

ITHAKA S+R

Victoria University of Wellington
Faculty Survey 2018:
Report of Findings

Overview

The Victoria University of Wellington implementation of the Ithaka S+R Faculty Survey was launched on May 1st, 2018, and was closed to new responses on June 1st, 2018, with a total of 356 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; and the role of the library in supporting faculty members' needs. The following report provides a high-level overview of findings from the Victoria University of Wellington faculty survey.¹

Details

1,397 Victoria University of Wellington faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. For each completed survey a donation of \$2 was made to the VUWSA Community Pantry, the University's student food pantry, on behalf of the Victoria University of Wellington Libraries as an incentive for participation. Three email reminders were sent before the close of the survey.

In total, 454 respondents clicked the survey link (about 32% of those who received the email invitation), with 445 of those starting the survey (about 32%) and 356 of those respondents completing the survey, for an overall response rate of about 25%. Due to the survey flow and skip patterns, not all Victoria University of Wellington faculty respondents received every question in the survey.

How to interpret the findings

For each question in Victoria University of Wellington 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.

¹ This report covers results from completed surveys and does not include partially completed responses.

Core National Questionnaire

Q1

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

Q2

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

Q3

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]

Q4

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

Q5

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

Q6

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

Q7

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

Q8

Is performing academic research among your professional responsibilities?

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

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

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

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

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

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

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

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

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

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

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

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

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

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

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

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

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

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

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

Is your scholarly research hosted online at your institution’s repository (Research Archive - Te Puna Rangahau), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply:

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

Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the Marsden, Creative NZ, HRC, FRST, National Science Challenge, etc.)?

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

To what extent do you support or oppose, or would you support or oppose, a policy at your institution that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? [6 = highly support; 1 = highly oppose]

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

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

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

Q22

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

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

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

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

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

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

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

Q26

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

Q27

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

Q28

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

Q29

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

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

Please select which level(s) of students you have taught in the last 2 years:

Q31 [Contingent on respondent teaching an undergraduate course]

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

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

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

Q33 [Contingent on respondent teaching first and second year students 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]

Q34 [Contingent on respondent teaching third and fourth year students 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]

Q35 [Contingent on respondent teaching an undergraduate and/or postgraduate course in past 2 years]

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

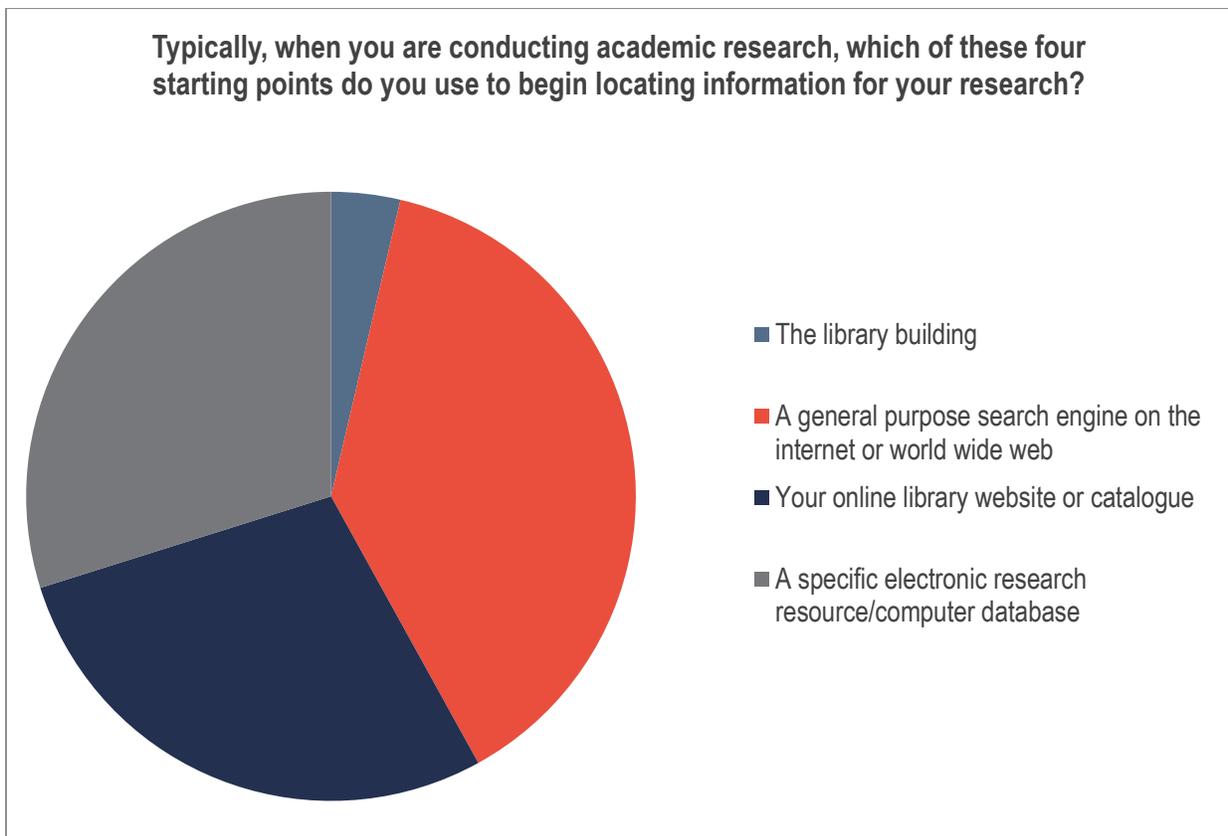
Q36 [Contingent on respondent teaching an undergraduate and/or postgraduate course in past 2 years]

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]

Q1

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

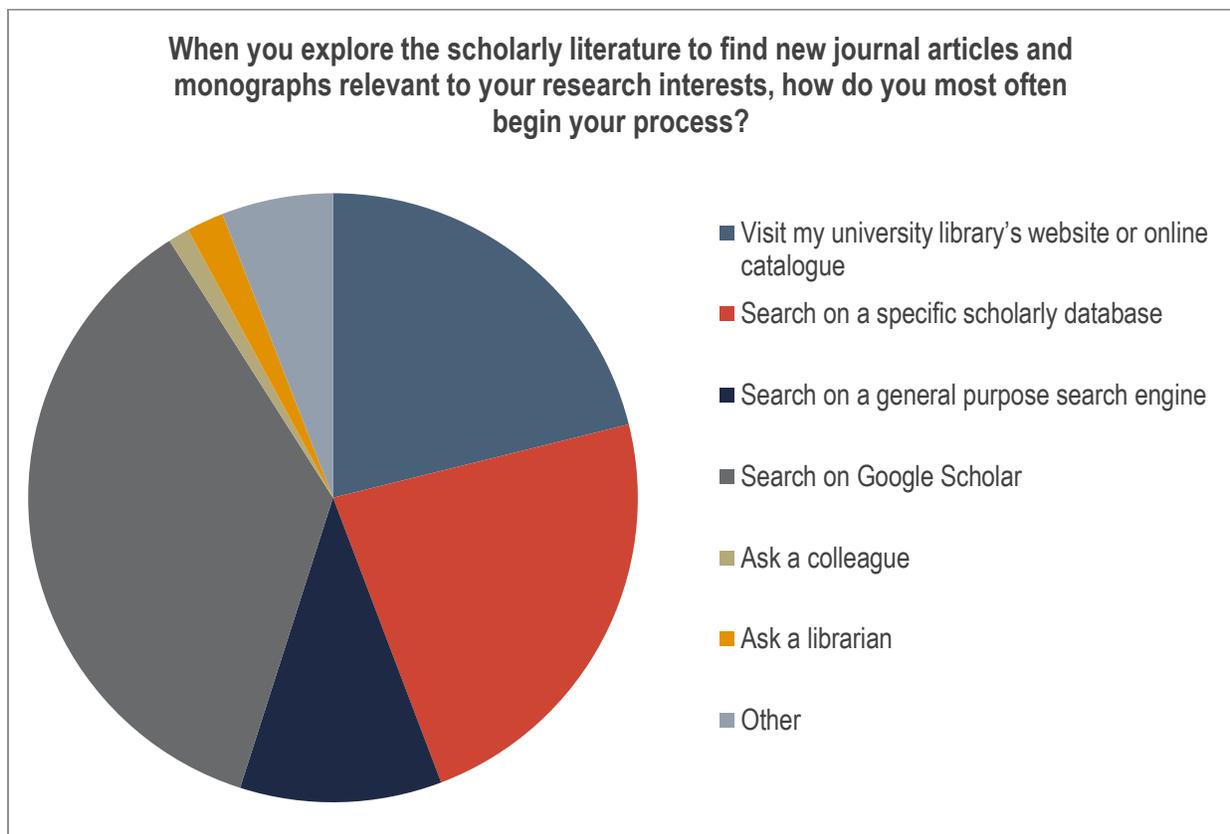
	Response	Percent
The library building	13	3.66%
A general purpose search engine on the internet or world wide web	136	38.31%
Your online library website or catalogue	100	28.17%
A specific electronic research resource/computer database	106	29.86%
	355	100.00%



Q2

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

	Response	Percent
Visit my university library’s website or online catalogue	75	21.13%
Search on a specific scholarly database	82	23.10%
Search on a general purpose search engine	38	10.70%
Search on Google Scholar	128	36.06%
Ask a colleague	4	1.13%
Ask a librarian	7	1.97%
Other	21	5.92%
	355	100.00%



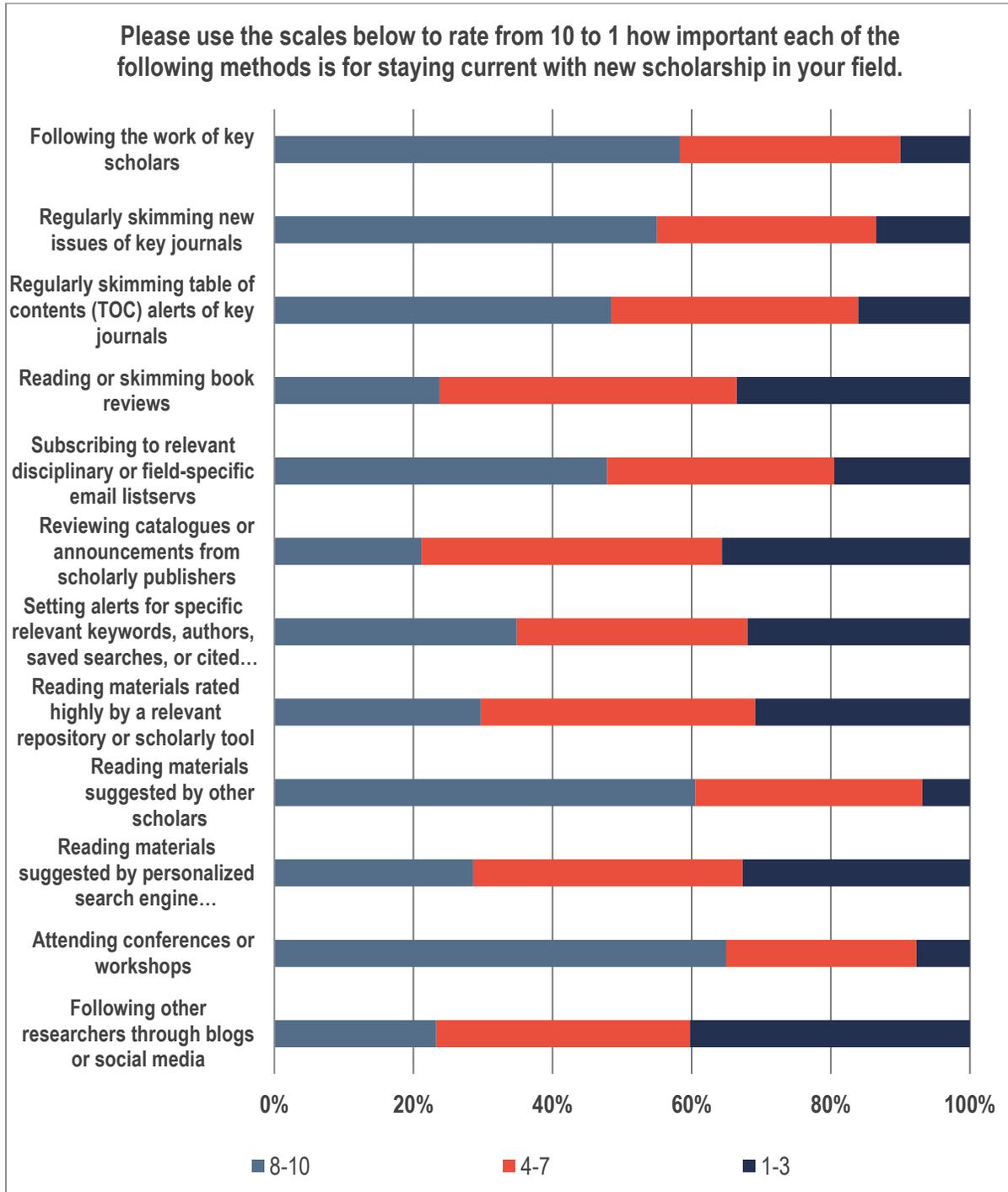
Q3

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Following the work of key scholars	58.29%	31.71%	10.00%	350
Regularly skimming new issues of key journals	55.01%	31.52%	13.47%	349
Regularly skimming table of contents (TOC) alerts of key journals	48.42%	35.53%	16.05%	349
Reading or skimming book reviews	23.78%	42.69%	33.52%	349
Subscribing to relevant disciplinary or field-specific email listservs	47.85%	32.66%	19.48%	349
Reviewing catalogues or announcements from scholarly publishers	21.16%	43.19%	35.65%	345
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	34.87%	33.14%	31.99%	347
Reading materials rated highly by a relevant repository or scholarly tool	29.68%	39.48%	30.84%	347
Reading materials suggested by other scholars	60.51%	32.67%	6.82%	352
Reading materials suggested by personalized search engine recommendations	28.61%	38.73%	32.66%	346
Attending conferences or workshops	64.96%	27.35%	7.69%	351
Following other researchers through blogs or social media	23.28%	36.49%	40.23%	348

Q3

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]



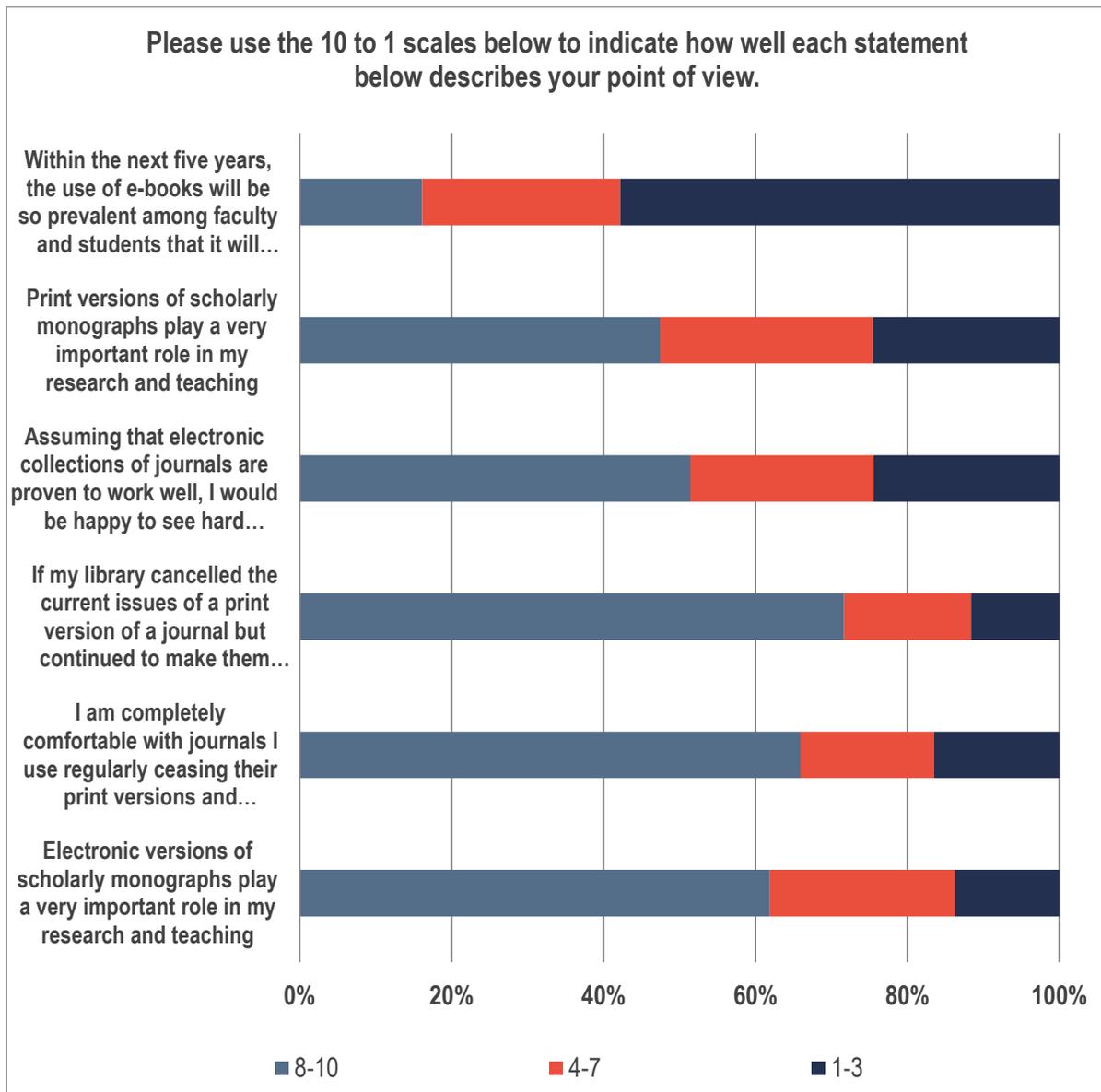
Q4

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

	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	16.15%	26.06%	57.79%	353
Print versions of scholarly monographs play a very important role in my research and teaching	47.43%	28.00%	24.57%	350
Assuming that electronic collections of journals are proven to work well, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections	51.42%	24.15%	24.43%	352
If my library cancelled the current issues of a print version of a journal but continued to make them available electronically, that would be fine with me	71.67%	16.71%	11.61%	353
I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form	65.91%	17.61%	16.48%	352
Electronic versions of scholarly monographs play a very important role in my research and teaching	61.89%	24.36%	13.75%	349

Q4

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



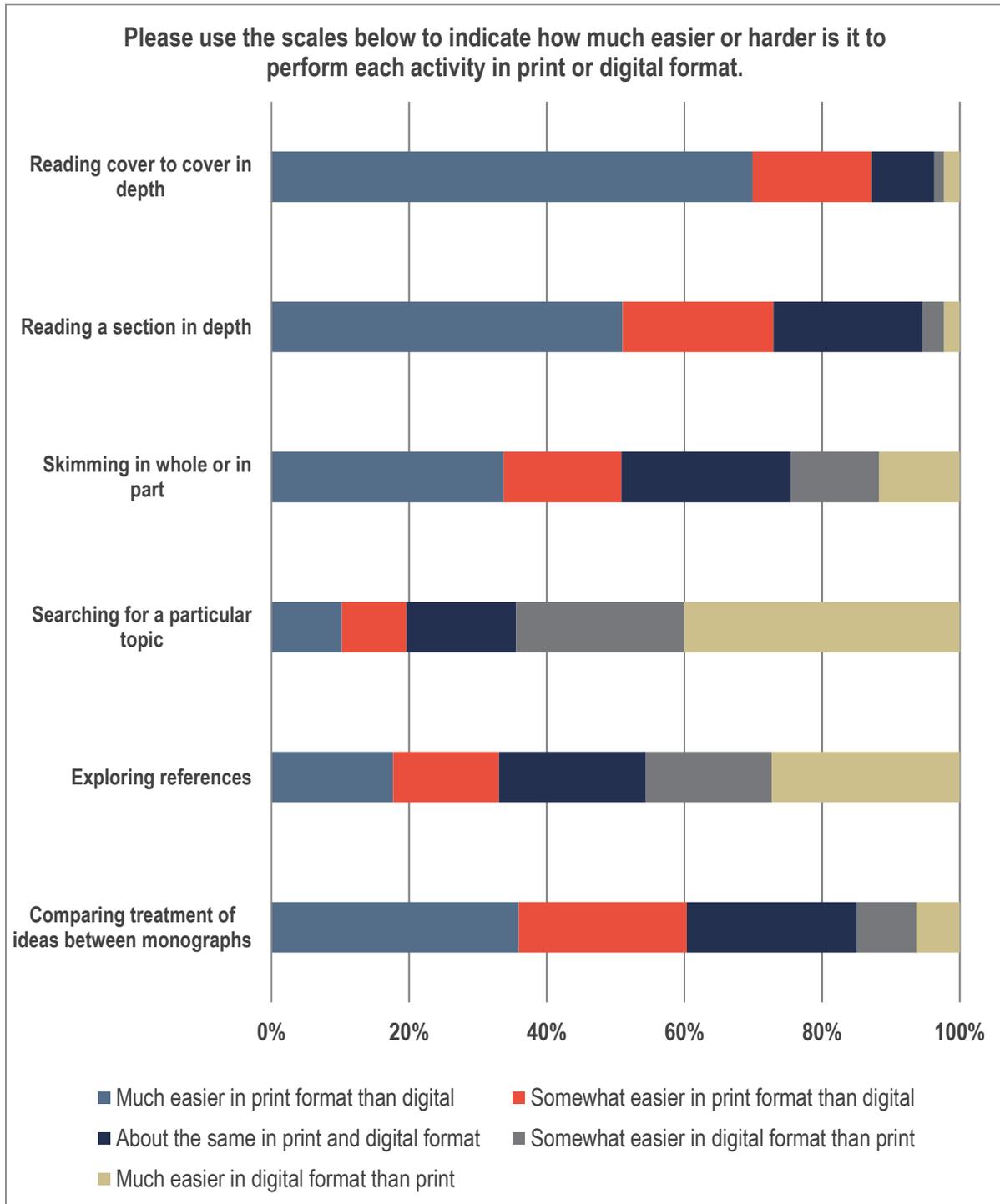
Q5

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

	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	69.89%	17.33%	9.09%	1.42%	2.27%	352
Reading a section in depth	51.00%	21.94%	21.65%	3.13%	2.28%	351
Skimming in whole or in part	33.71%	17.14%	24.57%	12.86%	11.71%	350
Searching for a particular topic	10.23%	9.38%	15.91%	24.43%	40.06%	352
Exploring references	17.66%	15.38%	21.37%	18.23%	27.35%	351
Comparing treatment of ideas between monographs	35.92%	24.43%	24.71%	8.62%	6.32%	348

Q5

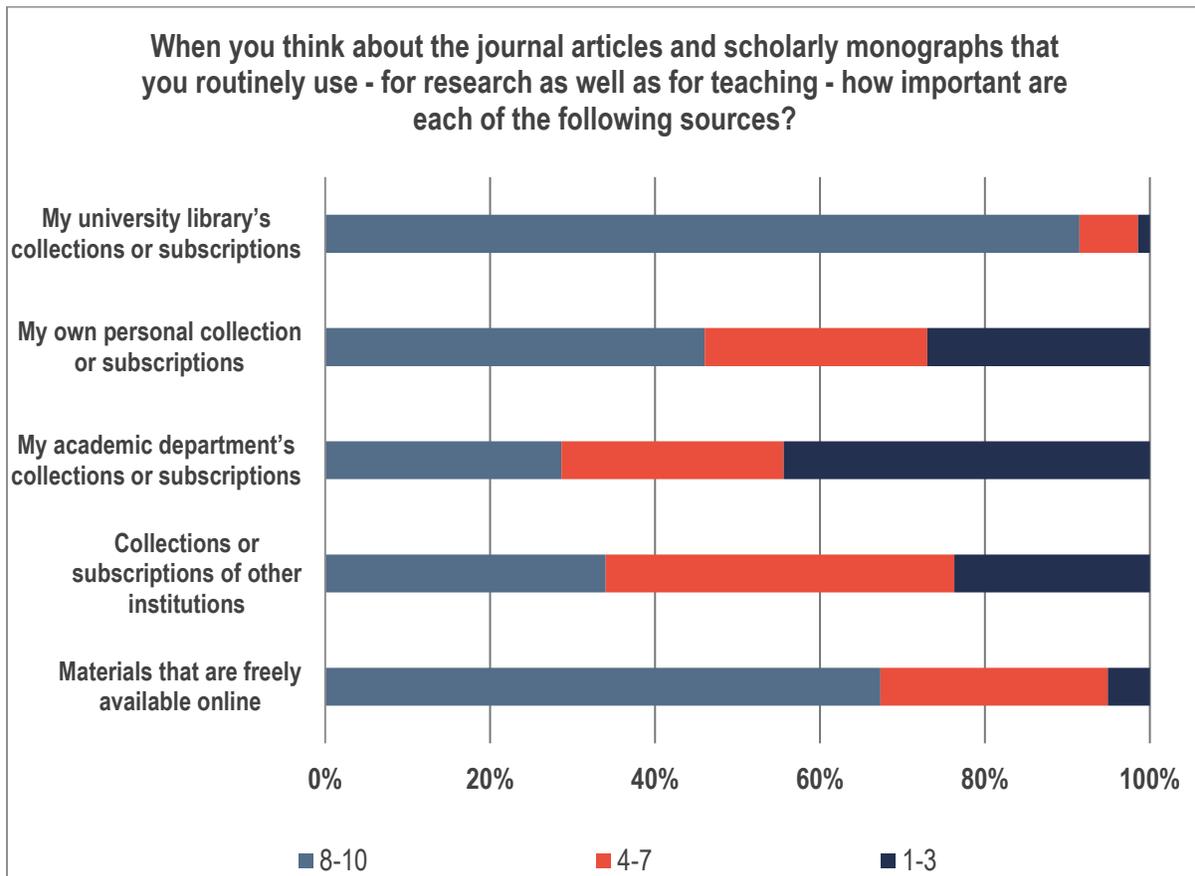
Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select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



Q6

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
My university library's collections or subscriptions	91.48%	7.10%	1.42%	352
My own personal collection or subscriptions	46.02%	26.99%	26.99%	352
My academic department's collections or subscriptions	28.65%	26.93%	44.41%	349
Collections or subscriptions of other institutions	34.00%	42.29%	23.71%	350
Materials that are freely available online	67.33%	27.56%	5.11%	352



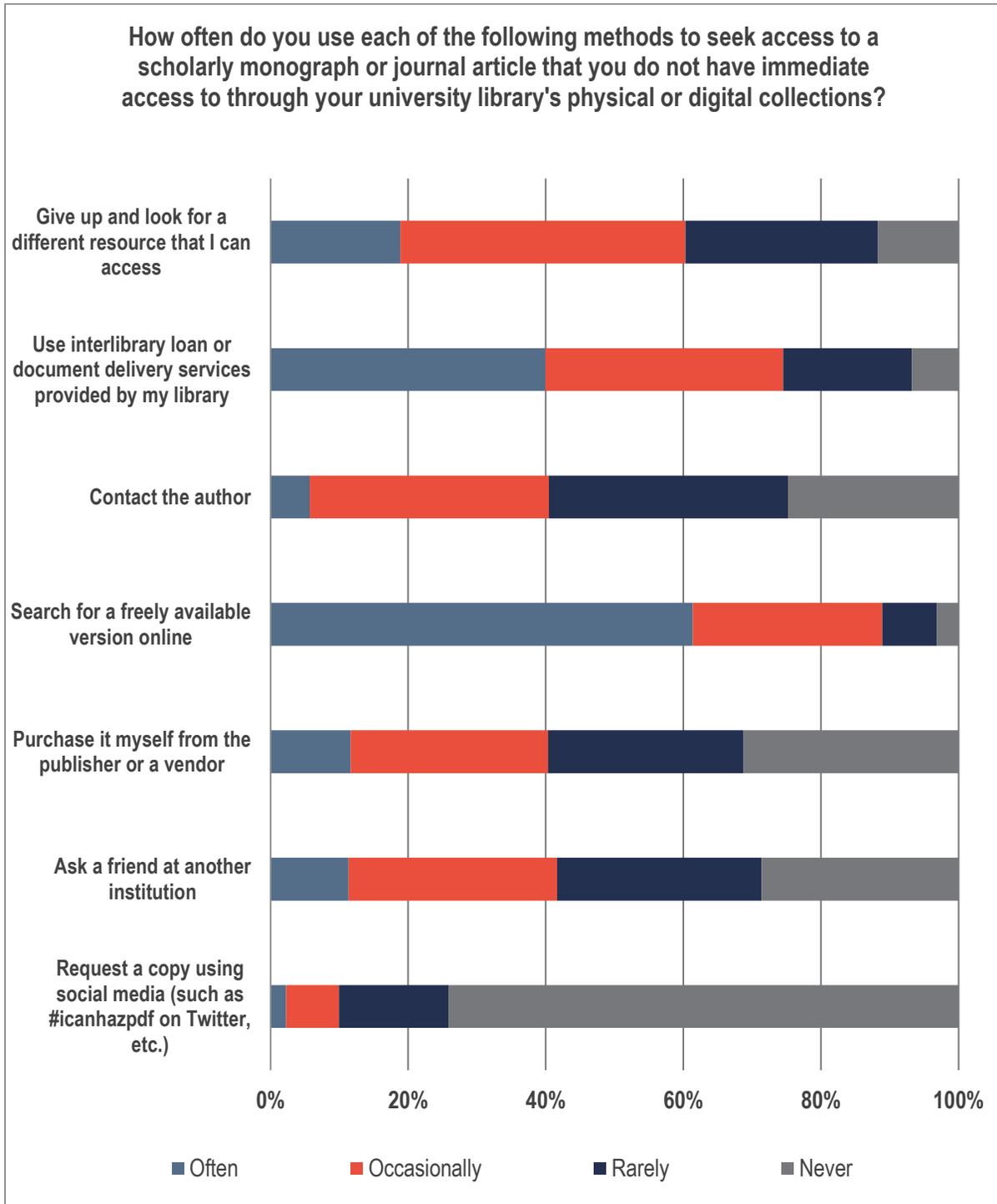
Q7

When you want a scholarly monograph or journal article that you do not have immediate access to through your 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	18.86%	41.43%	28.00%	11.71%	350
Use interlibrary loan or document delivery services provided by my library	39.94%	34.56%	18.70%	6.80%	353
Contact the author	5.70%	34.76%	34.76%	24.79%	351
Search for a freely available version online	61.36%	27.56%	7.95%	3.13%	352
Purchase it myself from the publisher or a vendor	11.65%	28.69%	28.41%	31.25%	352
Ask a friend at another institution	11.33%	30.31%	29.75%	28.61%	353
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	2.27%	7.67%	15.91%	74.15%	352

Q7

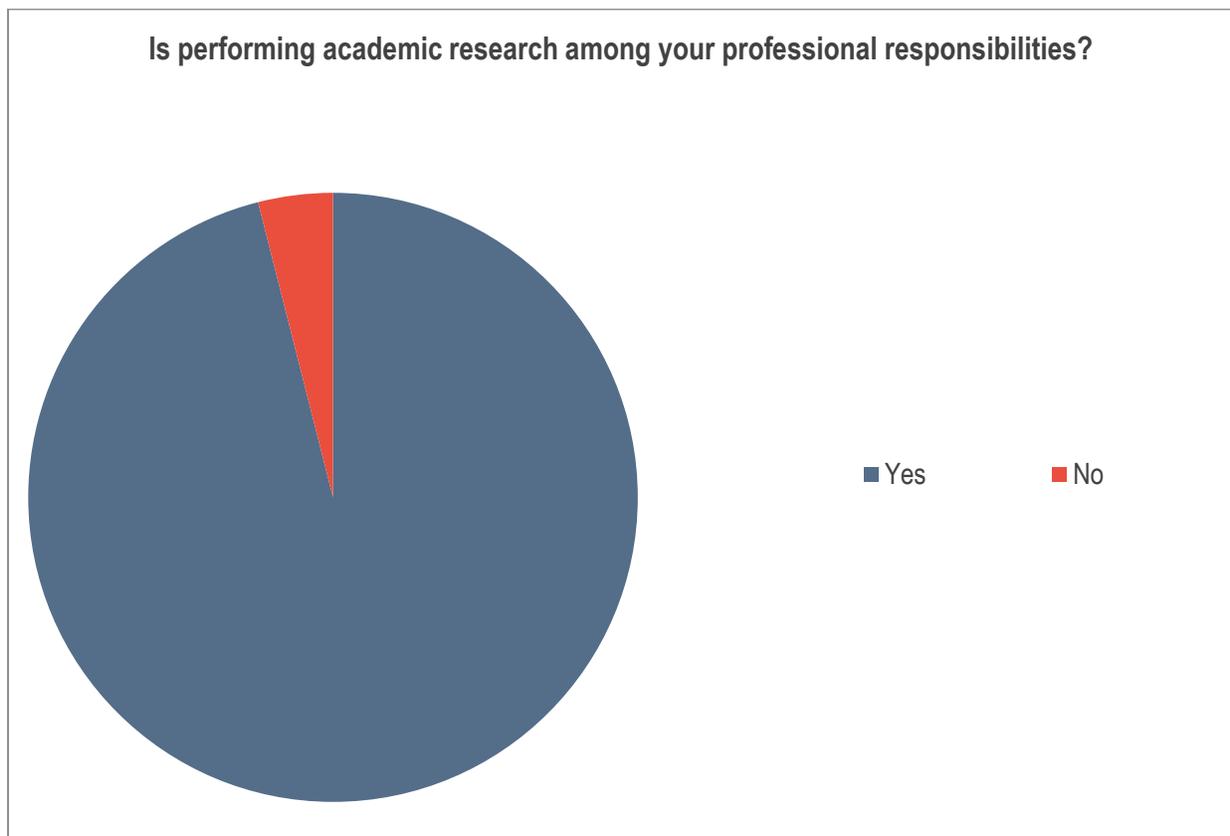
When you want a scholarly monograph or journal article that you do not have immediate access to through your university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?



Q8

Is performing academic research among your professional responsibilities?

	Response	Percent
Yes	340	96.05%
No	14	3.95%
	354	100.00%



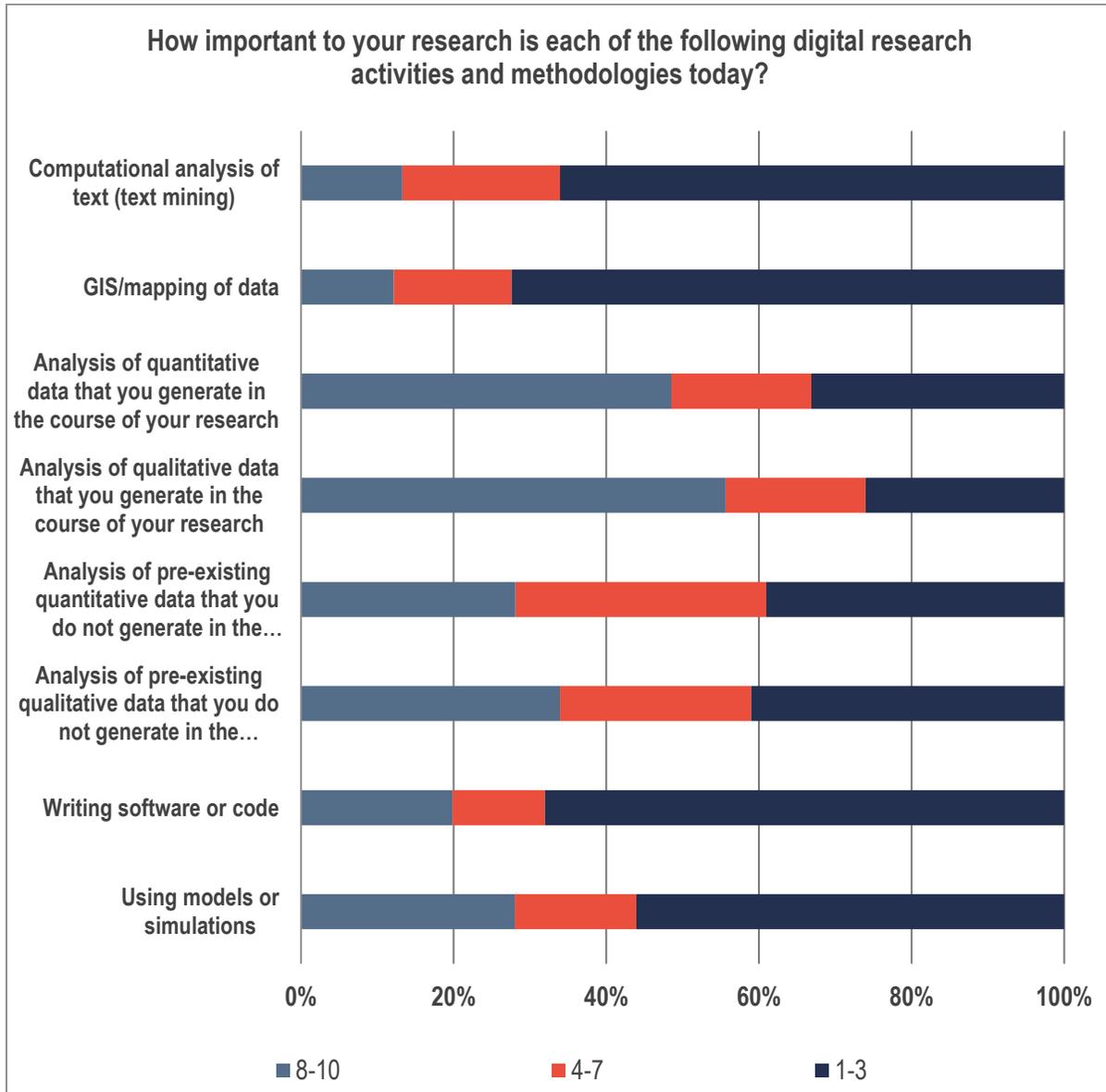
Q9 [Contingent on respondent selecting “yes” in Q8]

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

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	13.27%	20.65%	66.08%	339
GIS/mapping of data	12.17%	15.43%	72.40%	337
Analysis of quantitative data that you generate in the course of your research	48.52%	18.34%	33.14%	338
Analysis of qualitative data that you generate in the course of your research	55.62%	18.34%	26.04%	338
Analysis of pre-existing quantitative data that you do not generate in the course of your research	28.11%	32.84%	39.05%	338
Analysis of pre-existing qualitative data that you do not generate in the course of your research	33.92%	25.07%	41.00%	339
Writing software or code	19.82%	12.13%	68.05%	338
Using models or simulations	28.02%	15.93%	56.05%	339

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

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



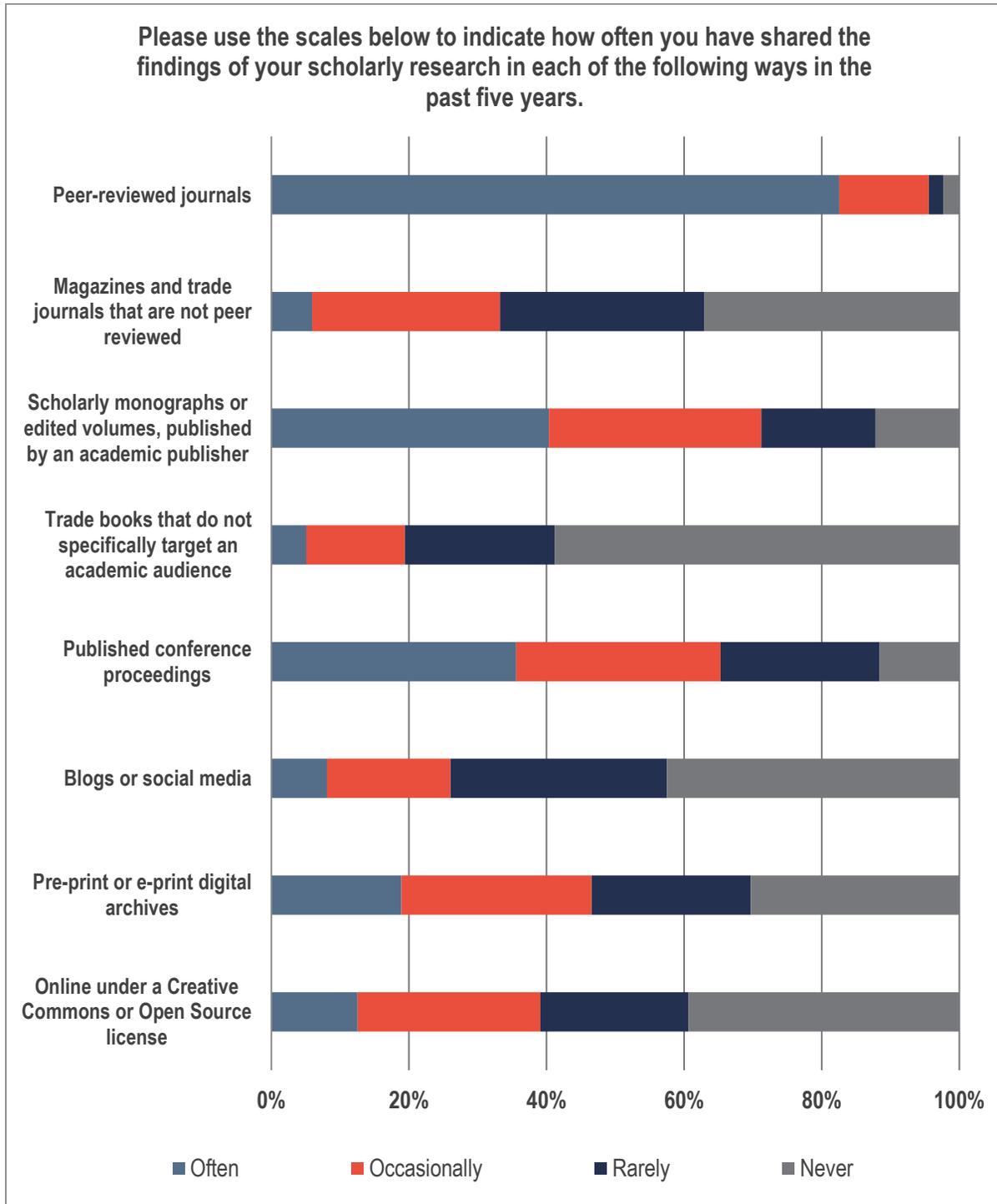
Q10 [Contingent on respondent selecting “yes” in Q8]

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	82.54%	13.02%	2.07%	2.37%	338
Magazines and trade journals that are not peer reviewed	5.93%	27.30%	29.67%	37.09%	337
Scholarly monographs or edited volumes, published by an academic publisher	40.36%	30.86%	16.62%	12.17%	337
Trade books that do not specifically target an academic audience	5.07%	14.33%	21.79%	58.81%	335
Published conference proceedings	35.61%	29.67%	23.15%	11.57%	337
Blogs or social media	8.08%	17.96%	31.44%	42.51%	334
Pre-print or e-print digital archives	18.92%	27.63%	23.12%	30.33%	333
Online under a Creative Commons or Open Source license	12.54%	26.57%	21.49%	39.40%	335

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

You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.



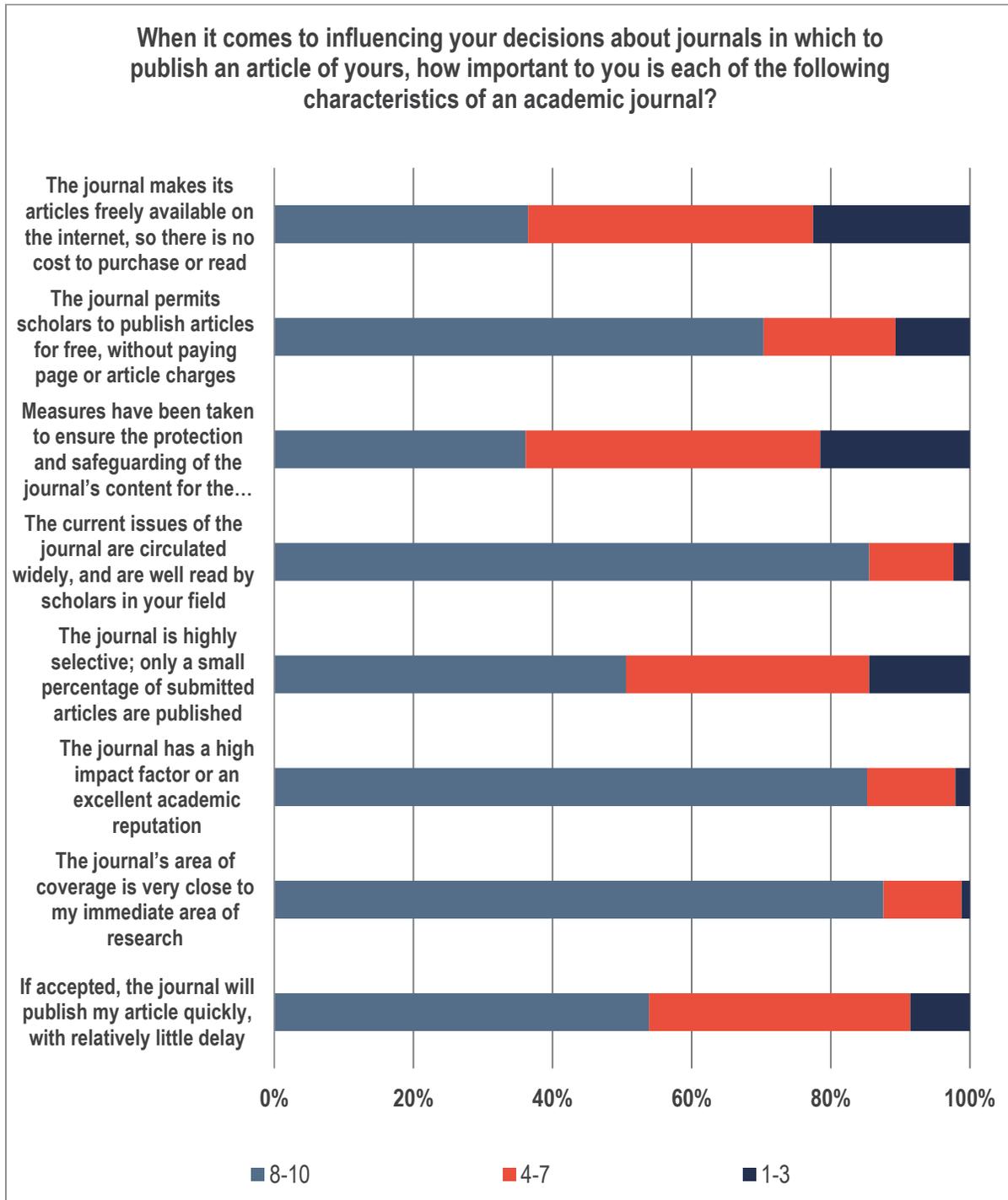
Q11 [Contingent on respondent selecting “yes” in Q8]

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	36.50%	40.95%	22.55%	337
The journal permits scholars to publish articles for free, without paying page or article charges	70.33%	18.99%	10.68%	337
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	36.12%	42.39%	21.49%	335
The current issues of the journal are circulated widely, and are well read by scholars in your field	85.50%	12.13%	2.37%	338
The journal is highly selective; only a small percentage of submitted articles are published	50.59%	34.91%	14.50%	338
The journal has a high impact factor or an excellent academic reputation	85.21%	12.72%	2.07%	338
The journal's area of coverage is very close to my immediate area of research	87.57%	11.24%	1.18%	338
If accepted, the journal will publish my article quickly, with relatively little delay	53.85%	37.57%	8.58%	338

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

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]



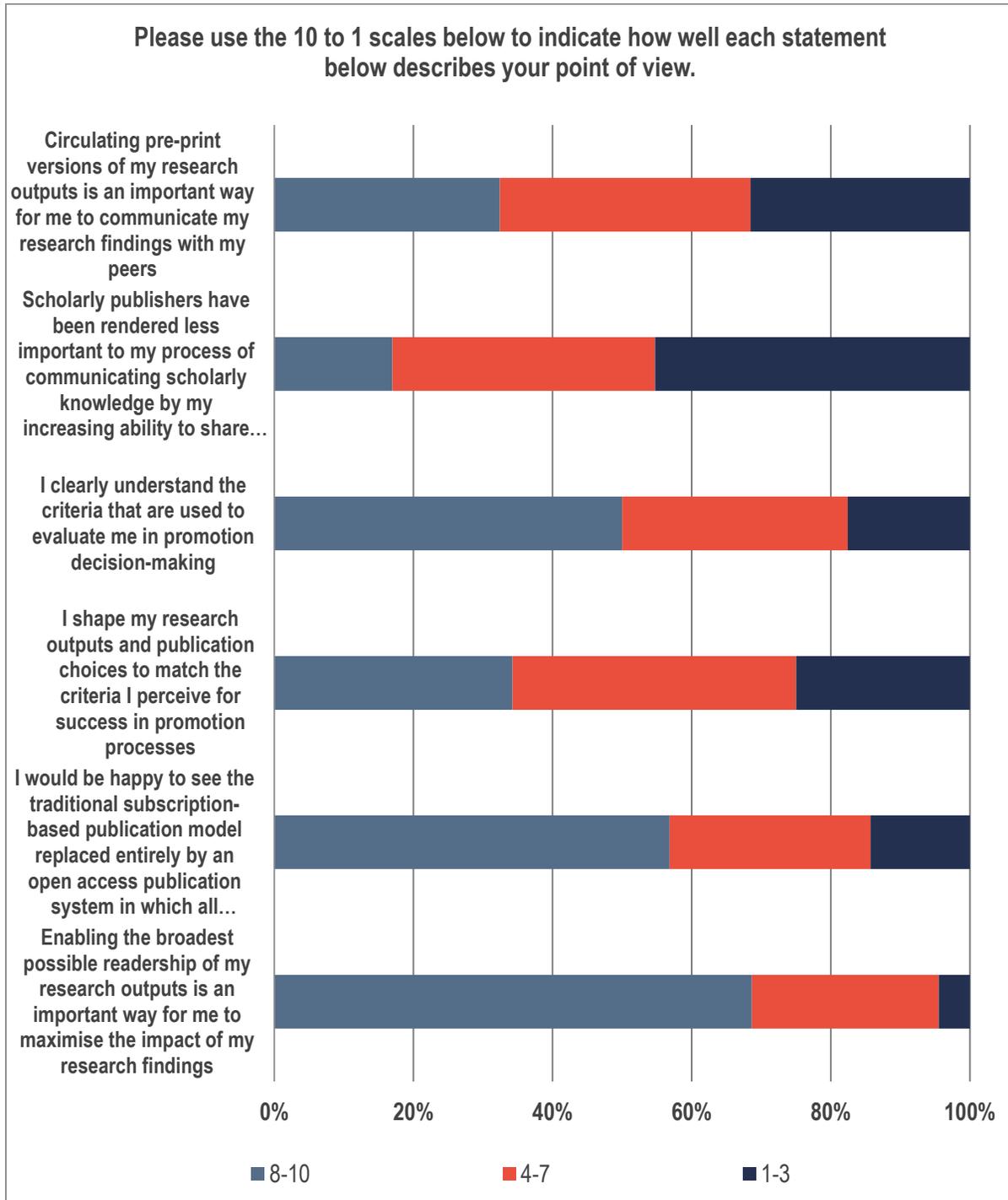
Q12 [Contingent on respondent selecting “yes” in Q8]

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

	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	32.44%	36.01%	31.55%	336
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	16.96%	37.80%	45.24%	336
I clearly understand the criteria that are used to evaluate me in promotion decision-making	50.00%	32.44%	17.56%	336
I shape my research outputs and publication choices to match the criteria I perceive for success in promotion processes	34.23%	40.77%	25.00%	336
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 (though recognising that there will still be costs for publishing)	56.85%	28.87%	14.29%	336
Enabling the broadest possible readership of my research outputs is an important way for me to maximise the impact of my research findings	68.66%	26.87%	4.48%	335

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

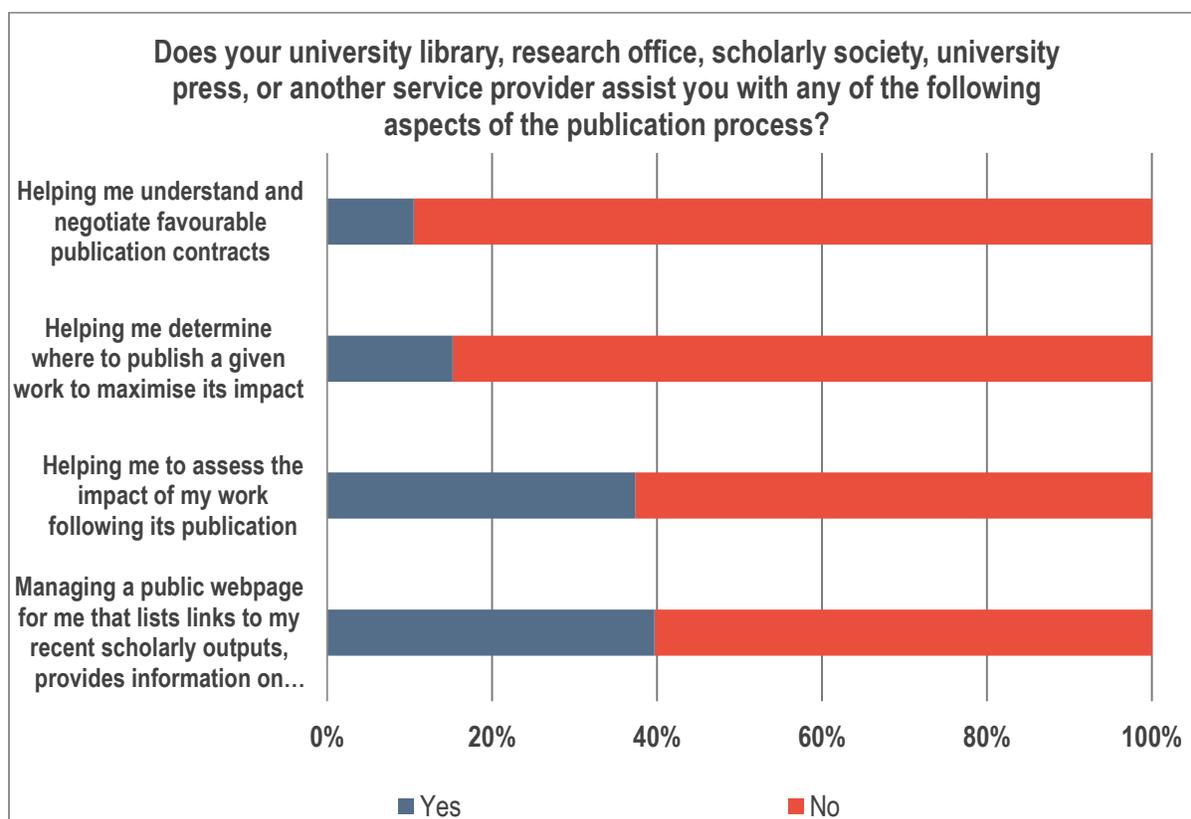
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



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

Does your university library, research office, 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 favourable publication contracts	10.51%	89.49%	333
Helping me determine where to publish a given work to maximise its impact	15.22%	84.78%	335
Helping me to assess the impact of my work following its publication	37.31%	62.69%	335
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	39.70%	60.30%	335



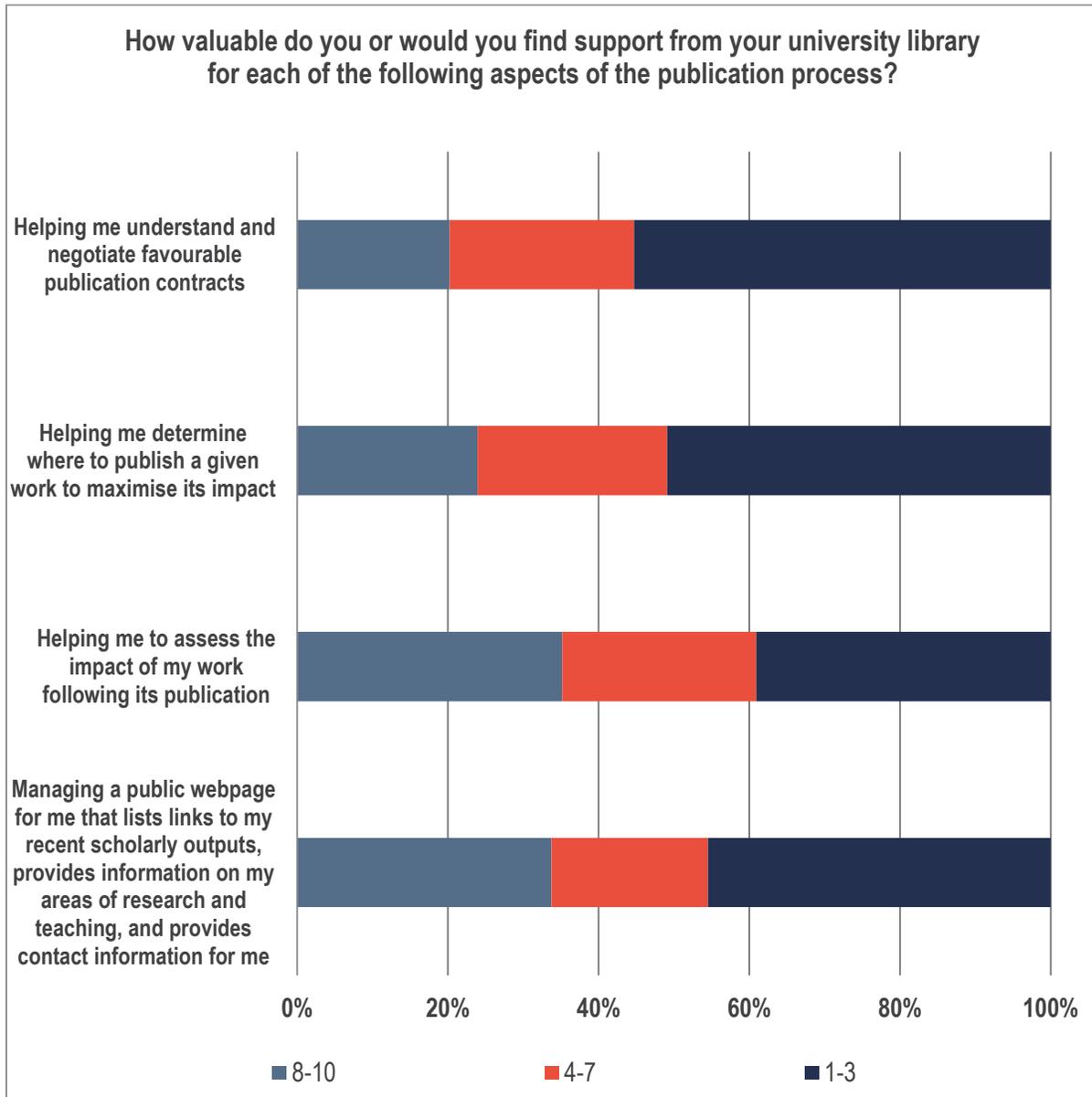
Q14 [Contingent on respondent selecting “yes” in Q8]

How valuable do you find support from your **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 favourable publication contracts	20.24%	24.47%	55.29%	331
Helping me determine where to publish a given work to maximise its impact	23.94%	25.15%	50.91%	330
Helping me to assess the impact of my work following its publication	35.15%	25.76%	39.09%	330
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	33.73%	20.78%	45.48%	332

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

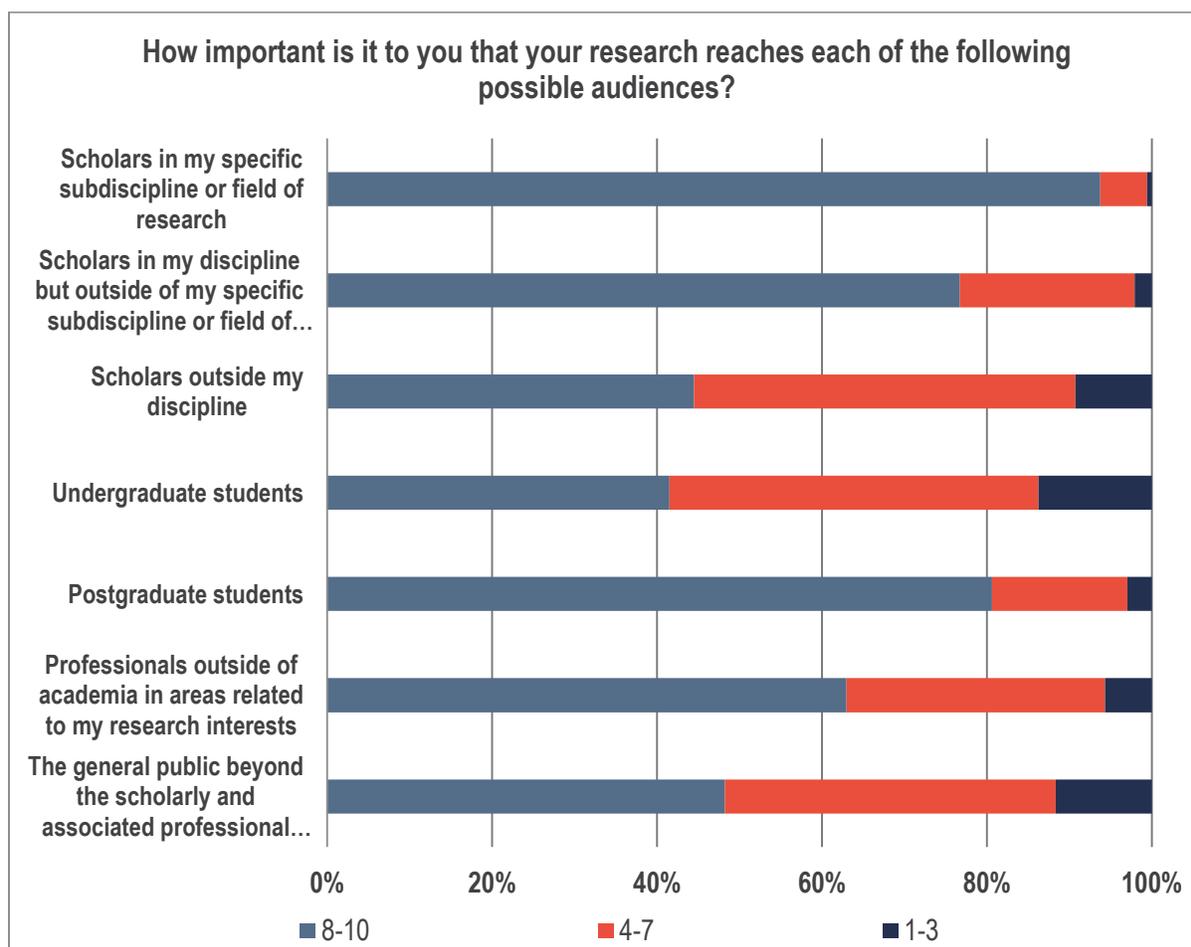
How valuable do you find support from your **university library** for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]



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

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

	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	93.73%	5.67%	0.60%	335
Scholars in my discipline but outside of my specific subdiscipline or field of research	76.72%	21.19%	2.09%	335
Scholars outside my discipline	44.48%	46.27%	9.25%	335
Undergraduate students	41.49%	44.78%	13.73%	335
Postgraduate students	80.60%	16.42%	2.99%	335
Professionals outside of academia in areas related to my research interests	62.99%	31.34%	5.67%	335
The general public beyond the scholarly and associated professional community	48.20%	40.12%	11.68%	334

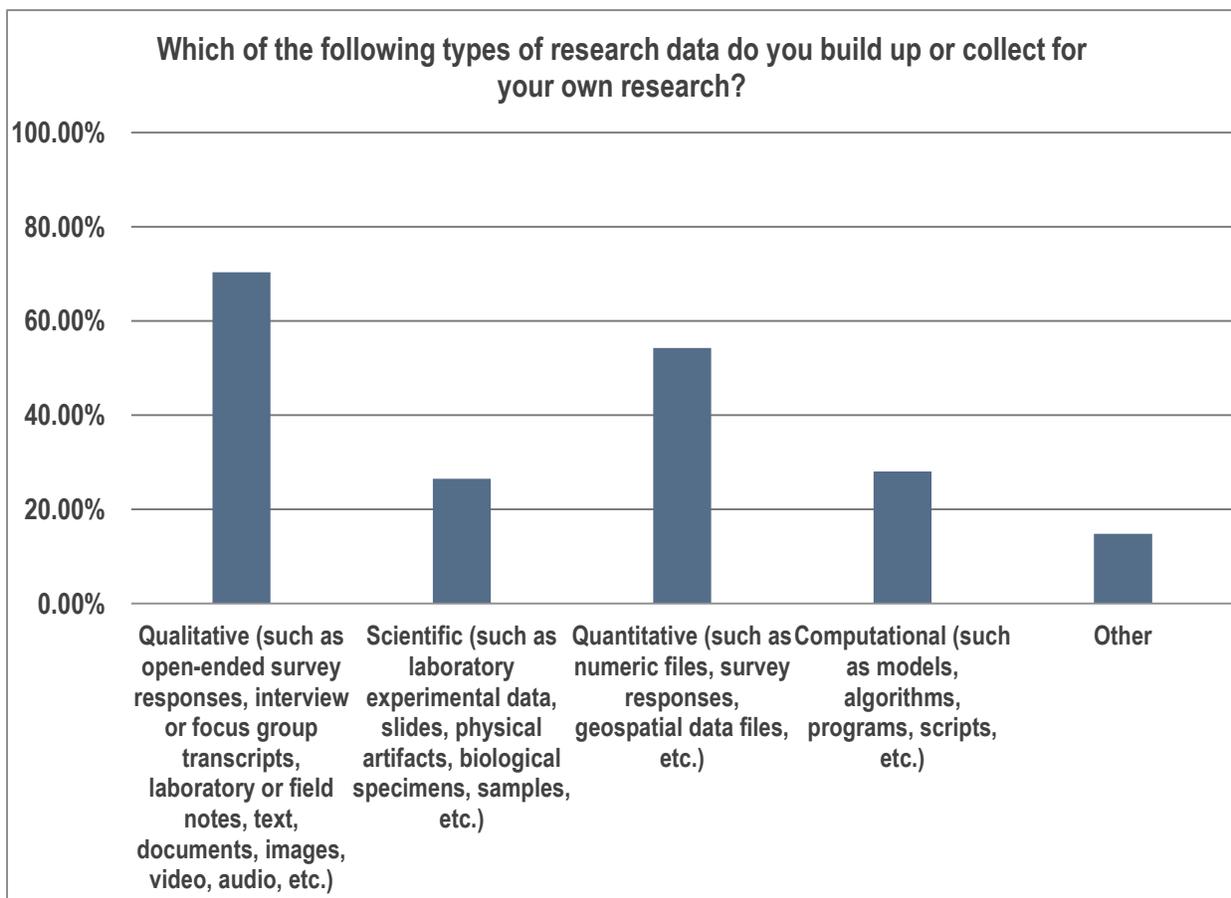


Q16 [Contingent on respondent selecting “yes” in Q8] [Multiple selections possible]

Which of the following types of research data do you build up or collect for your own research?

Please select all that apply:

	Response	Percent
Qualitative (such as open-ended survey responses, interview or focus group transcripts, laboratory or field notes, text, documents, images, video, audio, etc.)	223	70.35%
Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)	84	26.50%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	172	54.26%
Computational (such as models, algorithms, programs, scripts, etc.)	89	28.08%
Other	47	14.83%
	615	



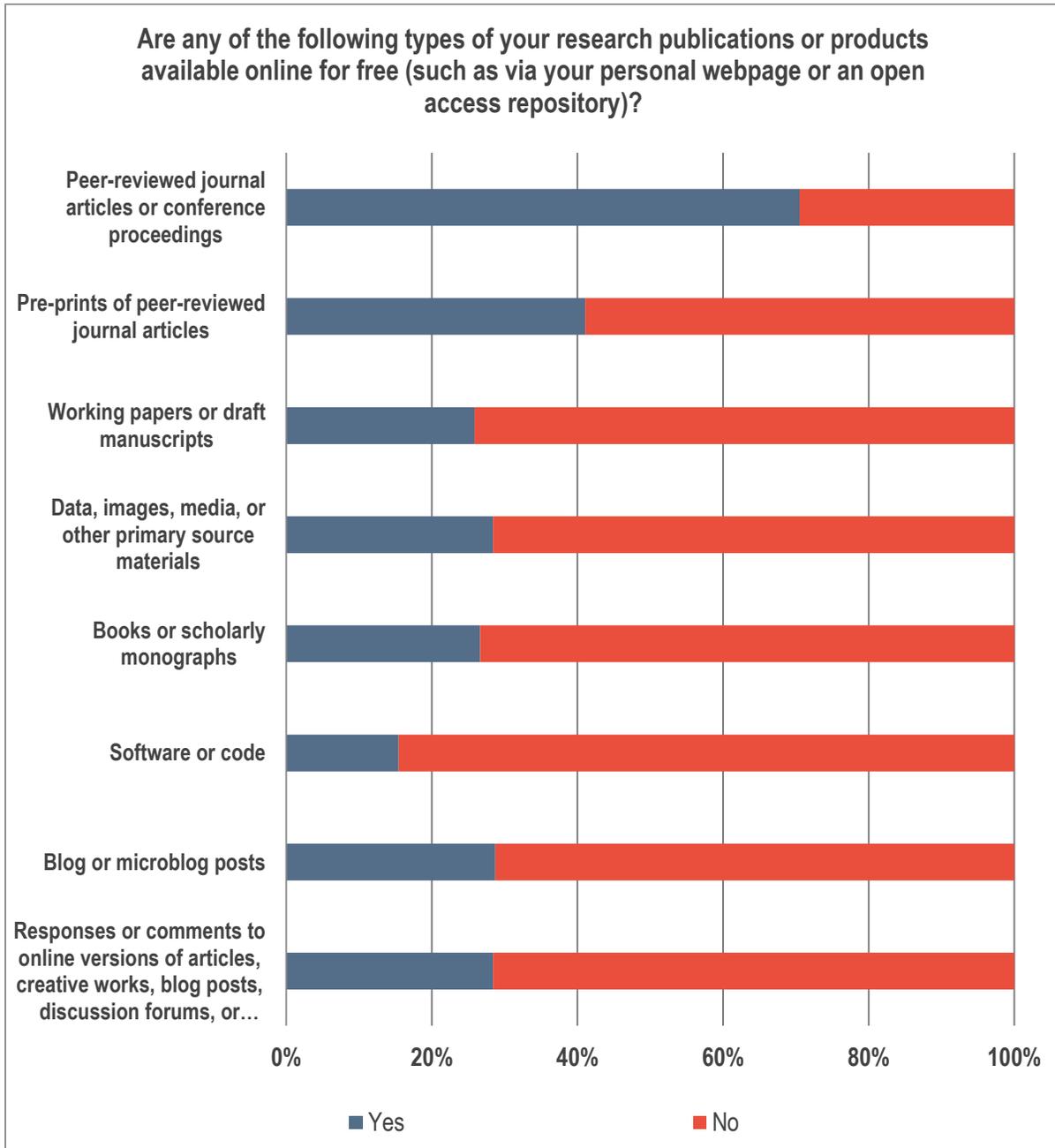
Q17 [Contingent on respondent selecting “yes” in Q8]

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

	Yes	No	Response
Peer-reviewed journal articles or conference proceedings	70.48%	29.52%	332
Pre-prints of peer-reviewed journal articles	41.05%	58.95%	324
Working papers or draft manuscripts	25.84%	74.16%	329
Data, images, media, or other primary source materials	28.39%	71.61%	317
Books or scholarly monographs	26.63%	73.37%	323
Software or code	15.43%	84.57%	311
Blog or microblog posts	28.71%	71.29%	317
Responses or comments to online versions of articles, creative works, blog posts, discussion forums, or social media conversations	28.39%	71.61%	317

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

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



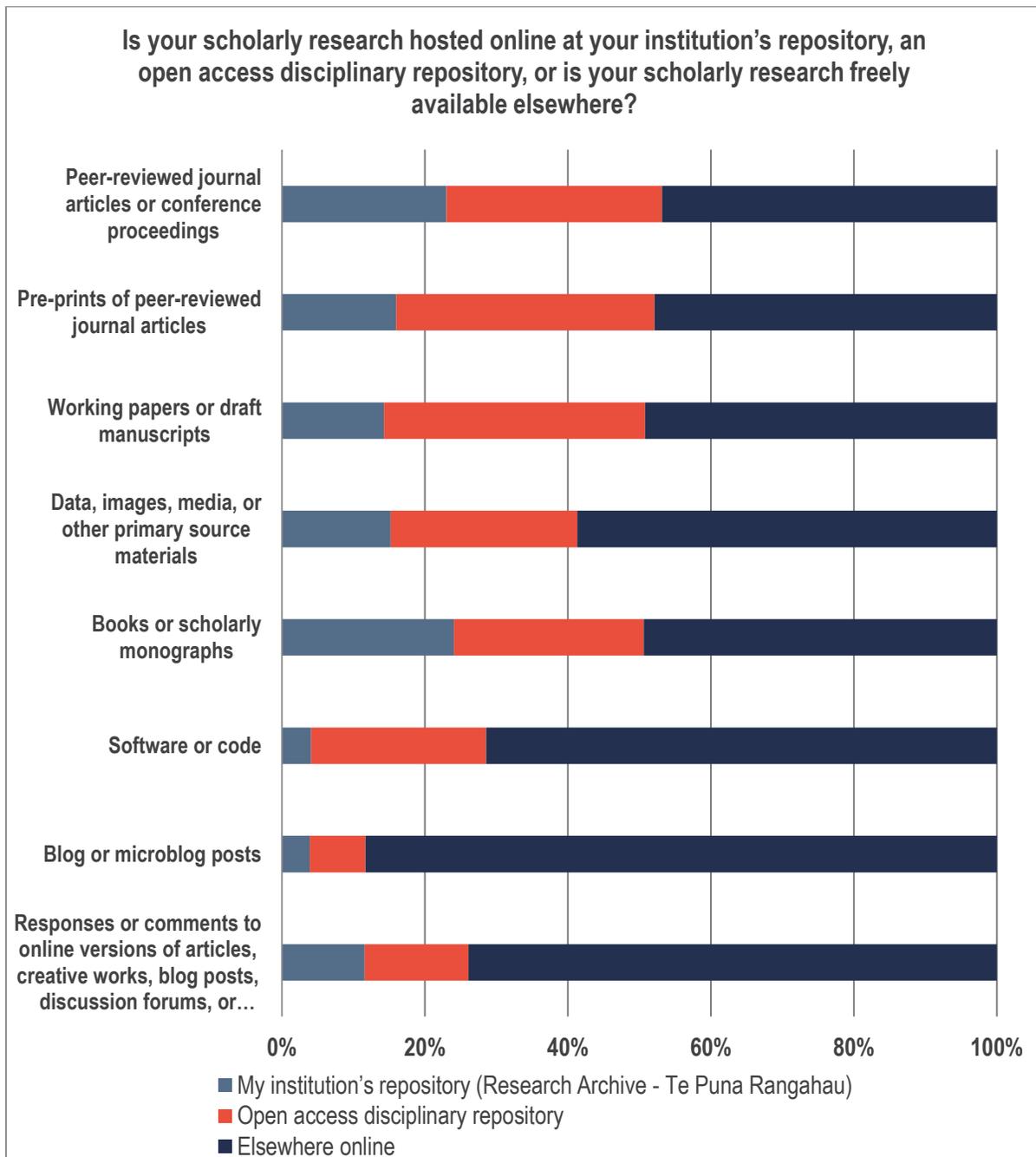
Q18 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

Is your scholarly research hosted online at your institution’s repository (Research Archive - Te Puna Rangahau), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply:

	My institution’s repository (Research Archive - Te Puna Rangahau)	Open access disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	29.00%	38.00%	59.00%	252
Pre-prints of peer-reviewed journal articles	18.10%	40.95%	54.29%	119
Working papers or draft manuscripts	15.79%	40.35%	54.39%	63
Data, images, media, or other primary source materials	18.42%	31.58%	71.05%	92
Books or scholarly monographs	28.79%	31.82%	59.09%	79
Software or code	4.76%	28.57%	83.33%	49
Blog or microblog posts	4.05%	8.11%	91.89%	77
Responses or comments to online versions of articles, creative works, blog posts, discussion forums, or social media conversations	12.90%	16.13%	82.26%	69

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

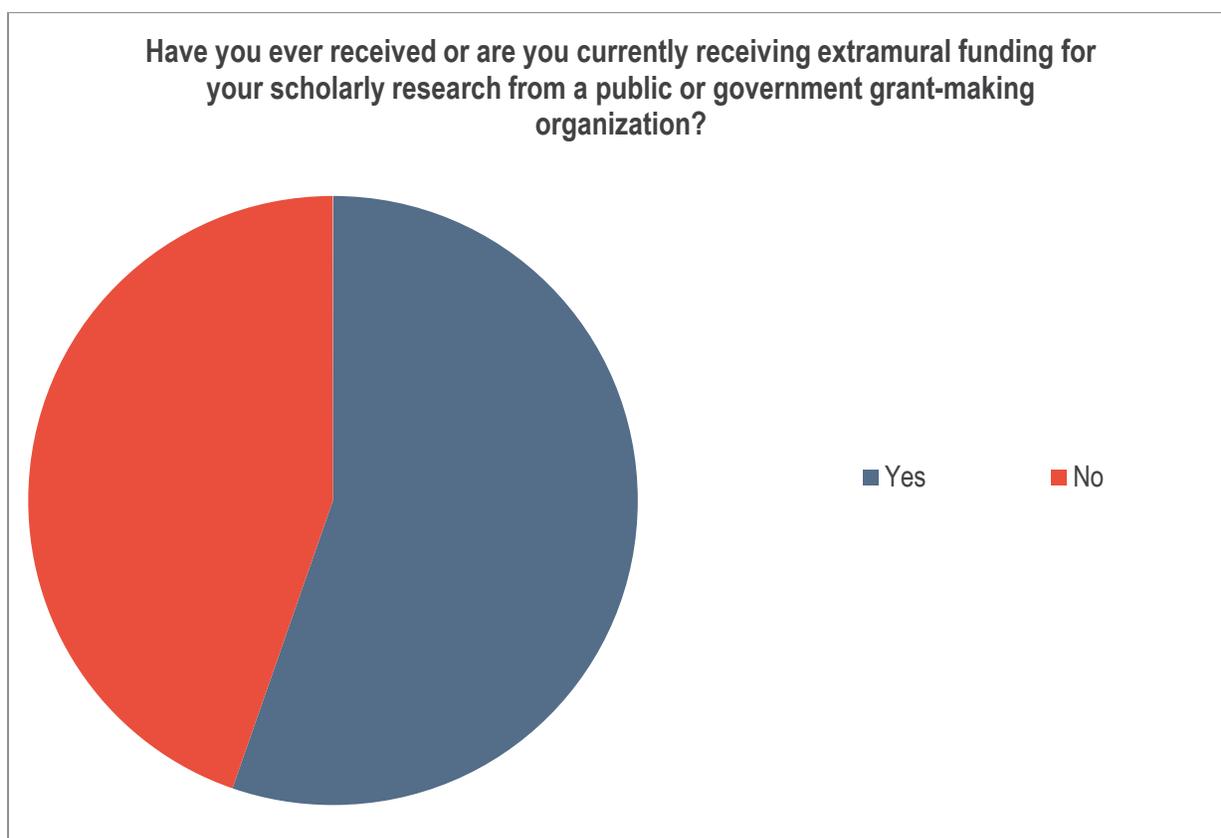
Is your scholarly research hosted online at your institution’s repository (Research Archive - Te Puna Rangahau), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply:



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

Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the Marsden, Creative NZ, HRC, FRST, National Science Challenge, etc.)?

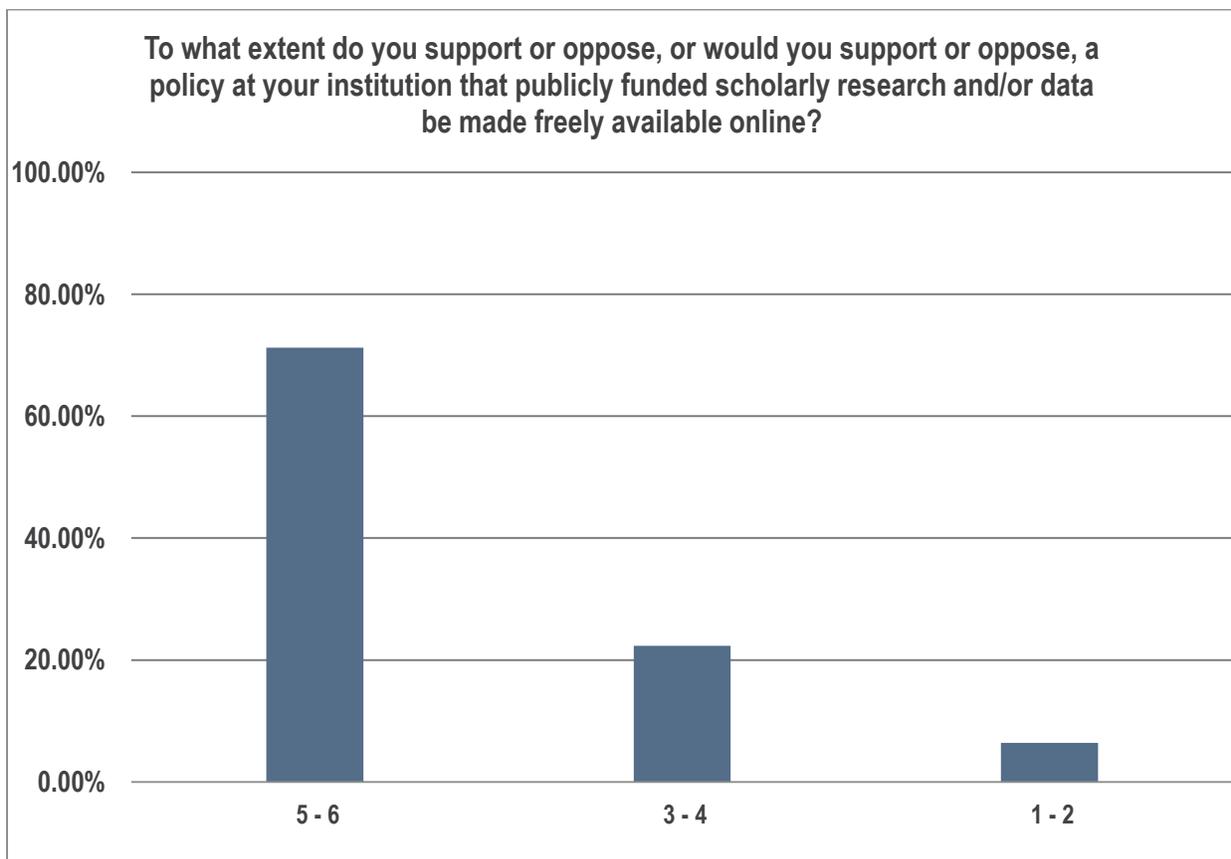
	Response	Percent
Yes	181	55.35%
No	146	44.65%
	327	100.00%



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

To what extent do you support or oppose, or would you support or oppose, a policy at your institution that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)? [6 = highly support; 1 = highly oppose]

	Response	Percent
5 - 6	233	71.25%
3 - 4	73	22.32%
1 - 2	21	6.42%
	327	100.00%



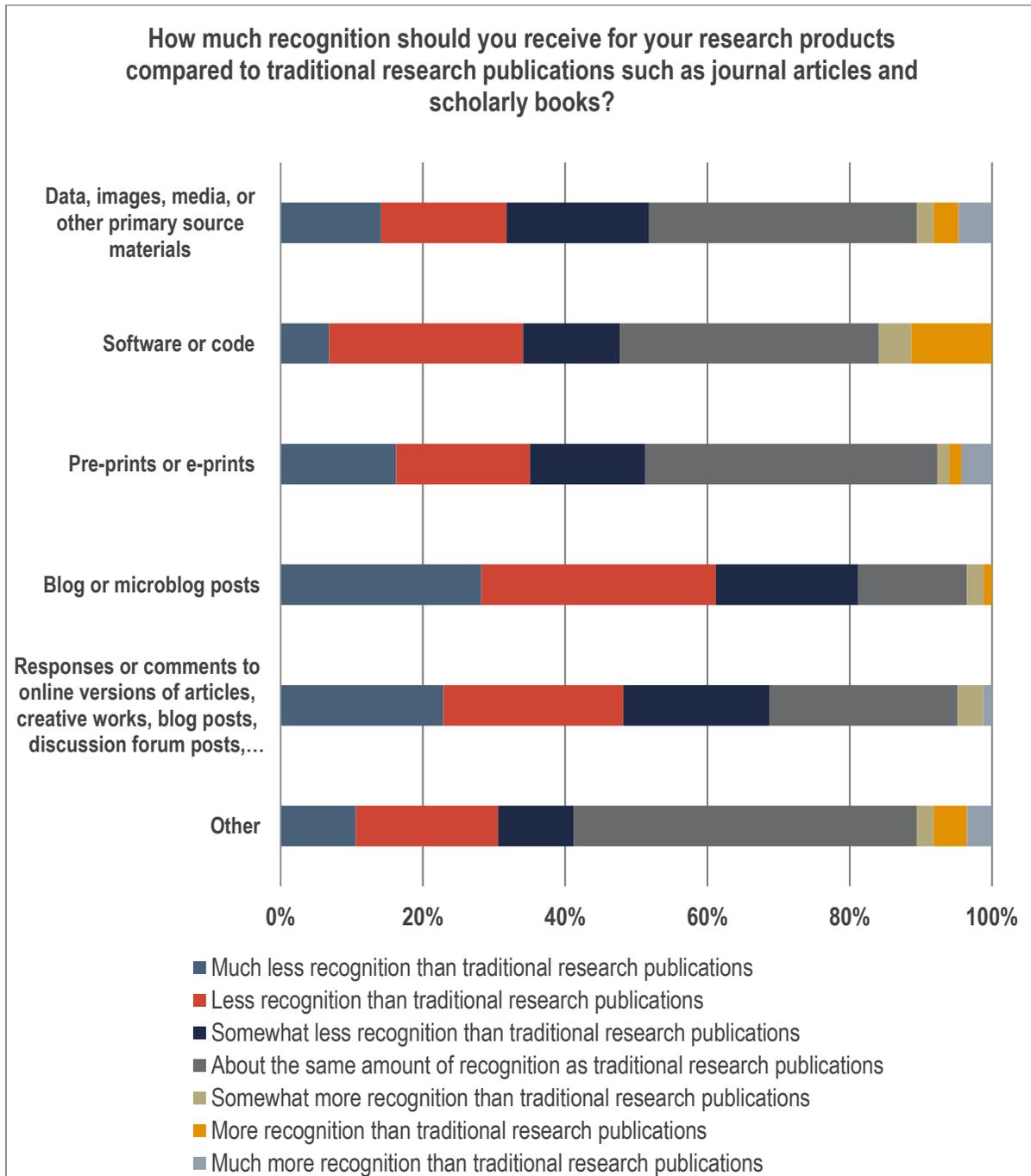
Q21 [Contingent on respondent selecting “yes” in Q8] [Response options contingent on response to Q17]

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

	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications	Response
Data, images, media, or other primary source materials	14.12%	17.65%	20.00%	37.65%	2.35%	3.53%	4.71%	85
Software or code	6.82%	27.27%	13.64%	36.36%	4.55%	11.36%	-	44
Pre-prints or e-prints	16.24%	18.80%	16.24%	41.03%	1.71%	1.71%	4.27%	117
Blog or microblog posts	28.24%	32.94%	20.00%	15.29%	2.35%	1.18%	-	85
Responses or comments to online versions of articles, creative works, blog posts, discussion forum posts, or social media conversations	22.89%	25.30%	20.48%	26.51%	3.61%	-	1.20%	83
Other	10.59%	20.00%	10.59%	48.24%	2.35%	4.71%	3.53%	85

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

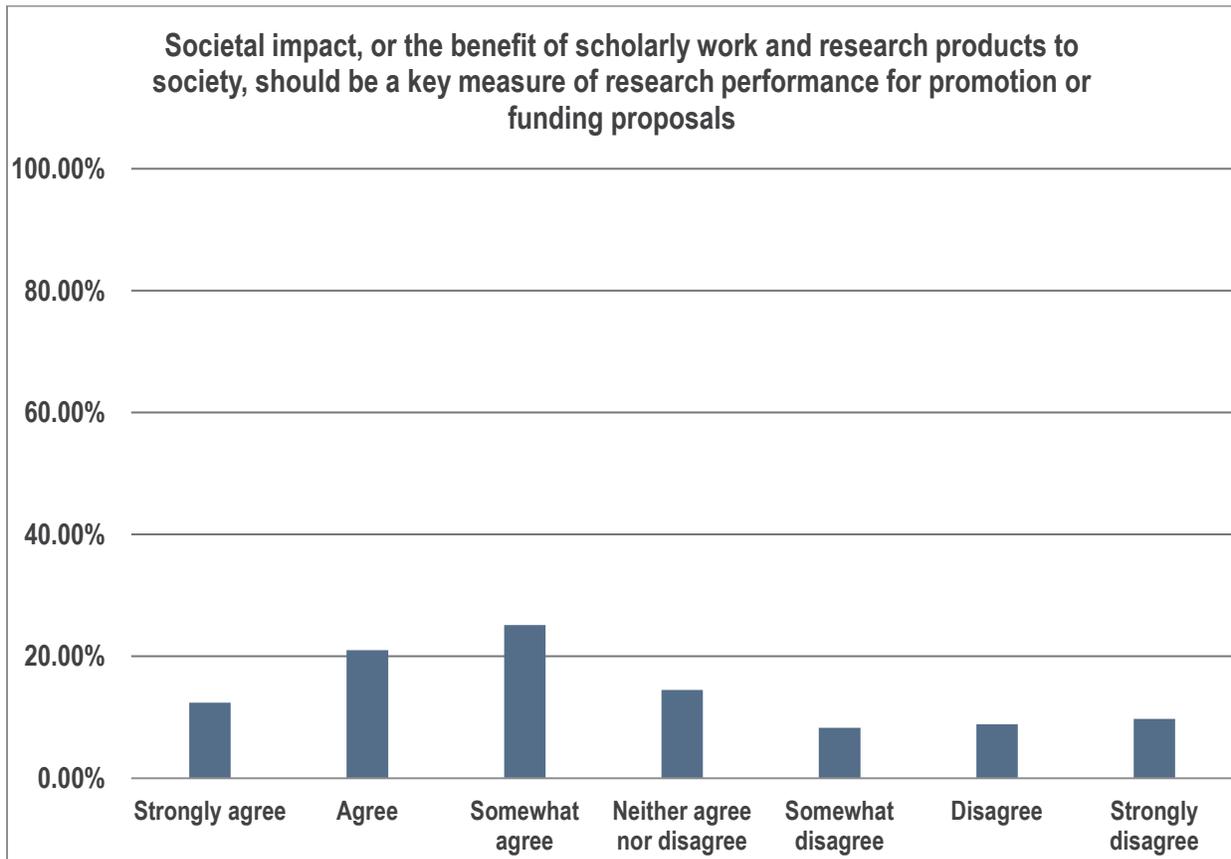
And, when you think about how your work is assessed, such as for promotion or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?



Q22

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

	Response	Percent
Strongly agree	42	12.43%
Agree	71	21.01%
Somewhat agree	85	25.15%
Neither agree nor disagree	49	14.50%
Somewhat disagree	28	8.28%
Disagree	30	8.88%
Strongly disagree	33	9.76%
	338	100.00%



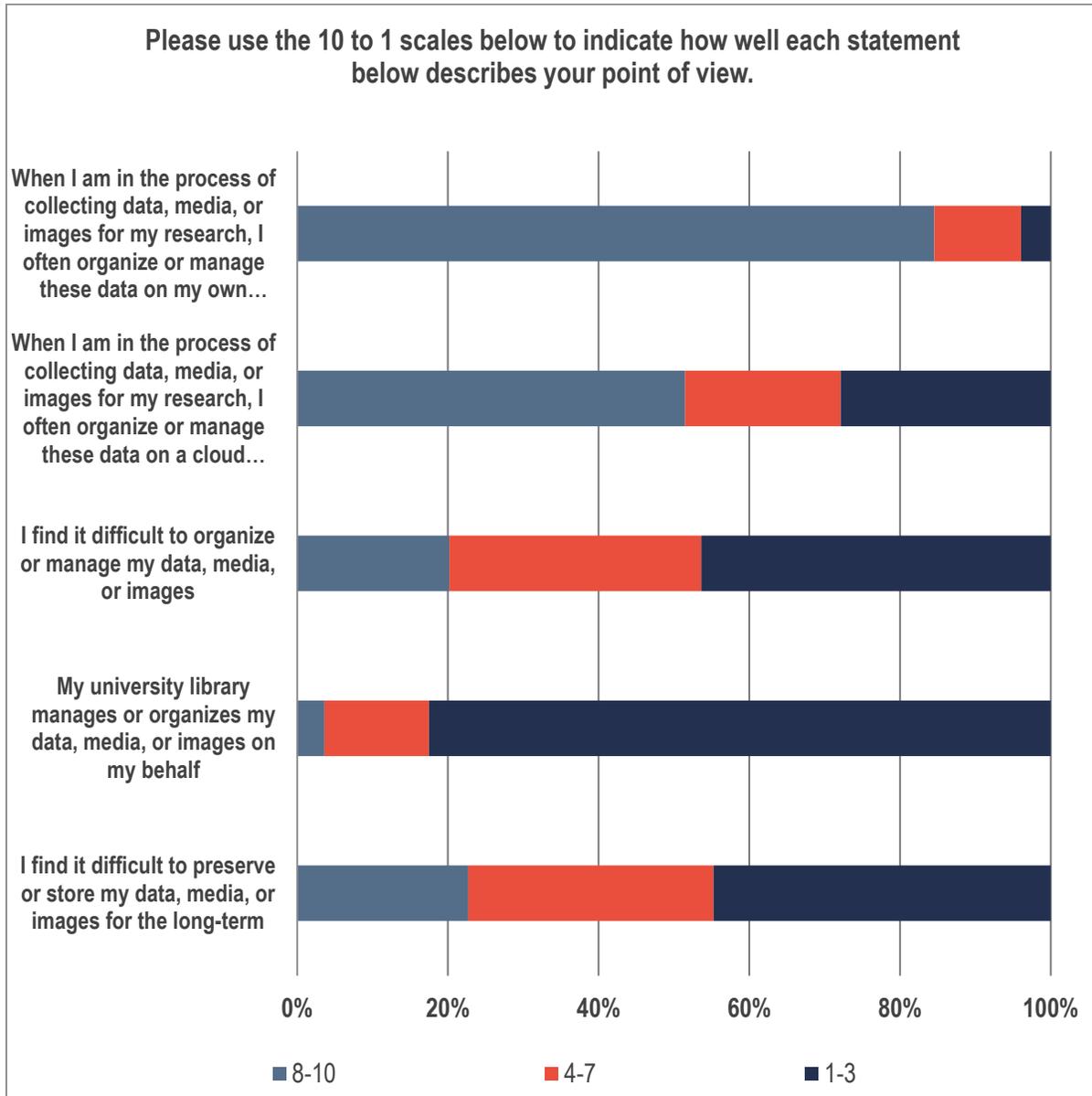
Q23 [Contingent on respondent selecting at least one option in Q16]

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

	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	84.54%	11.51%	3.95%	304
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.)	51.48%	20.66%	27.87%	305
I find it difficult to organize or manage my data, media, or images	20.20%	33.44%	46.36%	302
My university library manages or organizes my data, media, or images on my behalf	3.63%	13.86%	82.51%	303
I find it difficult to preserve or store my data, media, or images for the long-term	22.70%	32.57%	44.74%	304

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

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



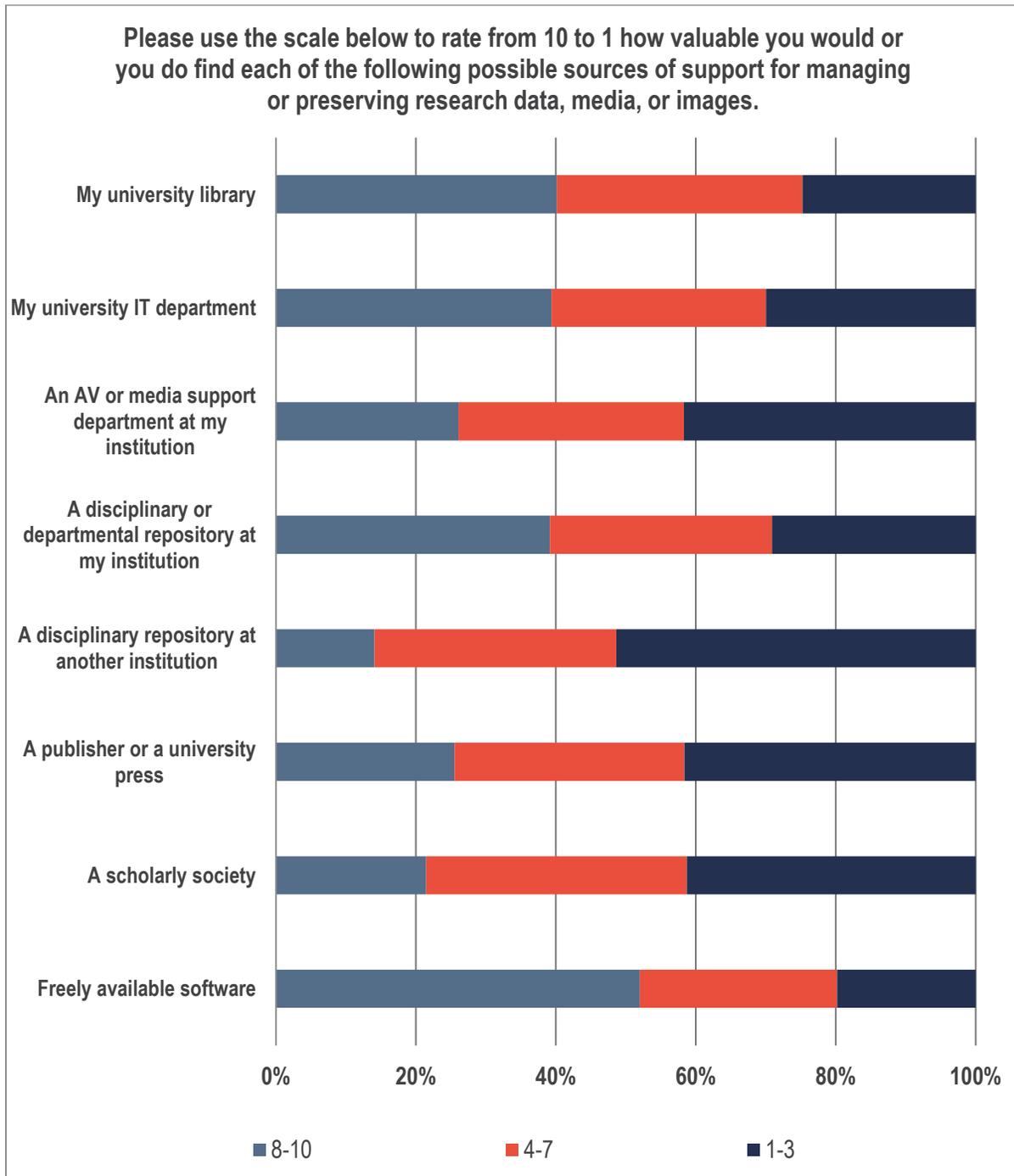
Q24 [Contingent on respondent selecting at least one option in Q16]

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

	8-10	4-7	1-3	Response
My university library	40.13%	35.12%	24.75%	299
My university IT department	39.39%	30.64%	29.97%	297
An AV or media support department at my institution	26.10%	32.20%	41.69%	295
A disciplinary or departmental repository at my institution	39.13%	31.77%	29.10%	299
A disciplinary repository at another institution	14.09%	34.56%	51.34%	298
A publisher or a university press	25.50%	32.89%	41.61%	298
A scholarly society	21.48%	37.25%	41.28%	298
Freely available software	52.01%	28.19%	19.80%	298

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

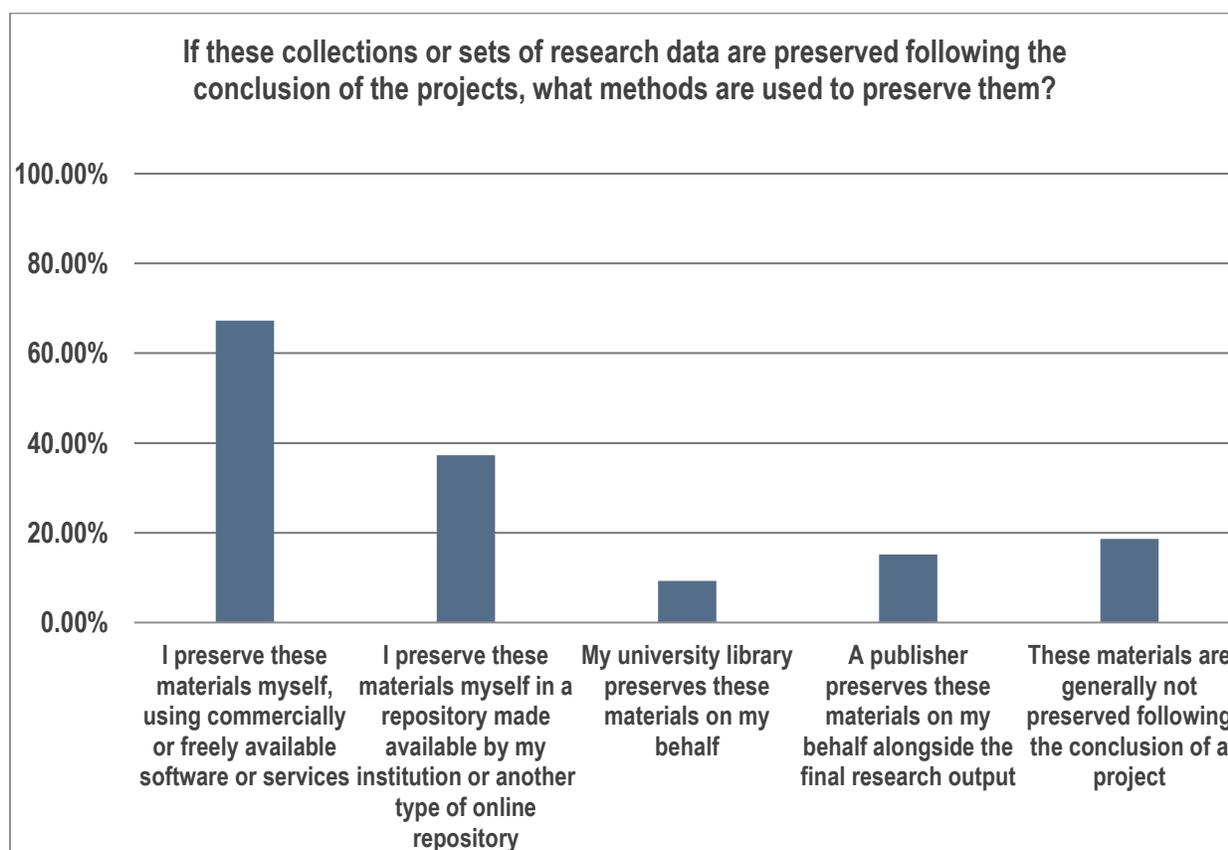
Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media,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



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

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

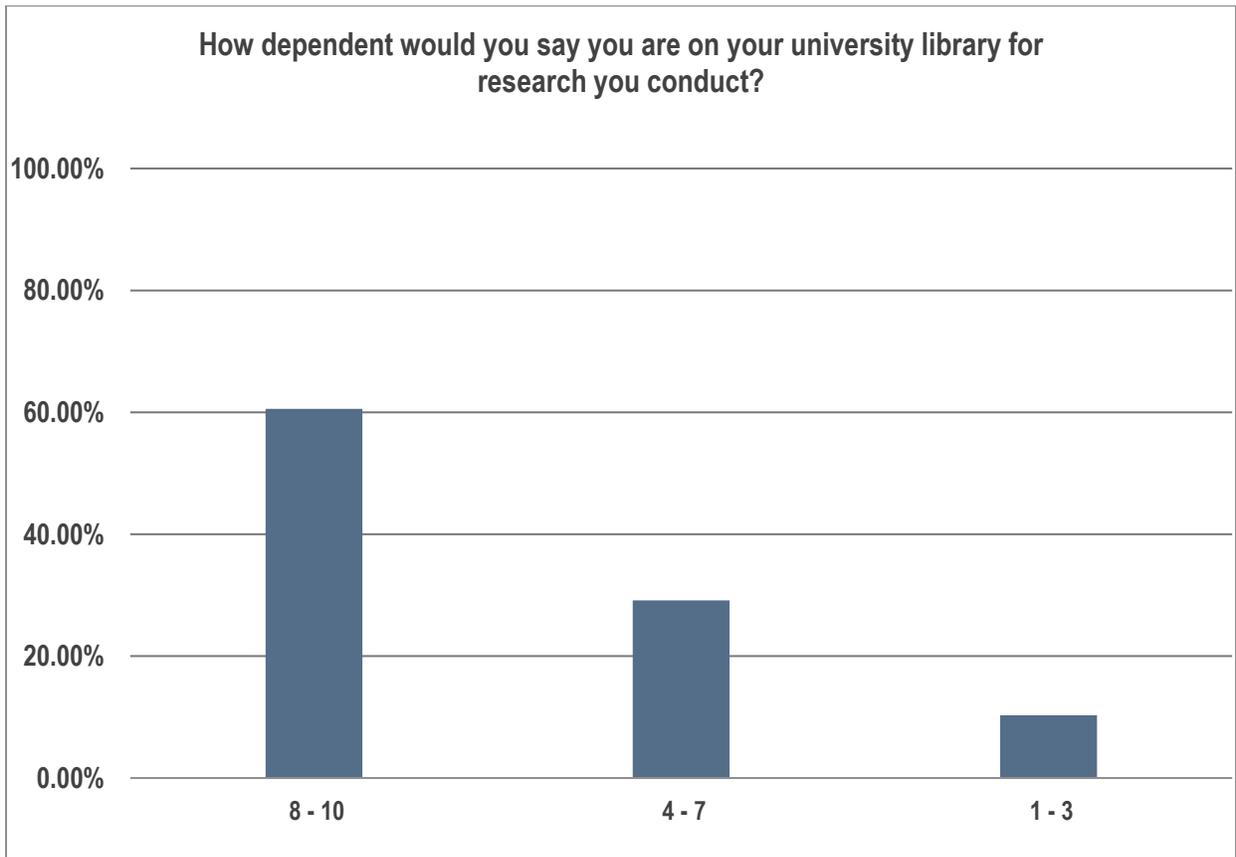
	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	195	67.24%
I preserve these materials myself in a repository made available by my institution or another type of online repository	108	37.24%
My university library preserves these materials on my behalf	27	9.31%
A publisher preserves these materials on my behalf alongside the final research output	44	15.17%
These materials are generally not preserved following the conclusion of a project	54	18.62%
	428	



Q26

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

	Response	Percent
8 - 10	206	60.59%
4 - 7	99	29.12%
1 - 3	35	10.29%
	340	100.00%



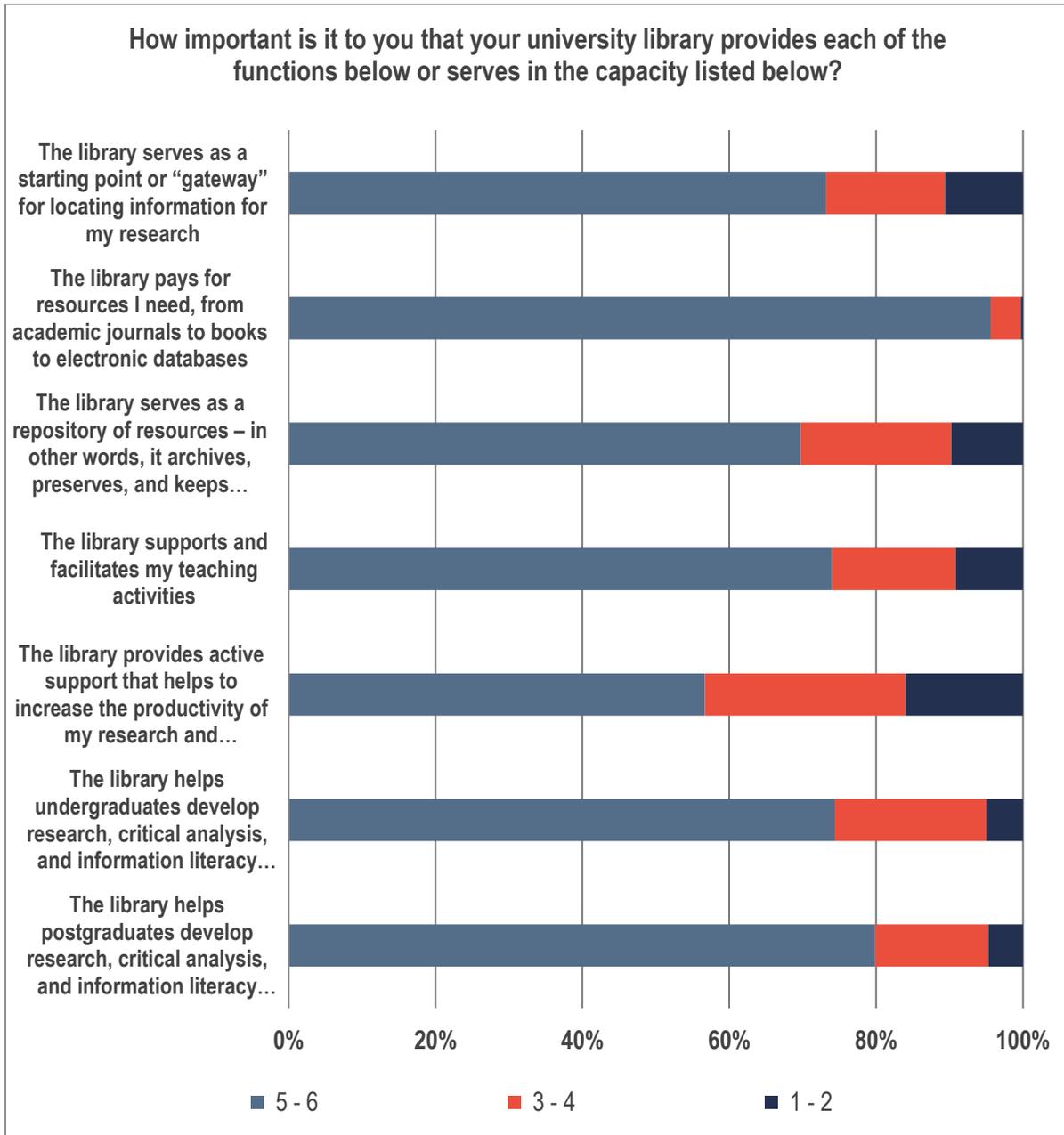
Q27

How important is it to you that your 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	73.16%	16.22%	10.62%	339
The library pays for resources I need, from academic journals to books to electronic databases	95.58%	4.13%	0.29%	339
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	69.73%	20.47%	9.79%	337
The library supports and facilitates my teaching activities	73.96%	16.86%	9.17%	338
The library provides active support that helps to increase the productivity of my research and scholarship	56.68%	27.30%	16.02%	337
The library helps <u>undergraduates</u> develop research, critical analysis, and information literacy skills	74.34%	20.65%	5.01%	339
The library helps <u>postgraduates</u> develop research, critical analysis, and information literacy skills	79.88%	15.38%	4.73%	338

Q27

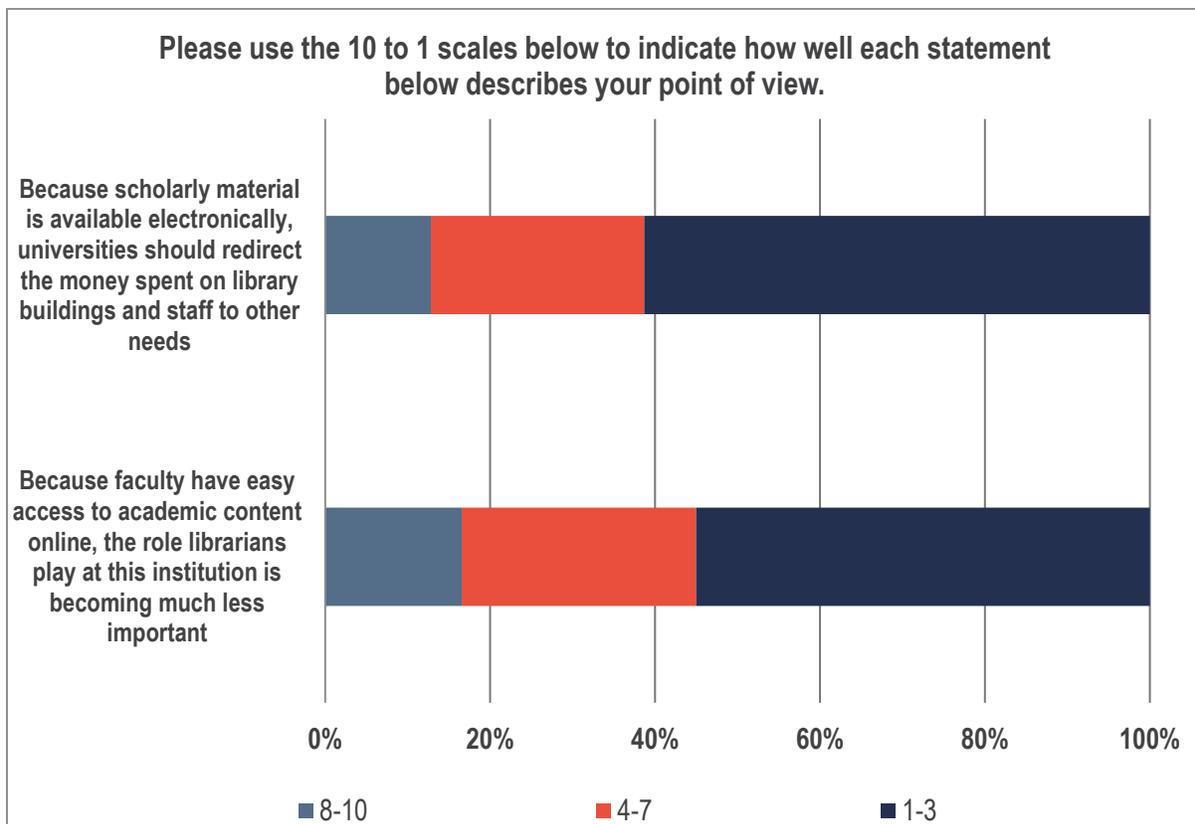
How important is it to you that your university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]



Q28

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

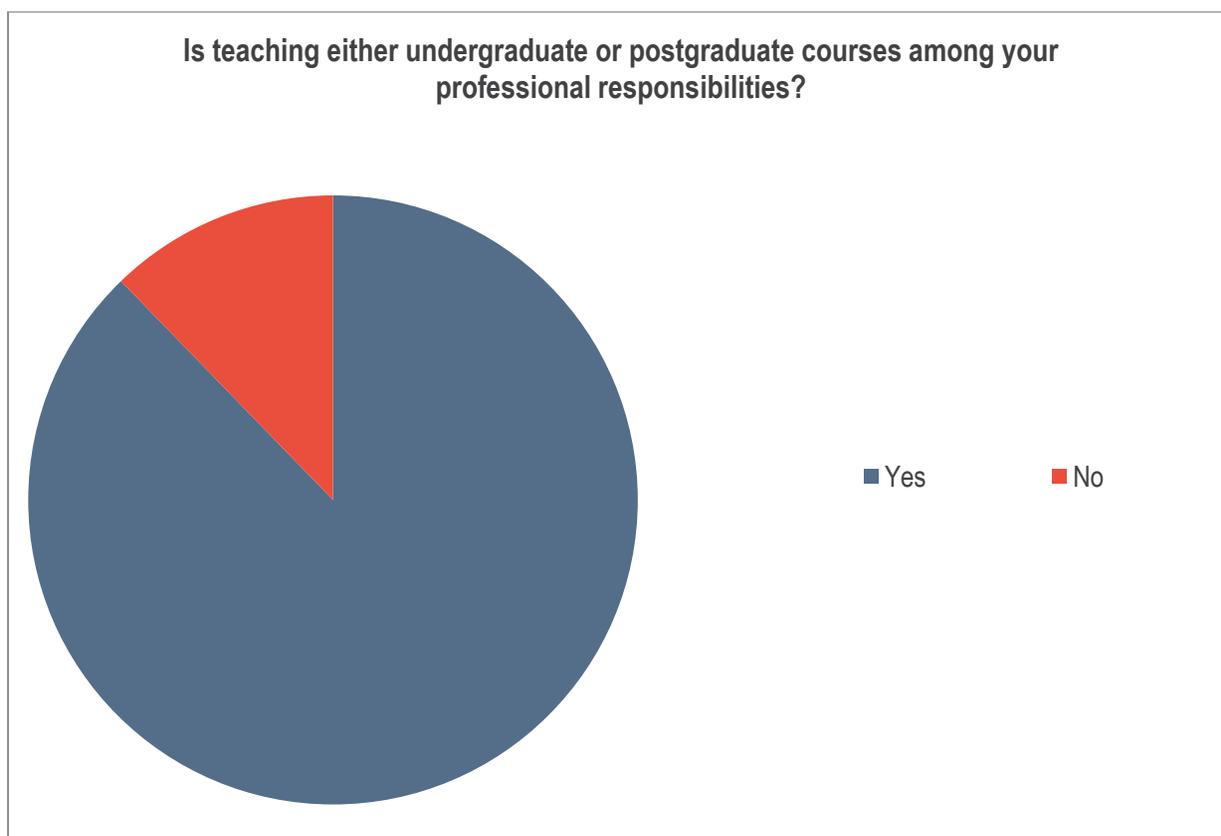
	8-10	4-7	1-3	Response
Because scholarly material is available electronically, universities should redirect the money spent on library buildings and staff to other needs	12.80%	25.89%	61.31%	336
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	16.57%	28.40%	55.03%	338



Q29

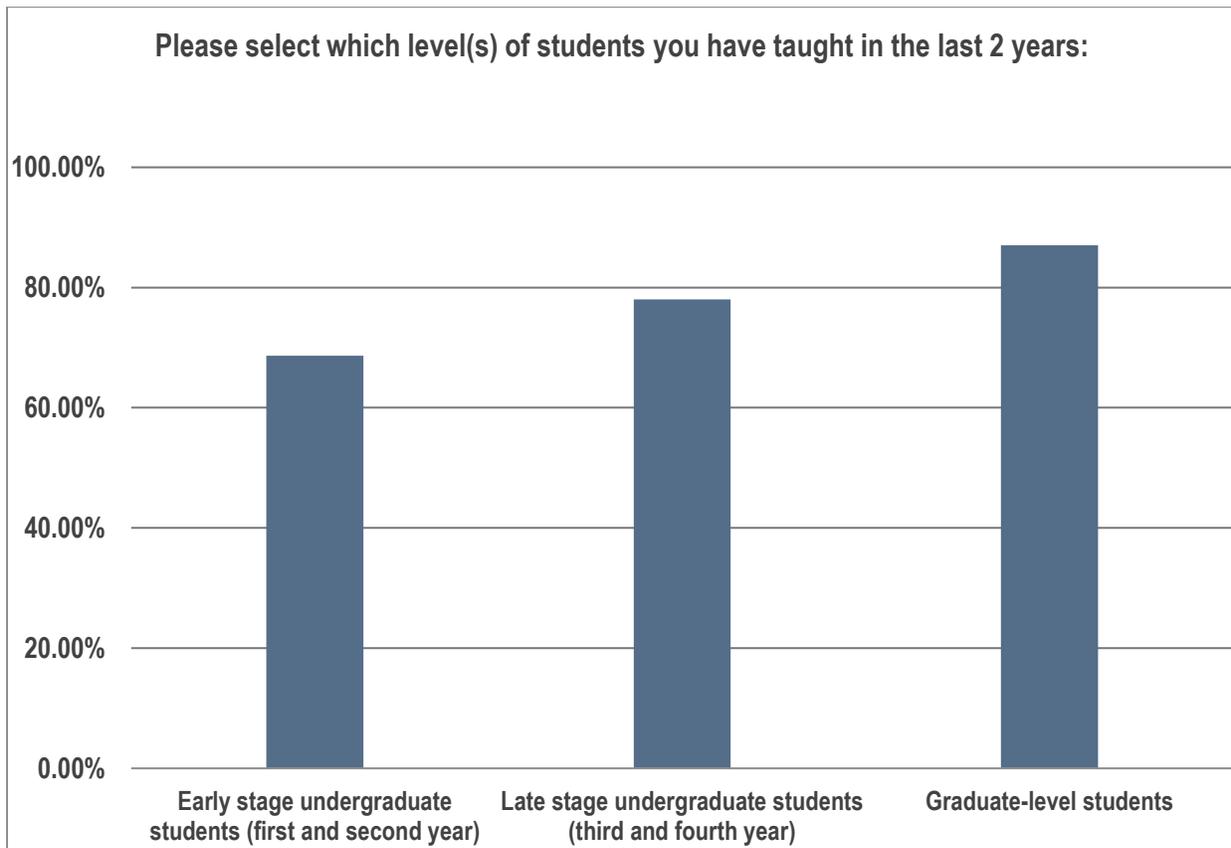
Is teaching either undergraduate or postgraduate courses among your professional responsibilities?

	Response	Percent
Yes	301	87.76%
No	42	12.24%
	343	100.00%



Q30 [Contingent on respondent selecting “yes” in Q29] [Multiple selections possible]
 Please select which level(s) of students you have taught in the last 2 years:

	Response	Percent
Early stage undergraduate students (first and second year)	206	68.67%
Late stage undergraduate students (third and fourth year)	234	78.00%
Graduate-level students	261	87.00%
	701	



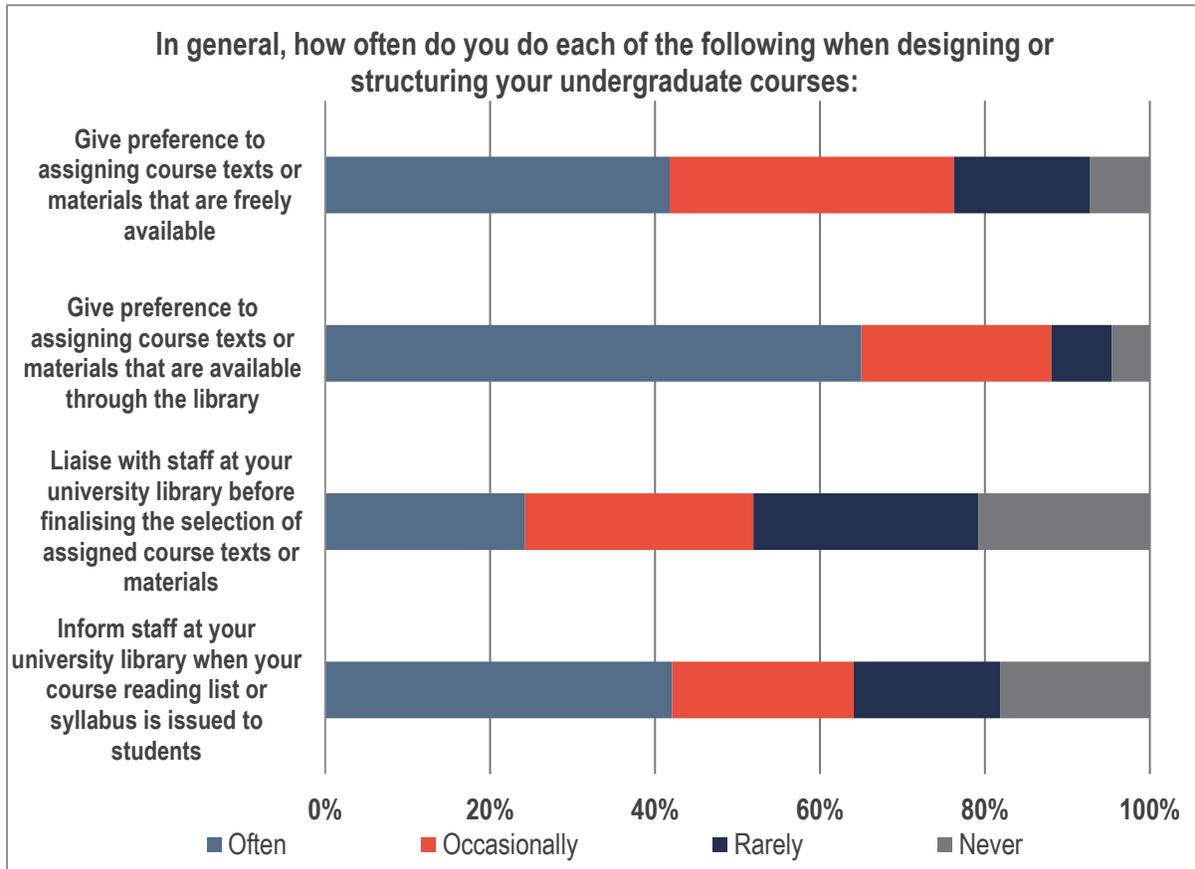
Q31 [Contingent on respondent teaching an undergraduate course]

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

	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are freely available	41.76%	34.48%	16.48%	7.28%	261
Give preference to assigning course texts or materials that are available through the library	65.00%	23.08%	7.31%	4.62%	260
Liaise with staff at your university library before finalising the selection of assigned course texts or materials	24.23%	27.69%	27.31%	20.77%	260
Inform staff at your university library when your course reading list or syllabus is issued to students	42.08%	22.01%	17.76%	18.15%	259

Q31 [Contingent on respondent teaching an undergraduate course]

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



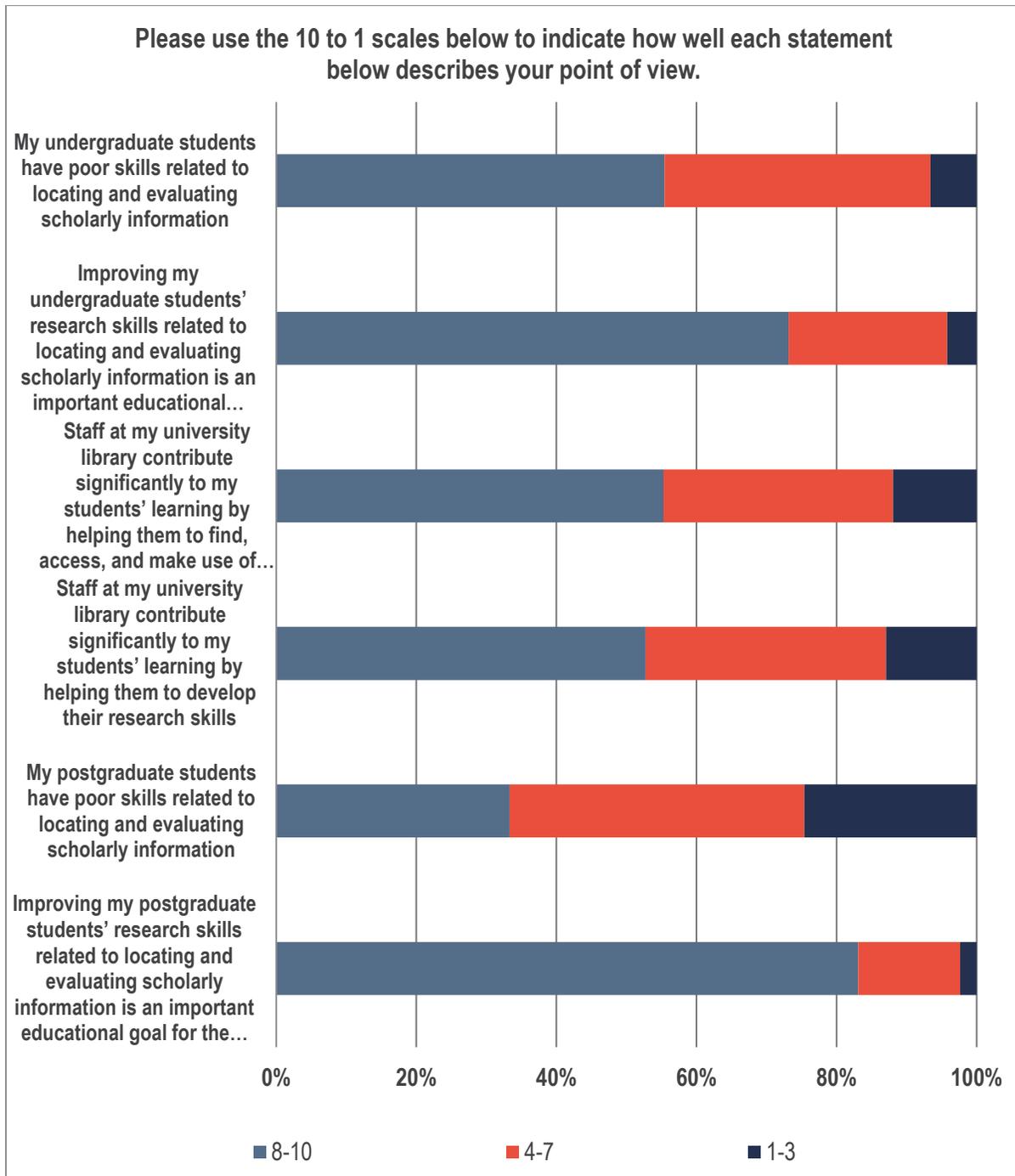
Q32 [Contingent on respondent selecting “yes” in Q29]

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

	8-10	4-7	1-3	Response
My <u>undergraduate</u> students have poor skills related to locating and evaluating scholarly information	55.43%	37.98%	6.59%	258
Improving my <u>undergraduate</u> students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	73.18%	22.61%	4.21%	261
Staff at my university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework	55.29%	32.76%	11.95%	293
Staff at my university library contribute significantly to my students' learning by helping them to develop their research skills	52.72%	34.35%	12.93%	294
My <u>postgraduate</u> students have poor skills related to locating and evaluating scholarly information	33.33%	42.06%	24.60%	252
Improving my <u>postgraduate</u> students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	83.07%	14.57%	2.36%	254

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

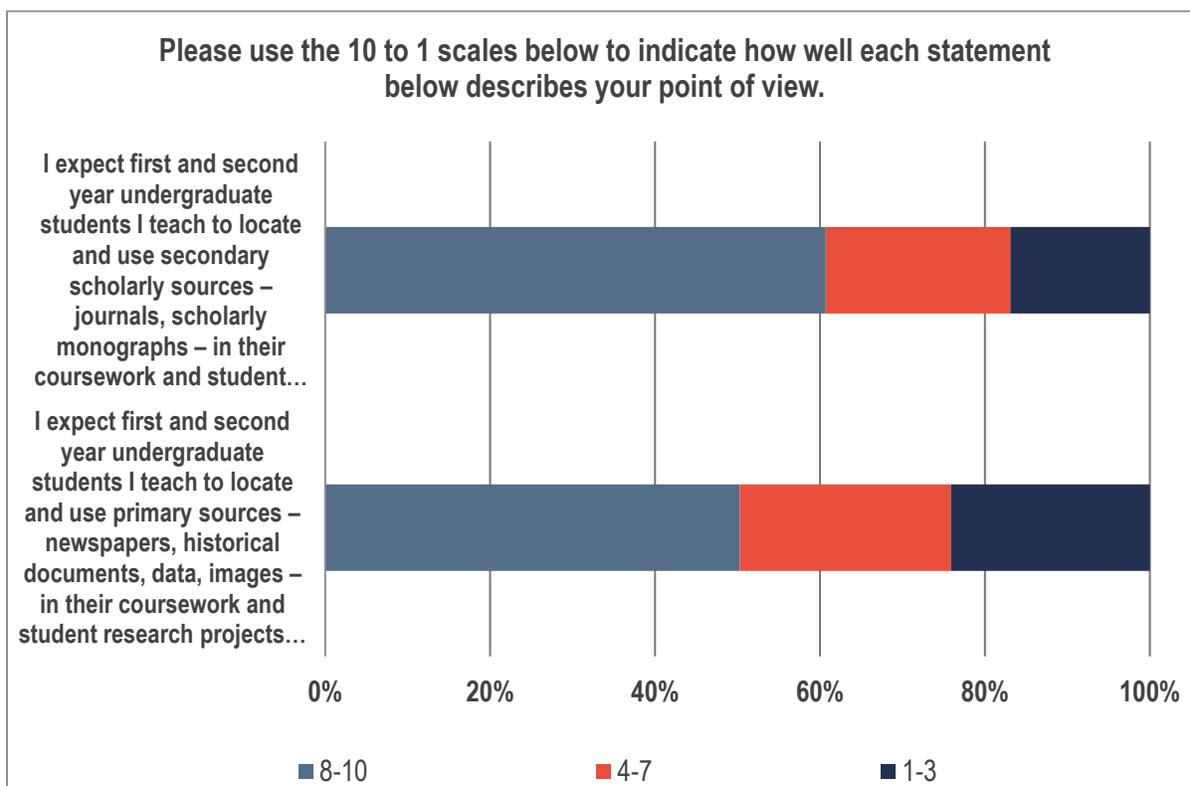
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]



Q33 [Contingent on respondent teaching first and second year students 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]

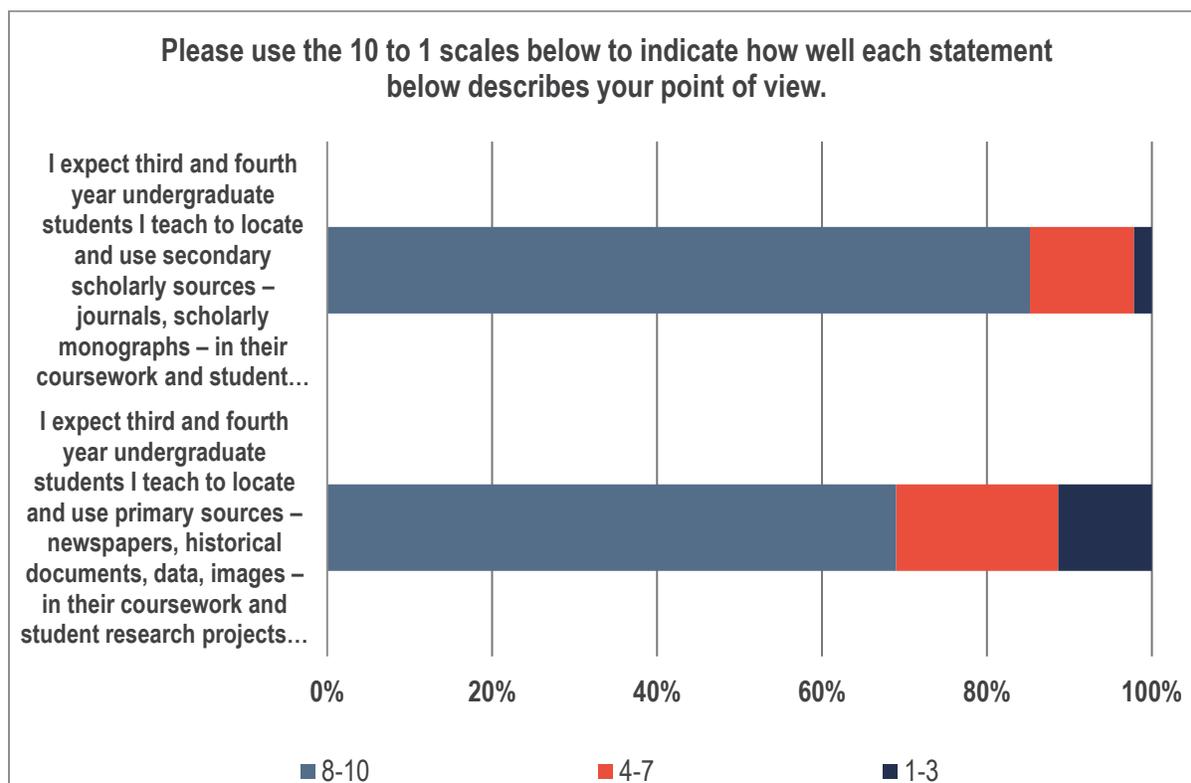
	8-10	4-7	1-3	Response
I expect first and second year undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	60.70%	22.39%	16.92%	201
I expect first and second year undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	50.25%	25.63%	24.12%	199



Q34 [Contingent on respondent teaching third and fourth year students 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]

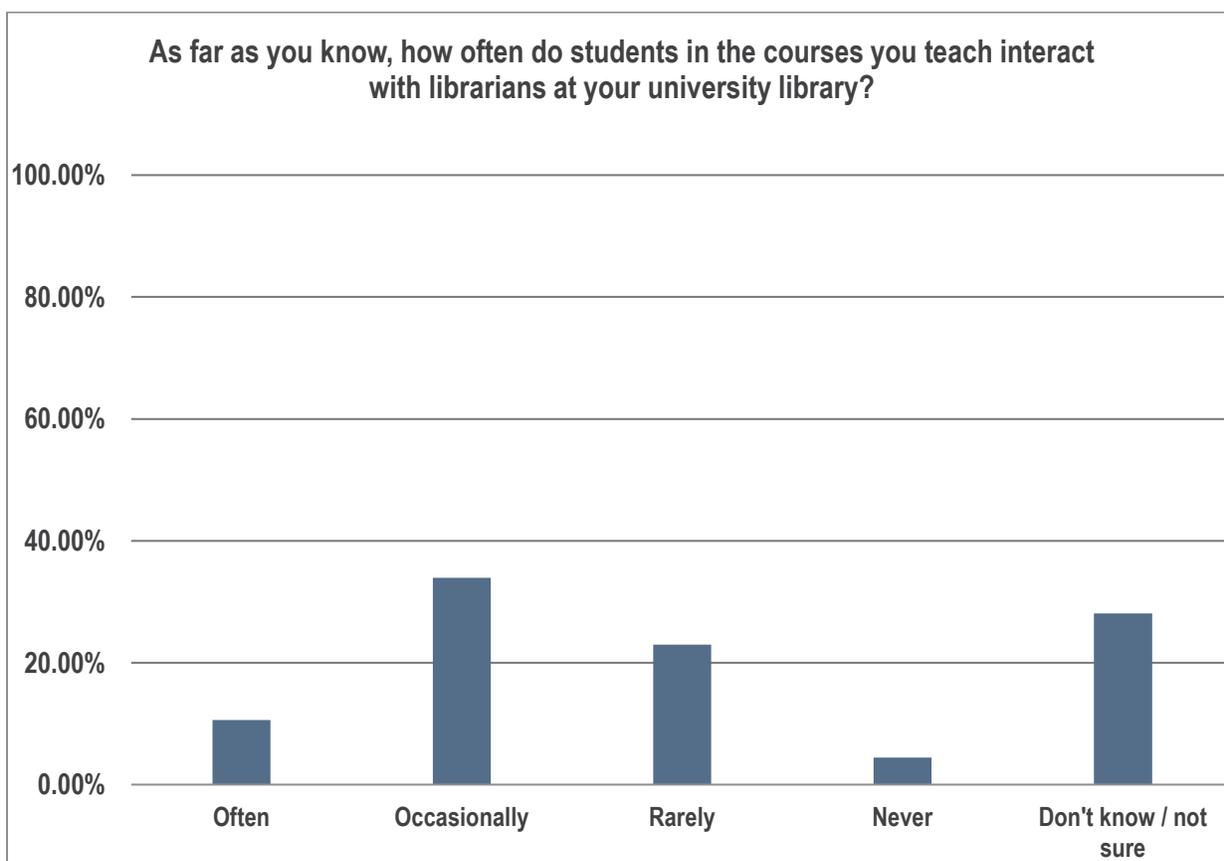
	8-10	4-7	1-3	Response
I expect third and fourth year undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	85.22%	12.61%	2.17%	230
I expect third and fourth year undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	69.00%	19.65%	11.35%	229



Q35 [Contingent on respondent teaching an undergraduate and/or postgraduate course in past 2 years]

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

	Response	Percent
Often	31	10.62%
Occasionally	99	33.90%
Rarely	67	22.95%
Never	13	4.45%
Don't know / not sure	82	28.08%
	292	100.00%



Q36 [Contingent on respondent teaching an undergraduate and/or postgraduate 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
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	53.61%	29.55%	16.84%	291
My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	26.30%	52.60%	21.11%	289
My institution recognizes or rewards faculty for taking the time to integrate new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	30.66%	43.21%	26.13%	287
Open access, open source, or freely available instructional resources, (for example open textbooks, course modules, or video lectures), play a very important role in my teaching	36.21%	33.79%	30.00%	290
I find it difficult to locate open access, open source, or freely available instructional resources	19.66%	39.31%	41.03%	290

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

