



Simon Fraser University Faculty Survey: Report of Findings

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Overview

The Simon Fraser University implementation of the Ithaka S+R Local Faculty Survey was launched on April 20, 2016, and was closed to new responses on May 13, 2016, with a total of 459 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' data preservation and management behaviors and needs; their digital research activities and methodologies; practices and attitudes regarding undergraduate students' research skills; the role of the library in supporting faculty members' needs; and practices and attitudes regarding research dissemination. The following report provides a high-level overview of findings from the Simon Fraser survey.¹

Details

1,105 Simon Fraser faculty members received an email invitation to participate in a survey about the impact of electronic technologies on research, teaching, and publishing. Three email reminders were sent before the close of the survey. One iPad was offered as an incentive for participation.

In total, 578 respondents started the survey (about 52%), with 564 of those at least partially completing the survey (about 51%), and 459 of those respondents completing the survey, for an overall response rate of about 42%. Due to the survey flow and skip patterns, not all Simon Fraser faculty respondents received every question in the survey.

How to interpret the findings

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

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 data.

² If you have any questions about this report or working with the data provided, please contact Christine Wolff, Ithaka S+R Survey Administrator, at christine.wolff@ithaka.org.

Discovery

Q1

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

Q2

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

Q3

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

Q4

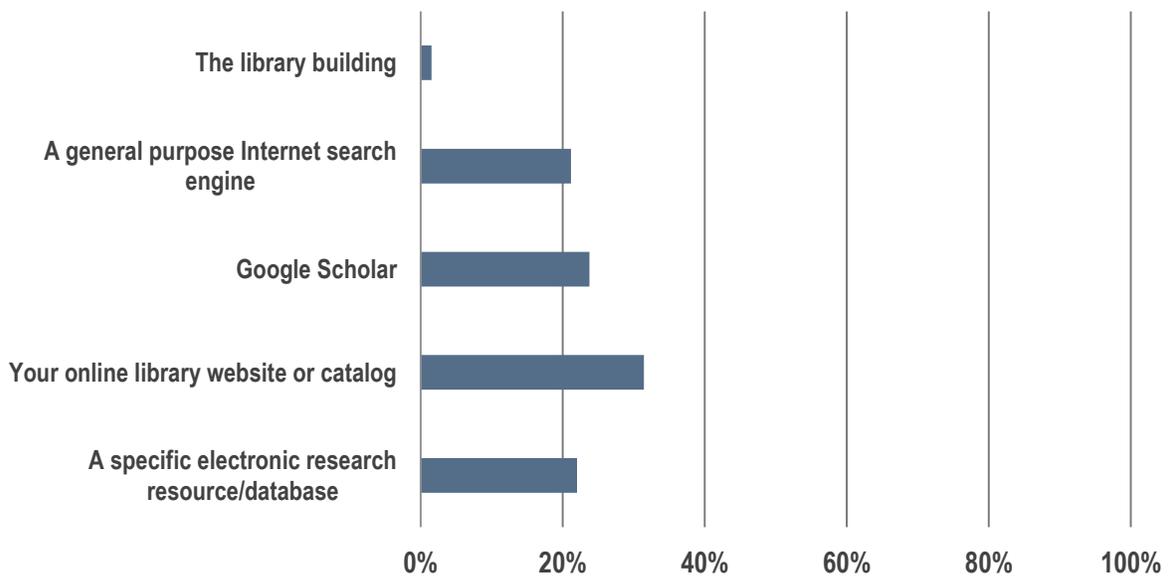
You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important"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

Q1

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

	Response	Percent
The library building	7	1.53%
A general purpose Internet search engine	97	21.18%
Google Scholar	109	23.80%
Your online library website or catalog	144	31.44%
A specific electronic research resource/database	101	22.05%
	458	100.00%

Which of these five starting points do you use to begin locating information for your research?

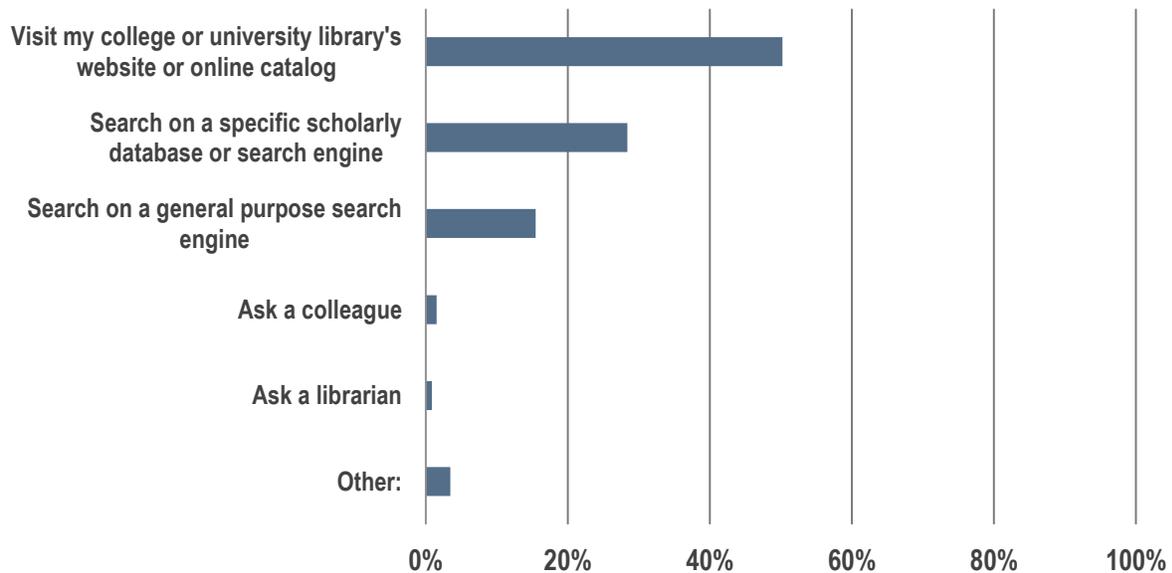


Q2

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

	Response	Percent
Visit my college or university library's website or online catalog	230	50.22%
Search on a specific scholarly database or search engine	130	28.38%
Search on a general purpose search engine	71	15.50%
Ask a colleague	7	1.53%
Ask a librarian	4	0.87%
Other:	16	3.49%
	458	100.00%

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

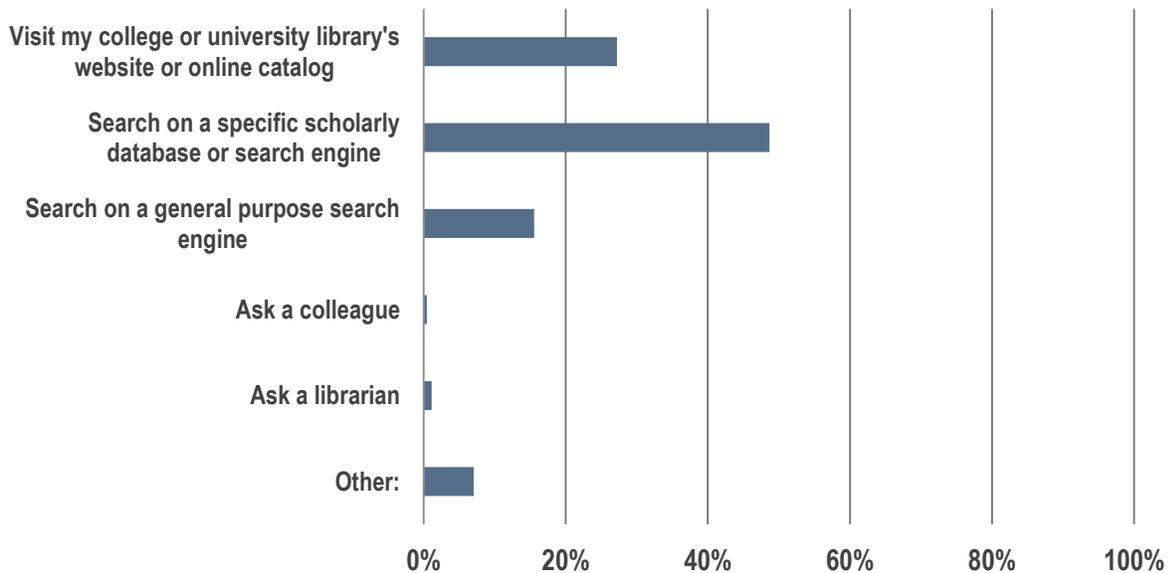


Q3

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

	Response	Percent
Visit my college or university library's website or online catalog	124	27.19%
Search on a specific scholarly database or search engine	222	48.68%
Search on a general purpose search engine	71	15.57%
Ask a colleague	2	0.44%
Ask a librarian	5	1.10%
Other:	32	7.02%
	456	100.00%

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



Q4

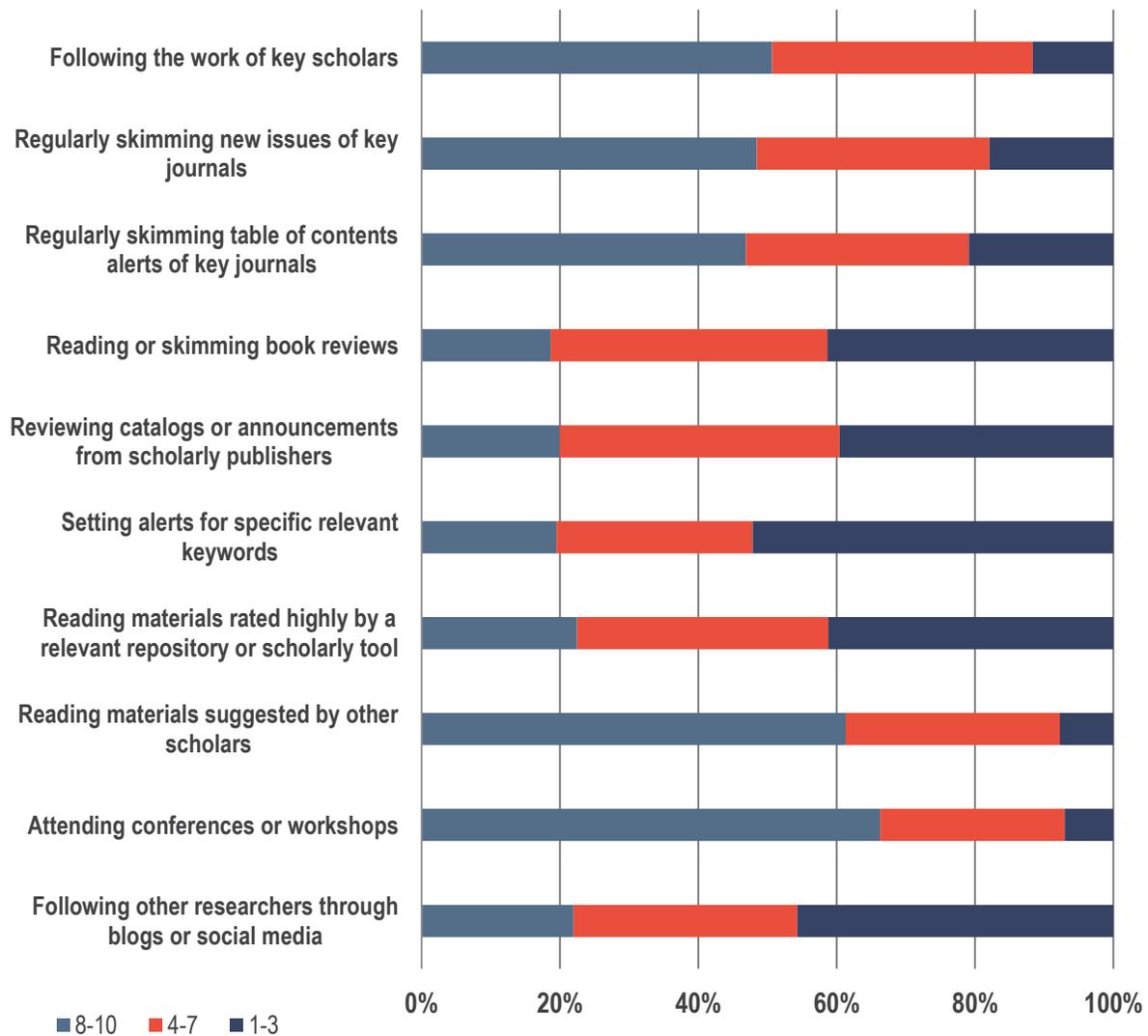
You may employ a variety of different tactics to “keep up” with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals “Extremely important”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

	8-10	4-7	1-3	Response
Following the work of key scholars	50.66%	37.67%	11.67%	454
Regularly skimming new issues of key journals	48.45%	33.63%	17.92%	452
Regularly skimming table of contents alerts of key journals	46.89%	32.22%	20.89%	450
Reading or skimming book reviews	18.67%	40.00%	41.33%	450
Reviewing catalogs or announcements from scholarly publishers	20.00%	40.44%	39.56%	450
Setting alerts for specific relevant keywords	19.51%	28.38%	52.11%	451
Reading materials rated highly by a relevant repository or scholarly tool	22.49%	36.30%	41.20%	449
Reading materials suggested by other scholars	61.28%	30.97%	7.74%	452
Attending conferences or workshops	66.30%	26.65%	7.05%	454
Following other researchers through blogs or social media	21.95%	32.37%	45.68%	451

Q4

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

How important each of the following methods is for staying current with new scholarship in your field?



Digital Research Activities

Qskip1

Is performing academic research among your professional responsibilities?

Q5 [Contingent on Qskip1]

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

Q6 [Contingent on Qskip1]

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

Q7 [Contingent on Qskip1]

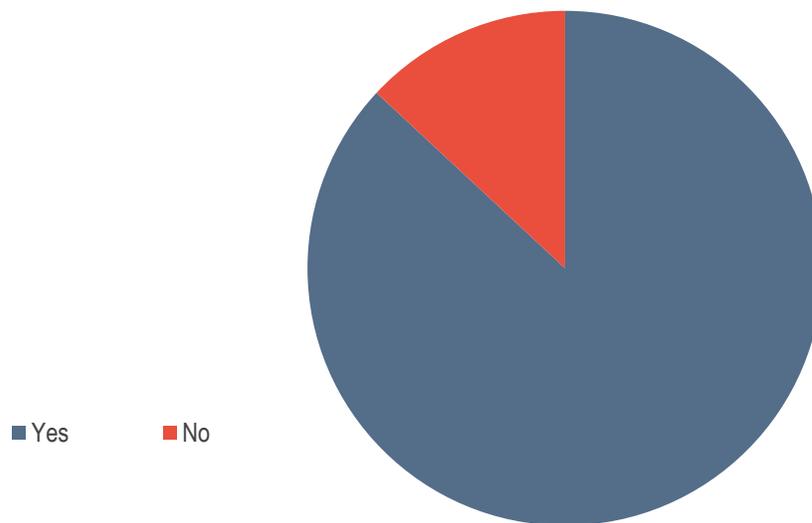
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

Qskip1

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	399	86.93%
No	60	13.07%
	459	100.00%

Is performing academic research among your professional responsibilities?

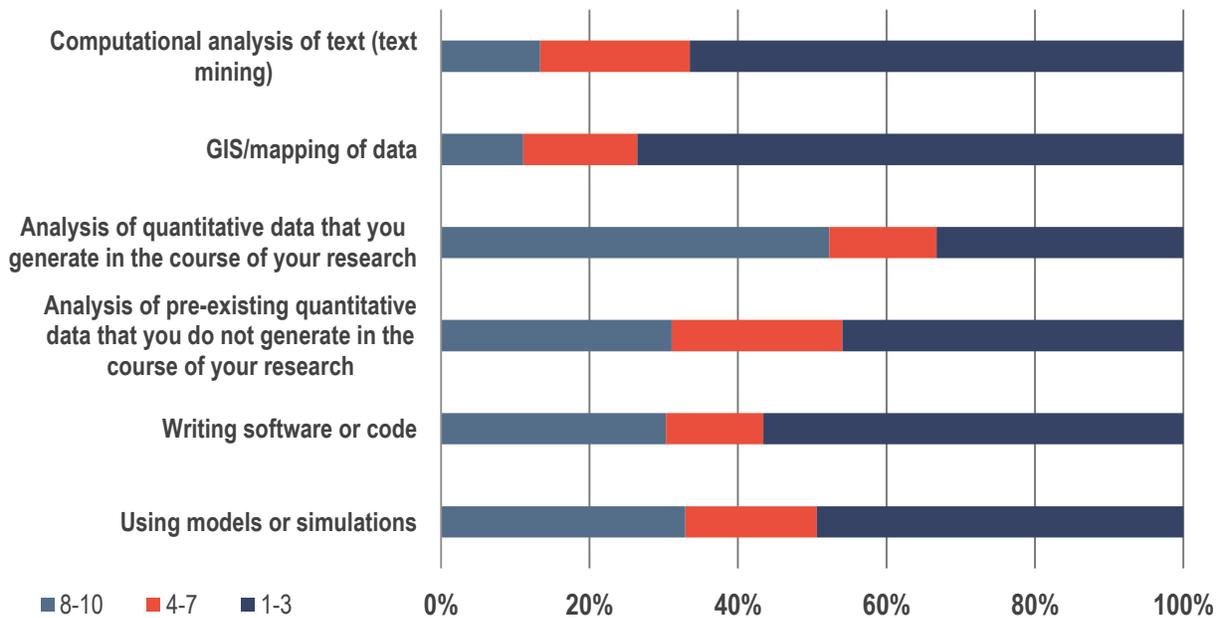


Q5 [Contingent on Qskip1]

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

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	13.35%	20.15%	66.50%	397
GIS/mapping of data	11.08%	15.37%	73.55%	397
Analysis of quantitative data that you generate in the course of your research	52.28%	14.47%	33.25%	394
Analysis of pre-existing quantitative data that you do not generate in the course of your research	31.06%	22.98%	45.96%	396
Writing software or code	30.30%	13.13%	56.57%	396
Using models or simulations	32.91%	17.72%	49.37%	395

How important to your research is each of the following digital research activities and methodologies today?

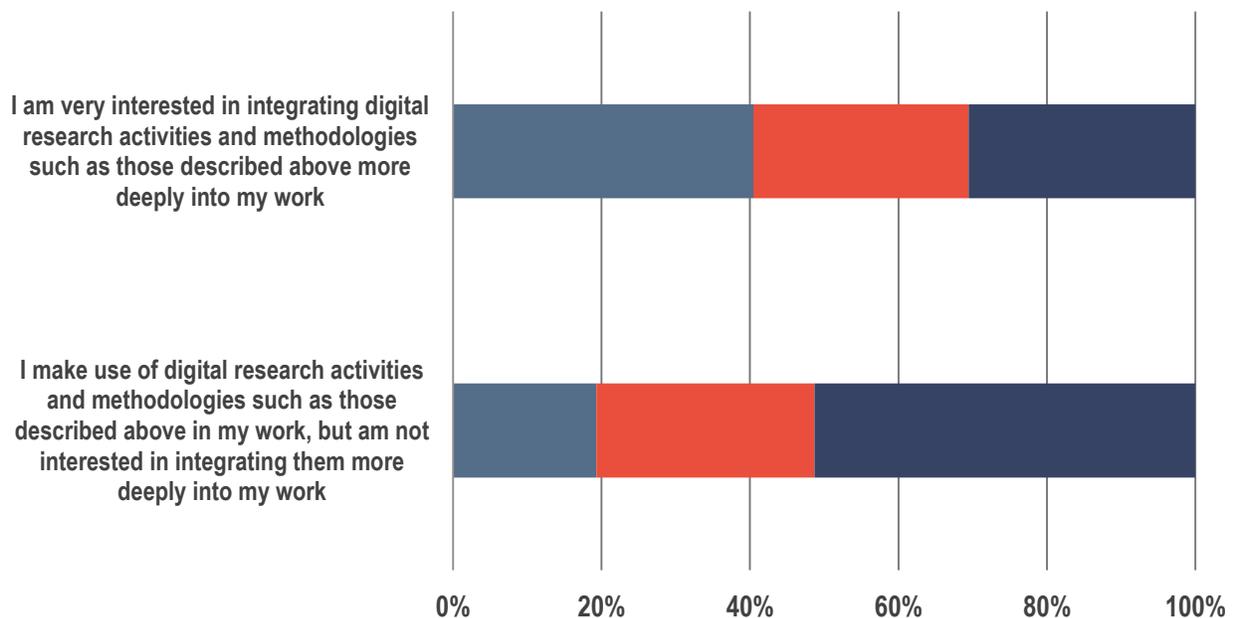


Q6 [Contingent on Qskip1]

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

	8-10	4-7	1-3	Response
I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work	40.46%	29.01%	30.53%	393
I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work	19.33%	29.38%	51.29%	388

Faculty members' interest in digital research activities



Q7 [Contingent on Qskip1]

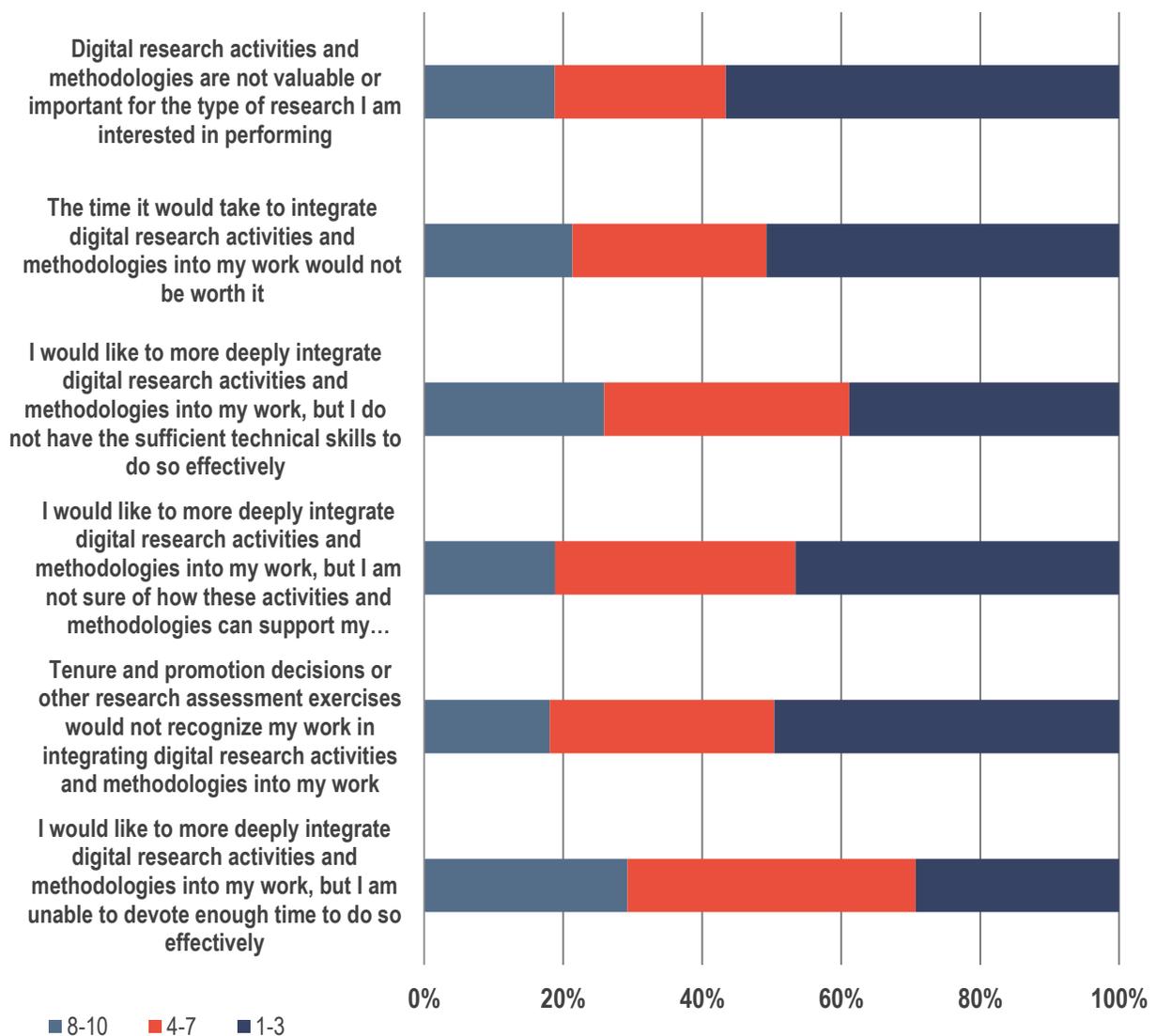
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

	8-10	4-7	1-3	Response
Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing	18.78%	24.62%	56.60%	394
The time it would take to integrate digital research activities and methodologies into my work would not be worth it	21.32%	27.92%	50.76%	394
I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively	25.89%	35.28%	38.83%	394
I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals	18.83%	34.61%	46.56%	393
Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and methodologies into my work	18.07%	32.32%	49.62%	393
I would like to more deeply integrate digital research activities and methodologies into my work, but I am unable to devote enough time to do so effectively	29.26%	41.48%	29.26%	393

Q7 [Contingent on Qskip1]

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

How important to your research is each of the following digital research activities and methodologies today?



Student Research Skills

Q8

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

Q9 [Contingent on Q8]

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

Q10 [Contingent on Q9]

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

Q11 [Contingent on Q9]

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

Q12 [Contingent on Q9]

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

Q13 [Contingent on Q8]

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

Q14 [Contingent on Q9]

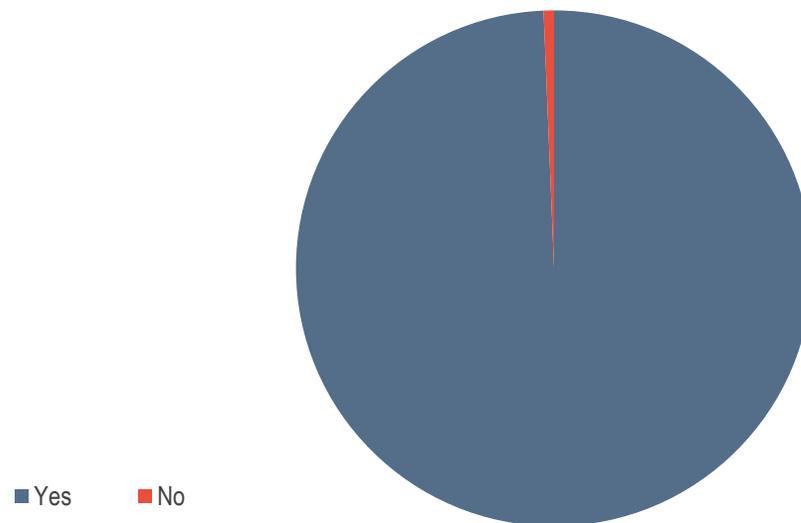
Please use the 10 to 1 scales below to indicate the extent to which undergraduate students' interaction with librarians at your college or university library helps them to succeed in your courses, where a 10 equals "Helps significantly" and a 1 equals "Does not help at all".

Q8

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

	Response	Percent
Yes	456	99.35%
No	3	0.65%
	459	100.00%

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

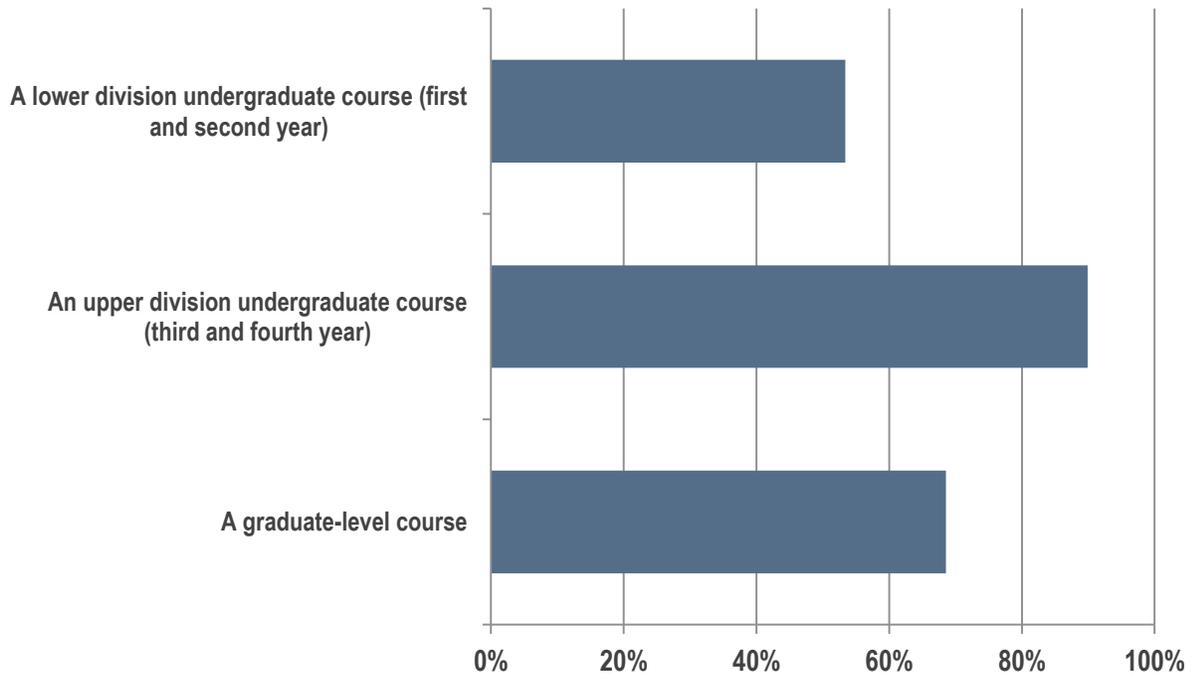


Q9 [Contingent on Q8 – multiple selections possible]

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)	243	53.41%
An upper division undergraduate course (third and fourth year)	409	89.89%
A graduate-level course	312	68.57%
	964	

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



Q10 [Contingent on Q9]

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

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	49.29%	43.13%	7.58%	422
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility	24.06%	54.72%	21.23%	424
Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my academic library's responsibility	25.35%	53.99%	20.66%	426
Librarians at my college or university library contribute significantly to my undergraduate students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework	47.47%	39.52%	13.01%	415
Librarians at my college or university library contribute significantly to my undergraduate students' learning by helping them to develop their research skills	40.34%	41.55%	18.12%	414
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	61.65%	28.94%	9.41%	425

Q10 [Contingent on Q9]

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

Faculty members' views regarding their students' research skills development



Q11 [Contingent on Q9]

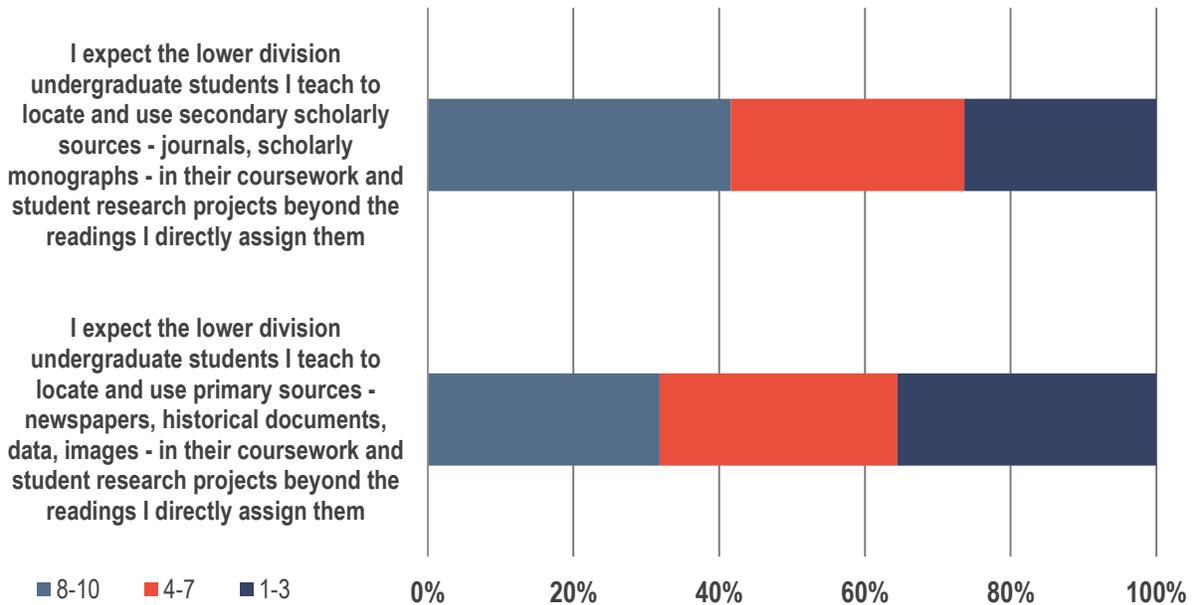
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	8-10	4-7	1-3	Response
I expect the <u>lower division undergraduate</u> students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	41.56%	32.10%	26.34%	243
I expect the <u>lower division undergraduate</u> students I teach to locate and use primary sources - newspapers, historical documents, data, images - in their coursework and student research projects beyond the readings I directly assign them	31.82%	32.64%	35.54%	242

Q11 [Contingent on Q9]

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

Faculty members' expectations regarding lower division students



Q12 [Contingent on Q9]

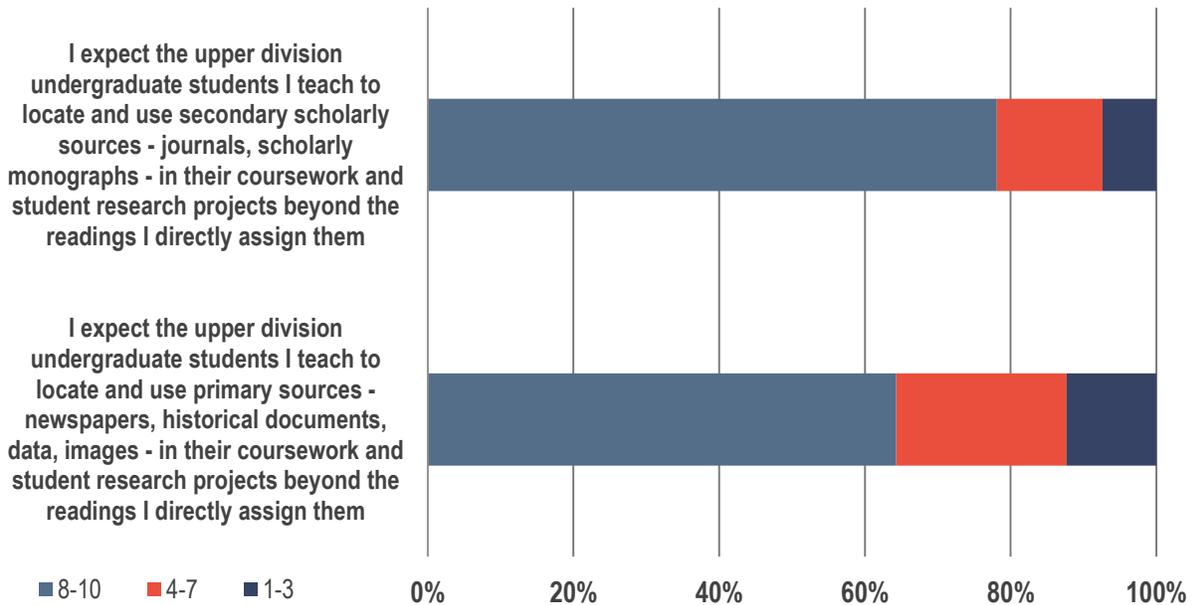
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	8-10	4-7	1-3	Response
I expect the <u>upper division undergraduate</u> students I teach to locate and use secondary scholarly sources - journals, scholarly monographs - in their coursework and student research projects beyond the readings I directly assign them	78.13%	14.50%	7.37%	407
I expect the <u>upper division undergraduate</u> students I teach to locate and use primary sources - newspapers, historical documents, data, images - in their coursework and student research projects beyond the readings I directly assign them	64.29%	23.40%	12.32%	406

Q12 [Contingent on Q9]

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

Faculty members' expectations regarding upper division students

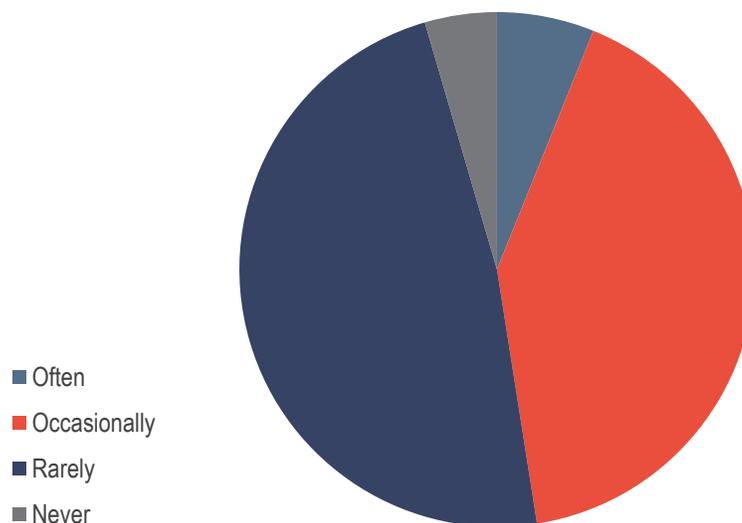


Q13 [Contingent on Q8]

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

	Response	Percent
Often	27	6.11%
Occasionally	183	41.40%
Rarely	212	47.96%
Never	20	4.52%
	442	100.00%

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

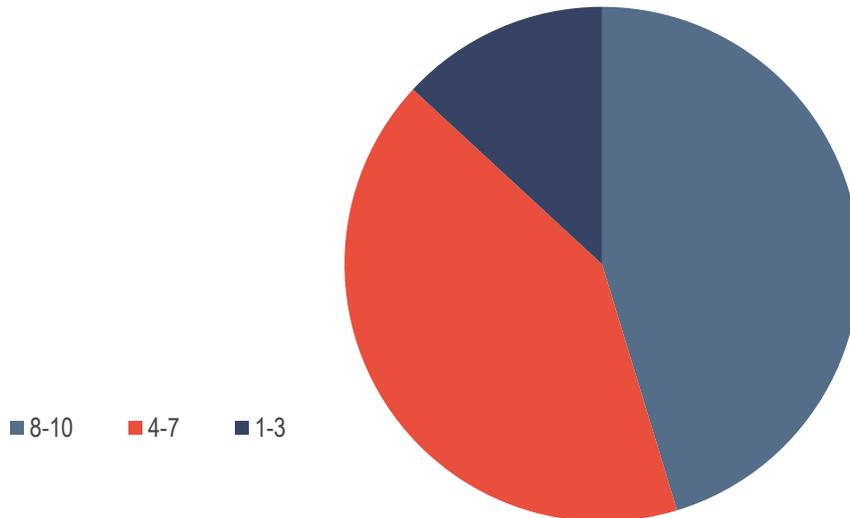


Q14 [Contingent on Q9]

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

	Response	Percent
8-10	183	45.30%
4-7	168	41.58%
1-3	53	13.12%
	404	100.00%

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



Role of the Library

Q15

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

Q16

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

Q17

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

Q18

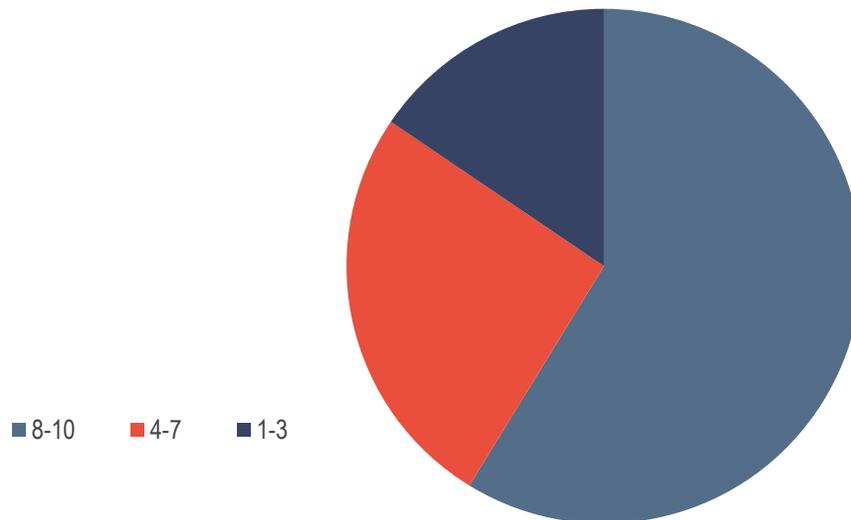
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Q15

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

	Response	Percent
8-10	265	58.76%
4-7	116	25.72%
1-3	70	15.52%
	451	100.00%

How dependent would you say you are on your college or university library for research you conduct?



Q16

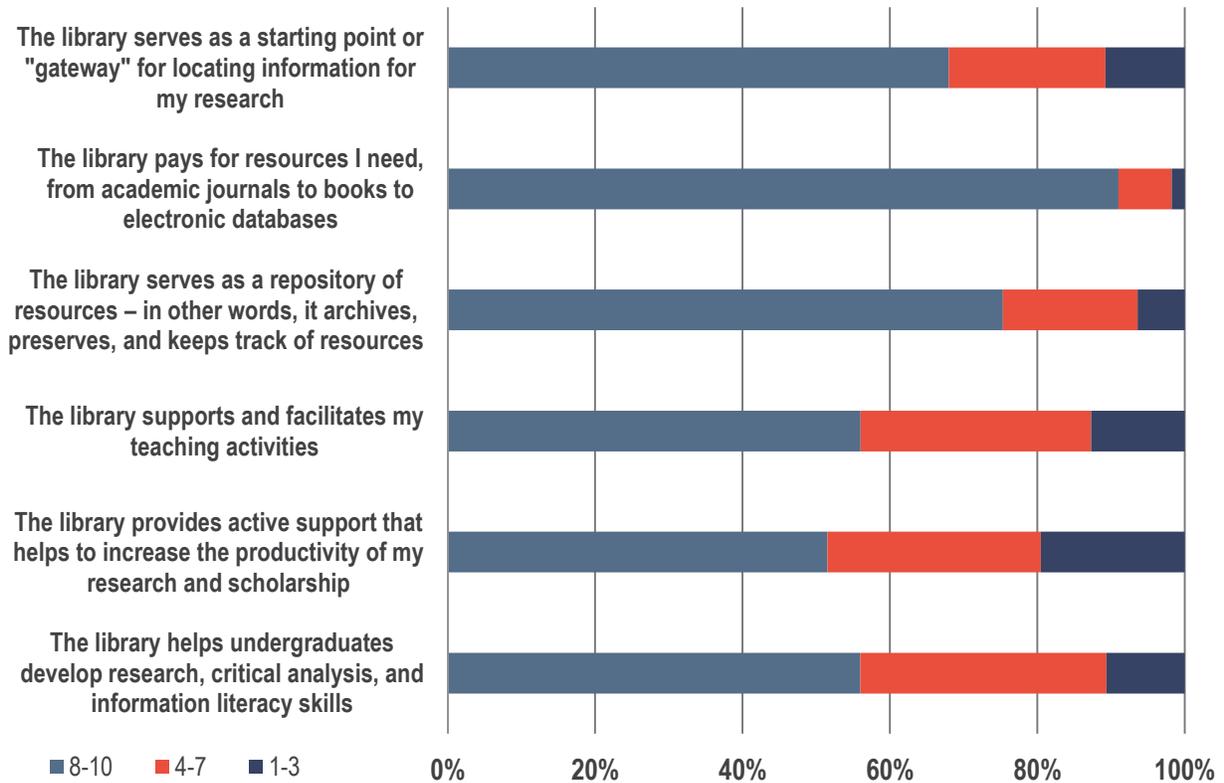
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each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

	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	67.98%	21.27%	10.75%	456
The library pays for resources I need, from academic journals to books to electronic databases	91.03%	7.22%	1.75%	457
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	75.33%	18.28%	6.39%	454
The library supports and facilitates my teaching activities	56.02%	31.29%	12.69%	457
The library provides active support that helps to increase the productivity of my research and scholarship	51.54%	28.95%	19.52%	456
The library helps undergraduates develop research, critical analysis, and information literacy skills	55.97%	33.41%	10.62%	452

Q16

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

Library functions

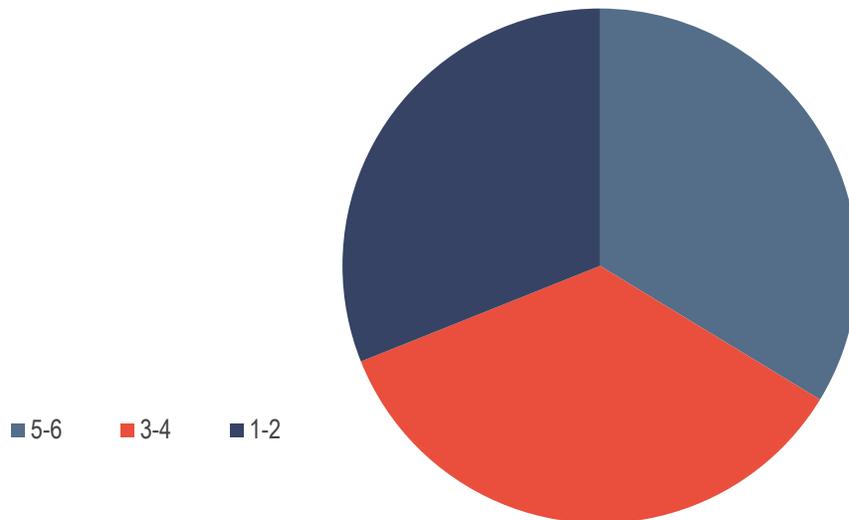


Q17

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

	Response	Percent
5-6	153	33.70%
3-4	160	35.24%
1-2	141	31.06%
	454	100.00%

Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services?



Q18

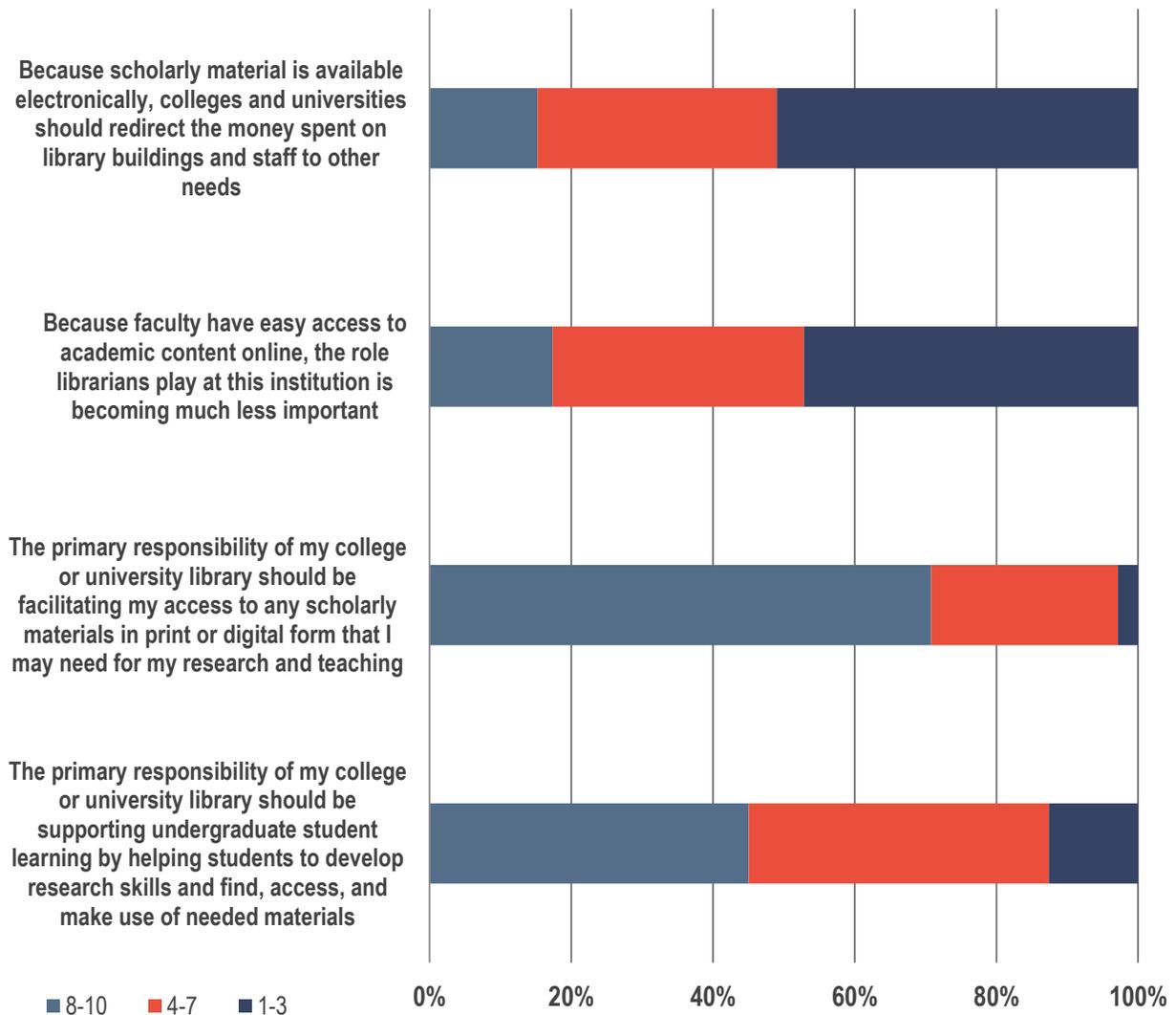
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	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	15.23%	33.77%	50.99%	453
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	17.40%	35.46%	47.14%	454
The primary responsibility of my college or university library should be facilitating my access to any scholarly materials in print or digital form that I may need for my research and teaching	70.77%	26.37%	2.86%	455
The primary responsibility of my college or university library should be supporting undergraduate student learning by helping students to develop research skills and find, access, and make use of needed materials	45.03%	42.38%	12.58%	453

Q18

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

The library's primary responsibilities



Data Preservation and Management

Q19

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

Q20

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

Q21 [Contingent on Q19 and Q20]

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

Q22 [Contingent on Q19 and Q20]

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

Q23 [Contingent on Q19 and Q20]

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

Q24 [Contingent on Q19 and Q20]

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

Q25 [Contingent on Q19 and Q20]

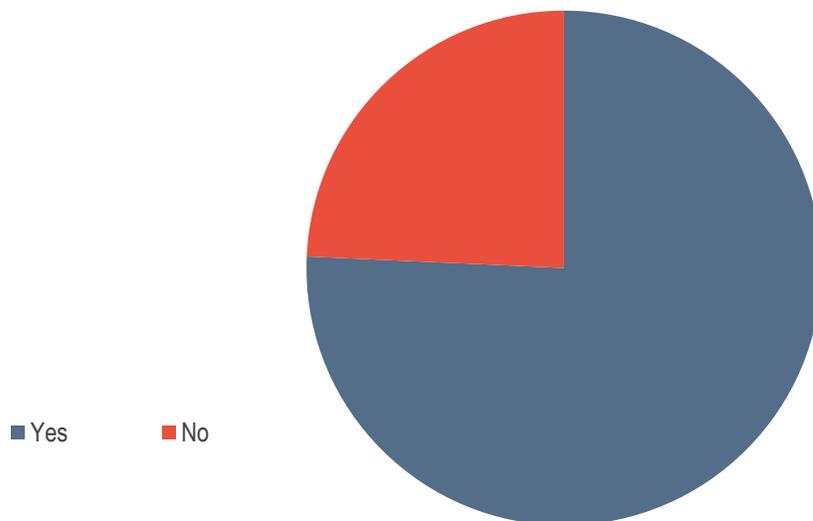
If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

Q19

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

	Response	Percent
Yes	346	75.71%
No	111	24.29%
	457	100.00%

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

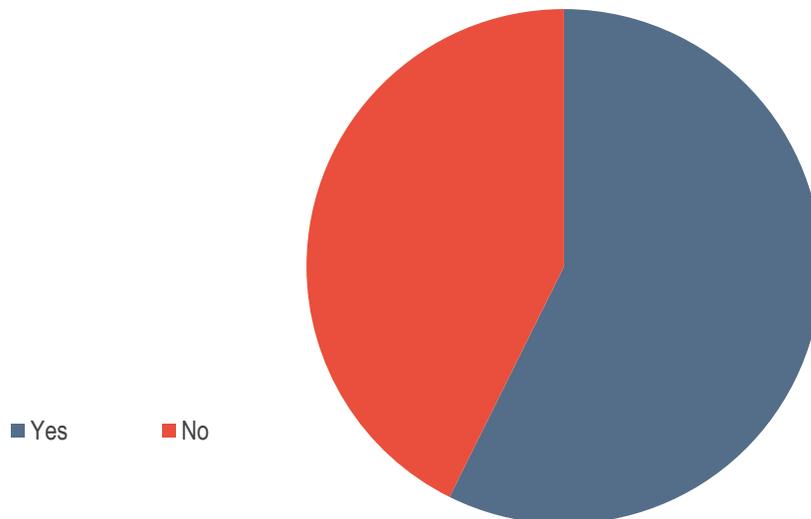


Q20

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

	Response	Percent
Yes	262	57.33%
No	195	42.67%
	457	100.00%

In the course of your research, you may build up digital collections of image or media research data. Do you accumulate any of these types of data in your research?



Q21 [Contingent on Q19 and Q20]

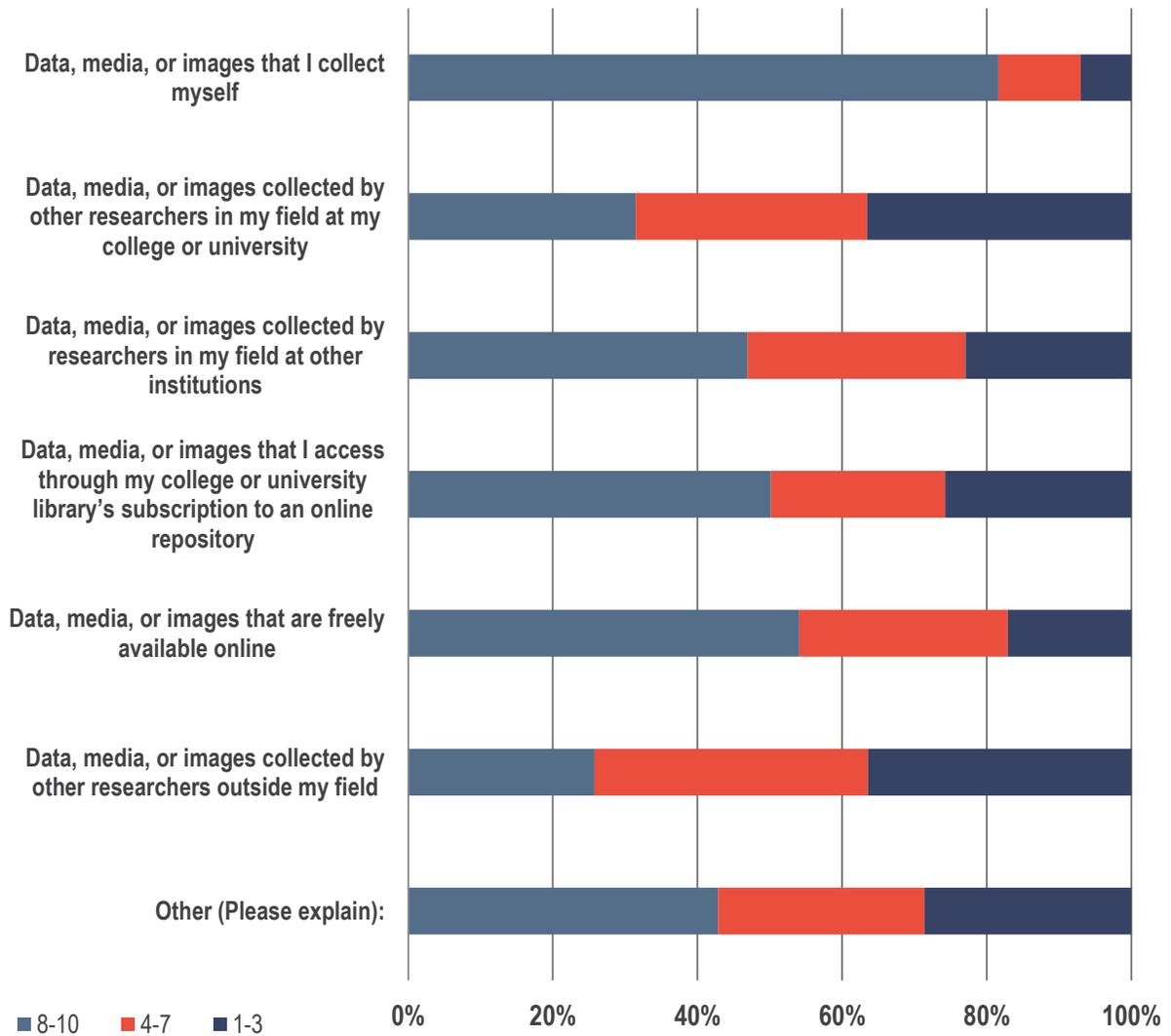
How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Data, media, or images that I collect myself	81.56%	11.45%	6.98%	358
Data, media, or images collected by other researchers in my field at my college or university	31.46%	32.02%	36.52%	356
Data, media, or images collected by researchers in my field at other institutions	46.93%	30.17%	22.91%	358
Data, media, or images that I access through my college or university library's subscription to an online repository	50.14%	24.09%	25.77%	357
Data, media, or images that are freely available online	54.06%	28.85%	17.09%	357
Data, media, or images collected by other researchers outside my field	25.77%	37.82%	36.41%	357
Other (Please explain):	42.86%	28.57%	28.57%	28

Q21 [Contingent on Q19 and Q20]

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

How important to your research are the following types of data?



Q22 [Contingent on Q19 and Q20]

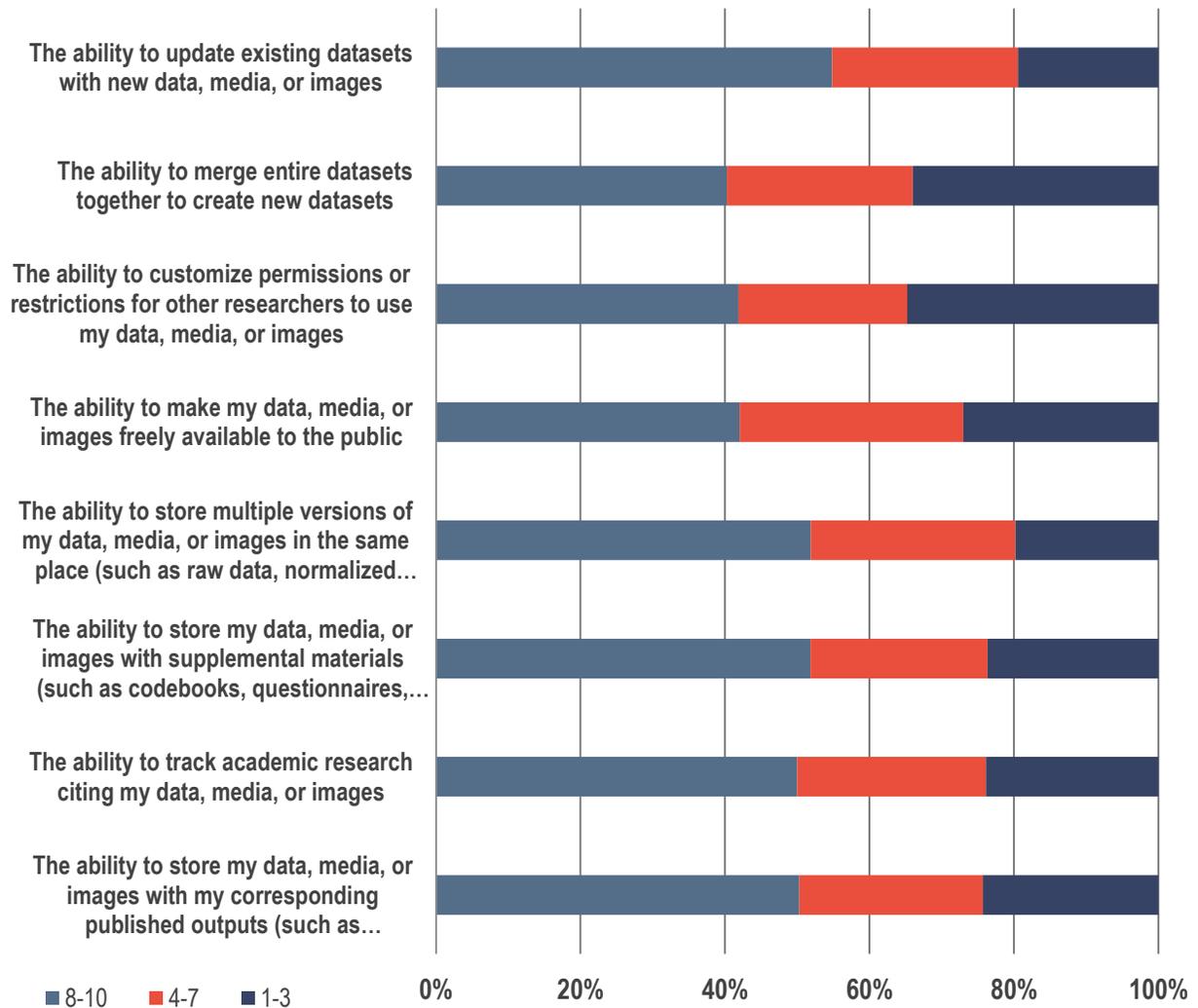
When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals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

	8-10	4-7	1-3	Response
The ability to update existing datasets with new data, media, or images	54.86%	25.71%	19.43%	350
The ability to merge entire datasets together to create new datasets	40.29%	25.71%	34.00%	350
The ability to customize permissions or restrictions for other researchers to use my data, media, or images	41.88%	23.36%	34.76%	351
The ability to make my data, media, or images freely available to the public	42.05%	30.97%	26.99%	352
The ability to store multiple versions of my data, media, or images in the same place (such as raw data, normalized data, recoded data, restricted use data, etc.)	51.86%	28.37%	19.77%	349
The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)	51.85%	24.50%	23.65%	351
The ability to track academic research citing my data, media, or images	50.00%	26.14%	23.86%	352
The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)	50.29%	25.43%	24.29%	350

Q22 [Contingent on Q19 and Q20]

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

When you think about managing or preserving the research data that you collect, how important are each of the following features or how important would each of the following features be?



Q23 [Contingent on Q19 and Q20]

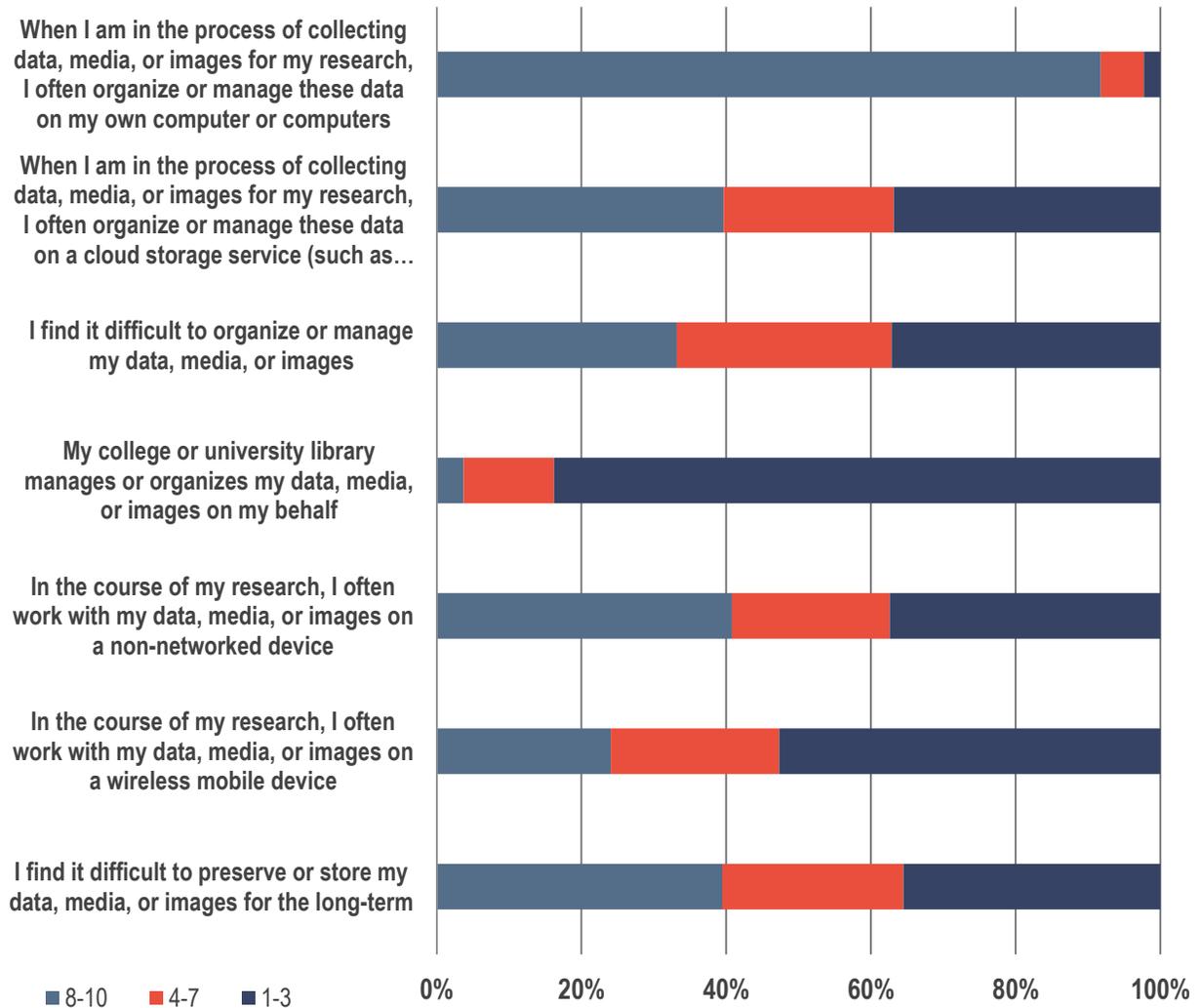
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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

	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	91.76%	5.97%	2.27%	352
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.)	39.66%	23.51%	36.83%	353
I find it difficult to organize or manage my data, media, or images	33.14%	29.75%	37.11%	353
My college or university library manages or organizes my data, media, or images on my behalf	3.69%	12.50%	83.81%	352
In the course of my research, I often work with my data, media, or images on a non-networked device	40.79%	21.81%	37.39%	353
In the course of my research, I often work with my data, media, or images on a wireless mobile device	24.08%	23.23%	52.69%	353
I find it difficult to preserve or store my data, media, or images for the long-term	39.49%	25.00%	35.51%	352

Q23 [Contingent on Q19 and Q20]

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

Data preservation and management behaviors



Q24 [Contingent on Q19 and Q20]

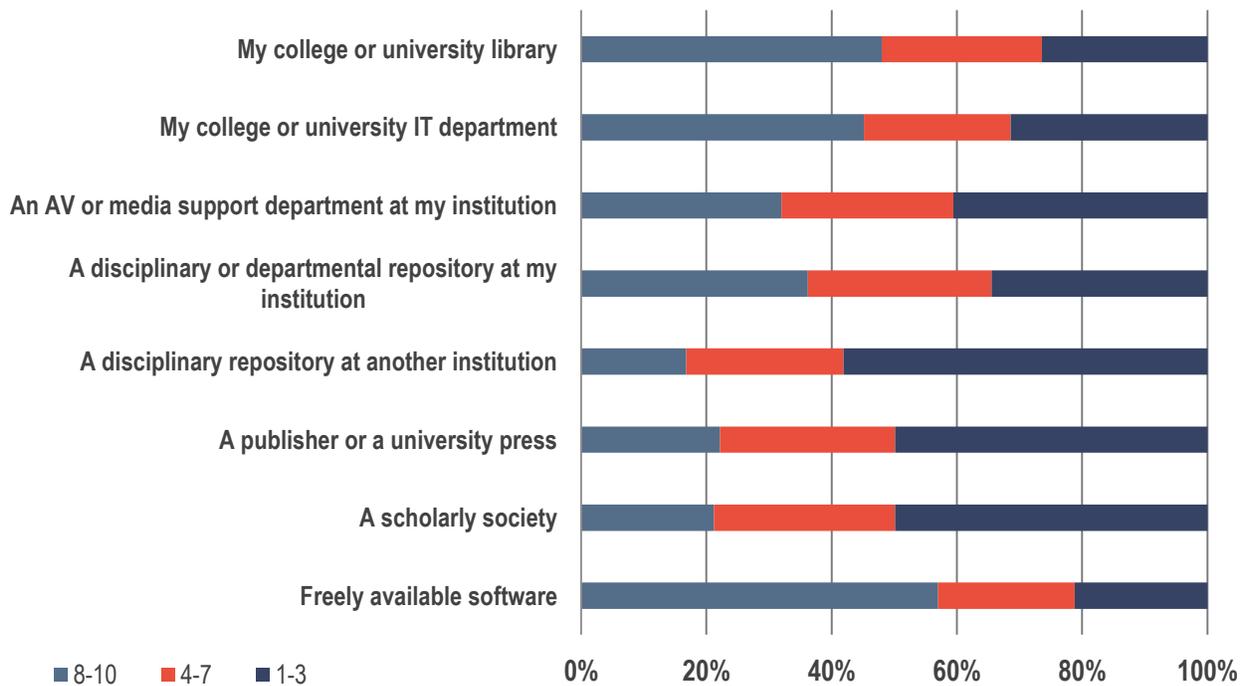
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media,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

	8-10	4-7	1-3	Response
My college or university library	47.99%	25.57%	26.44%	348
My college or university IT department	45.14%	23.43%	31.43%	350
An AV or media support department at my institution	32.00%	27.43%	40.57%	350
A disciplinary or departmental repository at my institution	36.18%	29.34%	34.47%	351
A disciplinary repository at another institution	16.76%	25.14%	58.09%	346
A publisher or a university press	22.19%	27.95%	49.86%	347
A scholarly society	21.20%	28.94%	49.86%	349
Freely available software	57.02%	21.78%	21.20%	349

Q24 [Contingent on Q19 and Q20]

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

Value of each of the following possible sources of support for managing or preserving research data



Q25 [Contingent on Q19 and Q20 – multiple selections possible]

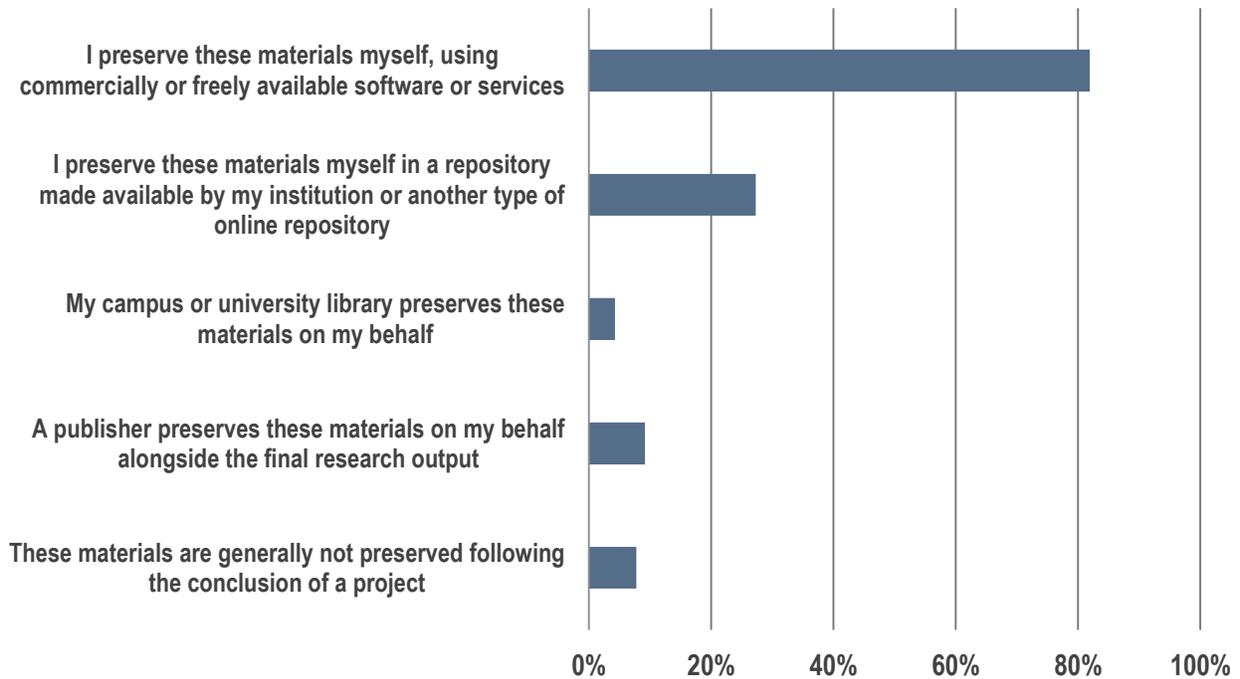
If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	285	81.90%
I preserve these materials myself in a repository made available by my institution or another type of online repository	95	27.30%
My campus or university library preserves these materials on my behalf	15	4.31%
A publisher preserves these materials on my behalf alongside the final research output	32	9.20%
These materials are generally not preserved following the conclusion of a project	27	7.76%
	454	

Q25 [Contingent on Q19 and Q20 – multiple selections possible]

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

If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?



Access

A1

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

A2

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?

A3

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

A4

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

A1

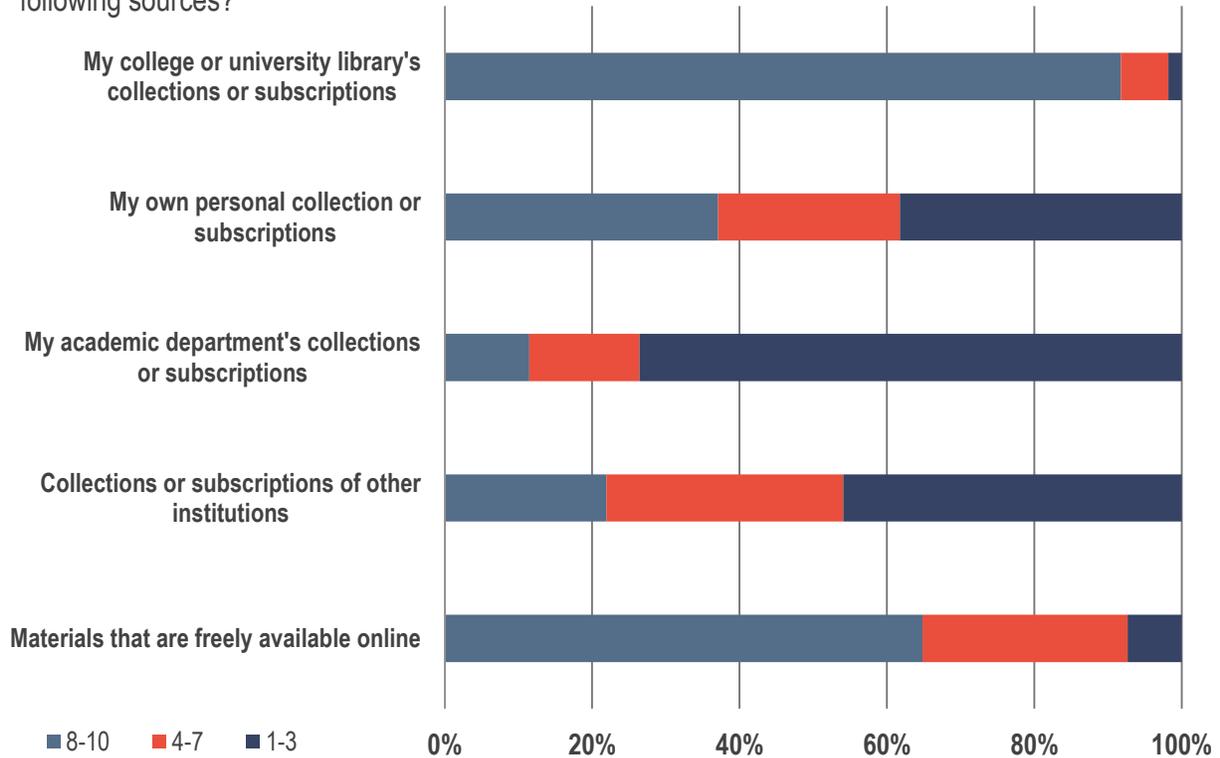
When you think about the journal articles and scholarly monographs that you routinely use – for research as well as for teaching – how important are each of the following sources? Use the scales below to rate each item 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important”.

	8-10	4-7	1-3	Response
My college or university library’s collections or subscriptions	91.74%	6.42%	1.83%	436
My own personal collection or subscriptions	37.10%	24.65%	38.25%	434
My academic department’s collections or subscriptions	11.45%	14.95%	73.60%	428
Collections or subscriptions of other institutions	21.91%	32.17%	45.92%	429
Materials that are freely available online	64.83%	27.82%	7.36%	435

A1

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

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?



A2

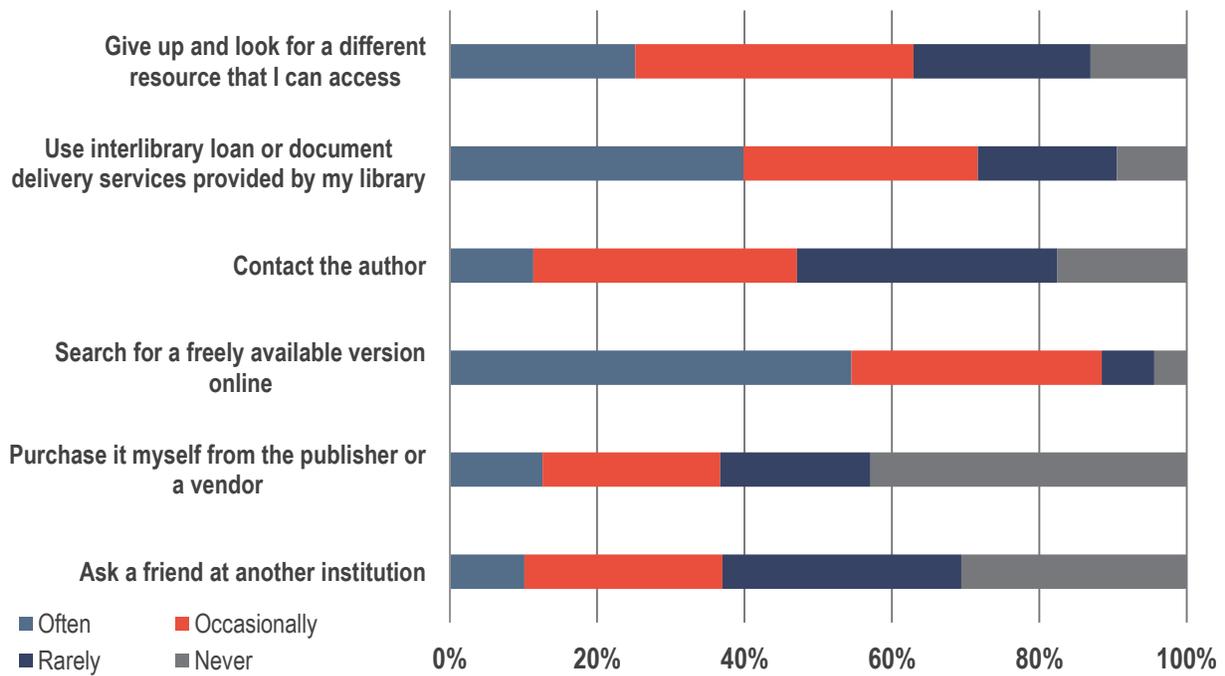
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material – often, occasionally, rarely, never?

	Often	Occasionally	Rarely	Never	Response
Give up and look for a different resource that I can access	25.17%	37.76%	24.01%	13.05%	429
Use interlibrary loan or document delivery services provided by my library	39.86%	31.80%	18.89%	9.45%	434
Contact the author	11.32%	35.80%	35.33%	17.55%	433
Search for a freely available version online	54.50%	33.95%	7.16%	4.39%	433
Purchase it myself from the publisher or a vendor	12.61%	24.08%	20.41%	42.89%	436
Ask a friend at another institution	10.11%	26.90%	32.41%	30.57%	435

A2

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?

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

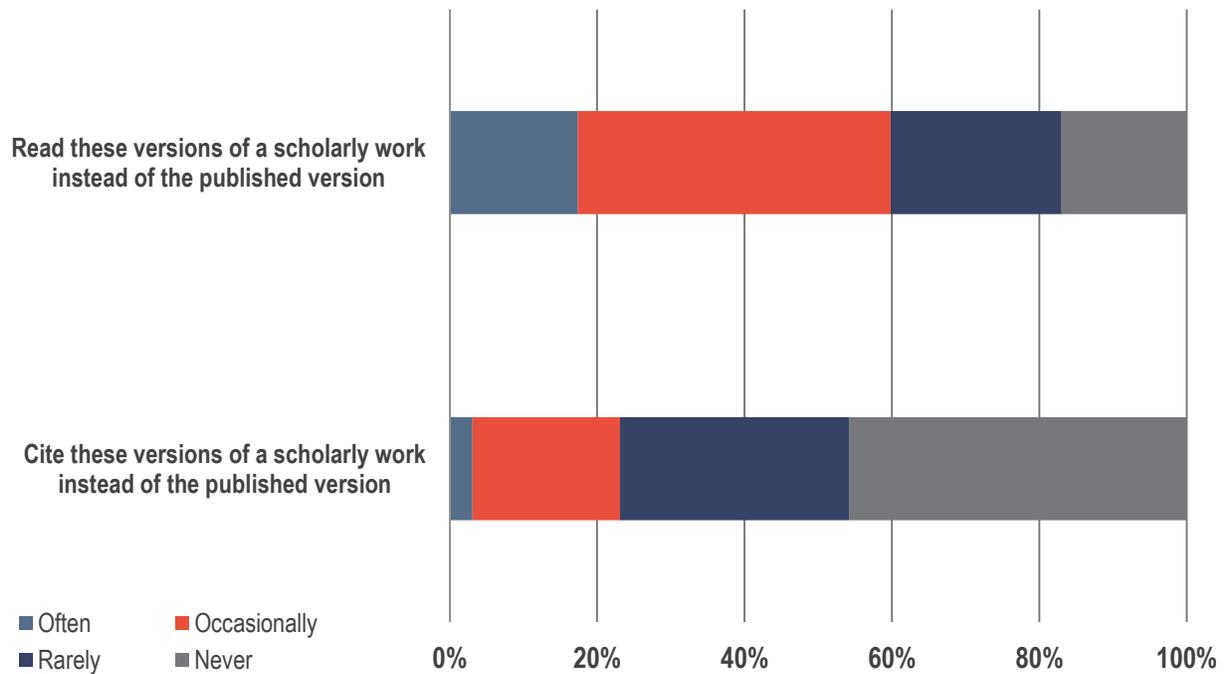


A3

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

	Often	Occasionally	Rarely	Never	Response
Read these versions of a scholarly work instead of the published version	20.19%	39.68%	27.38%	12.76%	431
Cite these versions of a scholarly work instead of the published version	4.19%	19.53%	36.98%	39.30%	430

How often do you do each of the following with these versions of scholarly outputs?



A4

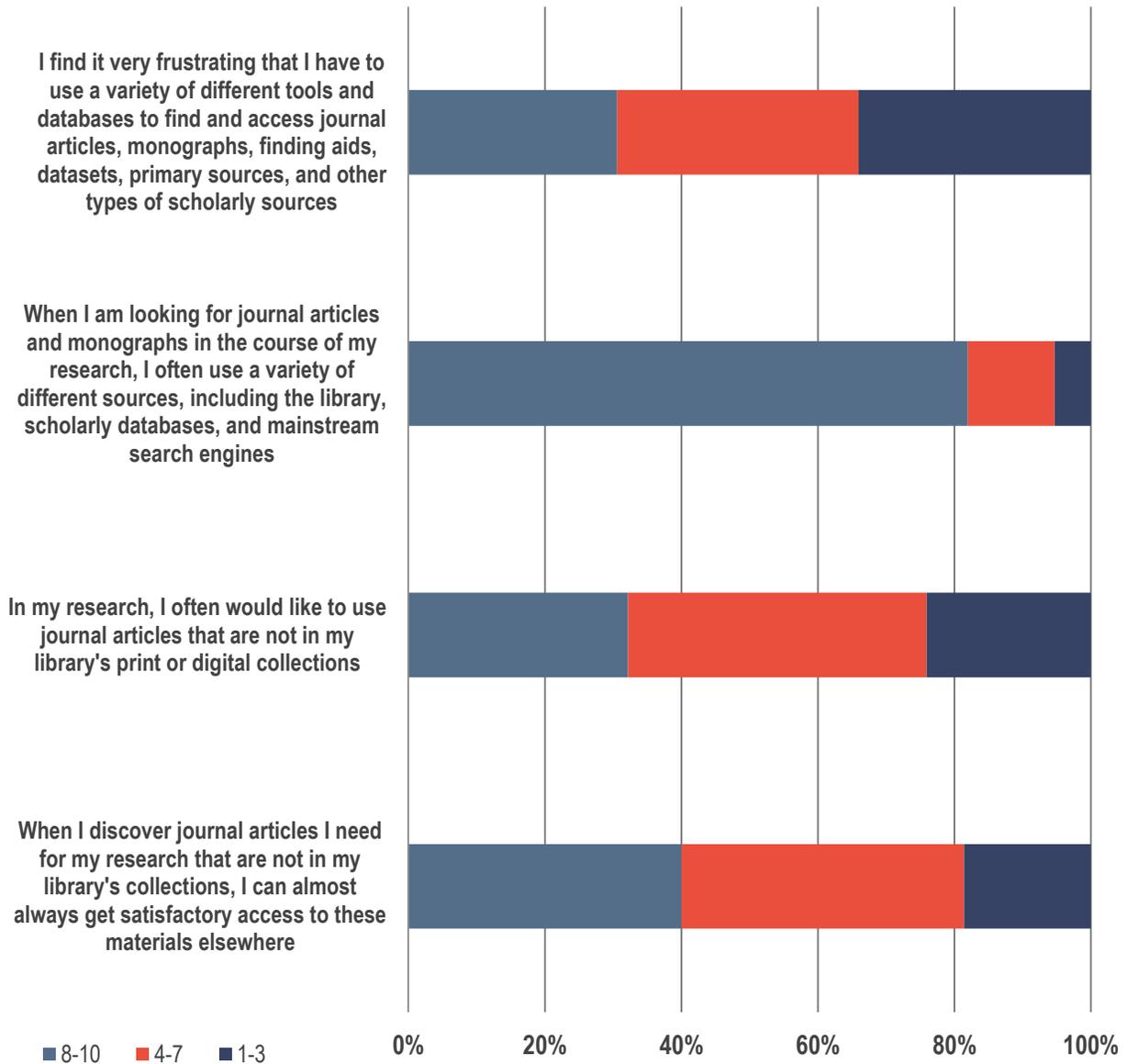
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals “Extremely well” and a 1 equals “Not at all well.” You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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

	8-10	4-7	1-3	Response
I find it very frustrating that I have to use a variety of different tools and databases to find and access journal articles, monographs, finding aids, datasets, primary sources, and other types of scholarly sources	30.57%	35.40%	34.02%	435
When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines	81.94%	12.73%	5.32%	432
In my research, I often would like to use journal articles that are not in my library’s print or digital collections	32.18%	43.75%	24.07%	432
When I discover journal articles I need for my research that are not in my library’s collections, I can almost always get satisfactory access to these materials elsewhere	40.00%	41.40%	18.60%	430

A4

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

Faculty members' views regarding access



Research Dissemination

RD1 [Contingent on Qskip1]

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

RD2 [Contingent on Qskip1]

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

RD3 [Contingent on Qskip1]

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

RD4 [Contingent on Qskip1]

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.

RD5 [Contingent on Qskip1]

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?

RD6 [Contingent on Qskip1]

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

RD7 [Contingent on Qskip1]

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

RD8 [Contingent on Qskip1]

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.

RD1 [Contingent on Qskip1]

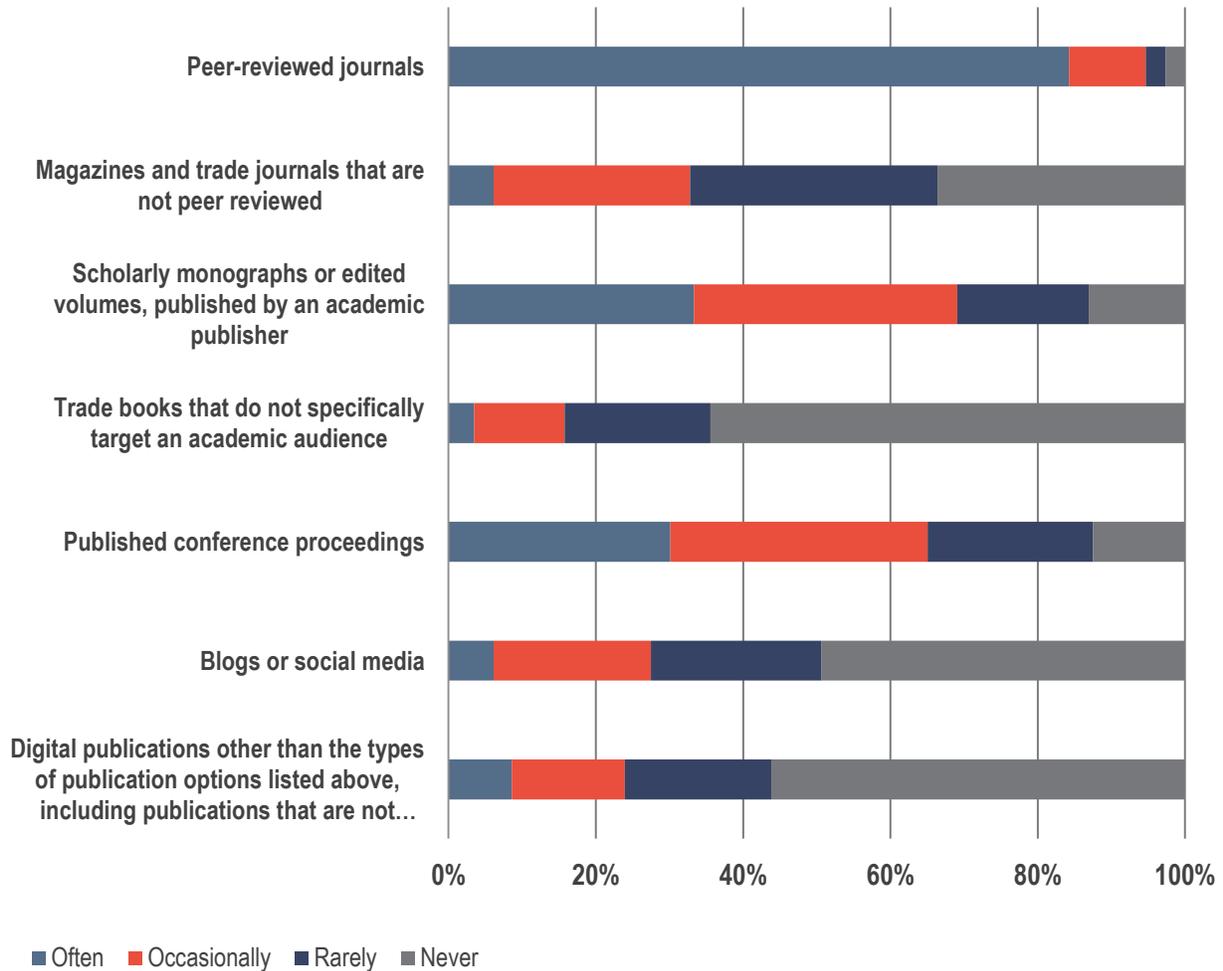
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years – often, occasionally, rarely,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

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	84.27%	10.40%	2.67%	2.67%	375
Magazines and trade journals that are not peer reviewed	6.13%	26.67%	33.60%	33.60%	375
Scholarly monographs or edited volumes, published by an academic publisher	33.33%	35.73%	17.87%	13.07%	375
Trade books that do not specifically target an academic audience	3.48%	12.30%	19.79%	64.44%	374
Published conference proceedings	30.13%	34.93%	22.40%	12.53%	375
Blogs or social media	6.13%	21.33%	23.20%	49.33%	375
Digital publications other than the types of publication options listed above, including publications that are not primarily textual	8.60%	15.32%	19.89%	56.18%	372

RD1 [Contingent on Qskip1]

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

How often have you shared the findings of your scholarly research in each of the following ways in the past five years?



RD2 [Contingent on Qskip1]

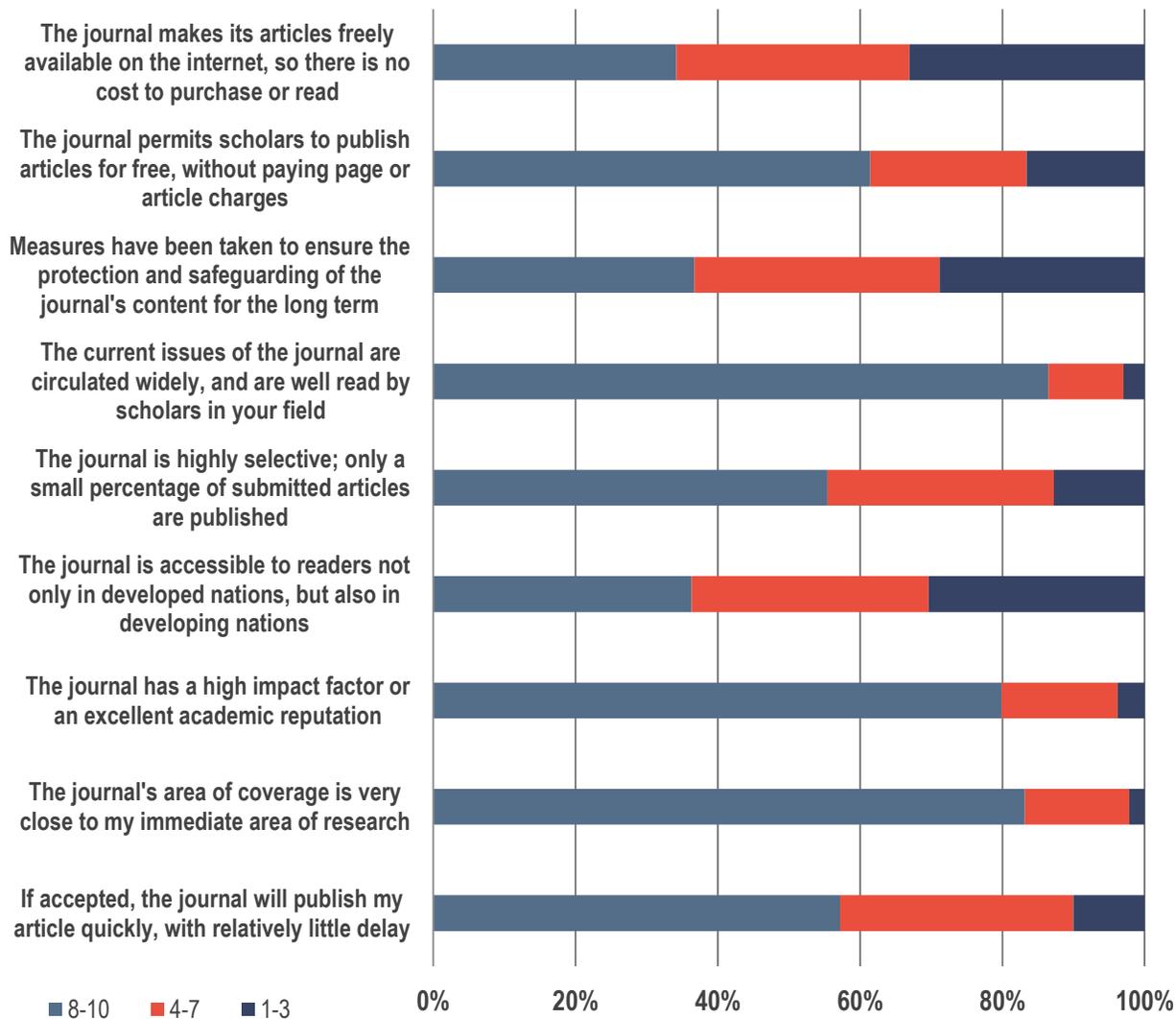
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important."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

	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	34.15%	32.79%	33.06%	369
The journal permits scholars to publish articles for free, without paying page or article charges	61.41%	22.01%	16.58%	368
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	36.68%	34.51%	28.80%	368
The current issues of the journal are circulated widely, and are well read by scholars in your field	86.45%	10.57%	2.98%	369
The journal is highly selective; only a small percentage of submitted articles are published	55.43%	31.79%	12.77%	368
The journal is accessible to readers not only in developed nations, but also in developing nations	36.31%	33.33%	30.35%	369
The journal has a high impact factor or an excellent academic reputation	79.89%	16.30%	3.80%	368
The journal's area of coverage is very close to my immediate area of research	83.15%	14.67%	2.17%	368
If accepted, the journal will publish my article quickly, with relatively little delay	57.18%	32.79%	10.03%	369

RD2 [Contingent on Qskip1]

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

How important to you is each of the following characteristics of an academic journal?



RD3 [Contingent on Qskip1]

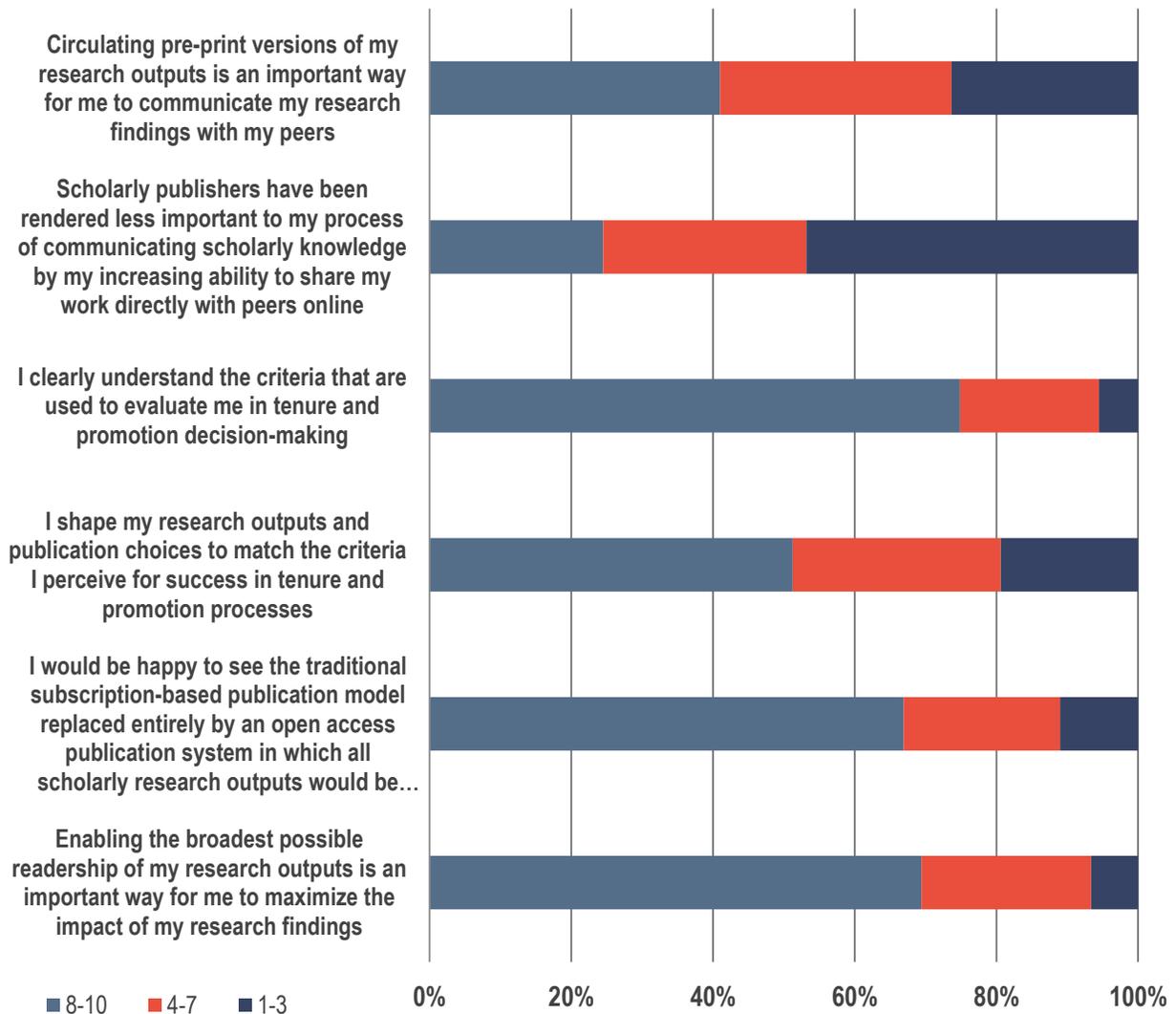
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view - a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The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

	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	41.00%	32.69%	26.32%	361
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	24.52%	28.65%	46.83%	363
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	74.86%	19.61%	5.52%	362
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	51.25%	29.36%	19.39%	361
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	66.94%	22.04%	11.02%	363
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	69.42%	23.97%	6.61%	363

RD3 [Contingent on Qskip1]

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

Research dissemination motivations



RD4 [Contingent on Qskip1]

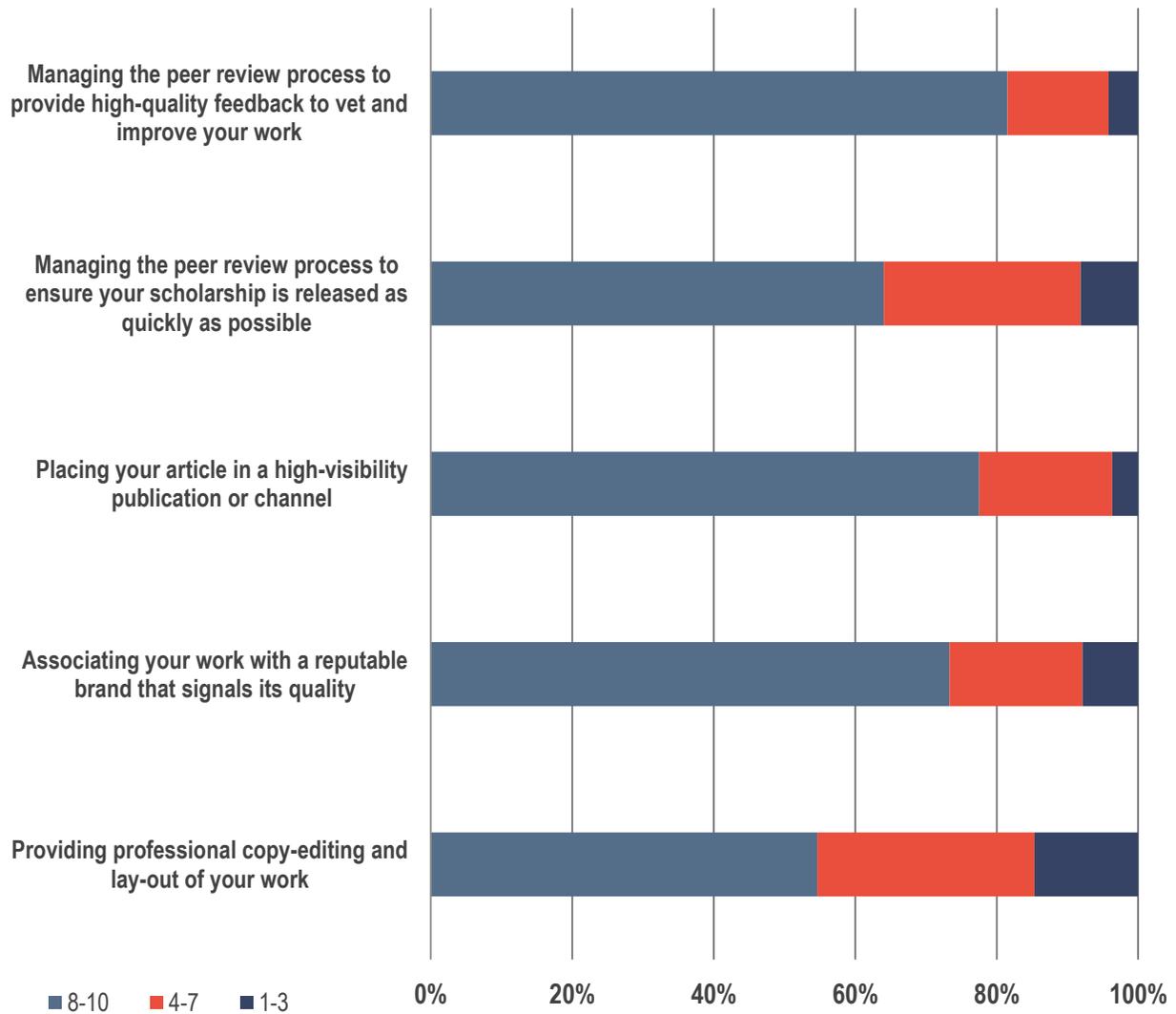
Thinking back to the last scholarly article or monograph that you published, how valuable to you were the activities performed by your publisher in each of the following aspects of this process? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." 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	81.51%	14.29%	4.20%	357
Managing the peer review process to ensure your scholarship is released as quickly as possible	64.04%	27.81%	8.15%	356
Placing your article in a high-visibility publication or channel	77.53%	18.82%	3.65%	356
Associating your work with a reputable brand that signals its quality	73.31%	18.82%	7.87%	356
Providing professional copy-editing and layout of your work	54.65%	30.70%	14.65%	355

RD4 [Contingent on Qskip1]

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.

How valuable to you were the activities performed by your publisher in each of the following aspects of this process?



RD5 [Contingent on Qskip1]

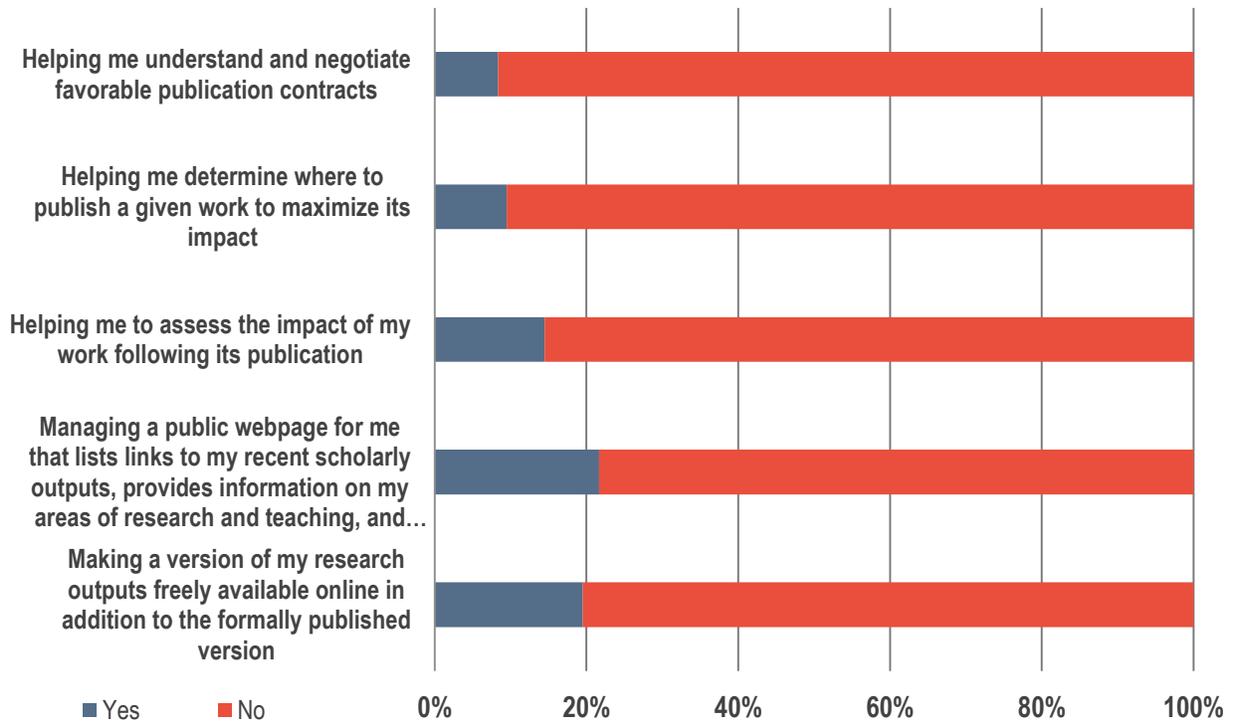
Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	8.36%	91.64%	359
Helping me determine where to publish a given work to maximize its impact	9.50%	90.50%	358
Helping me to assess the impact of my work following its publication	14.48%	85.52%	359
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	21.67%	78.33%	360
Making a version of my research outputs freely available online in addition to the formally published version	19.50%	80.50%	359

RD5 [Contingent on Qskip1]

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?

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?



RD6 [Contingent on Qskip1]

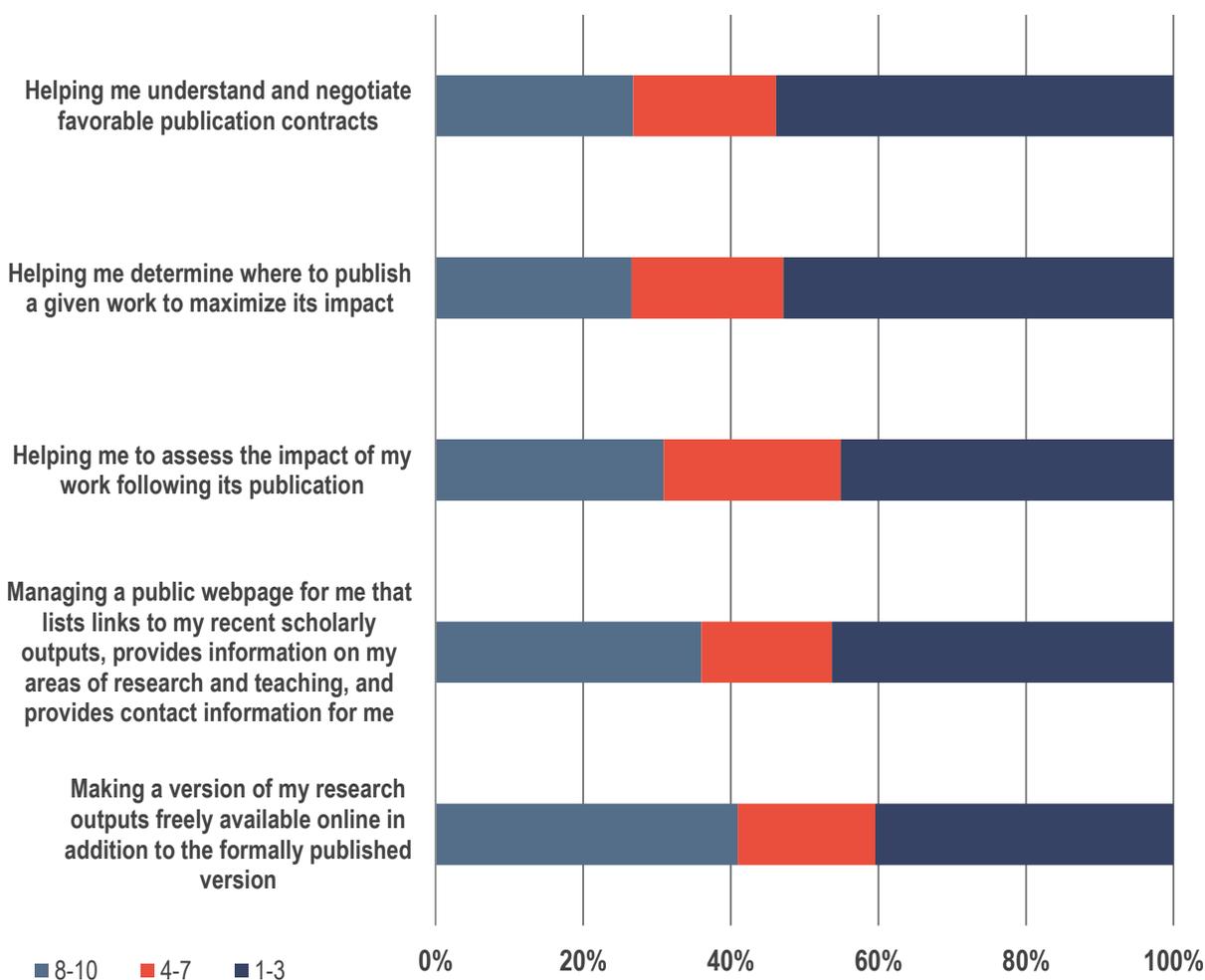
How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? Use the scales below to rate from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

	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	26.78%	19.37%	53.85%	351
Helping me determine where to publish a given work to maximize its impact	26.57%	20.57%	52.86%	350
Helping me to assess the impact of my work following its publication	30.92%	23.99%	45.09%	346
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	36.00%	17.71%	46.29%	350
Making a version of my research outputs freely available online in addition to the formally published version	40.97%	18.62%	40.40%	349

RD6 [Contingent on Qskip1]

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

How valuable do you or would you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process?



RD7 [Contingent on Qskip1]

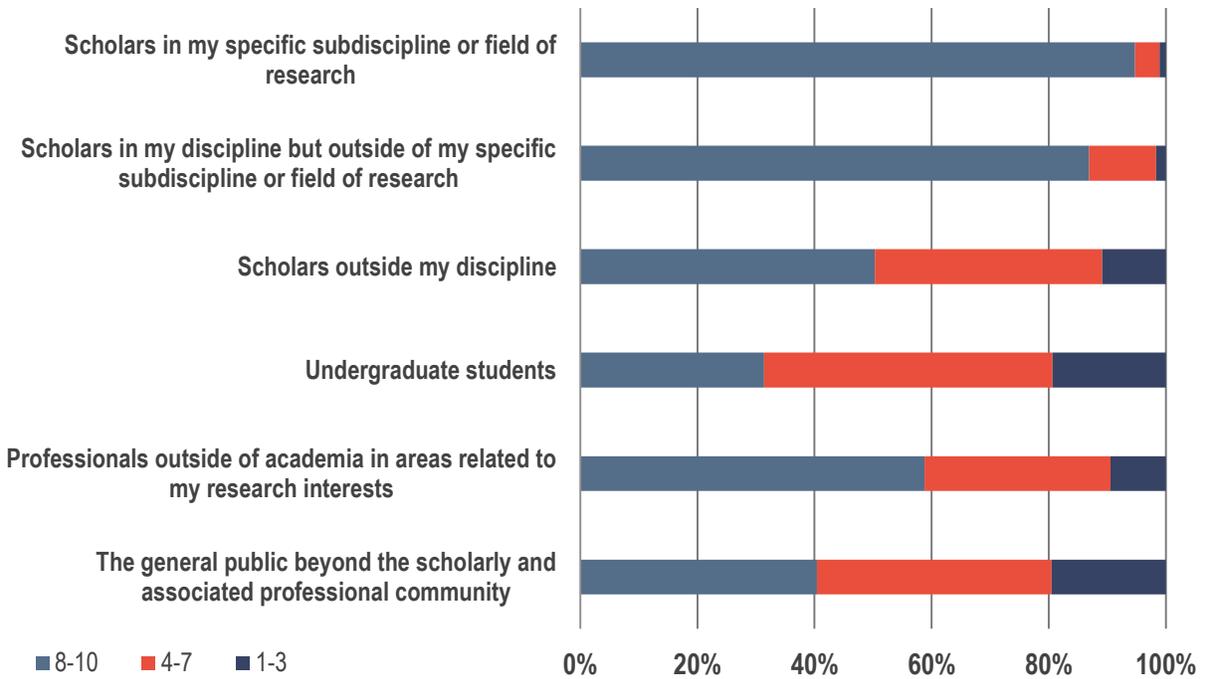
How important is it to you that your research reaches each of the following possible audiences?
Please use the 10 to 1 scales below where a 10 equals "Extremely important" and a 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	94.71%	4.18%	1.11%	359
Scholars in my discipline but outside of my specific subdiscipline or field of research	86.91%	11.42%	1.67%	359
Scholars outside my discipline	50.28%	38.83%	10.89%	358
Undergraduate students	31.37%	49.30%	19.33%	357
Professionals outside of academia in areas related to my research interests	58.77%	31.75%	9.47%	359
The general public beyond the scholarly and associated professional community	40.39%	40.11%	19.50%	359

RD7 [Contingent on Qskip1]

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

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

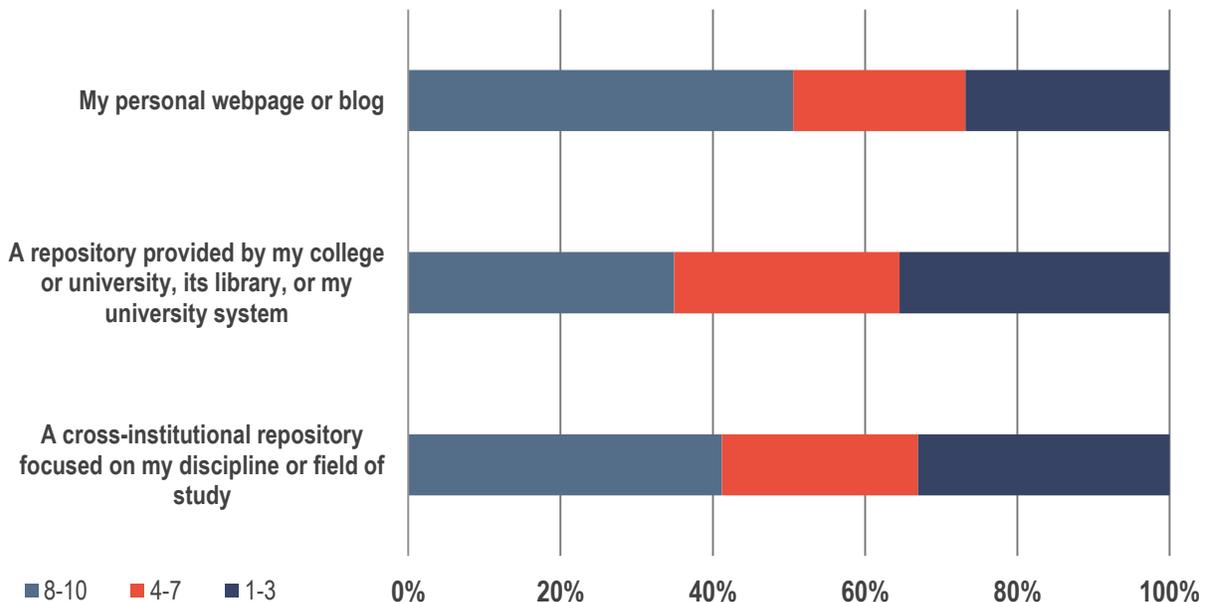


RD8 [Contingent on Qskip1]

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	50.56%	22.63%	26.82%	358
A repository provided by my college or university, its library, or my university system	34.92%	29.61%	35.47%	358
A cross-institutional repository focused on my discipline or field of study	41.18%	25.77%	33.05%	357

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.



Demographics / Embedded Data

D1

For how many years have you been at this institution?

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?

Embedded: Rank

Embedded: Status

Embedded: Department

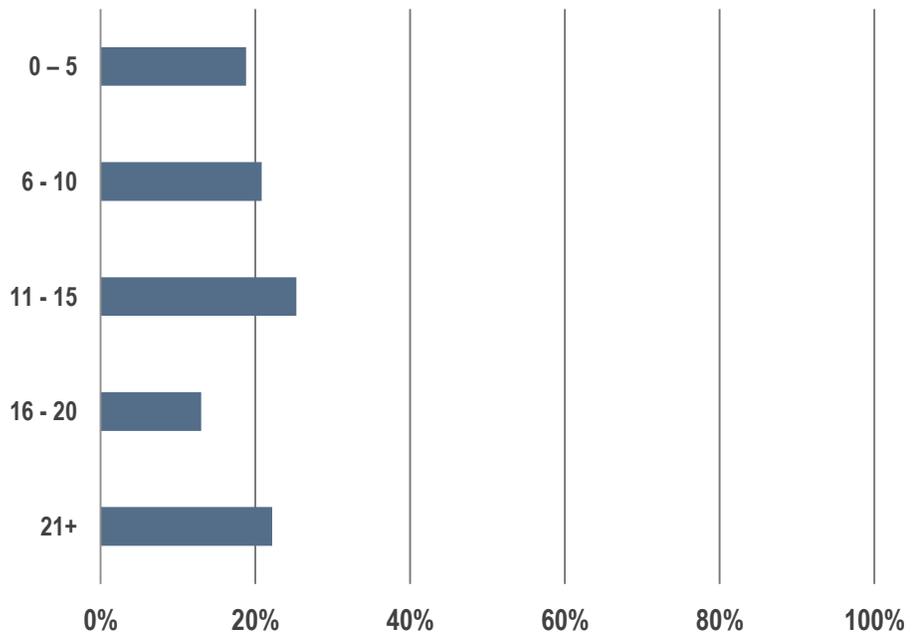
Embedded: Faculty

D1

For how many years have you been at this institution?

	Response	Percent
0 – 5	84	18.79%
6 - 10	93	20.81%
11 - 15	113	25.28%
16 - 20	58	12.98%
21+	99	22.15%
	447	100.00%

For how many years have you been at this institution?

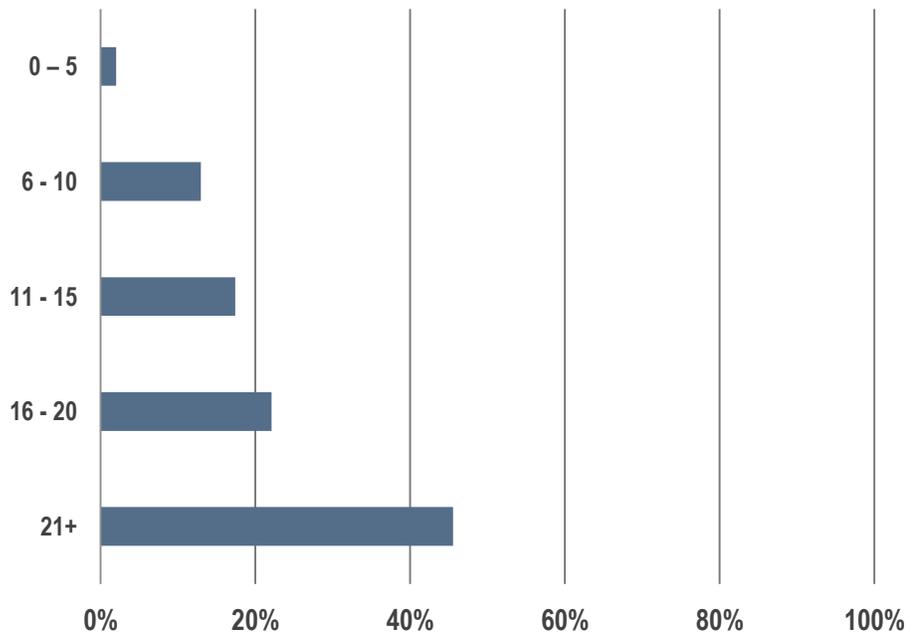


D2

For how many years have you been in your field?

	Response	Percent
0 - 5	9	2.01%
6 - 10	58	12.95%
11 - 15	78	17.41%
16 - 20	99	22.10%
21+	204	45.54%
	448	100.00%

For how many years have you been in your field?

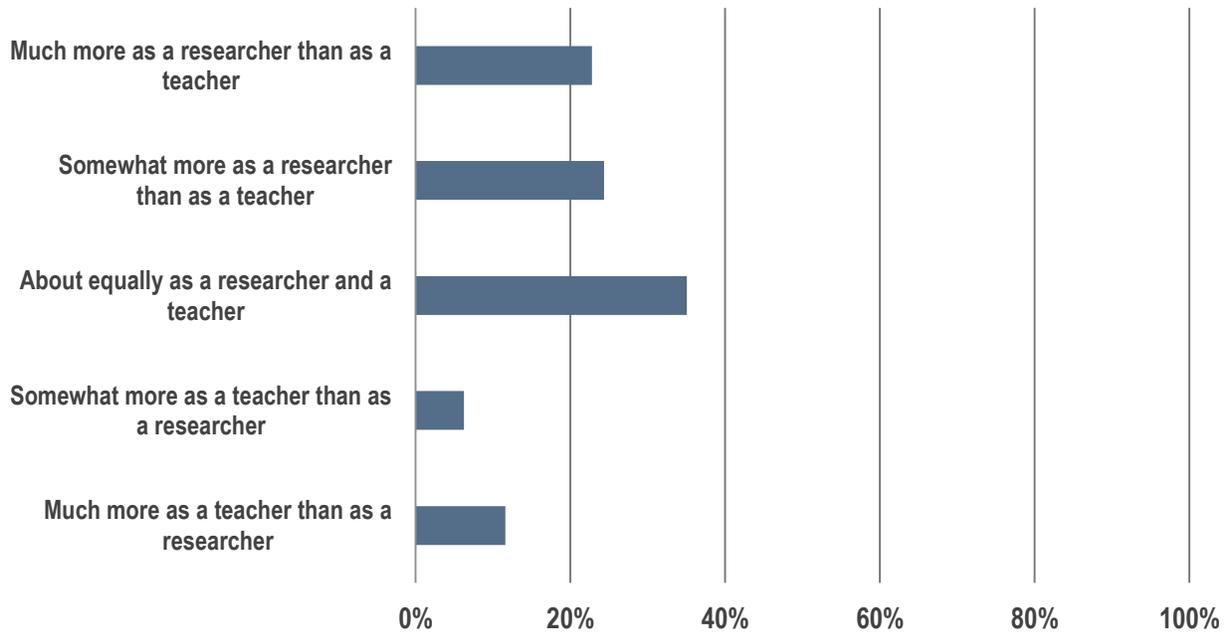


D3

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

	Response	Percent
Much more as a researcher than as a teacher	102	22.77%
Somewhat more as a researcher than as a teacher	109	24.33%
About equally as a researcher and a teacher	157	35.04%
Somewhat more as a teacher than as a researcher	28	6.25%
Much more as a teacher than as a researcher	52	11.61%
	448	100.00%

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

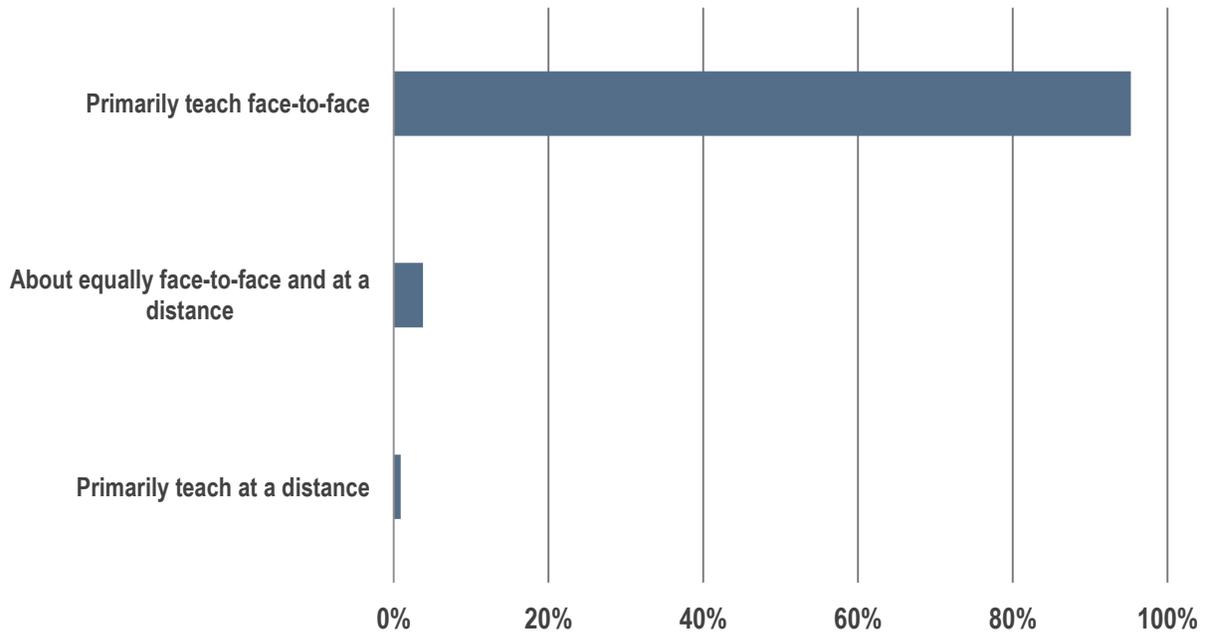


D4

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?

	Response	Percent
Primarily teach face-to-face	425	95.29%
About equally face-to-face and at a distance	17	3.81%
Primarily teach at a distance	4	0.90%
	446	100.00%

Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

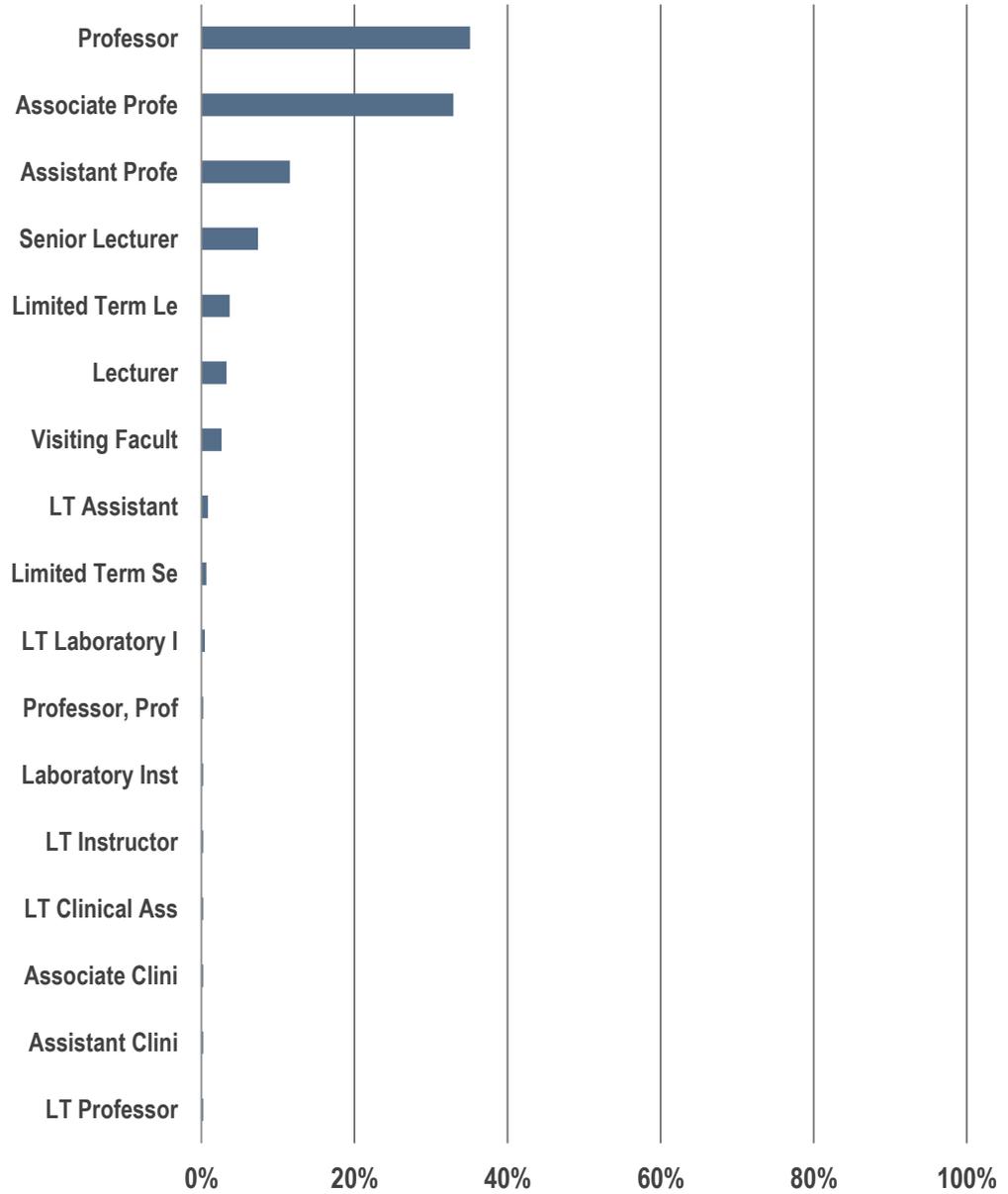


Embedded: Rank

	Response	Percent
Professor	161	35.08%
Associate Profe	151	32.90%
Assistant Profe	53	11.55%
Senior Lecturer	34	7.41%
Limited Term Le	17	3.70%
Lecturer	15	3.27%
Visiting Facult	12	2.61%
LT Assistant	4	0.87%
Limited Term Se	3	0.65%
LT Laboratory I	2	0.44%
Professor, Prof	1	0.22%
Laboratory Inst	1	0.22%
LT Instructor	1	0.22%
LT Clinical Ass	1	0.22%
Associate Clini	1	0.22%
Assistant Clini	1	0.22%
LT Professor	1	0.22%
	459	100.00%

Embedded: Rank

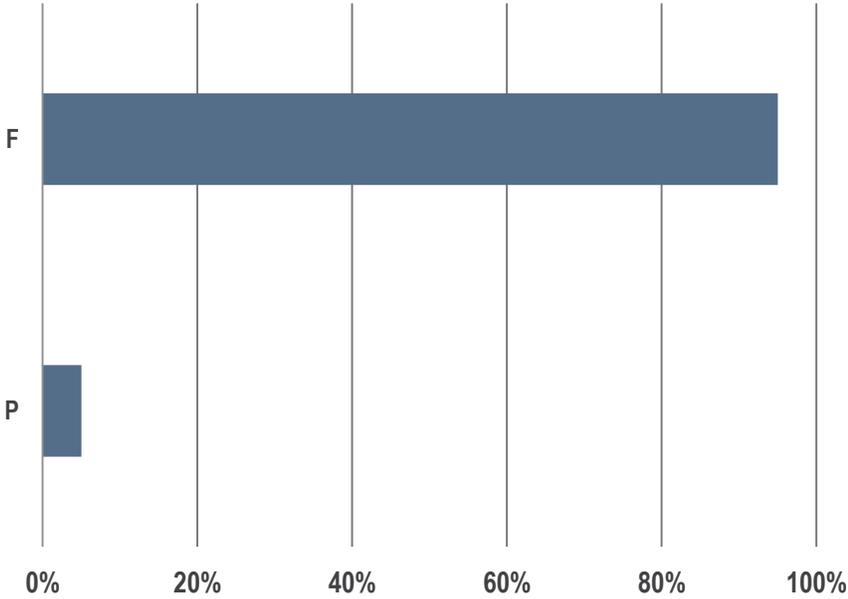
Rank



Embedded: Status

	Response	Percent
F	436	94.99%
P	23	5.01%
	459	100.00%

Status



Embedded: Department³

	Response	Percent
Business Admin General	48	10.46%
Dean of Education	37	8.06%
History	20	4.36%
Mathematics Sciences	20	4.36%
Biological Sciences	18	3.92%
Communication	18	3.92%
English	18	3.92%
School Interact Arts and Tech	17	3.70%
Computing Science	16	3.49%
Criminology	14	3.05%
Physics	14	3.05%
Sociology & Anthropology	14	3.05%
Economics	13	2.83%
MBB Molec Biol-Biochem Sci	13	2.83%
Geography	13	2.83%
Linguistics	13	2.83%
Faculty of Health Sciences	12	2.61%
Contemporary Arts	12	2.61%
Chemistry Sciences	11	2.40%
Biomed Physio Kinesiology	11	2.40%
Psychology	9	1.96%
Archaeology	9	1.96%

³ Graph omitted due to size.

Earth Sciences	9	1.96%
Engineering Science	8	1.74%
French	7	1.53%
Philosophy	7	1.53%
Political Science	7	1.53%
Apsc Mechatronics	6	1.31%
Statistics & Actuarial Science	6	1.31%
Humanities	4	0.87%
Communctn Arts Tech Deans Offc	4	0.87%
Masters Of Publishing	4	0.87%
Resource and Environmentl Mgmt	3	0.65%
Gender Sexuality and Womn Stds	3	0.65%
Master of Public Policy Mgmt	3	0.65%
Education International Office	3	0.65%
Gerontology	3	0.65%
Hellenic Studies	2	0.44%
International Studies	2	0.44%
Fac Arts Social Sci Surrey	2	0.44%
First Nations Studies	2	0.44%
Undergrad Semester in Dialogue	1	0.22%
Educ Professional Grad Prgms	1	0.22%
Continuing Studies Credit Prgm	1	0.22%
Urban Studies	1	0.22%
	459	100.00%

Embedded: Faculty

	Response	Percent
Fac Arts and Social Sciences	144	31.37%
Faculty Of Science	102	22.22%
Communication Arts Technology	55	11.98%
Beedie School of Business	48	10.46%
Faculty Of Education	41	8.93%
Faculty of Applied Sciences	30	6.54%
Faculty of Environment	25	5.45%
Faculty of Health Sciences	12	2.61%
Vice Pres Academic Office	1	0.22%
Lifelong Learning Unit	1	0.22%
	459	100.00%

Faculty

