Academic Libraries Supporting Visual Culture: A Survey of Image Access and Use

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Academic library collections have largely reflected the dominance of text for teaching and scholarship, though our culture is increasingly visual. The authors developed a survey to answer questions about the demand for images in academic libraries and how librarians are adapting services and collections to a more visual culture. The survey was distributed to nine electronic mailing lists related to academic librarianship, resulting in 225 unique responses from diverse institutions. Survey responses indicate librarians embrace images and are finding creative ways to access both individual images and collections, though aspects of visual resources pose challenges.

Introduction

Verbal or textual forms of communication have long been the focus of teaching and scholarship at the postsecondary level. Even as images have become more prevalent and influential in our society, academic library collections have largely reflected the dominance of text. Visual resources have often resided in special collections or departmental facilities, with limited availability to the larger campus community.

Studies of visual culture are becoming more interdisciplinary. Barbara Stafford describes the "visualization of knowledge" expanding across curricula in the humanities, physical and biological sciences, and the social sciences.¹ Visual studies emerged as its own discipline in the late 1990s, with a number of universities adding programs or courses through diverse existing departments.² James Elkins and others have argued that visual literacy and visual studies of culture should be fundamental to a general undergraduate education. As visual culture expands and becomes more complex, universities should offer introductory courses that require specific visual competencies and sets of visual knowledge, regardless of the discipline. Academia should seriously consider what kinds of images can serve as a useful common ground for an education in images.³

The authors have seen evidence of rising interest in incorporating visuals into undergraduate teaching. At our own institution, freshman students in visual literacy courses study meanings and manipulations of images. American studies classes investigate images with political themes, and upper-division students in several courses create professional quality visual displays or multimedia presentations of research. This new demand for images has not only strengthened rationalizations for subscribing to image databases, it has impacted library instruction and reference services.

Is this growing interest in visual resources unique to our library? We suspect not. As evidenced by recent conference offerings and publications, librarians are increasingly interested in visual culture and visual literacy in higher education and the potential impact on libraries.⁴ Our observations left us curious about the current status of visuals in academic libraries. We

developed a survey to help answer questions about the demand for images in libraries and how academic librarians are adapting their services and collections to a more visual culture.

Research Questions

The focus of our survey is on visual resources available at academic libraries, excluding archives, departmental libraries (such as art), school media centers, or museum libraries. The intended audience includes academic librarians, visual resource curators, and anyone else who conducts image-related research.

The authors wanted insight into the following:

- How do academic librarians use and search for images?
- How and why do librarians teach users to access images?
- What demand do librarians see from faculty and students for images?
- Which licensed databases, links to free resources, or local collections do libraries provide for users' image needs?

Defining "images" and "visual" for the survey was somewhat difficult. We wanted to include any type of visual resource that might be useful in a learning environment but were primarily interested in separate, discrete, still images—two-dimensional objects that are visual in nature. We were not interested in images of items that were originally textual, such as digitized historical newspapers or diaries, nor in film clips or other moving images, graphic novels, art books, or patents. For the purposes of this study, our definition of images includes advertisements; artist files (which usually contain images and biographical information about local, more obscure artists); cartoons; drawings; paintings or prints; photographs; postcards; posters; images of realia, specimens, objects and architecture; medical images; menus; maps; charts or graphics; typefaces; and similar visual items.

Literature Review

The authors considered utilizing the *American Library Directory*⁵ to identify visual collections in the United States. However, using a directory would overlook libraries lacking

visual collections that are nonetheless meeting requests for visual resources through subscription databases or freely available Web resources. We scanned the library literature for articles—and particularly surveys—regarding the availability of visual resources in academic libraries, the demand for visual resources, and library support for utilizing images.

The earliest related reference is a 1973 article by M. Therese Lawrence, who surveyed librarians about the types of ephemera they had in their collections, what percentage of it was cataloged, and how it was accessible.⁶ Indeed, there are a number of articles about improving access to images or ephemera. *Merriam-Webster* defines ephemera as something of no lasting significance; it can include paper items (such as posters, broadsides, and tickets) that were originally meant to be discarded after use but have since become collectibles.⁷

William H. Helfland discussed the importance of ephemera images as primary source material, but bemoaned the difficulties of using varied search techniques to locate ephemera in private collections, museums, and libraries, which tend to have large cataloging backlogs of ephemera due to other priorities.⁸ In a special issue of *Art Libraries Journal* entitled "Ephemera as a Research Resource," Stephen Lowther addressed issues on cataloging ephemera within library collections.⁹ Jacqueline Cooke detailed her study of art ephemera from London events 1995-2005. She discussed how to make art library ephemera collections more accessible and suggests using Functional Requirements for Bibliographic Records (FRBR) for hierarchical searching or utilizing cross-references in digital collections.¹⁰ Beth M. Russell reported results of a survey of special collections catalogers in ARL libraries; her literature review outlines other surveys and case studies of administering cataloging of special collections.¹¹

Mary Laskowski and Barbara Bergman compared usage of and policies for media collections at their home institutions, the University of Illinois at Urbana-Champaign and Minnesota State University. They also distributed a national survey asking academic libraries about their audiovisual collection development and circulation policies.¹² Celia Walker surveyed museums, archives, and libraries in Tennessee about their visual arts collections and accessibility to those collections through finding aids, publishing projects, exhibitions or lectures, or digitization.¹³

The Visual Image User Study at Penn State University was of particular interest to the authors. Henry Pisciotta and others combined surveys, focus groups, interviews, observation, and analyses of authentication logs for two databases to study student and faculty use of images. The researchers developed two prototype image delivery systems: an image database utilizing CONTENTdm, a digital asset management system, and LionShare, a peer-to-peer system for managing and sharing individual image collections. They found faculty in the five colleges they surveyed made heavy use of images for teaching; these were often analog images from individual faculty collections. Students were primarily concerned about the quantity and quality of images available. Their survey respondents used more than 190,000 images per semester.¹⁴

David Green and his research team surveyed and interviewed faculty and staff at thirty-one liberal arts colleges, plus Harvard and Yale, about their use of digital materials. Respondents reported using digital images in 83 percent of

courses taught. Most (91 percent) reported using images from personal collections at least sometimes, and 85 percent used the Web at least sometimes to acquire images. Fifty-two percent said they never used licensed databases for images. Green makes recommendations to academic libraries about publicizing licensed databases, creating subject portals linking to quality images, and designing policies and tools to help faculty manage and organize personal and institutional image collections.¹⁵ Robert C. Schonfeld completed a similar study of images used for teaching and learning at seven liberal arts colleges and found tensions as campuses transition from personal or departmental slide libraries to digitized, institutional collections.¹⁶

In summary, the authors found articles outlining the challenges of offering visual resources in libraries, as well as some localized surveys concerning the availability and use of visual resources. We intend to provide a broader picture of image-related services and collections in academic libraries, as well as the demand for those resources.

Methodology

The authors created a survey using SelectSurvey.net. The survey consisted of thirty-eight questions, although the software allowed us to guide respondents to relevant questions depending on their answers to key questions in the survey. For example, respondents from libraries without local image collections were diverted from questions about local collections. Some questions allowed for multiple answers, adding up to responses exceeding 100 percent. Survey questions are listed in Appendix A.

The survey was available for three weeks in October and November 2007 after trial runs with library colleagues. The survey links went to several distribution lists representing varied positions in academic libraries: ARTS-LIB, ARLIS-L, ACQNET-L, COLLDV-L, LIBREF-L, ILI-L, MARS-L, AUTOCAT-L, and DIGLIB-L. Participants were asked to identify their institutions and optionally provide an e-mail address if the authors could contact them for further information. Otherwise, respondents were anonymous.

Profile of Respondents

We received 225 unique responses to the survey, though a number of participants dropped out as the survey progressed. Ultimately, there were 159 completed surveys, but the responses to incomplete surveys proved informative and are included in the analysis. Respondents listed their top three job duties as reference (71 percent), instruction (63 percent), and collection development (51 percent). At a distant fourth, 22 percent indicated that administration was a primary job duty. Respondents hold a variety of job titles; the most common title from fifty respondents was reference or public services librarian. Twenty participants listed their job titles as art, architecture, or fine arts librarian, and four hold the title of visual resources librarian or curator. Nineteen have director in their title, and fifteen are department heads. Eleven respondents listed their job titles as cataloger, technical services, or metadata librarian.

The respondents were almost equally split between having faculty status (48 percent) and academic professional status (44 percent). Seven percent indicated they have staff or paraprofessional status.

Most (47 percent) of the respondents work at institutions that award doctorates; 25 percent are from institutions awarding master's degrees. Seventeen percent work at institutions where the baccalaureate is the highest degree granted, and 11 percent are employed where the associate is the highest degree granted. Respondents represented institutions in forty-one U.S. states and territories, five Canadian provinces, and eight other countries, though only sixteen responses were from outside the United States.

Findings: Librarians and Images

We asked participants to identify activities in which they had engaged related to the acquisition of images or image databases. Approximately half (52 percent) had not selected or purchased images for their libraries. A third (34 percent) selected for acquisition a digital image collection or image database. Eighteen percent selected individual images, and 13 percent selected a collection of print images. Ten percent had negotiated a license agreement for an image database or digital collection, and 6 percent negotiated to purchase or receive a print collection.

Seventy-seven of 185 respondents answered a follow-up question asking why they selected or purchased images for their libraries. Twenty-two said they selected or purchased images to meet the expressed or perceived demands of faculty and students. Nineteen did so in response to requests or needs in specific departments, primarily in the fine arts. Fourteen saw images as important to teaching, curricula, or visual literacy. Selecting images is a regular collection development activity for seven of the respondents, and six said they were replacing slide collections. Figure 1 outlines participants' technical service activities related to images and shows that while more than half have no responsibilities for images, almost a third have worked with image metadata.

Figure 1: Technical service responsibilities for images

Academic librarians use images in a variety of ways. The most frequent use of images is to engage students during library instruction sessions (63 percent of respondents). More than half (57 percent) use images in their presentations to professional audiences. Fifty-five percent use images to illustrate the search process to students. Forty-three percent utilize images in online tutorials. A fair amount (26 percent) use images to teach visual literacy concepts. Twelve percent do not use images in their work at all. Finally, a few respondents use images in conjunction with displays and exhibits and in library marketing materials.

Librarians provide a variety of image-related instruction. The most common type of instruction is teaching students and faculty how to find images in print or online formats (74 percent). Many librarians teach the ethical and legal aspects of image use (56 percent) and how to actually acquire the image—downloading and scanning, for example (43 percent). Seven percent said they assist with the design aspects of image use, such as placement and color. Eighteen percent of those who took the survey said they have not provided students or faculty any image-related instruction. Figure 2 lists settings where librarians provide image instruction.

Figure 2: Settings for image instruction

We asked participants how they prefer to search for images. The largest number of respondents (85 percent) reported using general or image search engines like Google or Ask.com. Seventy-three percent use subscription databases like Academic Search Premier or ARTstor. Thirty-nine percent utilize local image collections, and 27 percent search their library catalog for images. Twenty-two percent take advantage of locally developed finding aids, and 11 percent use print indexes. Two percent said they had never searched for images. Figures 3 and 4 highlight the subscription databases and search engines preferred by participants for searching images. Appendix B provides a complete listing of fee-based and free resources used by survey respondents to find images.

Figure 3: Top subscription databases used to find images

Figure 4: Top search engines used to find images

Demand for Images

Survey results reveal a comparable demand for images from both university students and faculty. Forty-one percent of respondents indicate occasional requests for images from students (five or fewer requests per semester). Twenty-five percent of respondents report frequent (one to five requests per week) or many (more than five requests per week) requests for images from students. Only seven percent indicate they receive no image requests from students.

Thirty-nine percent of participants indicate they have occasional requests for images from faculty. Twenty-one percent of respondents said they receive frequent or many requests for images from faculty per week. Fifteen percent indicate they

have not received any image requests from faculty. Significant percentages (27 and 25, respectively) are uncertain about the number of requests from students and faculty.

Students and faculty use images in different ways. Students most frequently use images (69 percent) to incorporate them into assigned school projects, including displays, exhibits, posters, and papers. Almost as often, students require images for use in multimedia presentations (67 percent). Fifty-two percent of respondents indicated that students need to find a specific image and analyze that image. Other ways students use images include for pleasure, for studio work inspiration, and to help create theater props. Figure 5 indicates that students most often seek photographs or copies of paintings when conducting image research.

According to survey participants, the most common way faculty members use images is to supplement a class lecture (68 percent). Additional reasons for image use by faculty are for class analysis exercises (53 percent), for courseware or other online instruction (40 percent), and finally for use within their publications (35 percent). Thirty percent do not know how faculty members use images.

We asked participants to estimate the number of requests per semester from various academic departments. For the most part, respondents are uncertain about how many requests come from given departments. They did report a significantly higher number of requests from art departments. History has the second highest demand. Communications/journalism, theater, English, engineering/architecture, health sciences, and education/social sciences round out the top half of our list. Respondents report at least some demand from every department on our list, including American/ethnic studies, business, geology/geography, life sciences, physical sciences, women's studies, and family and consumer sciences.

Respondents also report some demand for images from non-academic entities on campus. University public relations (24 percent) and development offices (21 percent) make the most requests. A large percentage (66 percent) reported no demand from other campus units or are uncertain about demand.

Image Resources Provided for Users

What image resources do academic libraries make available to their users? We asked survey participants to identify subscription image databases at their libraries. Twenty-four percent said their libraries do not subscribe to any image databases. Nearly half (47 percent) subscribe to *ARTstor*. Twenty percent subscribe to *Sanborn Fire Insurance Maps*; 16 percent, *AP Images*; 11 percent, *Bridgeman Art Library*; and 10 percent subscribe to *Camio*. Three percent subscribed each to *CSA Illustrated* and *Corbis*. Other subscription databases mentioned are listed in Appendix B.

The authors were curious as to whether libraries provide links to free image resources on their Web sites. Thirty-six percent said their libraries do not link to any free Web-based image resources. Thirty-nine percent link to local image collections, and 47 percent link to collections from other libraries, museums, or archives. Nineteen percent take advantage of portals created by other libraries. Eleven percent link to Flickr or other photo sharing sites. Participants could optionally list their favorite free image sites, which are shown in Appendix B.

Figure 5: Types of images sought by students

Figure 6 lists image-related equipment offered by academic libraries. In addition to the choices included in the survey, respondents' libraries offer camera and copy stands, multimedia workstations, slide scanners, and ARTstor Offline Image Viewer.

Figure 6: Image-related equipment offered by academic libraries

Image Policies and Collections

We directed one set of questions in the survey exclusively to the 102 respondents who indicated that their libraries have one or more local image collections. Eighty-three percent report digitized or online collections, 50 percent have print image collections, and 42 percent have collections of slides or negatives.

The authors asked about access to and circulation of collections. About half (51 percent) are accessible by all patrons, including the general public. Thirty-two percent limit access to individuals affiliated with the institution, and 2 percent allow access only to members of select departments. Fifteen percent have access policies that vary by collection. A couple of collections are accessible only by appointment. Fourteen percent circulate their image collections, while 24 percent do not. Twenty-eight percent have circulation policies that vary by collection. Some collections, particularly slides, are checked out only to faculty or graduate students. Other libraries circulate images except those in special collections. Two require special approval to check out images, and one library allows circulation for exhibitions. Figure 7 highlights the types of images participants have in their libraries.

Themes of collections include sheet music, wildflowers, medicine, gambling, the history of science, the history of technology, earthquakes, disaster relief, maritime history, engineering, and Cuban heritage. Half of the fifty-eight respondents reporting themed collections identify local, regional, or institutional history as the focus. Twelve respondents report collections with art, architecture, or design themes. Forty-one percent of

respondents with image collections say their collections do not have a theme.

Asked where the image collections are located, 54 percent responded that they are located in the university archives or a museum. Forty-nine percent have a closed collection within the library. Another 5 percent have collections in a library reading room. Twelve percent report image collections in their open library stacks. The largest percentage (63 percent) offer collections online.

Figure 7: Types of images collected

Conclusion

The authors were surprised at some of the survey results. Higher percentages of respondents than anticipated are utilizing images in presentations to students or professional audiences (91 percent) and instructing students on how to find images (85 percent). Most (76 percent) said their libraries subscribe to an image database. Two-thirds represent libraries with at least one image collection. Only 2 percent said they have never searched for images. We gleaned from the responses a useful list of both subscription and free image resources (listed in Appendix B), many of which were new to us. We recognize that our participants were self-selecting, however, and we expect that many of those who completed the survey may have more interest in images than does the general academic library population.

We asked respondents for additional comments related to the survey. Many expressed interest in offering or improving access to images, but they also mentioned some of the challenges associated with images—particularly digital images. Subscription image databases and digitizing collections can be expensive. Digitization expands access to visual resources, but—as one of the respondents points out—fails to capture valuable

features of the original, like watermarks, inscriptions, or even frames. Some digital collections are transitory and are no longer available. Several respondents mentioned copyright, both in terms of utilizing images themselves and helping students use downloaded images ethically.

Over a third (36 percent) of the respondents indicated that their libraries do not link to image resources freely available on the Web. We are concerned that this may reflect a lack of recognition of the value of images for the academic community or at least a lack of awareness about free image resources. Images are an increasingly prevalent and influential part of today's society. Television, movies, video games, magazines, graphic novels, social networking sites and other Web sites, and even mobile devices take advantage of the power of images to communicate and influence thoughts and behavior. Academic libraries provide resources for learning and for the creation of new knowledge; overlooking images in our collections and services excludes a wealth of information.

Academic librarians and teaching faculty will find many reasons to use images. First, many learners are visually oriented. Kate Manuel states that the average student retains 10 percent of what she reads, but 20-30 percent of what she sees.¹⁷ Cognitive scientists have also found that, in general, memory for images is better than memory for words.¹⁸ Images can promote critical thinking. Images are efficient—they condense information and communicate ideas quickly. Visuals used in instruction presentations, online tutorials, or handouts can clarify information literacy concepts. Benjamin Harris remarks that multiple literacies are not performed in isolation of one another. "Media, computer, visual and information literacy all point to a variety of skill sets that are intertwined in the encoding, decoding, and presentation of texts, regardless of their medium of delivery."¹⁹ Adding book jacket images or concept maps can aid users in utilizing catalogs and article databases. Next Generation catalogs, such as Ungava, are in the experimental stage of providing library users with information visualization.²⁰

Many visual resources are available, but some worthwhile collections remain hidden or isolated from potential users. Librarians should facilitate access to these collections. An easy first step is to link from library Web pages to freely available, organized image collections that match users' needs. Appendix B lists some excellent examples. Offering workshops to students and faculty on how to use the image databases and resources available via the library is another good promotional tool. Librarians should watch for opportunities to include image-related library instruction across disciplines and analyze syllabi to determine where images might enhance student projects. Communication with departments on campus is important to create solutions for facilitating access to individual collections, as Penn State did with its institutional repository and peer-to-peer systems.²¹ An even more challenging step is taking a leadership role in collaborating with scholars to secure funding to create and provide inter-institutional access to images, as in the case of the Society of Architectural Historians Architecture Resources Archive project.²² As academic communities increasingly recognize the value of images for research and instruction, libraries must take steps to incorporate and improve access to image collections, or we will find ourselves tangential to a visual culture.

Notes

1. Barbara Maria Stafford, *Good Looking: Essays on the Virtues of Images* (Cambridge, MA: MIT Press, 1996), 23, 71.
2. James Elkins, *Visual Studies: A Skeptical Introduction* (New York: Routledge, 2003), 1-14.
3. A number of scholars contributed papers on visual literacy in educational settings in James Elkins, ed., *Visual Literacy* (New York: Routledge, 2008). See also Elkins, *Visual Studies*, 127, and Jerry T. Christopherson, "The Growing Need for Visual Literacy at the University," in *VisionQuest: Journeys Toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association*, ed. Robert E. Griffin and others (University Park, PA: International Visual Literacy Association, 1997): 169-74, <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED408963>.
4. See, for example, Benjamin R. Harris, "Visual Information Literacy via Visual Means: Three Heuristics," *Reference Services Review* 34, no. 2 (2006): 213-21; Benjamin R. Harris, "Image-Inclusive Instruction," *College & Undergraduate Libraries* 14, no. 2 (2007): 65-75; James W. Marcum, "Beyond Visual Culture: The Challenge of Visual Ecology," *portal: Libraries & the Academy* 2, no. 2 (2002): 189-206; Nerissa Nelson, "Visual Literacy and Library Instruction: A Critical Analysis," *Education Libraries* 27, no. 1 (2004): 5-10; Lianne Snively, "Visual Images and Information Literacy," *Reference & User Services Quarterly* 45, no. 1 (2005): 27-32; and ACRL Arts Section / Instruction Section, "Eye to I: Visual Literacy Meets Information Literacy" (program and virtual poster session, American Library Association Annual Conference 2007, Washington, DC), <http://eye2i.wordpress.com/> (accessed June 4, 2008).
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11. Beth M. Russell, "Special Collections Cataloging at a Crossroads: A Survey of ARL Libraries," *The Journal of Academic Librarianship* 30, no. 4 (2004): 294-303.
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14. Henry Pisciotto, Michael Dooris, James Frost, and Michael Halm, "Penn State's Visual Image User Study," *portal: Libraries and the Academy* 5, no. 1 (2005): 33-58.
15. David Green, "Using Digital Images in Teaching and Learning: Perspectives from Liberal Arts Institutions," *Academic*

Commons (October 2006), <http://www.academiccommons.org/imagereport>. Green includes an extensive appendix listing Web collections with discipline-specific images.

16. Robert C. Schonfeld, "The Visual Resources Environment at Liberal Arts Colleges," *Transformations* (April 3, 2006), http://nitle.org/index.php/nitle/transformations/2006_4_3.

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18. Howard W. Levie, "Research on Pictures: A Guide to the Literature," in *The Psychology of Illustration*, eds. Dale M. Willows and Harvey A. Houghton (New York: Springer-Verlag, 1987), 1:1-50.

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20. CISTI Lab, "Ungava," CISTI-ICIST LabWiki, <http://lab.cisti-icist.nrc-cnrc.gc.ca/cistilabswiki/index.php/Ungava> (accessed July 16, 2008).

21. Pisciotto and others, "Penn State's Visual Image User Study," 48-52.

22. SAHARA <http://sah.org/index.php?src=gendocs&ref=AVRN&category=Main> (accessed August 6, 2008). See also Ann Whiteside's article in this issue of *Art Documentation*.

Appendix A—Survey: Visual Resources in Libraries

Demographic Information

1. **My primary job duties include the following: Check all that apply.**
 - ☐ Acquisitions
 - ☐ Administration
 - ☐ Cataloging
 - ☐ Collection Development
 - ☐ Digitization
 - ☐ Instruction
 - ☐ Reference
 - ☐ Systems
 - ☐ Other, please describe: _____
2. **My job title is:** _____
3. **Which best describes your institution?**
 - ☐ Associate's is highest degree granted
 - ☐ Baccalaureate is highest degree granted
 - ☐ Master's is highest degree granted
 - ☐ Doctorate is highest degree granted
4. **The name of my library/branch library AND institution is:** _____
(Your answer to this question will help us identify multiple respondents from the same institution).

5. **Which best describes your current position status?**

- ☐ Academic professional
- ☐ Contract/temporary employee
- ☐ Faculty
- ☐ Staff/paraprofessional

Acquiring and Processing Images

Definition: For the purpose of this survey, the authors define "images" as discrete visual—as opposed to textual—representations of objects, persons, ideas, or data. Our focus is on items that were visual in their original design, so we exclude digitized copies of text-heavy documents—unless the text has a visual design element. A few examples of images are photographs, paintings, posters, menus, maps, charts, and print or digital copies of such items. Moving images are beyond the scope of our project.

6. **Have you done any of the following? Check all that apply.**

- ☐ Selected for acquisition individual images (photographs, posters, postcards, etc.) for your library's collection(s)
- ☐ Selected for acquisition a collection of print images
- ☐ Negotiated to purchase or receive a collection of print images
- ☐ Selected for acquisition a digital image collection or image database
- ☐ Negotiated a license agreement for a digital image collection or database
- ☐ I have not selected or purchased images for my library
- ☐ Other comments: _____

7. **If you have selected or purchased images for your library, why did you do so?**

- ☐ I have not selected or purchased images
- ☐ I selected or purchased images because _____

8. **Have you done any of the following? Check all that apply.**

- ☐ Cataloged print or digital images
- ☐ Created or advised on creating metadata for images
- ☐ Created indexes or finding aids for images
- ☐ Digitized images or digitally photographed specimens
- ☐ I have not performed any of these activities
- ☐ Processed or otherwise prepared images. Please explain: _____

Image Databases, Demand, and Usage

9. **How do you search for images? See definition of "images" at the top of this page. Check all that apply.**
 - ☐ Library catalog
 - ☐ Databases (Academic Search Premier, ARTstor, OAIster, etc.)

- ☐ General or image search engines (Google, Ask, KartOO, etc.)
- ☐ My library's local image collection(s)
- ☐ Print index
- ☐ Locally developed finding aids (electronic or print)
- ☐ I have never searched for images
- ☐ Other, please specify: _____

10. If you use subscription databases to search for images, which databases do you use?

- ☐ I do not use databases to find images
- ☐ I use these databases: _____

11. If you use general or image search engines to search for images, which do you use?

- ☐ I do not use search engines to find images
- ☐ I use these: _____

12. To which image databases does your library subscribe? Check all that apply.

- ☐ AP Images
- ☐ ARTstor
- ☐ Bridgeman Art Library
- ☐ CAMIO
- ☐ Corbis
- ☐ CSA Illustrata
- ☐ Sanborn Fire Insurance Maps
- ☐ My library does not subscribe to any image databases
- ☐ Other, please specify: _____

13. To which freely accessible Web-based collections does your library link as sources for images? Check all that apply.

- ☐ Flickr or other photo-sharing sites
- ☐ Image collections from other libraries, museums, or archives
- ☐ Image portals created by other libraries (i.e., "Finding Images on the Web" from Boston University Libraries)
- ☐ My library's local image collection(s)
- ☐ My library doesn't link to any free Web-based image collections
- ☐ Optional: Tell us your favorite free sites

14. How many image requests do you receive from students at your library?

- ☐ Occasional requests (5 or fewer per semester)
- ☐ Frequent requests (1 to 5 per week)
- ☐ Many requests (more than 5 per week)
- ☐ Don't know
- ☐ No requests

15. How many image requests do you receive from faculty at your library?

- ☐ Occasional requests (5 or fewer per semester)
- ☐ Frequent requests (1 to 5 per week)
- ☐ Many requests (more than 5 per week)
- ☐ Don't know
- ☐ No requests

Student Demand for Images

You indicated that your library has at least some demand for images from students.

16. What types of images have you helped students locate? Check all that apply.

- ☐ Advertisements
- ☐ Cartoons
- ☐ Artist files
- ☐ Paintings (copies or prints)
- ☐ Photographs
- ☐ Posters
- ☐ Post cards
- ☐ Drawings
- ☐ Images of specimens (animals, plants, minerals)
- ☐ Images of objects (sculpture, pottery, artifacts)
- ☐ Images of architecture
- ☐ Medical images
- ☐ Maps
- ☐ Charts/graphics/diagrams
- ☐ Other, please specify: _____

17. How do students use the images for their assignments or projects? Check all that apply.

- ☐ Analyzing a stand-alone image
- ☐ Incorporate into displays, exhibits, posters, papers
- ☐ Multimedia presentations
- ☐ Don't know
- ☐ Other, please specify: _____

Faculty Demand for Images

You indicated that your library has at least some demand for images from faculty.

18. How do faculty members use the images? Check all that apply.

- ☐ For their articles, books, and other publications
- ☐ As examples for analysis in class to promote critical thinking
- ☐ For class lectures
- ☐ For courseware or other online instruction

- ☐ Don't know
- ☐ Other, please specify: _____

Demand for Images by Department or College

You indicated you have at least some demand for images from students or faculty.

19. Which departmental faculty and students request images from the library and how often?

	1-2 requests per semester	2-5 ...	6-10 ...	11 or more	Don't know
Art					
Business					
Communication /Journalism					
Education & Social Sciences					
Engineering/ Architecture					
English					
Family & Consumer Sciences					
Geology/ Geography					
Health Sciences					
History					
Life Sciences					
Physical Sciences					
Theater					
Women's Studies					
Other					

Demand for Images

20. Which non-academic units on your campus use images from the library? Check all that apply.

- ☐ Development/fundraising office
- ☐ Public relations
- ☐ Residence life
- ☐ Student union/student programming
- ☐ University administration
- ☐ University alumni association
- ☐ Don't know
- ☐ No demand for images from non-academic units
- ☐ Other, please specify: _____

21. Have you as a librarian used images? Check all that apply.

- ☐ To illustrate search processes
- ☐ In online tutorials
- ☐ To teach visual literacy concepts
- ☐ To engage students during library instruction
- ☐ To promote critical thinking
- ☐ Presentations to professional audiences
- ☐ I don't use images
- ☐ Other, please specify: _____

22. In what settings have you instructed students or faculty to find or use images? Check all that apply.

- ☐ Bibliographic instruction in the library
- ☐ As a guest lecturer visiting the classroom
- ☐ Individual consultation appointments
- ☐ Online guides
- ☐ Print guides or handouts
- ☐ At the reference desk
- ☐ Tutorials
- ☐ I haven't done image-related instruction
- ☐ Other, please specify: _____

23. Have you taught students or faculty any of the following? Check all that apply.

- ☐ How to locate print or online images
- ☐ How to acquire images (downloading, scanning, transferring from devices, etc.)
- ☐ Technical aspects of using images (inserting, resizing, file types, etc.)
- ☐ Ethical or legal aspects of using images (copyright, trademarks, fair use)
- ☐ Design aspects of using images (placement, color, etc.)
- ☐ I haven't taught students or faculty image-related instruction
- ☐ Other, please specify: _____

24. What equipment does your library offer to support the access and use of images? Check all that apply.

- ☐ Color printers
- ☐ Color copiers
- ☐ Large format printers or copiers
- ☐ Scanners
- ☐ Multimedia production lab
- ☐ Image editing software
- ☐ Projectors
- ☐ Slide projectors
- ☐ We don't offer image-related equipment
- ☐ Don't know
- ☐ Other, please specify: _____

Local Image Collections

25. Does your library have local image collections?

We define a library image collection as a designated area of collection development managed by the library. Include interdepartmental or inter-institutional collaborative collections housed at your institution or on a local server.

- ☐ One collection
- ☐ More than one collection
- ☐ No local image collection OR I don't know

Description of Local Image Collections

You indicated that you have a local image collection.

26. How is/are the library's image collection(s) made available? Check all that apply.

- ☐ Print
- ☐ Slides/negatives
- ☐ Digitized/online
- ☐ Other, please specify: _____

27. Who has access to your library's image collection(s)?

- ☐ Members of select departments only
- ☐ All university-affiliated individuals
- ☐ All patrons, including the general public
- ☐ Other policy or varies with collection. Please specify: _____

28. Do the library's image collection(s) circulate?

- ☐ Yes
- ☐ No
- ☐ Online
- ☐ Limited circulation or varies with collection. Please comment: _____

29. What types of images make up your library's collection(s)? Check all that apply.

- ☐ Advertisements
- ☐ Concert or cultural events posters
- ☐ Other types of posters
- ☐ Menus
- ☐ Paintings (prints or copies)
- ☐ Photographs
- ☐ Playbills
- ☐ Postcards
- ☐ Cartoons
- ☐ Drawings
- ☐ Maps
- ☐ Images of objects or specimens
- ☐ Other, please specify: _____

30. Does the library's image collection(s) have a focus or a theme? If so, what is it?

- ☐ No theme
- ☐ Describe focus or theme: _____

31. What is the size of the library's image collection(s)?

Please enter the size of each image collection. If your library has more than four image collections, you may add comments at the end of this survey.

	Under 100 items	101 – 500 items	501 – 1,001 items	1,001 plus items	Don't know
Collection A					
Collection B					
Collection C					
Collection D					

32. Where are the local image collections housed? Check all that apply.

- ☐ In the library's open stacks
- ☐ In a library reading room
- ☐ In a closed collection within the library
- ☐ In another branch library
- ☐ Online
- ☐ In the university archives
- ☐ In a university museum
- ☐ Off-campus
- ☐ Other. Please comment: _____

33. How long has the library had the collection(s)?

If your library has more than four image collections, you may add comments at the end of the survey.

	0–2 years	3–5 years	6–10 years	11–15 years	16 years or more	Don't know
Collection A						
Collection B						
Collection C						
Collection D						

34. How did the library acquire the collections? Check all that apply.

- ☐ Donor
- ☐ Received permission to digitize a private collection
- ☐ Public domain items
- ☐ Subject library specialist purchased
- ☐ Don't know
- ☐ Other acquisition comments: _____

35. Are materials currently being added to the library's image collection?

- ☐ Yes
☐ No
☐ Don't know
☐ Varies with collection. Please comment: _____

36. Who tends to the preservation or maintenance of the library's image collection? Check all that apply.

- ☐ Librarian
☐ Staff member
☐ Outsourced
☐ Don't know
☐ Other, please specify: _____

Further contact

37. What other comments do you have for us relating to image use and research?

38. May we contact you with follow-up questions? Please include your email address. Thank you!

Appendix B—Image Sources

Subscription Databases and Fee Services

Academic Search Premier (<http://www.ebscohost.com/thisTopic.php?topicID=1&marketID=1>) (EBSCO): Full text with embedded and full page images.

AccessScience (<http://www.accessscience.com>): Online version of McGraw-Hill *Encyclopedia of Science and Technology* includes thousands of illustrations.

Aluka (<http://www.aluka.org>): International initiative pulls together scholarly resources about Africa.

American National Biography Online (<http://www.anb.org>) (Oxford University Press)

AMICA Library (<http://www.davidrumsey.com/Amico/>) (Art Museum Images from Cartography Associates): Online collection of images from over twenty institutions.

AP Images (formerly *Accunet/AP Images*) (<http://www.apimages.com>): Photographs and other media spanning 160 years of history.

Art Abstracts (Wilson; multiple database vendors)

Art Full Text (Wilson; multiple database vendors)

Art Index (Wilson; multiple database vendors)

Art Museum Image Gallery (AMIG) (<http://www.hwwilson.com/Databases/artindex.htm>) (Wilson): Images cleared for educational use.

Art Resource (<http://www.artres.com>)

Art Index Retrospective (Wilson; multiple database vendors)

artnet (<http://www.artnet.com>): Buy, sell, and research fine art online.

ARTstor (<http://www.artstor.org>): Digital library of over 700,000 images includes software tools useful for teaching and analyzing visual resources.

AskArt (<http://www.askart.com>): Members have access to artist biographies, auction records, fine art images, and references to art literature.

ATLA (American Theological Library Association; multiple database vendors)

Auto Repair Reference Center (EBSCO)

Avery Index to Architectural Periodicals (Columbia University; multiple database vendors)

Bibliography of the History of Art (Getty Research Institute; multiple vendors)

Books @ OVID (<http://www.ovid.com/site/products/books/landing.jsp>)

Bridgeman Art Library (<http://www.bridgeman.co.uk/>; also available through *Grove Art Online*)

CAMIO (<http://camio.oclc.org/>): OCLC's Catalog of Art Museum Images Online

CardioSource Plus (<http://www.cardiosource.com/>) (American College of Cardiology)

CINAHL (EBSCO; multiple vendors)

CONTENTdm (<http://www.oclc.org/contentdm/default.htm>) (OCLC): Digital collection management.

Corbis (<http://pro.corbis.com>): Licensing of museum and stock images.

Corbis Education (<http://education.corbis.com/>): Program provides images to subscribed institutions for educational use only.

Credo Reference (<http://corp.credoreference.com/>): Interdisciplinary, interconnected online reference sources.

CSA Illustrata (<http://www.csa.com/factsheets/objectsclusters-set-c.php>) (ProQuest): Indexing of graphs, charts, and other illustrations in scientific journals.

EBSCO Images: Over 180,000 current and historical images available to users of EBSCO databases.

eLibrary (<http://www.proquestk12.com/productinfo/elibrary.shtml>) (ProQuest): Full text and multimedia for K-12 audience.

Encyclopedia Britannica Online (<http://www.britannica.com/>): Searchable images and videos accompanying encyclopedia entries.

Factiva (<http://factiva.com/>) (Dow Jones): Includes photographs from Knight Ridder and Reuters.

Facts On File (<http://factsonfile.infobasepublishing.com/>) (Info-base): Databases offer images, maps, and videos of current and historical events.

Getty Images (<http://www.gettyimages.com>): Licensing of editorial and stock photography and film.

Google Earth (<http://earth.google.com/>): Downloadable software for viewing maps based on satellite imagery.

Grolier Online (<http://teacher.scholastic.com/products/grolier/index.htm>) (Scholastic): Online reference tools incorporate images and multimedia.

Grove Art Online (<http://www.oxfordartonline.com/subscriber/>) (Oxford University Press): Includes art image collections.

Hartill Collection (<http://www.artstor.org/index.shtml>) (ARTstor): Primarily focused on architecture, the collection was previously available from Hartill Art Associates.

images.MD (Current Medicine Group): Online encyclopedia of medical images.

Index of Christian Art (<http://ica.princeton.edu/>) (Princeton University): Largest index of medieval art includes nearly 100,000 images.

JSTOR (<http://www.jstor.org/>)

Luna Insight (<http://www.lunaimaging.com/insight/index.html>) (Luna Imaging): Digital collection management.

Maps101 (<http://maps.com>): Printable maps and geography resources for K-12 classrooms.

MD Consult (<http://www.mdconsult.com>) (Elsevier): Medical books, journals, and patient handouts, including images.

MedlinePlus (<http://medlineplus.gov/>) (National Library of Medicine)

OhioLink Digital Media Center (<http://dmc.ohiolink.edu/>): Gateway to free and subscription image resources compiled by the Ohio consortium.

Pictures of Record (<http://www.picturesofrecord.com/>): Images in archeology, anthropology, history, and other disciplines sold as slide sets, CD-ROMs, and licensed Web sites.

Primal Pictures (<http://www.primalpictures.com/>): Software and licensing for 3D human anatomy images.

Project MUSE (<http://muse.jhu.edu/>) (Johns Hopkins University Press)

ProQuest Historical Newspapers (<http://www.proquest.com/en-US/catalogs/databases/detail/pq-hist-news.shtml>): Full page and article images; individual titles also available.

PubMed Bookshelf (<http://www.ncbi.nlm.nih.gov/sites/entrez?db=books>) (National Library of Medicine): Text and images from biomedical books.

Sanborn Fire Insurance Maps (<http://sanborn.umi.com/>) (ProQuest)

Saskia (<http://www.saskia.com/>) (Scholar's Resource): Over 30,000 images used by licensed institutions to teach art history.

Scientific and Medical Art Image Database (<http://ebsco.smartimagebase.com>) (EBSCO): Illustrations and animations representing health science topics.

SciFinder Scholar (<http://www.cas.org/SCIFINDER/SCHOLAR/>) (American Chemical Society): Search and view chemical structures.

U.S. Congressional Serial Set (<http://lcweb2.loc.gov/ammem/amlaw/lwss.html>): Congressional documents undergoing digitization by LexisNexis, Readex, and Google Books.

Women and Social Movements in the U.S. (<http://www.alexander-streetpress.com/products/wasm.htm>) (Alexander Street Press): Primary source documents in women's history.

WorldCat (<http://www.worldcat.org/>) (OCLC): Search visual materials and maps in shared catalog from FirstSearch.

Free or Open Access Image Resources and Search Engines

AlltheWeb (<http://www.alltheweb.com>): Search engine includes image and video search options; indexing by Yahoo.

AltaVista (<http://www.altavista.com>): Internet's first Web index was also the first to incorporate image search capabilities.

American Memory (<http://memory.loc.gov/ammem/index.html>): Gateway to over 9 million digitized historical materials from the Library of Congress.

ARKive (<http://www.arkive.org>): Non-profit site gathers images and audio of world's species. Images may be downloaded for educational use, according to terms of use.

Art History Resources on the Web (<http://witcombe.sbc.edu/ARTHLinks.html>): Art history professor Christopher Witcombe's collection of sites.

Art Images for College Teaching (<http://www.arthist.umn.edu/aict/html/index.html>): Art images in the public domain photographed and disseminated by Allan T. Kohl for educational use.

Artcyclopedia (<http://www.artcyclopedia.com/>): Brief entries for about 8,500 artists index and link to online sources of images.

Ask (<http://www.ask.com/>): Search engine delivers blended results with text, images, audio, reference, maps, and more.

Blinkx (<http://www.blinkx.com/>): Search news, entertainment, and other videos from partners like PBS, HBO, and YouTube.

Calisphere (<http://www.calisphere.universityofcalifornia.edu/>): Public gateway to digitized primary sources from collections at University of California campuses.

Center for Research Libraries e-collections (<http://ecollections.crl.edu/cdm4/about.php>): A consortium of North American universities, colleges, and research libraries that preserves digital resources.

ChaCha (<http://www.chacha.com/>): Text or call ChaCha with a question from your mobile phone. Classic ChaCha offers a Web-based media search.

Creative Commons (<http://creativecommons.org/>): Licensing option for those who want to share creative works while retaining some protection. Site offers links to Creative Commons projects.

Cydral (<http://www.cydral.com>): Visual search engine from France that finds images similar to those users send to the Cydral server.

Dogpile (<http://www.dogpile.com/>): Metasearch engine offers image search.

eMedicine Clinical Knowledge Base (<http://www.eMedicine.com>): Open access source focuses on evidence-based medicine; includes image search.

Flickr (<http://www.flickr.com/>): Flickr allows users to store, organize, and share photos.

FlickrCC (<http://flickrcc.bluemountains.net/>): Flickr photos released under Creative Commons licenses.

Google Image Search (<http://images.google.com/>): Google indexes billions of images on Web sites. Users should request permission to use images from copyright holders.

Google Scholar (<http://scholar.google.com/>): Indexes the full text of articles from publishers and professional or scholarly societies, with links to resources from participating libraries.

Great Buildings Online (<http://www.greatbuildings.com/>): A collection of architectural images, including 3-D models and bibliographies.

Images from the History of Medicine (<http://www.wihm.nlm.nih.gov/>): Catalog and links to the print and photograph collection from the National Library of Medicine.

KartOO Visual Meta Search Engine (<http://www.kartoo.com/>): In addition to presenting search results visually, KartOO offers an images search tab.

MapQuest (<http://www.mapquest.com/>): Road maps, aerial images, and travel directions for desktop, mobile, and GPS devices.

morgueFile (<http://www.morguefile.com/>): Public image reference archive.

Museum Online Archives of California (<http://www.bampfa.berkeley.edu/moac/search.html>): Cultural institutions share collections online through the California Digital Library.

NASA (<http://www.nasa.gov/>): Most of the images are freely accessible.

New York Public Library Digital Collections (<http://www.nypl.org/digital/>)

PicSearch (<http://www.picsearch.com/>): Image search engine.

University of Wisconsin Digital Collections (<http://uwdc.library.wisc.edu>): Collections represent a wide range of subjects from the arts, humanities, natural sciences, and social sciences.

USA.gov (<http://www.usa.gov/>): The U.S. government's official Web portal with an images search feature.

Visible Human Project (National Library of Medicine) (http://www.nlm.nih.gov/pubs/factsheets/visible_human.html): Licensees have developed applications utilizing the NLM's data set of anatomical images.

Weather Underground (<http://wunderground.com/>): In addition to national and regional maps depicting weather patterns and climate, this site invites community members to share weather-related photographs.

Web Gallery of Art (<http://www.wga.hu>): Virtual museum of European art.

Wisconsin Historical Society (<http://www.wisconsinhistory.org/whi/>): While many of the collections focus on nineteenth- and twentieth-century images of Wisconsin, others extend beyond the state.

Wikimedia Commons (<http://commons.wikimedia.org/>): Individuals contribute to this "collection of reusable media." Copyright information is attached to each item, though all content is in the public domain or available for use under GNU or other free licenses.

Wikipedia (<http://www.wikipedia.org/>)

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