

1. Demographic Information

1. We would like you to provide your name and email address so we can contact you for clarifying your answers. Do not provide your name and email address if doing so makes you uncomfortable.

First name

Last name

NIST email address

2. What is your gender?

Male Female

3. What field(s) are you currently involved in? You may select one or more.

- Biology
- Chemistry
- Computer Science
- Engineering, Chemical
- Engineering, Civil
- Engineering, Electronic or Electrical
- Engineering, Manufacturing
- Engineering, Other
- Geology
- Material Science
- Physical Science
- Physics
- Social Science
- Statistics
- Other (please specify)

4. Please specify your classman rank in college

Freshman Sophomore Junior Senior Graduate student

2. Information Gathering

5. Let's talk about gathering, receiving, and processing information. First, let's define what these actions mean:

Gathering: Identifying information that you want.

Receiving: Getting a copy of identified information into your possession.

Processing: Turning possessed information into something useful.

For this question, please assume you are gathering information for academic, employment, or research purposes.

Note for [this option](#): To 'take [sources] with you off-site' holds for all kinds of sources: hardcopy, electronic, and human. You could check out a library book, download a copy of information to your computer, or do lunch with an expert in a particular field. All of these can be considered 'taking the source off-site with you'.

Now, please rank the importance of the following aspects of gathering information.

	Least important	Less important	Medium	More important	Most important	Don't know
Gathering cutting-edge sources	jñ	jñ	jñ	jñ	jñ	jñ
Gathering easy-to- process sources	jñ	jñ	jñ	jñ	jñ	jñ
Gathering free sources	jñ	jñ	jñ	jñ	jñ	jñ
Gathering recommended sources	jñ	jñ	jñ	jñ	jñ	jñ
Gathering sources quickly	jñ	jñ	jñ	jñ	jñ	jñ
Gathering sources which are readily available for on-site receipt	jñ	jñ	jñ	jñ	jñ	jñ
Gathering trustworthy sources	jñ	jñ	jñ	jñ	jñ	jñ
Gathering sources which you can take with you off-site after receipt ^{note}	jñ	jñ	jñ	jñ	jñ	jñ

3. Information Devices

6. A new handheld digital device is being sold in stores. You are considering buying it. Please rank how the following attributes affect your decision to buy the device.

	Least important	Less important	Medium	More important	Most important	Don't know
The device is recommended by your peers	jn	jn	jn	jn	jn	jn
The device is thoroughly tested/reviewed with positive results	jn	jn	jn	jn	jn	jn
The device is sold in a store (physical or online) that is convenient to visit	jn	jn	jn	jn	jn	jn
The device can do the job of several devices	jn	jn	jn	jn	jn	jn
The device is inexpensive	jn	jn	jn	jn	jn	jn
The device does one job well	jn	jn	jn	jn	jn	jn

7. Please enumerate how many hours in a typical 7-day week you use the following devices in general.

Media player (iPod, Zen)

Cell phone

PDA (BlackBerry, Palm Pilot)

Telephone

Laptop computer

Desktop computer

8. Please specify in what context(s) you use the following devices. You may select one or more contexts for each of the devices.

	Social	Personal	Academic	Employment	I don't use this	I don't own one
PDA (BlackBerry, Palm Pilot)	€	€	€	€	€	€
Desktop computer	€	€	€	€	€	€
Laptop computer	€	€	€	€	€	€
Cell phone	€	€	€	€	€	€
Telephone	€	€	€	€	€	€
Media player (iPod, Zen)	€	€	€	€	€	€

4. Information Locations

9. Please specify how you use the following locations for academic, employment, or research purposes. You may select one or more options for each location.

	Never tried using	Don't use, but tried using	Avoid using	Enjoy using	Use because required to	Use by myself	Use for socializing	Use for work	Use for academics
Computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study lounge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet cafe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coffee shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Source Preferences

10. Please indicate your usage preferences for the following information sources when doing work for academics, employment, or research.

	I consider this source's value to be...	Compared to other sources, I generally use this source...
Searchable online database/archive	<input type="text"/>	<input type="text"/>
Social bookmarking (del.icio.us , CiteULike)	<input type="text"/>	<input type="text"/>
Online book, textbook, or manual	<input type="text"/>	<input type="text"/>
Printed periodical (journal, magazine, news)	<input type="text"/>	<input type="text"/>
Human with professional relationship to you (expert, librarian, coworker)	<input type="text"/>	<input type="text"/>
Printed book, textbook, or manual	<input type="text"/>	<input type="text"/>
Airwave-broadcast radio or TV	<input type="text"/>	<input type="text"/>
Online encyclopedia, dictionary, or thesaurus	<input type="text"/>	<input type="text"/>
Human with personal relationship to you (friend, family, possibly coworker)	<input type="text"/>	<input type="text"/>
Internet-broadcast radio or TV	<input type="text"/>	<input type="text"/>
Online periodical (journal, magazine, news)	<input type="text"/>	<input type="text"/>
Printed encyclopedia, dictionary, or thesaurus	<input type="text"/>	<input type="text"/>
Blog or Podcast	<input type="text"/>	<input type="text"/>
Social networking site (Facebook , MySpace)	<input type="text"/>	<input type="text"/>
Internet search engine	<input type="text"/>	<input type="text"/>

6. Library Services

11. Please rank the following means of communication based on how you prefer using each method to reach a librarian.

	Least preferred	Less preferred	Medium	More preferred	Most preferred	Don't know
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online forum or bulletin board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pager or text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IM (instant messaging)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chatroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Check all options that apply for the following question. I have consulted a librarian when I had trouble...

- Brainstorming ideas
- Starting a search to identify possible resources
- Finding resources I've identified in my search
- Using resources I've found
- Other (please specify)

13. Please select the most representative choice for the following question. In general, I consult a librarian...

- Daily
 Weekly
 Monthly
 Yearly
 Never, but did try
 Never, and not tried

14. Please select the most representative choice for the following question. In general, I use a physical library...

- Daily
 Weekly
 Monthly
 Yearly
 Never, but did try
 Never, and not tried

15. Please select the most representative choice for the following question. In general, I use services that the library provides (e.g. licenses to private databases, access to journals, searching the library catalog)...

Daily

Weekly

Monthly

Yearly

Never,
but did try

Never,
and not tried

7. The Library

16. To help ISD plan for the library of the future, please indicate how valuable you think the following library services would be to you.

Notes:

- "Library information sources" ^{see [this](#), [this](#)} " are audio (tapes, CD), video (VHS, DVD), software (simulation, organization, publishing), electronic (online journal, e-book), human (professor, expert, professional), and hardcopy (textbook, newspaper, microfiche) sources.
- "Other databases" ^{see [this](#)} " may exist in other libraries ([Library of Congress](#), [National Library of Australia](#)) or on the Web ([Nature](#), [PubMed](#)).
- "Reading lists" ^{see [this](#)} " involve giving every library user the opportunity to start a public blog-style website that also has a list of everything that the user is currently reading (see [LibraryThing](#)). Reviews may also be included. Books could be rated by average review score.

	Value
Electronic newsletter about the library, providing publicity for new publications and indicating new library information sources .	<input type="text"/>
Hardcopy information sources (e.g. textbooks, journals, newspapers, microfiche) available.	<input type="text"/>
Improved online library catalog with reader reviews posted beside traditional title, author, and subject information (see PennTags).	<input type="text"/>
Audio (e.g. music, hear and learn foreign language) available.	<input type="text"/>
Capability to search across other databases .	<input type="text"/>
Software (e.g. simulation, organization, publishing) available.	<input type="text"/>
Public-use office appliances (e.g. photocopier, scanner, printer).	<input type="text"/>
Video (e.g. plays, movies) available.	<input type="text"/>
Shops (e.g. bookstore, music store, office supply store).	<input type="text"/>
Group collaboration areas with table, computers, chairs, blackboard, and projector.	<input type="text"/>
Improved user interface for search, such as Grokker's "Map View" .	<input type="text"/>
Blog-style suggested reading lists .	<input type="text"/>
Social or fun areas (e.g. lounge, fireplace, stage, patio, exercise facility).	<input type="text"/>
The majority of library information sources available online.	<input type="text"/>
Electronic information sources (e.g. e-books, scans of hardcopy information, online journals) available.	<input type="text"/>

Survey of Information Habits and Preferences of Millennial Scientists

Librarian accessible within 1 minute.

Individual work or study areas with computer, desk, and chair.

Eateries with tables, chairs, food, and drink (e.g. coffee shop, restaurant, bar, cafe, fast food).

Human information sources (e.g. professors, experts, professionals).

Internet access.