Digital Scholarship Needs Assessment Survey Summary Report

Name of department/unit/program: DePaul University Library and Studio χ Center

Principal investigator: Ana Lučić, Digital Scholarship Librarian

Co-Principal investigator: Heather Jagman, Coordinator of Reference, Instruction, and Academic Engagement

Introduction

Motivated by the desire to understand the characteristics of the digital scholarship landscape at DePaul, DePaul University Library DePaul University Library collaborated with the recently established Studio χ in the development and distribution of a Digital Scholarship Needs Assessment survey. This 2017 project was initiated in order to identify ways in which the Library could best assist faculty who are either already using or interested in exploring digital scholarship methods and tools in their teaching and research. The twenty-eight question survey was distributed to all faculty members at DePaul between June 12 and September 29, 2017. A total of 221 faculty responded and provided their demographic information (~12% response rate). Faculty from all ten colleges responded to the survey. Most responses were received from the College of Liberal Arts & Sciences (34%) and the College of Science and Health (19%). Associate Professors responded the most frequently (31%), followed by Adjunct Faculty (29%), Professor (15%), Assistant Professors (14%), Term faculty (9%) and Other (2%). 52% of the respondents identified as female, 45% as male, and 3% as Other.

The original questionnaire is available in Appendix A of this document. A detailed report is available on request. We welcome questions and ideas from DePaul community based on the results that are highlighted in this report.

Main findings

Self-rating in the area of Digital Scholarship

Most of the faculty surveyed identified as *Advanced Beginners* in the use of digital scholarship methods (53/24.65%), followed by *Competent* (49/22.79%), *Proficient* (40/20.47%), *Novice* (40/18.60%), *Expert* (15/6.51%) and *Not sure* (14/6.98%). Differences between colleges were observed, e.g. between the College of Science and Health and College of Liberal Arts and Sciences. The majority of participants from the College of Science and Health consider themselves *Proficient* while the majority from the College of Liberal Arts and Social Sciences self-rated as *Advanced Beginners*.

Digital Scholarship methods/tools of interest

Faculty were asked about the types of digital scholarship methods they currently incorporate in their teaching and research, and the methods they are interested in exploring. Thirteen types of digital scholarship tools were included as options (in addition to None and Other options):

- *Textual analytics* (e.g. text mining, natural language processing, information extraction)
- *Data mining or predictive analytics* (e.g. Weka, R or any other software suite/platform)
- *Social network analysis* (e.g Gephi, GraphViz)
- *Visualization tools* (e.g. Plotly, Tableau)
- *Digital mapping tools* (e.g. ArcGIS (ArcGIS Pro, ArcMap), Neatline, a plug-in to Omeka)
- *Digital publishing* (e.g. creation of online exhibits using Omeka, WordPress, Scalar)
- *Digital storytelling*
- *Computational analysis of images, video, or audio* (e.g. digital technique for art authentication)
- *Theoretical and methodological study and critique of digital culture*
- *Markup technologies* (e.g. TEI markup)
- *3D modeling and printing*
- *Statistical analysis software* (e.g. R, SPSS, STATA, SAS)
- *Online quizzing and testing tools/platforms* (open source or proprietary)

For **teaching**, faculty showed most interest in the following methods/tools: *online quizzing* (62) , *visualization tools* (61), *digital storytelling* (51), *textual analytics* (51), *digital publishing* (46), *social network analysis* (44).

For **research**, the following methods/tools received most votes: *visualization tools* (49), *textual analytics* (47), *statistical software* (45), *data mining* (42), *digital publishing* and *social network analysis* (39).

Differences were observed between the College of Science and Health and College of Liberal Arts and Sciences as well as between other colleges. For example, the participants from the College of Liberal Arts and Social Sciences showed most interest in *textual analytics* whereas respondents from the College of Science and Health are more interested in *statistical software*, *data mining*, and *visualization tools*. The Theatre School and College of Communication showed most interest in *social network analysis* whereas the College of Business prioritized *data mining*.

These results demonstrate that faculty at DePaul are interested in incorporating a wide range of tools and methods into their teaching and research, and show that different colleges prioritize different methods. Overall, the most popular digital scholarship methods were *visualization tools*, *textual analytics*, *digital publishing*, *social network analysis*, *statistical software*, *data mining and predictive analytics*, *digital storytelling*.

Through its collaboration with Studio χ and independently, the Library has offered workshops in the area of *textual analytics*, *social network analysis*, *digital publishing*, and *digital storytelling*. In the future, the Library plans to explore solutions for increasing offerings for the areas that record highest interest as well as areas that faculty showed interest in but overall received fewer votes.

Workshops/educational opportunities to advance digital scholarship teaching and research

Faculty were asked about the type of workshops and educational opportunities that would advance their digital scholarship teaching and research. With regards to **teaching**, *developing additional skills* was deemed most useful (147). *Working with other units* was the second most voted for category (82), followed by *identifying collaborators* (68), *better access to resources* (67) and *securing funding* (52). 32 faculty indicated they are not interested in any digital scholarship educational opportunities related to their teaching.

Of the educational opportunities that were deemed most useful for advancing their **research**, *developing additional skills* received most votes (144), followed by *securing funding* (104) and *working with other units* (103). 83 faculty members indicated interest in *identifying collaborators*, and 82 would like *better access to resources*. 25 faculty indicated they were not interested in digital scholarship educational opportunities with respect to their research.

Beyond Digital Scholarship: Workshops/Educational opportunities

The survey included a question about educational opportunities which would facilitate and support faculty's teaching and research. The options included:
- *Expert searching* (e.g. Library databases, Google scholar)
- *Using Web applications to organize your research* (e.g. RSS feeds, blogs, wikis, social bookmarking)
- *Managing citations with citation management tools* (e.g. EndNote, Zotero), Preserving, archiving and organizing your research (e.g. advise on file formats to use (JPEG or TIFF), backup tools, file naming and organization)
- *Management of research assets/data* (e.g. storing your data in databases, sharing your work in Via, DePaul's institutional repository)
- *Computational analysis of text* (e.g. HathiTrust Research Center tools for computational analysis of texts stored in the HathiTrust digital library)
- *Software use support* (e.g. support for using NVivo or R in your classroom or for your research)
- *Other*

Faculty identified the following as most useful for **teaching**: *expert searching* (94), *citation management* and *using web applications to organize research* (57), *software use support* (56), *preserving, archiving and organizing your research* (53) and *management of research assets/data* (41).

For **research**, faculty ranked the following potential workshop ideas as most helpful: *citation management* (101), *expert searching* (94), *preserving, archiving and organizing research* (84), *research management* (78), *using web applications to organize research* (76), *software use support* (70) and *computational analysis of text* (43).

Locating information

Scholarly journals accessible through library subscriptions constitute the most popular option for finding new information on a topic (161 votes), with *Google Scholar* following closely behind (154 votes). Other popular methods of searching new information or researching a new topic include *Library databases* and *Google*. Differences in the way that researchers find information were observed between the College of Science and Health and the College of Liberal Arts & Sciences. For example, faculty in the College of Liberal Arts & Social Sciences selected *Scholarly journals I have access to through institutional/library subscription, Library databases*, and *Library (online) catalog* as the most popular ways of searching for new information, whereas faculty in the College of Computing and Digital Media ranked *Google*, *Scholarly journals I have access to through institutional/library subscription, and Google Scholar as* top categories.

Citation management

Citation management another digital scholarship tool which facilitates effective research and teaching. The majority of faculty surveyed do *not* use citation managers (136) and yet, faculty are interested in citation management workshops especially for research (101 votes). One of the most popular citation management tools at DePaul is EndNote (50), a software application officially supported by DePaul. Other citation management tools that are not officially supported by DePaul are also used (Zotero (22), Other (14), Mendeley (9), Papers (4)).

Saving and preserving research materials and data

The survey revealed an area that requires improvement: *saving and preserving research materials and data*. 29 faculty indicated that they either *Strongly disagree* (1), *Somewhat disagree* (18), *Disagree* (10) that it is easy for them to save/archive their work.

Data use and practices

Faculty were asked how frequently they use datasets for their teaching and research. The majority of faculty do *not* use datasets for either teaching or research. 82 faculty from all

colleges responded that they never use datasets for their teaching. 83 never use datasets for research. Differences, however, were observed between the College of Science and Health and College of Liberal Arts and Social Sciences. 13 faculty from the College of Science and Health responded that they use datasets for research *very frequently* versus 6 in the College of Liberal Arts and Sciences that use datasets very frequently. In general, faculty use datasets more for their research than for teaching.

Quantitative datasets are most popular, followed by *Qualitative*, *Computational*, *Scientific* and *Other*. Differences are observed between colleges: for example, scientific datasets are collected more at the College of Science and Health than the College of Liberal Arts and Social Sciences.

Data management plan

The majority of faculty have never created a data management plan ~82% (143) whereas ~12% (21) have, ~5% (10) responded that they are not sure. Faculty who have created a data management plan come from all colleges with the exception of the College of Law. 30 faculty, however, responded that they were either currently working on or planning a research project that will be funded through a federal grant.

Workshop format

The preferred format for delivering training in the areas outlined above was *short workshops* (154) as well as *one-on-one consultations* (110). *Short webinars* are another popular format (105) as well as *extended workshops* (75). 67 faculty indicated interest in a *day long workshop*. 27 responded that they are *not* interested in workshops.

Convenient periods for workshop/educational opportunities

According to the results of the survey, the most convenient times/periods during the academic year to organize and provide workshops are the *early December intersession*, *early winter and spring quarter*, *mid-autumn*, *mid-winter* and *spring quarter* periods. *Late summer* and *autumn quarter* were also identified as convenient for faculty to attend a workshop or an educational opportunity.

Recommendations

- Increase opportunities for the faculty to network and establish connections between and across colleges. The Library, in collaboration with Studio χ, has committed to facilitating these opportunities through the recently established Research Meet & Greet series which aims to create a forum through which faculty can present their research, current work, ask questions and seek collaborators. The Library is committed to continuing this series in 2019, expanding promotion, and encouraging more participation by faculty and staff.
- Develop a menu of services/workshops/one-on-one consultations for the area of digital scholarship that will be offered *on-demand* basis. Initially, this menu would draw on the strengths of the library staff and offer support/consultation/workshops in the areas of: *citation management*, *expert searching*, *preservation, storing*, *visualization tools* (Excel advanced analytics capabilities, Tableau, Plotly, R, python), *textual analytics*, *digital mapping*, *data mining*, etc. Over time, more services would be added to the menu.
- Detailed analysis revealed a number of differences between colleges which suggests the need for an individualized approach to digital scholarship educational. Such approach, however, would require:
  - A larger pool of librarians with training in different or similar digital scholarship tools and methods because digital scholarship tools and methods are diverse
  - Data literacy/data management librarians
  - Research developers

  Until more support is available for this area, offering workshops and one-on-one consultations on demand basis through the menu of services is recommended.
- Until more support is available for the data services area, establish ways to promote access to open, research, quantitative, qualitative, scientific and computational data within DePaul community; targeted promotion to the College of Science and Health in the area of data services is recommended.
- Continue collaboration with other departments on campus, in particular with the Studio χ with regards to workshop development as well as the Center for Teaching and Learning and Faculty Scholarship Support Center in the area of drafting curriculum for faculty development.
- Continue to share results of the survey.
- Inform other departments/units/colleges that organize workshops of the most convenient periods faculty indicated are convenient for them to attend an educational opportunity (late summer, early winter, and mid-autumn).
- As a long term goal, work on increasing the number of faculty at DePaul who identify as Proficient and Expert in the broad area of digital scholarship.
- Emphasize the role of library as a hub for research and teaching development at DePaul in external and internal communication and continue to inform DePaul community of developments in other colleges.

- Repeat the survey in 2021 (alternatively 2022) and compare the results of at least a portion of the questions (if applicable) to the survey from 2017 for comparison purposes.

Appendix A

Digital Scholarship Needs Assessment Survey

Principal Investigator: Ana Lucic, Digital Scholarship Librarian, DePaul University Library

Institution: DePaul University, USA

Research Team:
Heather Jagman, Coordinator of Reference, Instruction, and Academic Engagement, email: hjagman@depaul.edu
Kindra Morelock, Data Services Librarian, email: kmoreloc@depaul.edu

We are conducting a research study to establish current digital scholarship and data use practices throughout the University, and to appraise the areas where more support is needed. We are asking you to participate because you are a DePaul faculty member who can inform us of teaching and research needs that pertain to digital scholarship and data use practices. If you agree to be in this study, you will be asked to fill out a survey. We will also collect some personal information about you such as your gender, department you teach in, subject areas you teach, and your area/s of research. Providing this information is optional. You will also have an opportunity to share your email address with us if you are interested in a follow-up interview during which you will be able to share more details about your teaching and research needs and interests that pertain to digital scholarship and data services. If there is a question you don't want to answer, you may skip it.

This study will take about 10-15 minutes of your time. Research data collected from you will be kept confidential. Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or change your mind later after you begin the study. Your decision to participate in the research will not affect your standing or employment at DePaul University

If you have questions, concerns, or complaints about this study or you want to get additional information or provide input about this research, please contact Ana Lucic at 773-325-7831 or by email at alucic@depaul.edu. If you have questions about your rights as a research subject, you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu. You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.

- You want to talk to someone besides the research team.

You may keep [or print] this information for your records.

By clicking on the Continue button (>>) at the bottom of this page, you are indicating your agreement to participate in this research.

The questions on this page seek to determine how you find, store, cite, save, and share digital materials. The answers to these questions will help us understand the researchers' workflow at DePaul.

Q1 If you are starting in a new area or interested in finding information on a new topic, where and how do you most frequently search for articles, books, or other information relevant to your topic of interest (check all that apply)?
- ❑ Professional association/s web site/s
- ❑ Scholarly journals I have access to through a personal subscription
- ❑ Scholarly journals I have access to through institutional/library subscription
- ❑ The library (online) catalog
- ❑ Library databases (e.g. ProQuest, MUSE, ERIC, Web of Science, ScienceDirect)
- ❑ Browsing through the stacks of a library
- ❑ Ask a librarian
- ❑ Google
- ❑ Google Scholar
- ❑ Google Books
- ❑ HathiTrust
- ❑ Online visual resources
- ❑ Other Internet search engine (e.g. Bing, Yahoo!)
- ❑ Other (please indicate):

Q2 What kinds of research materials are you storing on a local computer or online relevant to your research and work (check all that apply)?
- ❑ Word documents
- ❑ Data files and/or sets
- ❑ Images
- ❑ PDF documents
- ❑ Web pages
- ❑ Spreadsheets
- ❑ Email messages
- ❑ Email attachments
- ❑ Presentation files
- ❑ Source code
- ❑ I don't store research materials on a local computer or online
- ❑ Other (please indicate):

Q3 Where are you storing data and materials (check all that apply)?
- ❏ Computer hard drive (e.g. My Documents folder, other computer folders)
- ❏ Dropbox
- ❏ Google Drive/Google Docs
- ❏ Other Cloud-based Storage Service
- ❏ Evernote
- ❏ PDF management software (e.g. Papers or ReadCube)
- ❏ Citation management software (e.g. Endnote, Mendeley, or Zotero)
- ❏ Git repository (e.g. GitHub)
- ❏ I don't store data and materials
- ❏ Other (please indicate):

Q4 Which citation management software program/service do you use (check all that apply)?
- ❏ Endnote
- ❏ Mendeley
- ❏ Zotero
- ❏ Refworks
- ❏ Sente
- ❏ ReadCube
- ❏ Papers
- ❏ I don't use citation management software program/service
- ❏ Other (please indicate): _____

Q5 Which program(s)/service(s) do you use to share research material/data with others (check all that apply)?
- ❏ Dropbox
- ❏ Citation Management software (e.g. Endnote, Mendeley, Zotero, etc…)
- ❏ Evernote
- ❏ Google Drive/Google Docs
- ❏ Shared folder on local computer network
- ❏ Emailing files to others
- ❏ PDF management software (e.g. Papers or ReadCube)
- ❏ Git repository (e.g. GitHub)
- ❏ Other Cloud-based sharing/storage service
- ❏ I don't use program(s)/service(s) to share research material/data with others
- ❏ Other (please indicate):

Q6 Please indicate your level of agreement with the following statements:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
It is easy for me to **find** the research materials and other information I need for my research/creative work	❍	❍	❍	❍	❍	❍	❍
It is easy for me to **store** (implies a temporary method of storing) the research materials and other information I need for my research/creative work	❍	❍	❍	❍	❍	❍	❍
It is easy for me to **cite** the research materials and other information I need for my research/creative work	❍	❍	❍	❍	❍	❍	❍
It is easy for me to **save/archive** (implies a more long-term method of storing) the research materials and data I need for my research/creative work	❍	❍	❍	❍	❍	❍	❍
It is easy for me to **share** with others the research materials and data I use/need for my research/creative work	❍	❍	❍	❍	❍	❍	❍

The questions of this page seek to determine digital scholarship methods and technologies that are of interest to faculty members at DePaul, and the answers will help the Library explore ways to facilitate and support those interests.

Q7 Please indicate which of the following digital methods and tools <u>you currently incorporate</u> into your teaching and/or research (check all that apply).

	Teaching	Research
Text analytics (e.g. text mining, natural language processing, information extraction)	❏ Teaching	❏ Research
Data mining or Predictive Analytics (e.g. Weka, R or any other software suite/platform)	❏ Teaching	❏ Research
Social network analysis (e.g. Gephi, GraphViz)	❏ Teaching	❏ Research
Visualization tools (e.g. Plotly, Tableau)	❏ Teaching	❏ Research
Digital mapping tools (e.g. ArcGIS (ArcGIS Pro, ArcMap), Neatline, a plug-in to Omeka)	❏ Teaching	❏ Research
Digital publishing (e.g. creation of online exhibits using Omeka, WordPress, Scalar)	❏ Teaching	❏ Research
Digital storytelling	❏ Teaching	❏ Research
Computational analysis of images, video, or audio (e.g. digital technique for art authentication)	❏ Teaching	❏ Research
Theoretical and methodological study and critique of digital culture	❏ Teaching	❏ Research
Markup technologies (e.g. TEI markup)	❏ Teaching	❏ Research
3D modeling and printing	❏ Teaching	❏ Research
Statistical analysis software (e.g. R, SPSS, STATA, SAS)	❏ Teaching	❏ Research
Online quizzing and testing tools/platforms (open source or proprietary)	❏ Teaching	❏ Research
None	❏ Teaching	❏ Research
Other (please indicate):	❏ Teaching	❏ Research

Q8 Please indicate which of the following methods and tools <u>you are interested in incorporating</u> into your teaching and research (check all that apply).

	Teaching	Research
Text analytics (e.g. text mining, natural language processing, information extraction)	❑ Teaching	❑ Research
Data mining or Predictive Analytics (e.g. Weka, R or any other software suite/platform)	❑ Teaching	❑ Research
Social network analysis (e.g. Gephi, GraphViz)	❑ Teaching	❑ Research
Visualization tools (e.g. Plotly, Tableau)	❑ Teaching	❑ Research
Digital mapping tools (e.g. ArcGIS (ArcGIS Pro, ArcMap), Neatline, a plug-in to Omeka)	❑ Teaching	❑ Research
Digital publishing (e.g. for example, creation of online exhibits using Omeka, WordPress, Scalar)	❑ Teaching	❑ Research
Digital storytelling	❑ Teaching	❑ Research
Computational analysis of images, video, or audio (e.g. digital technique for art authentication)	❑ Teaching	❑ Research
Theoretical and methodological study and critique of digital culture	❑ Teaching	❑ Research
Markup technologies (e.g. TEI markup)	❑ Teaching	❑ Research
3D modeling and printing	❑ Teaching	❑ Research
Statistical analysis software (e.g. R, SPSS, STATA, SAS)	❑ Teaching	❑ Research
Online quizzing and testing tools/platforms (open source or proprietary)	❑ Teaching	❑ Research
None	❑ Teaching	❑ Research
Other (please indicate):	❑ Teaching	❑ Research

Q9 At any point in the last five years have you paid for access to digital tools, services, and licenses (including payment for the use of a web platform, cloud storage, web hosting, or software) necessary for your research/creative work? If yes, please list the tools, services, and licenses that you paid for, the approximate amount you spent on each, and the source of the funds used for payment (personal out-of-pocket, DePaul funds, external grant).

Q10 On a scale that starts with the novice and ends with the expert, how would you rate your overall knowledge/expertise with respect to digital scholarship skills? Select "Not sure" if more guidance is needed with this question.

Digital scholarship skills: Not sure Novice Advanced Beginner Competent Proficient Expert

The questions on this page seek to determine your level of usage of data sets as well as your familiarity with data management practices. The answers to these questions will help us establish the level of support the University Library should aim to facilitate and support in the area of data use and management.

Q11 How frequently do you use data sets (any external or internally created data sets, e.g., data downloaded from the ICPSR https://www.icpsr.umich.edu/icpsrweb/ or City of Chicago data portal https://data.cityofchicago.org/) in your teaching and research (please select one)?

	Teaching	Research
Very frequently	❍	❍
Frequently	❍	❍
Occasionally	❍	❍
Rarely	❍	❍
Very rarely	❍	❍
Never	❍	❍

Q12 Which of the following types of research data do you build up or collect for your own research?
- ❑ Qualitative (such as open-ended survey responses, interview or focus group transcripts, laboratory or field notes, text, documents, images, video, audio, etc.)
- ❑ Scientific (such as laboratory experimental data, slides, physical artifacts, biological specimens, samples, etc.)
- ❑ Quantitative (such as numeric files, survey responses, geospatial data files, etc.)
- ❑ Computational (such as models, algorithms, programs, scripts, etc.)
- ❑ I do not build up or collect research data

Q13 Please indicate software packages/programs (such as, SPSS, Stata, R, Excel, Python) you have used to analyze data (leave empty if your workflow does not, in general, involve the use of computer software to conduct data analysis).

Q14 Have you ever created a Data Management Plan?
- ❍ Yes
- ❍ No
- ❍ I don't know

Q15 Are you currently working on or planning a research project that is or will be funded through a federal grant?
- ❍ Yes
- ❍ No
- ❍ I am not sure

The questions on this page seek to determine the type of workshops/educational opportunities related to digital scholarship that are of interest to faculty members at DePaul.

Q16 Which of the following, if any, would help you advance your digital scholarship teaching and/or research (check all that apply)?

	Teaching	Research
Developing additional skills	❑ Teaching	❑ Research
Identifying and connecting to collaborators	❑ Teaching	❑ Research
Securing funding	❑ Teaching	❑ Research
Access to a grant writer	❑ Teaching	❑ Research
Better access to digital content/textual corpora/external data sets	❑ Teaching	❑ Research
Working with units on campus that would support my work	❑ Teaching	❑ Research
I am not currently interested in advancing my digital scholarship skills	❑ Teaching	❑ Research

Q17 Please indicate the type of digital scholarship educational opportunities that you would be interested in attending at DePaul (check all that apply).
- ❑ One-on-one consultation
- ❑ Short workshop (1-4 hours long)
- ❑ Short webinar (1-4 hours long)
- ❑ A day-long workshop
- ❑ Workshop that occurs over a period of time (e.g. over a quarter or even over the course of an academic year) and covers a certain topic or digital method at the beginning, intermediate and advanced level
- ❑ I am not interested in attending digital scholarship educational opportunities at DePaul

Q18 Please indicate the period during the academic year that you are most likely to attend a faculty learning opportunity (please check all that apply)

	Early	Mid	Late
Fall quarter	❑	❑	❑
Winter quarter	❑	❑	❑
Spring quarter	❑	❑	❑
Summer quarter	❑	❑	❑
Week before Fall classes begin:	❑	❑	❑
December intersession:	❑	❑	❑
Week after Spring grading deadline:	❑	❑	❑

Q19 Regardless of your particular schedule during an academic quarter, is there a day during the week or a time of the day that is more convenient for attending a faculty learning opportunity (e.g., mornings, afternoons, early in the week (Monday/Tuesday), mid-week (Wednesday/Thursday), Fridays):

Q20 In your opinion, which of the following types of workshops and/or educational opportunities would facilitate and support your teaching and/or research (check all that apply)?

	Teaching	Research
Expert Searching (Library database resources, Google and Google Scholar)	❑ Teaching	❑ Research
Using Web applications to organize your research (e.g. RSS feeds, blogs, wikis, social bookmarking)	❑ Teaching	❑ Research
Managing citations with citation management tools (e.g. EndNote, Zotero)	❑ Teaching	❑ Research
Preserving, archiving and organizing your research e.g. advise on file formats to use (JPEG or TIFF), back up tools, file naming and organization	❑ Teaching	❑ Research
Management of research assets/data (e.g. storing your data in databases, sharing your work in Via, DePaul's institutional repository)	❑ Teaching	❑ Research
Computational analysis of text (e.g. HathiTrust Research Center tools for computational analysis of texts stored in the HathiTrust digital library)	❑ Teaching	❑ Research
Software use support (e.g. support for using Nvivo software or R in your classroom or for your research)	❑ Teaching	❑ Research
Other (please indicate):	❑ Teaching	❑ Research

Demographic information

Q21 Please indicate your gender:
○ Male
○ Female
○ Other
○ Decline to answer

Q22 Please select your position at DePaul (please select one):
○ Professor
○ Associate Professor (tenured)
○ Assistant Professor (tenure-track)
○ Term Faculty (full time)
○ Adjunct Faculty (part time)
○ Other (please specify):_____

Q23 What school or college do you work in? (please check all that apply):
❑ Driehaus College of Business
❑ College of Communication
❑ College of Computing and Digital Media
❑ College of Education
❑ College of Law
❑ College of Liberal Arts and Social Sciences
❑ College of Science and Health
❑ School of Music
❑ School for New Learning
❑ Theatre School
❑ Other (please indicate): _____

Q24 If you are comfortable with sharing this information, please indicate the department/program/school you work in within your college.

Q25 If you are comfortable with sharing this information, please indicate the subject area(s) you teach at DePaul.

Q26 If you are comfortable with sharing this information, please indicate the subject area(s) you conduct research in at DePaul.

Q27 Please use this space for any additional questions/comments/concerns with respect to digital scholarship technologies at DePaul University that were not addressed by this survey:

Q28 Would you be interested in providing further feedback with respect to your digital scholarship needs or interests through an interview? If your answer to this question is "yes," please provide us with your email address and we will follow up with a request for an interview.

❍ Yes _____

❍ No