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**Table 1**  
**Demographics**

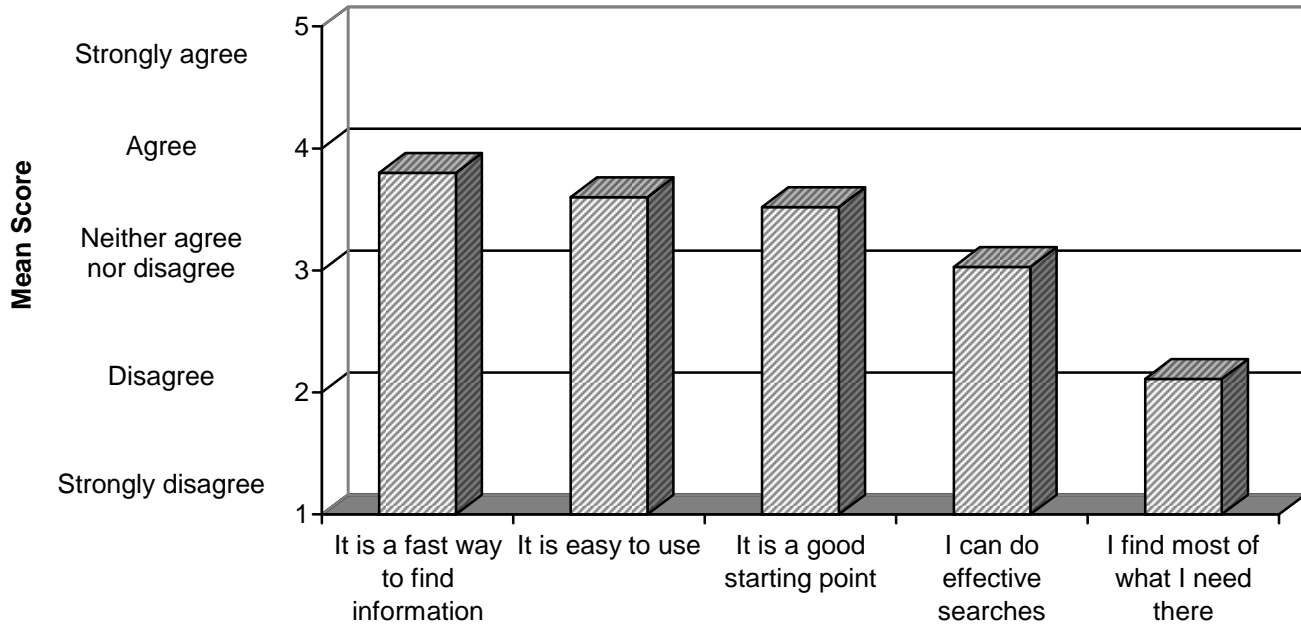
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	<b>Number of Responses</b>	<b>Response Ratio</b>
<b>Sex (N = 65)</b>		
Female	43	66%
Male	22	34%
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<b>Age (N = 66)</b>		
29 or younger	4	6%
30 – 39	21	32%
40 – 49	15	23%
50 – 59	23	35%
60 or older	3	4%
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<b>Decade Library Science degree obtained (N = 66)</b>		
2000 – present	27	41%
1990 – 1999	12	18%
1980 – 1989	19	29%
1970 – 1979	8	12%

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**Figure 1**

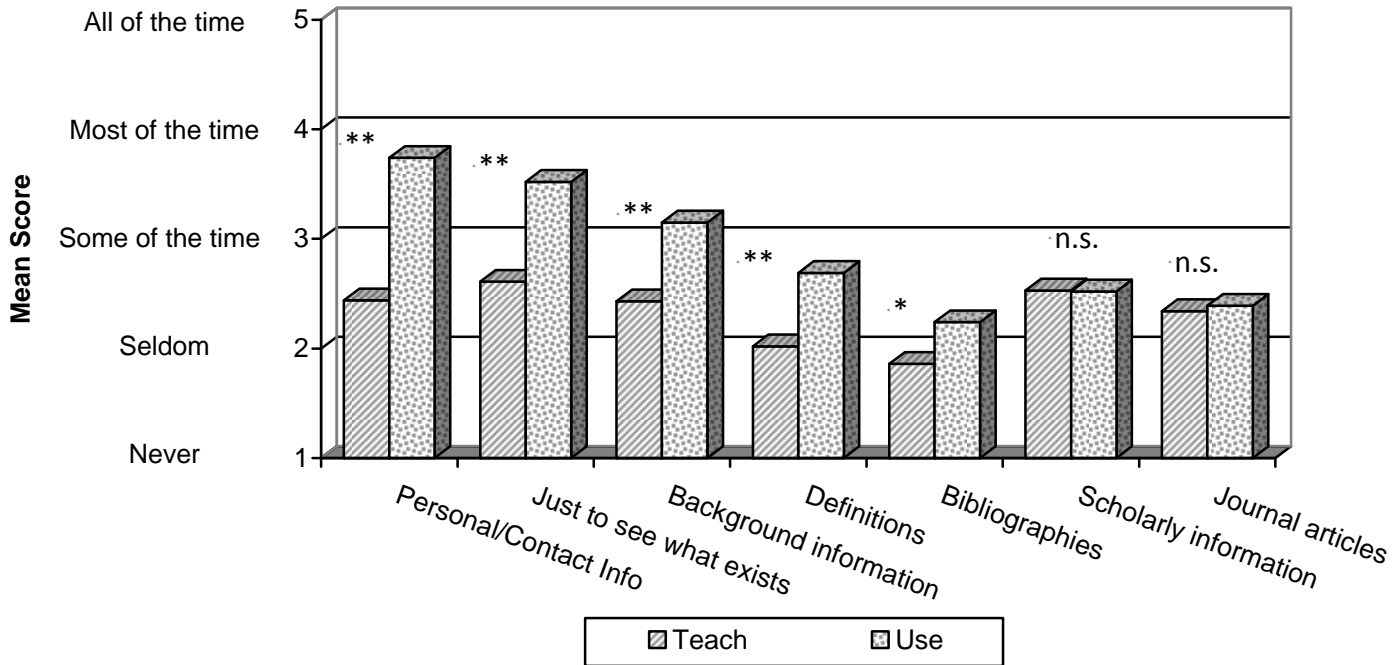
“Please rate the extent to which you agree or disagree with the following statements.  
I use Google for academic research because ...” (N = 64)



**Figure 2**

“When providing formal library instruction, how often do you teach the use of Google to find the following types of information?” [TEACH] (N = 71)  
VS.

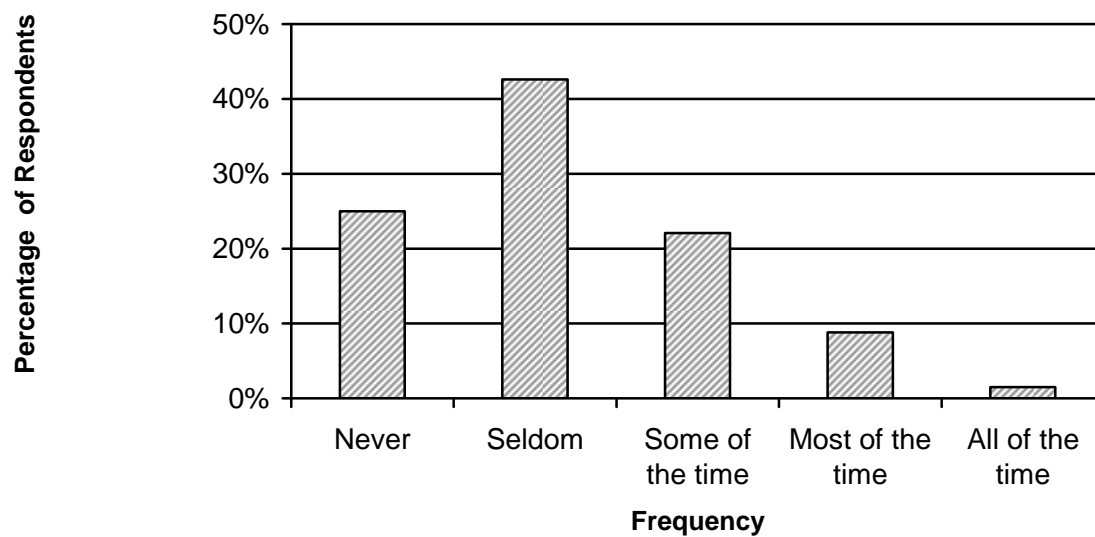
“When conducting academic research, how often do you use Google to obtain the following types of information?” [USE] (N = 65)



\*\* Distribution significant at the 0.1% level (two-tailed)  
\* Distribution significant at the 5% level (two-tailed)  
n.s. Distribution not significant

**Figure 3**

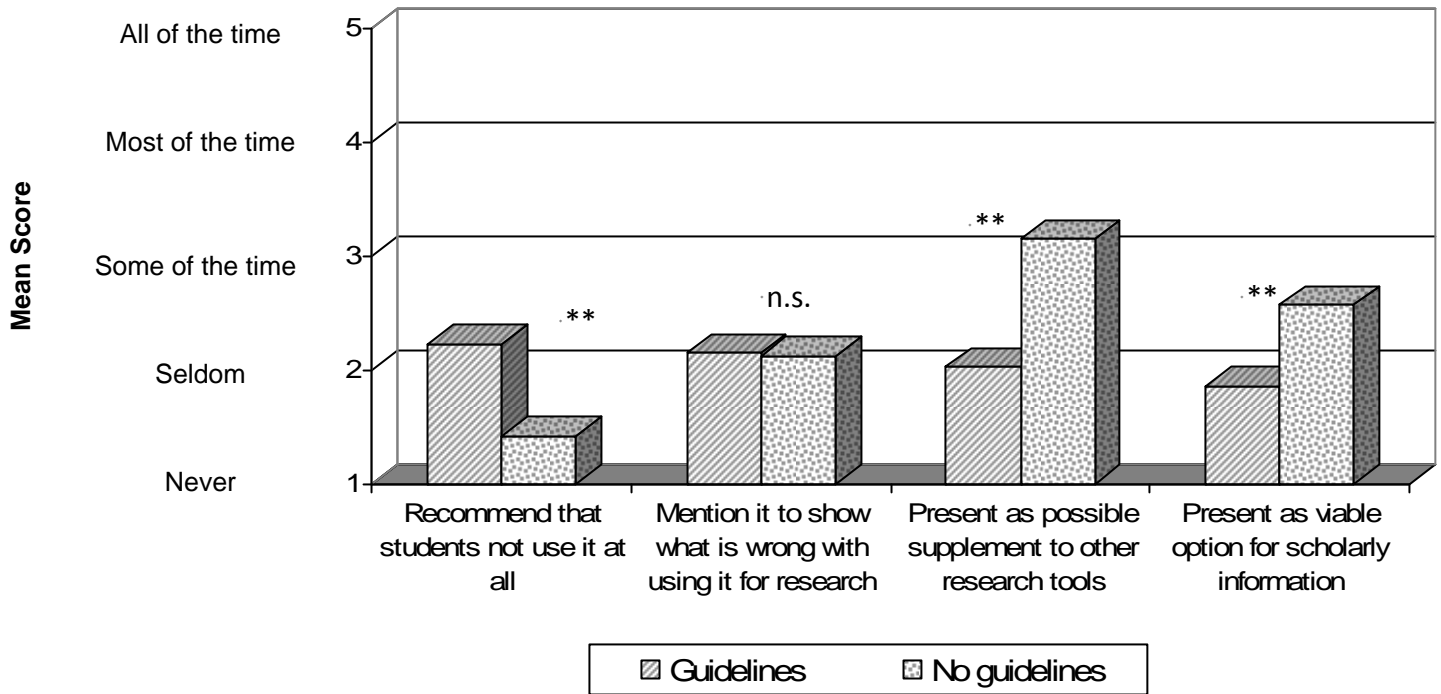
“When discussing course-related library instruction with course instructors, how frequently do the course instructors outline their guidelines for acceptable use of Google by students?” (N = 68)



**Figure 4**

“How frequently do instructions from course instructors encourage you to do each of the following when teaching in their classes?” [GUIDELINES] (N = 67)  
VS.

“In the instances where course instructors have not provided you with specific directives regarding the use of Google, how do you address Google in class?” [NO GUIDELINES] (N = 67)



\*\* Distribution significant at the 0.1% level (two-tailed)  
n.s. Distribution not significant