

# I T H A K A

September 3, 2009

Ithaka helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.

Burkhard Henke  
German/Russian Dept  
Davidson College  
PO Box 7127  
Davidson, NC 28035-7127

Dear Burkhard Henke:

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We are writing to invite you to participate in an important study of the impact of electronic technologies on American academia being sponsored by Ithaka. As you may know, Ithaka is a not-for-profit organization supported by universities, libraries, and publishers, along with foundations and associations, that helps the academic community to preserve the scholarly record and to advance research and teaching in sustainable ways.


In 2000, 2003, and 2006, our staff sponsored major studies that provided new baseline data revealing how faculty are using electronic resources for teaching and research and what can be done to make these resources more effective. Now, we are sponsoring an important follow-up survey to understand how faculty attitudes and needs are evolving, along with how libraries can best support your needs as content transitions from paper to electronic media. You have been selected at random to participate in this study, and we hope that you will help us understand how the electronic revolution looks from where you sit and how it affects your role as a faculty member. We were pleased by the number of completed surveys we received in 2000, 2003, and 2006; we were able to draw valuable guidance from those data and share them widely with the higher education community. As we are sure you know, however, electronic technologies are evolving rapidly and increasing the pace of change in academia, making it extremely important that our sector has the most current possible data available to it. That is why your participation in this follow-up survey is so important, and why we hope you will take the time to complete it.

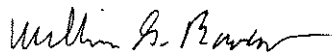
Odyssey, a leading San Francisco-based research firm with a specific expertise in understanding the impact of new media on attitudes and behavior, has been retained to conduct this survey. You will be receiving in the mail a questionnaire developed by


Odyssey in the coming weeks. We hope you will take the time to complete it. The process for collecting responses has been designed to ensure that your anonymity is protected. You will not be asked to include your name on the survey (in fact, you will be asked not to include it), nor will there be any method for connecting your name to the answers submitted. In addition, the findings from this study will only be reported in aggregate form.


If we as a community are to invest wisely in the new electronic technologies, we must learn more about how the technologies affect the lives and work of faculty. Please do respond to the survey, and we thank you in advance for your help.

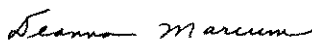
Sincerely,

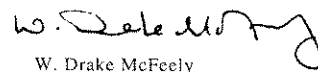
  
Henry S. Bienen  
Chairman, Ithaka Board of Trustees  
President, Northwestern University


  
William G. Bowen  
President Emeritus,  
The Andrew W. Mellon Foundation

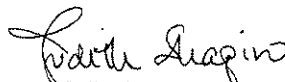
  
Nancy M. Cline  
Roy E. Larsen Librarian,  
Harvard College


  
Kevin M. Guthrie  
President, Ithaka


  
Deanna B. Marcum  
Associate Librarian for  
Library Services,  
Library of Congress

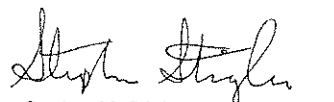
  
W. Drake McFeely  
President,  
W. W. Norton & Company, Inc.


  
Michele Tolela Myers  
Former President,  
Sarah Lawrence College

  
Judith Shapiro  
Former President,  
Barnard College

  
John Simon  
Managing Director,  
General Catalyst

  
Michael Spinella  
Executive Director, JSTOR

  
Stephen M. Stigler  
Ernest DeWitt Burton Distinguished  
Service Professor in Statistics,  
University of Chicago

  
Charles M. Vest  
Former President,  
Massachusetts Institute of Technology

  
Herbert S. Winokur, Jr.  
Chairman and Chief Executive Officer,  
Capricorn Holdings, Inc.

# I T H A K A

September 11, 2009

Ithaka helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.

Burkhard Henke  
German/Russian Dept  
Davidson College  
PO Box 7127  
Davidson, NC 28035-7127

Dear Burkhard Henke:

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About two weeks ago, you should have received a letter introducing a study focusing on the effects of new electronic resources on American higher education. This in-depth analysis of faculty perspectives is one of several such Ithaka studies that are designed to track perceptions of electronic resources and usage patterns.

The enclosed questionnaire, prepared by Odyssey, a research firm specializing in understanding the impact of the new media, seeks your perspective on a number of matters touching on technology and academia. One objective is to explore the characteristics of these resources that faculty value most. Another is to provide further information on how scholarly resources are used. A third is to understand better the changing role of libraries in this dynamic environment. This study will play an important role in informing the further development of existing resources and, potentially, the development of new ones.

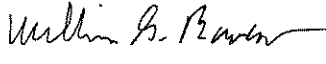
It is extremely important that all points of view be represented in the study, including not only the views of those of you who make substantial use of online publications and other electronic resources, but also the views of those of you who do not. The findings of this study cannot be representative if those who are extremely busy do not take a few moments to respond. We recognize that time is precious, but your responses, when aggregated with those of your colleagues, will provide us with an important perspective on what kinds of effects these technologies are having on our scholarly communities. Please take the time now to answer the questions and mail back your completed questionnaire in the enclosed pre-paid envelope.

We will appreciate greatly your participation in this important project. Thank you in advance for your help.

Sincerely,



Henry S. Bienen  
Chairman, Ithaka Board of Trustees  
President, Northwestern University



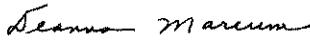
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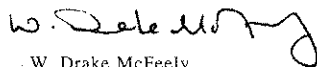
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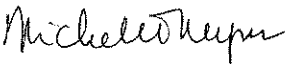
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President, Ithaka



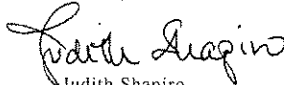
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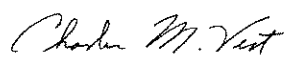
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Managing Director,  
General Catalyst



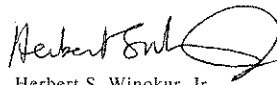
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Former President,  
Massachusetts Institute of Technology



Herbert S. Winokur, Jr.  
Chairman and Chief Executive Officer,  
Capricorn Holdings, Inc.

## STUDY OF ACADEMIC RESEARCH RESOURCES

## QUESTIONNAIRE BOOKLET

Thank you for agreeing to participate in this important study. After you have completed this booklet, please seal it in the pre-paid envelope that came with this booklet and drop it in the mail.

Remember,

- This study is being conducted among faculty at institutions of higher learning throughout the United States. You and numerous other participants in this study have been selected at random from among American academics. When similar surveys were conducted in 2000, 2003, and 2006 a total of more than 15,000 academics responded.
- Your answers to the questions contained in this booklet are extremely valuable and will be used to improve understanding of the use and potential future impact of electronic technologies on scholarly communication.
- Please do not write your name anywhere on this booklet.
- We have no way of identifying you individually. Your answers to the questions in this booklet will be aggregated with the answers of thousands of other participants. It is therefore very important that you answer completely all of the questions that are relevant to you.

Question 1. 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? Please mark one of the boxes below.

- |   |                          |    |
|---|--------------------------|----|
| The library building  | <input type="checkbox"/> | -1 |
| A general-purpose search engine on The Internet or World Wide Web | <input type="checkbox"/> | -2 |
| Your online library catalog                                       | <input type="checkbox"/> | -3 |
| A specific electronic research resource/computer database         | <input type="checkbox"/> | -4 |

Question 2a. (Please answer Question 2a if you selected "A specific electronic research resource/computer database" in Question 1. If you selected another answer in Question 1, please skip to Question 2b)

Which of the following types of specific electronic research resources/computer databases would you be most likely to start with? Please mark one of the boxes below.

- |   |                          |    |
|---|--------------------------|----|
| An electronic resource that is specific to your discipline or field     | <input type="checkbox"/> | -1 |
| An electronic resource covering various academic disciplines and fields | <input type="checkbox"/> | -2 |

Question 2b. Still thinking about possible starting points for research in academic literature, into which of the categories listed below would you place Google Scholar? Please mark one of the boxes below.

- |   |                          |    |
|---|--------------------------|----|
| A general-purpose search engine on The Internet or World Wide Web | <input type="checkbox"/> | -1 |
| A specific electronic research resource/computer database         | <input type="checkbox"/> | -2 |

Question 3. 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 Well At All." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please circle the appropriate number on the scale below each statement.

- a) 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.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- b) Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for some libraries to maintain hard-copy collections of journals.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- c) Assuming that electronic collections of journals are proven to work well and are readily accessible, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- d) 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.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- e) Regardless of how reliable and safe electronic collections of journals may be, it will always be crucial for my college or university library to maintain hard-copy collections of journals.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- f) Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- g) I have more valuable interactions with my peers online via listservs, wikis, and blogs, than I do in more traditional formats such as scholarly conferences and symposia.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- h) General purpose search engines are now of such high quality that I rely less on search resources that are specific to my discipline.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

Question 3. (continued)...

- i) Even though general purpose search engines will lead me to content I need, getting access to the content often requires a payment from my university or directly from me.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- j) Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- k) Too often, I link to an e-publication and find that what I'm looking for is no longer available.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- l) With the advent of digitized books and search tools that are freely available over the Internet, our library's catalogs (traditional catalogs, e-catalogs, and similar tools) are becoming irrelevant for faculty and students.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- m) I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- n) I continue to use working papers and pre-prints even after the final version of the corresponding article is published.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

- o) Tenure and promotion practices unnecessarily constrain the publishing and dissemination choices made by scholars in my field.

Extremely Well									Not Well At All
10	9	8	7	6	5	4	3	2	1

---

Question 4a. How dependent would you say you are on your college or university library for research you conduct? Please use the 10 to 1 scale below where a "10" equals "Completely Dependent" and a "1" equals "Not At All Dependent." Please circle any number on the scale.

Completely Dependent									Not At All Dependent
10	9	8	7	6	5	4	3	2	1

---

Not At All  
Dependent

Not At All  
Important



Question 6a. 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 6 to 1 scales below where a “6” equals “Extremely Important” and a “1” equals “Not At All Important.” Please circle one number for each item below.

	Extremely Important					Not At All Important
The library serves as a starting point or “gateway” for locating information for my research	6	5	4	3	2	1
The library pays for resources I need, from academic journals to books to electronic databases	6	5	4	3	2	1
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	6	5	4	3	2	1
The library supports and facilitates my teaching activities	6	5	4	3	2	1
The library provides active support that helps to increase the productivity of my research and scholarship	6	5	4	3	2	1

Question 6b. Thinking about five years from now, how important do you think it will be to you that your college or university library provides each of the functions below or serves in the capacity listed below? Please use the 6 to 1 scales below where a “6” equals “Extremely Important” and a “1” equals “Not At All Important.” Please circle one number for each item below.

	Extremely Important					Not At All Important
The library serves as a starting point or “gateway” for locating information for my research	6	5	4	3	2	1
The library pays for resources I need, from academic journals to books to electronic databases	6	5	4	3	2	1
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	6	5	4	3	2	1
The library supports and facilitates my teaching activities	6	5	4	3	2	1
The library provides active support that helps to increase the productivity of my research and scholarship	6	5	4	3	2	1

Question 6c. How important is it to you that your scholarly society provides each of the functions below or serves in the capacity listed below? Please use the 6 to 1 scales below where a “6” equals “Extremely Important” and a “1” equals “Not At All Important.” Please circle one number for each item below.

	Extremely Important					Not At All Important
Organizes conferences and other in-person meetings and provides information about fellowships and jobs	6	5	4	3	2	1
Publishes peer-reviewed scholarly journals	6	5	4	3	2	1
Publishes new forms of discipline-specific or interdisciplinary peer-reviewed scholarly communication	6	5	4	3	2	1
Disseminates more informal scholarly materials, such as pre-prints, conference proceedings, datasets, images, etc.	6	5	4	3	2	1
Facilitates peer interactions via listservs, blogs, and other group collaboration tools	6	5	4	3	2	1

Question 7. How often have you done each of the things listed below using electronic collections of academic journals – often, occasionally, rarely, or never? Please mark one box for each item below.

	Often -4	Occa- sionally -3	Rarely -2	Never -1
Accessed a specific journal article that you already knew about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Browsed" for articles in an online table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given assignments to students that required them to use electronic collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searched for information <u>outside</u> your area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searched for information <u>within</u> your area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used information in electronic collections to help you prepare a lecture or class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied computational methods, text mining, or data mining to journal collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used journal materials other than research articles, such as book reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used a reference or footnote in one article to link to another article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 8a. Below is a lengthy list of electronic research resources. How extensively would you say you use each one? Please mark the box next to each resource that best describes your level of usage of each resource.

	Not Aware Of The Resource -5	Aware Of The Resource, But Not Familiar With It -4	Familiar With Resource, But Have Never Used It -3	Use Resource Sometimes -2	Use Resource Frequently -1
ACLS Humanities E-book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Archive Grid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alexander Street Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARTstor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berkeley Electronic Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BioOne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cambridge Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBSCOHost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Scholar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HathiTrust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HighWire Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 8a. (continued).....

	Not Aware Of The Resource -5	Aware Of The Resource, But Not Familiar With It -4	Familiar With Resource, But Have Never Used It -3	Use Resource Sometimes -2	Use Resource Frequently -1
History Coop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informaworld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IngentaConnect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISI Web of Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JSTOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lexis-Nexis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCLC WorldCat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oxford Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oxford Scholarship Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Muse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ProQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RePEc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sage Journals Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scopus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSRN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpringerLINK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiley InterScience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer question 8b for only those electronic research resources you are aware of.

Question 8b.

Based on anything you know, have heard, or just happen to think, what's your overall image of the following resources? Please use the 10 to 1 scale below where a "10" equals "Excellent" and a "1" equals "Poor." Please circle any number on the scale.

	Excellent										Poor									
JSTOR	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1
EBSCO	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1
Oxford Journals Online	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1
ProQuest	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1
Project Muse	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1
Wiley InterScience	10	9	8	7	6	5	4	3	2	1	10	9	8	7	6	5	4	3	2	1

NOW PLEASE GO TO THE NEXT PAGE

**Question 9a.**

Suppose that the same article were available to you from more than one source. How important would each of the following be in your decision to access content from one resource rather than another? Use the 10 to 1 scale where a "10" equals "Extremely Important" and a "1" equals "Not At All Important." Please circle any number on the scale.

	Extremely Important									Not At All Important
Positive word of mouth about the resource from other faculty members	10	9	8	7	6	5	4	3	2	1
How easy and efficient the resource is to use	10	9	8	7	6	5	4	3	2	1
The resource is listed highest in my search results	10	9	8	7	6	5	4	3	2	1
The resource provides good service and support for its users	10	9	8	7	6	5	4	3	2	1
It's the most reliable and effective resource for my purposes	10	9	8	7	6	5	4	3	2	1
The resource has a reputation for including high quality content	10	9	8	7	6	5	4	3	2	1
The resource is very familiar to me – I know how to use it	10	9	8	7	6	5	4	3	2	1
The resource allows me to link to primary source material	10	9	8	7	6	5	4	3	2	1
The resource is actually the original publisher of scholarly material	10	9	8	7	6	5	4	3	2	1
The resource contains both current and back issues of content that is important to me	10	9	8	7	6	5	4	3	2	1
The resource collects all relevant scholarly content	10	9	8	7	6	5	4	3	2	1
The resource covers an extremely wide array of materials, both scholarly and non-scholarly	10	9	8	7	6	5	4	3	2	1
The resource is focused specifically on content for research and teaching at the college and graduate level	10	9	8	7	6	5	4	3	2	1
The resource certifies the scholarly value of its content	10	9	8	7	6	5	4	3	2	1
The provider's commitment to long-term preservation of scholarly works	10	9	8	7	6	5	4	3	2	1
The presence of a high-quality and efficient search engine	10	9	8	7	6	5	4	3	2	1
I have access to the resource from my desktop	10	9	8	7	6	5	4	3	2	1
The resource makes the article immediately available without linking to any other source	10	9	8	7	6	5	4	3	2	1
The resource thoroughly covers my field of study	10	9	8	7	6	5	4	3	2	1
The resource allows me to connect with my peers and colleagues	10	9	8	7	6	5	4	3	2	1

Please answer question 9b if you are aware of JSTOR. If you are not aware of JSTOR, please skip to question 9c.

Question 9b. How well does each statement below describe JSTOR? Use the 10 to 1 scale where a "10" equals "Extremely Well" and a "1" equals "Not Well At All." You may pick any number on the scale. Please circle one answer for each item.

	Extremely Well									Not Well At All
Spoken of highly by faculty	10	9	8	7	6	5	4	3	2	1
It's easy and efficient to use	10	9	8	7	6	5	4	3	2	1
Is listed highest in my search results	10	9	8	7	6	5	4	3	2	1
Provides good service and support for its users	10	9	8	7	6	5	4	3	2	1
It has a reputation for including high quality content	10	9	8	7	6	5	4	3	2	1
It's the most reliable and effective resource for my purposes	10	9	8	7	6	5	4	3	2	1
Very familiar to me – I know how to use it	10	9	8	7	6	5	4	3	2	1
It allows me to link to primary source materials	10	9	8	7	6	5	4	3	2	1
An original publisher of scholarly material	10	9	8	7	6	5	4	3	2	1
Contains both current and back issues of content that is important to me	10	9	8	7	6	5	4	3	2	1
It collects all relevant scholarly content	10	9	8	7	6	5	4	3	2	1
Covers an extremely wide array of materials, both scholarly and non-scholarly	10	9	8	7	6	5	4	3	2	1
Focused specifically on content for research and teaching at the college and graduate level	10	9	8	7	6	5	4	3	2	1
Certifies the scholarly value of its content	10	9	8	7	6	5	4	3	2	1
Has a commitment to long-term preservation of scholarly works	10	9	8	7	6	5	4	3	2	1
Has a high-quality and efficient search engine	10	9	8	7	6	5	4	3	2	1
I have access to the resource from my desktop	10	9	8	7	6	5	4	3	2	1
Makes the article immediately available without linking to any other source	10	9	8	7	6	5	4	3	2	1
Not as important a resource to me as it was in the past	10	9	8	7	6	5	4	3	2	1
It thoroughly covers my field of study	10	9	8	7	6	5	4	3	2	1
The resource allows me to connect with my peers and colleagues	10	9	8	7	6	5	4	3	2	1

NOW PLEASE GO TO THE NEXT PAGE

To answer question 9c, please choose one of the following resources – that you are aware of and use – and circle your choice. If you are not aware of any of the listed resources, please skip to question 10.

EBSCO

Project Muse

Oxford Journals Online

ProQuest

Wiley InterScience

Question 9c.

How well does each statement below describe the resource you just circled? Use the 10 to 1 scale where a “10” equals “Extremely Well” and a “1” equals “Not Well At All.” You may pick any number on the scale. Please circle one answer for each item.

	Extremely Well									Not Well At All
Spoken of highly by faculty	10	9	8	7	6	5	4	3	2	1
It's easy and efficient to use	10	9	8	7	6	5	4	3	2	1
Is listed highest in my search results	10	9	8	7	6	5	4	3	2	1
Provides good service and support for its users	10	9	8	7	6	5	4	3	2	1
It has a reputation for including high quality content	10	9	8	7	6	5	4	3	2	1
It's the most reliable and effective resource for my purposes	10	9	8	7	6	5	4	3	2	1
Very familiar to me – I know how to use it	10	9	8	7	6	5	4	3	2	1
It allows me to link to primary source materials	10	9	8	7	6	5	4	3	2	1
An original publisher of scholarly material	10	9	8	7	6	5	4	3	2	1
Contains both current and back issues of content that is important to me	10	9	8	7	6	5	4	3	2	1
It collects all relevant scholarly content	10	9	8	7	6	5	4	3	2	1
Covers an extremely wide array of materials, both scholarly and non-scholarly	10	9	8	7	6	5	4	3	2	1
Focused specifically on content for research and teaching at the college and graduate level	10	9	8	7	6	5	4	3	2	1
Certifies the scholarly value of its content	10	9	8	7	6	5	4	3	2	1
Has a commitment to long-term preservation of scholarly works	10	9	8	7	6	5	4	3	2	1
Has a high-quality and efficient search engine	10	9	8	7	6	5	4	3	2	1
I have access to the resource from my desktop	10	9	8	7	6	5	4	3	2	1
Makes the article immediately available without linking to any other source	10	9	8	7	6	5	4	3	2	1
Not as important a resource to me as it was in the past	10	9	8	7	6	5	4	3	2	1
It thoroughly covers my field of study	10	9	8	7	6	5	4	3	2	1
The resource allows me to connect with my peers and colleagues	10	9	8	7	6	5	4	3	2	1

**Question 10.** How did you first become aware of JSTOR? Please mark one of the boxes below.

- |  |                          |    |
|--|--------------------------|----|
| Was not aware of JSTOR before receiving this booklet<br>→ Please skip to question 16c on page 13 | <input type="checkbox"/> | -1 |
| From your library or a librarian   | <input type="checkbox"/> | -2 |
| By word of mouth from colleagues or students   | <input type="checkbox"/> | -3 |
| Through an advertisement   | <input type="checkbox"/> | -4 |
| Through direct mail  | <input type="checkbox"/> | -5 |
| From your scholarly/professional societies   | <input type="checkbox"/> | -6 |
| From a search on Google Scholar  | <input type="checkbox"/> | -7 |
| From a general-purpose search engine on The Internet or World Wide Web                           | <input type="checkbox"/> | -8 |

**Question 11.** Based on anything you know, have heard, or just happen to think, how much of an improvement is JSTOR compared to other resources for finding and accessing journal literature? Please use the 10 to 1 scale below where a "10" equals "A Major Improvement" and a "1" equals "Not At All An Improvement." Please circle any number on the scale.

A Major Improvement										Not At All An Improvement
10	9	8	7	6	5	4	3	2	1	

**Question 12.** Based on your experience, how valuable is JSTOR to you? Use the 10 to 1 scale below where a "10" equals "Extremely Valuable" and a "1" equals "Not At All Valuable." Please circle any number on the scale.

Extremely Valuable										Not At All Valuable
10	9	8	7	6	5	4	3	2	1	

**Question 13a.** Do you view JSTOR as a primary starting point for your academic research or as a secondary destination reached only through links from other websites? Please mark one of the boxes below.

- |  |                          |    |
|--|--------------------------|----|
| JSTOR is a primary starting point for my academic research   | <input type="checkbox"/> | -1 |
| JSTOR is a secondary destination reached only through links from other websites and search engines | <input type="checkbox"/> | -2 |

**Question 13b.** (Please answer Question 13b if you selected "JSTOR is a secondary destination reached only through links from other sources" in Question 13a. If you selected the other answer in Question 13a, please skip to Question 14.)

From what type of other sources do you most often get to articles in JSTOR? Please mark one of the boxes below.

- |   |                          |    |
|---|--------------------------|----|
| General purpose search engines such as Google   | <input type="checkbox"/> | -1 |
| Other search engines dedicated to the scholarly community such as Google Scholar, Scopus, OCLC WorldCat, or your library search engine. | <input type="checkbox"/> | -2 |
| Discipline specific websites or search engines, such as RePEc, SSRN, or MLA Bibliography  | <input type="checkbox"/> | -3 |
| References in academic articles   | <input type="checkbox"/> | -4 |
| Other kinds of websites, such as blogs or Wikipedia   | <input type="checkbox"/> | -5 |

Question 14. How often have you done each of the things listed below using JSTOR – often, occasionally, rarely, or never? Please mark one box for each item below.

	Often -4	Occa- sionally -3	Rarely -2	Never -1
Accessed a specific journal article that you already knew about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Browsed” for articles in an online table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given assignments to students that required them to use JSTOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searched for information <u>outside</u> your area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searched for information <u>within</u> your area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used information in JSTOR to help you prepare a lecture or class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used journal materials other than research articles, such as book reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used non-journal materials, such as images, primary sources, or e-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed journal articles <u>that you already know about</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted a search for journal articles <u>of which you are unaware</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 15a. In the past year, on roughly how many occasions have you used JSTOR? Please write the number on the line below.

\_\_\_\_\_

**Answer Question 15b if you entered zero in Question 15a. Skip to Question 15c if you entered any number greater than zero in Question 15a.**

Question 15b. Why haven't you used JSTOR? Please write your answer on the lines below.

\_\_\_\_\_  
\_\_\_\_\_

If You Answered Question 15b, Please Skip To Question 16c

Question 15c. Would you say that your usage of JSTOR in the past year has increased, decreased, or stayed roughly the same versus previous years? Please mark one box below.

☐ -1 Increased

☐ -2 Decreased

☐ -3 Stayed roughly the same

Question 15d. (If you marked the box for “Decreased” in Question 15c, please answer Question 15d. If not, please skip ahead to Question 15e). Please mark the box next to each factor listed below that contributed to less use of JSTOR.

Has Contributed To Less Use Of JSTOR

Other electronic resources that are more specific to my discipline do a better job in delivering content that I need

☐

General purpose Internet search engines yield results that are just as good or better

☐

Search engines that are specific to my discipline yield results that are just as good or better

☐

Other electronic resources are easier to use

☐

Other electronic resources give me access to current issues

☐

I'm conducting less research than I was

☐

I can get the same content for free elsewhere

☐



Question 15e. What impact would each of the changes below have on JSTOR's value to you? Please mark one box next to each change to indicate if the change would make JSTOR much more valuable, somewhat more valuable or not more valuable to you.

	Much More Valuable -3	Somewhat More Valuable -2	Not More Valuable -1
If, in addition to making back issues of journals available, JSTOR also made current issues available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If JSTOR's searches included more results for articles not in JSTOR's database	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If JSTOR greatly increased the breadth of its content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If JSTOR were much faster and more efficient to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If JSTOR's searches included full text searching of books, newspapers and primary source materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 16a. Thinking about articles that you have published or may publish in the future, how important would it be to you that these articles appear in JSTOR? Please use the 10 to 1 scale below where a "10" equals "Extremely Important" and a "1" equals "Not At All Important." Please circle any number on the scale.

Extremely Important										Not At All Important
10	9	8	7	6	5	4	3	2	1	

Question 16b. If you were to publish an article in a journal not contained in JSTOR, would you be interested in contributing the article directly into JSTOR yourself? Please mark one answer.

☐ -1 Yes

☐ -2 No

Question 16c. Many electronic resources allow scholars to store their content online and make it available to others. Some scholars are interested in doing so for their research materials and scholarly outputs – from raw data to completed, peer reviewed articles. How important would each of the following be to you in determining what materials to deposit and where – very important, somewhat important or not important? Please mark one box next to each item below.

	Very Important -3	Somewhat Important -2	Not Important -1
The resource guarantees sustainable and reliable long-term access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource makes it easy to aggregate your content with other content of interest to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource gives your content great visibility because it is heavily used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource makes it easy for others to aggregate your content with other content of interest to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource gives you great flexibility in controlling who has access to content you deposit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource is run by your college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource is specific to your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource contains content from many different disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resource contains underlying data accompanying its scholarly analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 17. As a scholar, you may have had the opportunity to deposit your research materials and scholarly outputs in an online resource (sometimes called a repository). For each type of content or repository listed below, please mark the appropriate boxes.

	Have Deposited Content Of This Type Or In This Way -1	Have Not Deposited Content Of This Type Or In This Way But Would Be Likely To In The Future -2	Have Used This Type Of Content Deposited By Others -3
Raw data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early drafts of articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-prints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathway data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Published articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On my personal web page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raw materials such as images, field notes, and historical documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citations and references	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a repository at my college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a repository specific to my discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a repository that serves many different disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 18. How important is the long-term preservation of electronic journals to you? Please use the 10 to 1 scale below where a "10" equals "Extremely Important" and a "1" equals "Not At All Important." You may pick any number on the scale.

Extremely Important										Not At All Important
10	9	8	7	6	5	4	3	2	1	

Question 19. Thinking about five years from now, how important do you think the long-term preservation of electronic journals will be to you? Please use the 10 to 1 scale below where a "10" equals "Extremely Important" and a "1" equals "Not At All Important." You may pick any number on the scale.

Extremely Important										Not At All Important
10	9	8	7	6	5	4	3	2	1	

Question 20. How important is the long-term preservation of each of the types of digital materials listed below - very important, somewhat important or not important? Please mark one box next to each item below.

	Very Important -3	Somewhat Important -2	Not Important -1
e-monographs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-reference works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digitized primary source collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games and simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**These final questions are for classification purposes only.**

Question 21. Do you own a device for downloading and reading e-books, such as a Kindle? Please mark one of the boxes below.

☐ -1 Yes

☐ -2 No

Question 22. Are audio or video recordings of any of your courses available publicly online? Please mark one of the boxes below.

☐ -1 Yes

☐ -2 No

Question 23. What is your title? Please mark one of the boxes below.

☐ -1 Professor

☐ -2 Associate Professor

☐ -3 Assistant Professor

☐ -4 Adjunct Professor

☐ -5 Lecturer

☐ -6 Other – please describe: \_\_\_\_\_

Question 24. What is your primary academic field? Please mark all that apply. You may mark “other” and write in your answer.

☐ -1 African Studies

☐ -13 Geography

☐ -25 Physics

☐ -2 African-American Studies

☐ -14 Geology

☐ -26 Plant Sciences

☐ -3 American Studies

☐ -15 History/History of Science

☐ -27 Political Science

☐ -4 Anthropology/Archaeology

☐ -16 History of Art

☐ -28 Psychology

☐ -5 Asian Studies

☐ -17 India Studies

☐ -29 Public Health

☐ -6 Biology/Ecology/Zoology

☐ -18 Latin American Studies

☐ -30 Public Policy/Health Policy

☐ -7 Business/Finance

☐ -19 Law

☐ -31 Religion

☐ -8 Chemistry

☐ -20 Literature

☐ -32 Slavic Studies/Russia

☐ -9 Classical Studies

☐ -21 Mathematics/Statistics

☐ -33 Sociology

☐ -10 Economics

☐ -22 Middle East Studies

☐ -34 Theater & Drama

☐ -11 Education

☐ -23 Music

☐ -35 Women's Studies

☐ -12 Engineering

☐ -24 Philosophy

☐ -36 Other – please describe: \_\_\_\_\_

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Question 25. For how many years have you been at your current college or university? Please write the number on the line below.

\_\_\_\_\_

---

Question 26. For how many years have you been in your field? Please write the number on the line below.

\_\_\_\_\_

---

Question 27. Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between? Please mark the box that best describes how you think of yourself.

Much more as a researcher than as a teacher ☐ -1

Somewhat more as a researcher than as a teacher ☐ -2

About equally as a researcher and a teacher ☐ -3

Somewhat more as a teacher than as a researcher ☐ -4

Much more as a teacher than as a researcher ☐ -5

---

Question 28. What is your age? Please write the number on the line below.

\_\_\_\_\_

---

Question 29. Are you... ☐ -1 Male ☐ -2 Female

---

Question 30. How many articles written by you have been published in academic journals in the past 5 years? Please write the number on the line below.

\_\_\_\_\_

---

Question 31. How many books for which you were an author or editor have ever been published? Please write the number on the line below.

\_\_\_\_\_

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THANK YOU VERY MUCH for answering the questions in this booklet.

Now, please seal your completed booklet in the postage-paid reply envelope that came with this booklet, and drop it in the mail.

ODYSSEY USE ONLY:

ENTER COLOR CODE   PINK   -1  
                             GREEN   -2  
                             WHITE   -3  
                             GREY   -4  
                             YELLOW   -5