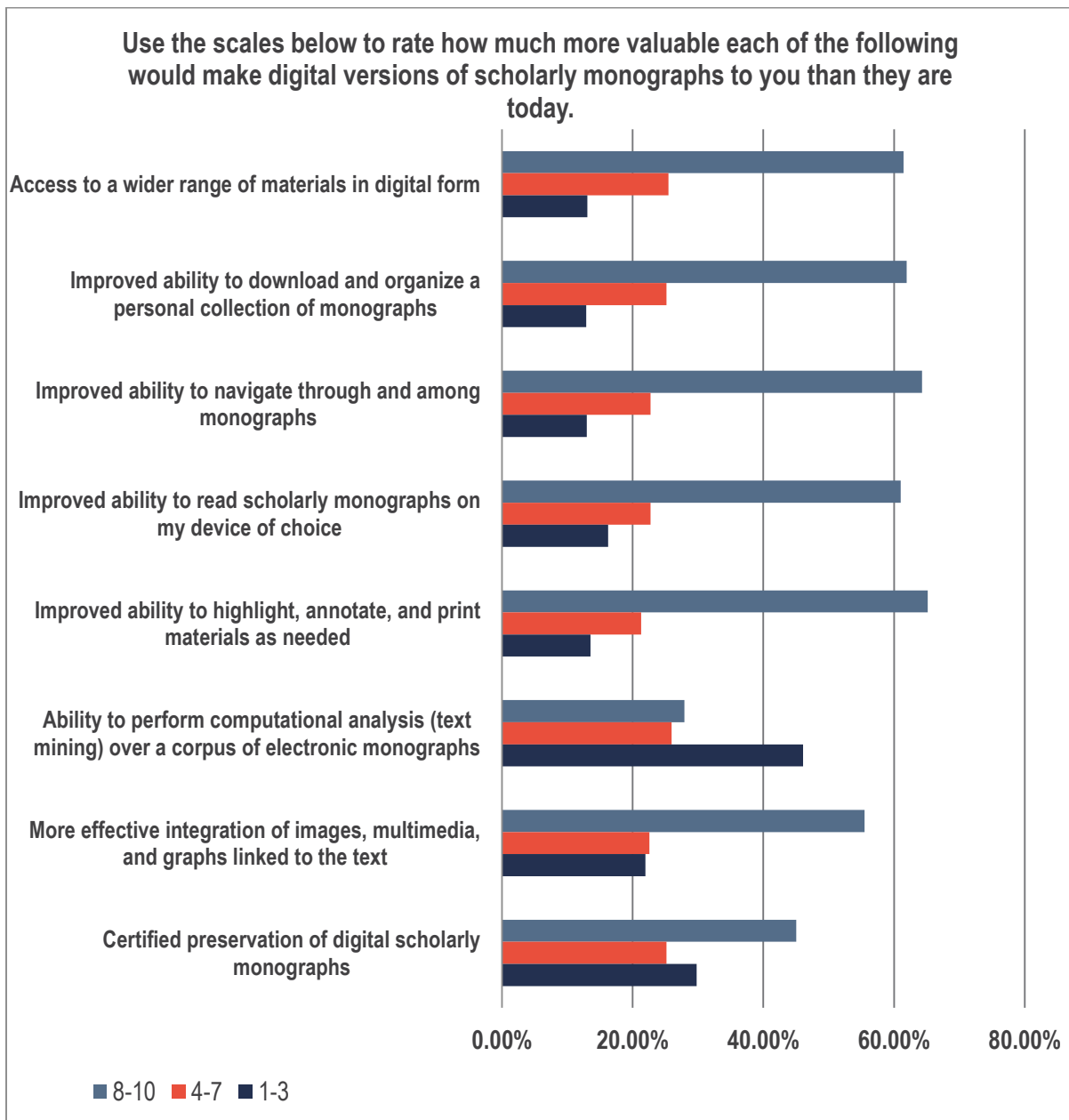
MT6

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.

	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	61.44%	25.49%	13.07%	153
Improved ability to download and organize a personal collection of monographs	61.94%	25.16%	12.90%	155
Improved ability to navigate through and among monographs	64.29%	22.73%	12.99%	154
Improved ability to read scholarly monographs on my device of choice	61.04%	22.73%	16.23%	154
Improved ability to highlight, annotate, and print materials as needed	65.16%	21.29%	13.55%	155
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	27.92%	25.97%	46.10%	154
More effective integration of images, multimedia, and graphs linked to the text	55.48%	22.58%	21.94%	155
Certified preservation of digital scholarly monographs	45.03%	25.17%	29.80%	151

MT6

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.



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."

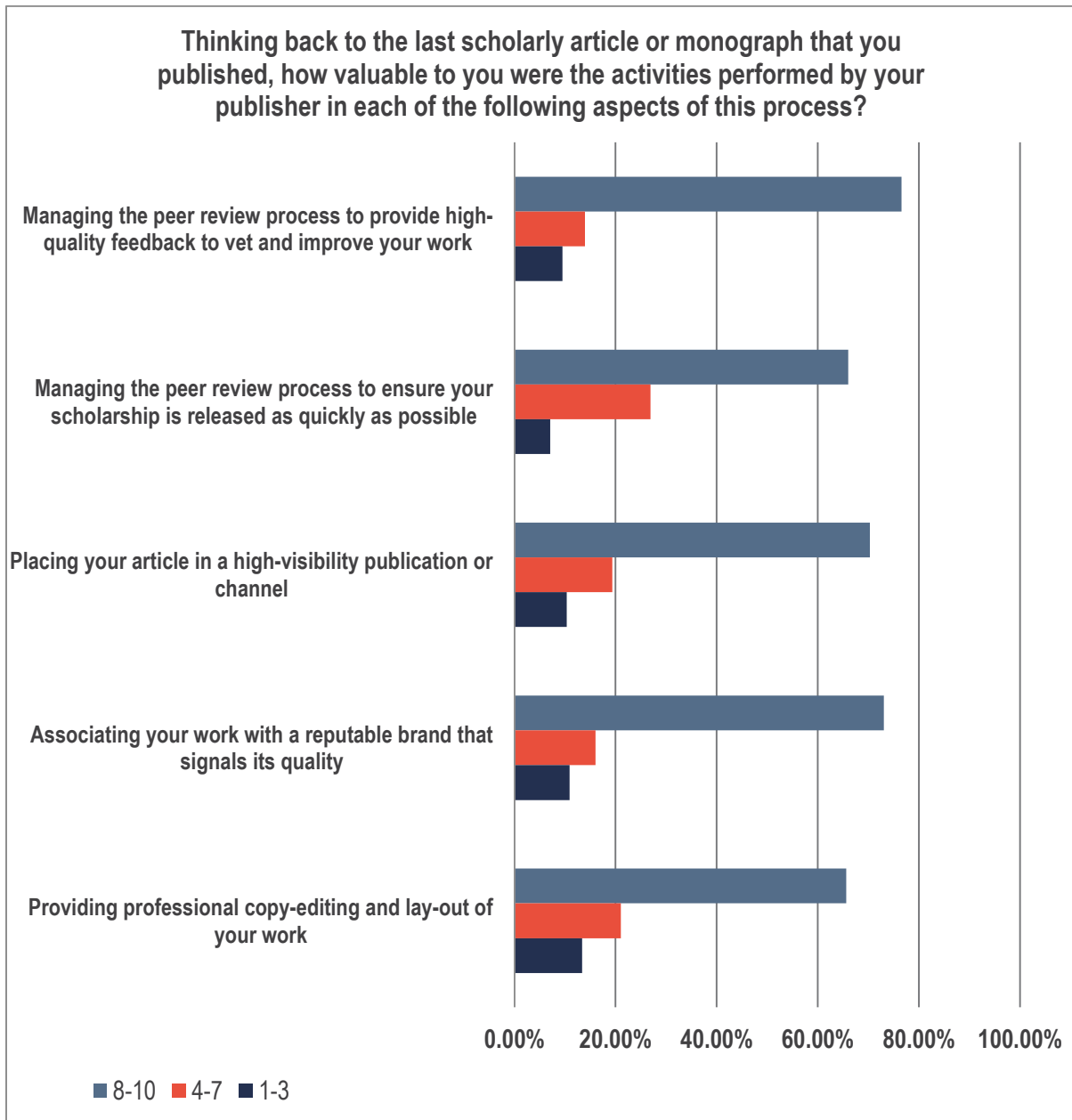
SC1

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	76.58%	13.92%	9.49%	158
Managing the peer review process to ensure your scholarship is released as quickly as possible	66.03%	26.92%	7.05%	156
Placing your article in a high-visibility publication or channel	70.32%	19.35%	10.32%	155
Associating your work with a reputable brand that signals its quality	73.08%	16.03%	10.90%	156
Providing professional copy-editing and lay-out of your work	65.61%	21.02%	13.38%	157

SC1

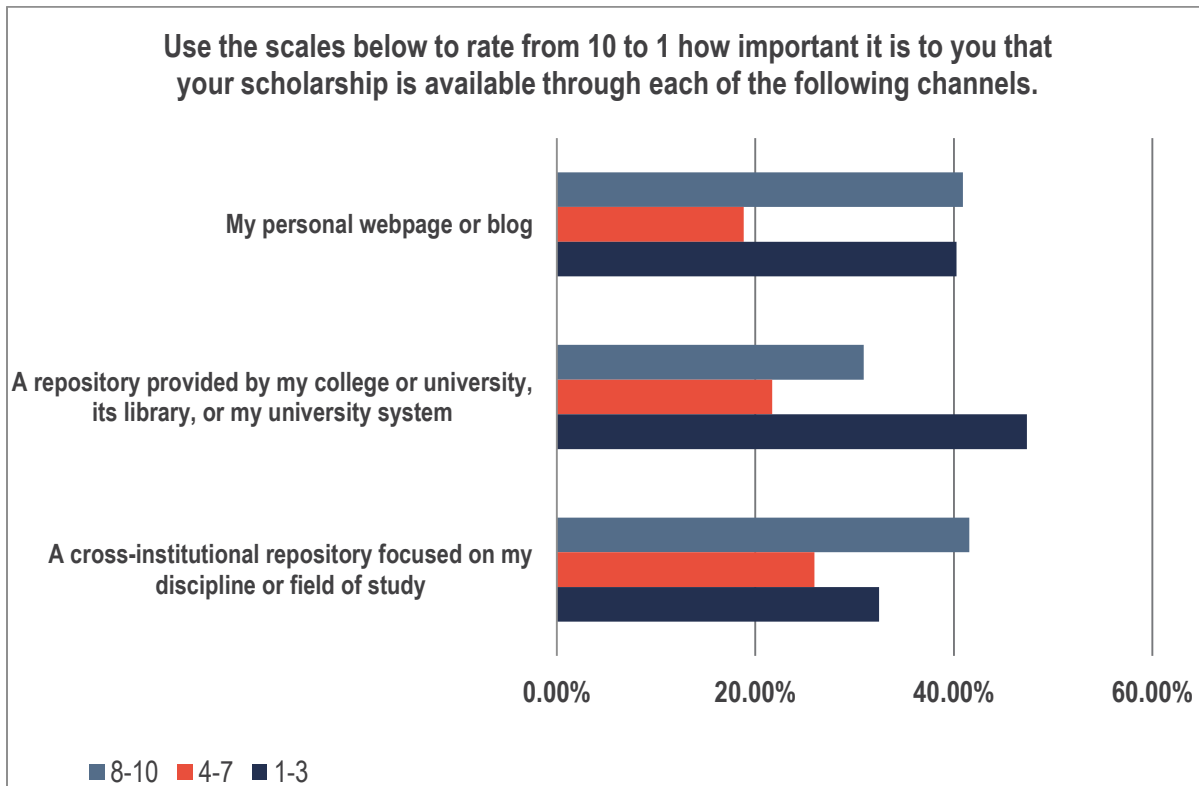
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." 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	40.91%	18.83%	40.26%	154
A repository provided by my college or university, its library, or my university system	30.92%	21.71%	47.37%	152
A cross-institutional repository focused on my discipline or field of study	41.56%	25.97%	32.47%	154



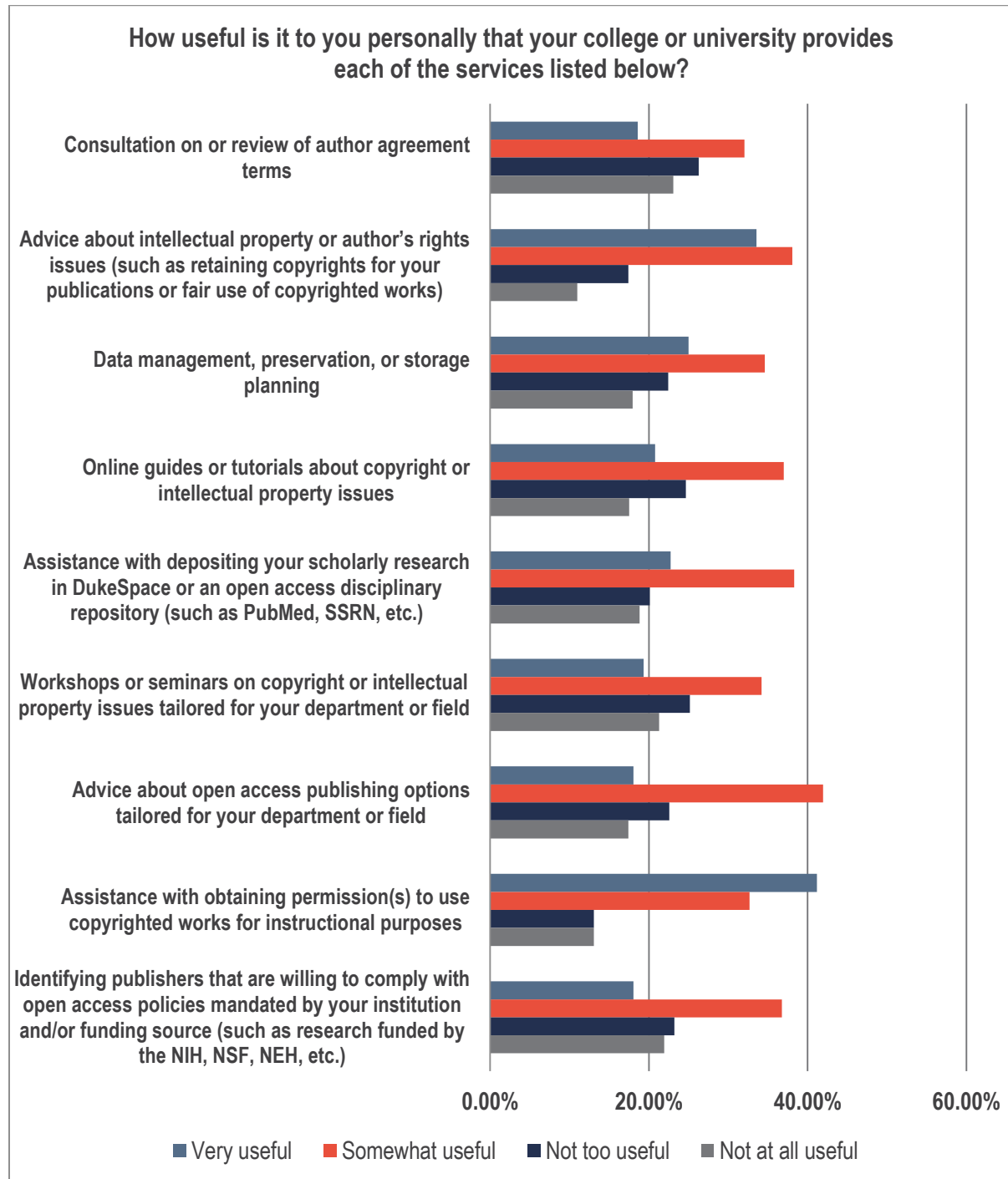
SC3

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	18.59%	32.05%	26.28%	23.08%	156
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	33.55%	38.06%	17.42%	10.97%	155
Data management, preservation, or storage planning	25.00%	34.62%	22.44%	17.95%	156
Online guides or tutorials about copyright or intellectual property issues	20.78%	37.01%	24.68%	17.53%	154
Assistance with depositing your scholarly research in DukeSpace or an open access disciplinary repository (such as PubMed, SSRN, etc.)	22.73%	38.31%	20.13%	18.83%	154
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	19.35%	34.19%	25.16%	21.29%	155
Advice about open access publishing options tailored for your department or field	18.06%	41.94%	22.58%	17.42%	155
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	41.18%	32.68%	13.07%	13.07%	153
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.)	18.06%	36.77%	23.23%	21.94%	155

SC3

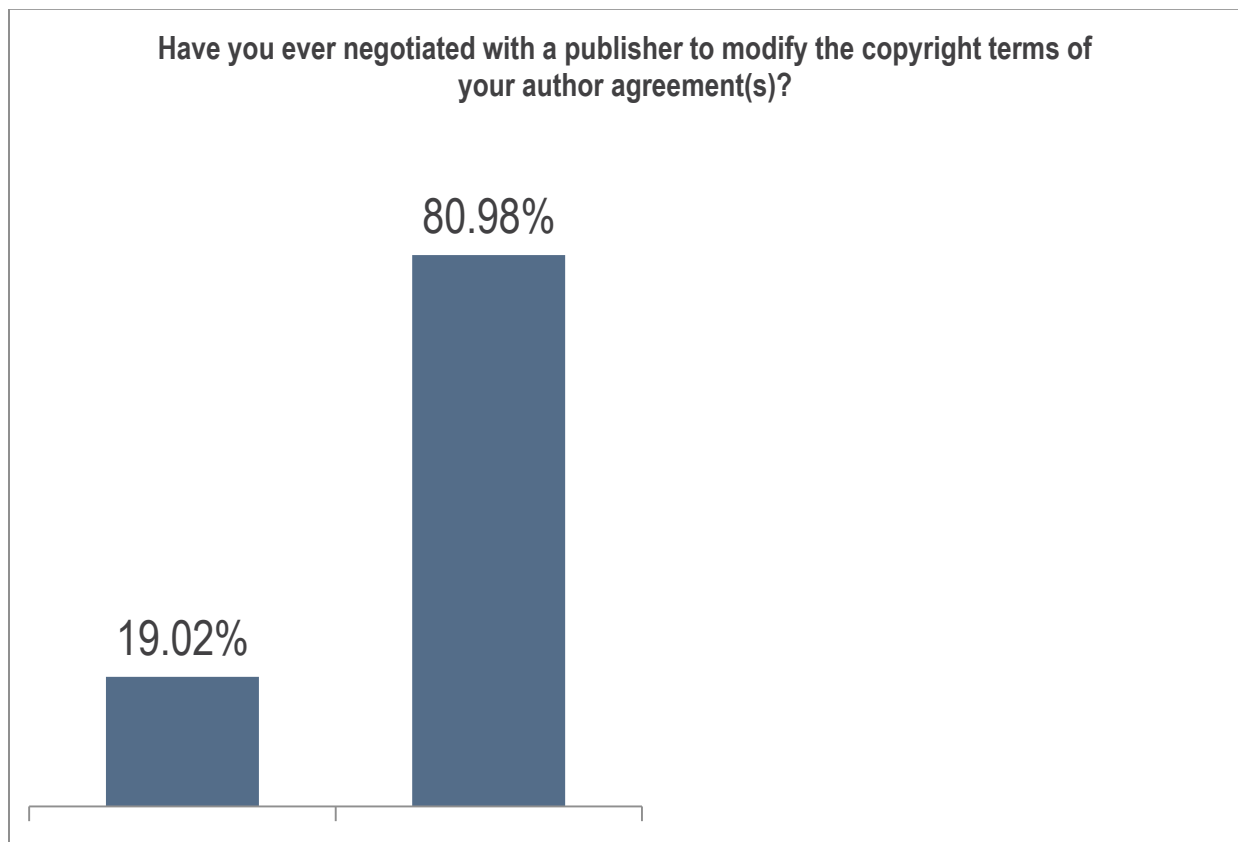
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	31	19.02%
No	132	80.98%
	163	100.00%



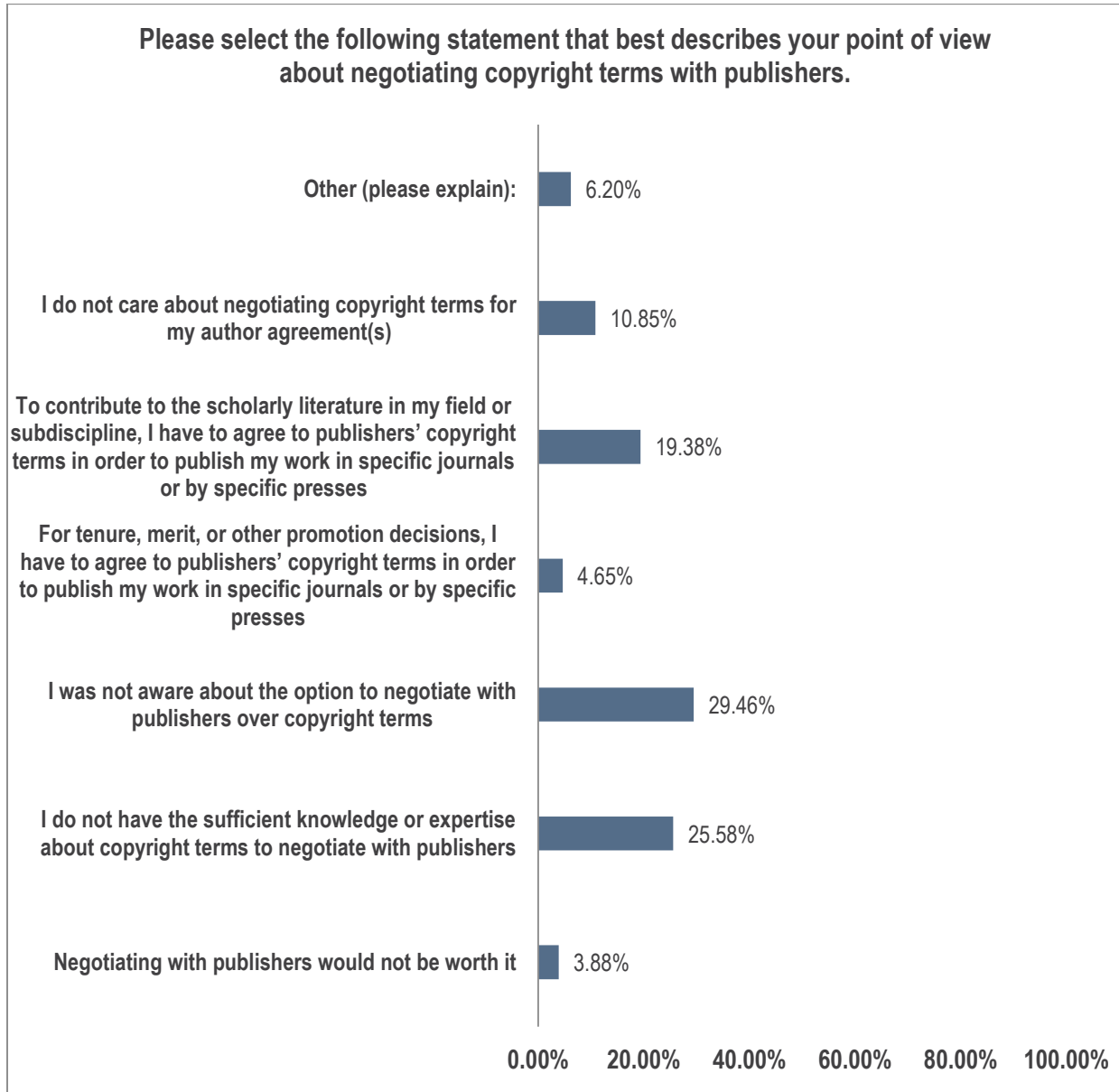
SC5 [Contingent on respondent selecting “no” in SC4]

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	5	3.88%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	33	25.58%
I was not aware about the option to negotiate with publishers over copyright terms	38	29.46%
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	6	4.65%
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	25	19.38%
I do not care about negotiating copyright terms for my author agreement(s)	14	10.85%
Other (please explain):	8	6.20%
	129	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:



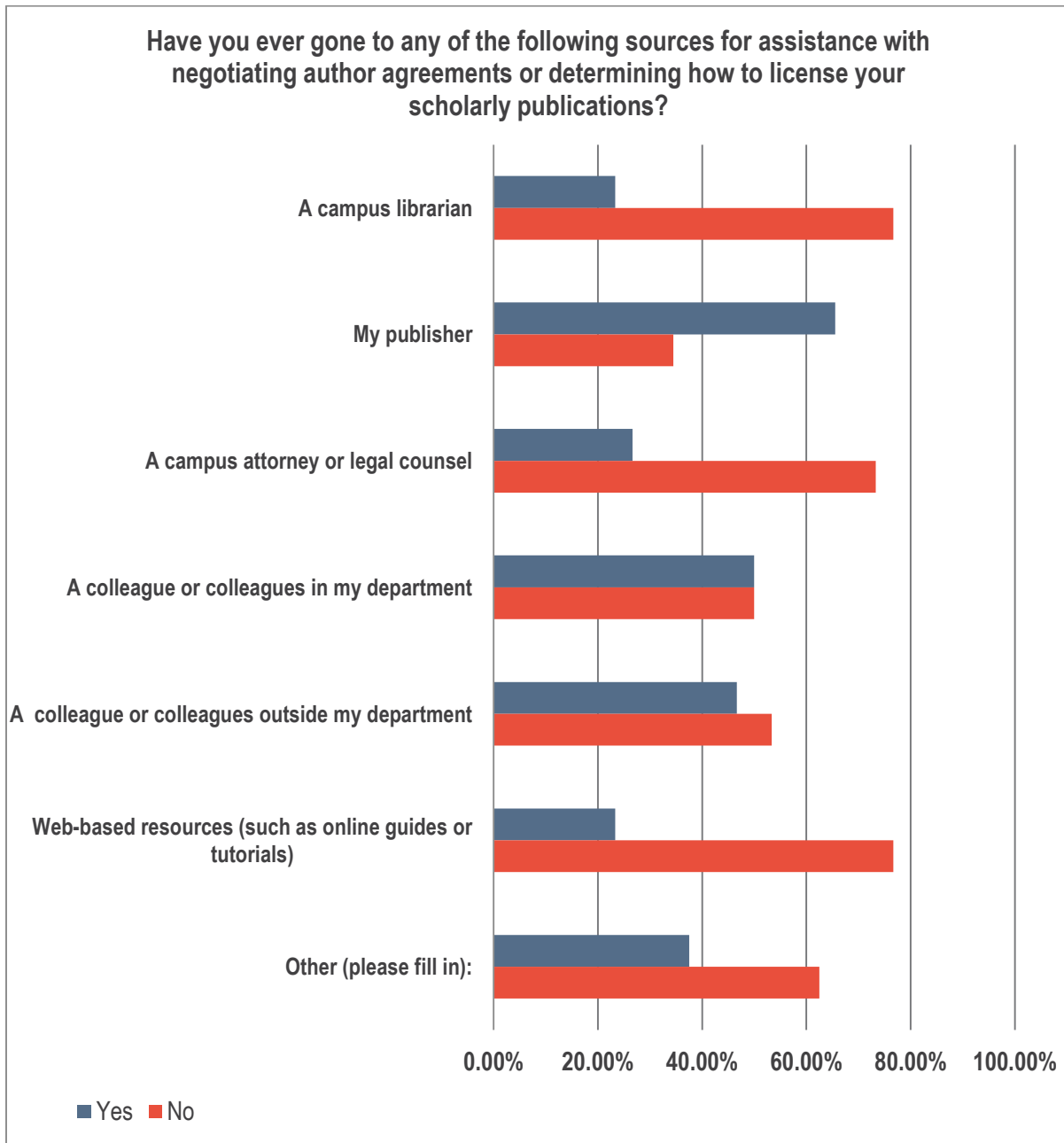
SC6 [Contingent on respondent selecting “yes” in SC4]

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	23.33%	76.67%	30
My publisher	65.52%	34.48%	29
A campus attorney or legal counsel	26.67%	73.33%	30
A colleague or colleagues in my department	50.00%	50.00%	30
A colleague or colleagues outside my department	46.67%	53.33%	30
Web-based resources (such as online guides or tutorials)	23.33%	76.67%	30
Other (please fill in):	37.50%	62.50%	8

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

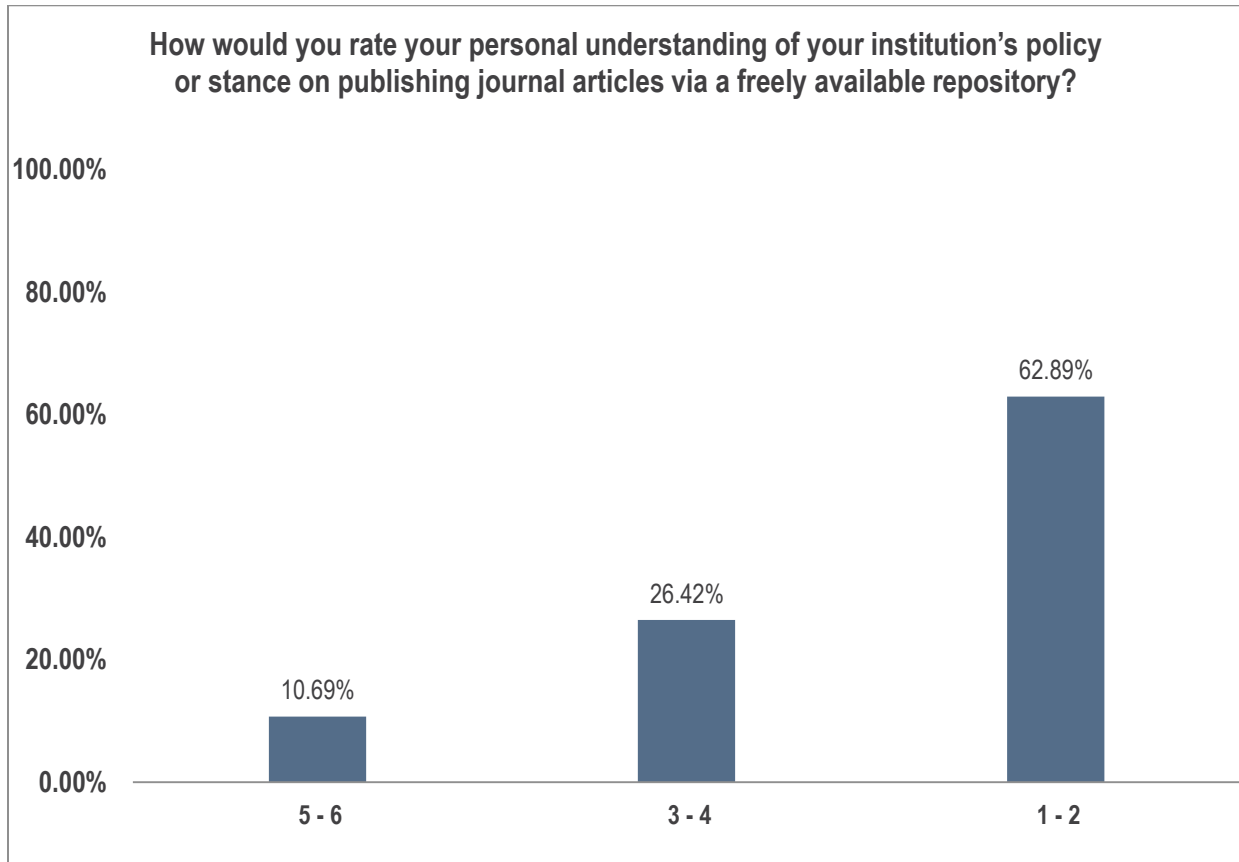
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?



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	17	10.69%
3 - 4	42	26.42%
1 - 2	100	62.89%
	159	100.00%



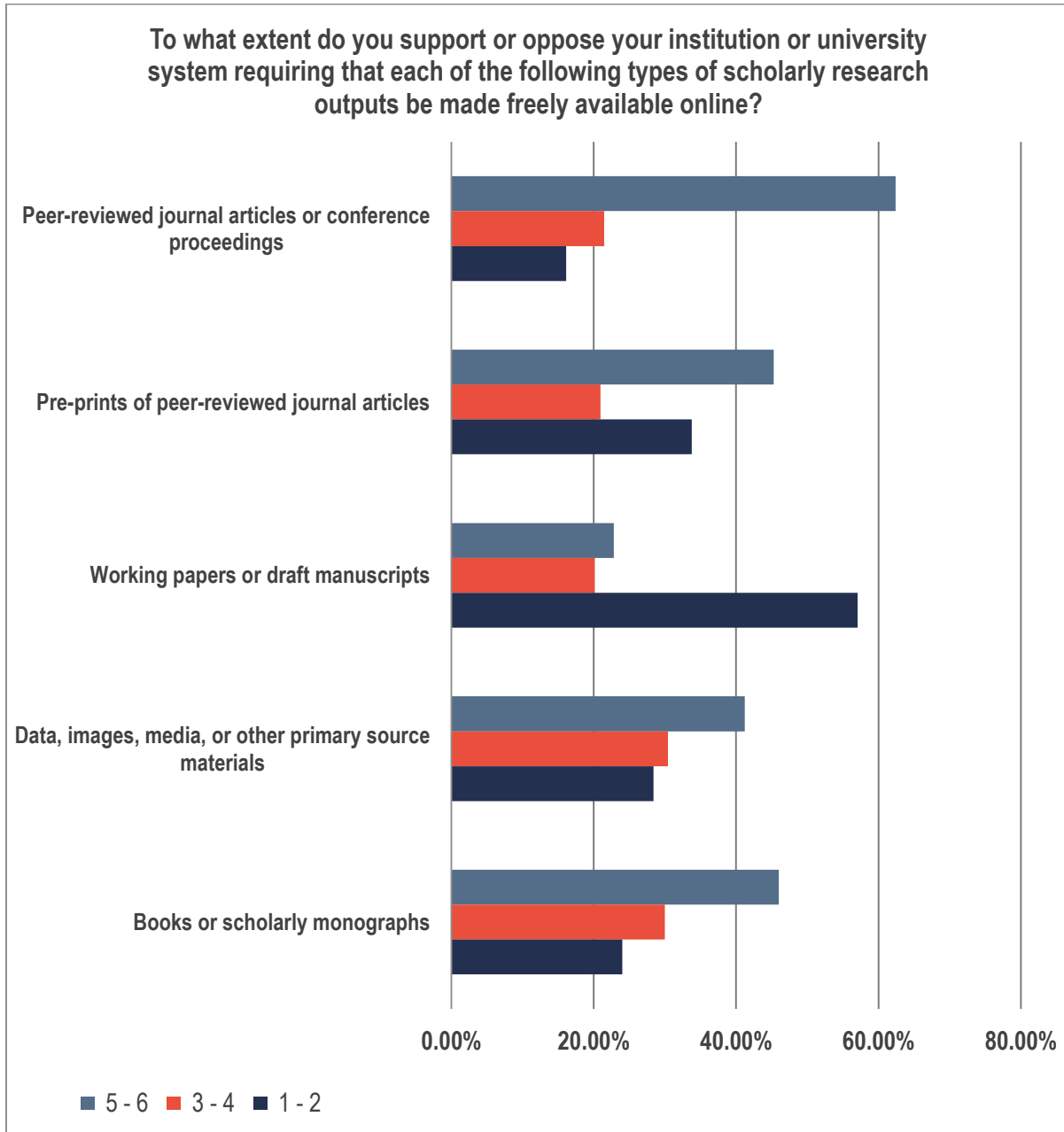
SC8

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	62.42%	21.48%	16.11%	149
Pre-prints of peer-reviewed journal articles	45.27%	20.95%	33.78%	148
Working papers or draft manuscripts	22.82%	20.13%	57.05%	149
Data, images, media, or other primary source materials	41.22%	30.41%	28.38%	148
Books or scholarly monographs	46.00%	30.00%	24.00%	150

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

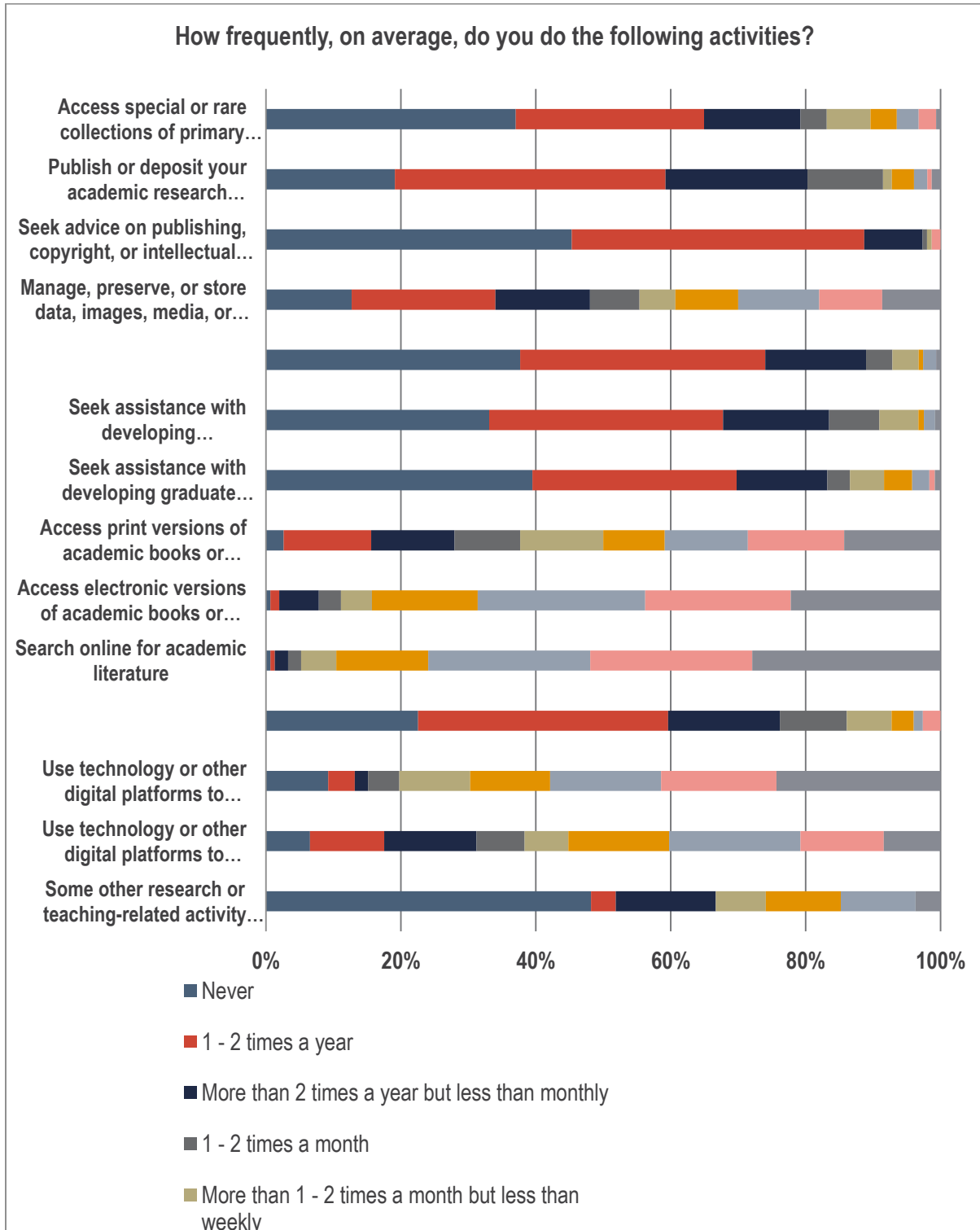
How frequently, on average, do you do the following activities?

	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)	37.01%	27.92%	14.29%	3.90%	6.49%	3.90%	3.25%	2.60%	0.65%	154
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	19.08%	40.13%	21.05%	11.18%	1.32%	3.29%	1.97%	0.66%	1.32%	152
Seek advice on publishing, copyright, or intellectual property issues	45.33%	43.33%	8.67%	0.67%	0.67%			1.33%		150
Manage, preserve, or store data, images, media, or other primary source materials	12.67%	21.33%	14.00%	7.33%	5.33%	9.33%	12.00%	9.33%	8.67%	150
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional	37.66%	36.36%	14.94%	3.90%	3.90%	0.65%	1.95%		0.65%	154

design										
Seek assistance with developing undergraduate students' research skills	33.06%	34.71%	15.70%	7.44%	5.79%	0.83%	1.65%		0.83%	121
Seek assistance with developing graduate students' research skills	39.50%	30.25%	13.45%	3.36%	5.04%	4.20%	2.52%	0.84%	0.84%	119
Access print versions of academic books or journal articles	2.60%	12.99%	12.34%	9.74%	12.34%	9.09%	12.34%	14.29%	14.29%	154
Access electronic versions of academic books or journal articles	0.65%	1.31%	5.88%	3.27%	4.58%	15.69%	24.84%	21.57%	22.22%	153
Search online for academic literature	0.65%	0.65%	1.95%	1.95%	5.19%	13.64%	24.03%	24.03%	27.92%	154
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	22.52%	37.09%	16.56%	9.93%	6.62%	3.31%	1.32%	2.65%		151
Use technology or other digital platforms to conduct research	9.21%	3.95%	1.97%	4.61%	10.53%	11.84%	16.45%	17.11%	24.34%	152
Use technology or other digital platforms to prepare instructional materials for the courses you teach	6.49%	11.04%	13.64%	7.14%	6.49%	14.94%	19.48%	12.34%	8.44%	154
Some other research or teaching-related activity (please fill in):	48.15%	3.70%	14.81%		7.41%	11.11%	11.11%		3.70%	27

MR1

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



MR2 [Response options contingent on selections in MR1]

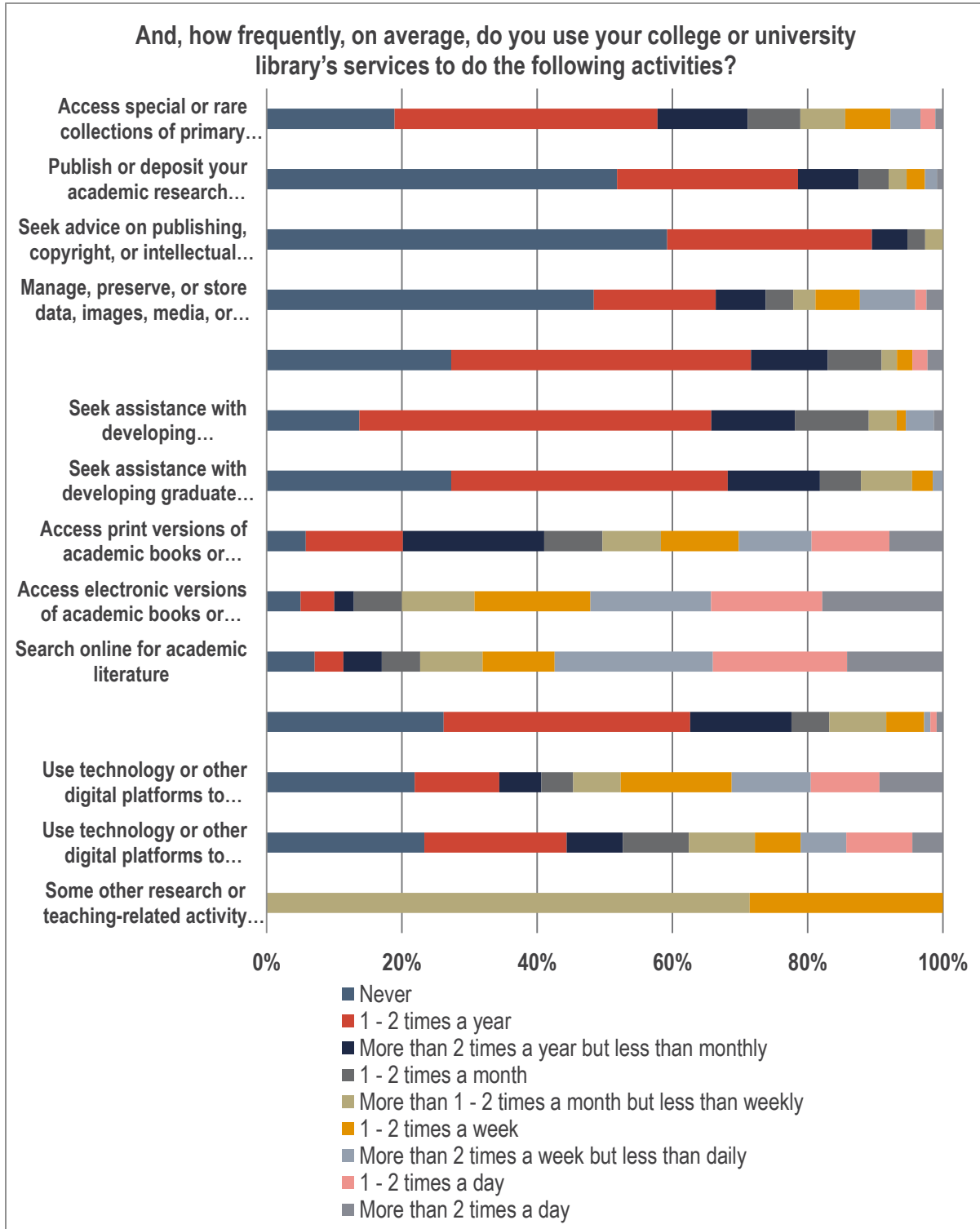
And, how frequently, on average, do you use your college or university library's services to do the following activities?

	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)	18.89%	38.89%	13.33%	7.78%	6.67%	6.67%	4.44%	2.22%	1.11%	90
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	51.79%	26.79%	8.93%	4.46%	2.68%	2.68%	1.79%		0.89%	112
Seek advice on publishing, copyright, or intellectual property issues	59.21%	30.26%	5.26%	2.63%	2.63%					76
Manage, preserve, or store data, images, media, or other primary source materials	48.36%	18.03%	7.38%	4.10%	3.28%	6.56%	8.20%	1.64%	2.46%	122
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general	27.27%	44.32%	11.36%	7.95%	2.27%	2.27%		2.27%	2.27%	88

instructional design										
Seek assistance with developing undergraduate students' research skills	13.70%	52.05%	12.33%	10.96%	4.11%	1.37%	4.11%		1.37%	73
Seek assistance with developing graduate students' research skills	27.27%	40.91%	13.64%	6.06%	7.58%	3.03%	1.52%			66
Access print versions of academic books or journal articles	5.76%	14.39%	20.86%	8.63%	8.63%	11.51%	10.79%	11.51%	7.91%	139
Access electronic versions of academic books or journal articles	5.00%	5.00%	2.86%	7.14%	10.71%	17.14%	17.86%	16.43%	17.86%	140
Search online for academic literature	7.09%	4.26%	5.67%	5.67%	9.22%	10.64%	23.40%	19.86%	14.18%	141
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	26.17%	36.45%	14.95%	5.61%	8.41%	5.61%	0.93%	0.93%	0.93%	107
Use technology or other digital platforms to conduct research	21.88%	12.50%	6.25%	4.69%	7.03%	16.41%	11.72%	10.16%	9.38%	128
Use technology or other digital platforms to prepare instructional materials for the courses you teach	23.31%	21.05%	8.27%	9.77%	9.77%	6.77%	6.77%	9.77%	4.51%	133
Some other research or teaching-related activity (please fill in):					71.43%	28.57%				7

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

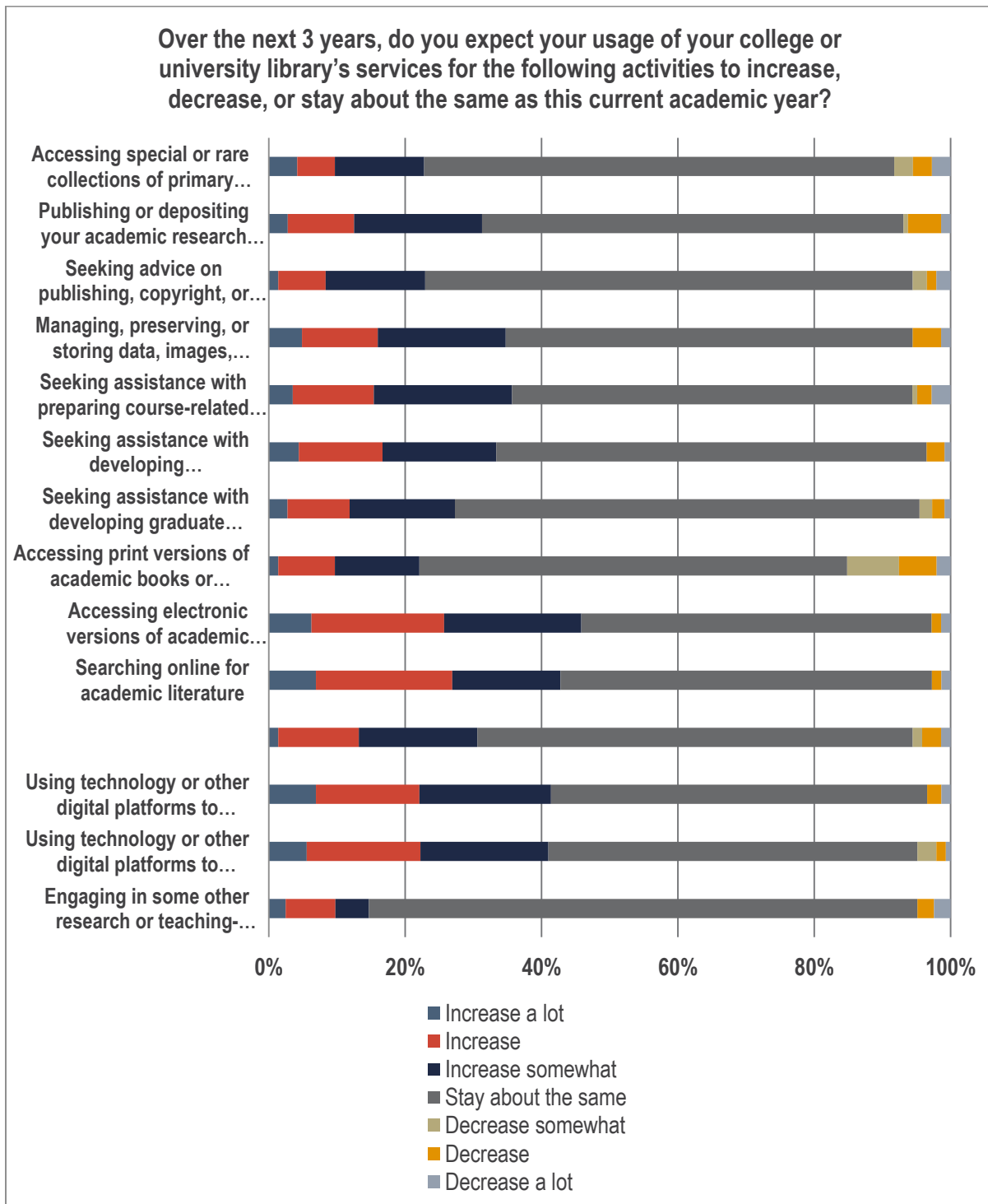
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?

	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)	4.14%	5.52%	13.10%	68.97%	2.76%	2.76%	2.76%	145
Publishing or depositing your academic research outputs online with a publisher, repository, or elsewhere online	2.78%	9.72%	18.75%	61.81%	0.69%	4.86%	1.39%	144
Seeking advice on publishing, copyright, or intellectual property issues	1.39%	6.94%	14.58%	71.53%	2.08%	1.39%	2.08%	144
Managing, preserving, or storing data, images, media, or other primary source materials	4.86%	11.11%	18.75%	59.72%		4.17%	1.39%	144
Seeking assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design	3.50%	11.89%	20.28%	58.74%	0.70%	2.10%	2.80%	143

Seeking assistance with developing undergraduate students' research skills	4.39%	12.28%	16.67%	63.16%		2.63%	0.88%	114
Seeking assistance with developing graduate students' research skills	2.73%	9.09%	15.45%	68.18%	1.82%	1.82%	0.91%	110
Accessing print versions of academic books or journal articles	1.38%	8.28%	12.41%	62.76%	7.59%	5.52%	2.07%	145
Accessing electronic versions of academic books or journal articles	6.25%	19.44%	20.14%	51.39%		1.39%	1.39%	144
Searching online for academic literature	6.90%	20.00%	15.86%	54.48%		1.38%	1.38%	145
Seeking specialized research assistance from a subject expert in your field, discipline, or methodology	1.39%	11.81%	17.36%	63.89%	1.39%	2.78%	1.39%	144
Using technology or other digital platforms to conduct research	6.90%	15.17%	19.31%	55.17%		2.07%	1.38%	145
Using technology or other digital platforms to prepare instructional materials for the courses you teach	5.56%	16.67%	18.75%	54.17%	2.78%	1.39%	0.69%	144
Engaging in some other research or teaching-related activity (please fill in):	2.44%	7.32%	4.88%	80.49%		2.44%	2.44%	41

MR3

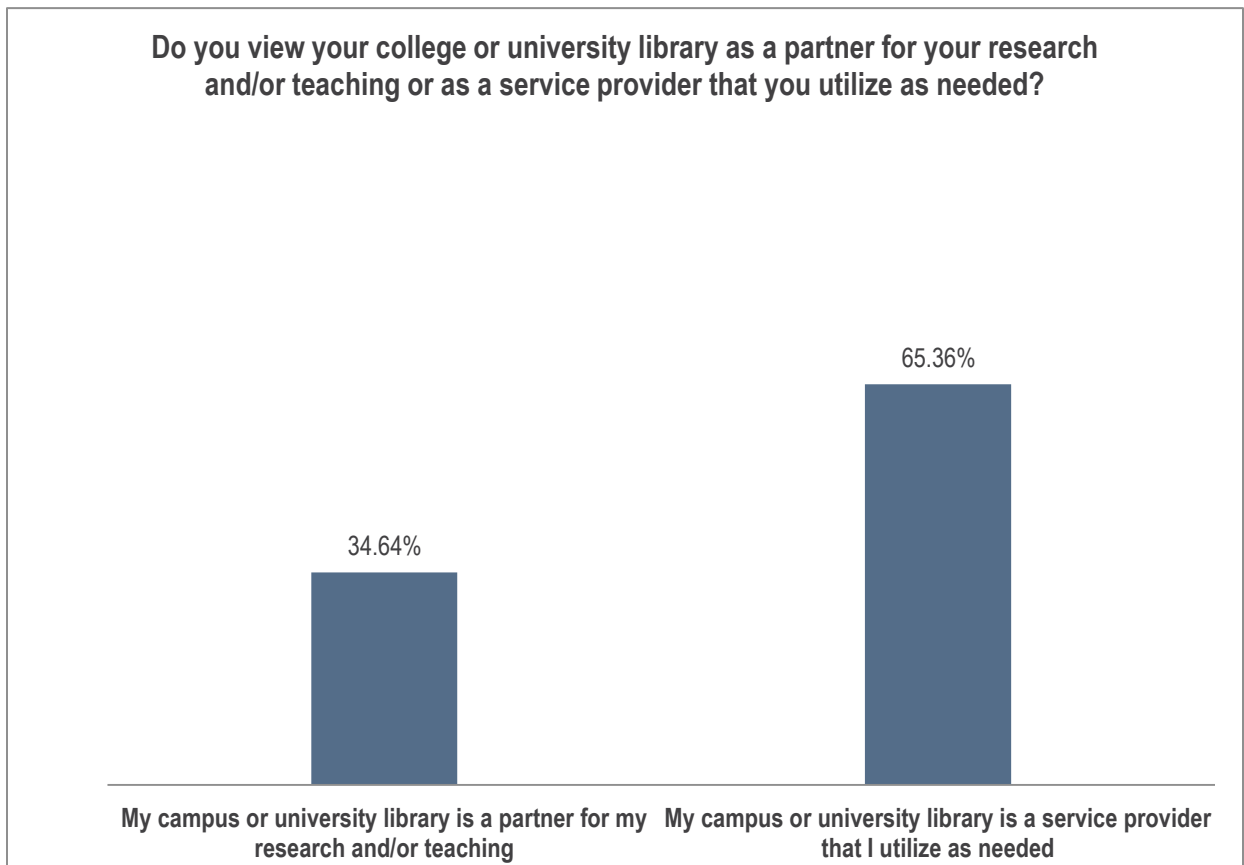
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?



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?

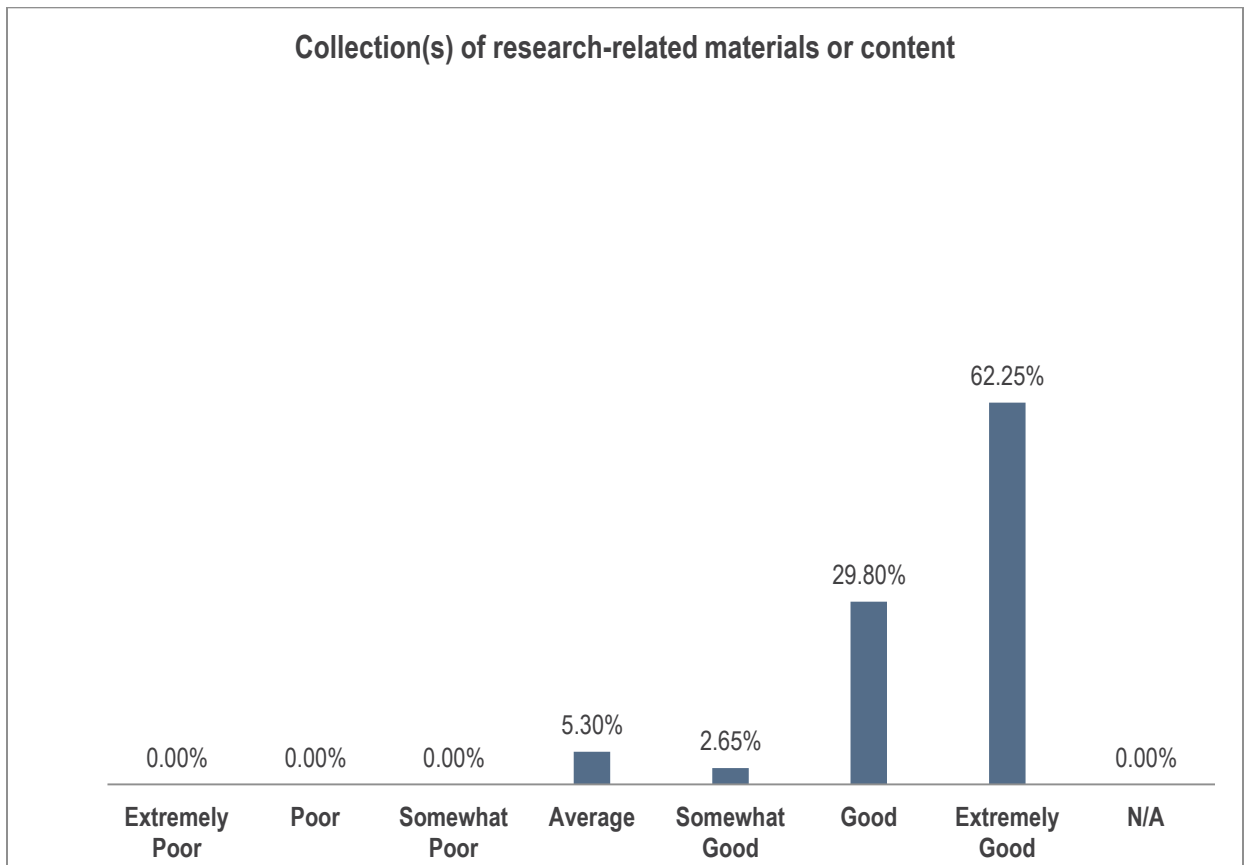
	Response	Percent
My campus or university library is a partner for my research and/or teaching	53	34.64%
My campus or university library is a service provider that I utilize as needed	100	65.36%
	153	100.00%



MR5

Collection(s) of research-related materials or content

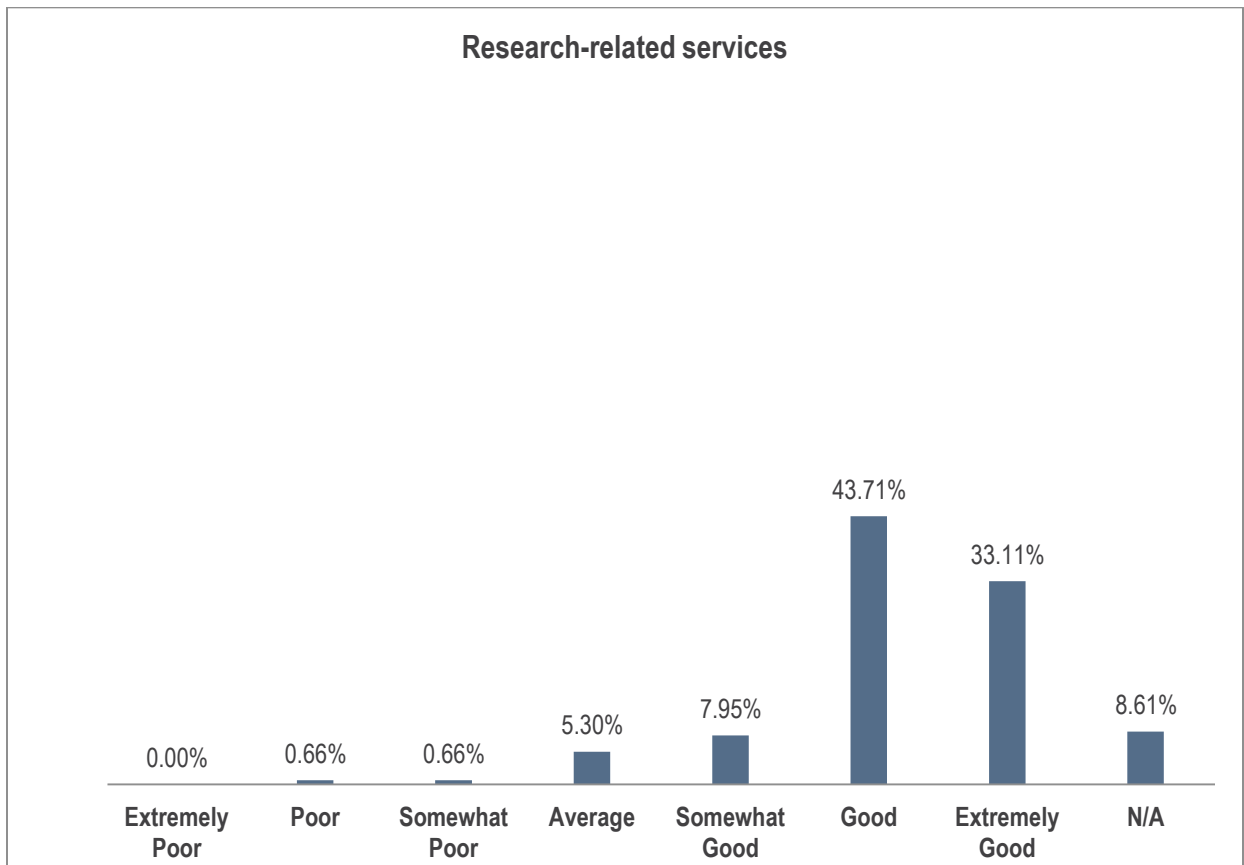
	Response	Percent
Extremely Poor	0	0.00%
Poor	0	0.00%
Somewhat Poor	0	0.00%
Average	8	5.30%
Somewhat Good	4	2.65%
Good	45	29.80%
Extremely Good	94	62.25%
N/A	0	0.00%
	151	100.00%



MR6

Research-related services

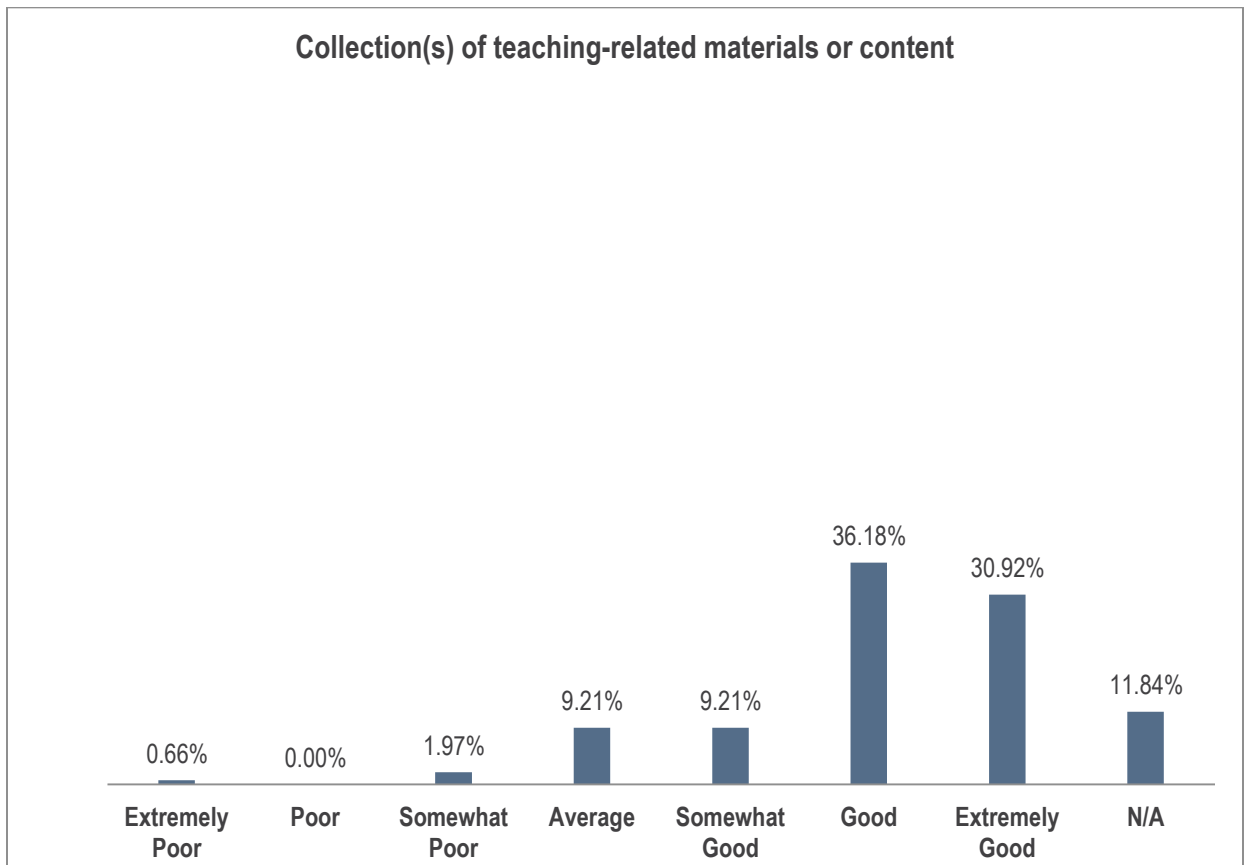
	Response	Percent
Extremely Poor	0	0.00%
Poor	1	0.66%
Somewhat Poor	1	0.66%
Average	8	5.30%
Somewhat Good	12	7.95%
Good	66	43.71%
Extremely Good	50	33.11%
N/A	13	8.61%
	151	100.00%



MR7

Collection(s) of teaching-related materials or content

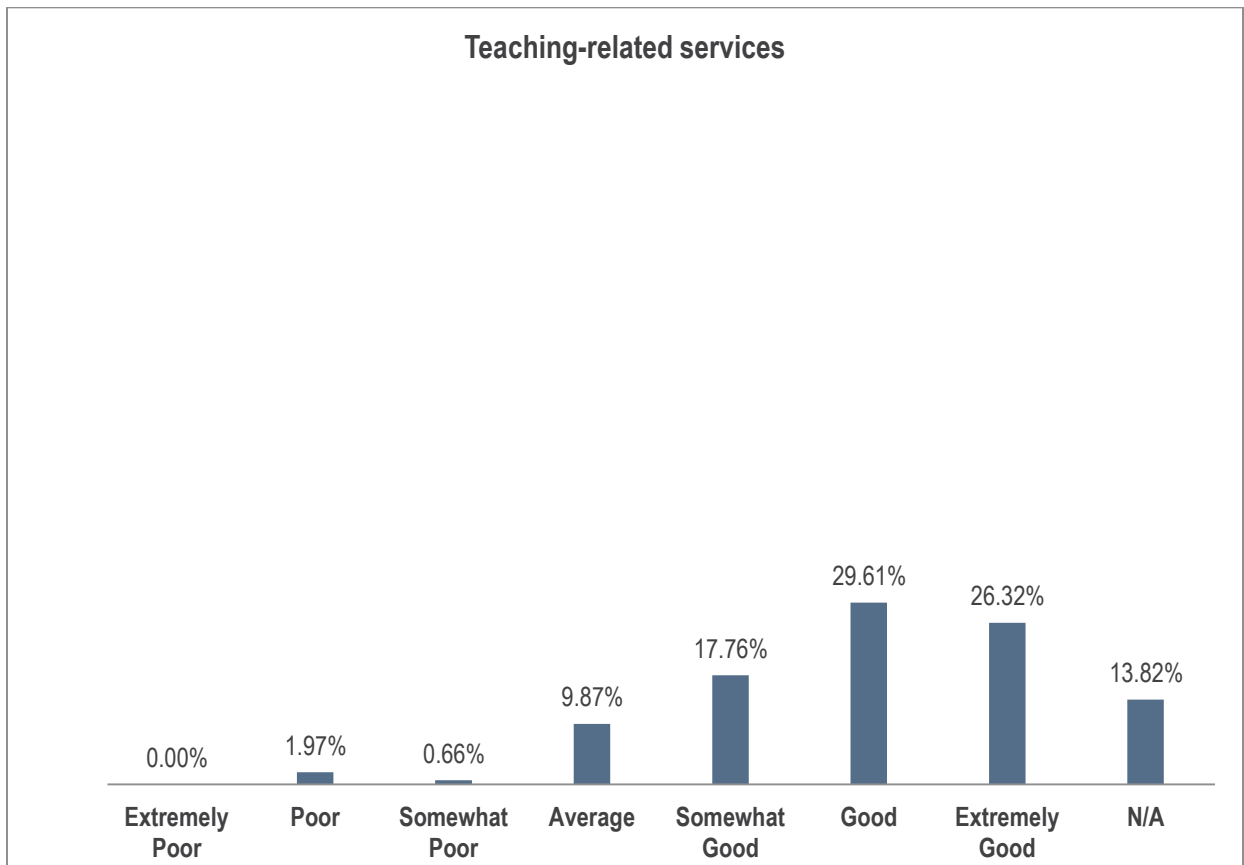
	Response	Percent
Extremely Poor	1	0.66%
Poor	0	0.00%
Somewhat Poor	3	1.97%
Average	14	9.21%
Somewhat Good	14	9.21%
Good	55	36.18%
Extremely Good	47	30.92%
N/A	18	11.84%
	152	100.00%



MR8

Teaching-related services

	Response	Percent
Extremely Poor	0	0.00%
Poor	3	1.97%
Somewhat Poor	1	0.66%
Average	15	9.87%
Somewhat Good	27	17.76%
Good	45	29.61%
Extremely Good	40	26.32%
N/A	21	13.82%
	152	100.00%



Demographic Questions

D1

For how many years have you been in your field?

D2

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

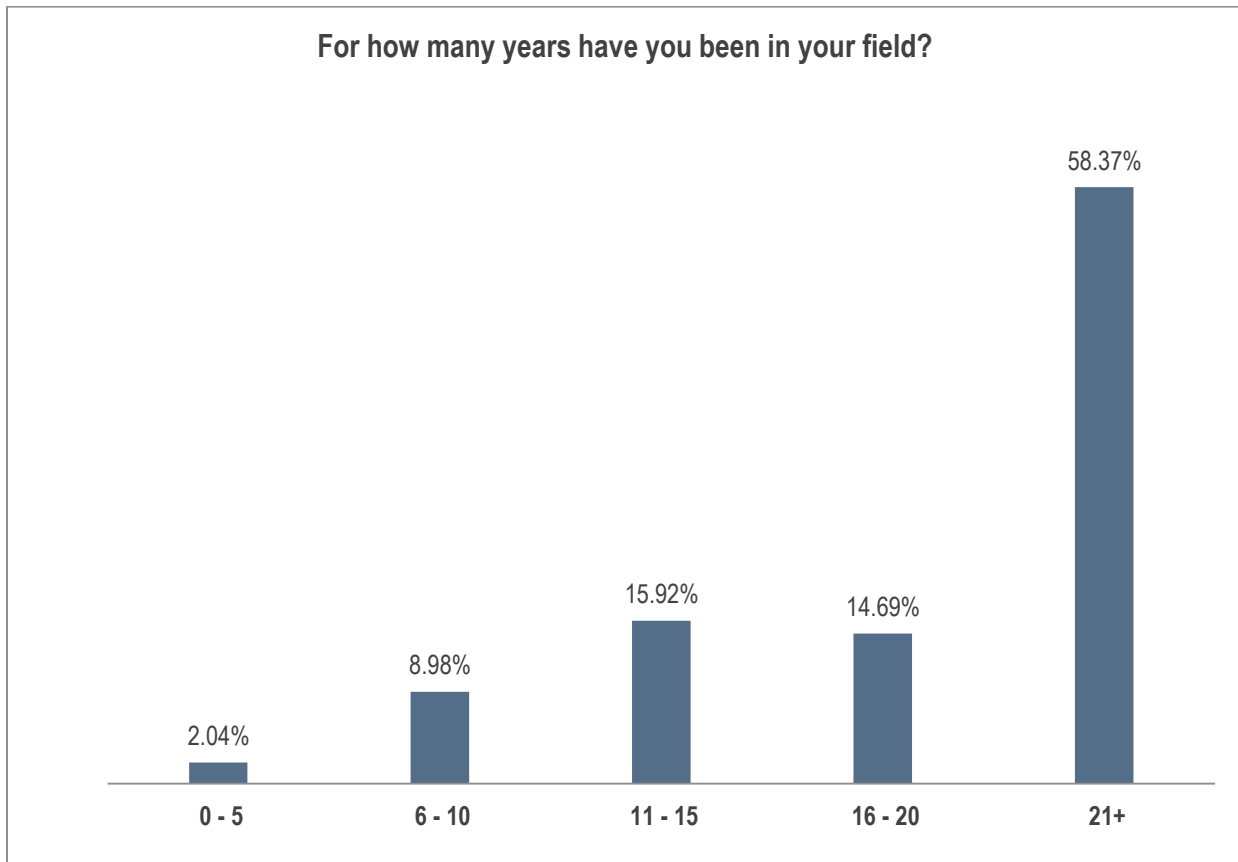
D3

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?

D1

For how many years have you been in your field?

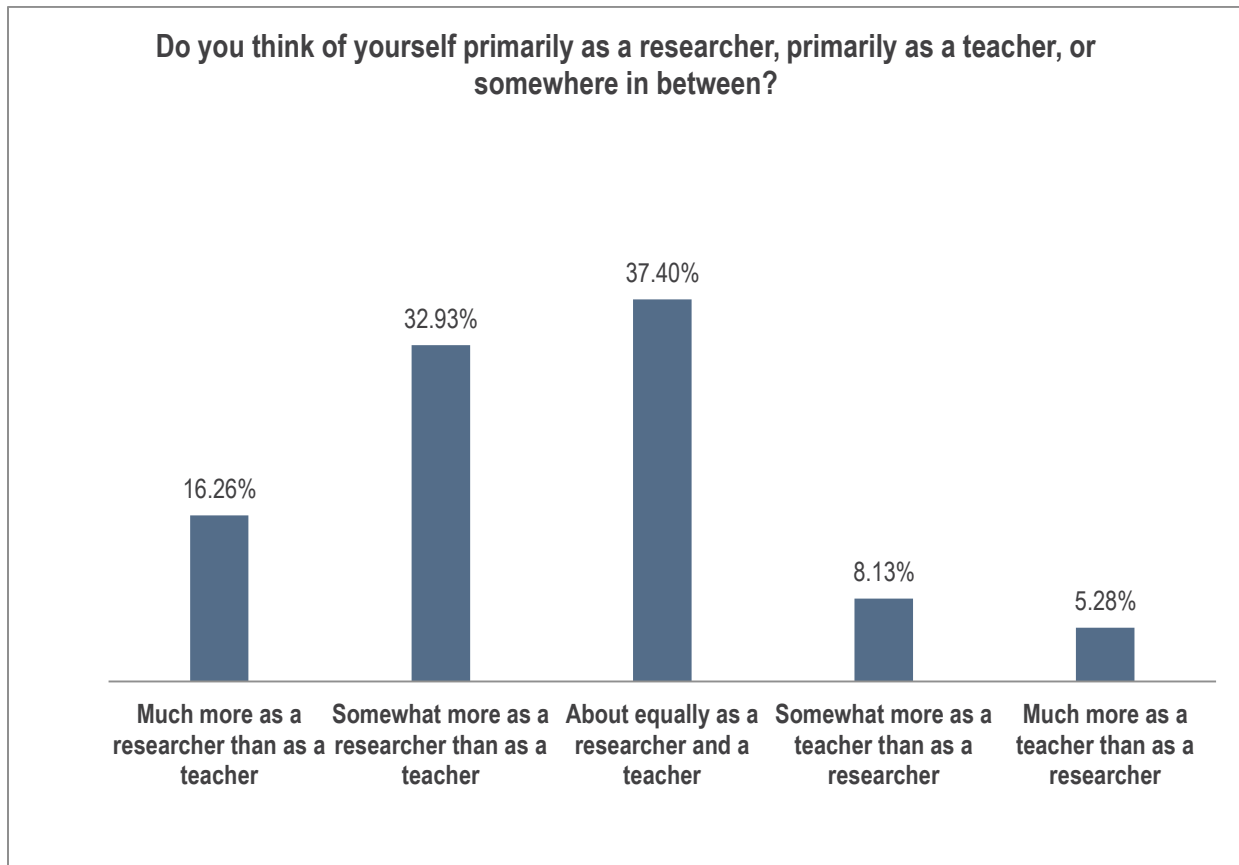
	Response	Percent
0 - 5	5	2.04%
6 - 10	22	8.98%
11 - 15	39	15.92%
16 - 20	36	14.69%
21+	143	58.37%
	245	100.00%



D2

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

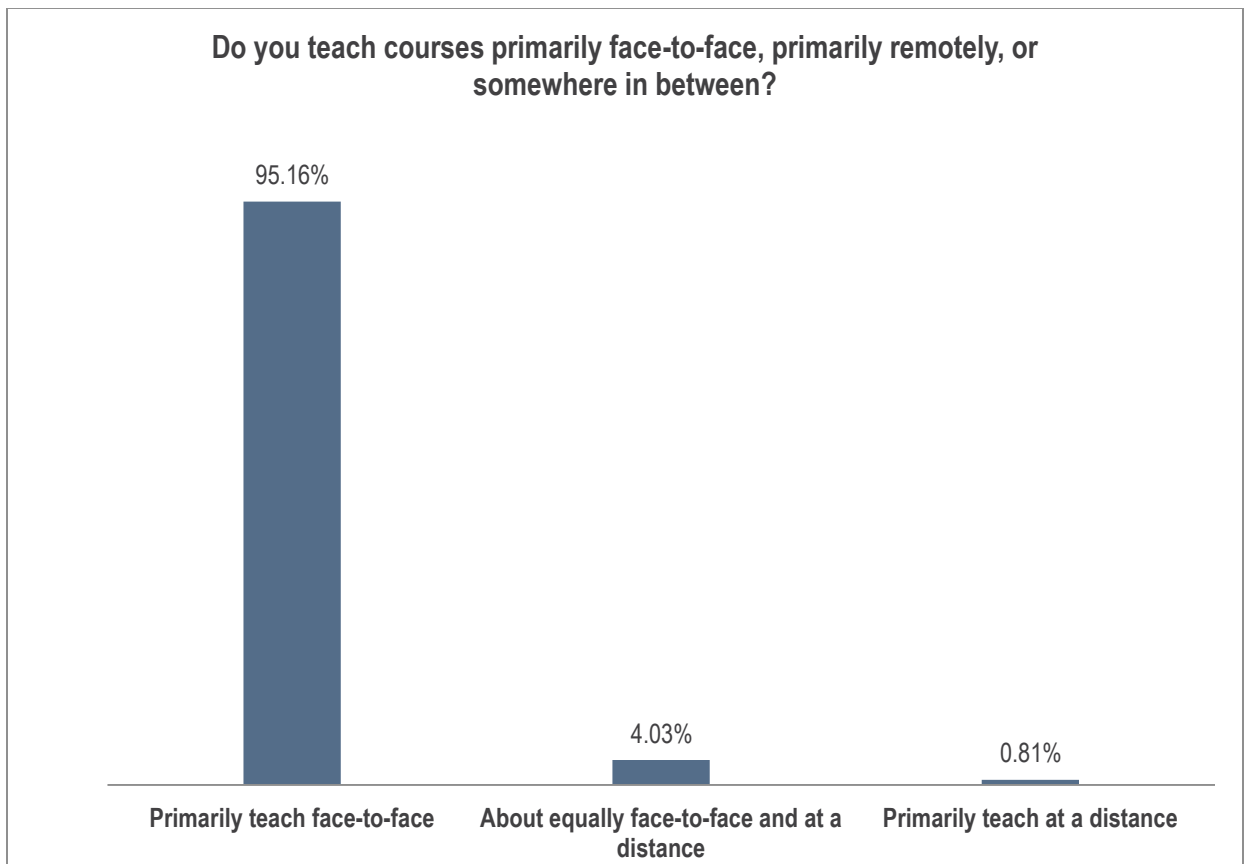
	Response	Percent
Much more as a researcher than as a teacher	40	16.26%
Somewhat more as a researcher than as a teacher	81	32.93%
About equally as a researcher and a teacher	92	37.40%
Somewhat more as a teacher than as a researcher	20	8.13%
Much more as a teacher than as a researcher	13	5.28%
	246	100.00%



D3

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	236	95.16%
About equally face-to-face and at a distance	10	4.03%
Primarily teach at a distance	2	0.81%
	248	100.00%



Embedded Data

“Years at Duke” and “Age” embedded data have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

Rank

Track

Tenure Status

Department

School

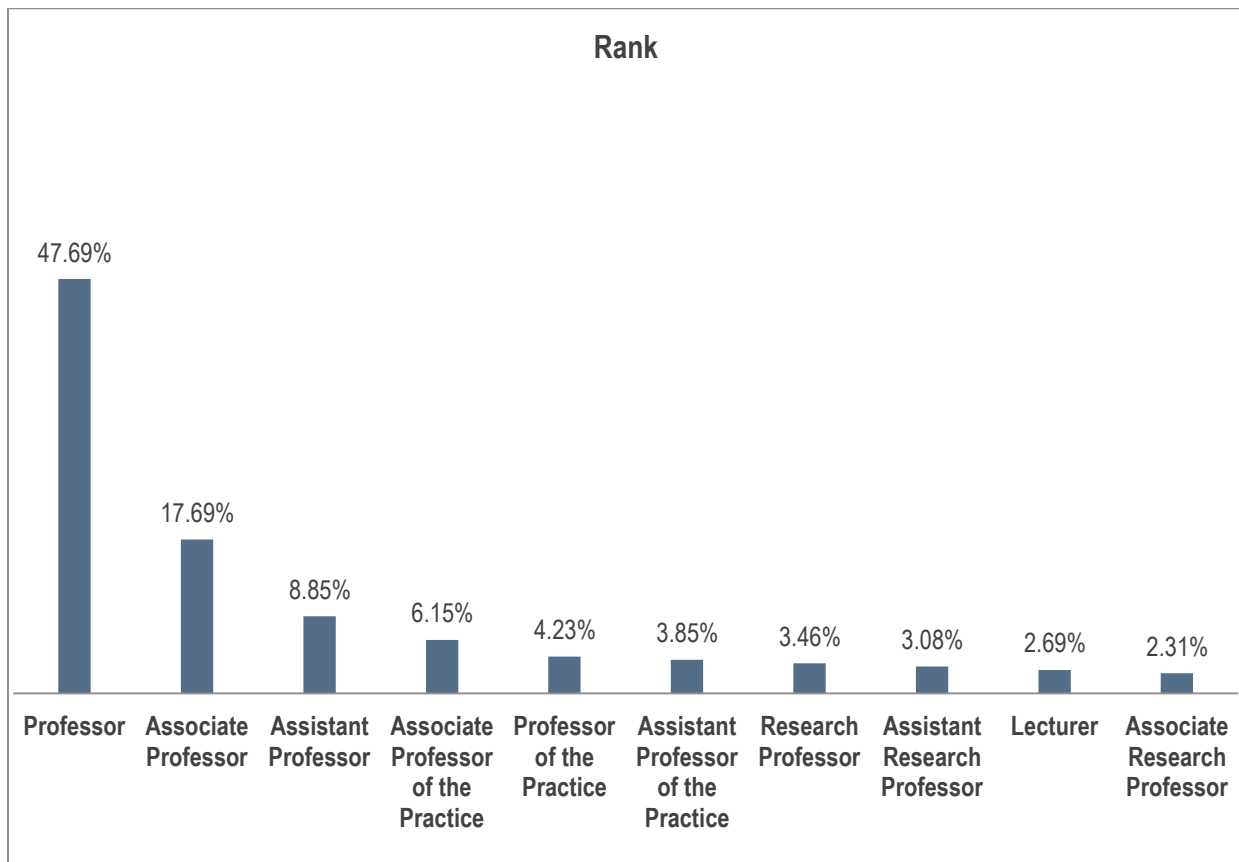
Gender

Ethnicity

Race

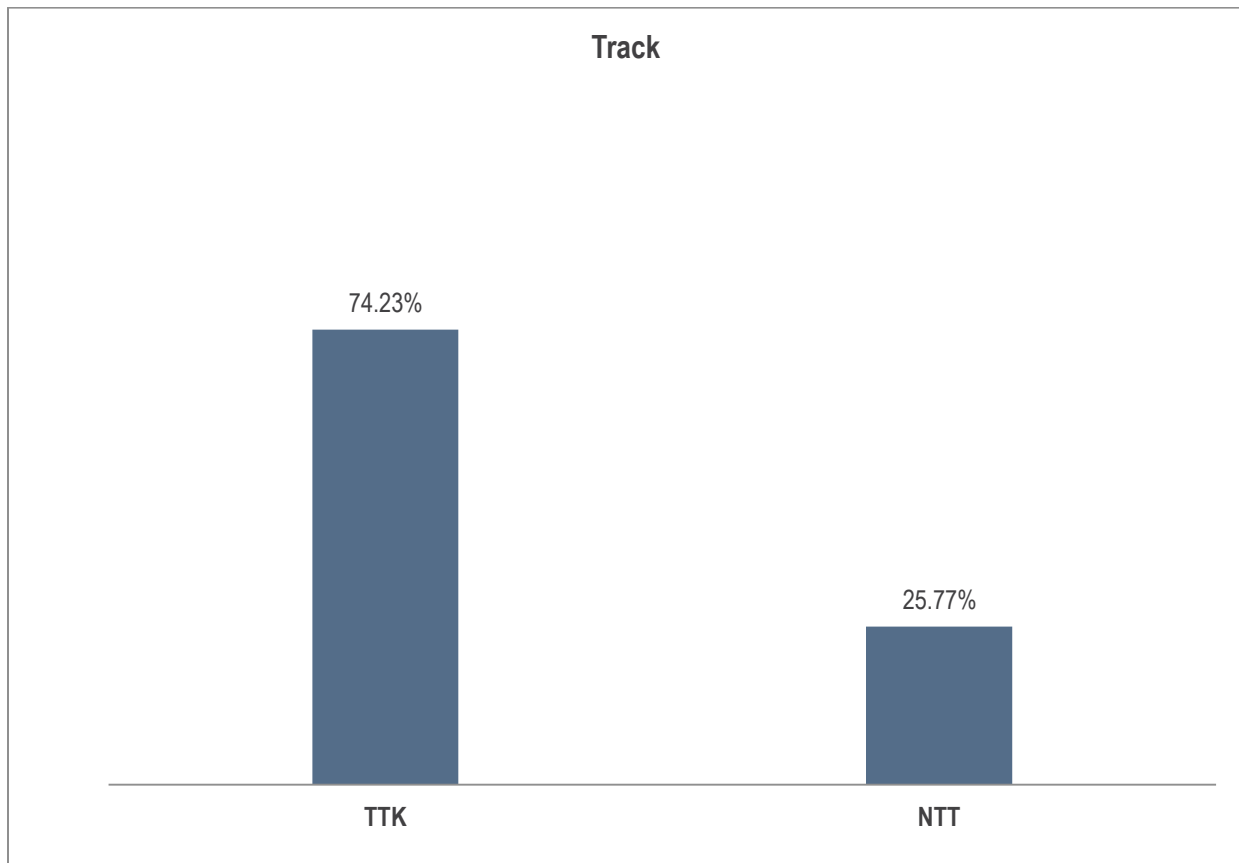
Rank

	Response	Percent
Professor	124	47.69%
Associate Professor	46	17.69%
Assistant Professor	23	8.85%
Associate Professor of the Practice	16	6.15%
Professor of the Practice	11	4.23%
Assistant Professor of the Practice	10	3.85%
Research Professor	9	3.46%
Assistant Research Professor	8	3.08%
Lecturer	7	2.69%
Associate Research Professor	6	2.31%
	260	100.00%



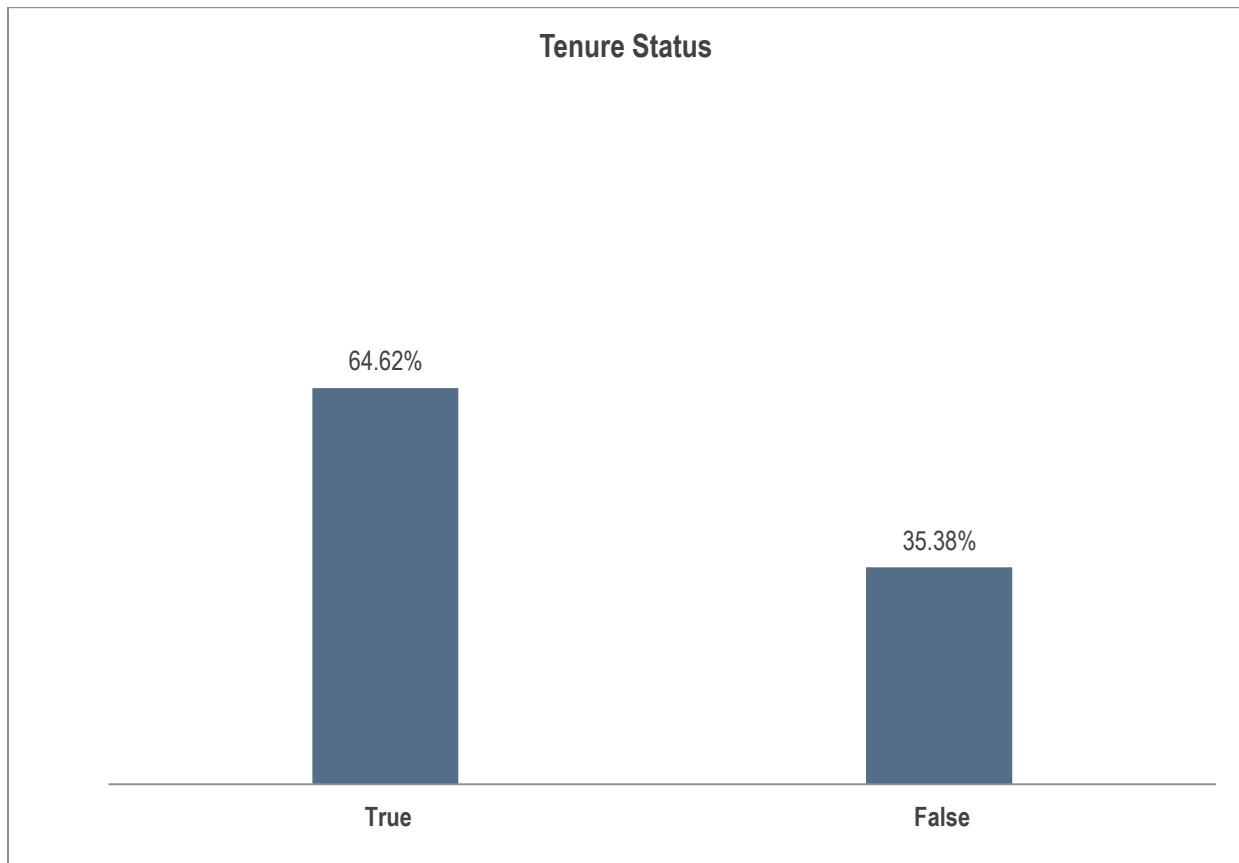
Track

	Response	Percent
Tenure Track	193	74.23%
Non Tenure Track	67	25.77%
	260	100.00%



Tenure Status

	Response	Percent
True	168	64.62%
False	92	35.38%
	260	100.00%



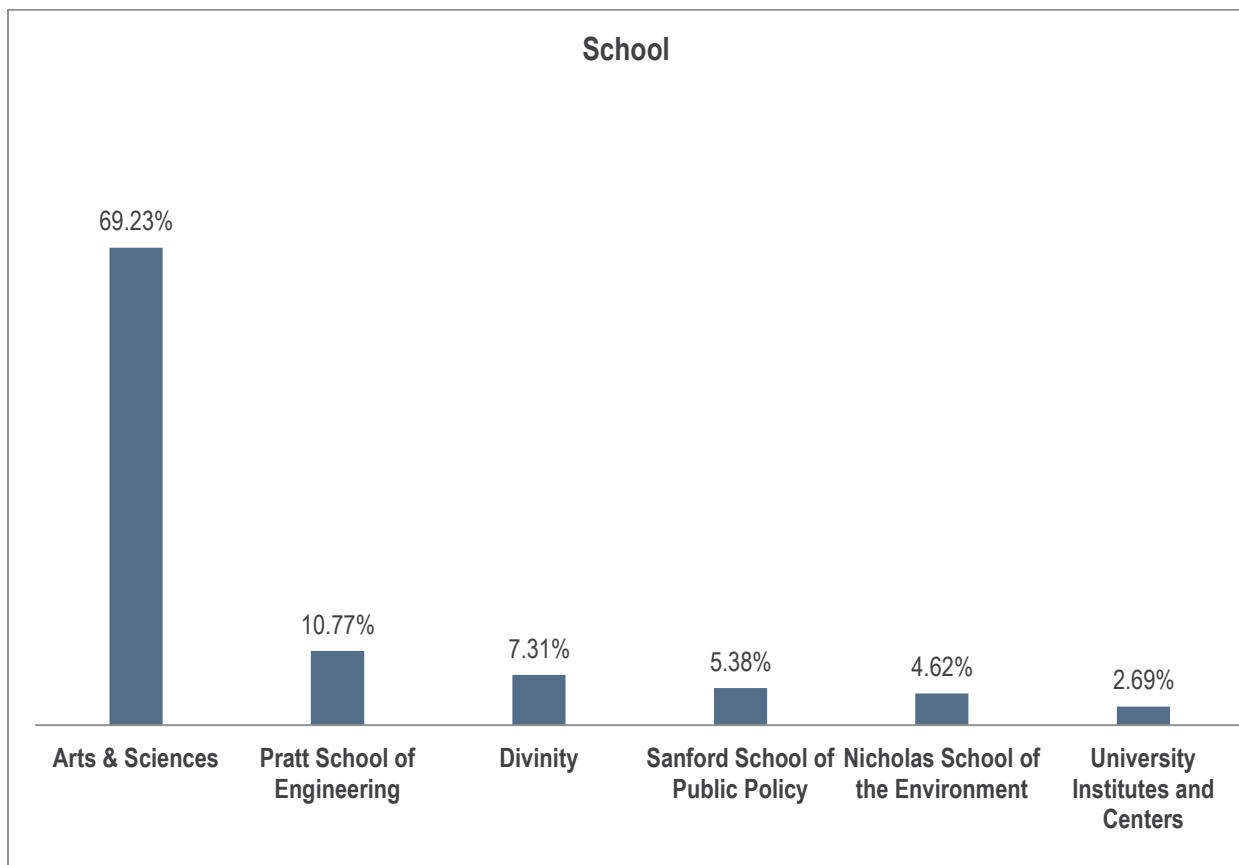
Department³

	Response	Percent
Divinity School	19	7.31%
History	16	6.15%
Biology	16	6.15%
Sanford School of Public Policy	14	5.38%
Electrical and Computer Engineering	11	4.23%
Romance Studies	11	4.23%
Art, Art History & Visual Studies	11	4.23%
English	10	3.85%
Physics	9	3.46%
Political Science	8	3.08%
Psychology and Neuroscience	8	3.08%
Classical Studies	8	3.08%
Environmental Sciences and Policy	8	3.08%
Mathematics	8	3.08%
Biomedical Engineering	7	2.69%
Civil and Environmental Engineering	7	2.69%
Sociology	6	2.31%
Economics	6	2.31%
Literature	6	2.31%
Philosophy	5	1.92%
Music	5	1.92%
Chemistry	5	1.92%
Evolutionary Anthropology	5	1.92%
Asian and Middle Eastern Studies	4	1.54%
Religious Studies	4	1.54%
Cultural Anthropology	4	1.54%
Statistical Science	4	1.54%
Education	3	1.15%
Mechanical Engineering and Materials Science	3	1.15%
Earth and Ocean Sciences	3	1.15%
Global Health Institute	3	1.15%
Slavic and Eurasian Studies	3	1.15%
Thompson Writing Program	3	1.15%
Computer Science	3	1.15%
Germanic Languages	2	0.77%
African and African American Studies	2	0.77%
Social Science Research Institute	2	0.77%
Dance	2	0.77%
Women's Studies	2	0.77%
Duke Institute for Brain Sciences	2	0.77%
International Comparative Studies	1	0.38%
Marine Science and Conservation	1	0.38%
	260	100.00%

³ Graph has been omitted due to size.

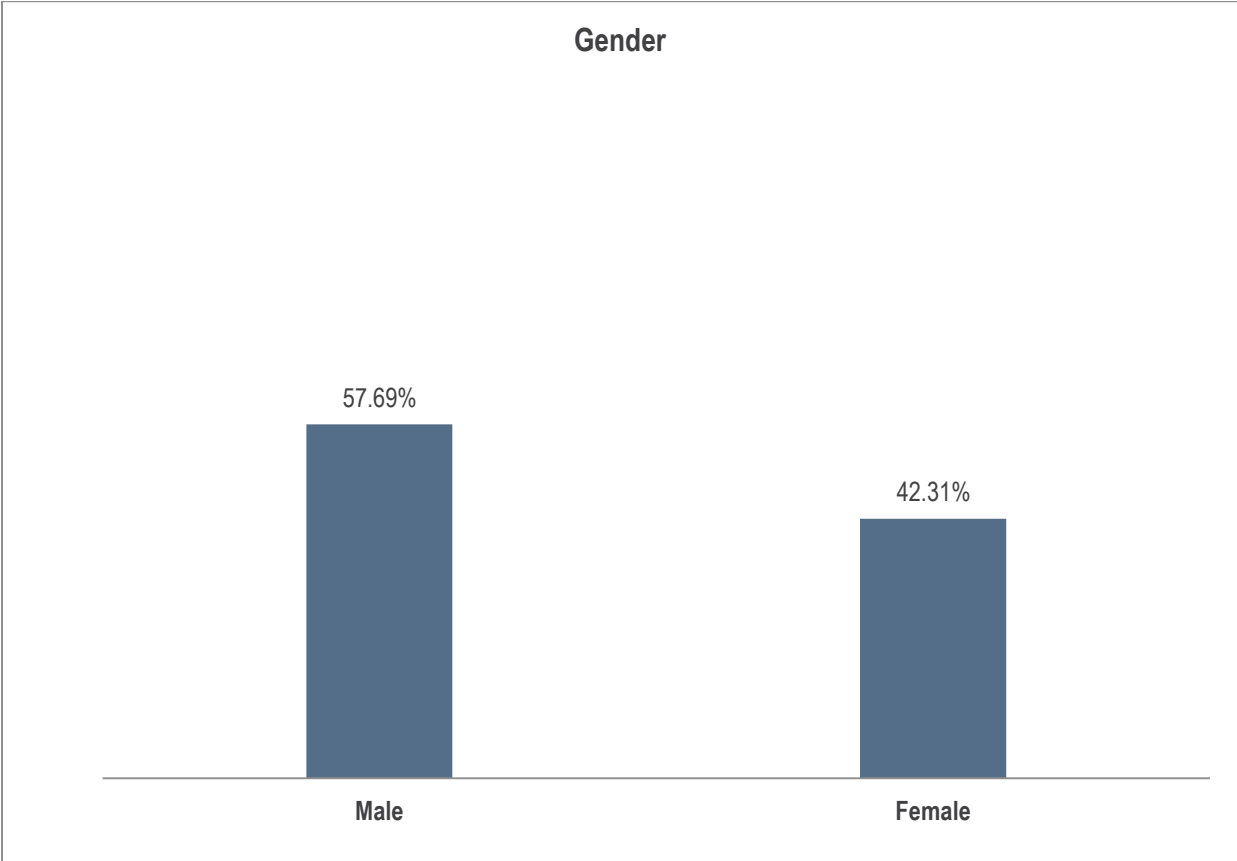
School

	Response	Percent
Arts & Sciences	180	69.23%
Pratt School of Engineering	28	10.77%
Divinity	19	7.31%
Sanford School of Public Policy	14	5.38%
Nicholas School of the Environment	12	4.62%
University Institutes and Centers	7	2.69%
	260	100.00%



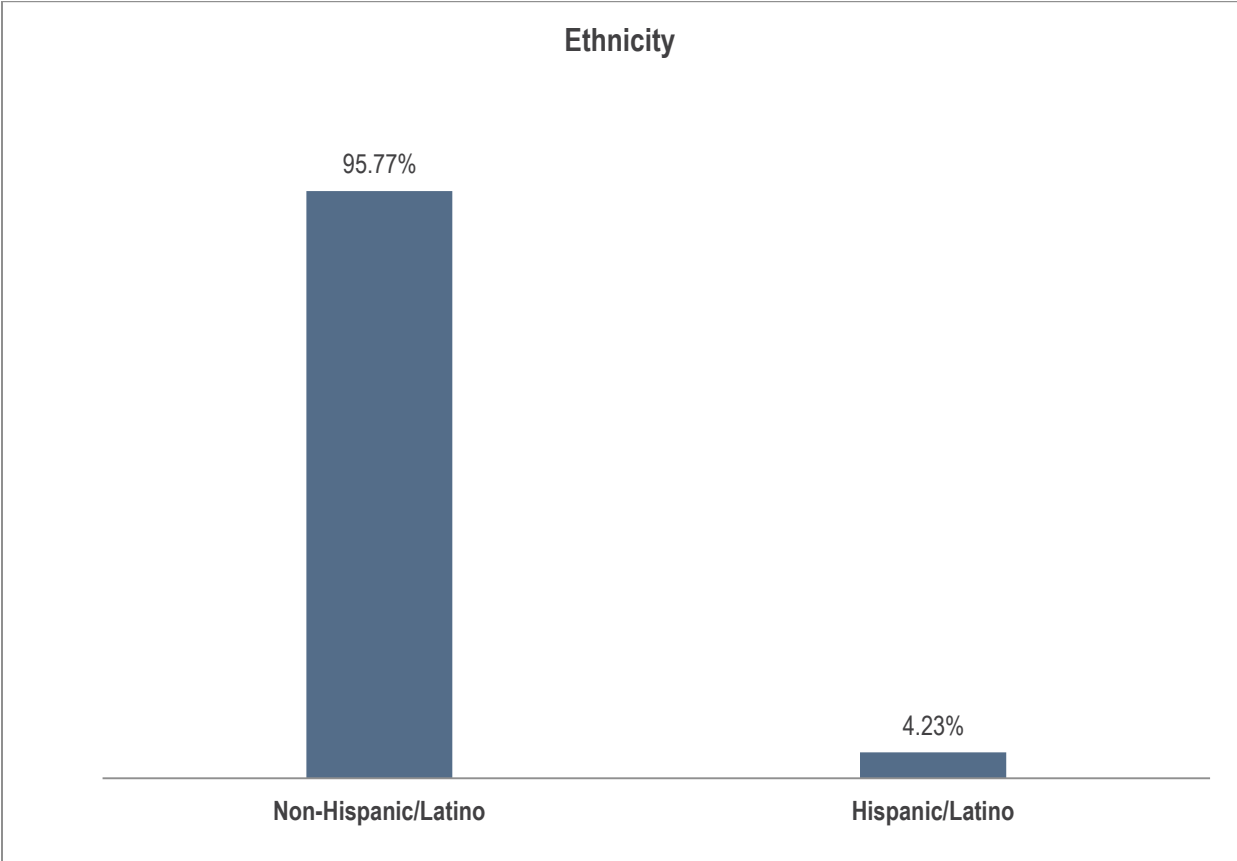
Gender

	Response	Percent
Male	150	57.69%
Female	110	42.31%
	260	100.00%



Ethnicity

	Response	Percent
Non-Hispanic/Latino	249	95.77%
Hispanic/Latino	11	4.23%
	260	100.00%



Race

	Response	Percent
White	217	86.11%
Asian	23	9.13%
Black or African American	12	4.76%
	252	100.00%

