

Visual Resources Association

2007 Professional Status Survey

**A Report Prepared by the
VRA Ad Hoc Professional Status Survey Committee**

July 2008

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Introduction

In 1996 the Visual Resources Association Executive Board established an *ad hoc* committee to survey the VRA membership on professional status issues. It was intended that the survey investigate such issues as levels of education, years in the profession, institutional rank, and salaries, as well as sizes of collections, circulation and acquisition statistics, staffing levels, library policies, patron groups, collection development, etc. Another goal of this survey process, in addition to collecting important data for the profession, was to establish a standard body of questions and an easily adaptable and reusable format so that similar gatherings of data could be conducted on a regular basis, perhaps every four or five years.

In 2006, as the Association prepared to celebrate its Silver Jubilee in 2007, the VRA Executive Board appointed another *Ad Hoc* Professional Survey Task Force to conduct the second professional status survey. This second survey would provide VRA with a snapshot of the profession in relation to other related disciplines or fields. It would be useful for identifying professional trends and changes so that the membership of VRA could be informed of strategies needed to stay current with the profession. The data gathered in the survey would also provide up-to-date documentation for professionals to use when requesting salary upgrades and position reclassifications within their institutions.

This newly appointed task force prepared a survey document modeled on the questions asked in both the 1999 VRA-ARLIS/NA Professional Status Survey and the 2004 ARLIS/NA Compensation Survey. The intention was to build on the benchmarks established in the previous surveys. Each task force member prepared questions on the following broad topics: personal and institutional data, position qualifications, collections statistics, facilities, staffing, professional activities, and user services. The co-chairs compiled and edited the questions preparatory to using SurveyMonkey to create, design, and disseminate a web based survey; this software also tabulated the results. The 2007 survey was disseminated to the 800 members of VRA and a number of affiliated organizations such as the Art Libraries Society of North America (ARLIS/NA), Special Libraries Association, American Library Association, College Art Association, and Canadian Visual Resources Curators. It remained open from mid-December, 2006 until February 16, 2007. There were 290 responses, primarily from VRA and ARLIS/NA members; 94 percent of respondents belong to at least one of these two organizations and 36 percent belong to both.

The preliminary results of the survey were presented by co-chairs Christine Hilker and Margaret Webster on May 27, 2007, at the Visual Resources Association Conference in Kansas City. Both this PowerPoint and the raw survey results are available on the VRA web site (<http://www.vraweb.org/projects/profstat/index.html>). This current report focuses on a number of seminal questions combining data from one or more questions in order to better analyze the results; it also incorporates comparisons with the 1999 survey. Links to the original 1999 Professional Status Survey and the 2004 ARLIS/NA Compensation Survey are posted here as well.

This analysis of the 2007 Professional Status Survey was conducted during the spring of 2008 by Andrea Knezevic (Cornell, 2008) under the direction of François Vermeylen, Director of the Cornell Statistical Consulting Unit. Christine Hilker and Margaret Webster presented a preview of this data at the 2008 Visual Resources Association Conference in San Diego in the session titled, Common Threads: Libraries and Visual Resources Collection Merging, Partnering, and Finding New Ways to Work Together

(<http://vraweb.org/conferences/sandiego2008/sessions/session5/index.htm>). Christine Hilker and Margaret Webster drafted a report incorporating the conclusions of the analysis and adding critical commentary; Lynda White prepared the final version of this report including the editing of all of the charts. This report focuses on a number of seminal questions combining data from one or more survey questions in order to better analyze the results; it also incorporates comparisons with the 1999 survey. Comparisons with the *2004 ARLIS/NA Compensation Survey* (<http://www.vraweb.org/resources/general/compensation.pdf>) are not included in this analysis; however, the reader may wish to consult this report to draw comparisons with various overlapping aspects of both studies.

The co-chairs thank all those who completed and submitted surveys. This survey would not have been successful or useful without substantial input from many visual resources professionals. We also thank our task force members who worked hard to produce a survey document that would reflect the current state of our profession. They continued to guide the process through the final stages of analysis and publication. In particular, we thank Lynda White for her critical work in transforming our draft into a coherent, useable document. Last—but not least of all—we thank the Visual Resources Association Executive Board for all of their support.

Charge:

The 2005 VRA Ad Hoc Professional Status Survey Committee is charged with the task of conducting a comprehensive survey of the VRA membership on professional status issues. The committee will investigate factors such as levels of education, years in the profession, institutional rank, and salaries. As part of this comprehensive survey, the committee will gather information on visual resources collections: circulation and acquisition statistics, staffing levels, library policies, patron groups, collection development and other factors. The Committee may decide to include visual resources groups beyond the Visual Resources Association membership through use of a broader survey instrument.

Members:

2005-2006

Christine Hilker, Co-Chair, University of Arkansas
Margaret Webster, Co-Chair, Cornell University
Margo Ballantyne, Lewis & Clark College
Andrew Gessner, The Metropolitan Museum of Art
Jeanne Keefe, Rensselaer Polytechnic Institute
Hildegard Lindschinger, Wilfrid Laurier University
Susan Jane Williams, Saskia Ltd. /Scholars Resource, Inc.

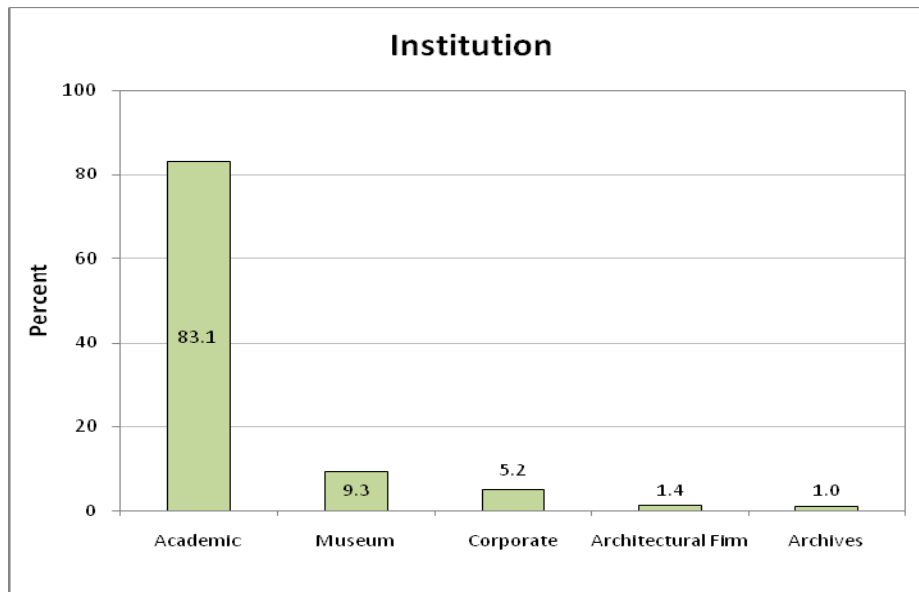
2007-2008

Christine Hilker, Co-Chair, University of Arkansas
Margaret Webster, Co-Chair, Cornell University
Margo Ballantyne, Lewis and Clark College
Jeanne Keefe, Rensselaer Polytechnic Institute
Hildegard Lindschinger, Wilfrid Laurier University
Lynda White, University of Virginia

Section 1: Institutional Data

Question 6: With what type of institution/organization/business is your collection affiliated?

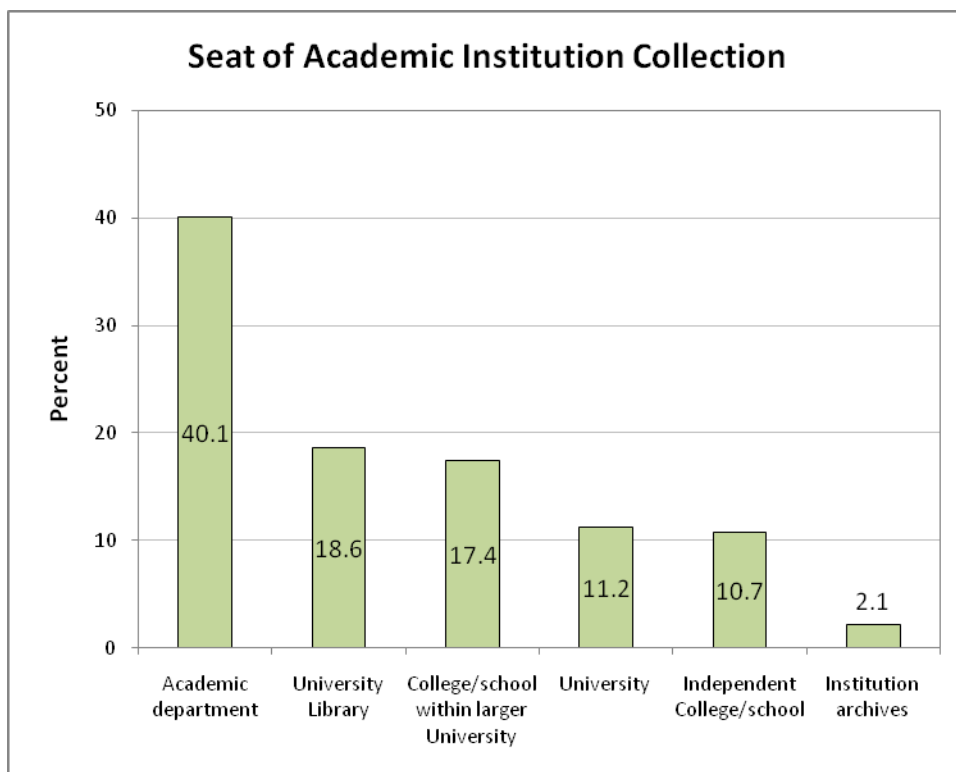
Institution	Frequency	Percent
Academic	241	83.1
Museum	27	9.3
Corporate	15	5.2
Architectural Firm	4	1.4
Archives	3	1.0
Total	290	



- 268, or 92.4%, of the respondents to this survey indicated that they worked in either an academic institution or a museum.
- In the 1999-2000 Survey, 92% of respondents reported that they worked in either an academic institution or a museum.

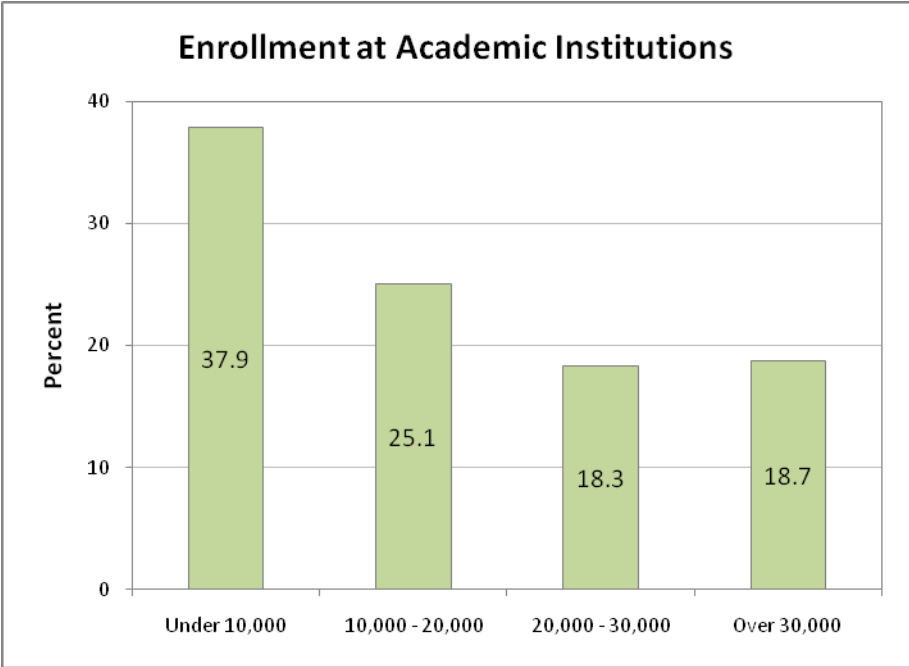
Question 7: What type of academic collection are you associated with?

Academic Collection	Frequency	Percent
Academic department	97	40.1
University Library	45	18.6
College/school within larger University	42	17.4
University	27	11.2
Independent College/school	26	10.7
Institution archives	5	2.1
Total	242	



Question 9: If academic, what is the enrollment at your institution?

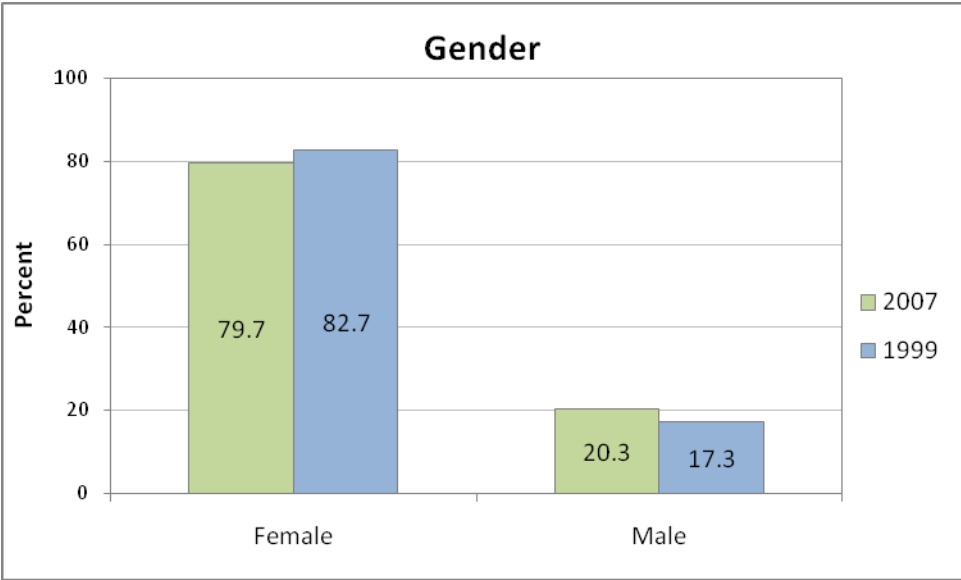
Enrollment	Frequency	Percent
Under 10,000	89	37.9
10,000 - 20,000	59	25.1
20,000 - 30,000	43	18.3
Over 30,000	44	18.7
Total	235	



Section 2: Personal Data

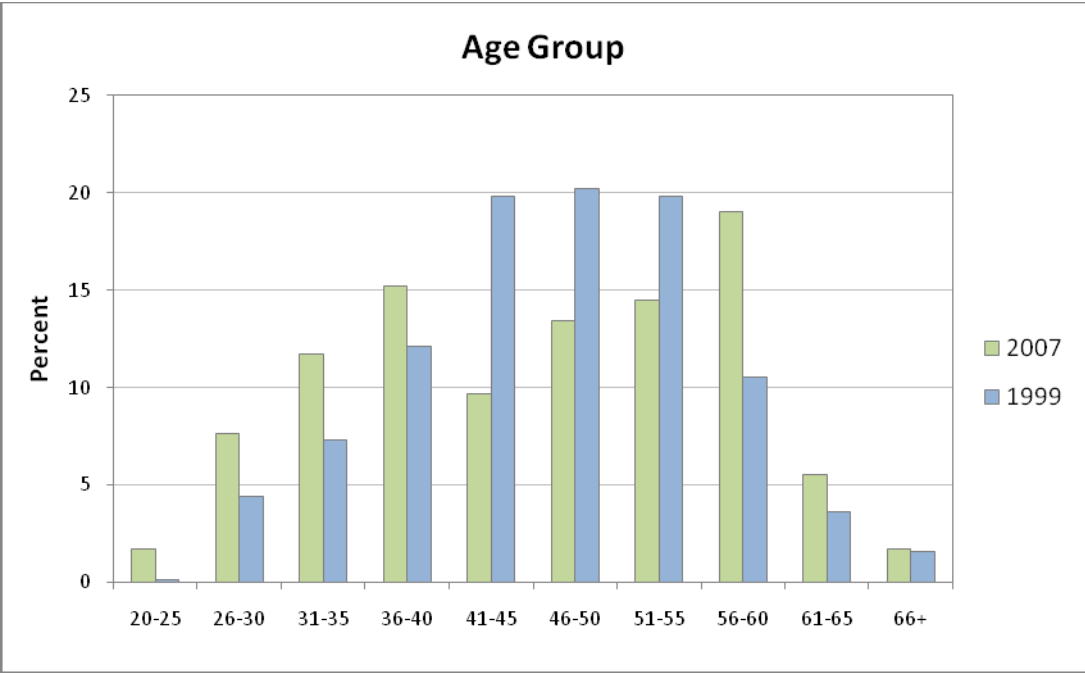
Question 11: What is your gender?

Gender	2007		1999	
	Frequency	Percent	Frequency	Percent
Female	231	79.7	205	82.7
Male	59	20.3	43	17.3
Total	290		248	



Question 12: To which age group do you belong?

Age Group	2007		1999	
	Frequency	Percent	Frequency	Percent
20-25	5	1.7	2	0.1
26-30	22	7.6	11	4.4
31-35	34	11.7	18	7.3
36-40	44	15.2	30	12.1
41-45	28	9.7	49	19.8
46-50	39	13.4	50	20.2
51-55	42	14.5	49	19.8
56-60	55	19	26	10.5
61-65	16	5.5	9	3.6
66+	5	1.7	4	1.6
Total	290		248	

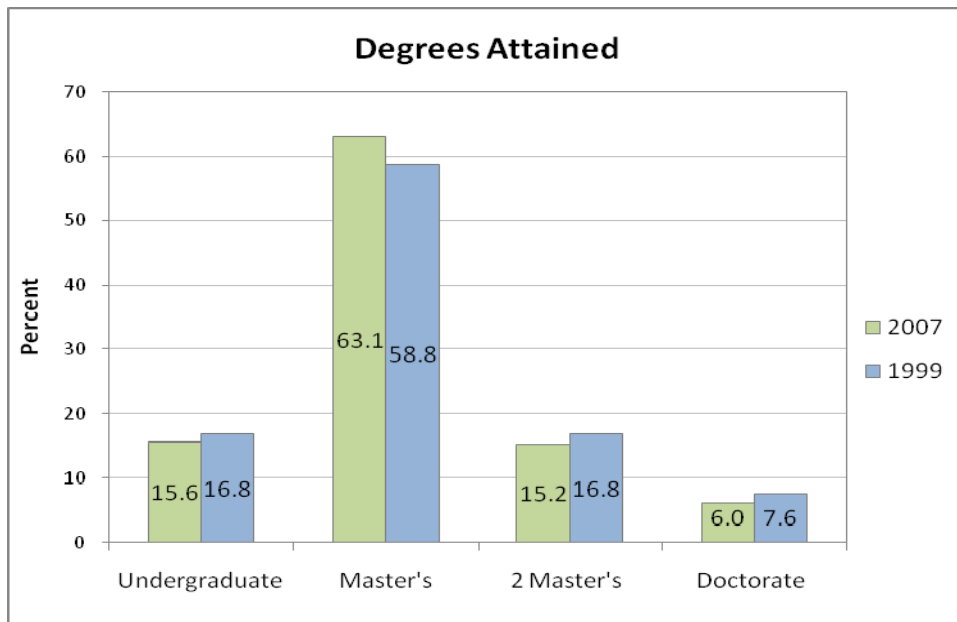


More young people (age 20-40) are joining the profession in 2007 than did in 1999, while the greatest numbers of professionals (age 56-60) are nearing retirement age.

Section 3: Qualifications

Question 13: What degrees have you attained?

Degrees	2007		1999	
	Frequency	Percent	Frequency	Percent
Undergraduate degree	44	15.6	45	16.8
Master's degree	178	63.1	157	58.8
2 Master's degrees	43	15.2	45	16.8
Doctorate degree	17	6.0	20	7.6
Total	282		267	

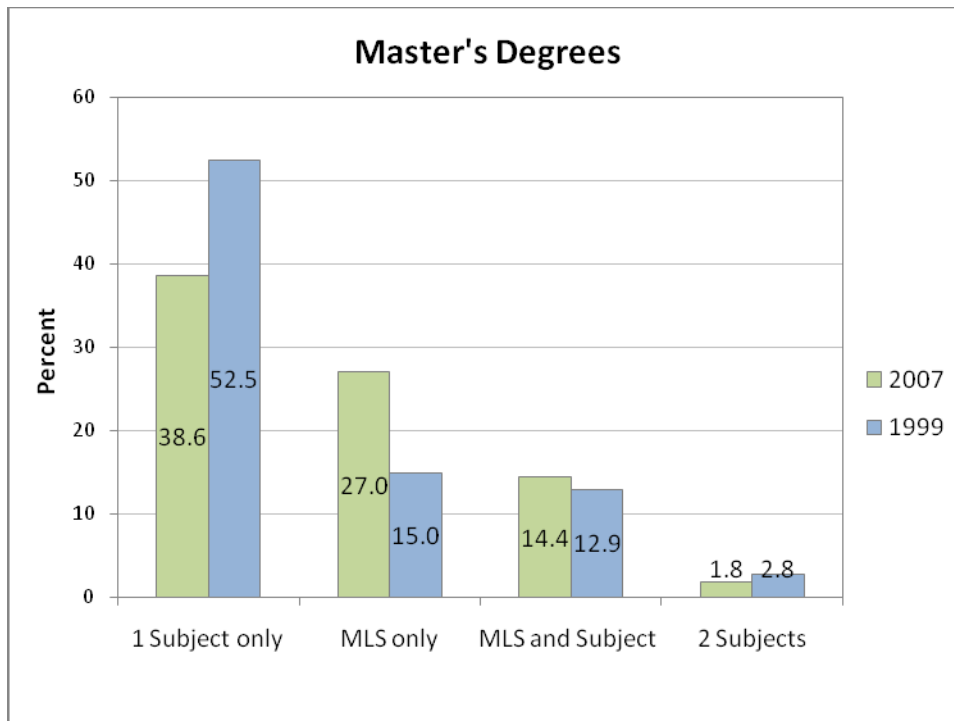


Type of Master's degree attained

Master's Degrees	2007		1999	
	Frequency	Percent	Frequency	Percent
None	52	18.2	48	16.8
1 Subject only	110	38.6	150	52.5
MLS only	77	27.0	43	15.0
MLS and Subject	41	14.4	37	12.9
2 Subjects	5	1.8	8	2.8
Total	285		286	

- 72.8% of respondents earned a Master's degree.
- 38.6% of respondents earned one subject Master's degree.
- 27% earned an MLS/MLIS degree only.
- 14.4% earned both a subject Master's and an MLS/MLIS.
- 41.4% have an MLS/MLIS (118) compared to the 1999 survey where 30.0% had an MLS/MLIS (80).
- Only five respondents earned 2 subject Master's degrees.

There is no significant variation in the type of Master's degree earned and the type of institution (academic, museum, etc.) or the size of the institution, if academic, in which the respondent is employed.



Question 15: Please list your major field(s) of study for the Master’s degree.

This chart breaks down the field of study for individuals who received subject Master’s degrees—not the MLIS.

Discipline	Frequency	Percent
Art History	81	52.9
Studio Art	24	15.7
Art History, Interdisciplinary	16	10.5
Humanities	15	9.8
Education	4	2.6
Other	4	2.6
Museum Studies	3	2.0
Science	3	2.0
Not given	3	2.0
Total	153	

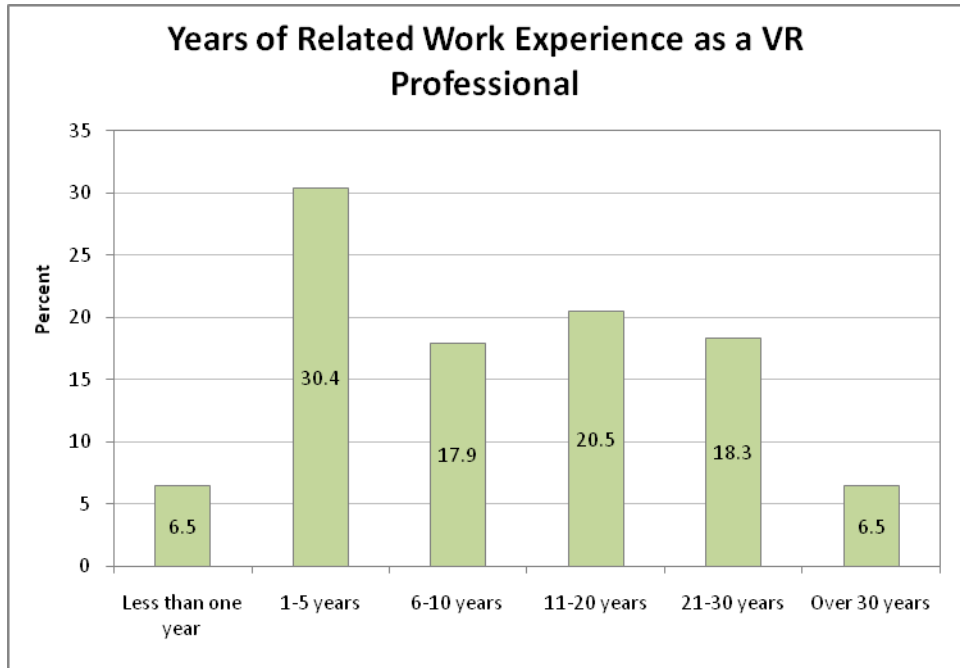
- 52.9% of respondents earned a Master’s degree in Art History.
- 15.7% in Studio Art.
- 9.8% in the Humanities.

A very small percentage of people studied Education, Museum Studies and other fields. The Humanities category includes MA degrees earned in English, History, and Classics. This was a “check all that apply” question, and some respondents checked more than one field even though they reported attaining only one Master’s degree. In that case, it was most common for individuals to check art history and one or more other fields. These responses are tabulated in the “Art history, interdisciplinary” category because we are not able to determine in which field they actually earned their degree.

In the 1999 survey, 44% of the respondents report having earned a Master’s degree in Art History; 9% earned an MFA (studio art); and 30% indicated that they had earned an MLS.

Questions 25: Years of related work experience as a visual resources professional.

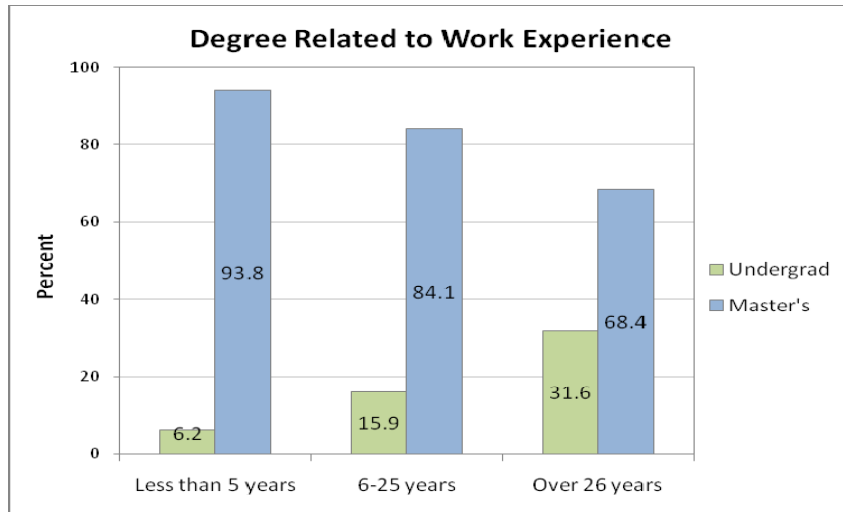
	Frequency	Percent
Less than one year	17	6.5
1-5 years	80	30.4
6-10 years	47	17.9
11-20 years	54	20.5
21-30 years	48	18.3
Over 30 years	17	6.5
Total	263	



Change in education level with years of work experience

		Highest degree obtained			
		<i>Freq</i>	Undergraduate degree, only	<i>Freq</i>	Master's degree, at least
Years of work experience as a visual resources professional	Less than 5 years	6	6.2%	91	93.8%
	6-25 years	20	15.9%	106	84.1%
	Over 26 years	12	31.6%	26	68.4%
<i>Overall</i>		38	14.6%	223	85.4%

The distribution of highest degree attained for low- and high-level experience groups is different from the overall distribution. Individuals with less than 5 years of experience are more likely than average to have attained at least a Master's degree – 93.8% as compared to 85.4% overall - and individuals with over 26 years of experience are more likely than average to have only an undergraduate degree – 31.6% compared to 14.6% overall.



As the years of experience increase, the gap between those who have only earned an undergraduate degree and those who earned an advanced degree shrinks. This graph illustrates that visual resources professionals who are currently entering the profession are much more likely to have acquired at least one master's degree while those with the most experience may have entered the profession before a master's degree was required.

Question 39: What are the terms of your appointment?

	Frequency	Percent
Part time	24	8.7
Three-quarter time	18	6.5
Full time	235	84.8
Total	277	

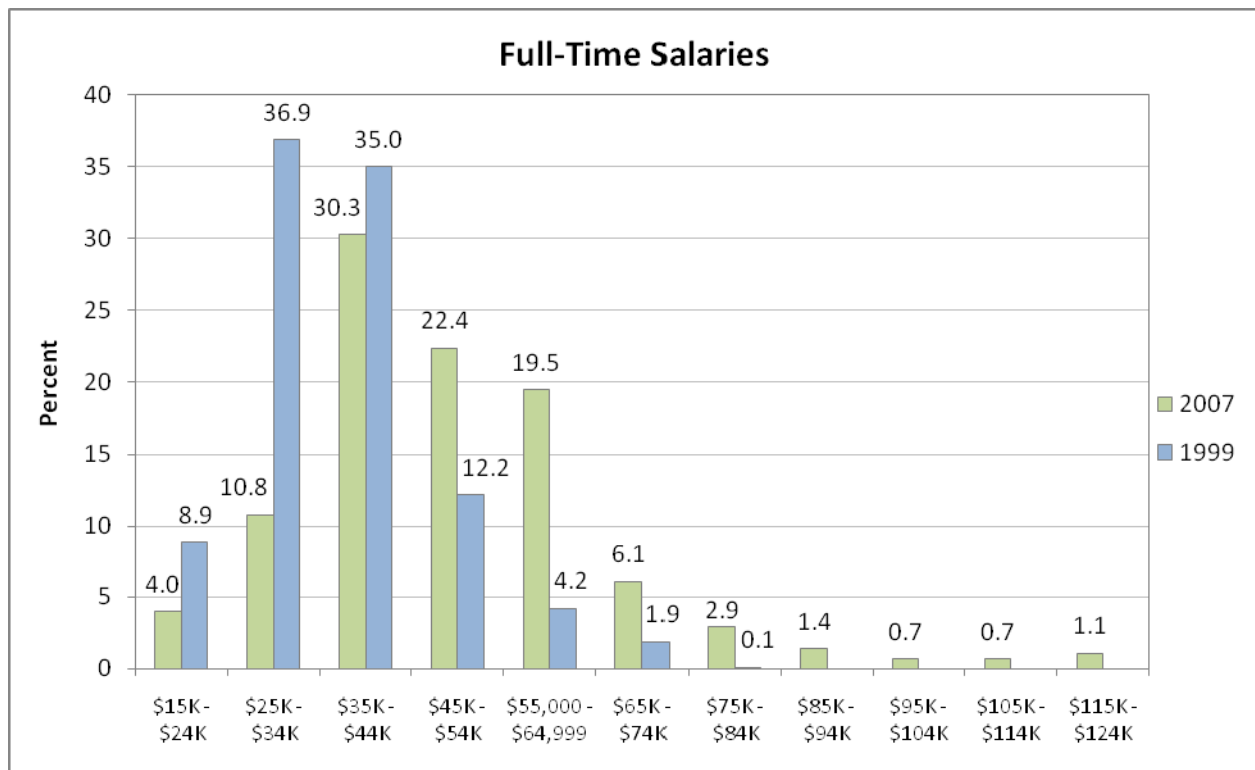
- 72% of respondents reported being salaried and 11.8% reported being paid on an hourly basis.
- 25.8% reported that they worked on a contract basis.

Question 47: What is the range of your current salary in U.S. dollars?

	Frequency	Percent
\$15,000 - \$24,999	11	4.0
\$25,000 - \$34,999	30	10.8
\$35,000 - \$44,999	84	30.3
\$45,000 - \$54,999	62	22.4
\$55,000 - \$64,999	54	19.5
\$65,000 - \$74,999	17	6.1
\$75,000 - \$84,999	8	2.9
\$85,000 - \$94,999	4	1.4
\$95,000 - \$104,999	2	.7
\$105,000 - \$114,999	2	.7
\$115,000 - \$124,999	3	1.1
Total	277	

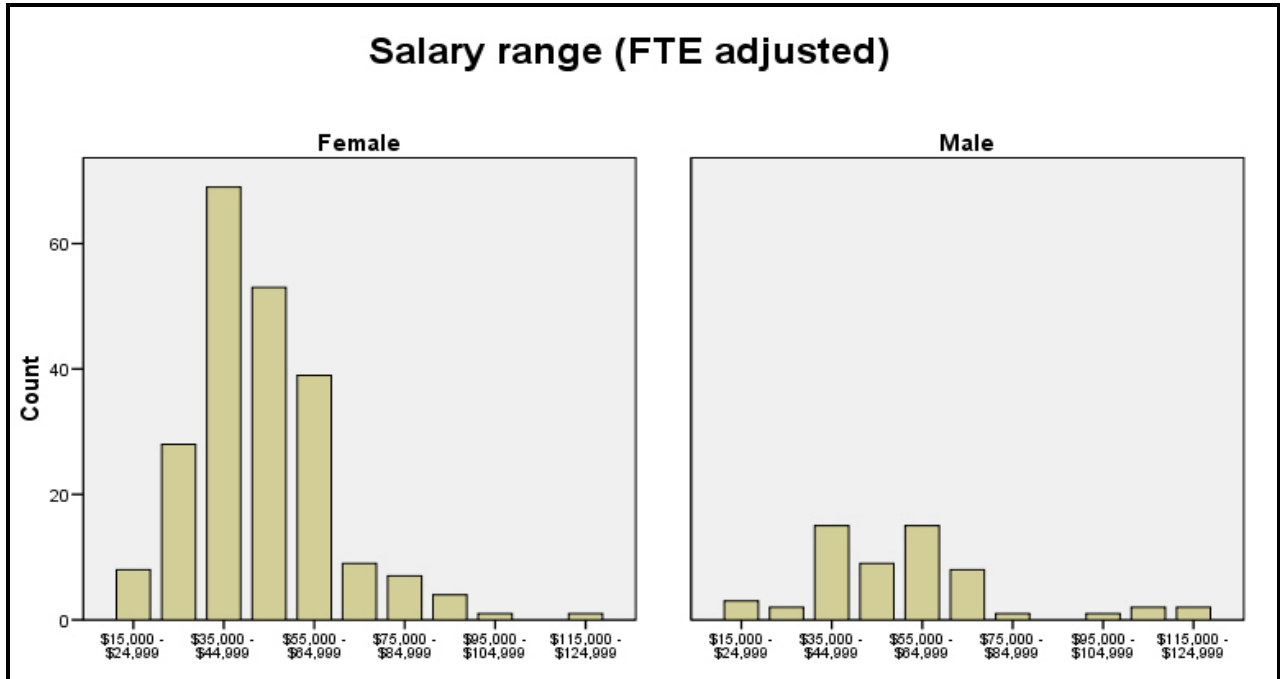
- These salary graphs and charts have been adjusted to reflect full-time equivalents (FTEs).
- For every five year increase in work experience, salaries increase by approximately one salary range.
- Moving from an hourly pay basis to salaried corresponds to approximately a 1.16 salary range increase.
- Going from an undergraduate degree to a single Master's degree results in an average increase of 1.15 salary ranges.
- Going from an undergraduate degree to two Master's degrees only increases the salary range by 1.17. Having two Master's degrees rather than one does not make a significant difference in salary.
- Overall, having an MLS/MLIS as opposed to a subject Master's degree does not correlate with a higher salary.
- Going from an undergraduate degree to a Doctorate degree results in an increase of approximately 1.33 salary ranges. Having a Doctorate as opposed to either one or two Master's degrees does not correlate to a significantly higher salary.
- On average, salaries for employees of collections housed in university libraries are more than one range higher than those of employees of collections housed in academic departments.

Comparison of salaries: 1999 and 2007



- There is no data from the 1999 survey beyond \$80,000.
- This graph is not adjusted for inflation.

Salary range by gender

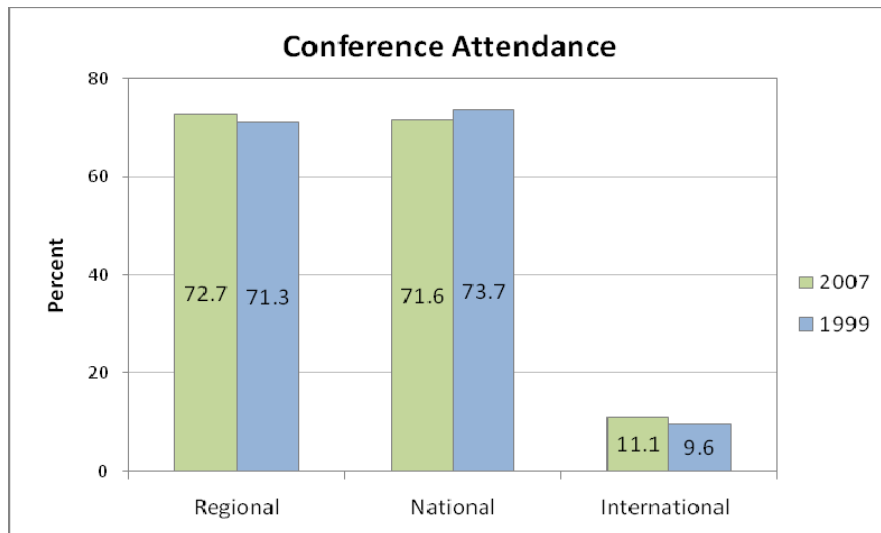


- Gender is not a statistically significant factor for determining salaries or wages. Other factors including education, being salaried, and having experience are much more important in determining compensation. On the other hand, to the extent that women tend to be less well educated and have less work experience, their compensation may be smaller than average for the group as a whole.

Section 5: Professional Activities

Questions 76-85: Professional conference attendance

- 72.7% of 275 respondents to this question reported regularly attending regional conferences;
- 71.6% reported regularly attending national conferences;
- 11.1% reported regularly attending international conferences.
- Of those 200 respondents who reported regularly attending regional conferences, 68.0% said they received travel funding to do so.
- For national conferences, 85.3% of the 197 respondents said they received travel funding.
- The number of respondents who receive funding for regional or national conferences does not vary by size of institution.
- *1999 Survey statistics reported:*
 - 71% of respondents regularly attended regional conferences
 - 73% reported regularly attending national conferences
 - 10% reported regularly attending international conferences



Question 93: In which of the following organizations do you have memberships?

Number of organizations in which respondents hold membership

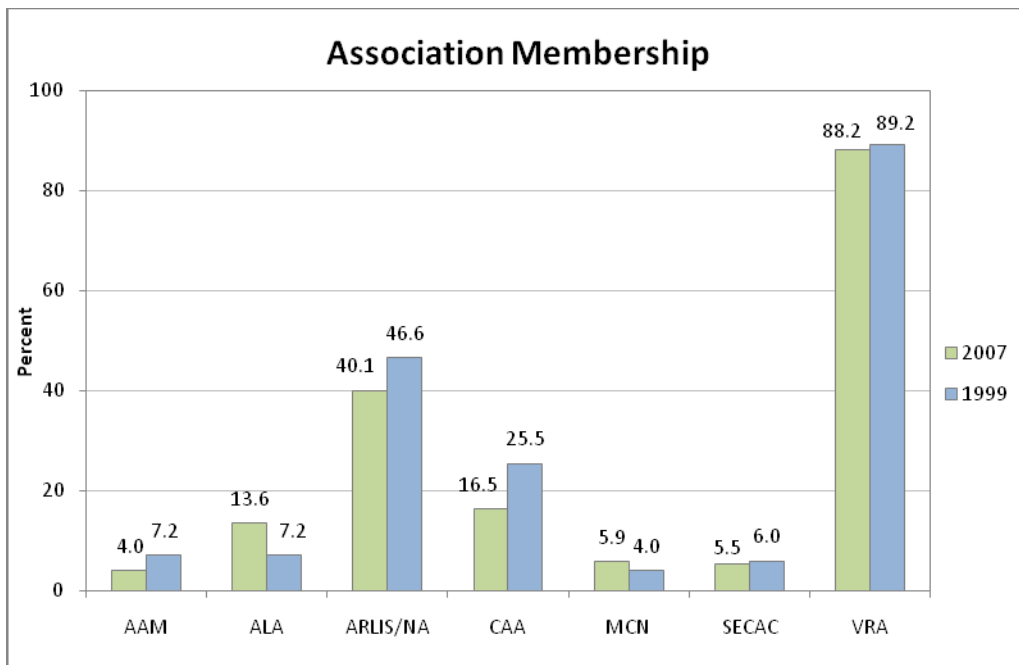
	<i>Frequency</i>	<i>Percent</i>
None	8	2.9
1	94	34.6
2	94	34.6
3	48	17.6
4	19	7.0
5	8	2.9
7	1	.4
Total	272	



- 2.9% of respondents report no professional organization membership.
- 69.2% of respondents report membership in 1 or 2 organizations.
- 17.6% of respondents belong to 3 organizations.
- 10.3% of respondents belong to 4 or more organizations.

**Percentage of respondents who reported membership
in the most common professional organizations**

Associations	<i>2007</i>	<i>1999</i>
American Association of Museums	4.0%	7.2%
American Library Association	13.6%	7.2%
Art Libraries Society of North America	40.1%	46.6%
College Art Association	16.5%	25.5%
Museum Computer Network	5.9%	4.0%
Southeast College Art Conference	5.5%	6.0%
Visual Resources Association	88.2%	89.2%



Comments on membership in ARLIS/NA and VRA

As noted above, 40.1% of respondents belong to the Art Libraries Society of North America (ARLIS/NA) and 88.2% belong to the Visual Resources Association (VRA). 94.1% of respondents belong to at least one of these two organizations and 36.3% belong to both.

Because this survey was sponsored by the Visual Resources Association, these figures may indicate an artificially high percentage of respondents who are VRA members and may, therefore, reflect the profession as a whole.

Notes on membership in other organizations

It is interesting to note that very few respondents (1-8) indicated membership in the following organizations:

- American Institute of Archaeology
- American Institute of Architects
- Art History Association
- Canadian Visual Resources Curators
- Computers and the History of Art
- Society of American Archivists
- Society of Architectural Historians
- Special Libraries Association

Furthermore, although the Society of American Archivists was not listed in Question 93, eight people specified it in under "other".

No respondents indicated membership in the following organizations:

- MidAmerica College Art Association
- Midwest Art History Society

The figures reported in the 1999 survey correspond with these findings.

Collection Data — Statistics for all media types

Collection Affiliation	Slides		Photos or Prints		Videos/DVDs/ CD-ROMS/ Films		Digital Images		Licensed Images		Image OPAC	
	Freq	% Yes	Freq	% Yes	Freq	% Yes	Freq	% Yes	Freq	% Yes	Freq	% Yes
Academic	222	97.7	222	28.4	222	48.6	220	91.4	211	81.0	209	69.9
Museum	26	96.2	26	65.4	26	42.3	26	84.6	25	56.0	26	53.8
Corporate	15	53.3	15	33.3	15	20.0	15	60.0	14	28.6	13	23.1
Archives	3	66.7	3	100.0	3	100.0	3	66.7	3	0.0	3	33.3
Arch Firm	4	100.0	4	100.0	4	50.0	3	100.0	3	33.3	3	66.7
Overall	270	94.8	270	34.1	270	47.0	267	88.8	256	74.2	254	65.4

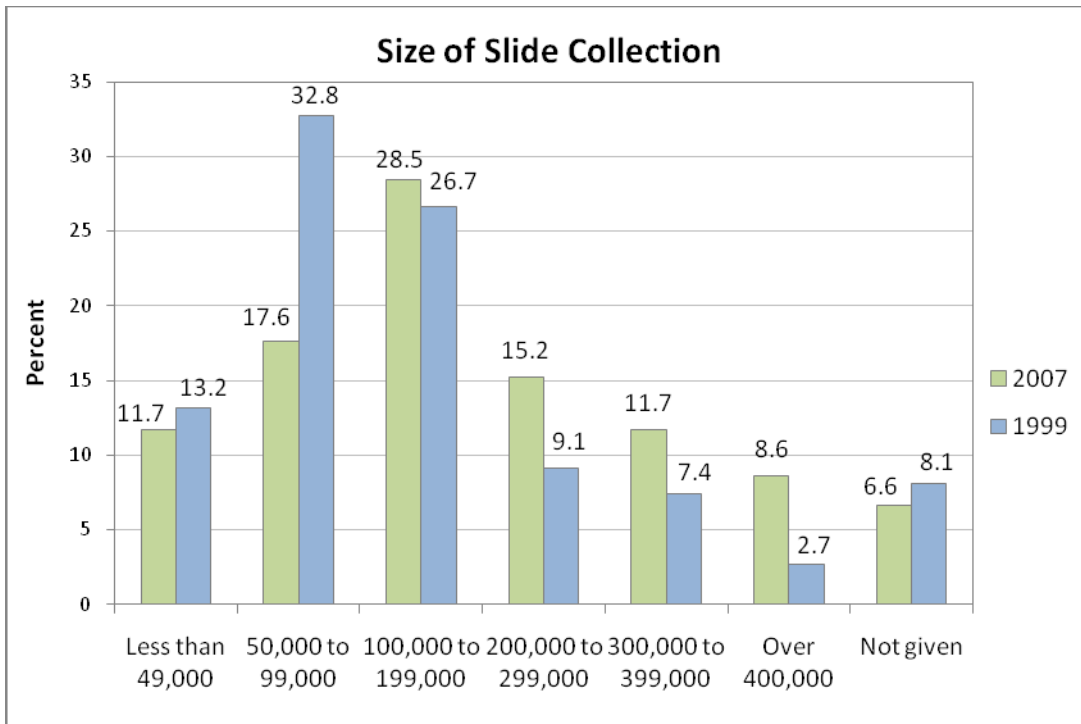
Section 6: Collection Data – Slides

Question 100: Does your VR collection contain slides?

- Out of 270 respondents 256 (94.8%) reported having a slide collection at their institution.

Question 103: What is the size of your slide collection?

Size of slide collection	2007		1999	
	Frequency	Percent	Frequency	Percent
Less than 49,000	30	11.7	39	13.2
50,000 to 99,000	45	17.6	97	32.8
100,000 to 199,000	73	28.5	79	26.7
200,000 to 299,000	39	15.2	27	9.1
300,000 to 399,000	30	11.7	22	7.4
Over 400,000	22	8.6	8	2.7
Not given	17	6.6	24	8.1
Total	256		296	



In 2007:

- The majority of slide collections contain 100,000 – 199,000 items (28.5%); in 1999, the majority was in the 50,000 – 99,000 range (32.8%).
- 29.3% of collections are “small” (less than 100,000); in 1999, 46% were small.
- 43.7% are “medium” (100,000-299,000); in 1999, 35.8% were medium.
- 20.3% are “large” (greater than 300,000); in 1999, 10.1% were large.

Question 104: What are your annual slide acquisitions?

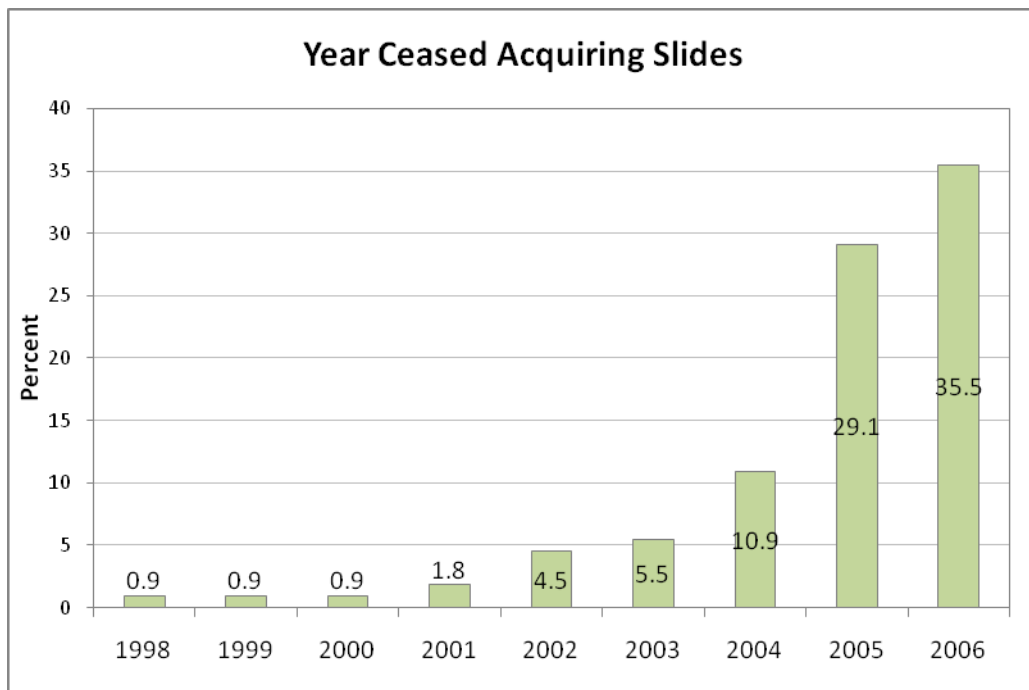
	Frequency	Percent
Under 1,000	67	26.2
1,000 to 5,000	50	19.5
Over 5,000	13	5.1
Acquisitions stopped	110	43.0
Not given	16	6.3
Total	256	

43% of respondents have ceased collecting slides. Of those still acquiring slides:

- 26.2% acquire fewer than 1,000 slides per year.
- 19.5% acquire between 1,000 - 5,000 slides per year.
- 5.1% acquire more than 5,000 slides per year.

Question 105: If your acquisitions have ended, in what year did you cease acquiring slides?

	Frequency	Percent
Not given	11	10.0
1998	1	.9
1999	1	.9
2000	1	.9
2001	2	1.8
2002	5	4.5
2003	6	5.5
2004	12	10.9
2005	32	29.1
2006	39	35.5
Total	110	



The rate at which institutions are acquiring slides is rapidly declining; the rate at which institutions are ceasing to acquire slides is rapidly increasing.

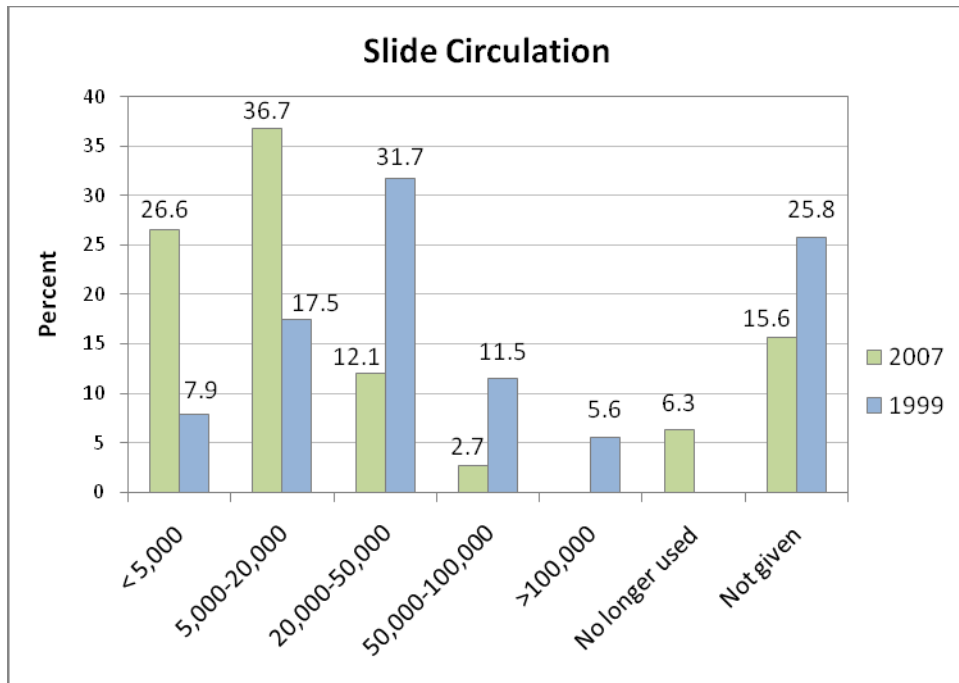
Question 110: What is your annual budget for slide acquisitions in US dollars?

	Frequency	Percent
None	9	3.5
Under \$1,000	24	9.4
\$1,000 - \$5,000	40	15.6
\$5,000 - \$10,000	21	8.2
\$10,000 - \$25,000	12	4.7
Over \$25,000	9	3.5
Acquisitions stopped	110	43.0
Not given	31	12.1
Total	256	

The 1999 Survey consolidated the acquisition budgets to include all VR materials: slides, photographs, films, videos, videodiscs, compact discs, etc. The 2006 survey separated the budgets by type of media. In the 1999 Survey, 5% of the respondents reported having an acquisition budget of less than \$1,000; 37% had a budget in the \$1,000-\$5,000 range; 25% in the \$5,000-\$10,000 range; 12% reported a budget between \$10,000 -\$20,000; and 7% had a budget of over \$20,000.

Question 113: What is your slide circulation/usage rate per annum?

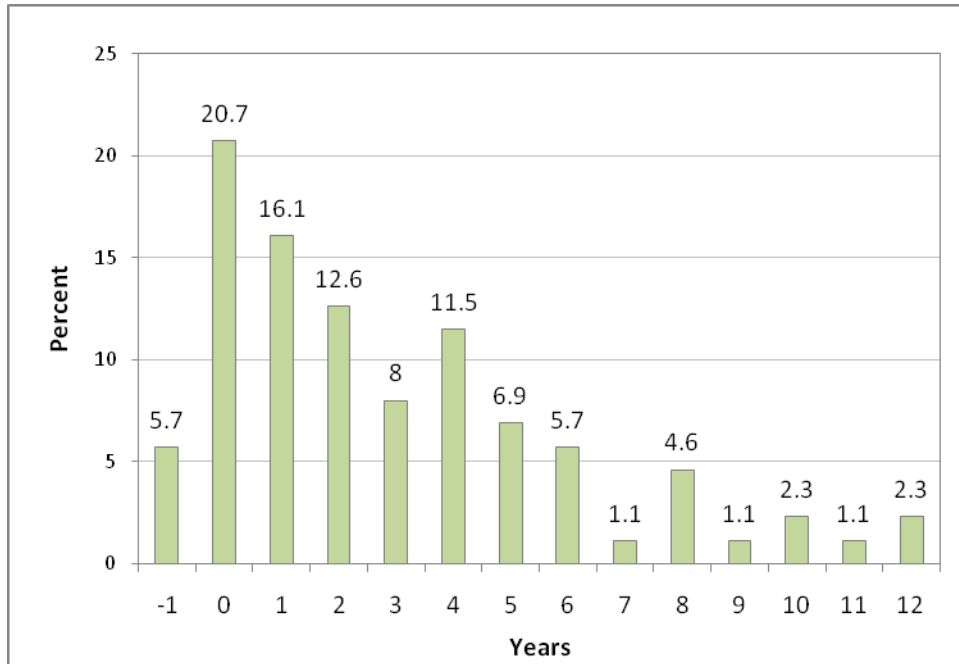
	2007		1999	
	Frequency	Percent	Frequency	Percent
Less than 5,000	68	26.6	20	7.9
5,000 to 20,000	94	36.7	44	17.5
20,000 to 50,000	31	12.1	80	31.7
50,000 to 100,000	7	2.7	29	11.5
More than 100,000	--	--	14	5.6
Collection no longer in use	16	6.3	--	--
Not given	40	15.6	65	25.8
Total	256		252	



Slide circulation has decreased dramatically since 1999.

Combination of Questions 105 & 152: What is the relationship between the year slide acquisition ended and the year digital image collection began?

Years	Frequency	Percent
-1	5	5.7
0	18	20.7
1	14	16.1
2	11	12.6
3	7	8.0
4	10	11.5
5	6	6.9
6	5	5.7
7	1	1.1
8	4	4.6
9	1	1.1
10	2	2.3
11	1	1.1
12	2	2.3
Total	87	



This bar chart demonstrates that, as of the date of this survey, 43% of collections containing both slides and digital images have ceased acquiring slides. The most common differential between the year collections stopped acquiring slides and the year they started their digital collections is 0 years. The general trend is that a greater “overlap” between the end of slide acquisition and the commencement of digital image acquisition is less common, although there are a significant percentage of collections with longer (8-12 year) “lags”. It is important to note that the majority of collections that have started digital collections have not yet ceased acquiring slides. A few collections stopped acquiring slides before they started acquiring digital images but overall this was rare and no collection waited more than 1 year between ending slide acquisition and beginning digital acquisitions.

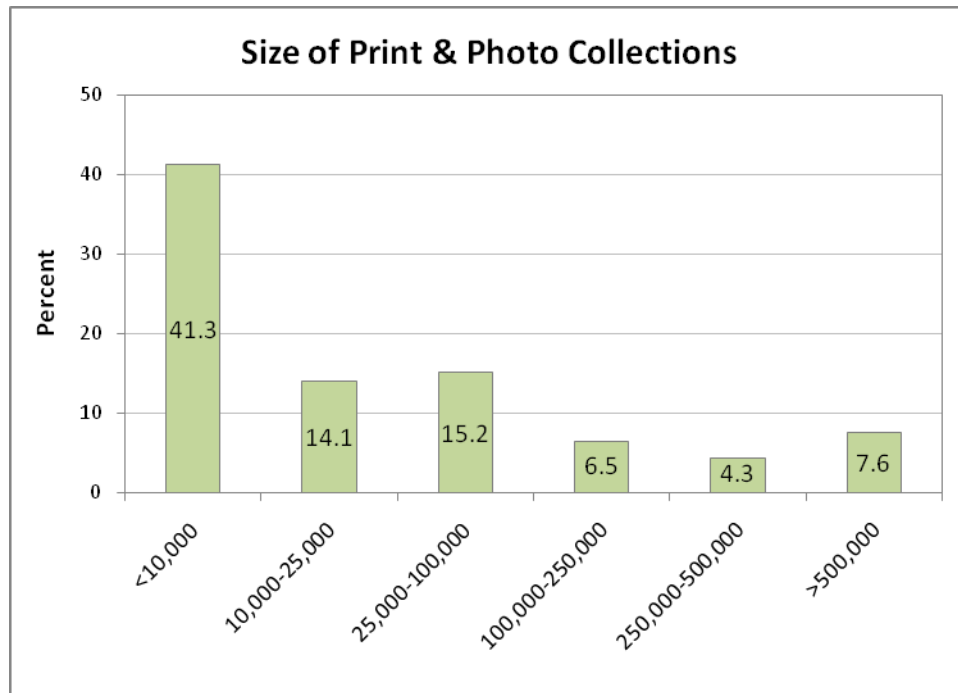
Section 7/8: Collection Data – Photographs and Prints

Question 115: Does your VR collection contain photographs or prints?

A little over 34% of respondents reported having a photograph and print collection at their institution (92 out of 270).

Question 120: What is the size of your photograph and print collection?

	Frequency	Percent
Less than 10,000	38	41.3
10,000 to 25,000	13	14.1
25,000 to 100,000	14	15.2
100,000 to 250,000	6	6.5
250,000 to 500,000	4	4.3
Over 500,000	7	7.6
Size not given	10	10.9
Total	92	



The majority of print and photograph collections have fewer than 10,000 items (41.3%); 55.4% of collections are “small”, 21.7% are “medium” and 11.9% are “large”.

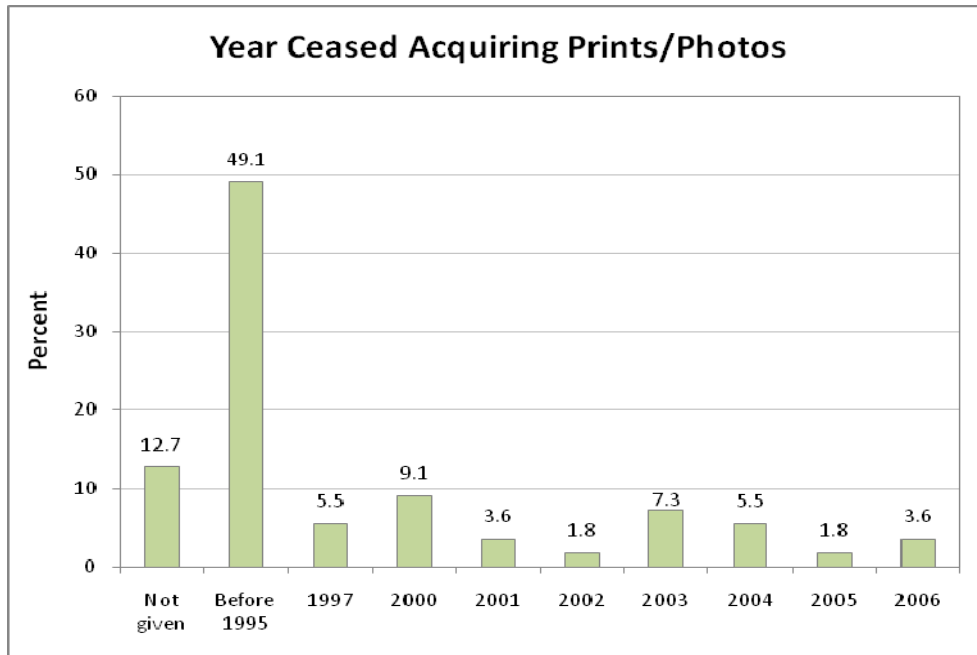
Question 124: How many photographs or prints do you acquire per annum?

	Frequency	Percent
Acquisitions stopped	55	59.8
Under 1,000	17	18.5
1,000 to 5,000	5	5.4
Over 5,000	5	5.4
Not given	10	10.9
Total	92	

Almost 60% of respondents report acquisitions have stopped for their photograph and print collections. Of those still collecting photographs and prints, the majority acquires less than 1,000 per year and only a few acquire 1,000 or more per year.

Question 125: If your acquisitions have ended, in what year did you cease acquiring photographs or prints?

	Frequency	Percent
Not given	7	12.7
Before 1995	27	49.1
1997	3	5.5
2000	5	9.1
2001	2	3.6
2002	1	1.8
2003	4	7.3
2004	3	5.5
2005	1	1.8
2006	2	3.6
Total	55	



Most VR collections ceased to collect study photographs and prints long before ceasing to collect analog slides.

Question 126: What is your budget in US dollars for acquiring photographs or prints?

	Frequency	Percent
Acquisitions stopped	55	59.8
None	12	13.0
Under \$5,000	7	7.6
Over \$5,000	7	7.6
Not given	11	12.0
Total	92	

Few respondents (14) reported a budget. These were split equally between small (under \$5,000) and large (over \$5,000) budgets.

Question 129: What is the circulation and/or in-house usage rate of your photograph or print collection per annum?

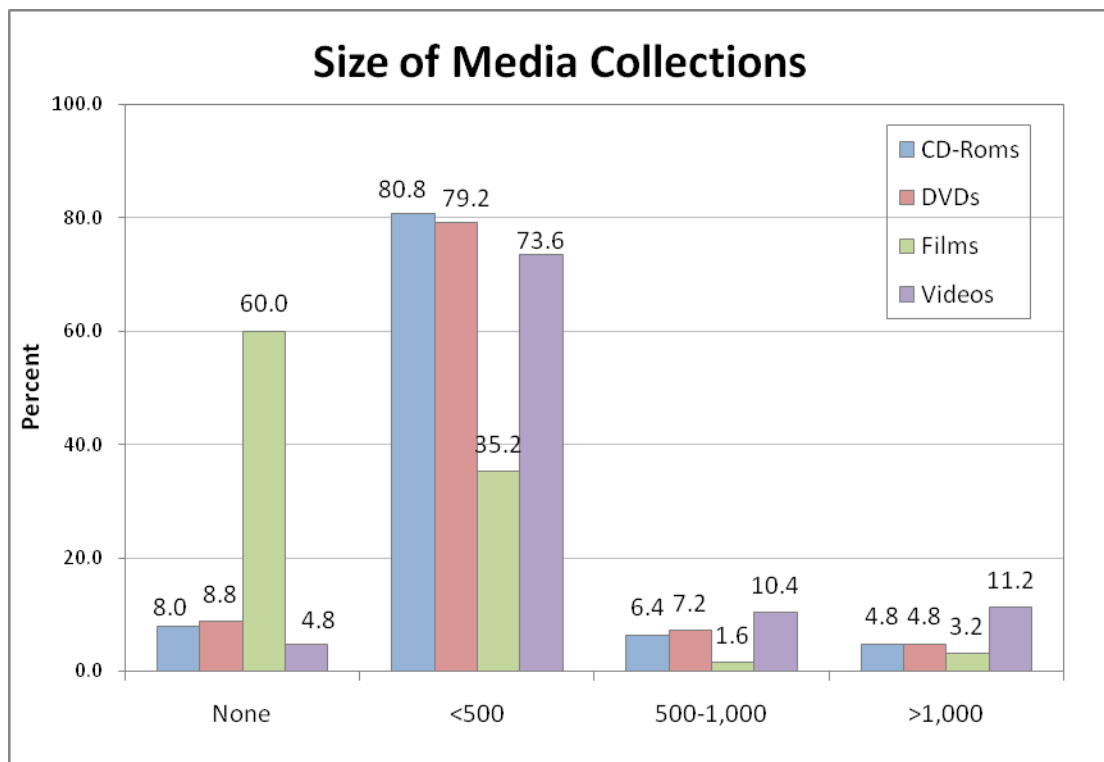
	Frequency	Percent
Still kept, but no longer used	31	33.7
Less than 5,000	44	47.8
5,000 - 20,000	6	6.5
Over 100,000	1	1.1
Not given	10	10.9
Total	92	

Section 9: Collection Data – Media: Videos/DVDs/CD-ROMs/Films

Question 130: Does your VR collection contain videos, DVDs, CD-ROMs or films?

47.0% of respondents report having a CD-ROM/DVD/Video/Film collection at their institution.

Questions 133 – 136: What is the size of your CD-ROM, DVD, Video, and Film collections?



For CD-ROMs, DVDs and videos, the dominant size group is “small”, or less than 500 media. For CD-ROM, DVD, and film collections the upper end is very thin – a small overall percentage of collections are “medium” or “large” in size. For video collections a more significant portion of respondents reported having “medium” and “large” size video collections. The dominant size group for film collections is “none” with 60% of respondents reporting not having a film collection; 35.2% have a “small” collection while a tiny percentage have a “medium” or “large” collection.

Questions 137 – 140: Number of acquisitions per annum of CD-ROMs, DVDs, videos, and films?

	DVDs	CD-ROMs	Videos	Films
None	17.6%	29.6%	31.2%	80.0%
< 500	77.6%	68.8%	68.0%	20.0%
> 500	4.8%	1.6%	.8%	0.0%

This table shows the percentages of three acquisition categories (“None”, “Less than 500” and “More than 500”) for the four types of media (the percentages sum down columns).

For DVDs, CD-ROMs and videos the largest category is “Less than 500”; that is, most collections are acquiring less than 500 items of those types of media annually. Only 4.8% of collections acquire more than 500 DVDs per annum while very small percentages acquire more than 500 CD-ROMs and videos. For films, the largest category is “None”: the majority of collections (80%) are not actively acquiring films. The remaining 20% acquire less than 500 films yearly.

Questions 144–147: What is the annual circulation/usage rate of your CD-ROM, DVD, video, and film collections?

	DVDs	CD-ROMs	Videos	Films
None	16.0%	24.4%	11.7%	68.6%
< 100	57.1%	69.7%	62.5%	29.7%
> 100	26.9%	5.9%	25.8%	1.7%

For DVDs, CD-ROMs and videos the largest category is “Less than 100”; that is, most collections are circulating less than 100 items of those types of media annually. Approximately one-quarter of collections are circulating more than 100 DVDs and videos per annum while only about 6% of collections circulate that many CD-ROMs and only 1.7% circulate that many films. Over 69% of collections do not circulate their films and approximately one-quarter do not circulate their CD-ROMs.

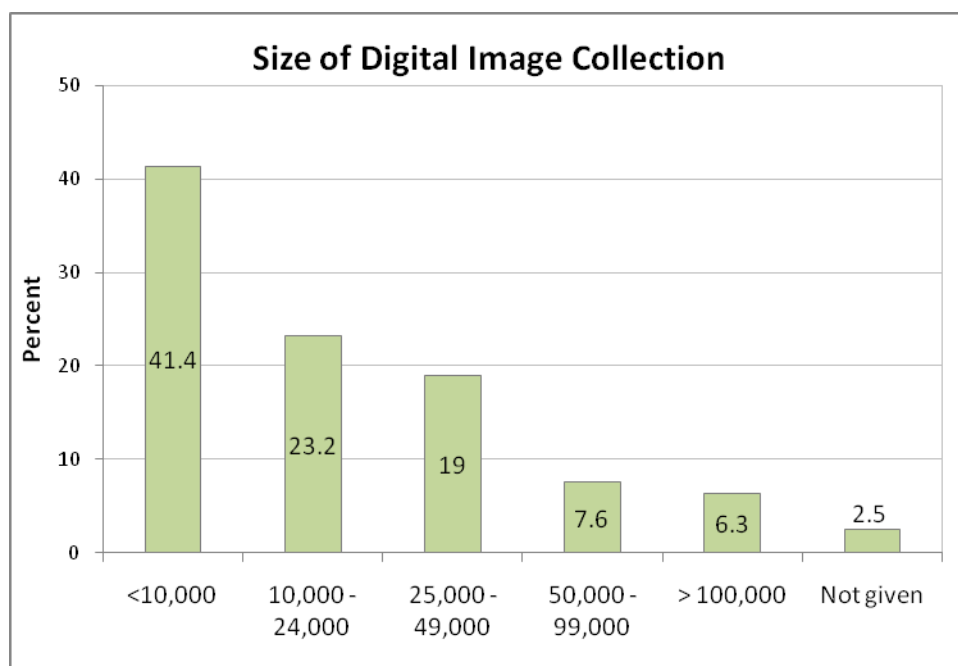
Section 11/12: Collection Data – Locally Produced Digital Images

Question 148: Does your unit have a digital image collection?

Over 88% of respondents reported having a digital image collection at their institution (237 out of 267).

Question 151: What is the size of your locally developed collection? Count “master” images only, not derivatives.

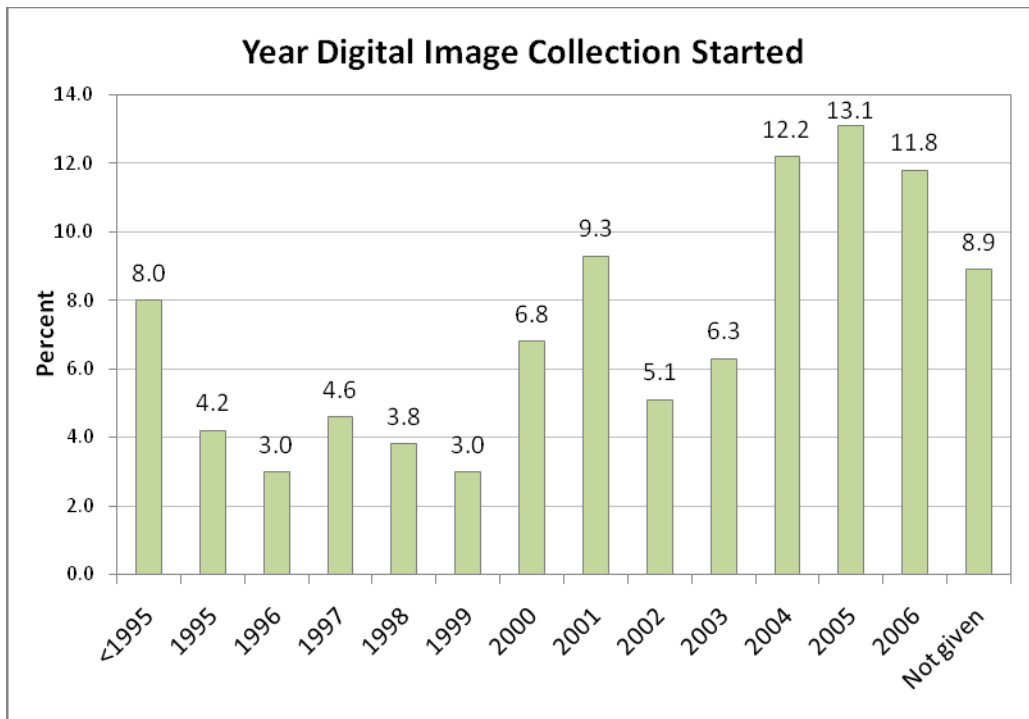
	Frequency	Percent
Less than 10,000	98	41.4
10,000 to 24,000	55	23.2
25,000 to 49,000	45	19.0
50,000 to 99,000	18	7.6
Over 100,000	15	6.3
Not given	6	2.5
Total	237	



- The majority of locally developed digital image collections contain fewer than 10,000 items (41.4%).
- Small collections (<25,000) outnumber larger ones with 64.6%.
- 26.6% are medium size.
- 6.3% are in the large category (>100,000).

Question 152: If you have a locally developed digital image collection, in what year was it started?

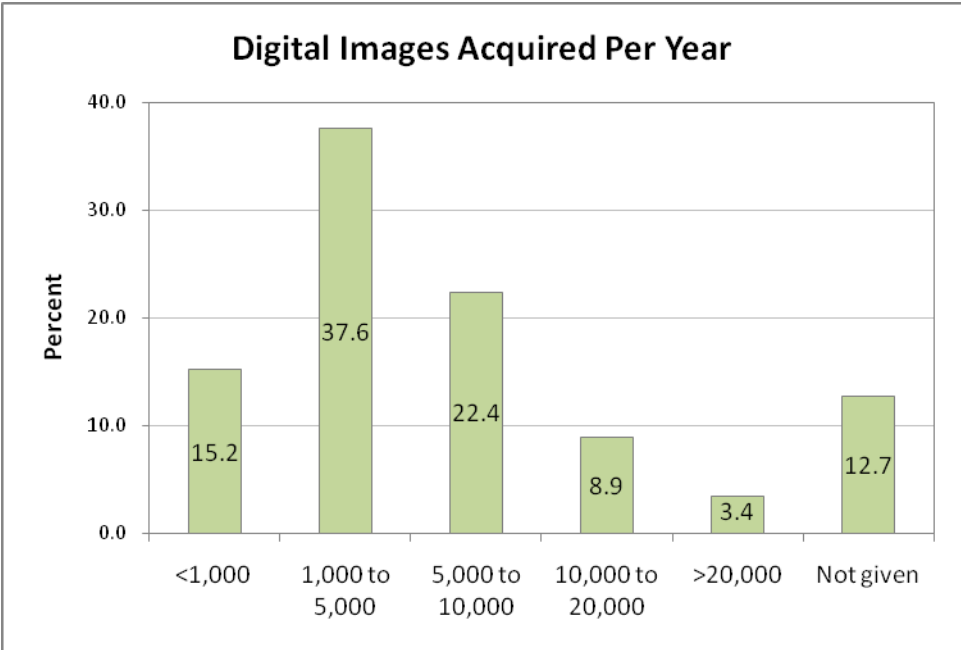
	Frequency	Percent
Before 1995	19	8.0
1995	10	4.2
1996	7	3.0
1997	11	4.6
1998	9	3.8
1999	7	3.0
2000	16	6.8
2001	22	9.3
2002	12	5.1
2003	15	6.3
2004	29	12.2
2005	31	13.1
2006	28	11.8
Not given	21	8.9
Total	237	



These statistics show that 2004 was an important year. Over 37.1% of respondents reported starting digital collections from 2004 to 2006.

Question 153: How many digital images do you acquire per annum?

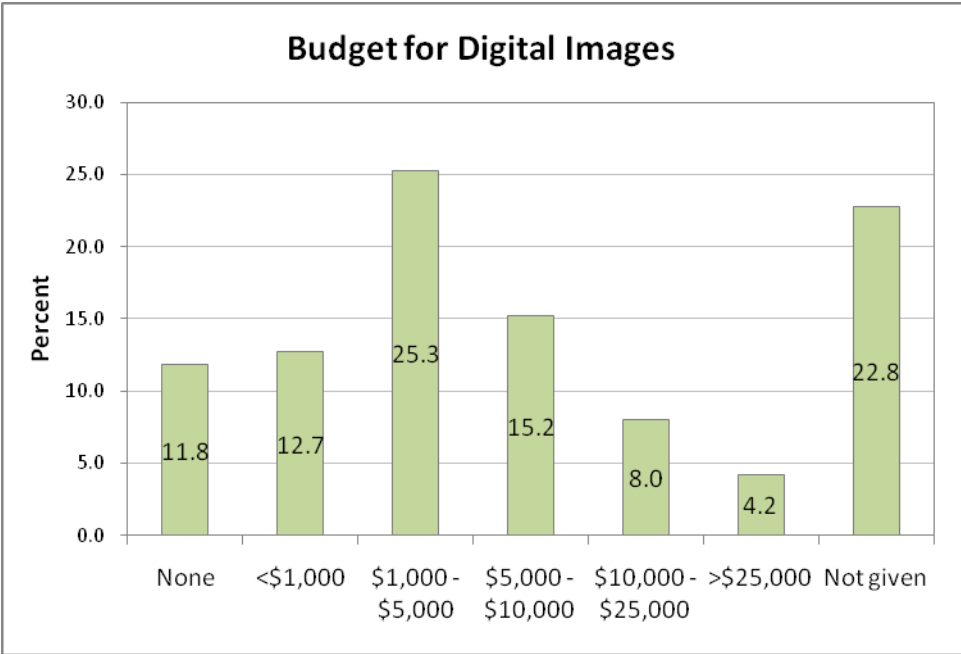
	Frequency	Percent
Under 1,000	36	15.2
1,000 to 5,000	89	37.6
5,000 to 10,000	53	22.4
10,000 to 20,000	21	8.9
Over 20,000	8	3.4
Not given	30	12.7
Total	237	



Most digital image collections (37.6%) reported an acquisition rate of 1,000-5,000 per year; the second highest rate (22.4%) was 5,000-10,000 per year.

Question 159: What is your annual budget for acquiring locally produced digital images?

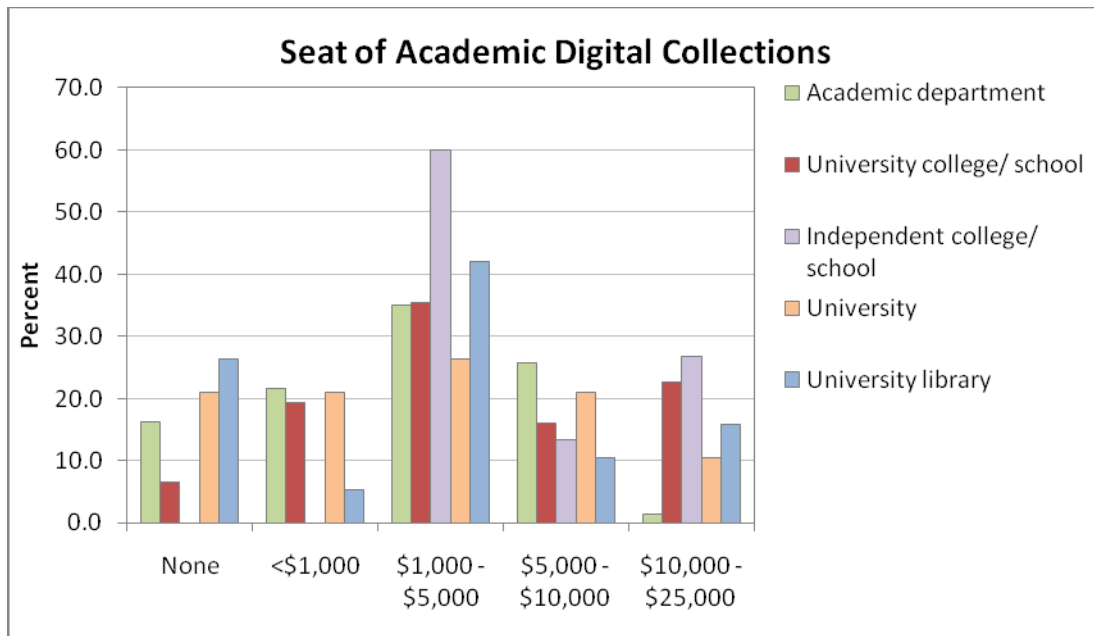
	Frequency	Percent
None	28	11.8
Under \$1,000	30	12.7
\$1,000 - \$5,000	60	25.3
\$5,000 - \$10,000	36	15.2
\$10,000 - \$25,000	19	8.0
Over \$25,000	10	4.2
Not given	54	22.8
Total	237	



Half of all reporting digital collections fall in the low range with no budget to only \$5,000 per year.

Seats of digital collections in academic institutions

		Academic department	College/school (within larger university)	Independent college/school	University	University library	Overall
Budget for digital image acquisitions	None	16.2%	6.5%	0.0%	21.1%	26.3%	14.6%
	Under \$1,000	21.6%	19.4%	0.0%	21.1%	5.3%	17.1%
	\$1,000 - \$5,000	35.1%	35.5%	60.0%	26.3%	42.1%	37.3%
	\$5,000 - \$10,000	25.7%	16.1%	13.3%	21.1%	10.5%	20.3%
	\$10,000 - \$25,000	1.4%	22.6%	26.7%	10.5%	15.8%	10.8%



Size, acquisitions, and usage rates do not vary by the seat of locally developed digital image collection; however, the budget does vary by seat of collection. This cross-tabulation illustrates the differences.

Overall, 10.8% of collections fall into the largest budget category; however, only a tiny percentage (1.4%) of collections housed in academic departments have budgets of that size. Collections housed in colleges within universities or at independent colleges report an above-average level (22.6% and 26.7%) in this budget size category.

Question 162: Approximately how many of your locally produced digital images are used per week?

	Frequency	Percent
Less than 500	101	42.6
500 to 2,000	61	25.7
Over 2,000	12	5.1
Not given	63	26.6
Total	237	

This question is very hard to assess since few institutions have methods of accurately tracking these statistics. Usage reports of digital image collection images is on the low side with over 42% using less than 500 per week and another 25.7% using between 500 and 2,000 weekly.

Question 163: How are locally developed digital image collections used at your institution?

Digital collections are used for:

- Classroom projection: 81.9% responded yes.
- Research: 55.3% responded yes.
- Study: 75.9% responded yes.

The statistics indicate that most images are being utilized in the classroom with a substantial percentage also used for research and study.

Section 13/14: Digital Collection Data – Licensed Images and Subscriptions to Image Collections

Question 165: Which digital image collections are available at your institution?

This chart documents the use reported by respondents of a number of licensed digital image collections. ARTstor leads with at least 57% more licenses than any of the other collections included in the survey.

	Frequency	Percent
ARTstor	142	75.5
Camio	34	18.1
Amica	33	17.6
Luna Insight Community Collections	33	17.6
Scholars Resource	30	15.9
RLG Cultural Materials	27	14.3
AccuNet/AP Multimedia Archive	25	13.3
Corbis Images	12	6.3
Bridgeman Education	9	4.8
Other: Pictures of Record, Grove Art Online, Archivision, Saskia	24	12.7

Use of ARTstor with another licensed digital image collection

	Frequency of collection users	Frequency of collection users also using ARTstor	Percent of collection users also using ARTstor
<i>Camio</i>	34	24	70.6
<i>Amica</i>	33	19	57.6
<i>Luna Insight</i>	33	22	66.7
<i>Scholars Resource</i>	30	19	63.3
<i>RLG Cultural Materials</i>	27	24	88.9
<i>AccuNet/AP Multimedia Archive</i>	25	16	64.0

Question 174: How has the presence/use of licensed digital collections and/or digital collection subscriptions at your institution impacted your specific job?

Impact to Job Responsibilities	<i>Of 158 respondents</i>
Added new responsibilities	70.3
Made no difference	25.9
Took away responsibilities	20.9
Both added and took away responsibilities	17.1

Section 17: Digital Collections: Focus and Mission

Question 193: Please indicate the level of access to your digital collections.

	Type of access	Frequency	Percent
Restricted access	On-campus/site use by means of a password/login for entire institutional community	148	64.3
	Remote use by means of a password/login for entire institutional community	137	59.6
	Full use for staff / limited use for students (restrictions on image usage and size)	98	42.6
	Student access to course support by specific course enrollment only	95	41.3
Unrestricted access	Public walk-in access to library/public use computer terminals	11	4.8
	Open public website	44	19.1
	Total respondents	230	

Note that the types of restricted access are not mutually exclusive, i.e., institutions may have more than one type of restriction in place.

To give a sense of how many institutions place few or no restrictions on access to their collections, “Public walk-in access...” is reported if a respondent did not select any of the restricted options.

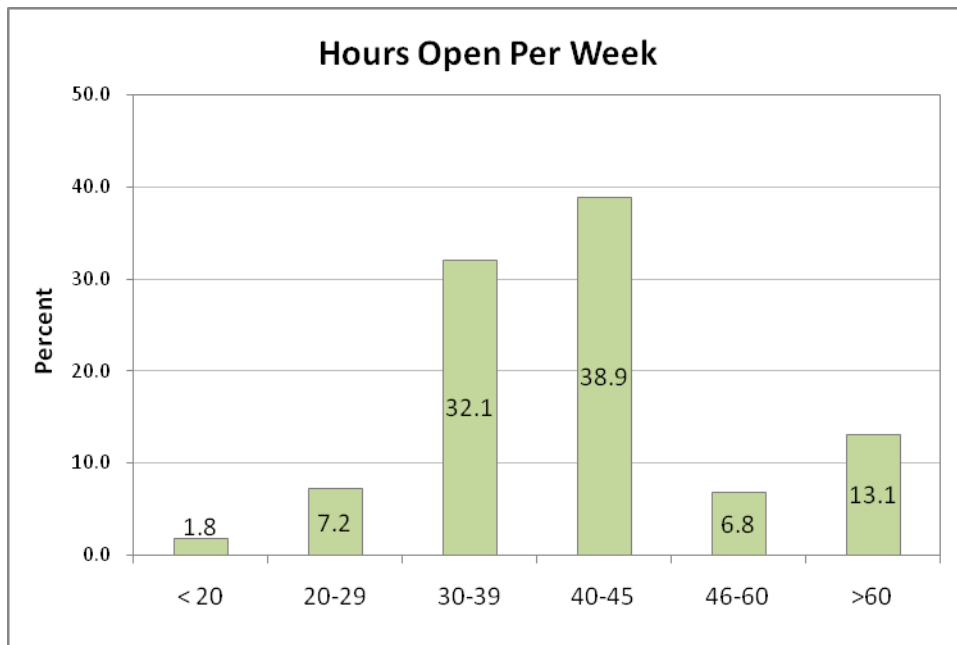
The number of collections with “open public website” access is reported regardless of whether they restrict their collections in some other way.

Only 7.8% reported public walk-in access, public website access, or both without selecting restrictions. We might assume then that 7.8% of people who answered the question have no restrictions on access to their collections.

Section 18: Facilities

Question 204: How many hours per week are your collections open?

	Frequency	Percent
Less than 20	4	1.8
20-29	16	7.2
30-39	71	32.1
40-45	86	38.9
46-60	15	6.8
Over 60	29	13.1
Total	221	



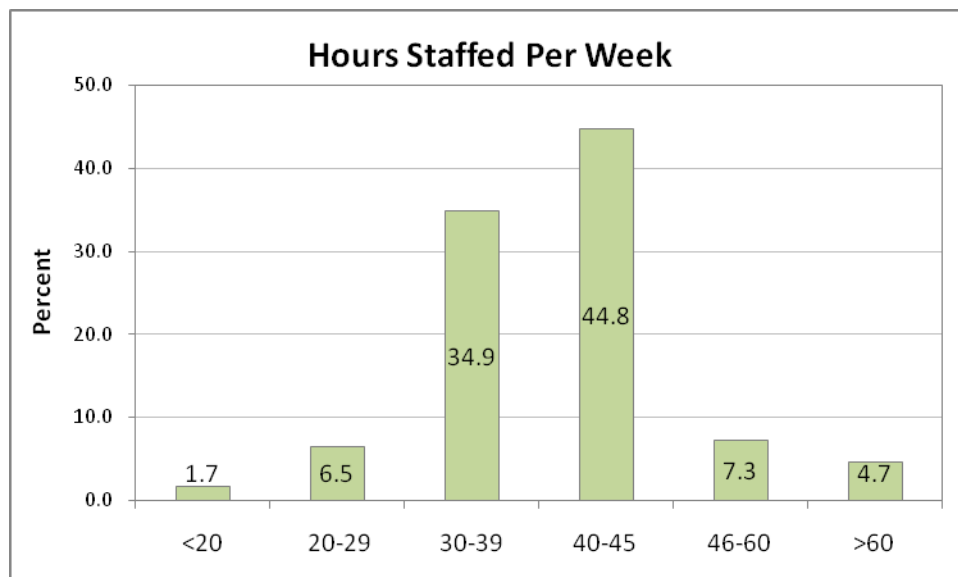
Hours/week collections open by seat of academic institution collection

		Academic department	University college/school	Independent college/school	University	University library	Overall
Hours/week collections open	20-29	9.6			4.2	7.4	5.9
	30-39	39.8	12.5	19.0	41.7	33.3	32.1
	40-45	38.6	75.0	28.6	41.7	33.3	43.3
	46-60	2.4	6.3	23.8	8.3	3.7	6.4
	Over 60	9.6	6.3	28.6	4.2	22.2	12.3
Total		100.0	100.0	100.0	100.0	100.0	100.0

Overall, more collections are open 40-45 hours per week, with a substantial majority (75%) of “College/school within a larger university” collections open these hours.

Question 205: How many hours per week are your collections staffed?

	Frequency	Percent
Less than 20	4	1.7
20-29	15	6.5
30-39	81	34.9
40-45	104	44.8
46-60	17	7.3
Over 60	11	4.7
Total	232	



Hours/week collections staffed by seat of academic institution collection

		Academic department	University college/school	Independent college/school	University	University library	Overall
Hours/week collections staffed	20-29	10.6		4.5		3.6	5.7
	30-39	42.4	9.4	31.8	44.0	39.3	35.4
	40-45	43.5	81.3	22.7	48.0	35.7	46.9
	46-60	3.5	6.3	27.3	8.0	3.6	7.3
	Over 60		3.1	13.6		17.9	4.7
Total		100.0	100.0	100.0	100.0	100.0	100.0

The greatest number of collections is staffed for 40-45 hours per week.

It is statistically significant that the hours per week that collections are open and staffed vary by both the seat of the collection and the size of the institution.

Hours/week collections staffed by institution enrollment size

		Under 2,000	2,000 - 10,000	10,000 - 20,000	20,000 - 30,000	Over 30,000	Overall
Hours/week collections staffed	20-29	14.7	5.1	7.8			5.6
	30-39	35.3	43.6	41.2	29.7	17.6	34.4
	40-45	23.5	35.9	45.1	54.1	70.6	45.6
	46-60	14.7	5.1	3.9	8.1	5.9	7.2
	Over 60	8.8	5.1	2.0	5.4	5.9	5.1
Total		100.0	100.0	100.0	100.0	100.0	100.0

The 40-45 hours per week staffing category is the largest; this chart demonstrates that institutions with the largest enrollments favor this staffing range.

Section 20: Collections: Cataloging and Metadata

Questions 225-229: Which cataloging systems do you use?

	Frequency	Percent
FileMaker Pro	72	35.8
<i>VireoCat</i>	18	9.0
<i>IRIS</i>	16	8.0
MS Excel	48	23.9
MS Access	38	18.9
Manual/cards	29	14.4
In-house	24	12.3
EmbARK	19	11.0
Extensis Portfolio	15	7.5
Luna Inscribe	13	6.2
Total	199	

Other cataloging systems, with fewer than 8 but more than 2 respondents reporting, use: ARGUS, Canto Cumulus, Re:discovery, The Museum System (TMS), Innovative Interfaces, Endeavour/Voyager.

The cataloging system, IRIS, is the only database that demonstrably fluctuates across size of institution.

		Percent using IRIS
<i>Enrollment at institution</i>	Under 2,000	3.7
	2,000 - 10,000	26.5
	10,000 - 20,000	4.4
	20,000 - 30,000	3.1
	Over 30,000	11.1
Overall		9.7

Additional cataloging system use results:

- 64% of 228 respondents report using a relational database structure (as opposed to a flat file structure). This does not vary across institution size or seat of collection.
- 43% of 230 respondents report using more than one cataloging system for different media. This also does not vary across institution size or seat of collection.

Question 230: Which structural metadata standards do you use?

	Frequency	Percent
In-house	98	47.3
VRA-Core	141	68.1
Core-3	84	40.6
Core-4	80	30.6
Dublin Core	42	20.3
MARC	29	14.0
CDWA	10	4.8
CDWA-lite	7	3.4
Total	207	

Structural metadata standards use does vary by seat of collection for certain standards (Dublin Core and MARC); use does not vary for any by institution size. Dublin Core use is more common if the collection is housed in a college/school within a larger university and much more likely if the seat is the university library.

Seat of collection and Dublin Core use

		<i>Percent using Dublin Core</i>
Seat of academic institution collection	Academic department	12.0
	College/school within larger university	23.3
	Independent college/school	9.1
	University	18.2
	University library	40.0
Overall		18.4

Seat of collection and MARC use

		Percent using MARC
Seat of academic institution collection	Academic department	5.3%
	College/school within larger university	3.3%
	Independent college/school	22.7%
	University	9.1%
	University library	32.0%
Overall		11.5%

MARC use is more common if the collection is housed in an independent college/school and much more likely if the seat is the university library.

Question 232: Which data value (vocabularies/taxonomies) standards do you use?

	Frequency	Percent
Getty vocabularies (AAT, ULAN, TGN)	179	82.9
In-house	107	49.5
LC Subject Headings (LCSH)	98	45.4
LC Name Authority File (NAF)	75	34.7
LC Terms for Graphic Materials	49	22.7
ICONCLASS	34	15.7
Concepts	29	13.4
Codes	19	8.8
Total	216	

Data value standards use does vary by seat of collection for certain standards (LC-SH & LC-NAF); use does not vary for any collection by institution size.

Seat of collection and LC Subject Headings (LCSH) use

LC Subject Headings use is more common if the collection is housed in an independent college/school and much more common if the seat is the university library.

		Percent using LCSH
<i>Seat of academic institution collection</i>	Academic department	34.6
	College/school within larger university	40.0
	Independent college/school	63.6
	University	43.5
	University library	74.1
Overall		45.9

Seat of collection and LC Name Authority File (NAF) use

LC Name Authority File use is more common if the collection is housed in an independent college/school and much more common if the seat is the university library.

		Percent using LC NAF
<i>Seat of academic institution collection</i>	Academic department	24.7
	College/school within larger university	40.0
	Independent college/school	45.5
	University	34.8
	University library	55.6
Overall		35.5

Question 233: Which data content standards do you use?

	Frequency	Percent
<i>Cataloging Cultural Objects (CCO)</i>	120	69.0
<i>Anglo American Cataloging Rules (AACR)</i>	36	20.7
None	35	20.1
Total	174	

The use of the data content standard, *Anglo American Cataloging Rules*, varies by both the seat of collection and by institution size. The use of the remaining data content standards does not vary by either the seat or size of the collection.

Seat of collection and the use of Anglo American Cataloging Rules

		Percent using AACR
<i>Seat of academic institution collection</i>	Academic department	9.1
	College/school within larger university	7.4
	Independent college/school	35.3
	University	25.0
	University library	41.7
Overall		18.7

There appears to be a division in the use of the *Anglo American Cataloging Rules*. Collections housed in academic departments and colleges/schools within larger universities use *AACR* much less than average while collections housed in Independent colleges/schools, the university library, and university wide collections use *AACR* much more than average.

Institution size and Anglo American Cataloging Rules use

Generally speaking, smaller schools use *Anglo American Cataloging Rules* more than larger ones and mid-sized schools use *AACR* the least.

		Percent using AACR
<i>Enrollment at academic institution</i>	Under 10,000	55.2
	10,000 - 20,000	9.4
	20,000 - 30,000	23.3
	Over 30,000	10.3
Overall		19.2

Question 234: How is the use and implementation of data standards determined?

	Frequency	Percent
By collection unit	128	60.4
Implement by personal initiative	127	59.9
By main library	18	8.5
By another unit	5	2.4
Total	212	

Question 235: Do you create data records?

	Frequency	Percent
As original cataloging	211	99.1
Copying/uploading existing records from other sources (may include modification)	75	35.2
Total	213	