



ITHAKA S+R

Utah State University
Faculty Survey:
Report of Findings

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Overview

The Utah State University implementation of the Ithaka S+R Faculty Survey was launched on April 8th, 2019, and was closed to new responses on May 15th, 2019, with a total of 291 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; faculty member's instructional practices, including OER and learning analytics; and faculty members' impressions and usage of support services. The following report provides a high-level overview of findings from the Utah State University faculty survey.¹

Details

1,225 Utah State University faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. Faculty members were not offered an incentive for participation. One email reminders were sent before the close of the survey.

In total, 445 respondents clicked the survey link (about 36% of those who received the email invitation), with 384 of those starting the survey (about 31%) and 291 of those respondents completing the survey, for an overall response rate of about 24%. Due to the survey flow and skip patterns, not all Utah State University faculty respondents received every question in the survey.

How to interpret the findings

For each question in the Utah State 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 Nicole Betancourt, Ithaka S+R Assessment Associate, at nicole.betancourt@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.

Core National Questionnaire

Q1

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:

Q2

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]

Q3

Please use the 10 to 1 scales below to indicate how well each statement 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.

Q4

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.

Q5

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]

Q6

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?

Q7

Please indicate which, if any, of the following are among your professional responsibilities.

Q8 [Contingent on R conducting academic research]

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

Q9 [Contingent on R conducting academic research]

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.

Q10 [Contingent on R conducting academic research]

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]

Q11 [Contingent on R conducting academic research]

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]

Q12 [Contingent on R conducting academic research]

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

Q13 [Contingent on R conducting academic research]

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]

Q14 [Contingent on R conducting academic research]

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

Q15 [Contingent on R conducting academic research] [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:

Q16 [Contingent on R conducting academic research] [Multiple selections possible]

Which of the following types of research publications and products do you produce? Please select all that apply.

Q17 [Contingent – if R answers “yes” to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution’s repository, [DigitalCommons@USU], a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

Q18 [Contingent on R conducting academic research]

In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

Q19 [Contingent on selections of “yes” to Q16 – only options that R selects as “yes” will be pulled into this question]

When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, 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.

Q20

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.

Q21 [Contingent on R selecting at least one option from Q15]

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]

Q22 [Contingent on R selecting at least one option from Q15]

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

Q23 [Contingent on R selecting at least one option from Q15] [Multiple selections possible]

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

Q24 [Contingent on R selecting at least one option from Q15]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

Q26

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]

Q27

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

Q28 [Teaching is among R's professional responsibilities] [Multiple selections possible]

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

Q29 [Contingent on R selecting "lower division" or "upper division" in previous Q]

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

Q30 [R has taught any type of course in past 2 years]

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]

Q31 [R has taught any type of course in past 2 years]

Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

Q32 [R has taught any type of course in past 2 years]

Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q33 [R has taught any type of course in past 2 years]

Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

Q34 [R has taught any type of course in past 2 years]

Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

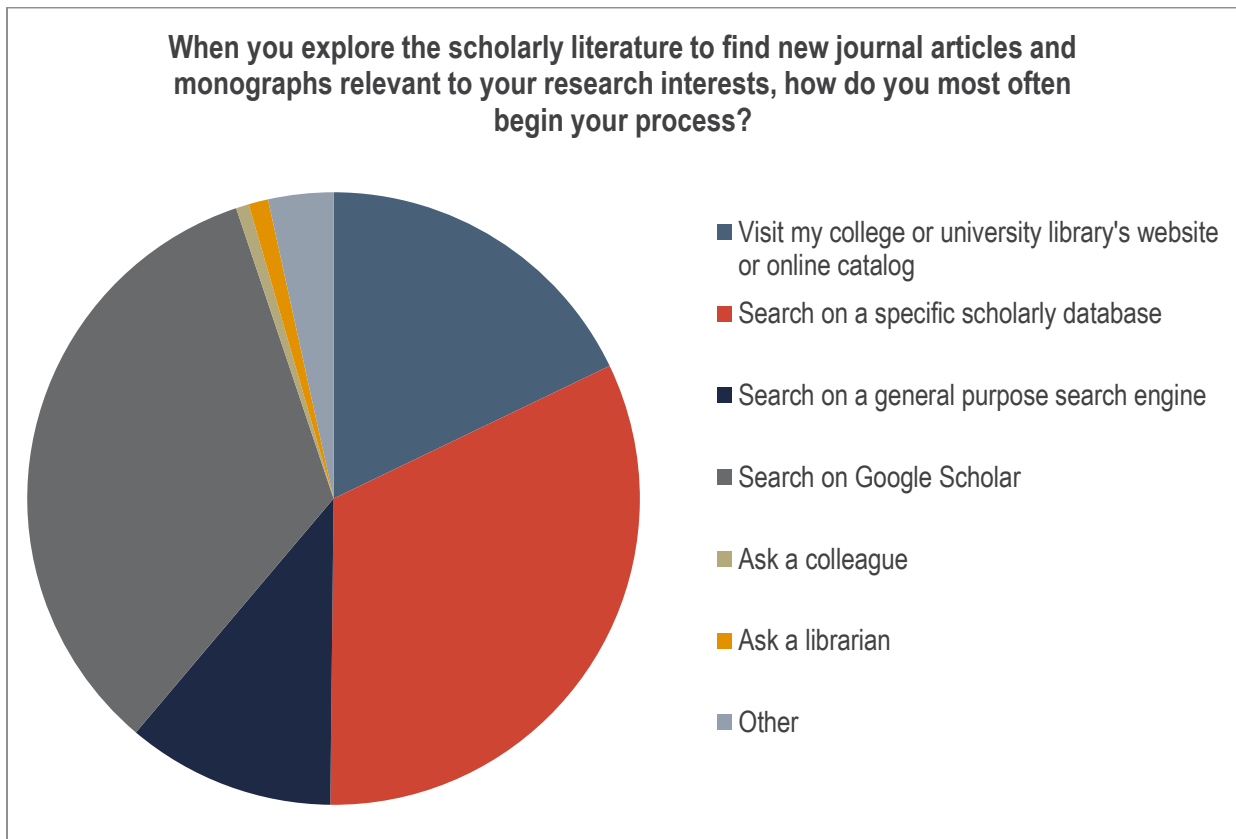
Q35 [R has taught any type of course in past 2 years]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q1

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	52	17.87%
Search on a specific scholarly database	94	32.30%
Search on a general purpose search engine	32	11.00%
Search on Google Scholar	98	33.68%
Ask a colleague	2	0.69%
Ask a librarian	3	1.03%
Other	10	3.44%
	291	100.00%



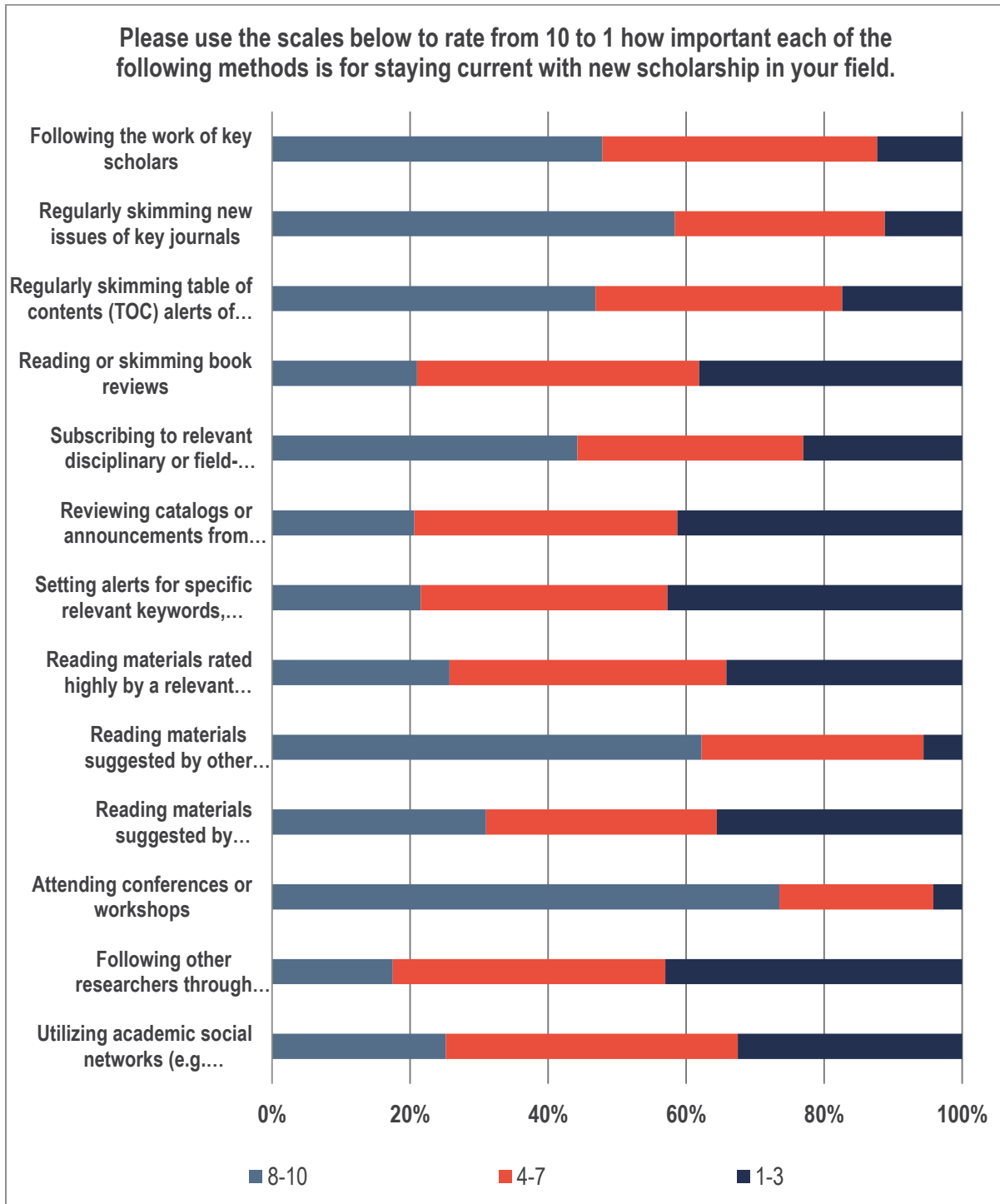
Q2

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	47.89%	39.79%	12.32%	284
Regularly skimming new issues of key journals	58.39%	30.42%	11.19%	286
Regularly skimming table of contents (TOC) alerts of key journals	46.88%	35.76%	17.36%	288
Reading or skimming book reviews	20.98%	40.91%	38.11%	286
Subscribing to relevant disciplinary or field-specific email listservs	44.25%	32.75%	23.00%	287
Reviewing catalogs or announcements from scholarly publishers	20.63%	38.11%	41.26%	286
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	21.53%	35.76%	42.71%	288
Reading materials rated highly by a relevant repository or scholarly tool	25.70%	40.14%	34.15%	284
Reading materials suggested by other scholars	62.24%	32.17%	5.59%	286
Reading materials suggested by personalized search engine recommendations	30.99%	33.45%	35.56%	284
Attending conferences or workshops	73.52%	22.30%	4.18%	287
Following other researchers through blogs or social media	17.48%	39.51%	43.01%	286
Utilizing academic social networks (e.g. Academia.edu, ResearchGate)	25.17%	42.31%	32.52%	286

Q2

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]



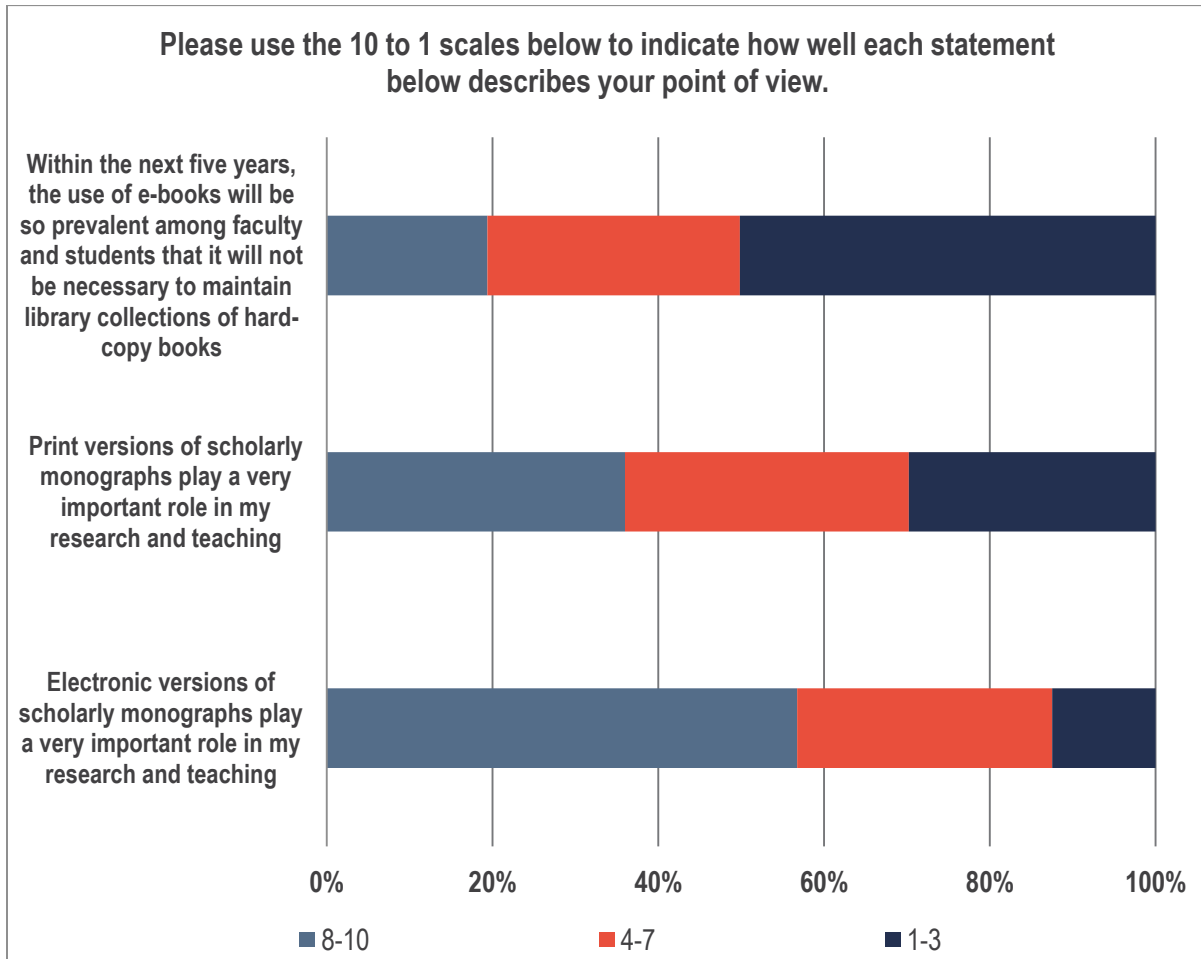
Q3

Please use the 10 to 1 scales below to indicate how well each statement 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	19.38%	30.45%	50.17%	289
Print versions of scholarly monographs play a very important role in my research and teaching	35.99%	34.26%	29.76%	289
Electronic versions of scholarly monographs play a very important role in my research and teaching	56.75%	30.80%	12.46%	289

Q3

Please use the 10 to 1 scales below to indicate how well each statement 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.



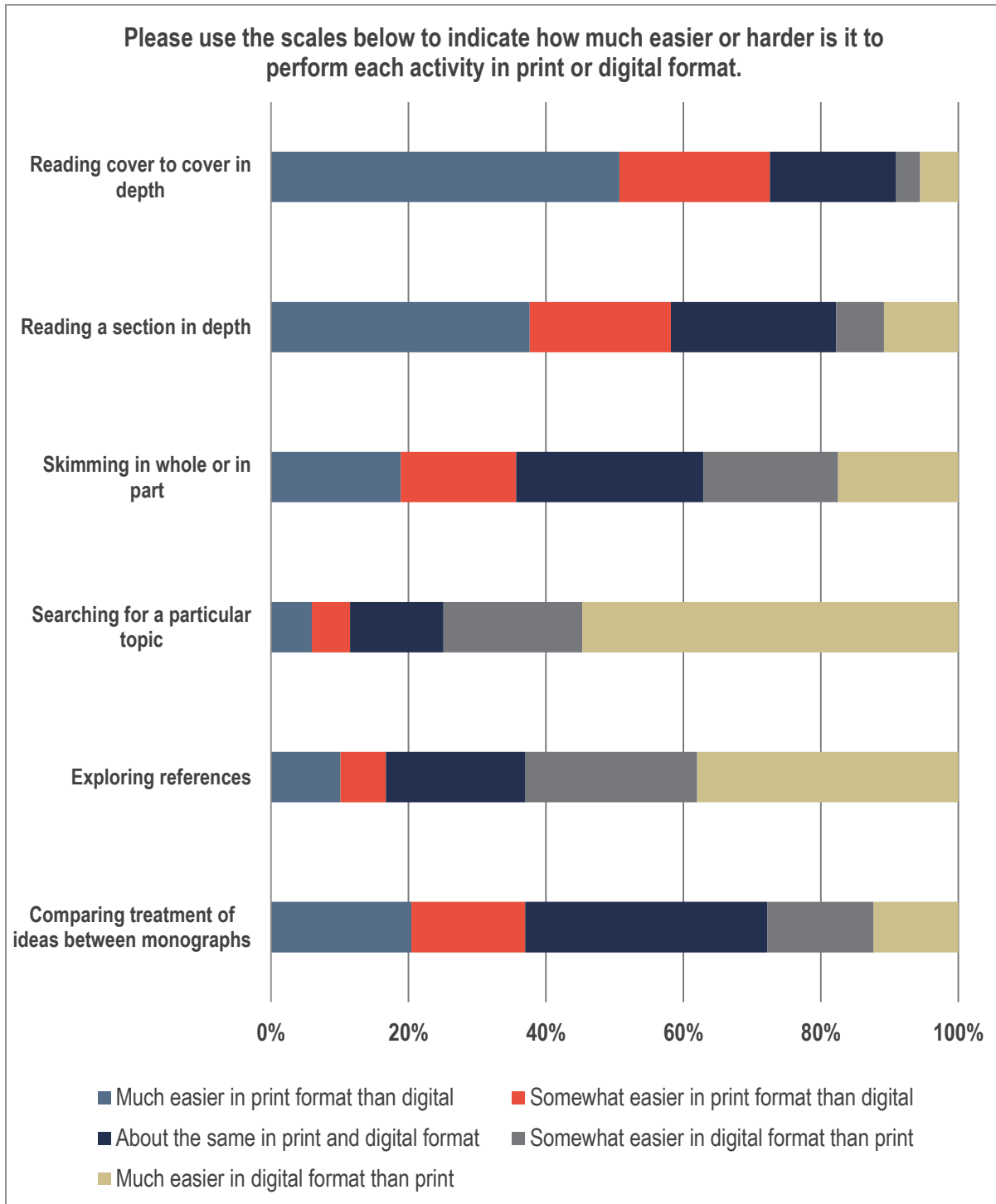
Q4

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	50.69%	21.88%	18.40%	3.47%	5.56%	288
Reading a section in depth	37.63%	20.56%	24.04%	6.97%	10.80%	287
Skimming in whole or in part	18.88%	16.78%	27.27%	19.58%	17.48%	286
Searching for a particular topic	5.92%	5.57%	13.59%	20.21%	54.70%	287
Exploring references	10.10%	6.62%	20.21%	25.09%	37.98%	287
Comparing treatment of ideas between monographs	20.42%	16.55%	35.21%	15.49%	12.32%	284

Q4

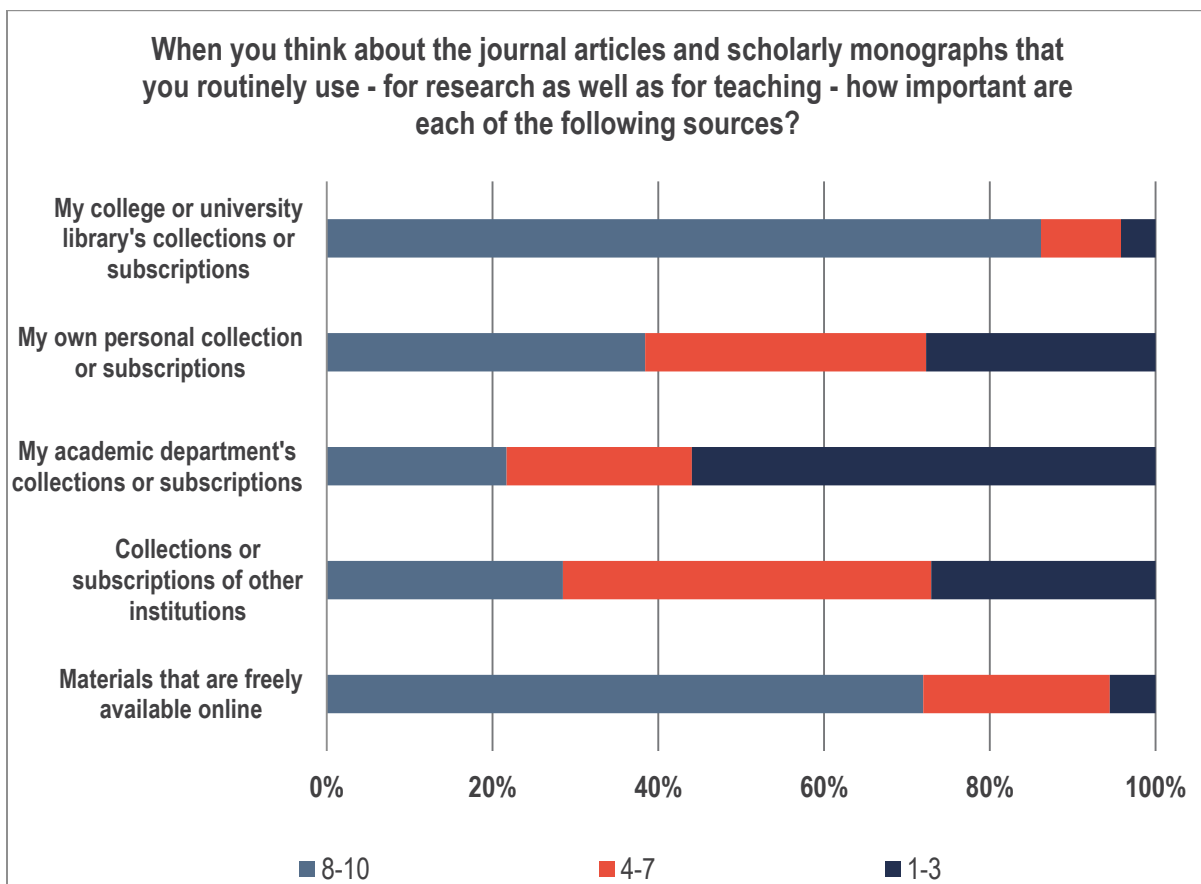
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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



Q5

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	86.16%	9.69%	4.15%	289
My own personal collection or subscriptions	38.41%	33.91%	27.68%	289
My academic department's collections or subscriptions	21.68%	22.38%	55.94%	286
Collections or subscriptions of other institutions	28.47%	44.44%	27.08%	288
Materials that are freely available online	71.97%	22.49%	5.54%	289



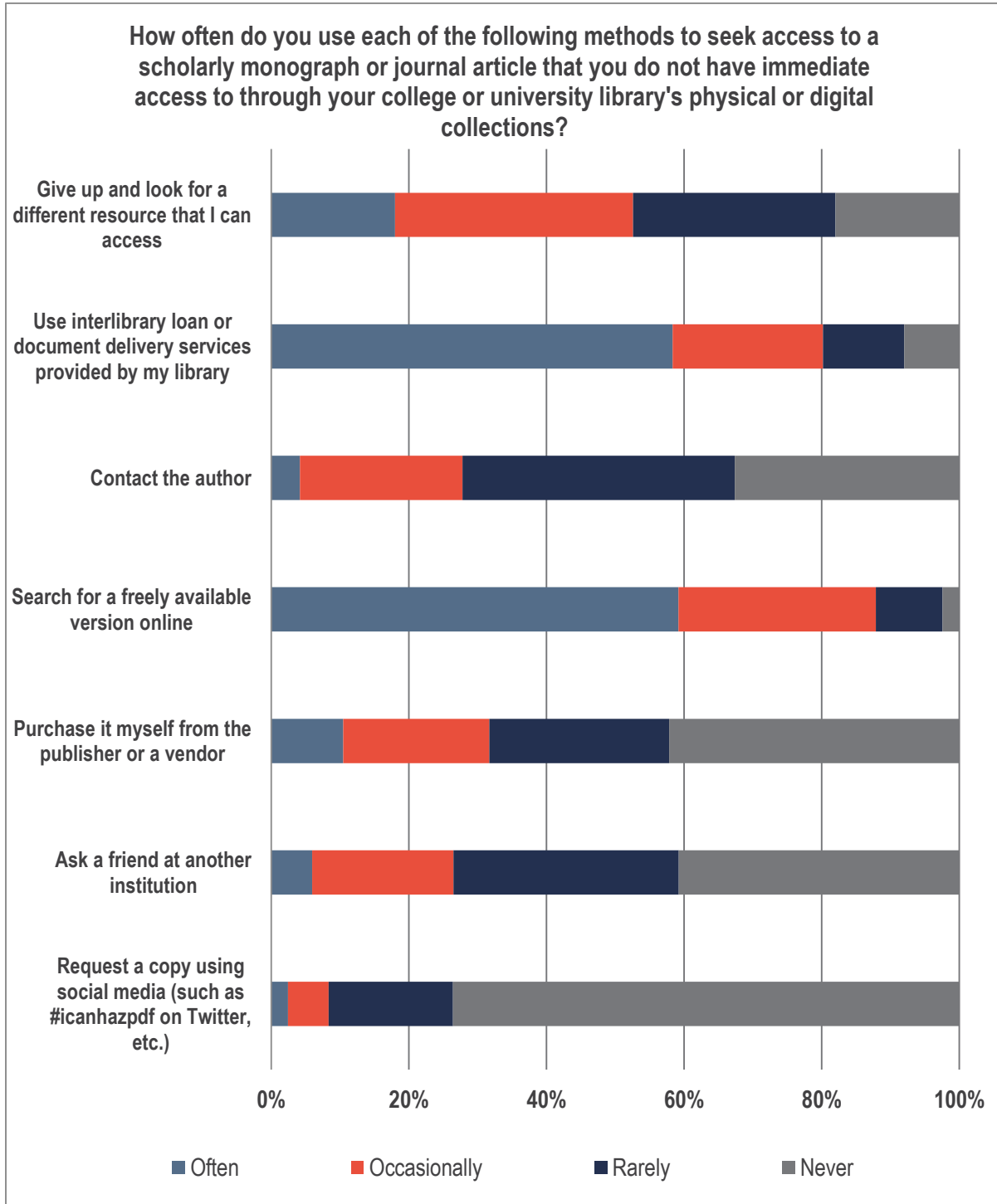
Q6

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	17.99%	34.60%	29.41%	17.99%	289
Use interlibrary loan or document delivery services provided by my library	58.33%	21.88%	11.81%	7.99%	288
Contact the author	4.17%	23.61%	39.58%	32.64%	288
Search for a freely available version online	59.17%	28.72%	9.69%	2.42%	289
Purchase it myself from the publisher or a vendor	10.45%	21.25%	26.13%	42.16%	287
Ask a friend at another institution	5.92%	20.56%	32.75%	40.77%	287
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	2.43%	5.90%	18.06%	73.61%	288

Q6

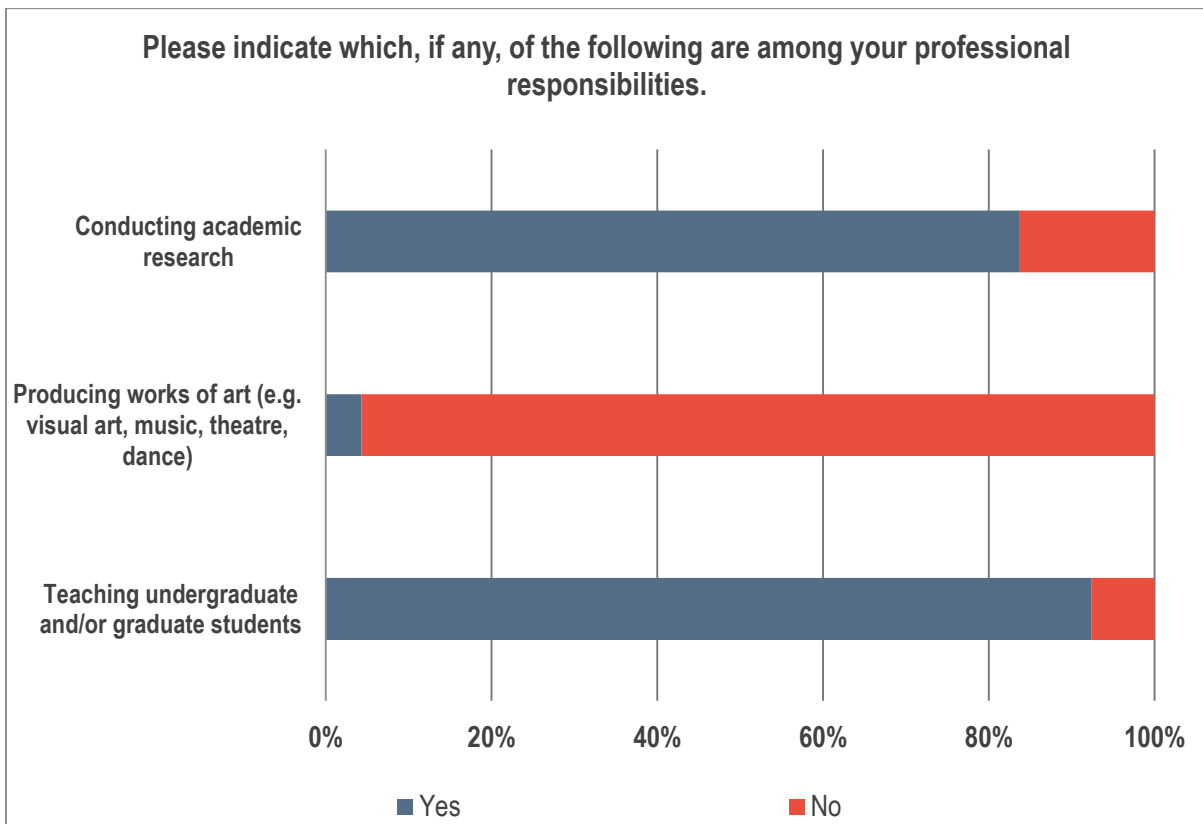
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q7

Please indicate which, if any, of the following are among your professional responsibilities.

	Yes	No	Response
Conducting academic research	83.74%	16.26%	289
Producing works of art (e.g. visual art, music, theatre, dance)	4.30%	95.70%	279
Teaching undergraduate and/or graduate students	92.36%	7.64%	288



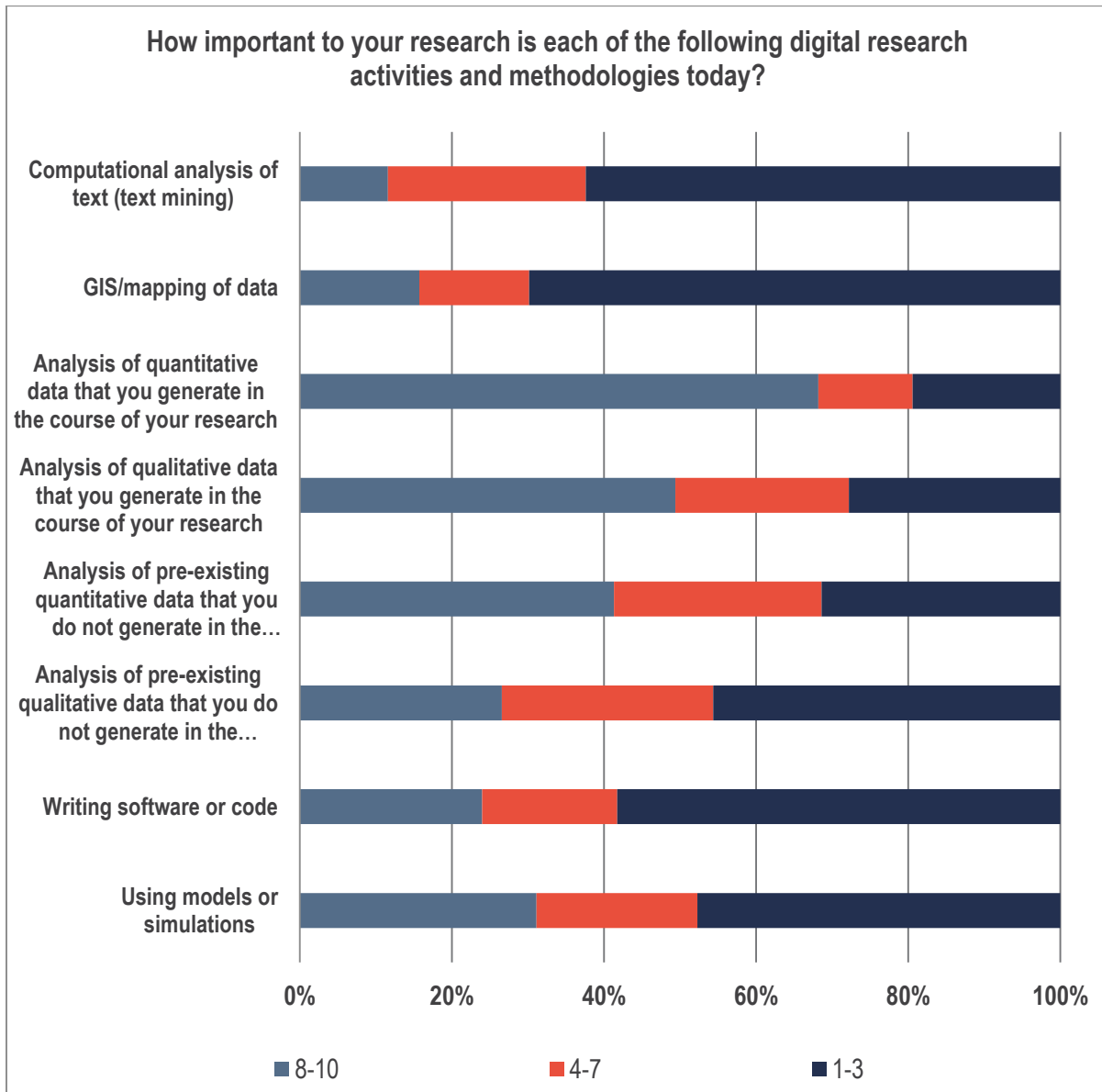
Q8 [Contingent on R conducting academic research]

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)	11.57%	26.03%	62.40%	242
GIS/mapping of data	15.70%	14.46%	69.83%	242
Analysis of quantitative data that you generate in the course of your research	68.18%	12.40%	19.42%	242
Analysis of qualitative data that you generate in the course of your research	49.38%	22.82%	27.80%	241
Analysis of pre-existing quantitative data that you do not generate in the course of your research	41.32%	27.27%	31.40%	242
Analysis of pre-existing qualitative data that you do not generate in the course of your research	26.56%	27.80%	45.64%	241
Writing software or code	23.97%	17.77%	58.26%	242
Using models or simulations	31.12%	21.16%	47.72%	241

Q8 [Contingent on R conducting academic research]

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



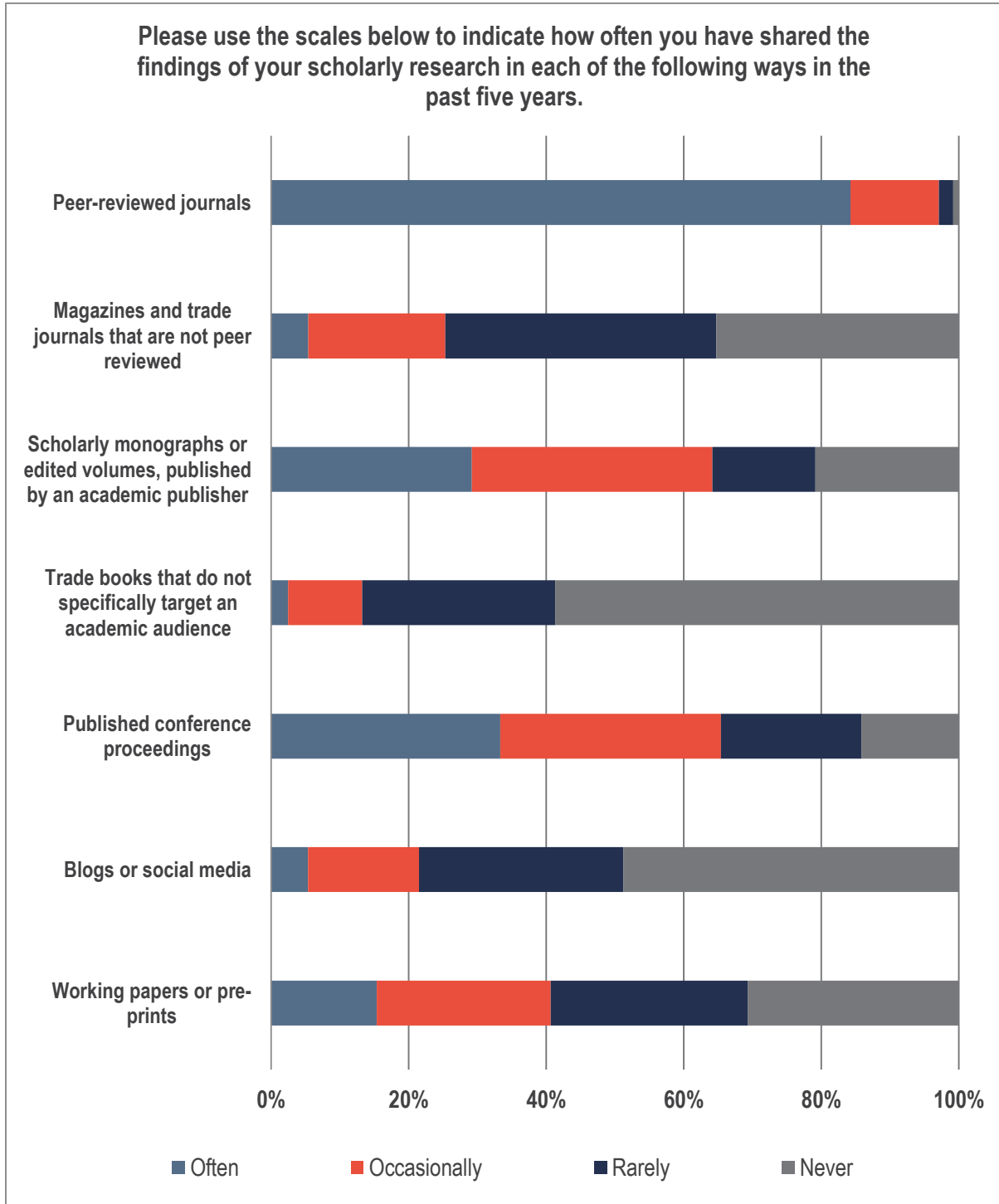
Q9 [Contingent on R conducting academic research]

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	84.23%	12.86%	2.07%	0.83%	241
Magazines and trade journals that are not peer reviewed	5.39%	19.92%	39.42%	35.27%	241
Scholarly monographs or edited volumes, published by an academic publisher	29.17%	35.00%	15.00%	20.83%	240
Trade books that do not specifically target an academic audience	2.48%	10.74%	28.10%	58.68%	242
Published conference proceedings	33.33%	32.08%	20.42%	14.17%	240
Blogs or social media	5.37%	16.12%	29.75%	48.76%	242
Working papers or pre-prints	15.35%	25.31%	28.63%	30.71%	241

Q9 [Contingent on R conducting academic research]

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.



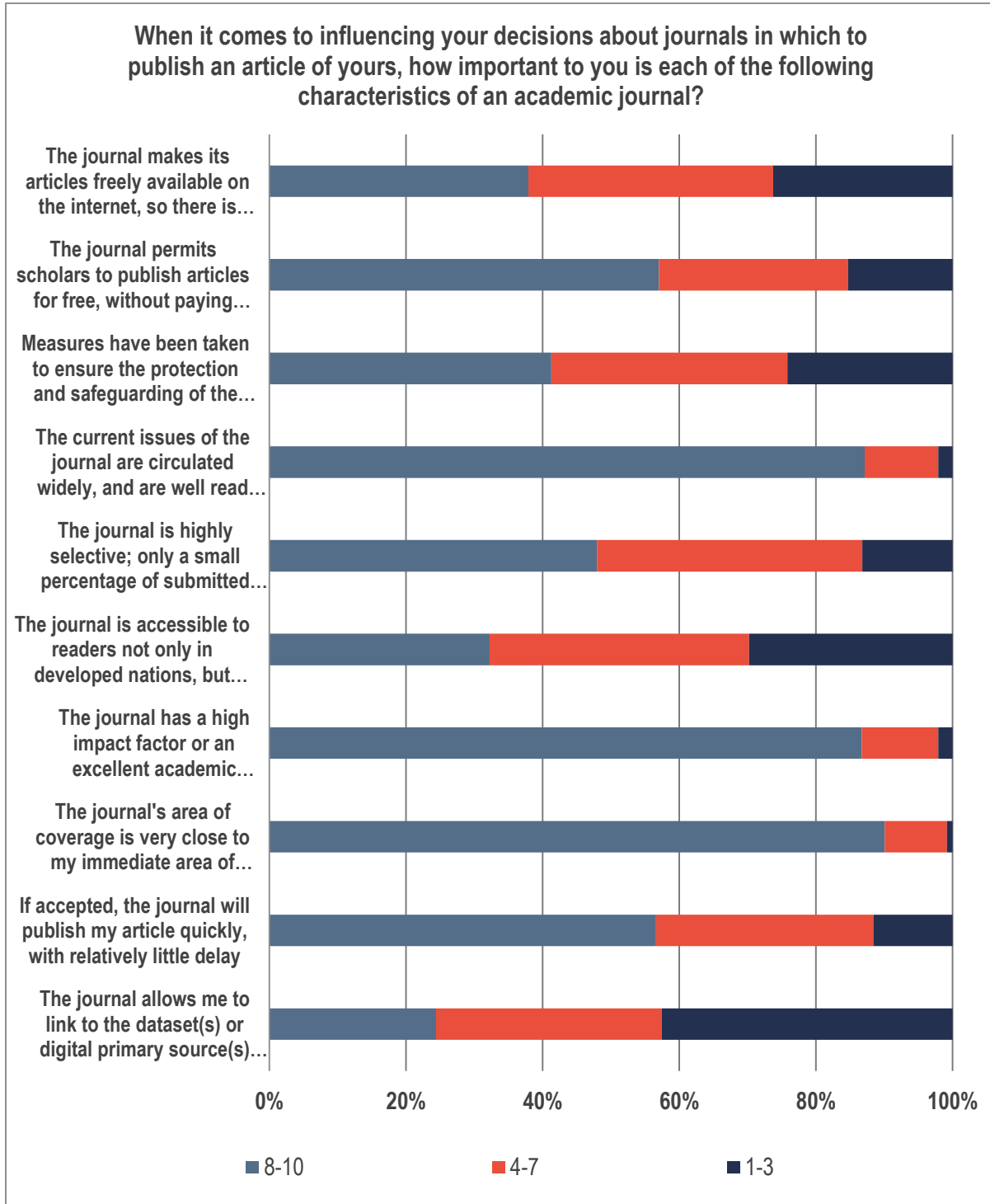
Q10 [Contingent on R conducting academic research]

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	37.92%	35.83%	26.25%	240
The journal permits scholars to publish articles for free, without paying page or article charges	57.02%	27.69%	15.29%	242
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	41.25%	34.58%	24.17%	240
The current issues of the journal are circulated widely, and are well read by scholars in your field	87.14%	10.79%	2.07%	241
The journal is highly selective; only a small percentage of submitted articles are published	47.93%	38.84%	13.22%	242
The journal is accessible to readers not only in developed nations, but also in developing nations	32.23%	38.02%	29.75%	242
The journal has a high impact factor or an excellent academic reputation	86.72%	11.20%	2.07%	241
The journal's area of coverage is very close to my immediate area of research	90.08%	9.09%	0.83%	242
If accepted, the journal will publish my article quickly, with relatively little delay	56.61%	31.82%	11.57%	242
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	24.38%	33.06%	42.56%	242

Q10 [Contingent on R conducting academic research]

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]



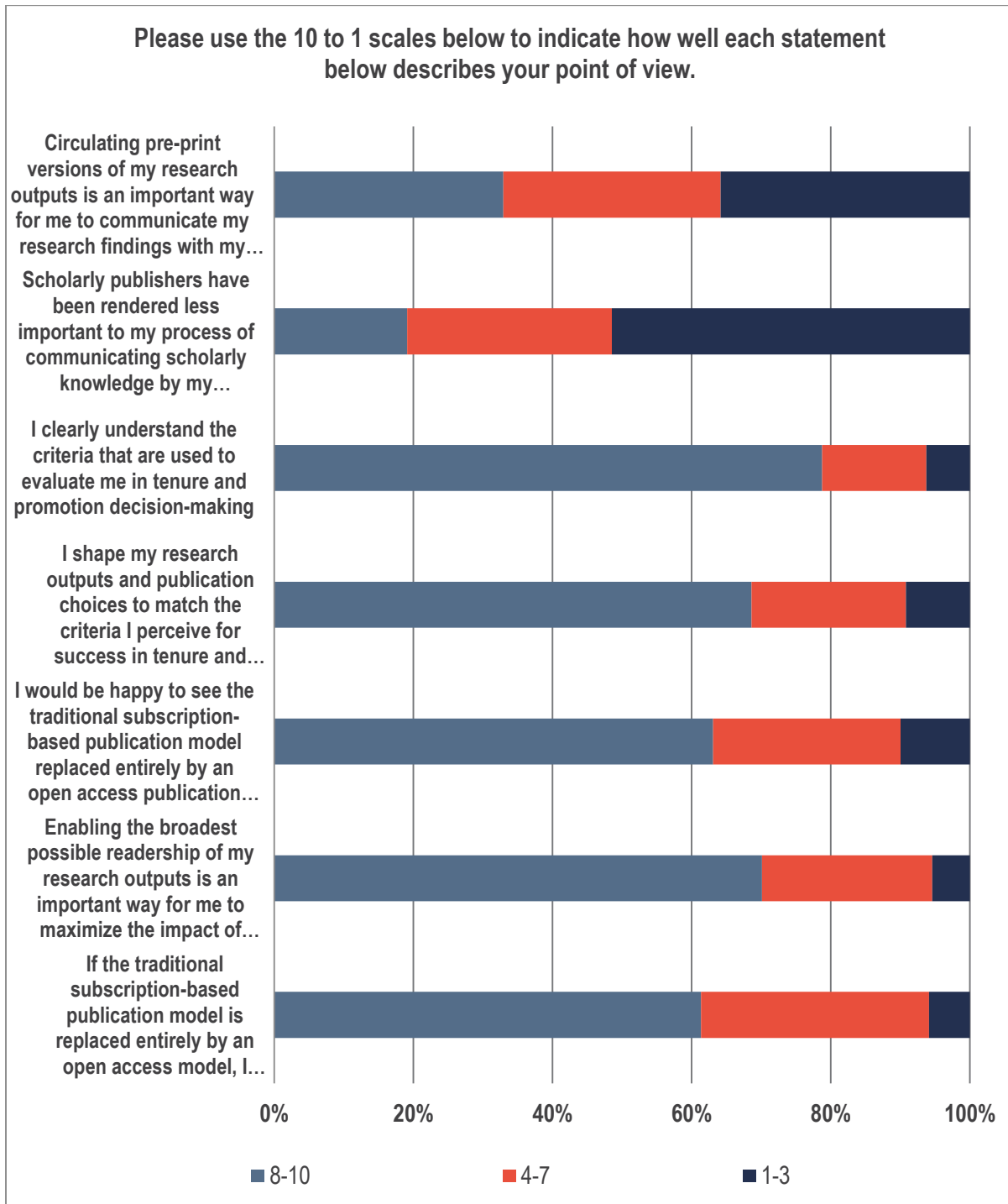
Q11 [Contingent on R conducting academic research]

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	32.92%	31.25%	35.83%	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	19.09%	29.46%	51.45%	241
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	78.75%	15.00%	6.25%	240
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	68.62%	22.18%	9.21%	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	63.07%	26.97%	9.96%	241
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	70.12%	24.48%	5.39%	241
If the traditional subscription-based publication model is replaced entirely by an open access model, I would be happy to see the same publishers stay involved in the open access model	61.34%	32.77%	5.88%	238

Q11 [Contingent on R conducting academic research]

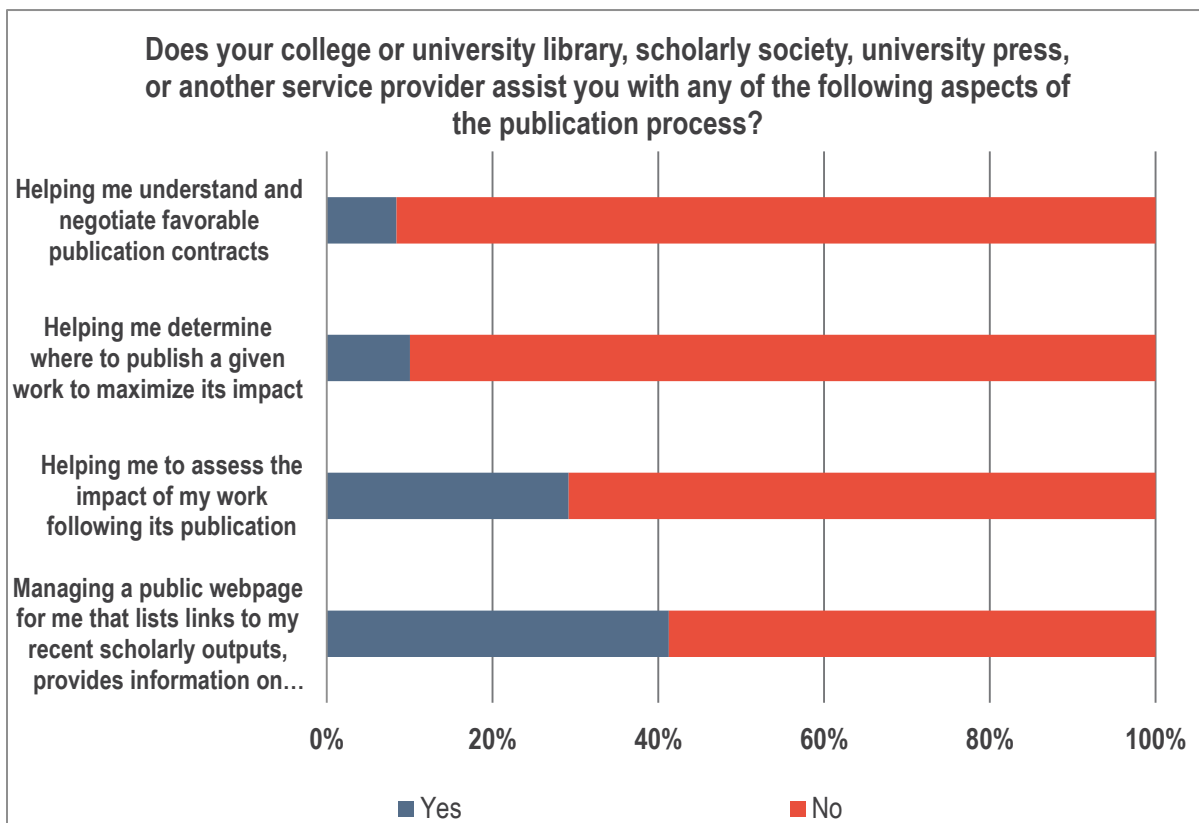
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q12 [Contingent on R conducting academic research]

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	8.40%	91.60%	238
Helping me determine where to publish a given work to maximize its impact	10.04%	89.96%	239
Helping me to assess the impact of my work following its publication	29.17%	70.83%	240
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	41.25%	58.75%	240



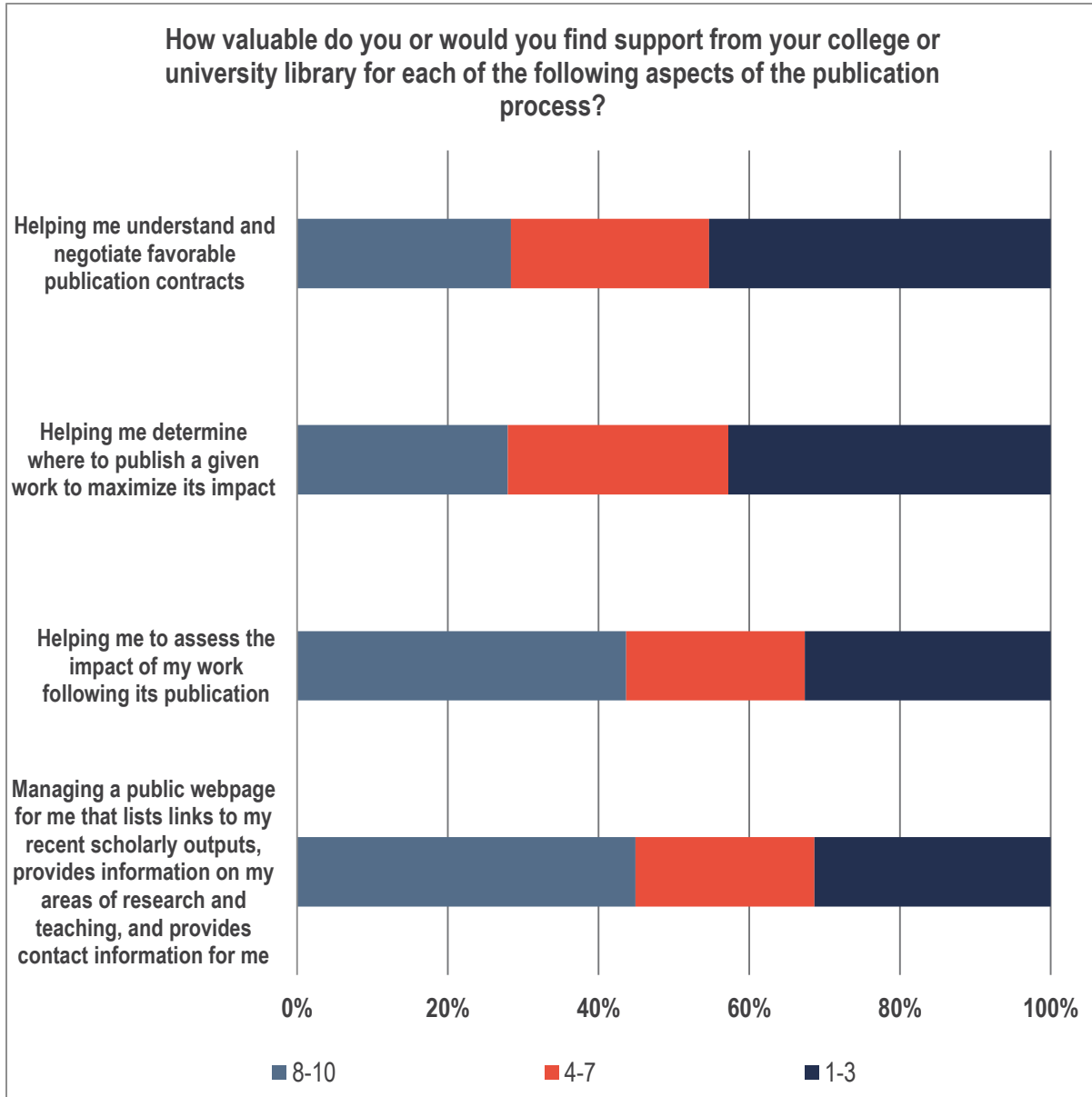
Q13 [Contingent on R conducting academic research]

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	28.39%	26.27%	45.34%	236
Helping me determine where to publish a given work to maximize its impact	27.97%	29.24%	42.80%	236
Helping me to assess the impact of my work following its publication	43.64%	23.73%	32.63%	236
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	44.92%	23.73%	31.36%	236

Q13 [Contingent on R conducting academic research]

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]



Q14 [Contingent on R conducting academic research]

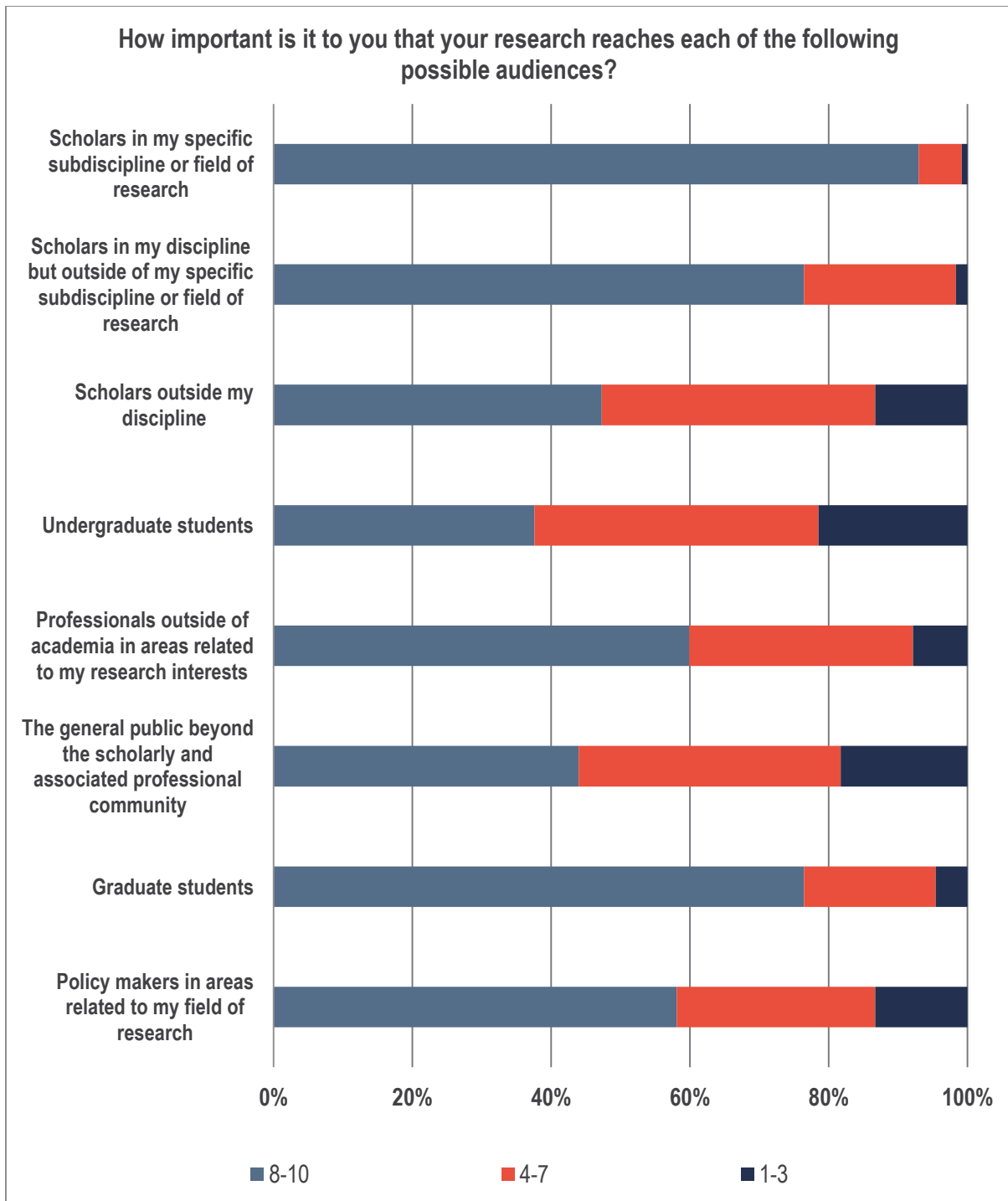
How important is it to you that your research reaches each of the following possible audiences?

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

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	92.98%	6.20%	0.83%	242
Scholars in my discipline but outside of my specific subdiscipline or field of research	76.45%	21.90%	1.65%	242
Scholars outside my discipline	47.30%	39.42%	13.28%	241
Undergraduate students	37.60%	40.91%	21.49%	242
Professionals outside of academia in areas related to my research interests	59.92%	32.23%	7.85%	242
The general public beyond the scholarly and associated professional community	43.98%	37.76%	18.26%	241
Graduate students	76.45%	19.01%	4.55%	242
Policy makers in areas related to my field of research	58.09%	28.63%	13.28%	241

Q14 [Contingent on R conducting academic research]

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

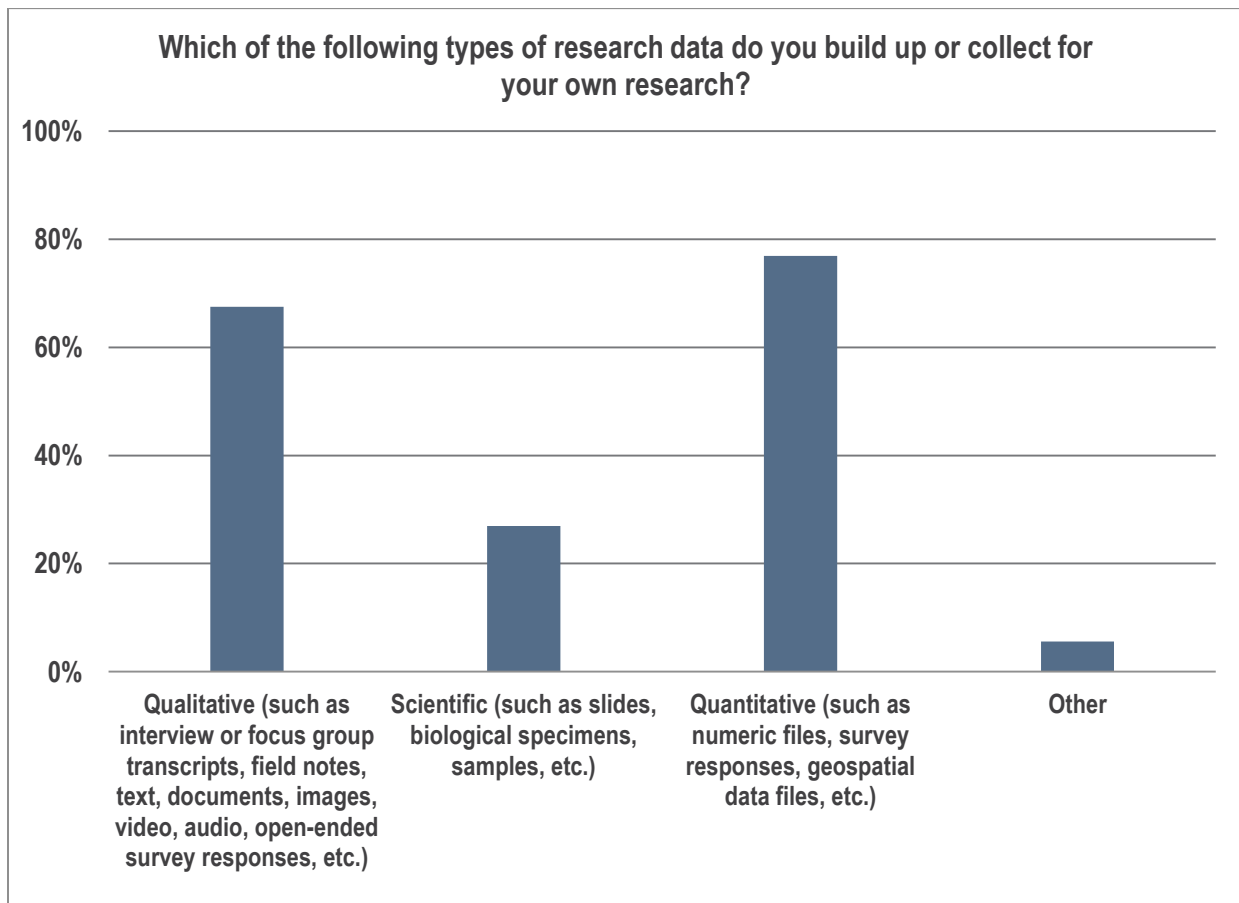


Q15 [Contingent on R conducting academic research] [Multiple selections possible]

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 interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	158	67.52%
Scientific (such as slides, biological specimens, samples, etc.)	63	26.92%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	180	76.92%
Other	13	5.56%
	414	

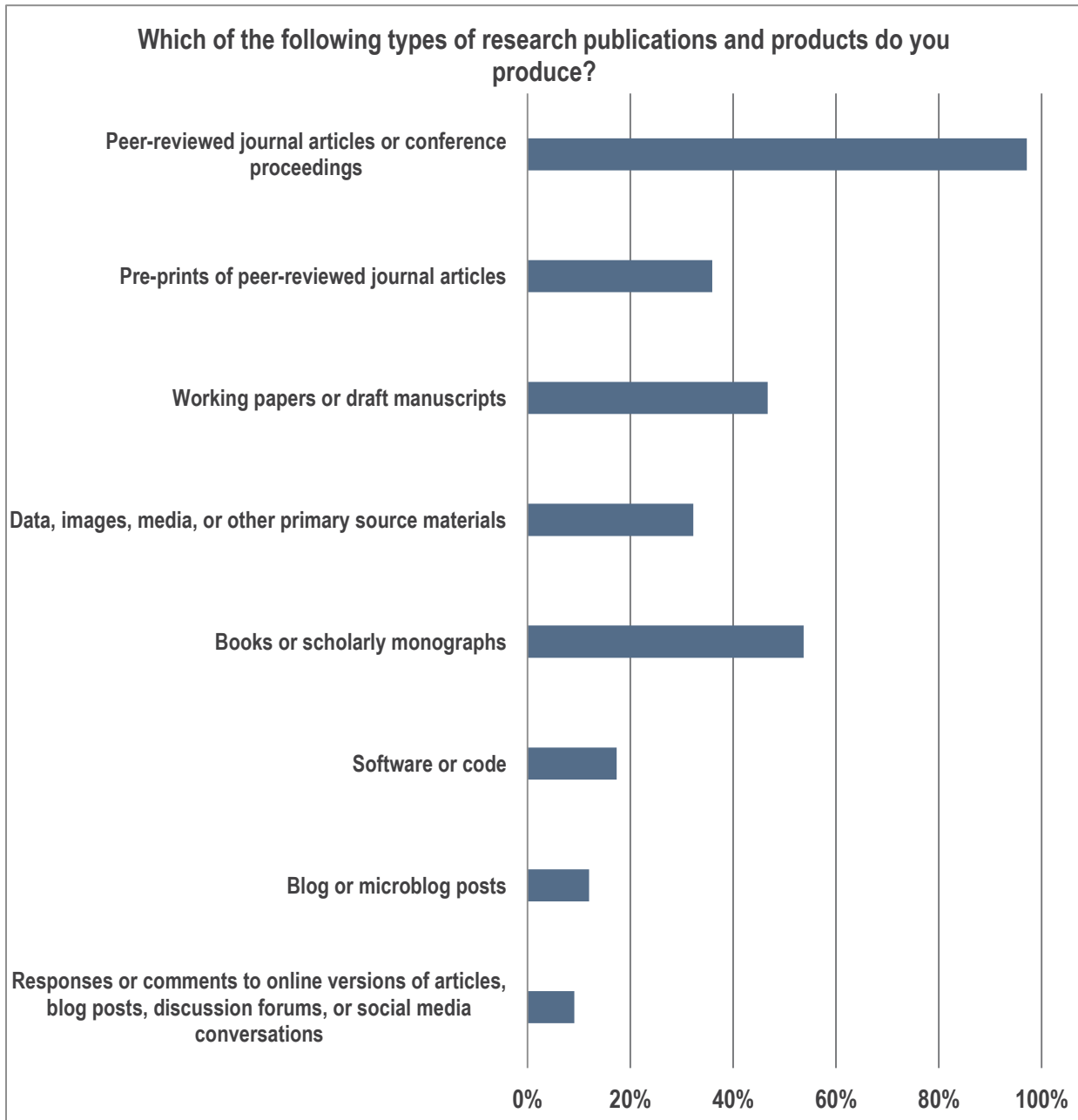


Q16 [Contingent on R conducting academic research] [Multiple selections possible]

Which of the following types of research publications and products do you produce? Please select all that apply.

	Response	Percent
Peer-reviewed journal articles or conference proceedings	235	97.11%
Pre-prints of peer-reviewed journal articles	87	35.95%
Working papers or draft manuscripts	113	46.69%
Data, images, media, or other primary source materials	78	32.23%
Books or scholarly monographs	130	53.72%
Software or code	42	17.36%
Blog or microblog posts	29	11.98%
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	22	9.09%
	736	

Q16 [Contingent on R conducting academic research] [Multiple selections possible]
Which of the following types of research publications and products do you produce? Please select all that apply.



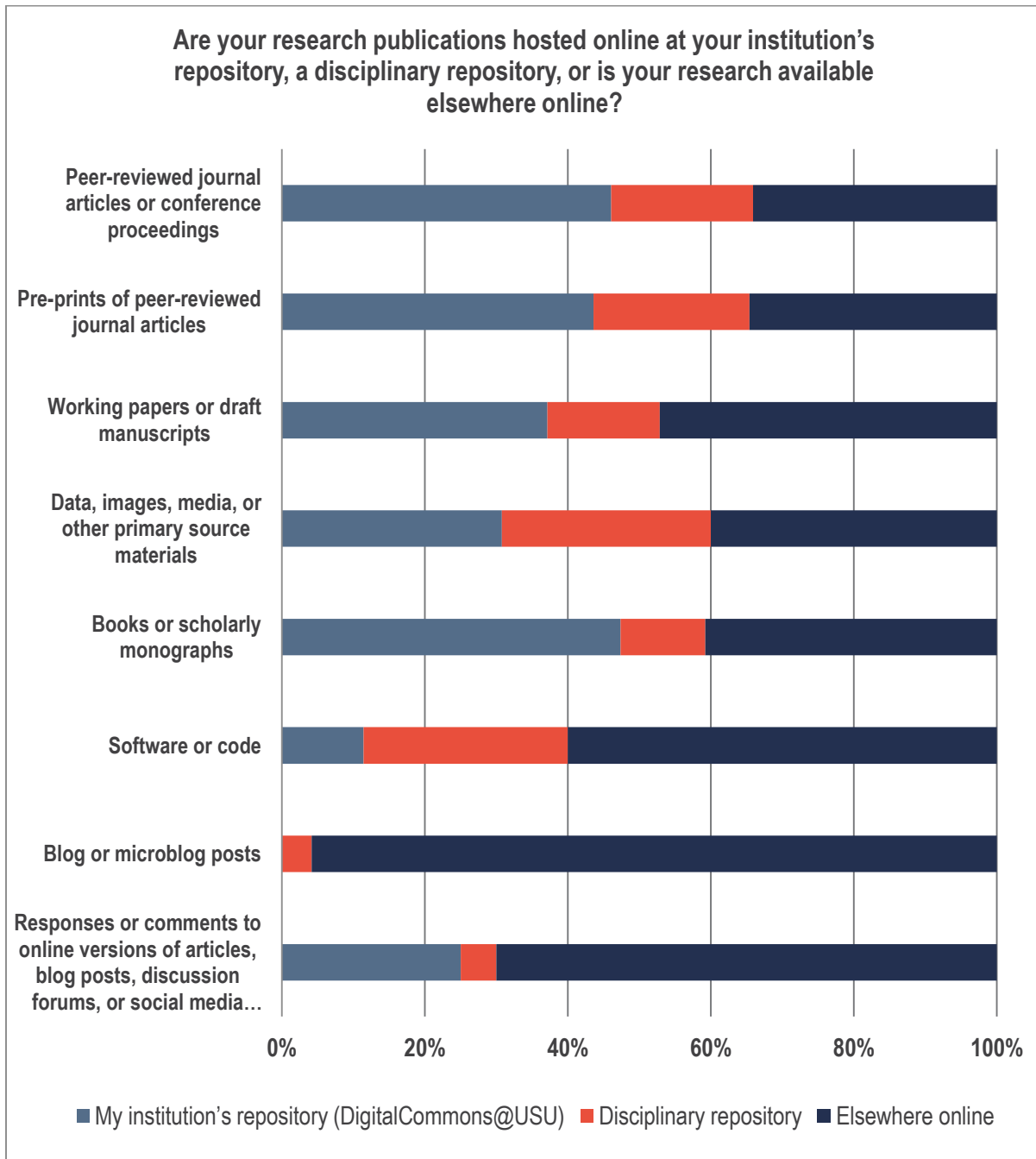
Q17 [Contingent – if R answers “yes” to any options in the previous question, those options are pulled forward to this question]

Are your research publications and/or products freely available online through your institution’s repository, **[DigitalCommons@USU]**, a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (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 Commons @USU)	Disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	62.76%	27.04%	46.43%	267
Pre-prints of peer-reviewed journal articles	52.31%	26.15%	41.54%	78
Working papers or draft manuscripts	41.94%	17.74%	53.23%	70
Data, images, media, or other primary source materials	35.09%	33.33%	45.61%	65
Books or scholarly monographs	54.55%	13.64%	46.97%	76
Software or code	12.50%	31.25%	65.63%	35
Blog or microblog posts	-	4.17%	95.83%	24
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	27.78%	5.56%	77.78%	20

Q17 [Contingent – if R answers “yes” to any options in the previous question, those options are pulled forward to this question]

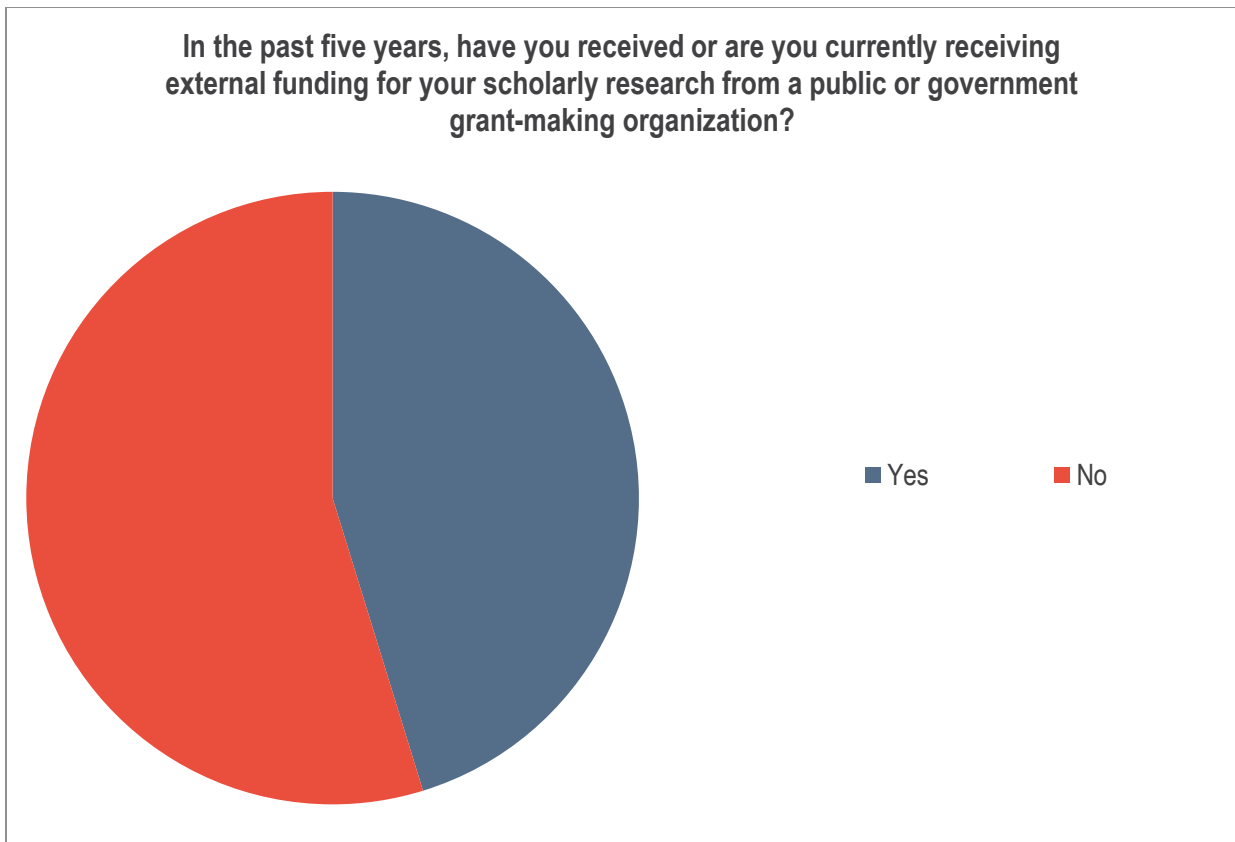
Are your research publications and/or products freely available online through your institution’s repository, [DigitalCommons@USU], a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply



Q18 [Contingent on R conducting academic research]

In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

	Response	Percent
Yes	109	45.23%
No	132	54.77%
	241	100.00%



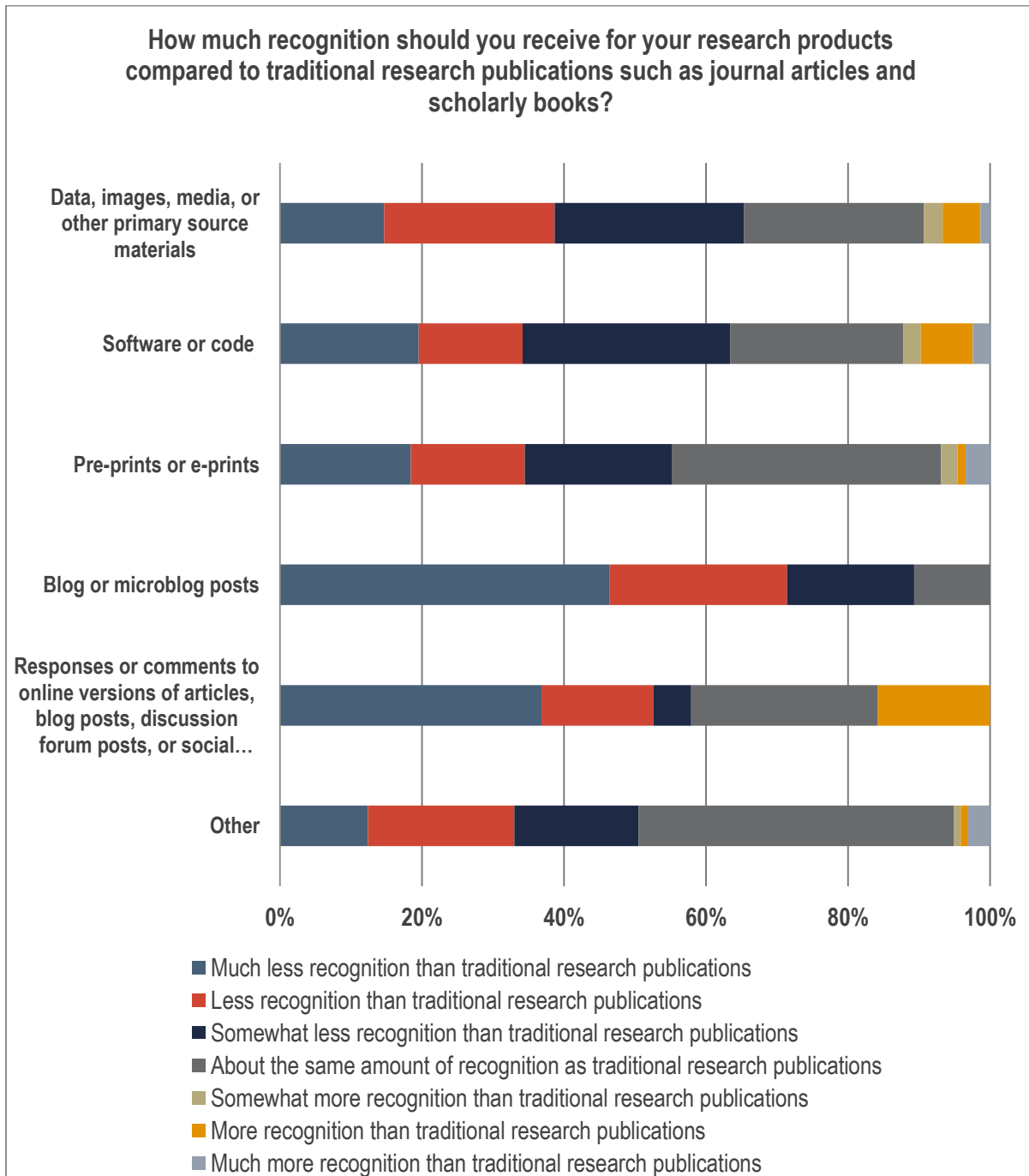
Q19 [Contingent on selections of “yes” to Q16 – only options that R selects as “yes” will be pulled into this question]

When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, 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	14.67%	24.00%	26.67%	25.33%	2.67%	5.33%	1.33%	75
Software or code	19.51%	14.63%	29.27%	24.39%	2.44%	7.32%	2.44%	41
Pre-prints or e-prints	18.39%	16.09%	20.69%	37.93%	2.30%	1.15%	3.45%	87
Blog or microblog posts	46.43%	25.00%	17.86%	10.71%	-	-	-	28
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	36.84%	15.79%	5.26%	26.32%	-	15.79%	-	19
Other	12.37%	20.62%	17.53%	44.33%	1.03%	1.03%	3.09%	97

Q19 [Contingent on selections of “yes” to Q16 – only options that R selects as “yes” will be pulled into this question]

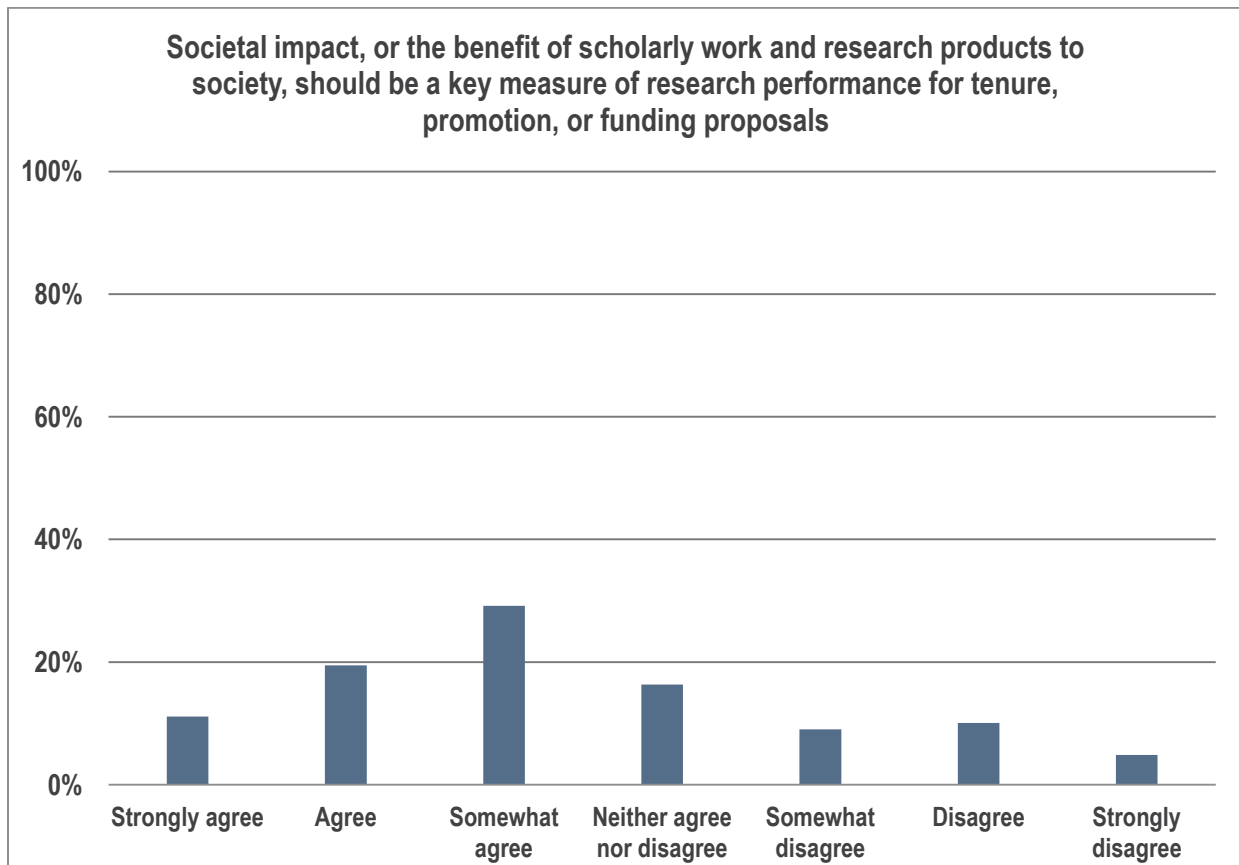
When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



Q20

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	32	11.11%
Agree	56	19.44%
Somewhat agree	84	29.17%
Neither agree nor disagree	47	16.32%
Somewhat disagree	26	9.03%
Disagree	29	10.07%
Strongly disagree	14	4.86%
	288	100.00%



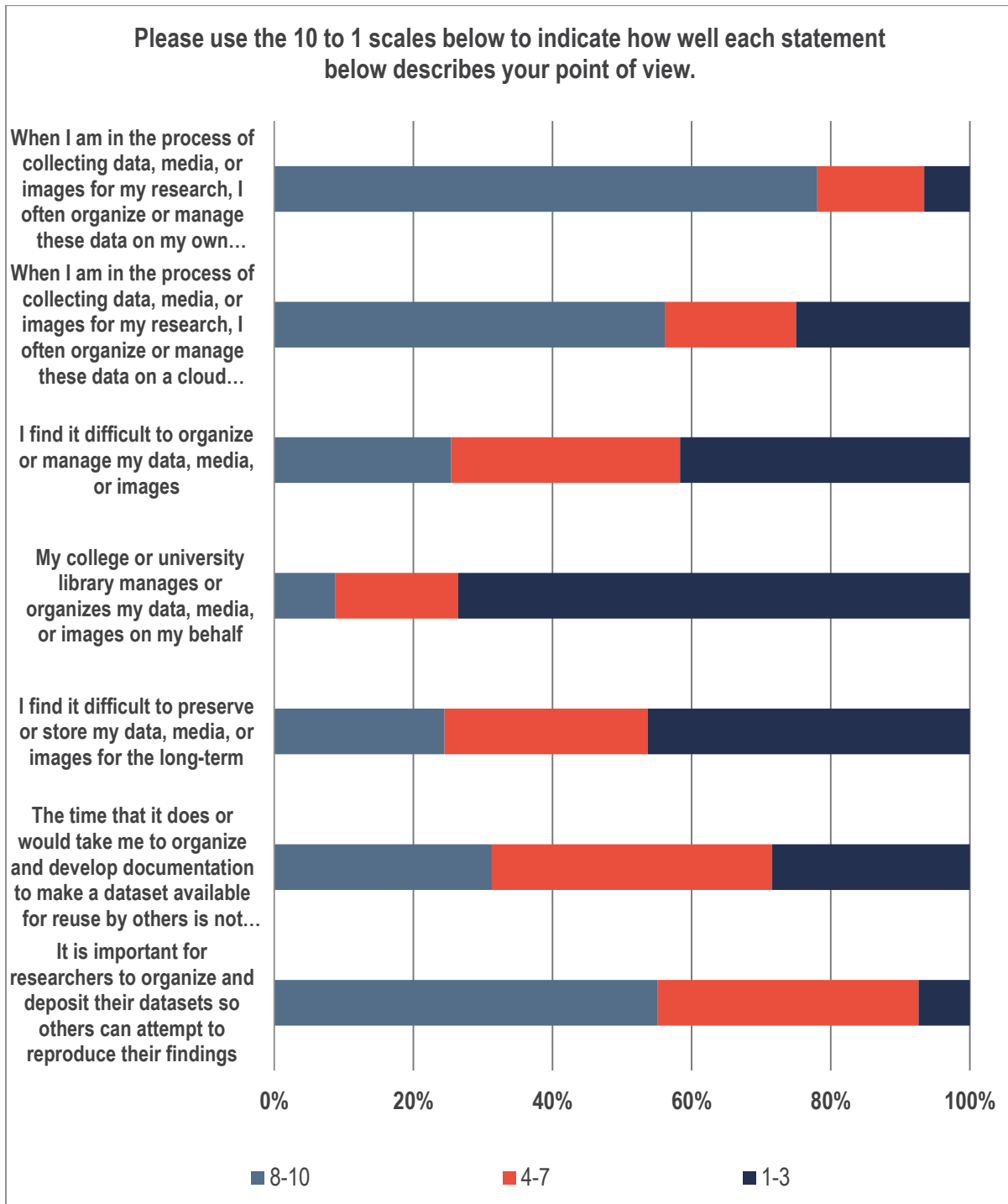
Q21 [Contingent on R selecting at least one option from Q15]

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	78.07%	15.35%	6.58%	228
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.)	56.14%	18.86%	25.00%	228
I find it difficult to organize or manage my data, media, or images	25.44%	32.89%	41.67%	228
My college or university library manages or organizes my data, media, or images on my behalf	8.81%	17.62%	73.57%	227
I find it difficult to preserve or store my data, media, or images for the long-term	24.45%	29.26%	46.29%	229
The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not worth it	31.25%	40.34%	28.41%	176
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	55.11%	37.50%	7.39%	176

Q21 [Contingent on R selecting at least one option from Q15]

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]



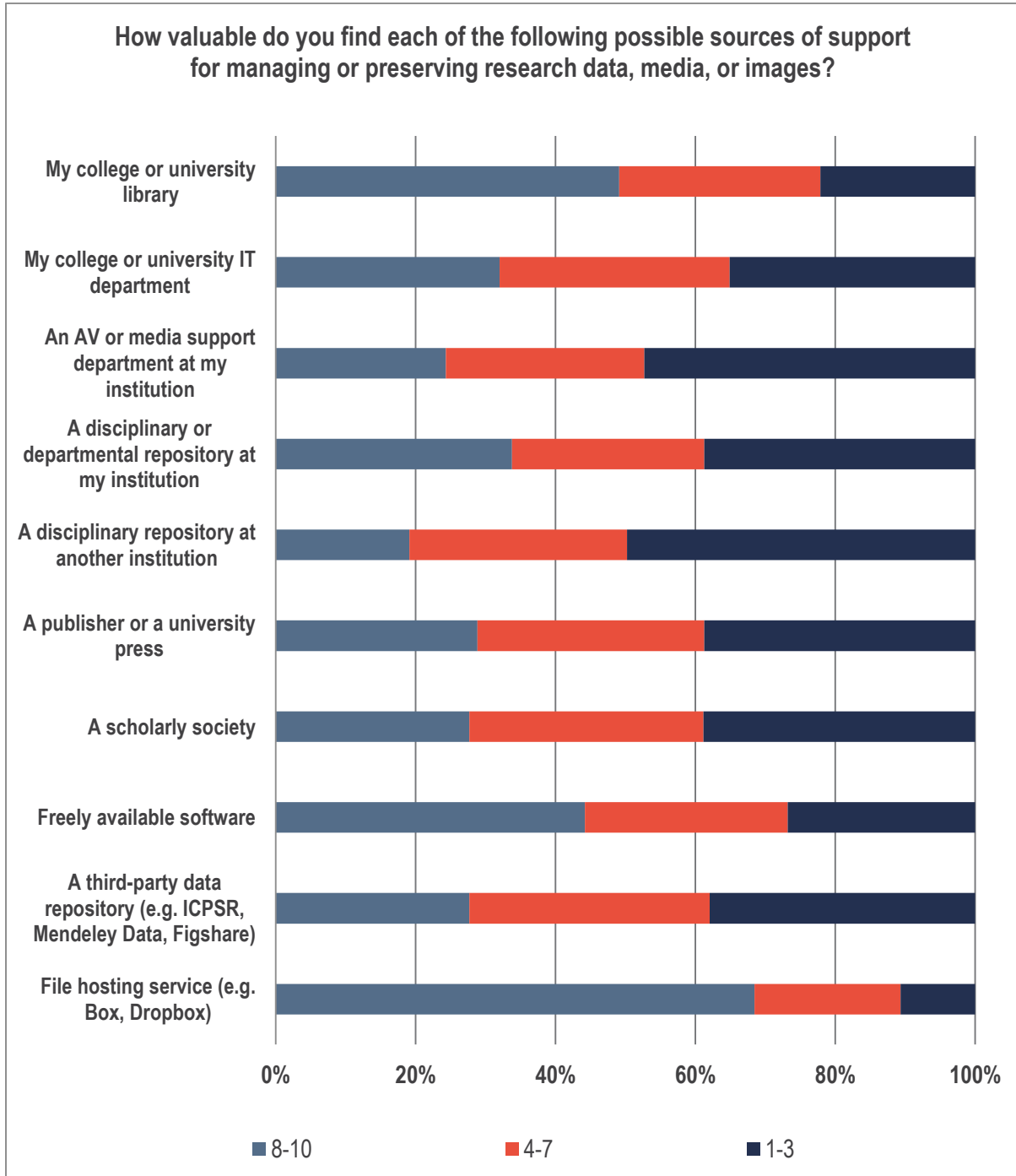
Q22 [Contingent on R selecting at least one option from Q15]

Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible 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	49.12%	28.76%	22.12%	226
My college or university IT department	32.00%	32.89%	35.11%	225
An AV or media support department at my institution	24.32%	28.38%	47.30%	222
A disciplinary or departmental repository at my institution	33.78%	27.48%	38.74%	222
A disciplinary repository at another institution	19.11%	31.11%	49.78%	225
A publisher or a university press	28.83%	32.43%	38.74%	222
A scholarly society	27.68%	33.48%	38.84%	224
Freely available software	44.20%	29.02%	26.79%	224
A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)	27.68%	34.38%	37.95%	224
File hosting service (e.g. Box, Dropbox)	68.44%	20.89%	10.67%	225

Q22 [Contingent on R selecting at least one option from Q15]

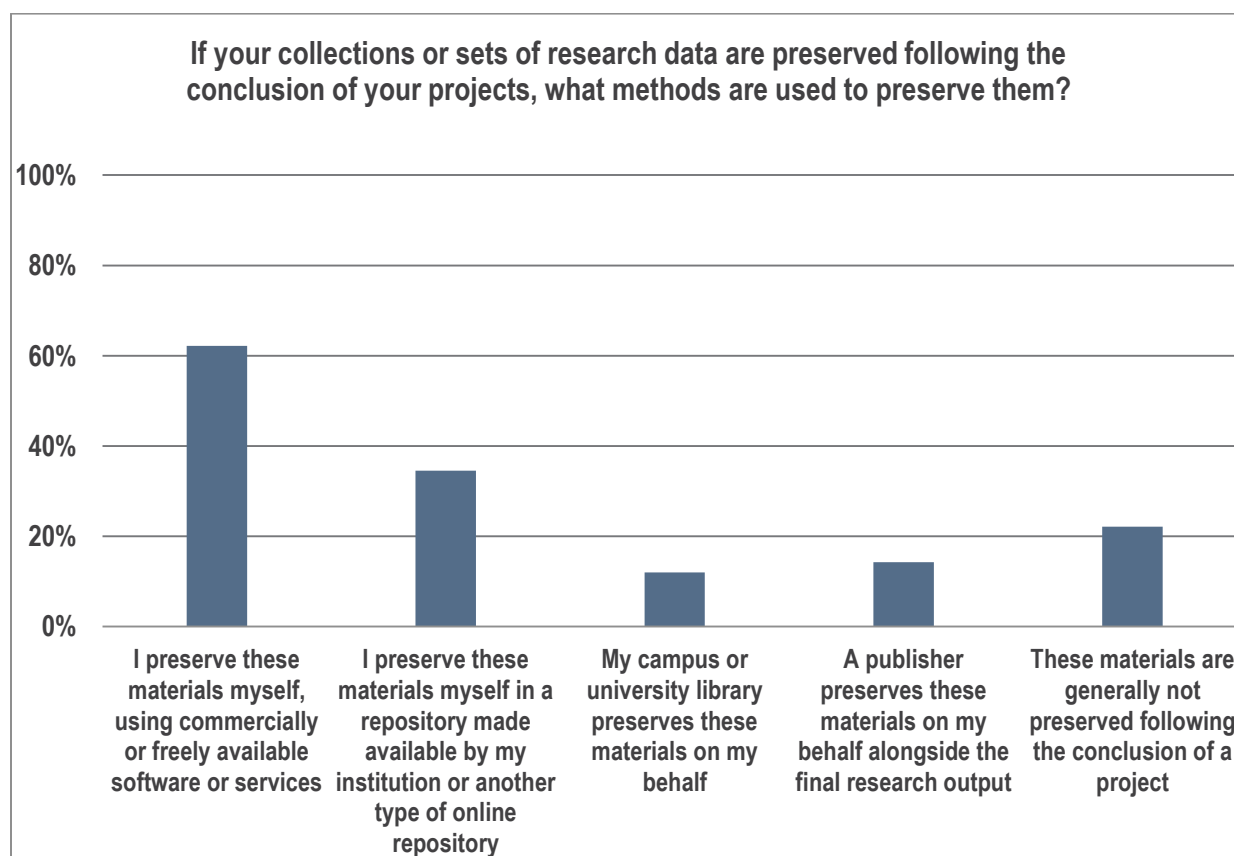
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]



Q23 [Contingent on R selecting at least one option from Q15] [Multiple selections possible]

If your collections or sets of research data are preserved following the conclusion of your 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	135	62.21%
I preserve these materials myself in a repository made available by my institution or another type of online repository	75	34.56%
My campus or university library preserves these materials on my behalf	26	11.98%
A publisher preserves these materials on my behalf alongside the final research output	31	14.29%
These materials are generally not preserved following the conclusion of a project	48	22.12%
	315	



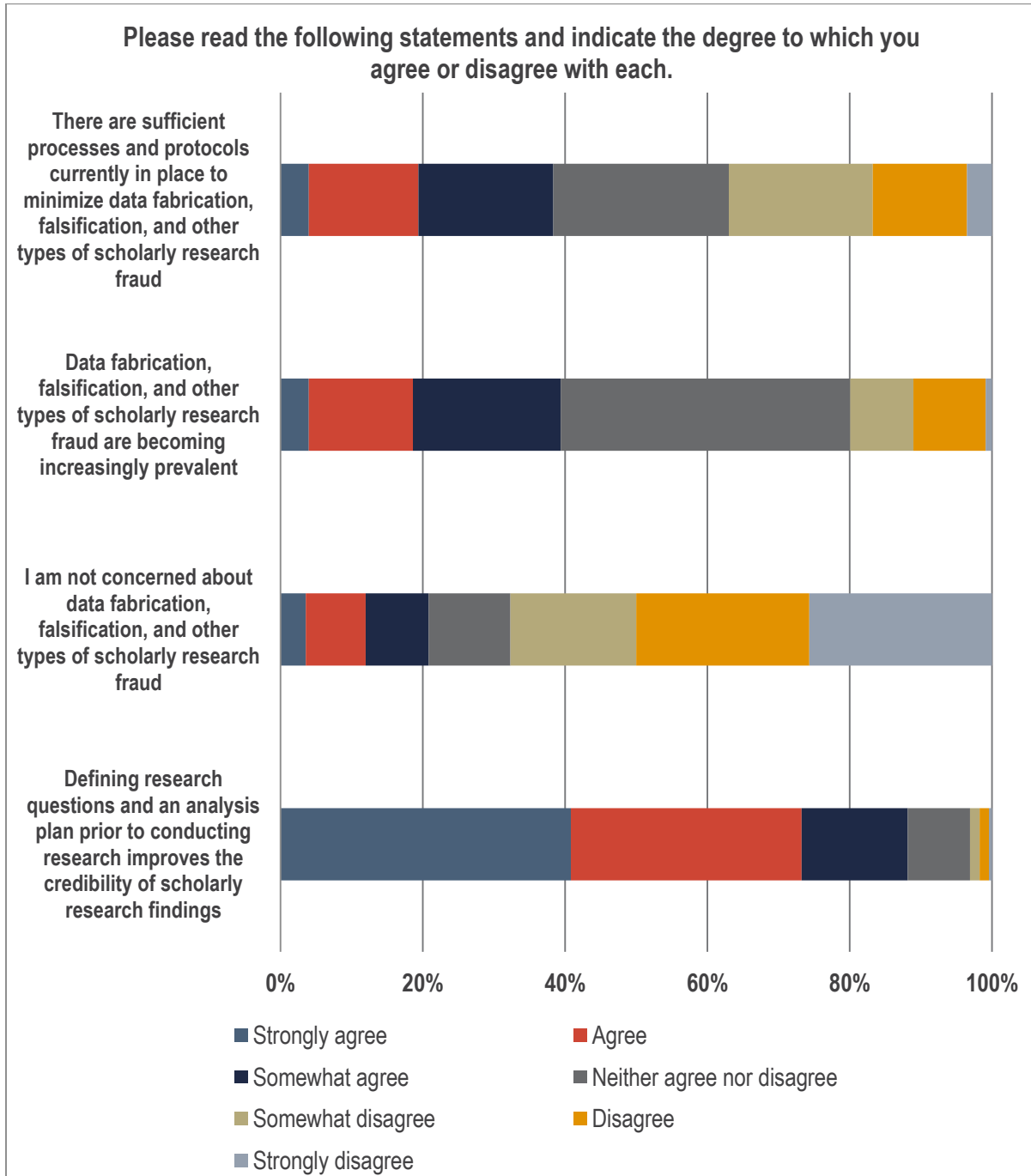
Q24 [Contingent on R selecting at least one option from Q15]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	3.96%	15.42%	18.94%	24.67%	20.26%	13.22%	3.52%	227
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	3.98%	14.60%	20.80%	40.71%	8.85%	10.18%	0.88%	226
I am not concerned about data fabrication, falsification, and other types of scholarly research fraud	3.54%	8.41%	8.85%	11.50%	17.70%	24.34%	25.66%	226
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	40.79%	32.46%	14.91%	8.77%	1.32%	1.32%	0.44%	228

Q24 [Contingent on R selecting at least one option from Q15]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]



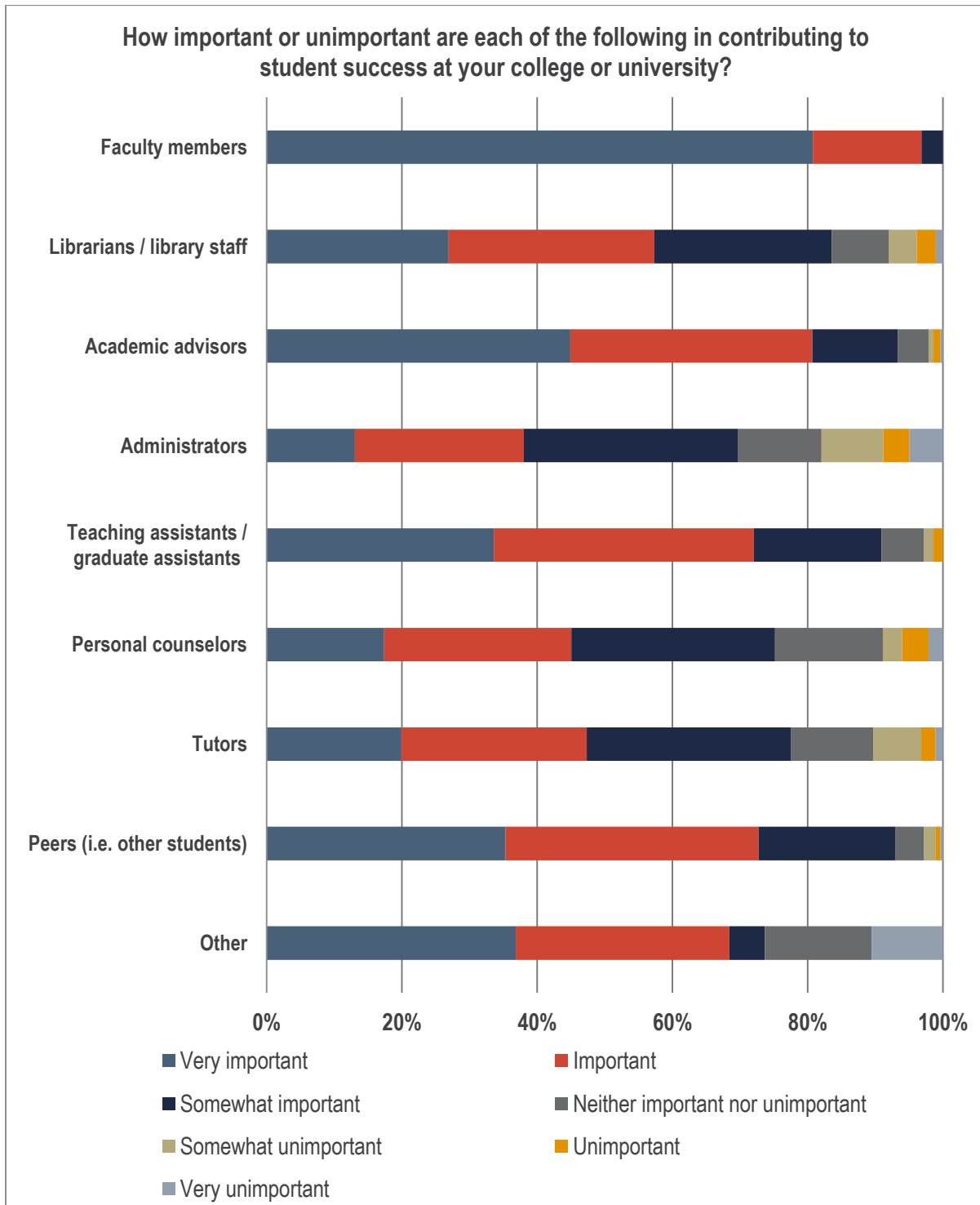
Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

	Very important	Important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Unimportant	Very unimportant	Response
Faculty members	80.77%	16.08%	3.15%	-	-	-	-	286
Librarians / library staff	26.92%	30.42%	26.22%	8.39%	4.20%	2.80%	1.05%	286
Academic advisors	44.91%	35.79%	12.63%	4.56%	0.70%	1.05%	0.35%	285
Administrators	13.03%	25.00%	31.69%	12.32%	9.15%	3.87%	4.93%	284
Teaching assistants / graduate assistants	33.57%	38.46%	18.88%	6.29%	1.40%	1.40%	-	286
Personal counselors	17.38%	27.66%	30.14%	15.96%	2.84%	3.90%	2.13%	282
Tutors	19.93%	27.40%	30.25%	12.10%	7.12%	2.14%	1.07%	281
Peers (i.e. other students)	35.31%	37.41%	20.28%	4.20%	1.75%	0.70%	0.35%	286
Other	36.84%	31.58%	5.26%	15.79%	-	-	10.53%	19

Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]



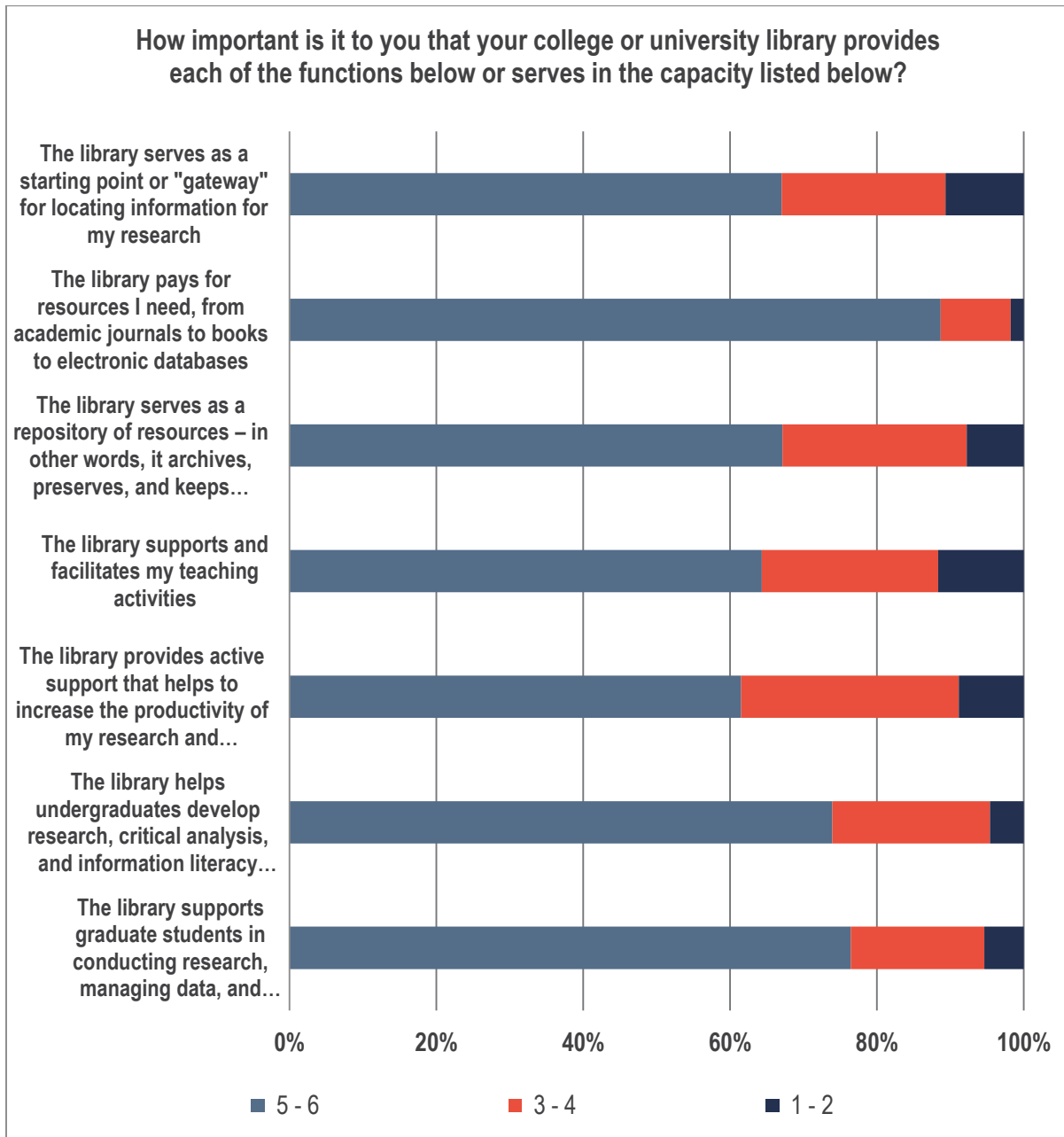
Q26

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	67.02%	22.34%	10.64%	282
The library pays for resources I need, from academic journals to books to electronic databases	88.69%	9.54%	1.77%	283
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	67.14%	25.09%	7.77%	283
The library supports and facilitates my teaching activities	64.31%	24.03%	11.66%	283
The library provides active support that helps to increase the productivity of my research and scholarship	61.48%	29.68%	8.83%	283
The library helps undergraduates develop research, critical analysis, and information literacy skills	73.94%	21.48%	4.58%	284
The library supports graduate students in conducting research, managing data, and publishing scholarship	76.43%	18.21%	5.36%	280

Q26

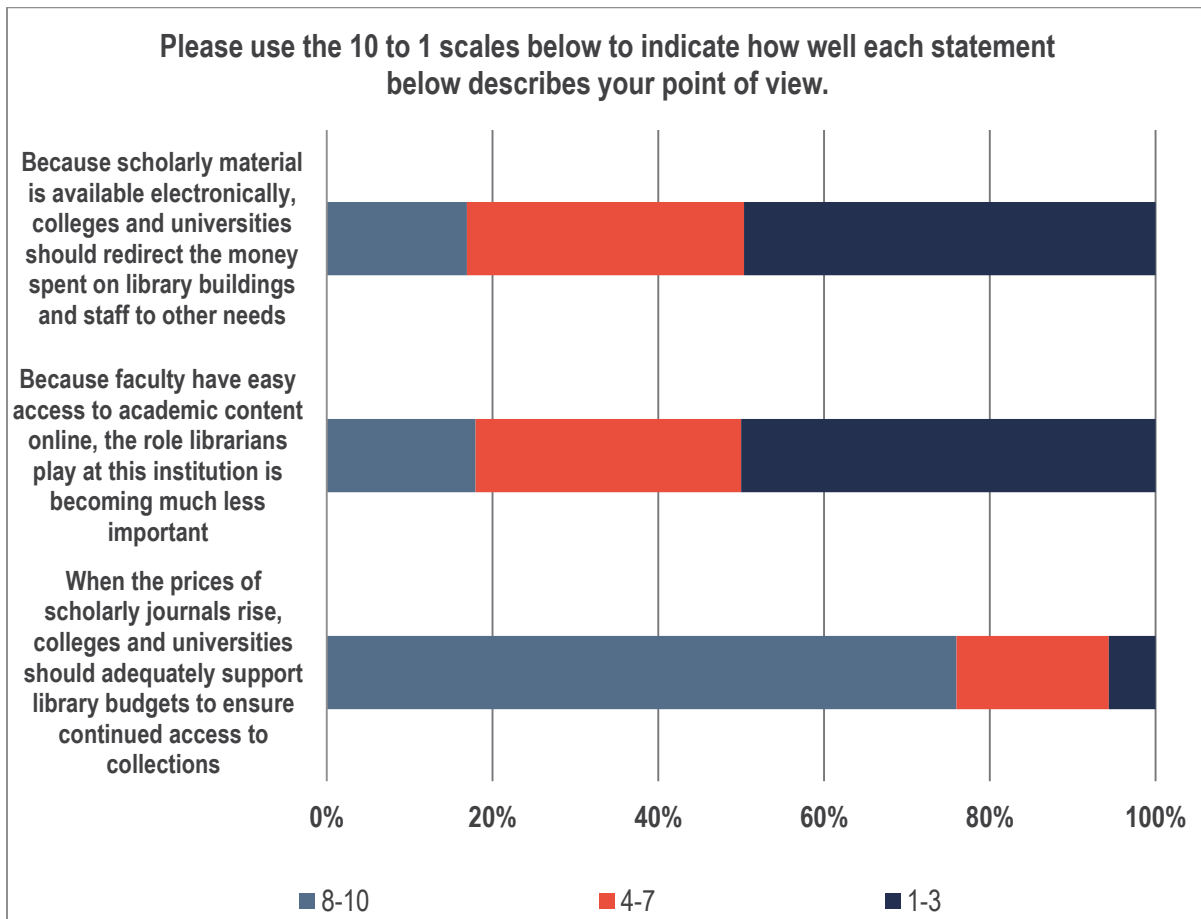
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



Q27

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

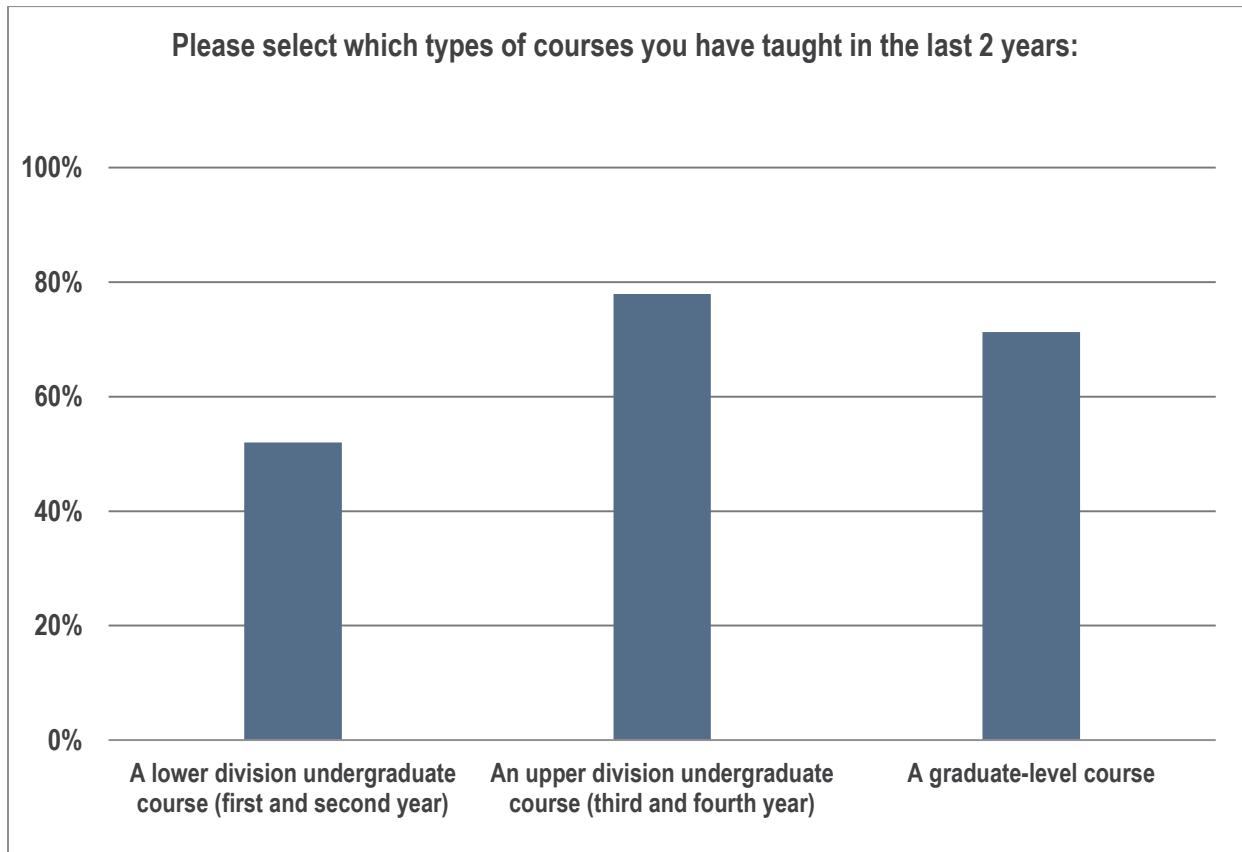
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	16.90%	33.45%	49.65%	284
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	17.96%	32.04%	50.00%	284
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	75.97%	18.37%	5.65%	283



Q28 [Teaching is among R's professional responsibilities] [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)	132	51.97%
An upper division undergraduate course (third and fourth year)	198	77.95%
A graduate-level course	181	71.26%
	511	

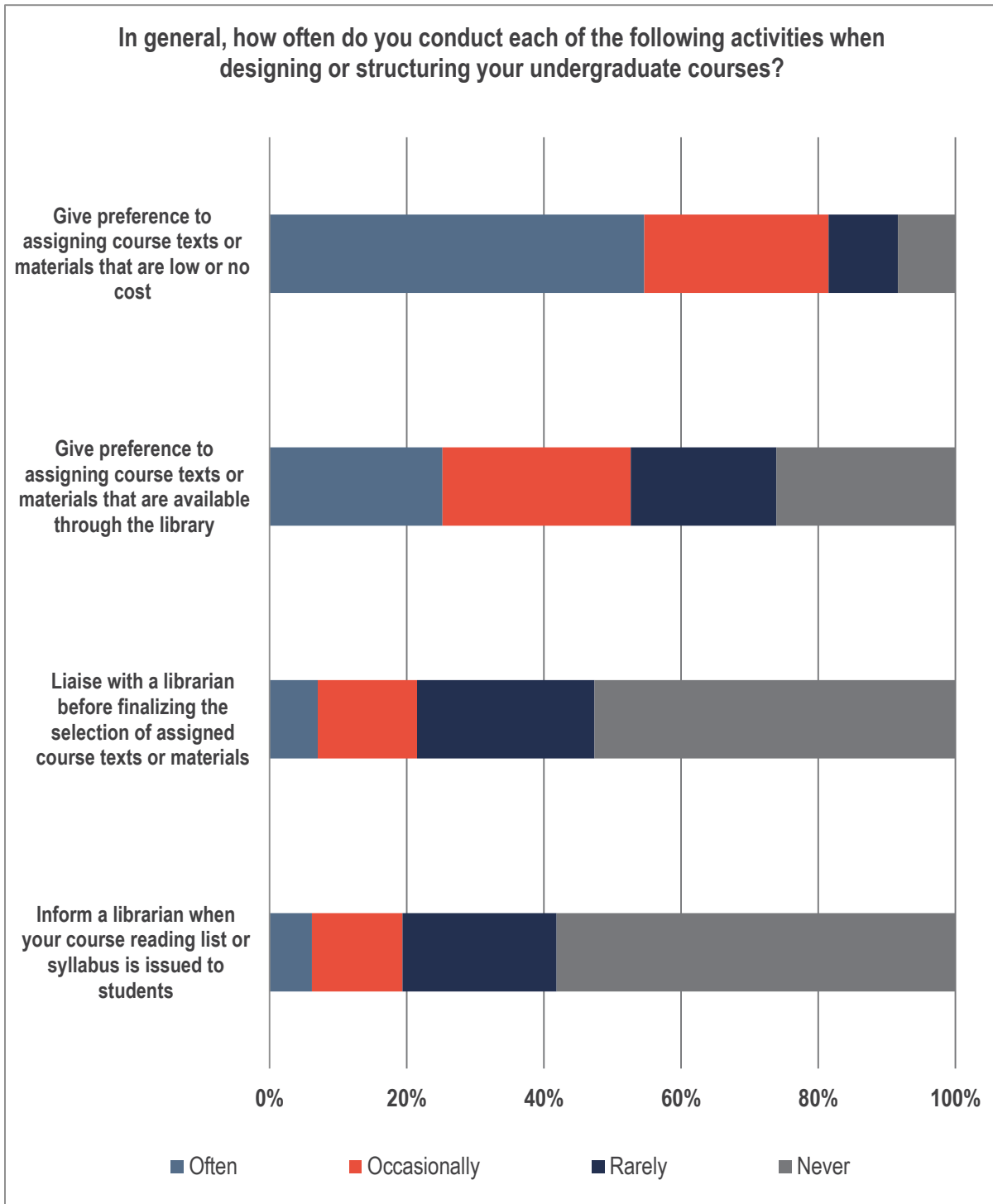


Q29 [Contingent on R selecting “lower division” or “upper division” in previous Q]

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

	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are low or no cost	54.63%	26.87%	10.13%	8.37%	227
Give preference to assigning course texts or materials that are available through the library	25.22%	27.43%	21.24%	26.11%	226
Liaise with a librarian before finalizing the selection of assigned course texts or materials	7.02%	14.47%	25.88%	52.63%	228
Inform a librarian when your course reading list or syllabus is issued to students	6.17%	13.22%	22.47%	58.15%	227

Q29 [Contingent on R selecting “lower division” or “upper division” in previous Q]
 In general, how often do you conduct each of the following activities when designing or structuring your undergraduate courses?



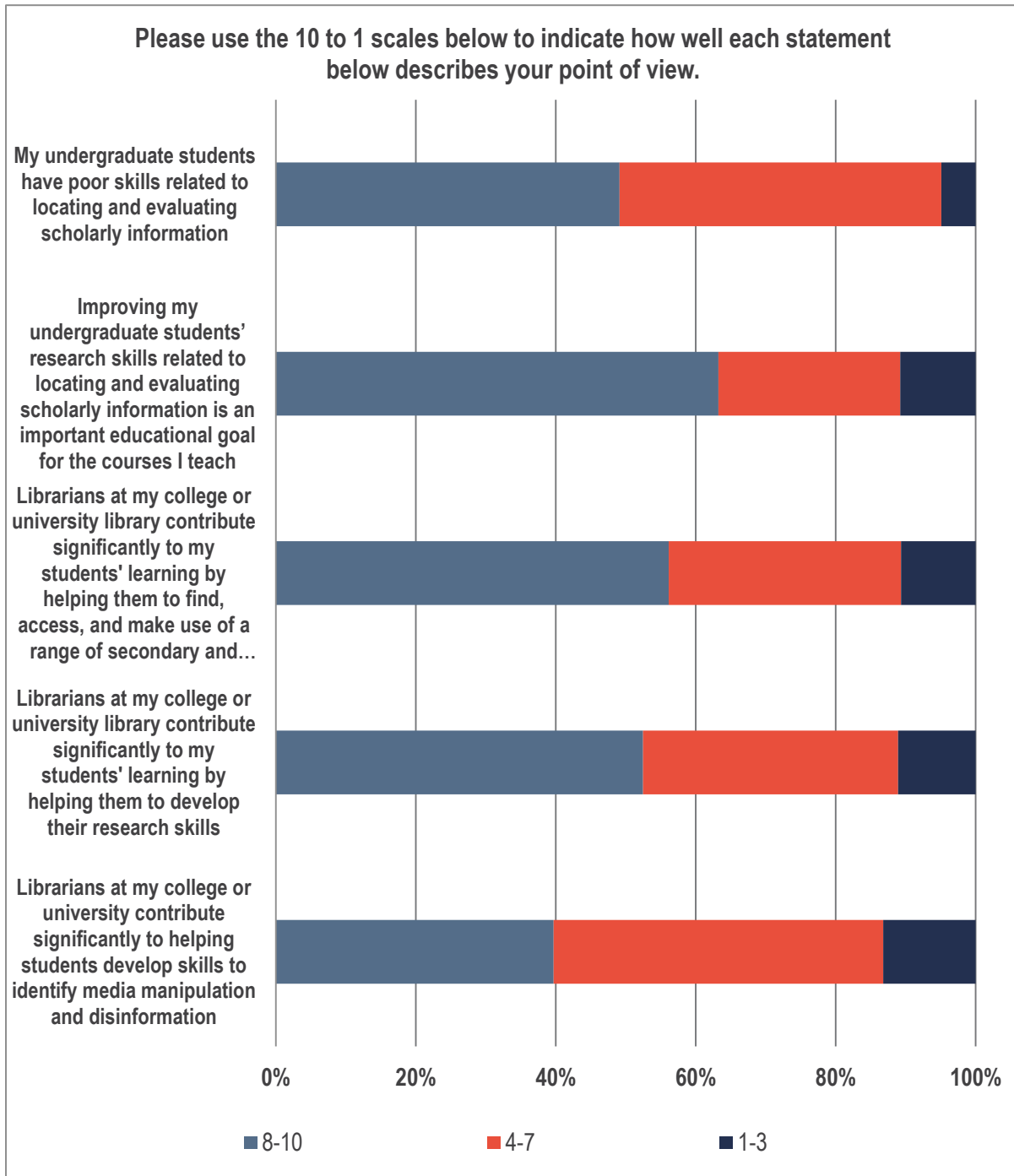
Q30 [R has taught any type of course in past 2 years]

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	49.11%	45.98%	4.91%	224
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	63.23%	26.01%	10.76%	223
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	56.15%	33.20%	10.66%	244
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	52.46%	36.48%	11.07%	244
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	39.67%	47.11%	13.22%	242

Q30 [R has taught any type of course in past 2 years]

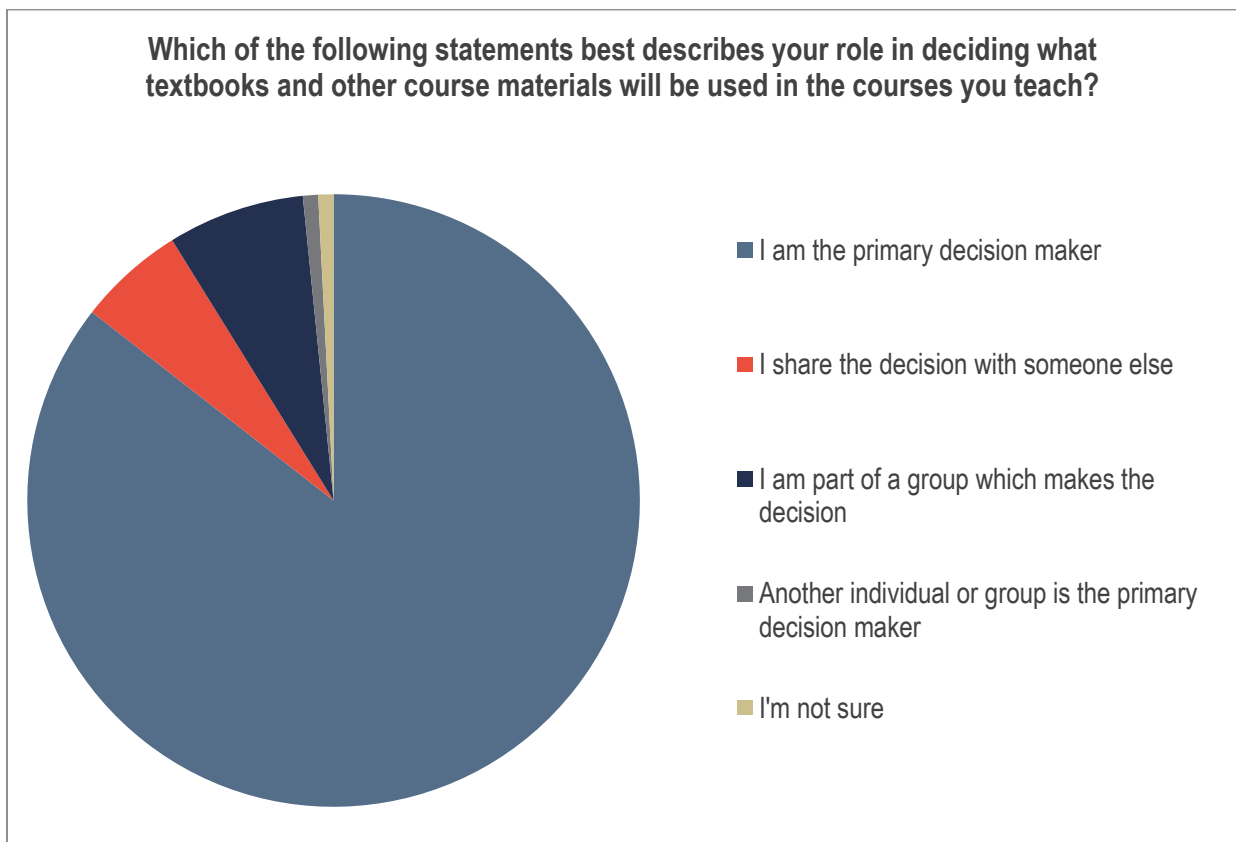
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q31 [R has taught any type of course in past 2 years]

Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

	Response	Percent
I am the primary decision maker	213	85.54%
I share the decision with someone else	14	5.62%
I am part of a group which makes the decision	18	7.23%
Another individual or group is the primary decision maker	2	0.80%
I'm not sure	2	0.80%
	249	100.00%



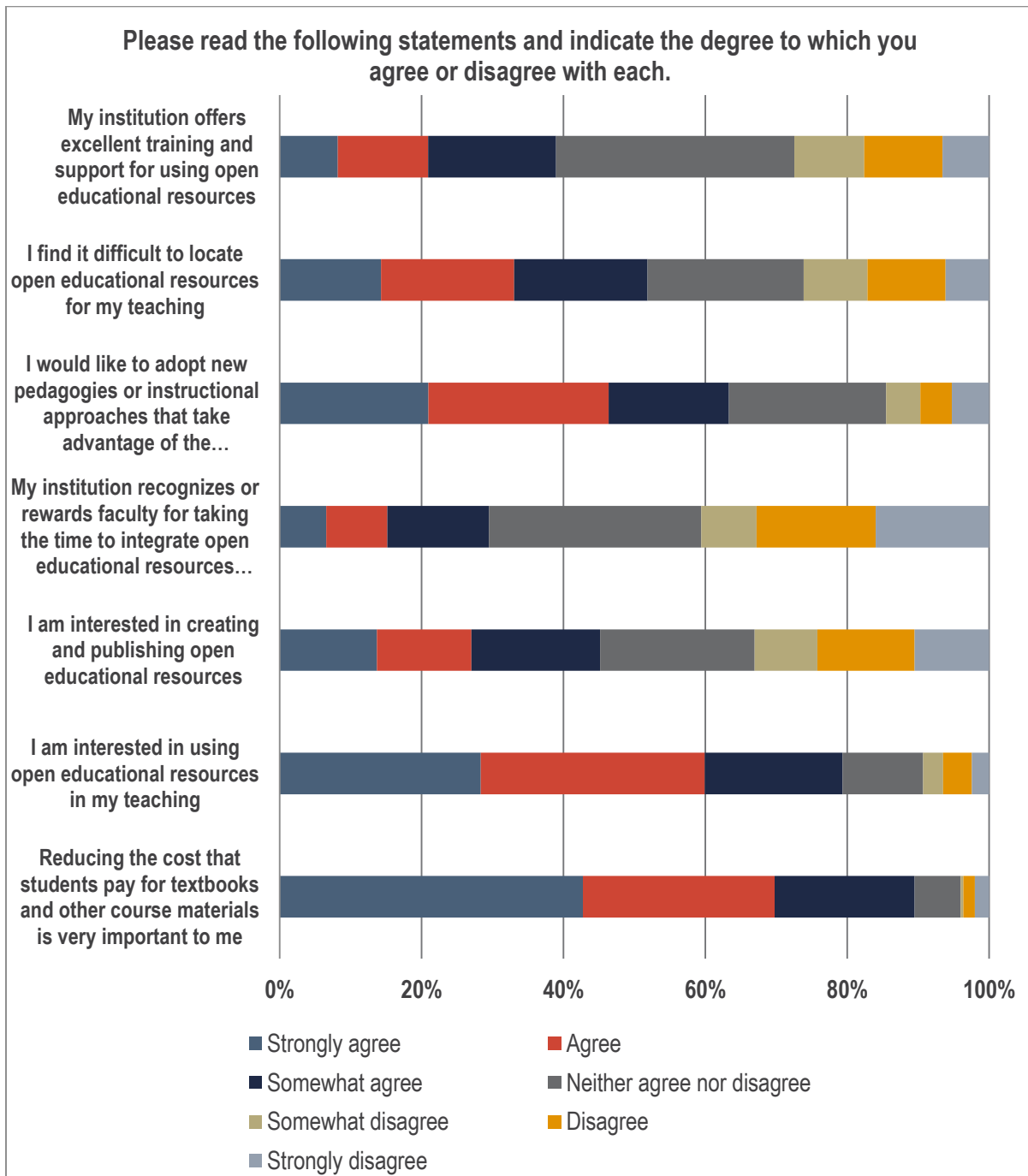
Q32 [R has taught any type of course in past 2 years]

Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
My institution offers excellent training and support for using open educational resources	8.20%	12.70%	18.03%	33.61%	9.84%	11.07%	6.56%	244
I find it difficult to locate open educational resources for my teaching	14.29%	18.78%	18.78%	22.04%	8.98%	11.02%	6.12%	245
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources	20.97%	25.40%	16.94%	22.18%	4.84%	4.44%	5.24%	248
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	6.56%	8.61%	14.34%	29.92%	7.79%	16.80%	15.98%	244
I am interested in creating and publishing open educational resources	13.71%	13.31%	18.15%	21.77%	8.87%	13.71%	10.48%	248
I am interested in using open educational resources in my teaching	28.34%	31.58%	19.43%	11.34%	2.83%	4.05%	2.43%	247
Reducing the cost that students pay for textbooks and other course materials is very important to me	42.74%	27.02%	19.76%	6.45%	0.40%	1.61%	2.02%	248

Q32 [R has taught any type of course in past 2 years]

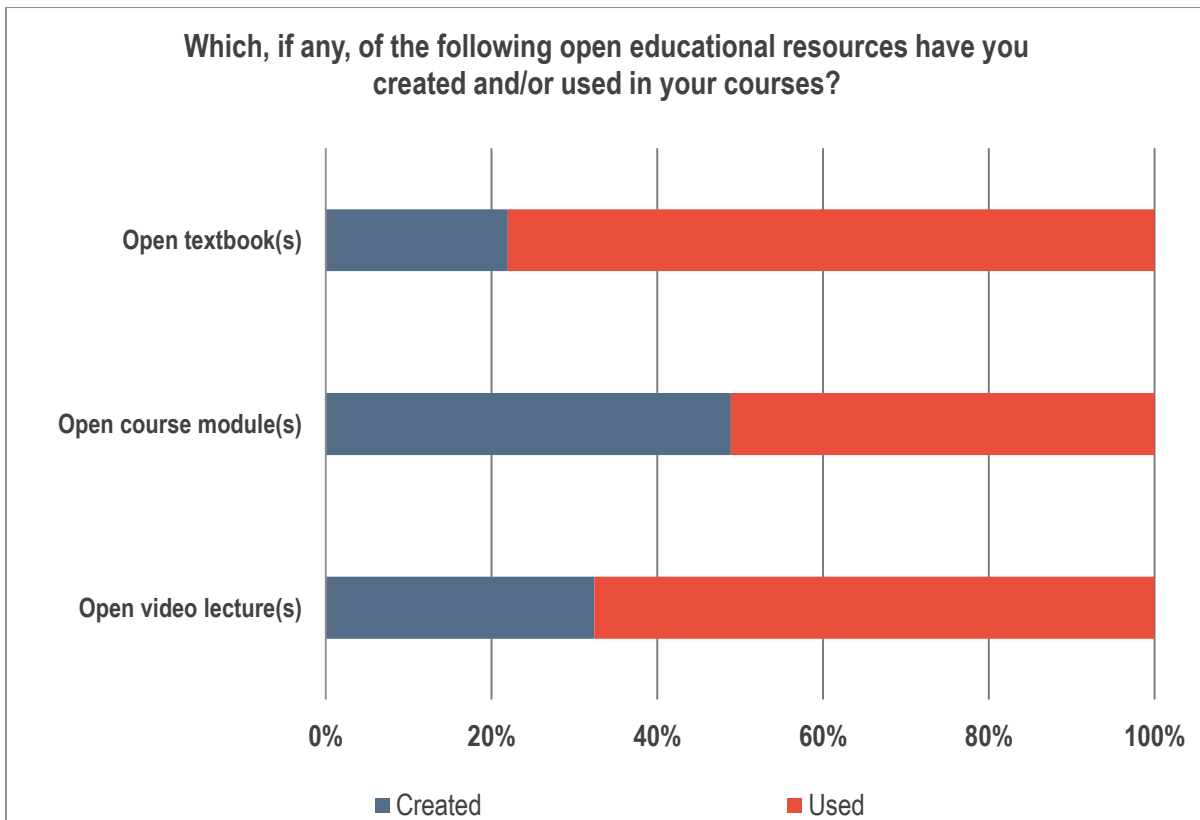
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]



Q33 [R has taught any type of course in past 2 years]

Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

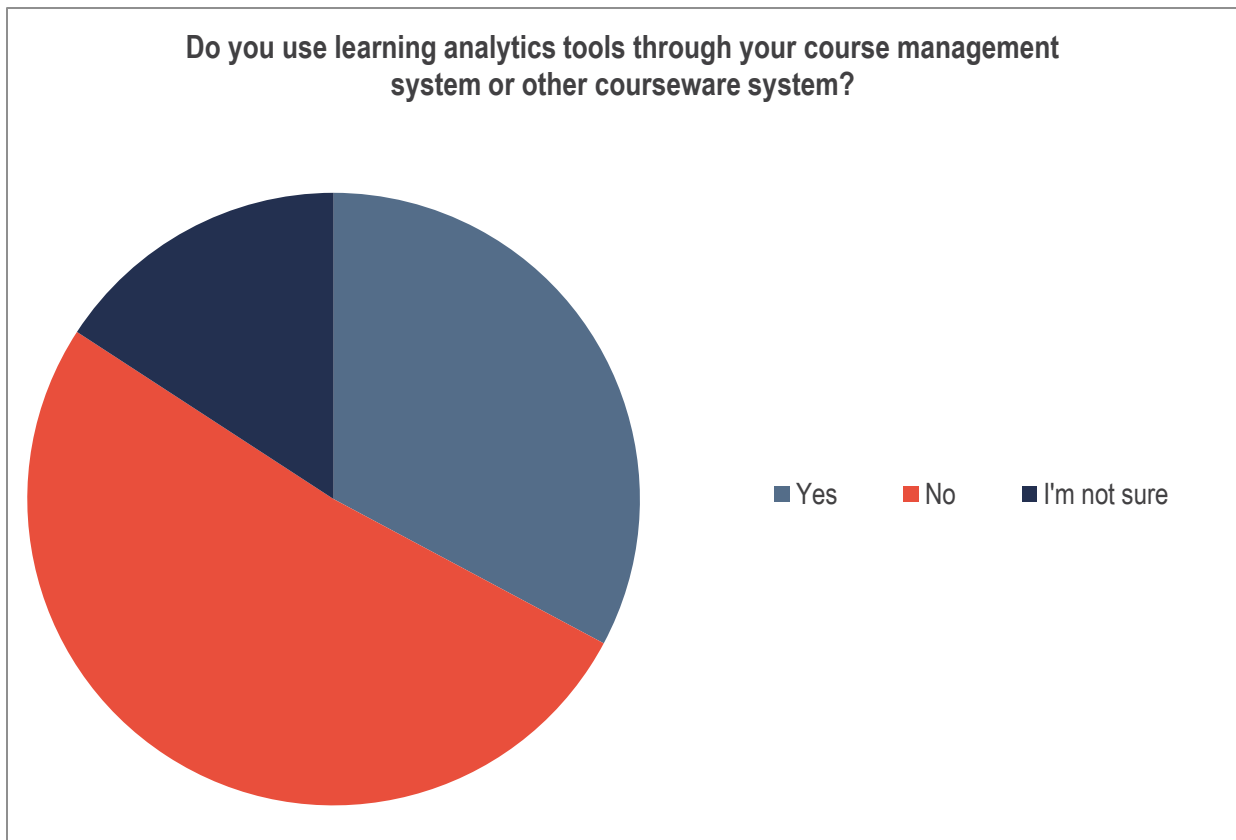
	Created	Used	Response
Open textbook(s)	24.10%	85.54%	91
Open course module(s)	56.41%	58.97%	90
Open video lecture(s)	36.56%	76.34%	105



Q34 [R has taught any type of course in past 2 years]

Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

	Response	Percent
Yes	83	32.81%
No	130	51.38%
I'm not sure	40	15.81%
	253	100.00%



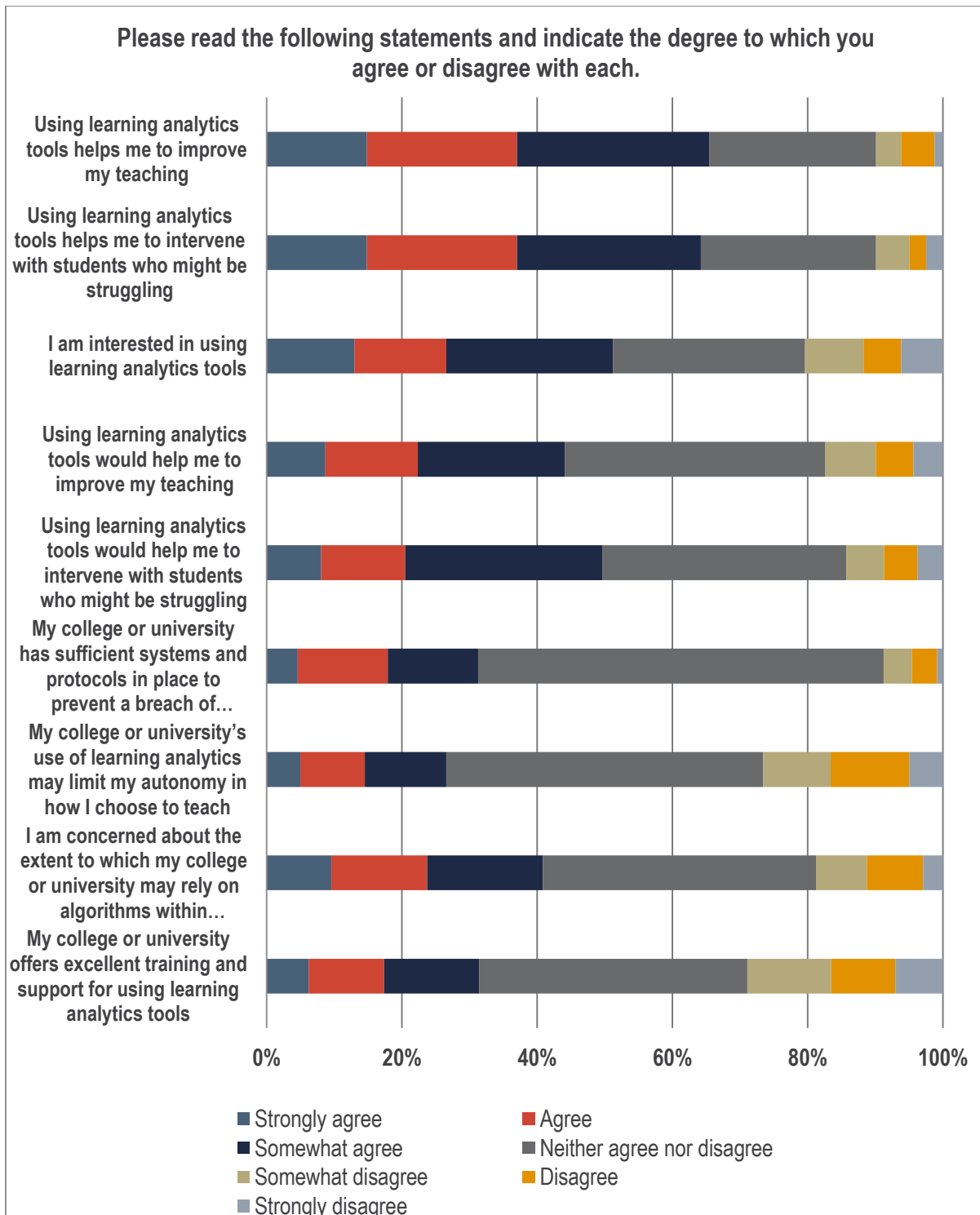
Q35 [R has taught any type of course in past 2 years]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
Using learning analytics tools helps me to improve my teaching	14.81%	22.22%	28.40%	24.69%	3.70%	4.94%	1.23%	81
Using learning analytics tools helps me to intervene with students who might be struggling	14.81%	22.22%	27.16%	25.93%	4.94%	2.47%	2.47%	81
I am interested in using learning analytics tools	12.96%	13.58%	24.69%	28.40%	8.64%	5.56%	6.17%	162
Using learning analytics tools would help me to improve my teaching	8.70%	13.66%	21.74%	38.51%	7.45%	5.59%	4.35%	161
Using learning analytics tools would help me to intervene with students who might be struggling	8.07%	12.42%	29.19%	36.02%	5.59%	4.97%	3.73%	161
My college or university has sufficient systems and protocols in place to prevent a breach of student activity data	4.58%	13.33%	13.33%	60.00%	4.17%	3.75%	0.83%	240
My college or university's use of learning analytics may limit my autonomy in how I choose to teach	4.98%	9.54%	12.03%	46.89%	9.96%	11.62%	4.98%	241
I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools	9.58%	14.17%	17.08%	40.42%	7.50%	8.33%	2.92%	240
My college or university offers excellent training and support for using learning analytics tools	6.20%	11.16%	14.05%	39.67%	12.40%	9.50%	7.02%	242

Q35 [R has taught any type of course in past 2 years]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]



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

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

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

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. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

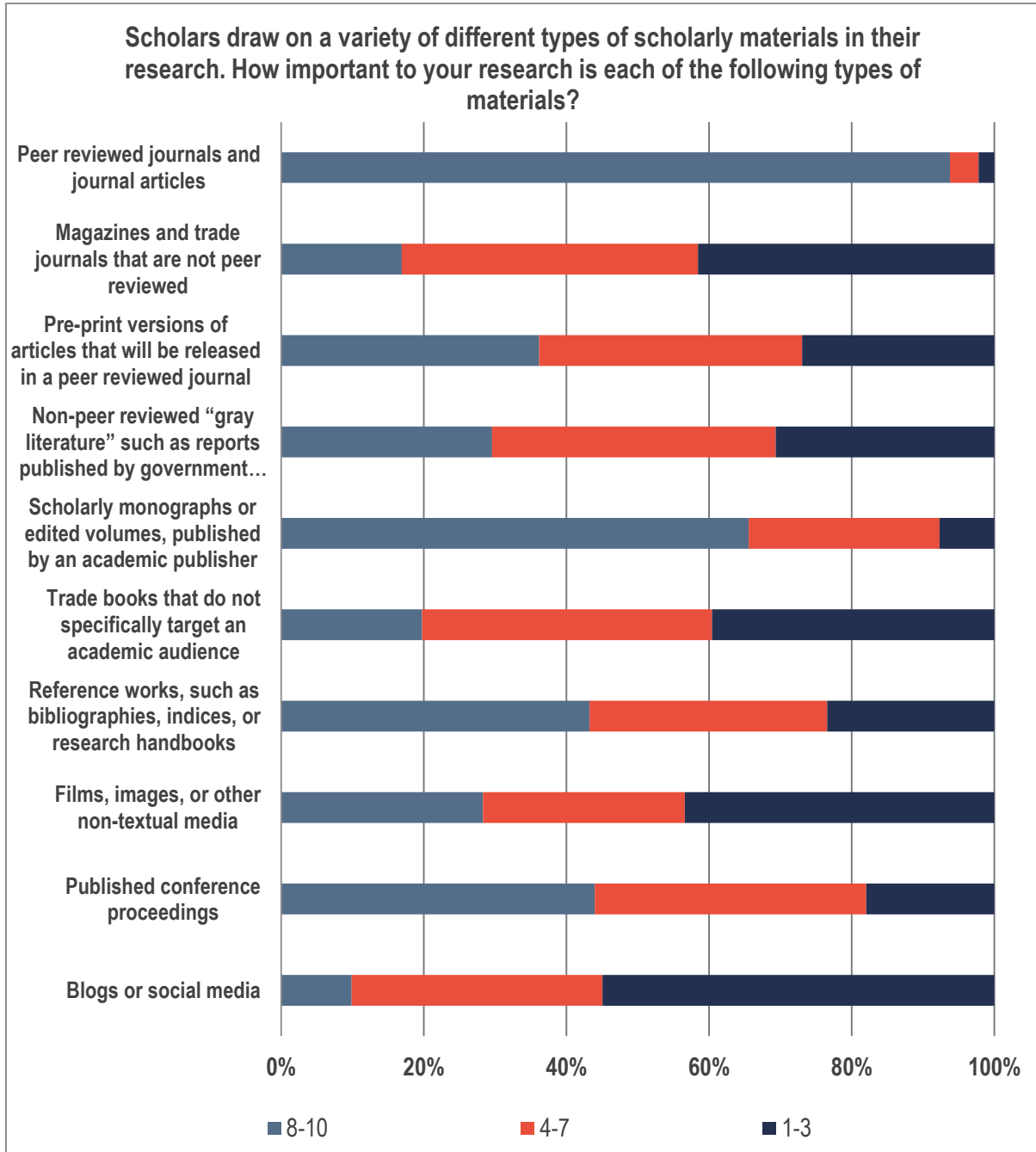
MT1

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

	8-10	4-7	1-3	Response
Peer reviewed journals and journal articles	93.80%	4.01%	2.19%	274
Magazines and trade journals that are not peer reviewed	16.91%	41.54%	41.54%	272
Pre-print versions of articles that will be released in a peer reviewed journal	36.16%	36.90%	26.94%	271
Non-peer reviewed "gray literature" such as reports published by government agencies or NGOs	29.56%	39.78%	30.66%	274
Scholarly monographs or edited volumes, published by an academic publisher	65.57%	26.74%	7.69%	273
Trade books that do not specifically target an academic audience	19.78%	40.66%	39.56%	273
Reference works, such as bibliographies, indices, or research handbooks	43.22%	33.33%	23.44%	273
Films, images, or other non-textual media	28.31%	28.31%	43.38%	272
Published conference proceedings	43.96%	38.10%	17.95%	273
Blogs or social media	9.89%	35.16%	54.95%	273

MT1

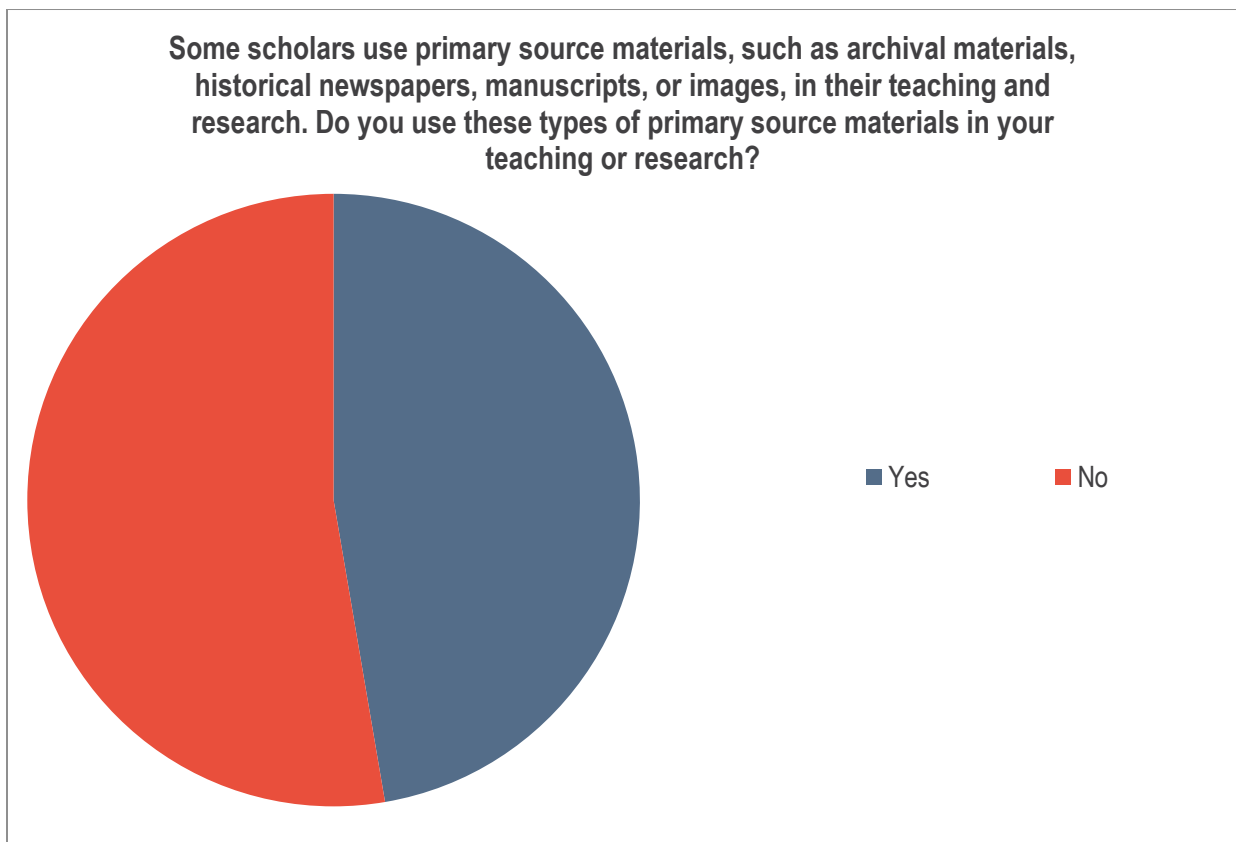
Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]



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.

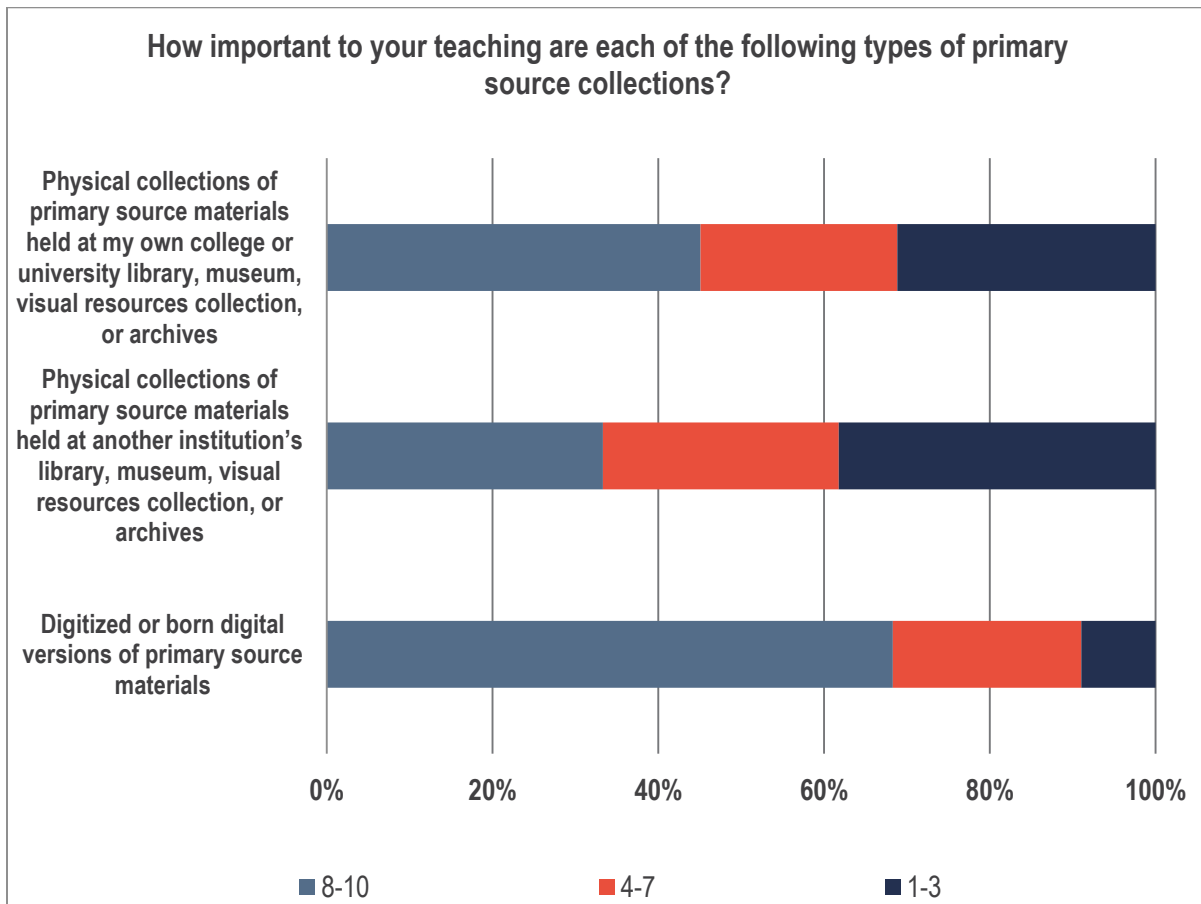
	Response	Percent
Yes	132	47.31%
No	147	52.69%
	279	100.00%



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

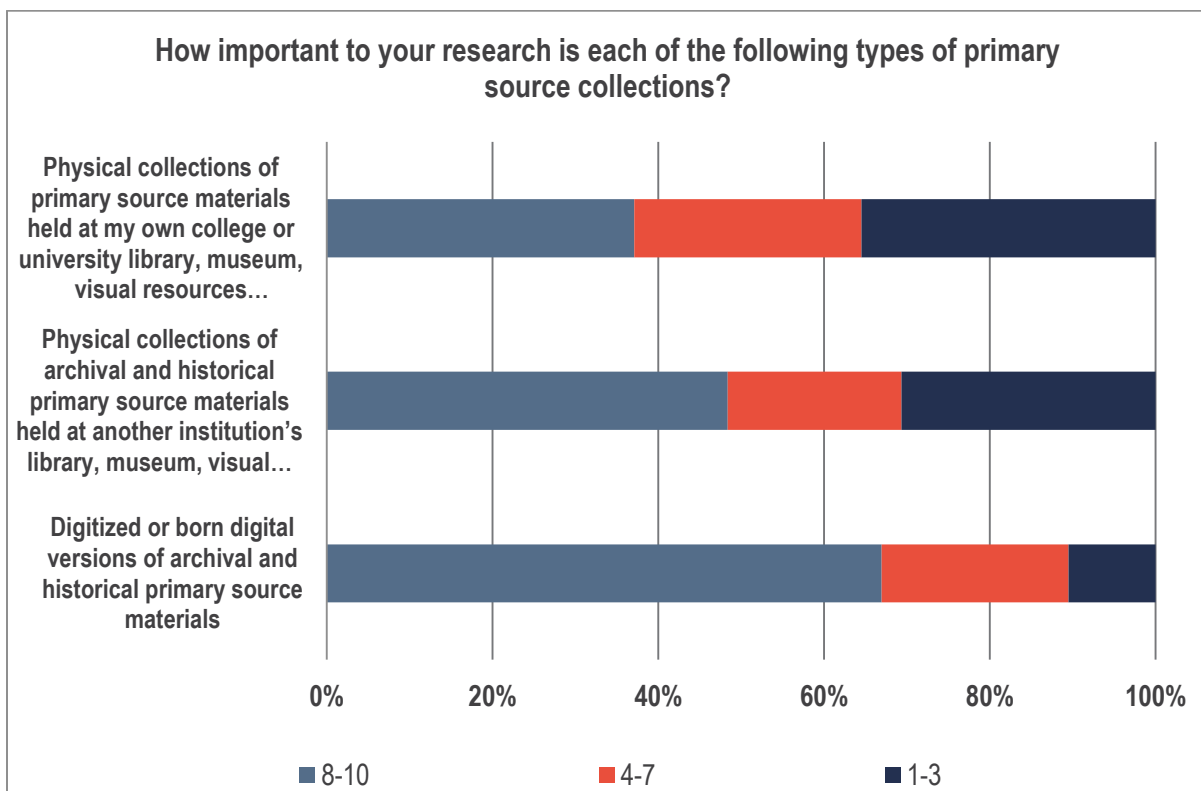
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	45.08%	23.77%	31.15%	122
Physical collections of primary source materials held at another institution's library, museum, visual resources collection, or archives	33.33%	28.46%	38.21%	123
Digitized or born digital versions of primary source materials	68.29%	22.76%	8.94%	123



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

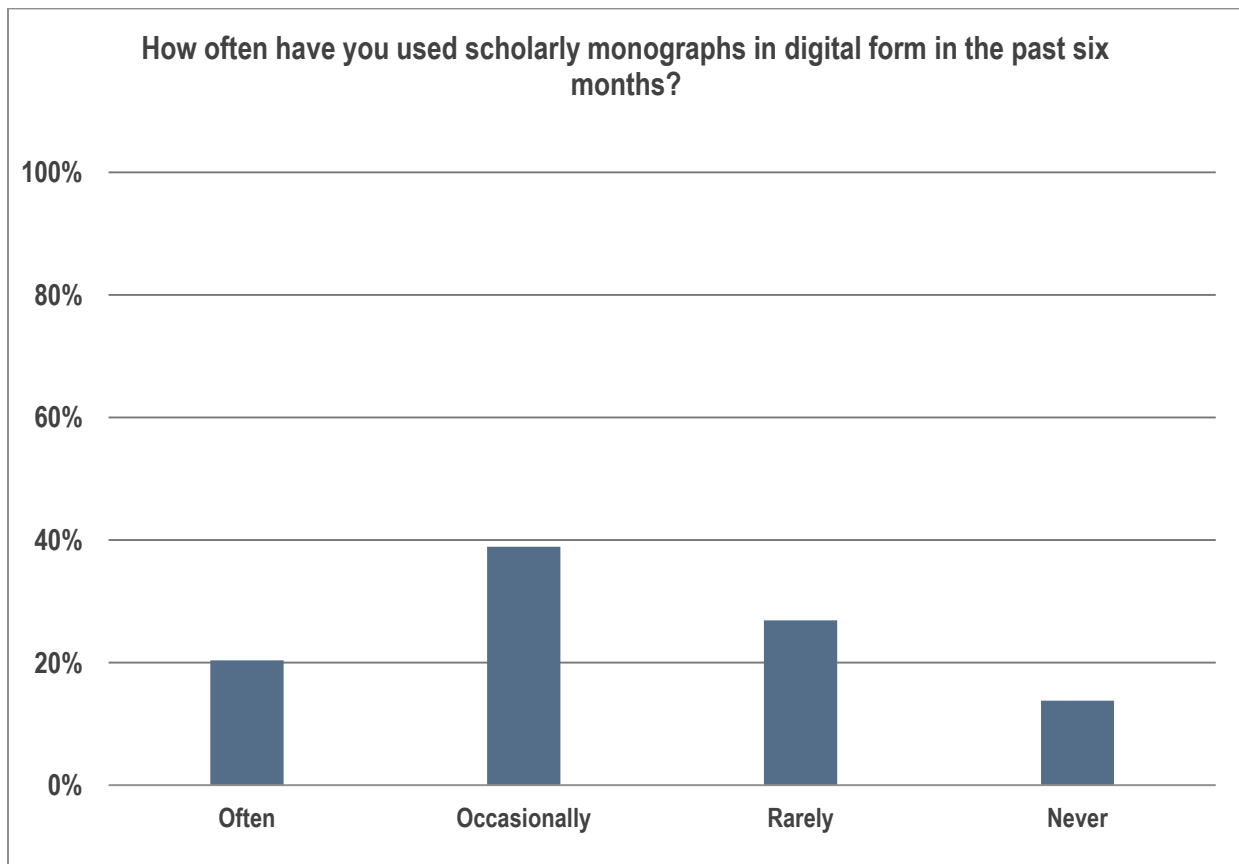
	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	37.10%	27.42%	35.48%	124
Physical collections of archival and historical primary source materials held at another institution's library, museum, visual resources collection, or archives	48.39%	20.97%	30.65%	124
Digitized or born digital versions of archival and historical primary source materials	66.94%	22.58%	10.48%	124



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	56	20.36%
Occasionally	107	38.91%
Rarely	74	26.91%
Never	38	13.82%
	275	100.00%



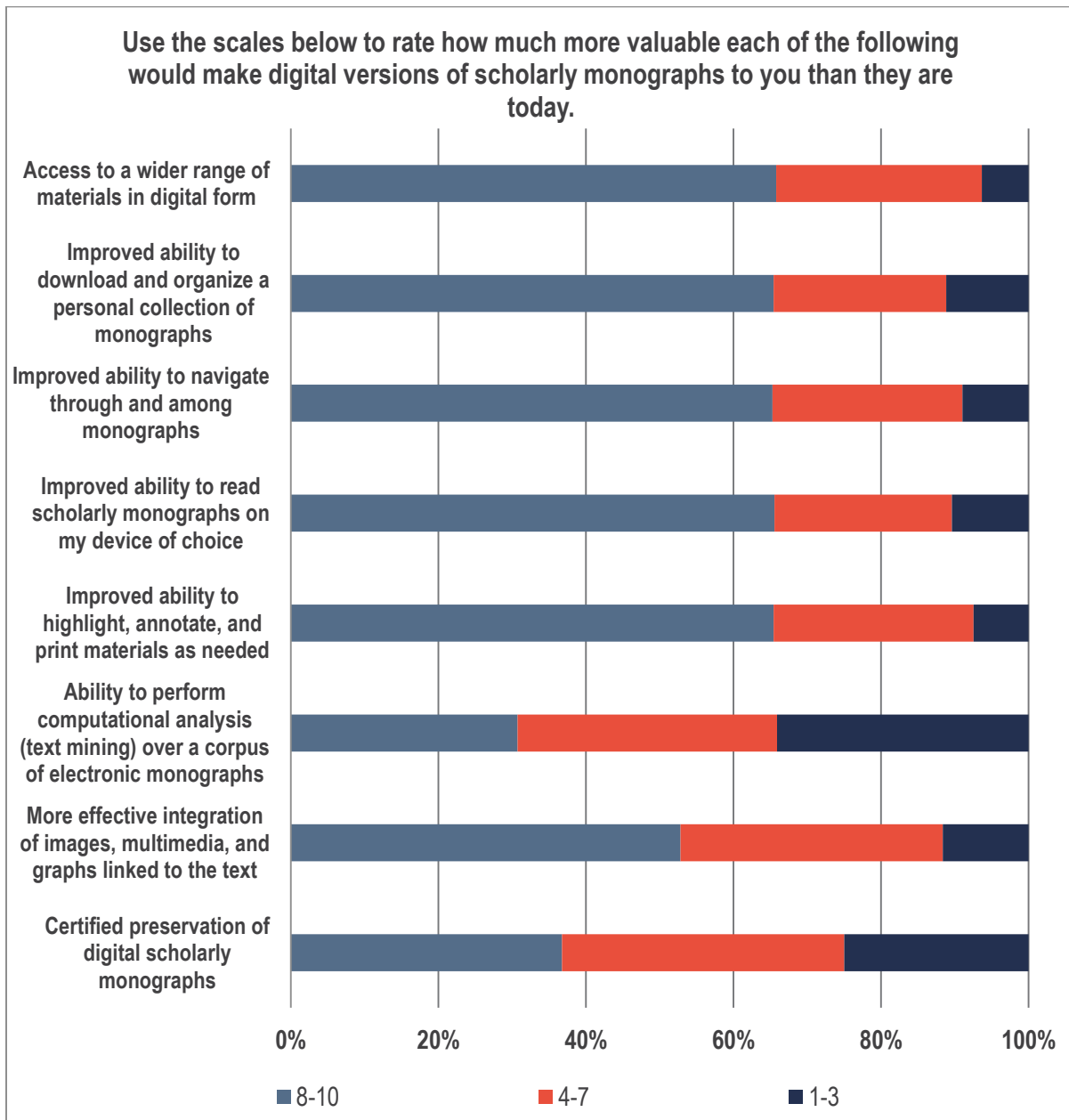
MT6

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. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	65.80%	27.88%	6.32%	269
Improved ability to download and organize a personal collection of monographs	65.43%	23.42%	11.15%	269
Improved ability to navigate through and among monographs	65.30%	25.75%	8.96%	268
Improved ability to read scholarly monographs on my device of choice	65.56%	24.07%	10.37%	270
Improved ability to highlight, annotate, and print materials as needed	65.43%	27.14%	7.43%	269
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	30.71%	35.21%	34.08%	267
More effective integration of images, multimedia, and graphs linked to the text	52.81%	35.58%	11.61%	267
Certified preservation of digital scholarly monographs	36.74%	38.26%	25.00%	264

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. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]



Market Research

MR1

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

MR2

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?

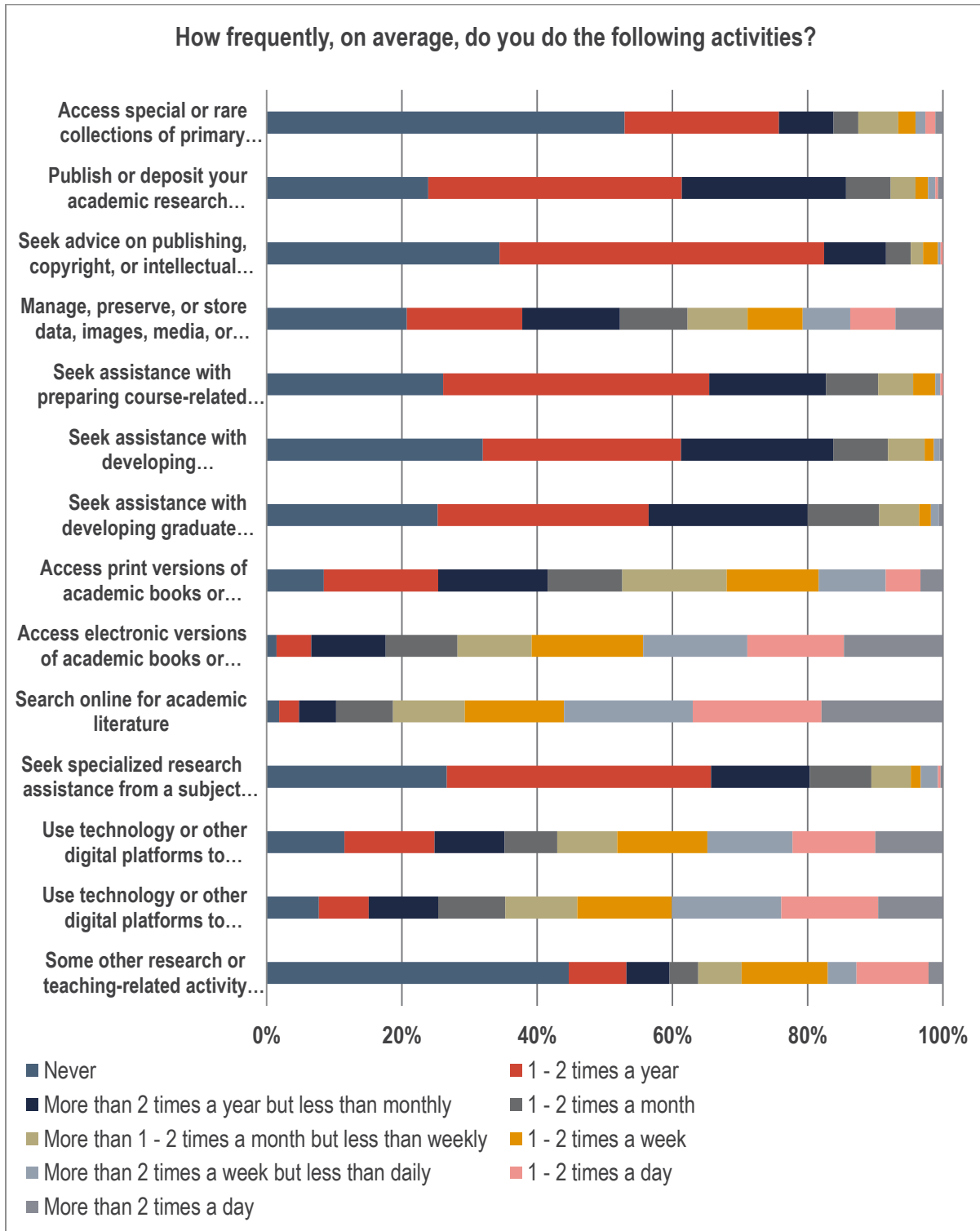
	Never	1 - 2 times a year	More than 2 times a year but less than monthly	1 - 2 times a month	More than 1 - 2 times a month but less than weekly	1 - 2 times a week	More than 2 times a week but less than daily	1 - 2 times a day	More than 2 times a day	Response
Access special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)	52.94%	22.79%	8.09%	3.68%	5.88%	2.57%	1.47%	1.47%	1.10%	272
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	23.90%	37.50%	24.26%	6.62%	3.68%	1.84%	1.10%	0.37%	0.74%	272
Seek advice on publishing, copyright, or intellectual property issues	34.43%	47.99%	9.16%	3.66%	1.83%	2.20%	0.37%	0.37%	-	273
Manage, preserve, or store data, images, media, or other primary source materials	20.74%	17.04%	14.44%	10.00%	8.89%	8.15%	7.04%	6.67%	7.04%	270
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design	26.10%	39.34%	17.28%	7.72%	5.15%	3.31%	0.74%	0.37%	-	272

	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
Seek assistance with developing undergraduate students' research skills	31.98%	29.28%	22.52%	8.11%	5.41%	1.35%	0.90%	-	0.45%	222
Seek assistance with developing graduate students' research skills	25.29%	31.18%	23.53%	10.59%	5.88%	1.76%	1.18%	-	0.59%	170
Access print versions of academic books or journal articles	8.46%	16.91%	16.18%	11.03%	15.44%	13.60%	9.93%	5.15%	3.31%	272
Access electronic versions of academic books or journal articles	1.47%	5.13%	10.99%	10.62%	10.99%	16.48%	15.38%	14.29%	14.65%	273
Search online for academic literature	1.83%	2.93%	5.49%	8.42%	10.62%	14.65%	19.05%	19.05%	17.95%	273
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	26.64%	39.05%	14.60%	9.12%	5.84%	1.46%	2.55%	0.36%	0.36%	274
Use technology or other digital platforms to conduct research	11.48%	13.33%	10.37%	7.78%	8.89%	13.33%	12.59%	12.22%	10.00%	270
Use technology or other digital platforms to prepare instructional materials for the courses you teach	7.72%	7.35%	10.29%	9.93%	10.66%	13.97%	16.18%	14.34%	9.56%	272

	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
Some other research or teaching-related activity	44.68%	8.51%	6.38%	4.26%	6.38%	12.77%	4.26%	10.64%	2.13%	47

MR1

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



MR2

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

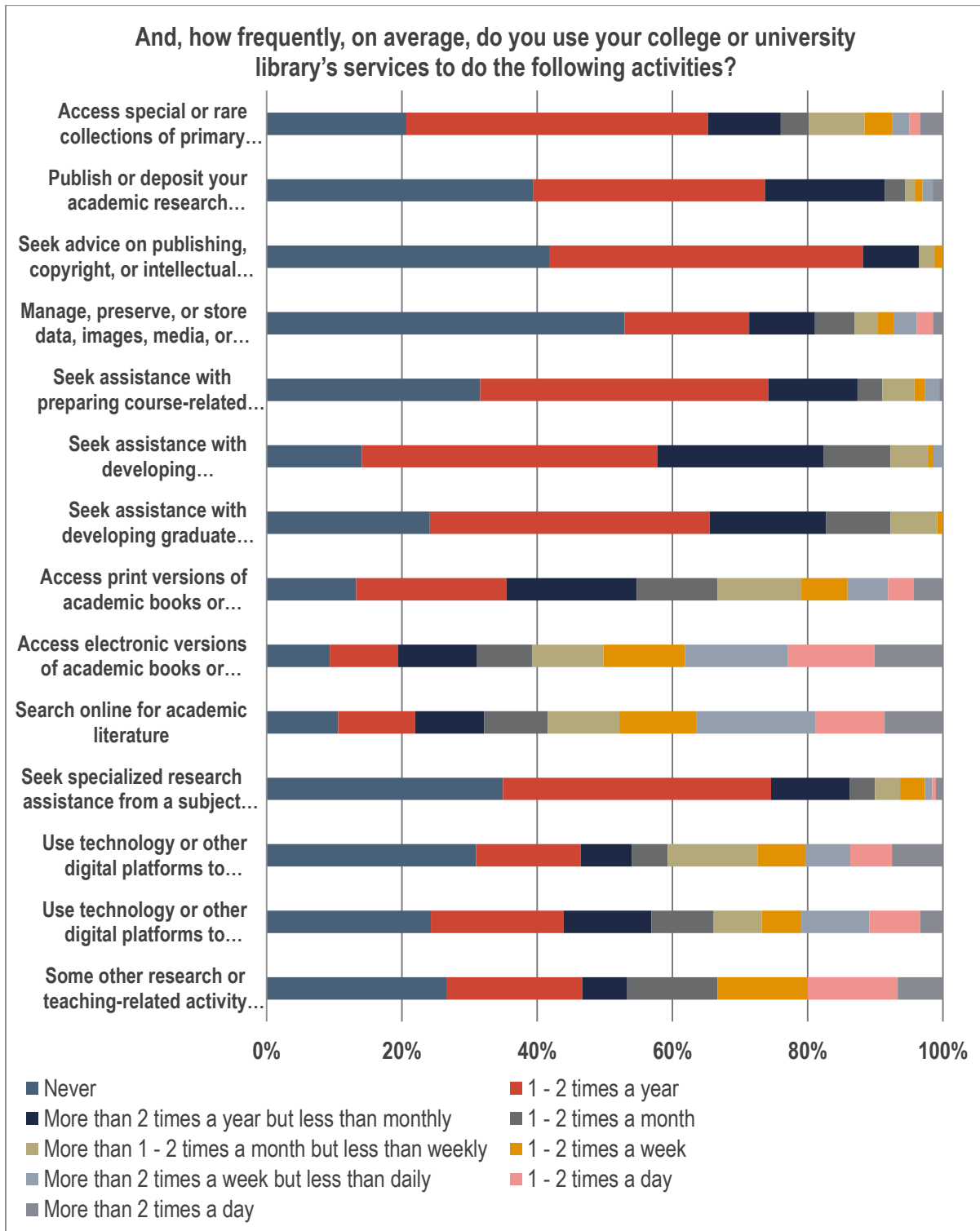
	Never	1 - 2 times a year	More than 2 times a year but less than monthly	1 - 2 times a month	More than 1 - 2 times a month but less than weekly	1 - 2 times a week	More than 2 times a week but less than daily	1 - 2 times a day	More than 2 times a day	Response
Access special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)	20.66%	44.63%	10.74%	4.13%	8.26%	4.13%	2.48%	1.65%	3.31%	121
Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online	39.39%	34.34%	17.68%	3.03%	1.52%	1.01%	1.52%	-	1.52%	198
Seek advice on publishing, copyright, or intellectual property issues	41.76%	46.47%	8.24%	-	2.35%	1.18%	-	-	-	170
Manage, preserve, or store data, images, media, or other primary source materials	52.91%	18.45%	9.71%	5.83%	3.40%	2.43%	3.40%	2.43%	1.46%	206
Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design	31.58%	42.63%	13.16%	3.68%	4.74%	1.58%	2.11%	-	0.53%	190

	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
Seek assistance with developing undergraduate students' research skills	14.08%	43.66%	24.65%	9.86%	5.63%	0.70%	1.41%	-	-	142
Seek assistance with developing graduate students' research skills	24.14%	41.38%	17.24%	9.48%	6.90%	0.86%	-	-	-	116
Access print versions of academic books or journal articles	13.25%	22.22%	19.23%	11.97%	12.39%	6.84%	5.98%	3.85%	4.27%	234
Access electronic versions of academic books or journal articles	9.34%	10.12%	11.67%	8.17%	10.51%	12.06%	15.18%	12.84%	10.12%	257
Search online for academic literature	10.59%	11.37%	10.20%	9.41%	10.59%	11.37%	17.65%	10.20%	8.63%	255
Seek specialized research assistance from a subject expert in your field, discipline, or methodology	34.92%	39.68%	11.64%	3.70%	3.70%	3.70%	1.06%	0.53%	1.06%	189
Use technology or other digital platforms to conduct research	30.97%	15.49%	7.52%	5.31%	13.27%	7.08%	6.64%	6.19%	7.52%	226
Use technology or other digital platforms to prepare instructional materials for the courses you teach	24.27%	19.67%	12.97%	9.21%	7.11%	5.86%	10.04%	7.53%	3.35%	239

	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
Some other research or teaching-related activity	26.67%	20.00%	6.67%	13.33%	-	13.33%	-	13.33%	6.67%	15

MR2

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



MR3

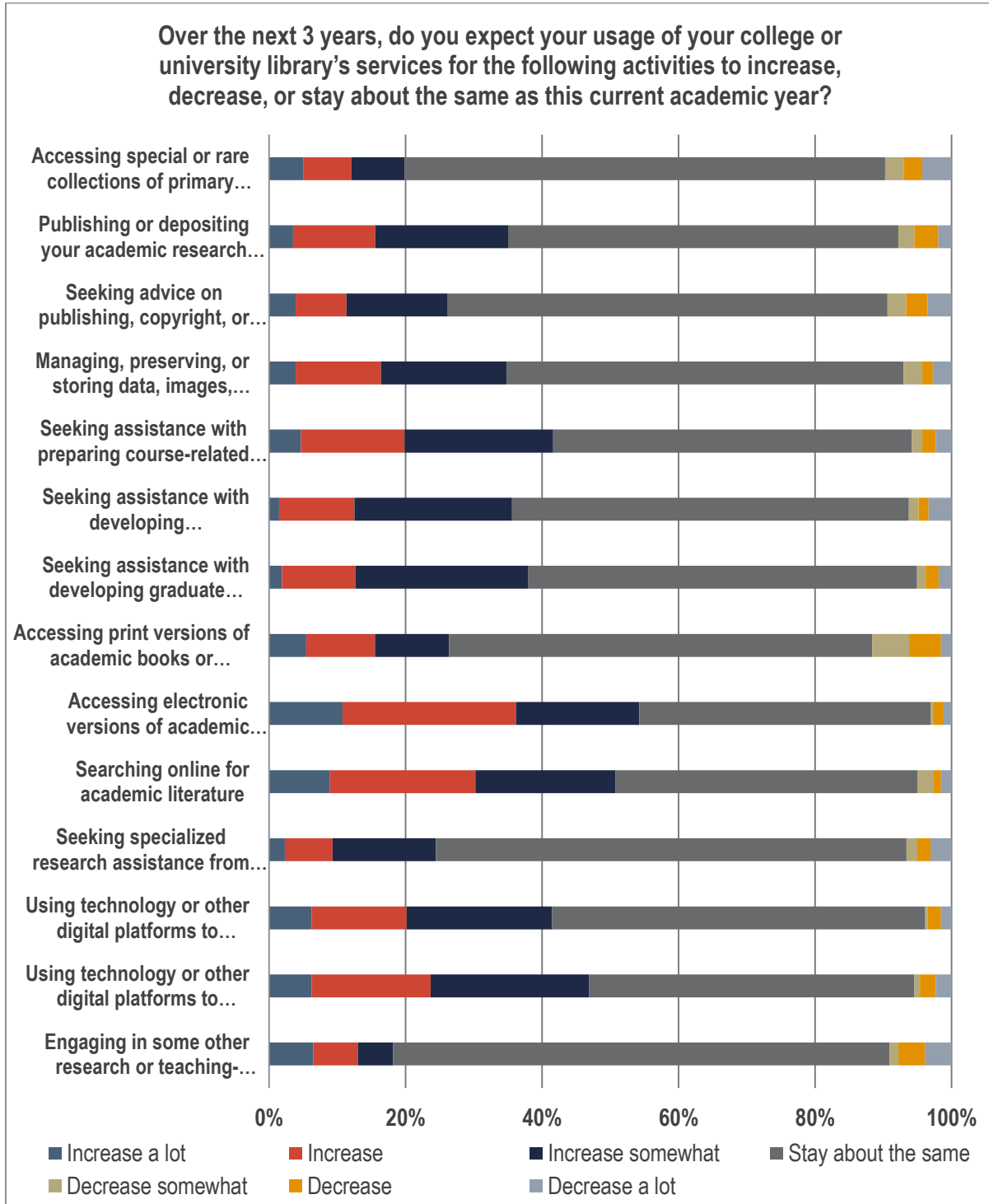
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?

	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)	5.06%	7.00%	7.78%	70.43%	2.72%	2.72%	4.28%	257
Publishing or depositing your academic research outputs online with a publisher, repository, or elsewhere online	3.50%	12.06%	19.46%	57.20%	2.33%	3.50%	1.95%	257
Seeking advice on publishing, copyright, or intellectual property issues	3.91%	7.42%	14.84%	64.45%	2.73%	3.13%	3.52%	256
Managing, preserving, or storing data, images, media, or other primary source materials	3.91%	12.50%	18.36%	58.20%	2.73%	1.56%	2.73%	256
Seeking assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design	4.67%	15.18%	21.79%	52.53%	1.56%	1.95%	2.33%	257
Seeking assistance with developing undergraduate students' research skills	1.44%	11.06%	23.08%	58.17%	1.44%	1.44%	3.37%	208
Seeking assistance with developing graduate students' research skills	1.90%	10.76%	25.32%	56.96%	1.27%	1.90%	1.90%	158
Accessing print versions of academic books or journal articles	5.43%	10.08%	10.85%	62.02%	5.43%	4.65%	1.55%	258

	Increase a lot	Increase	Increase somewhat	Stay about the same	Decrease somewhat	Decrease	Decrease a lot	Response
Accessing electronic versions of academic books or journal articles	10.77%	25.38%	18.08%	42.69%	0.38%	1.54%	1.15%	260
Searching online for academic literature	8.91%	21.32%	20.54%	44.19%	2.33%	1.16%	1.55%	258
Seeking specialized research assistance from a subject expert in your field, discipline, or methodology	2.33%	6.98%	15.12%	68.99%	1.55%	1.94%	3.10%	258
Using technology or other digital platforms to conduct research	6.20%	13.95%	21.32%	54.65%	0.39%	1.94%	1.55%	258
Using technology or other digital platforms to prepare instructional materials for the courses you teach	6.20%	17.44%	23.26%	47.67%	0.78%	2.33%	2.33%	258
Engaging in some other research or teaching-related activity	6.49%	6.49%	5.19%	72.73%	1.30%	3.90%	3.90%	77

MR3

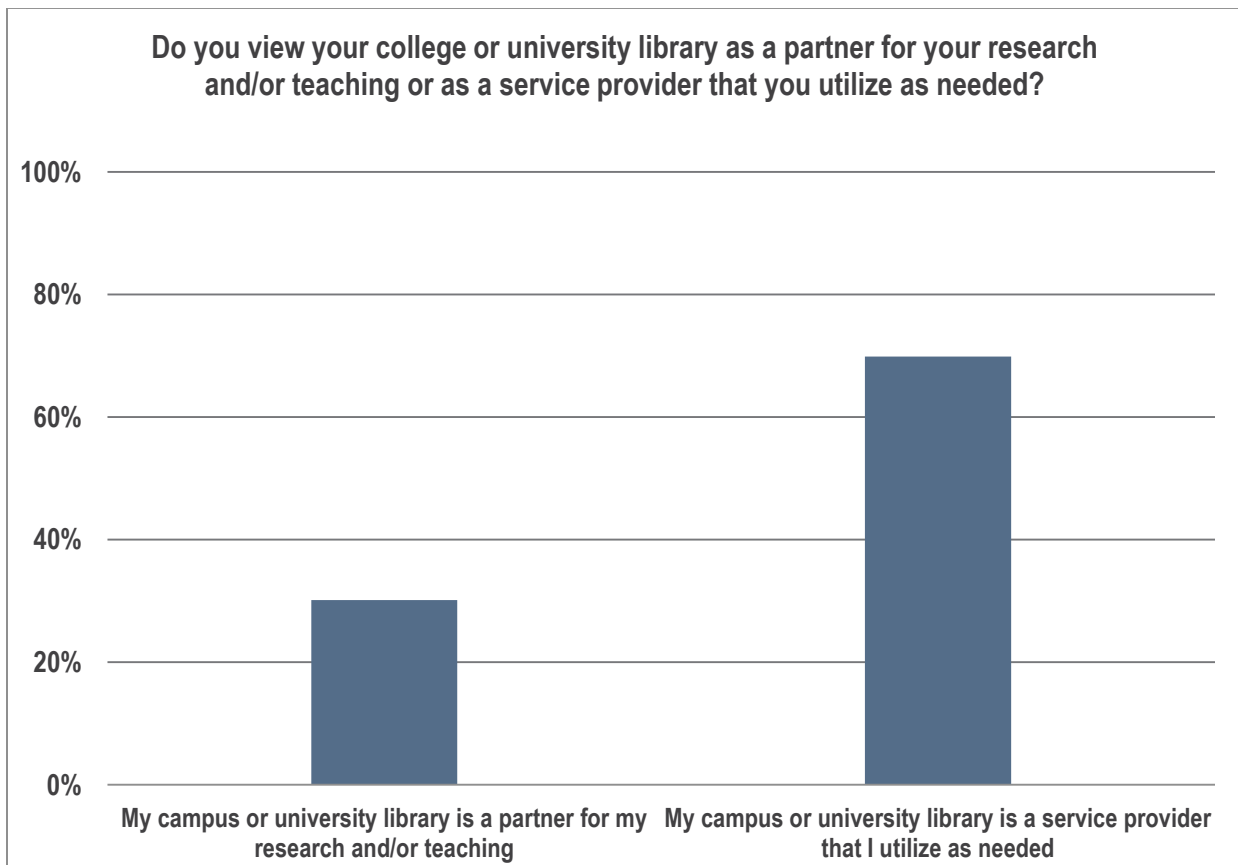
Over the next 3 years, do you expect your usage of your college or university library's services for the following activities to increase, decrease, or stay about the same as this current academic year?



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?

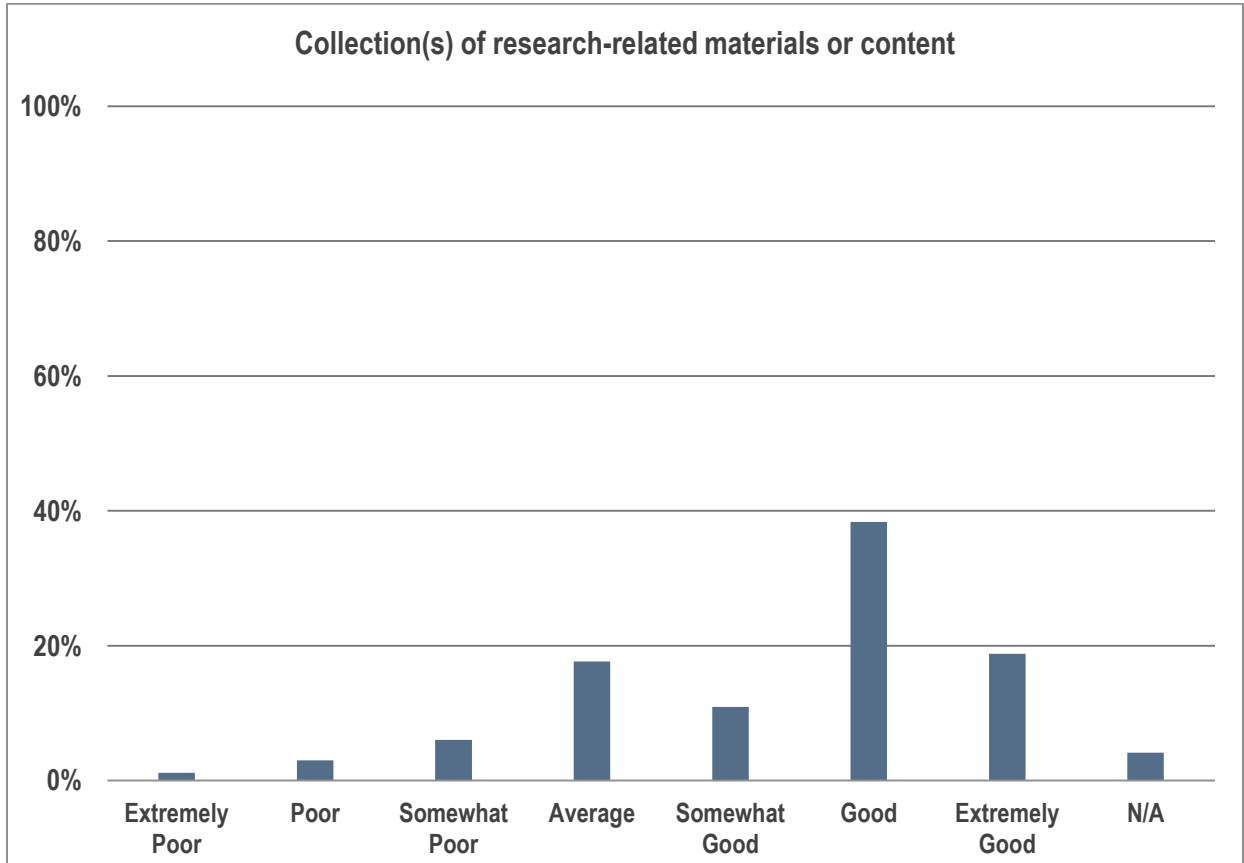
	Response	Percent
My campus or university library is a partner for my research and/or teaching	79	30.15%
My campus or university library is a service provider that I utilize as needed	183	69.85%
	262	100.00%



MR5

Collection(s) of research-related materials or content

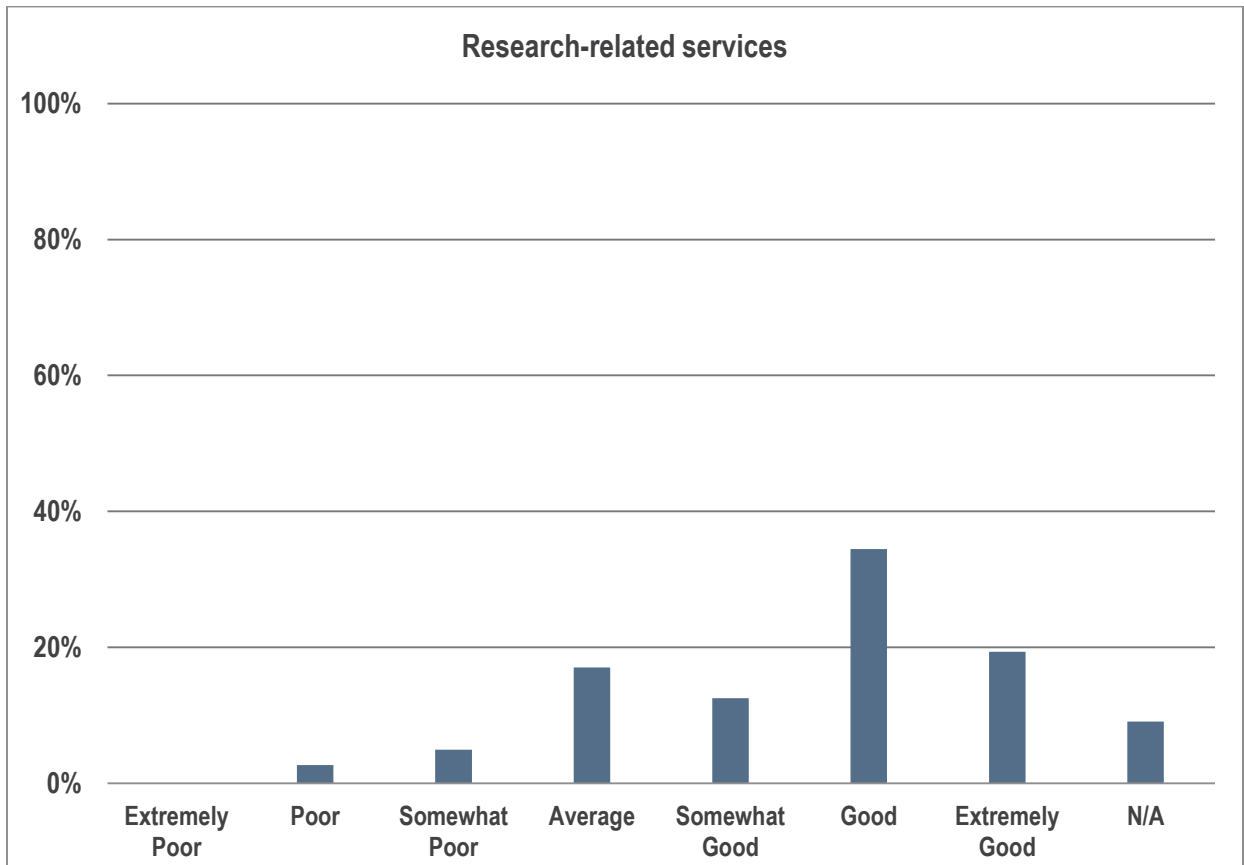
	Response	Percent
Extremely Poor	3	1.13%
Poor	8	3.01%
Somewhat Poor	16	6.02%
Average	47	17.67%
Somewhat Good	29	10.90%
Good	102	38.35%
Extremely Good	50	18.80%
N/A	11	4.14%
	266	100.00%



MR6

Research-related services

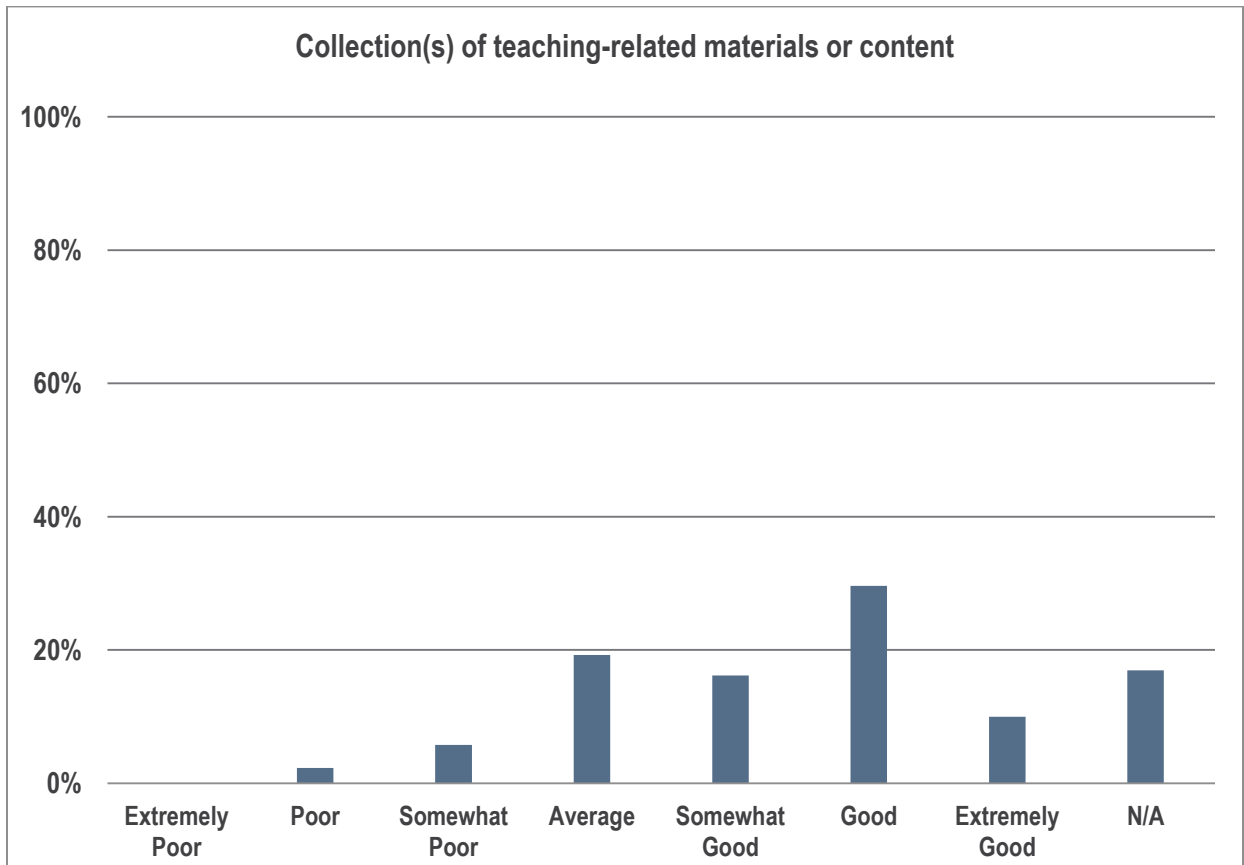
	Response	Percent
Extremely Poor	0	0.00%
Poor	7	2.65%
Somewhat Poor	13	4.92%
Average	45	17.05%
Somewhat Good	33	12.50%
Good	91	34.47%
Extremely Good	51	19.32%
N/A	24	9.09%
	264	100.00%



MR7

Collection(s) of teaching-related materials or content

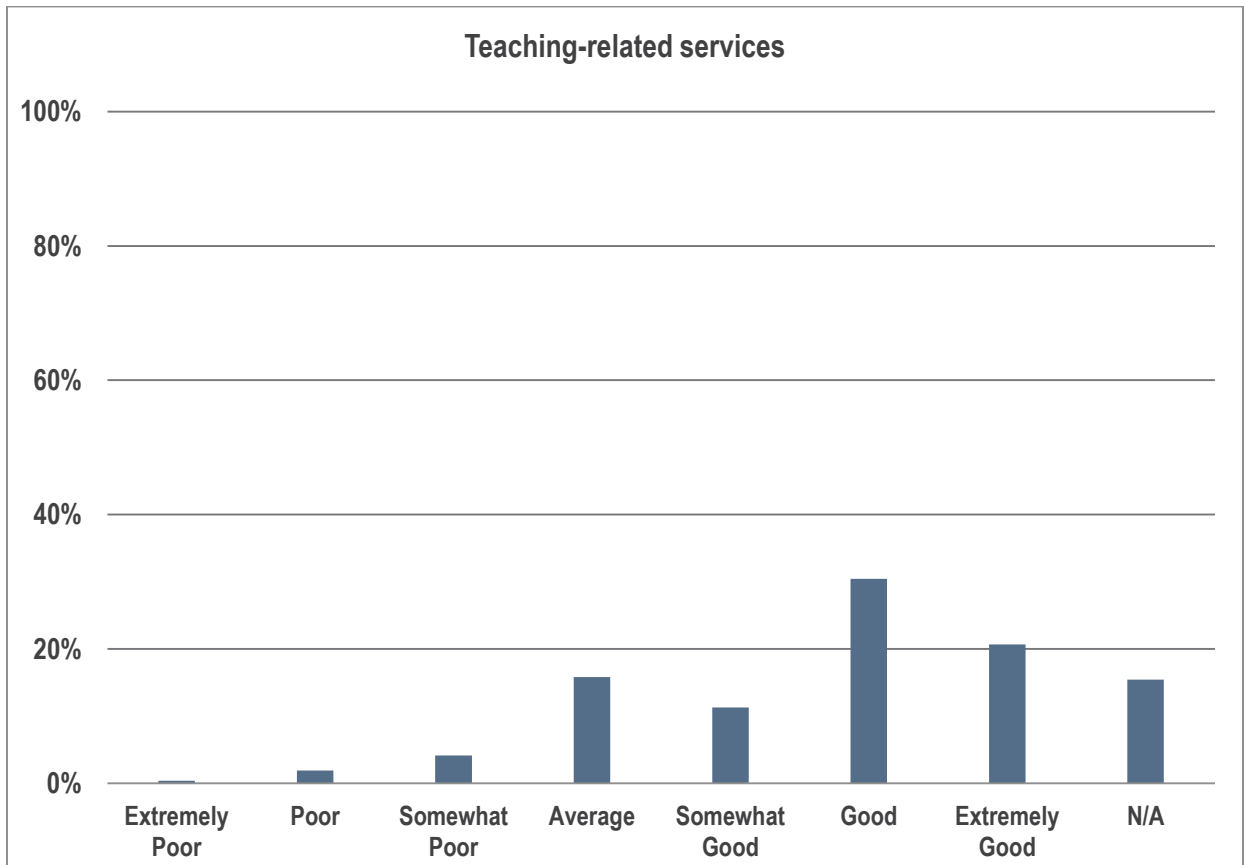
	Response	Percent
Extremely Poor	0	0.00%
Poor	6	2.31%
Somewhat Poor	15	5.77%
Average	50	19.23%
Somewhat Good	42	16.15%
Good	77	29.62%
Extremely Good	26	10.00%
N/A	44	16.92%
	260	100.00%



MR8

Teaching-related services

	Response	Percent
Extremely Poor	1	0.38%
Poor	5	1.88%
Somewhat Poor	11	4.14%
Average	42	15.79%
Somewhat Good	30	11.28%
Good	81	30.45%
Extremely Good	55	20.68%
N/A	41	15.41%
	266	100.00%



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."

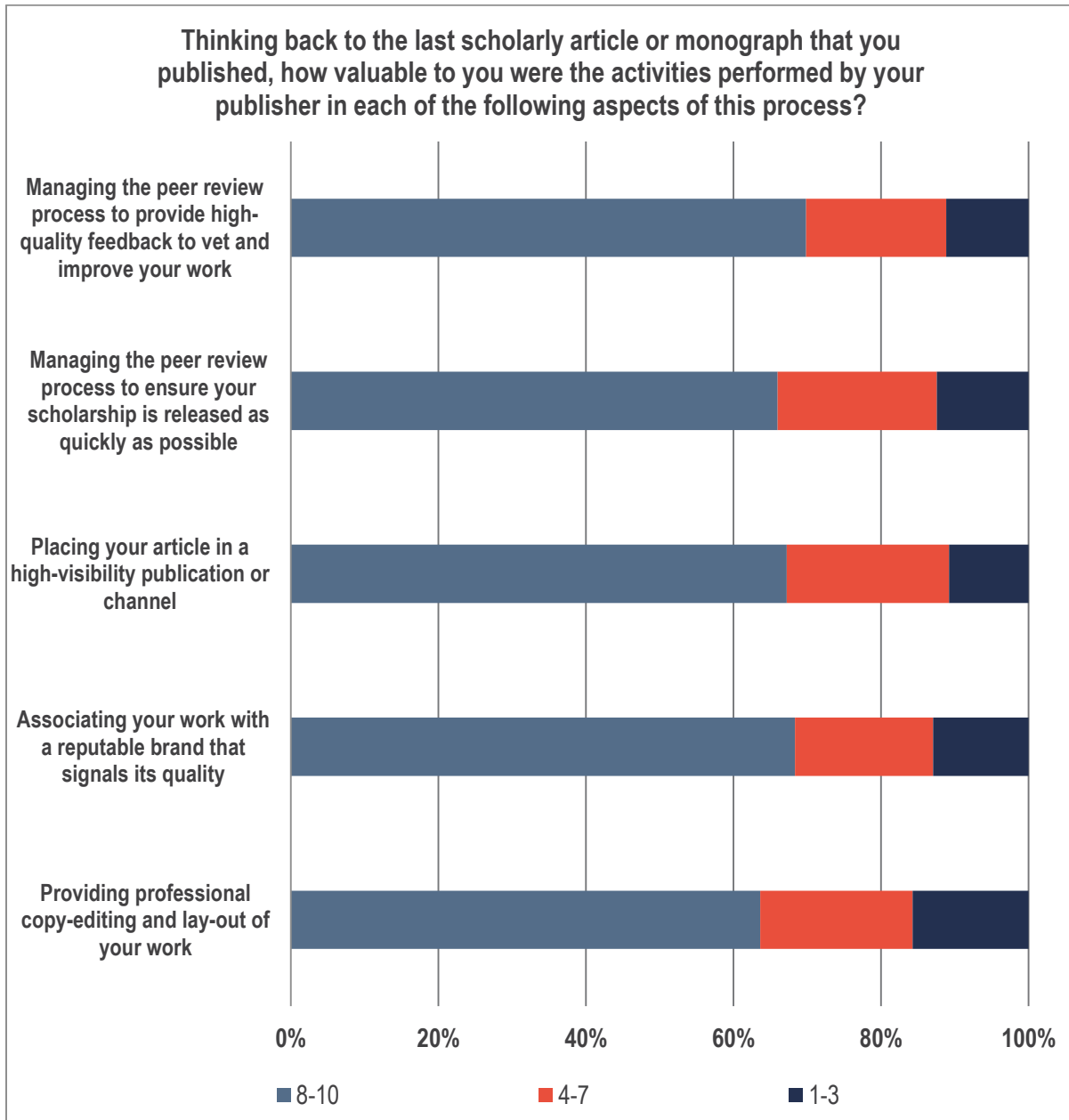
SC1

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	69.83%	19.01%	11.16%	242
Managing the peer review process to ensure your scholarship is released as quickly as possible	65.98%	21.58%	12.45%	241
Placing your article in a high-visibility publication or channel	67.22%	21.99%	10.79%	241
Associating your work with a reputable brand that signals its quality	68.33%	18.75%	12.92%	240
Providing professional copy-editing and lay-out of your work	63.64%	20.66%	15.70%	242

SC1

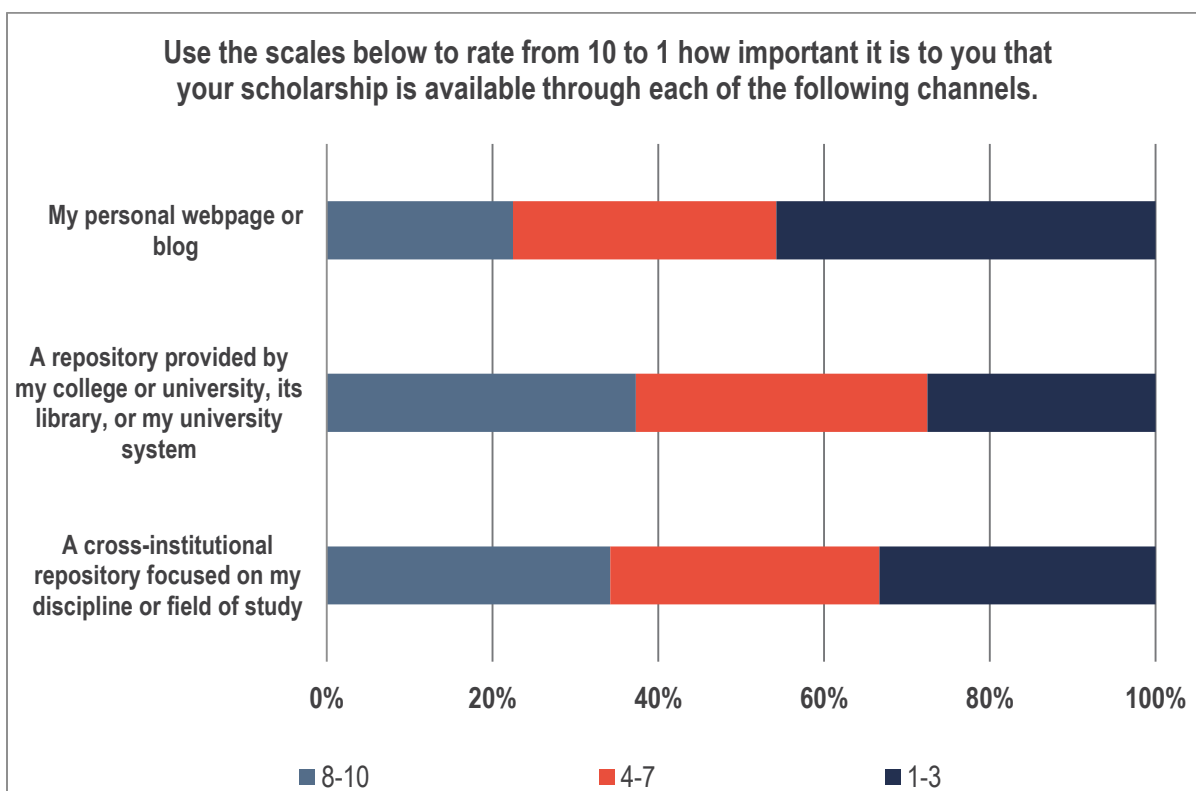
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." 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	22.46%	31.78%	45.76%	236
A repository provided by my college or university, its library, or my university system	37.29%	35.17%	27.54%	236
A cross-institutional repository focused on my discipline or field of study	34.19%	32.48%	33.33%	234



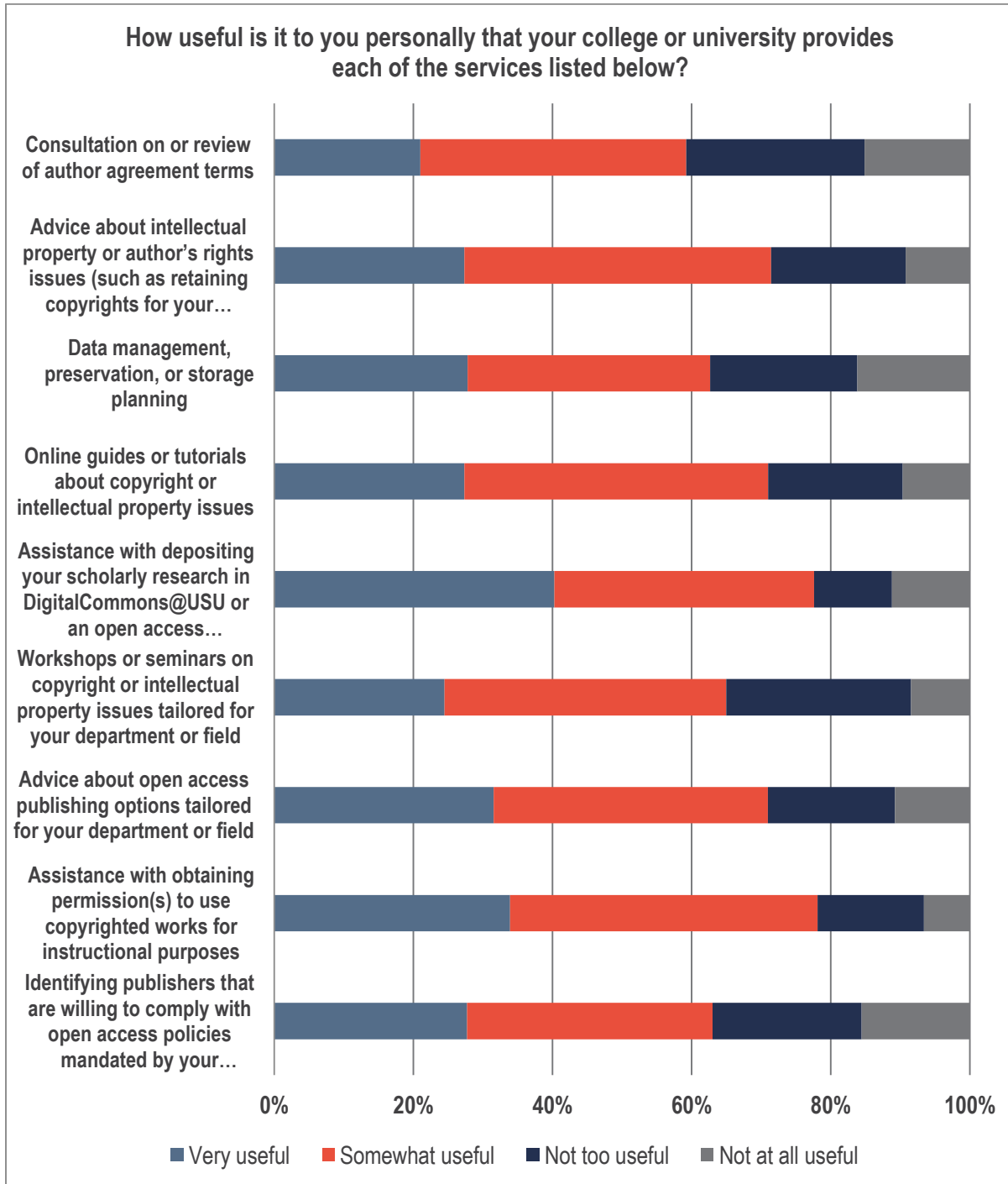
SC3

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	21.01%	38.24%	25.63%	15.13%	238
Advice about intellectual property or author's rights issues (such as retaining copyrights for your publications or fair use of copyrighted works)	27.31%	44.12%	19.33%	9.24%	238
Data management, preservation, or storage planning	27.80%	34.85%	21.16%	16.18%	241
Online guides or tutorials about copyright or intellectual property issues	27.31%	43.70%	19.33%	9.66%	238
Assistance with depositing your scholarly research in Digital Commons @ USU or an open access disciplinary repository (such as PubMed, SSRN, etc.)	40.25%	37.34%	11.20%	11.20%	241
Workshops or seminars on copyright or intellectual property issues tailored for your department or field	24.47%	40.51%	26.58%	8.44%	237
Advice about open access publishing options tailored for your department or field	31.54%	39.42%	18.26%	10.79%	241
Assistance with obtaining permission(s) to use copyrighted works for instructional purposes	33.88%	44.21%	15.29%	6.61%	242
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.)	27.73%	35.29%	21.43%	15.55%	238

SC3

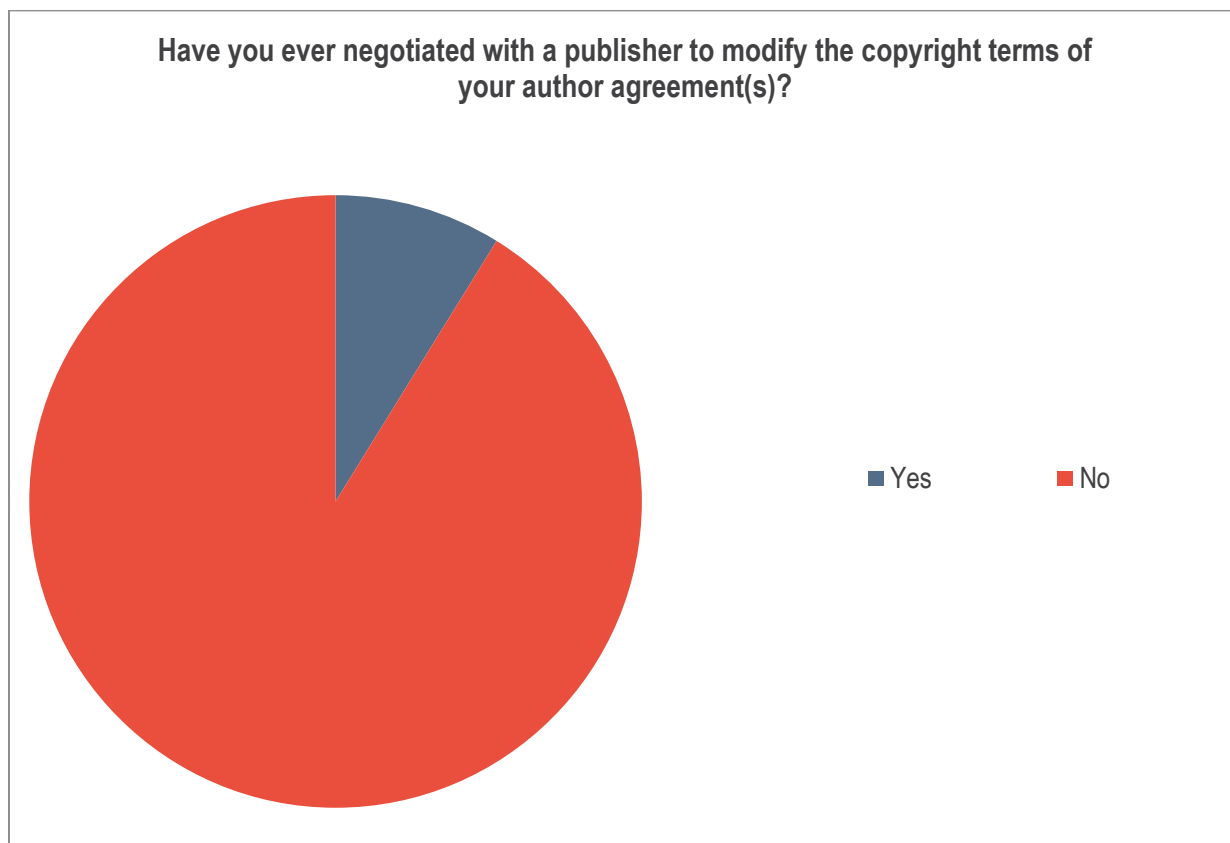
How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).



SC4

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

	Response	Percent
Yes	23	8.81%
No	238	91.19%
	261	100.00%



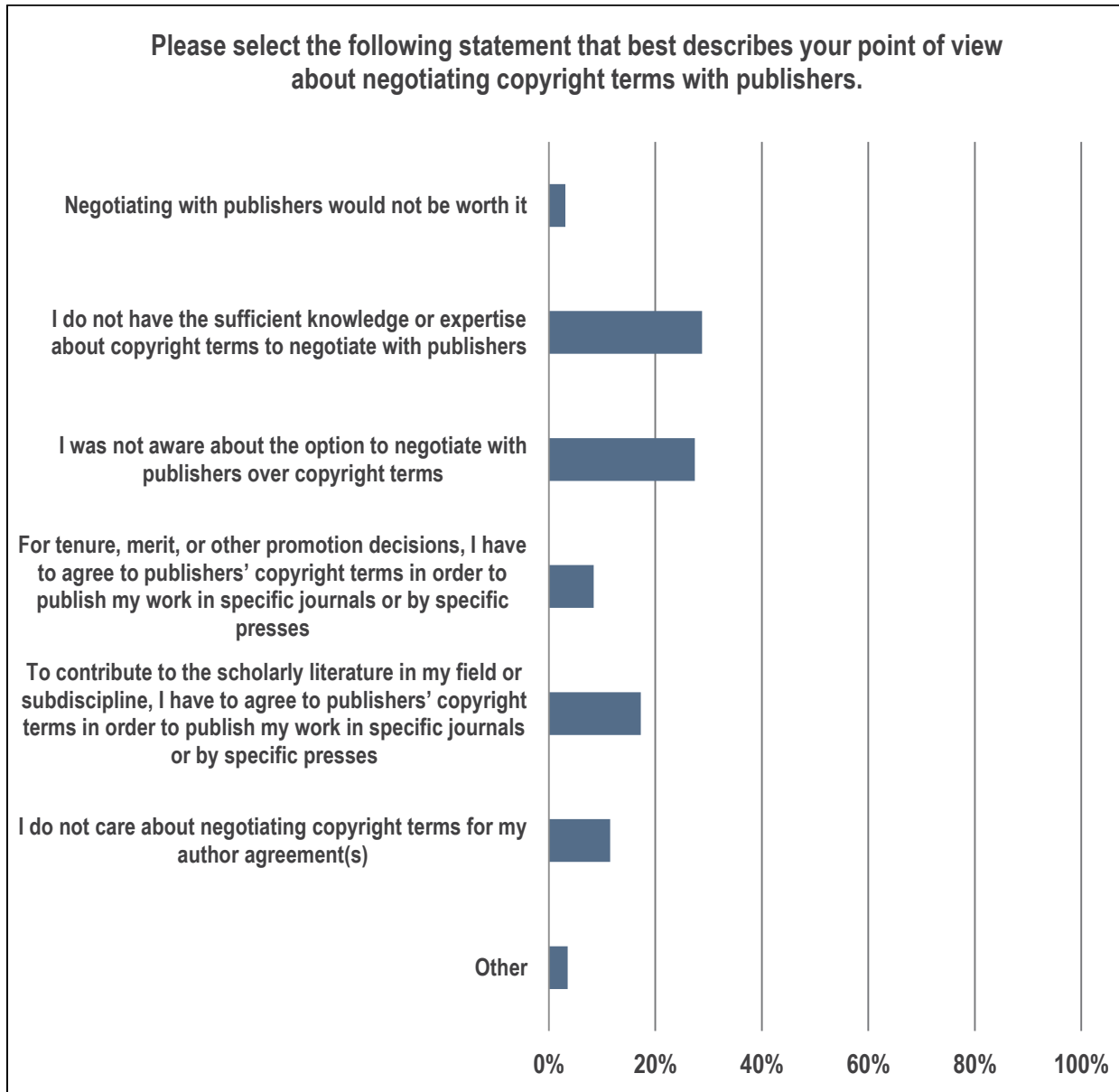
SC5 [Contingent on respondent selecting “no” in SC4]

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	7	3.10%
I do not have the sufficient knowledge or expertise about copyright terms to negotiate with publishers	65	28.76%
I was not aware about the option to negotiate with publishers over copyright terms	62	27.43%
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	19	8.41%
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	39	17.26%
I do not care about negotiating copyright terms for my author agreement(s)	26	11.50%
Other	8	3.54%
	226	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:



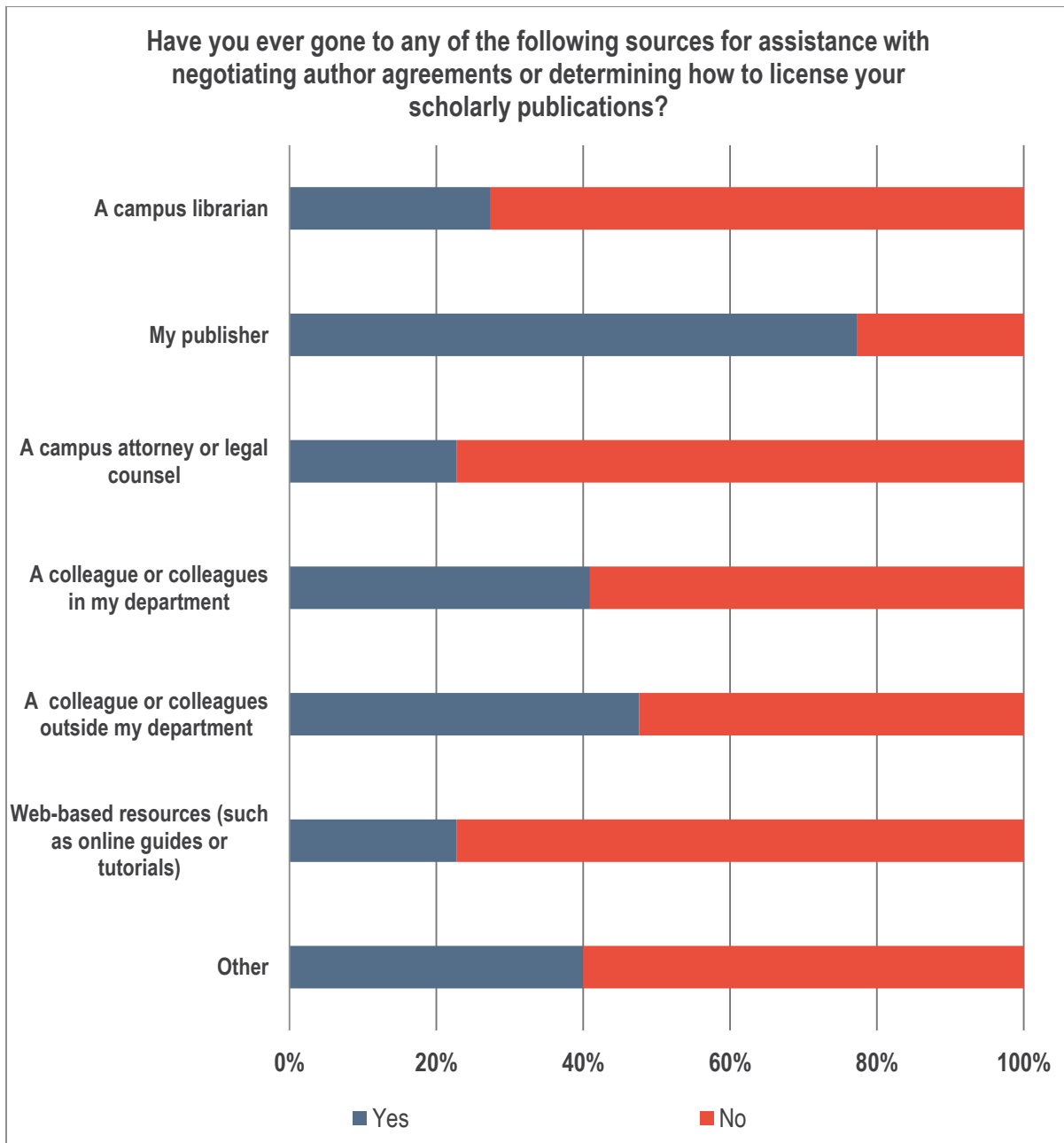
SC6 [Contingent on respondent selecting “yes” in SC4]

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	27.27%	72.73%	22
My publisher	77.27%	22.73%	22
A campus attorney or legal counsel	22.73%	77.27%	22
A colleague or colleagues in my department	40.91%	59.09%	22
A colleague or colleagues outside my department	47.62%	52.38%	21
Web-based resources (such as online guides or tutorials)	22.73%	77.27%	22
Other	40.00%	60.00%	5

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

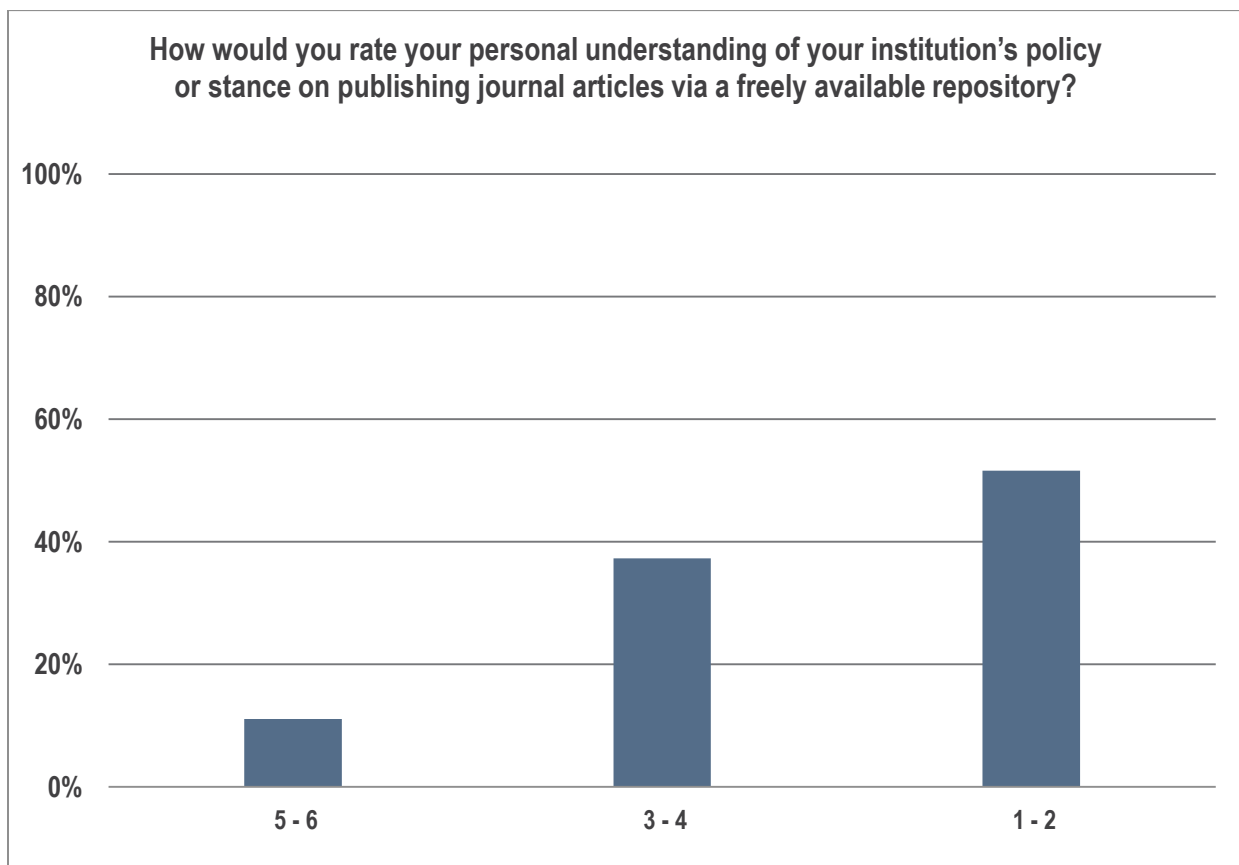
Have you ever gone to any of the following sources for assistance with negotiating author agreements or determining how to license your scholarly publications?



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	28	11.11%
3 - 4	94	37.30%
1 - 2	130	51.59%
	252	100.00%



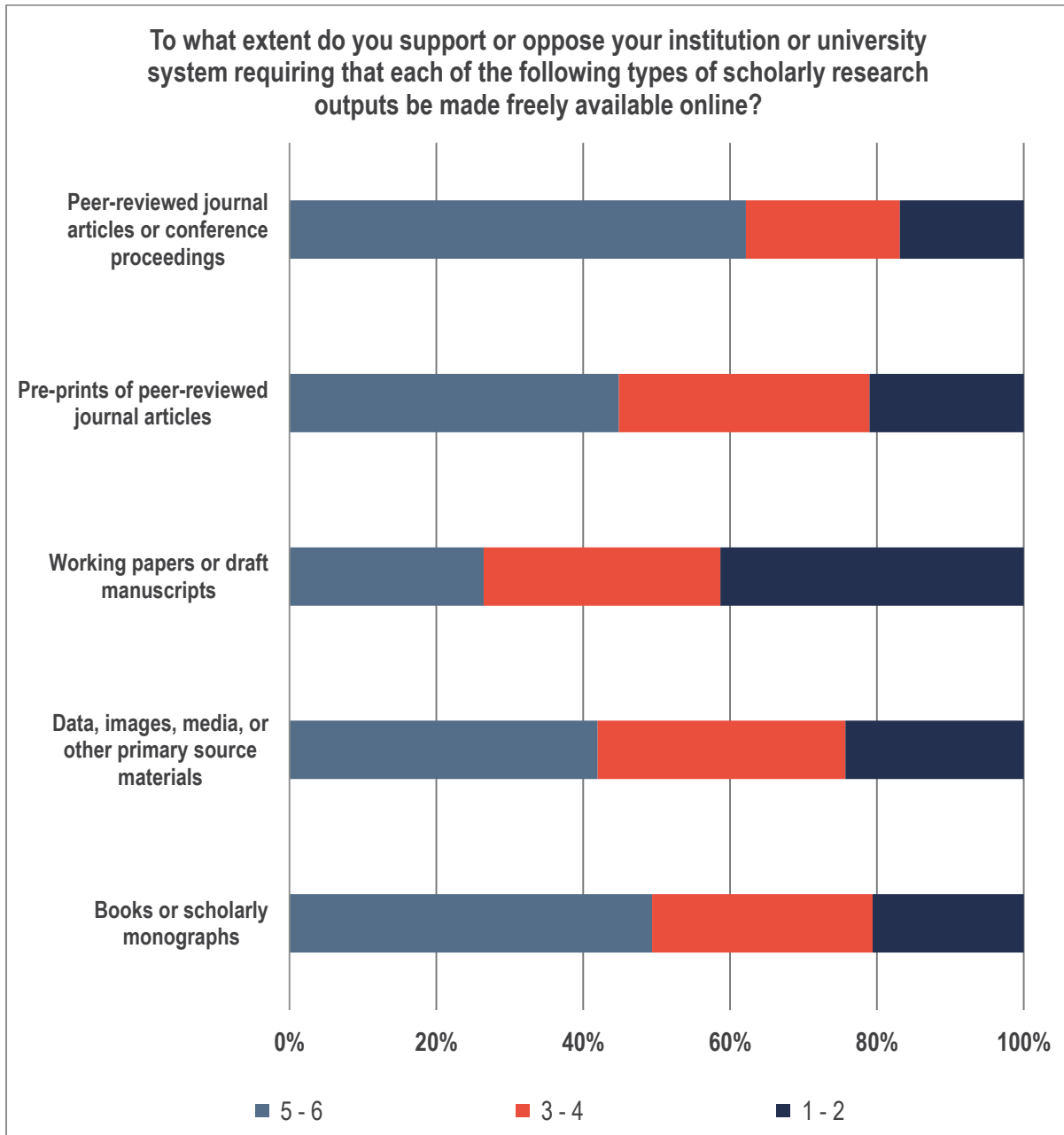
SC8

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	62.14%	20.99%	16.87%	243
Pre-prints of peer-reviewed journal articles	44.86%	34.16%	20.99%	243
Working papers or draft manuscripts	26.45%	32.23%	41.32%	242
Data, images, media, or other primary source materials	41.98%	33.74%	24.28%	243
Books or scholarly monographs	49.38%	30.04%	20.58%	243

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."



Demographic Questions

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?

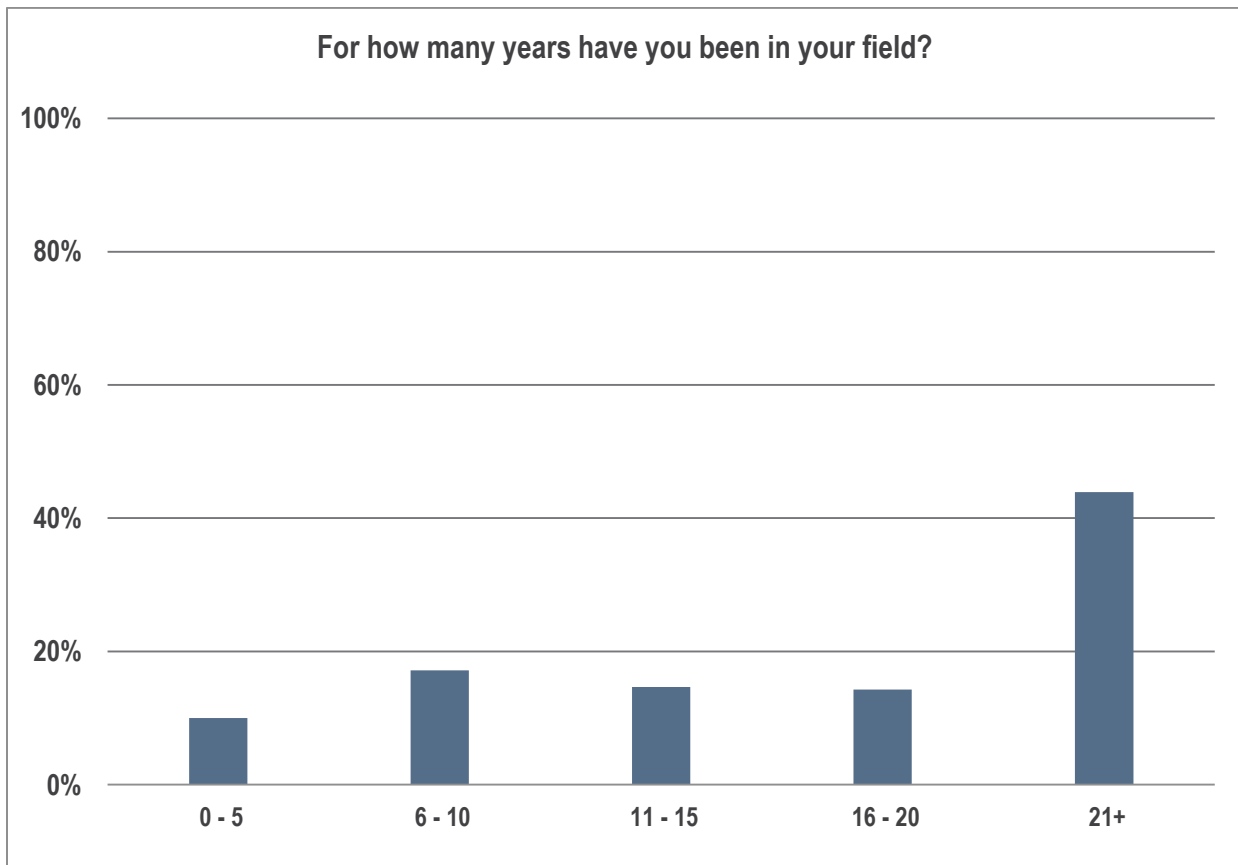
D4

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?

D2

For how many years have you been in your field?

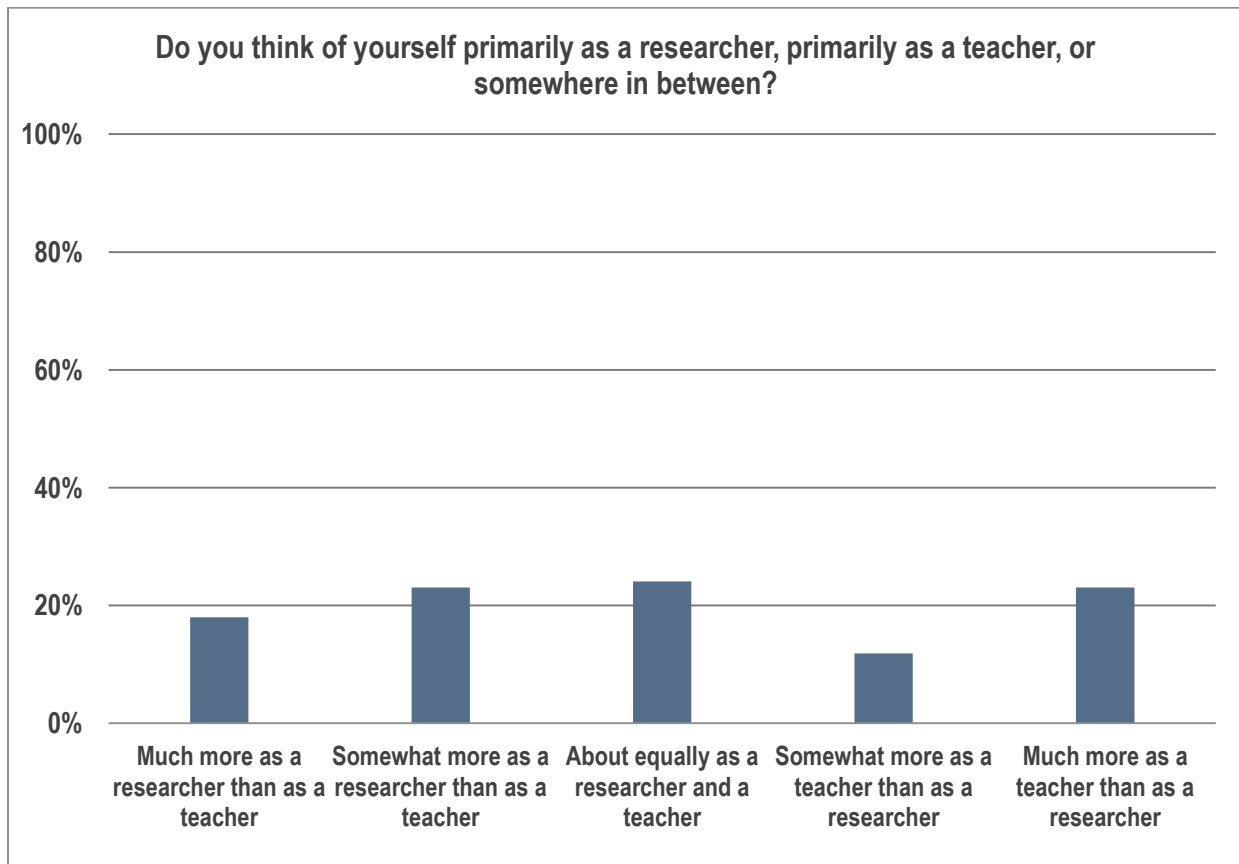
	Response	Percent
0 - 5	28	10.00%
6 - 10	48	17.14%
11 - 15	41	14.64%
16 - 20	40	14.29%
21+	123	43.93%
	280	100.00%



D3

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

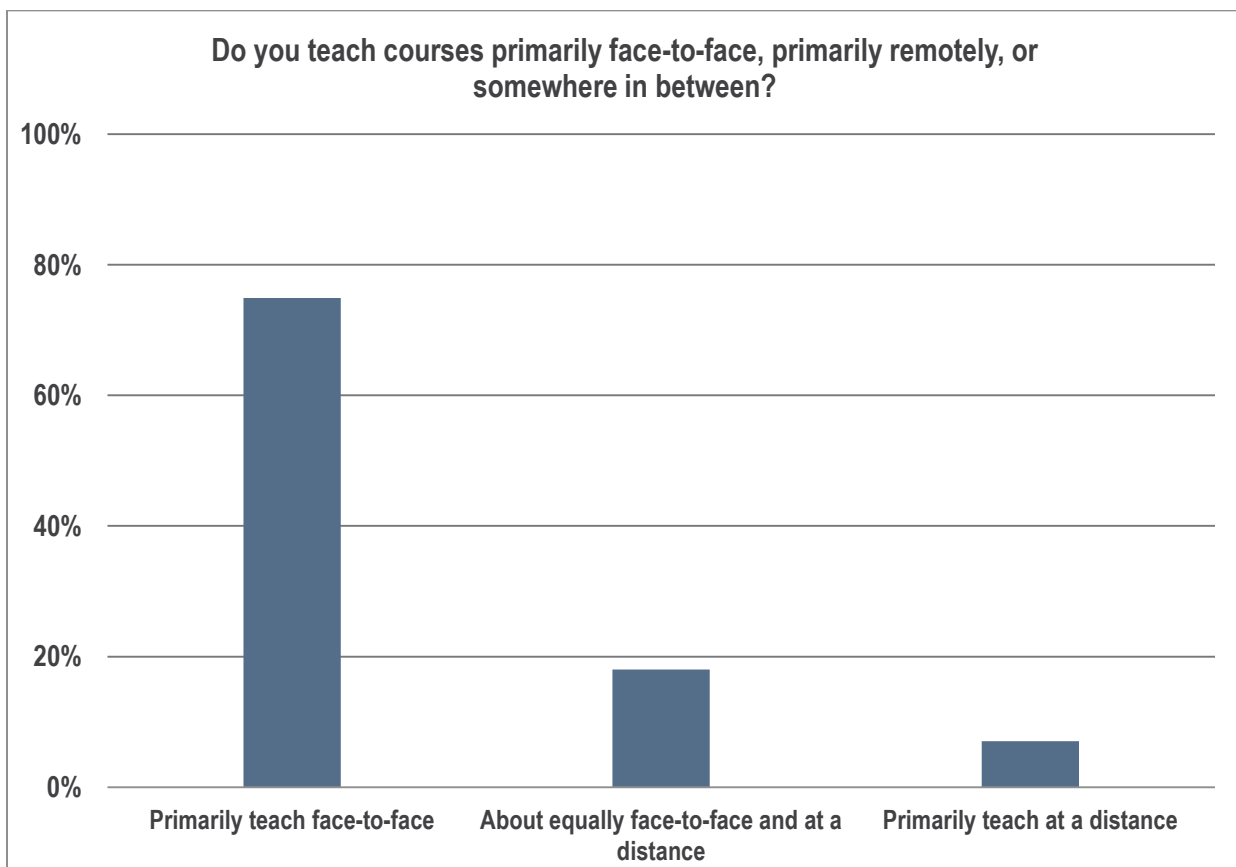
	Response	Percent
Much more as a researcher than as a teacher	50	17.99%
Somewhat more as a researcher than as a teacher	64	23.02%
About equally as a researcher and a teacher	67	24.10%
Somewhat more as a teacher than as a researcher	33	11.87%
Much more as a teacher than as a researcher	64	23.02%
	278	100.00%



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	191	74.90%
About equally face-to-face and at a distance	46	18.04%
Primarily teach at a distance	18	7.06%
	255	100.00%



Embedded Data

The tables and graphs for some of these data points have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

COLLEGE (Academic)

Department (Rank)

EEO Fac Rank Translation

Fac Rank Translation

Gender

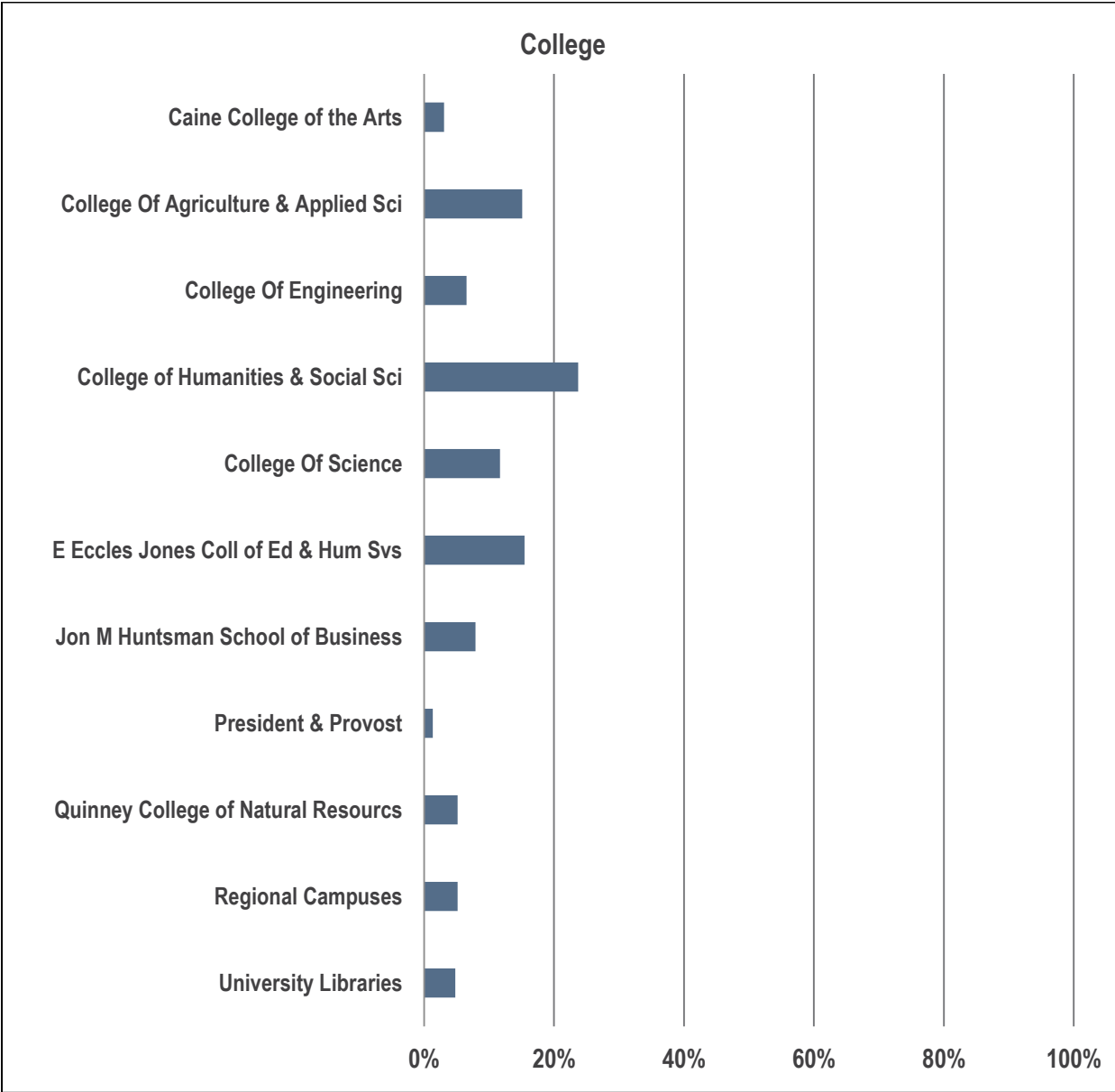
Age Group

Yrs at USU

COLLEGE (Academic)

	Response	Percent
Caine College of the Arts	9	3.09%
College Of Agriculture & Applied Sci	44	15.12%
College Of Engineering	19	6.53%
College of Humanities & Social Sci	69	23.71%
College Of Science	34	11.68%
E Eccles Jones Coll of Ed & Hum Svs	45	15.46%
Jon M Huntsman School of Business	23	7.90%
President & Provost	4	1.37%
Quinney College of Natural Resources	15	5.15%
Regional Campuses	15	5.15%
University Libraries	14	4.81%
	291	100.00%

COLLEGE (Academic)



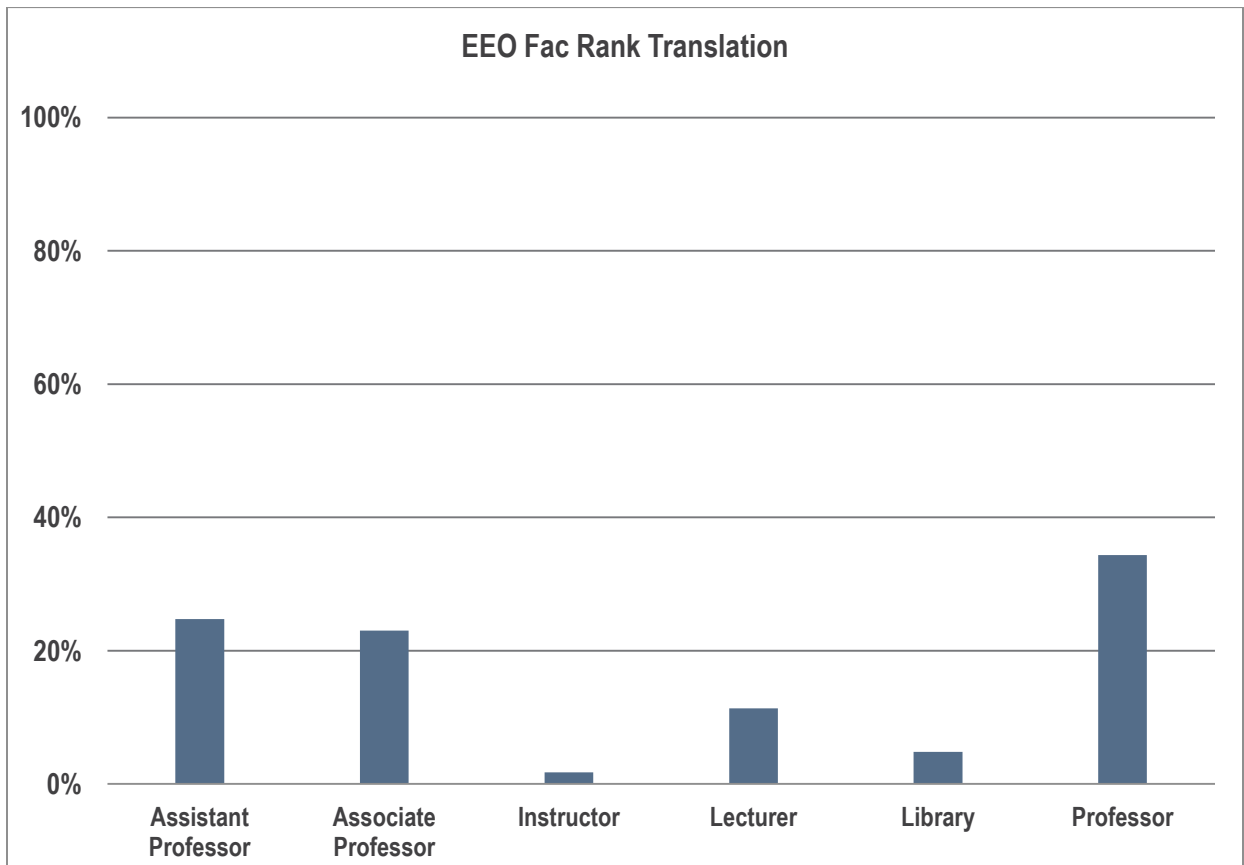
Job_Code

	Response	Percent
Agricultural Systems Technology & Education	9	3.09%
Animal, Dairy and Veterinary Sciences	12	4.12%
Applied Economics	2	0.69%
Art	2	0.69%
Biological Engineering	1	0.34%
Biology	15	5.15%
Chemistry & Biochemistry	5	1.72%
Civil & Environmental Engineering	6	2.06%
Communicative Disorders & Deaf Education	3	1.03%
Computer Science	4	1.37%
Cooperative Extension - Northern	7	2.41%
Cooperative Extension - Southern	5	1.72%
Dean - Engineering	1	0.34%
Economics and Finance	7	2.41%
Electrical & Computer Engineering	3	1.03%
Engineering & Technology Education	2	0.69%
English	23	7.90%
Environment & Society	5	1.72%
Family, Consumer, & Human Development	10	3.44%
Geology	6	2.06%
Health, Physical Education & Recreation	5	1.72%
History	13	4.47%
Instructional Technology and Learning Sciences	2	0.69%
Landscape Architecture and Environmental Planning	2	0.69%
Languages, Philosophy and Speech Communication	18	6.19%
Management	6	2.06%
Management Information Systems	4	1.37%
Marketing & Strategy	5	1.72%
Mathematics & Statistics	6	2.06%
Mechanical & Aerospace Engineering	2	0.69%
Music	4	1.37%
Nursing & Health Professions	6	2.06%
Nutrition, Dietetics and Food Sciences	4	1.37%
Physics	5	1.72%
Plants, Soils, and Climate	6	2.06%
Political Science	6	2.06%
Psychology	15	5.15%
School Of Accountancy	4	1.37%
School of Teacher Education & Leadership	7	2.41%
Sociology, Social Work and Anthropology	12	4.12%

	Response	Percent
Special Education & Rehabilitation	4	1.37%
Theatre Arts	3	1.03%
University Libraries	14	4.81%
Watershed Sciences	3	1.03%
Wildland Resources	7	2.41%
	291	100.00%

EEO Fac Rank Translation

	Response	Percent
Assistant Professor	72	24.74%
Associate Professor	67	23.02%
Instructor	5	1.72%
Lecturer	33	11.34%
Library	14	4.81%
Professor	100	34.36%
	291	100.00%

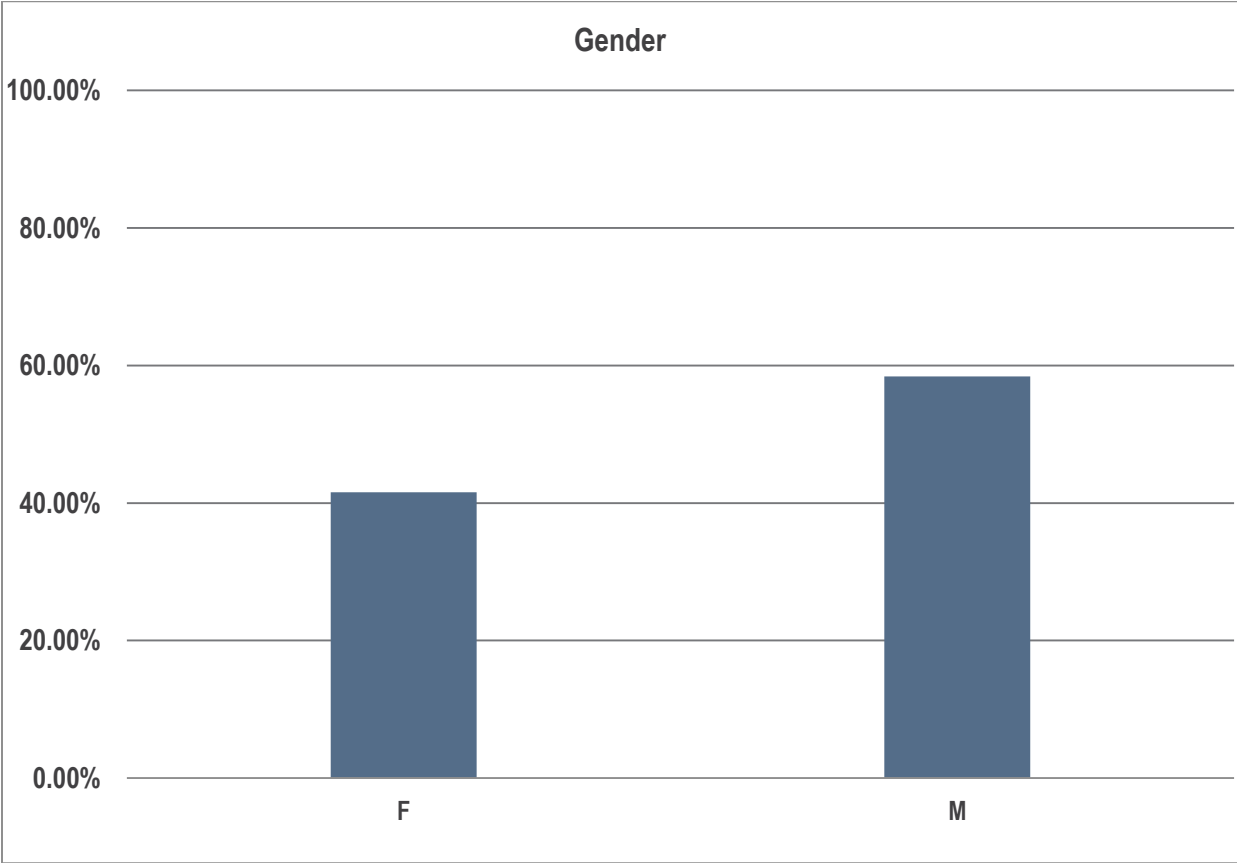


Fac Rank Trnaslation

	Response	Percent
Assistant Librarian	8	2.75%
Assistant Professor	59	20.27%
Associate Librarian	5	1.72%
Associate Professor	55	18.90%
Clinical Assistant Professor	2	0.69%
Clinical Instructor	2	0.69%
Extension Assistant Professor	4	1.37%
Extension Associate Professor	6	2.06%
Extension Professor	1	0.34%
Lecturer	22	7.56%
Librarian	1	0.34%
PCTE Assistant Professor	1	0.34%
PCTE Instructor	1	0.34%
Principal Lecturer	3	1.03%
Prof Practice Assoc Professor	3	1.03%
Prof Practice Asst Professor	2	0.69%
Prof Practice Ext Asst Prof	2	0.69%
Prof Practice Instructor	2	0.69%
Professor	99	34.02%
Research Assistant Professor	2	0.69%
Research Associate Professor	3	1.03%
Senior Lecturer	8	2.75%
	291	100.00%

Gender

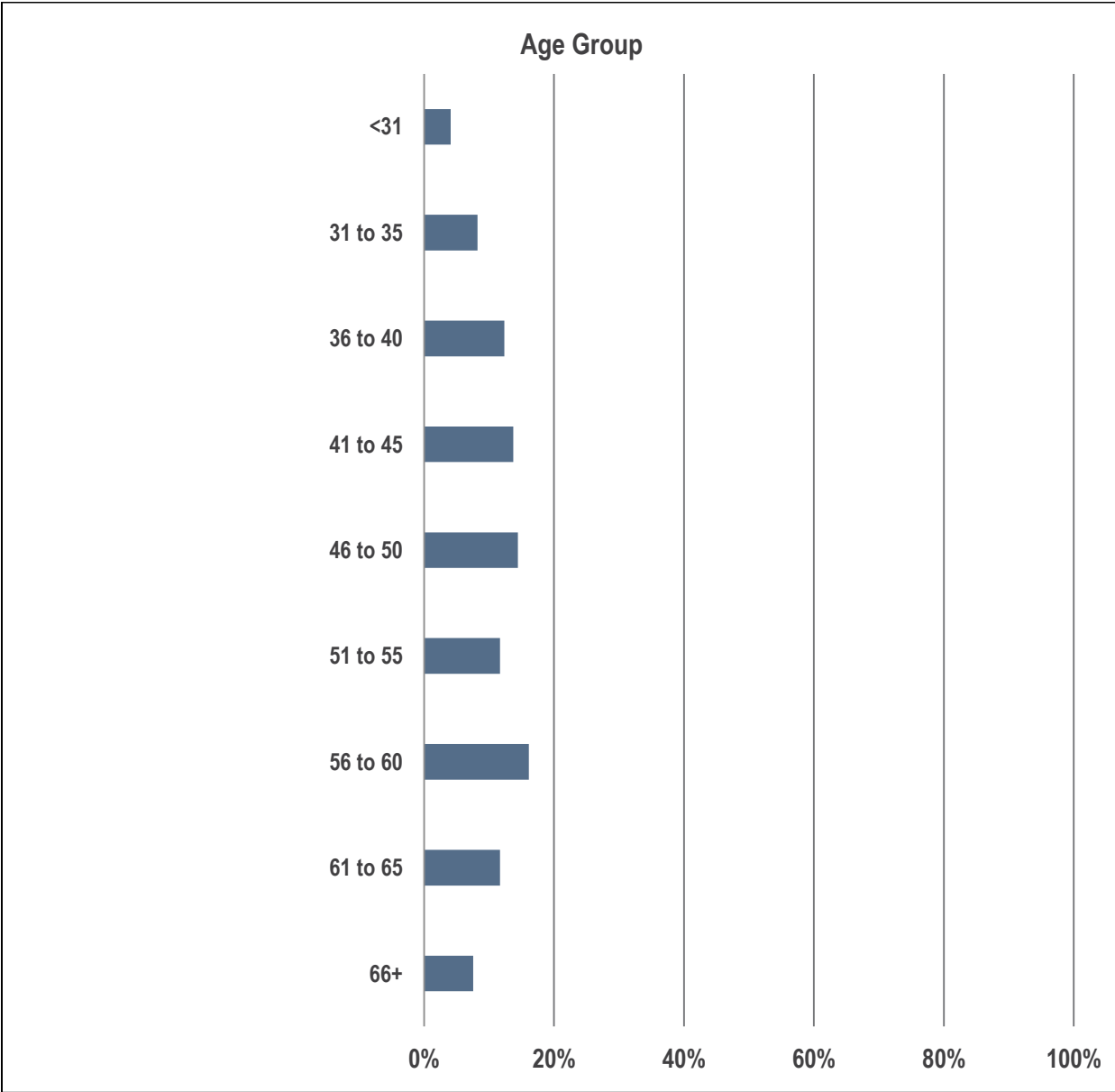
	Response	Percent
F	121	41.58%
M	170	58.42%
	291	100.00%



Age Group

	Response	Percent
<31	12	4.12%
31 to 35	24	8.25%
36 to 40	36	12.37%
41 to 45	40	13.75%
46 to 50	42	14.43%
51 to 55	34	11.68%
56 to 60	47	16.15%
61 to 65	34	11.68%
66+	22	7.56%
	291	100.00%

Age Group



Yrs at USU

	Response	Percent
0 - 5	80	27.49%
6 - 10	53	18.21%
11 - 15	51	17.53%
16 - 20	28	9.62%
21+	79	27.15%
	291	100.00%

