

ITHAKA S+R

US FACULTY SURVEY 2015: FIRST RELEASE OF KEY FINDINGS

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ITHAKA S+R: LIBRARIES AND SCHOLARLY COMMUNICATION

Areas of work

- Library leadership
- Equity, Diversity, Inclusiveness
- Access impediments
- Monographs and books
- Research, teaching, and information usage practices

US FACULTY SURVEY 2015: SPONSORS



LOCAL SURVEY PARTICIPANTS

United States

American University

Auburn University

Baylor University

Bowling Green State University

California Polytechnic State
University

Claremont University
Consortium

College of William & Mary

Community College of Rhode
Island

DePaul University

Duke University

Harvard University

Indiana University

Iowa State University

John Carroll University

Lafayette College

Louisiana State University

Marquette University

Michigan Technological
University

Mississippi State University

Montana State University

Nevada State College

Northwestern University

Pennsylvania State University

Providence College

Rice University

Roger Williams University

Santa Clara University

Southwestern Oklahoma State
University

State University of New York at
Potsdam

Swarthmore College

Texas A&M University

Tulane University

University of California, Davis

LOCAL SURVEY PARTICIPANTS

United States

University of California, Los Angeles

University of California, Sacramento

University of California, San Diego

University of California, Santa Cruz

University of Central Florida

University of Chicago

University of Dayton

University of Florida

University of Illinois at Urbana-Champaign

University of Nevada, Las Vegas

University of North Carolina at Chapel Hill

University of South Carolina

University of South Florida St. Petersburg

University of South Florida, Tampa

University of Southern California

University of Texas San Antonio

Virginia Commonwealth University

Washington University in St. Louis

LOCAL SURVEY PARTICIPANTS

Australia

Curtin University
University of Melbourne
University of New South Wales
University of Queensland
University of Sydney
University of Western Australia

New Zealand

Auckland University of
Technology

Canada

McMaster University
Memorial University of
Newfoundland
Ryerson University
Simon Fraser University
York University
University of Alberta
University of Guelph
Université de Montréal
University of New Brunswick
University of Ottawa
University of Windsor

China

Chinese University
Lingnan University
University of Hong Kong
University of Science and
Technology

US FACULTY SURVEY

Examining the attitudes and behaviors of scholars at four-year colleges and universities on a triennial basis since 2000

Topics covered in 2015 cycle:

- Discovery
- Access
- Research topics and practices
- Research dissemination, including data management
- Instruction
- The role of the library

POPULATION AND SAMPLE

- Population of faculty members in all colleges and universities that grant the bachelor's degree and higher
- All arts and sciences fields, plus many professions including medicine
- Sample size of 145,550

INVITATIONS AND RESPONSE

- Survey fielded October – December 2015
- Invitations and reminders from Ithaca S+R, 12 learned societies, and 9 local survey participants
- Overall response rate: 6.3% (9,203 respondents)

STRATIFICATIONS

Disciplinary affiliation:

- Humanities
- Social Sciences
- Sciences
- Medical

Carnegie Classification:

- Doctoral Universities
- Master's Colleges and Universities
- Baccalaureate Colleges

KEY FINDINGS

DISCOVERY STARTING POINTS IN FLUX

DISCOVERY

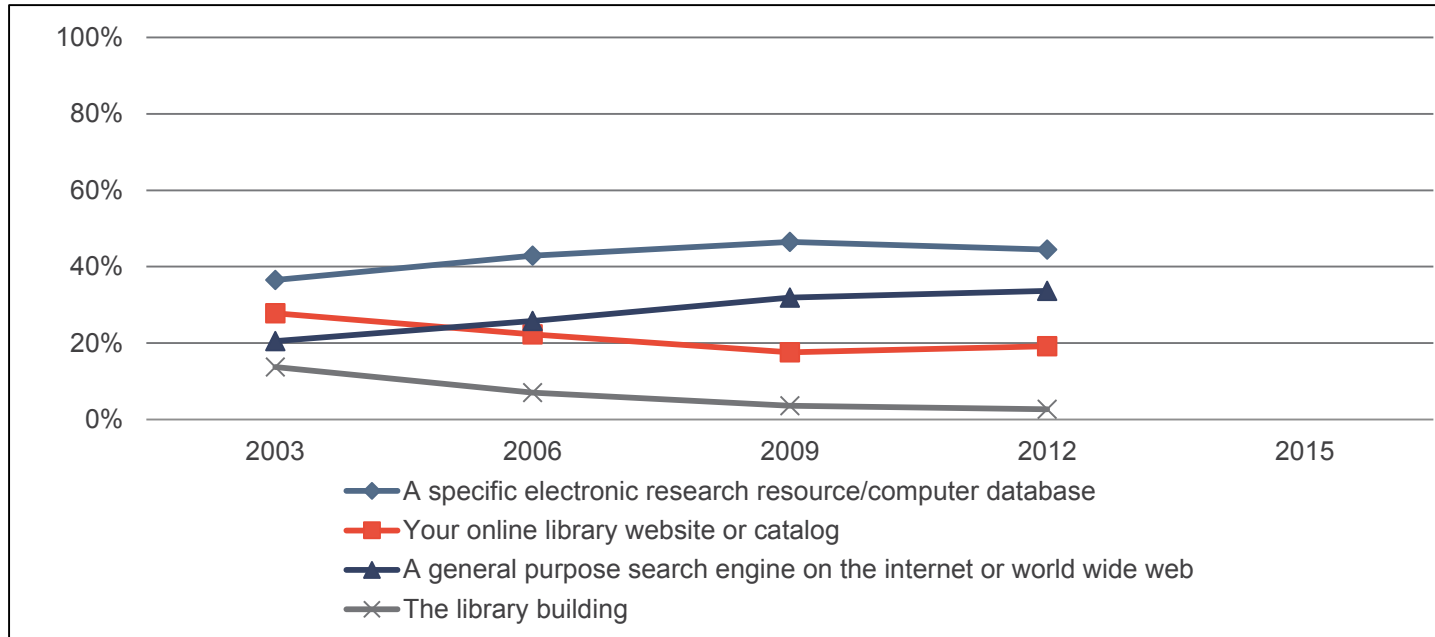
STARTING POINTS IN FLUX

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?

- A specific electronic research resource/computer database
- Your online library website or catalog
- A general purpose search engine on the internet or world wide web
- The library building

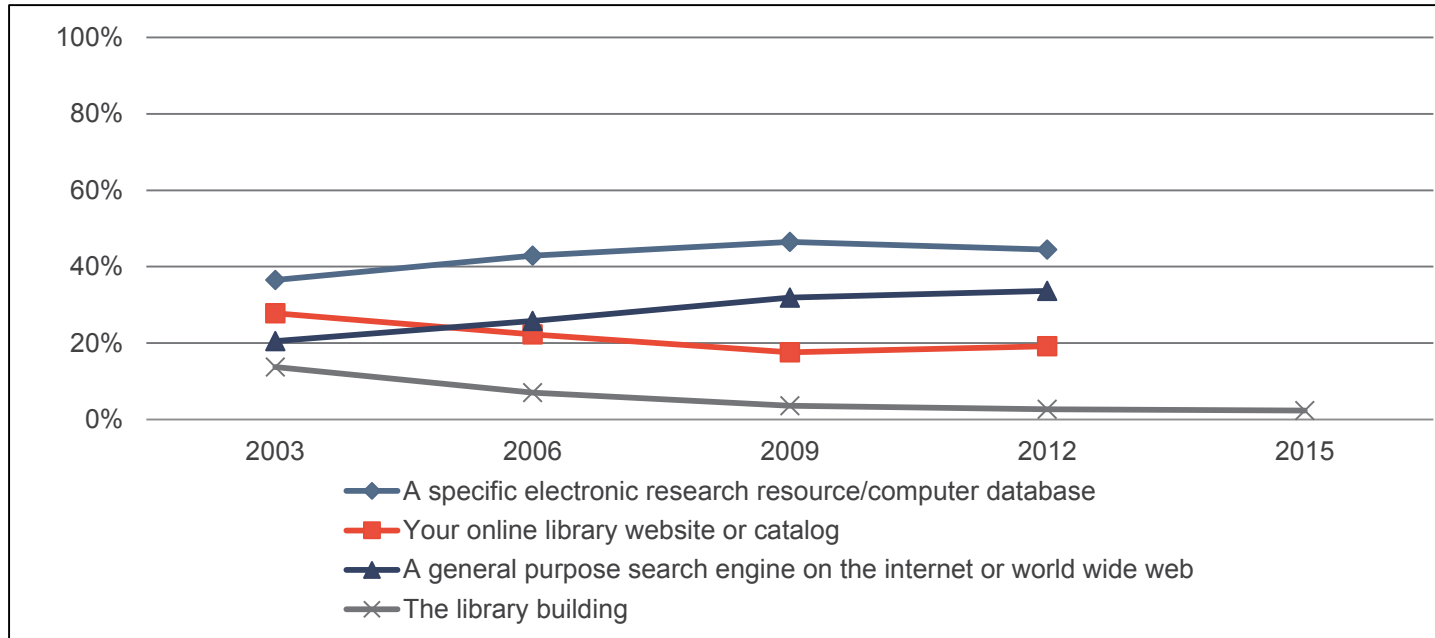
DISCOVERY STARTING POINTS IN FLUX

Percent of respondents who indicated that each option is the starting point for their research.



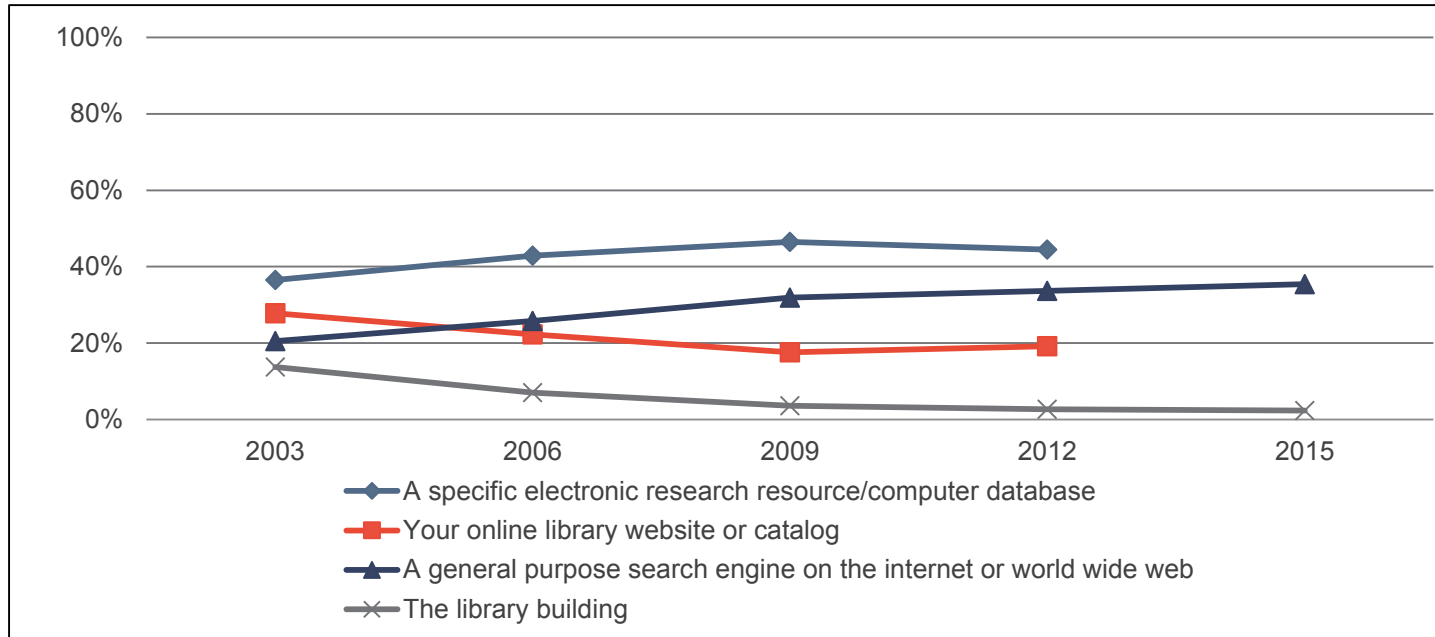
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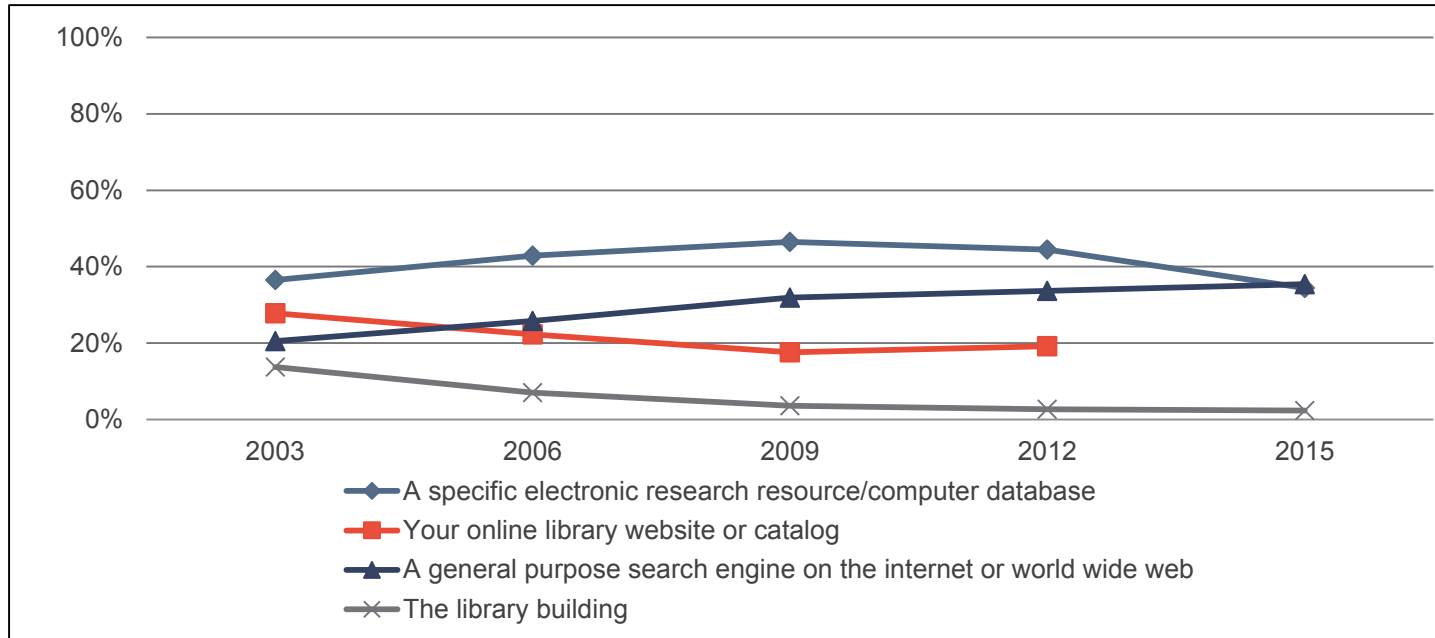
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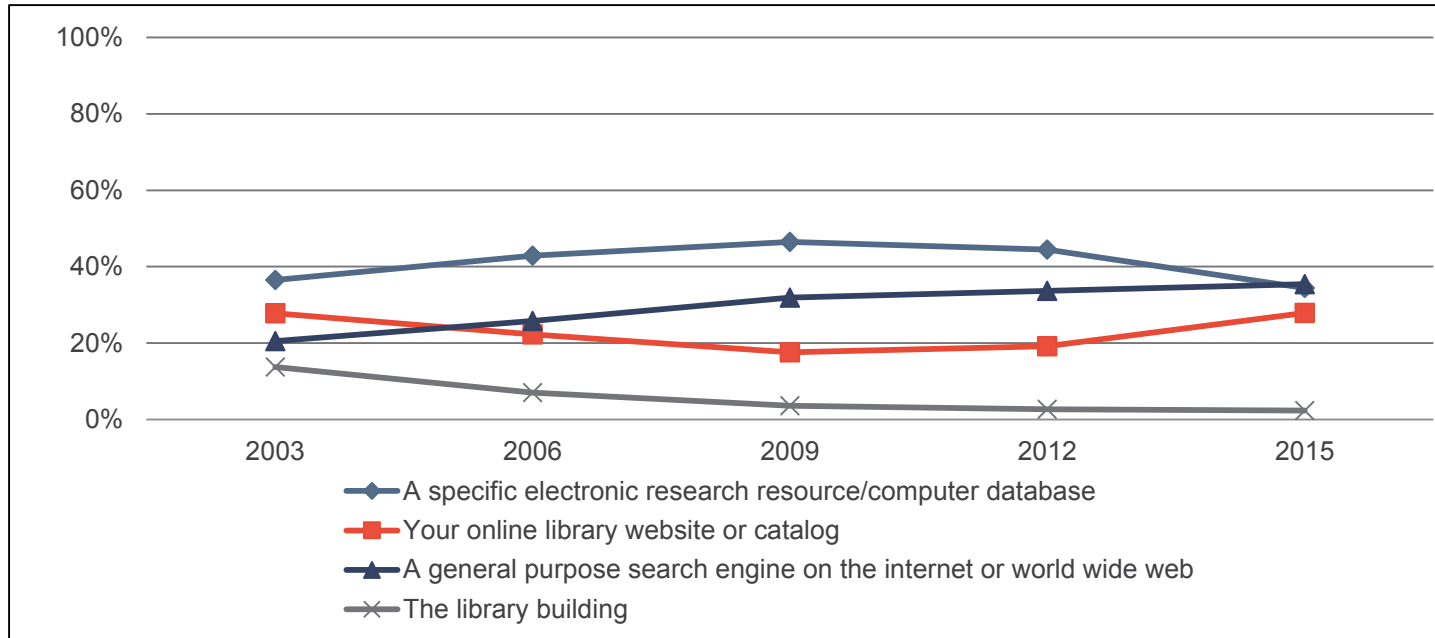
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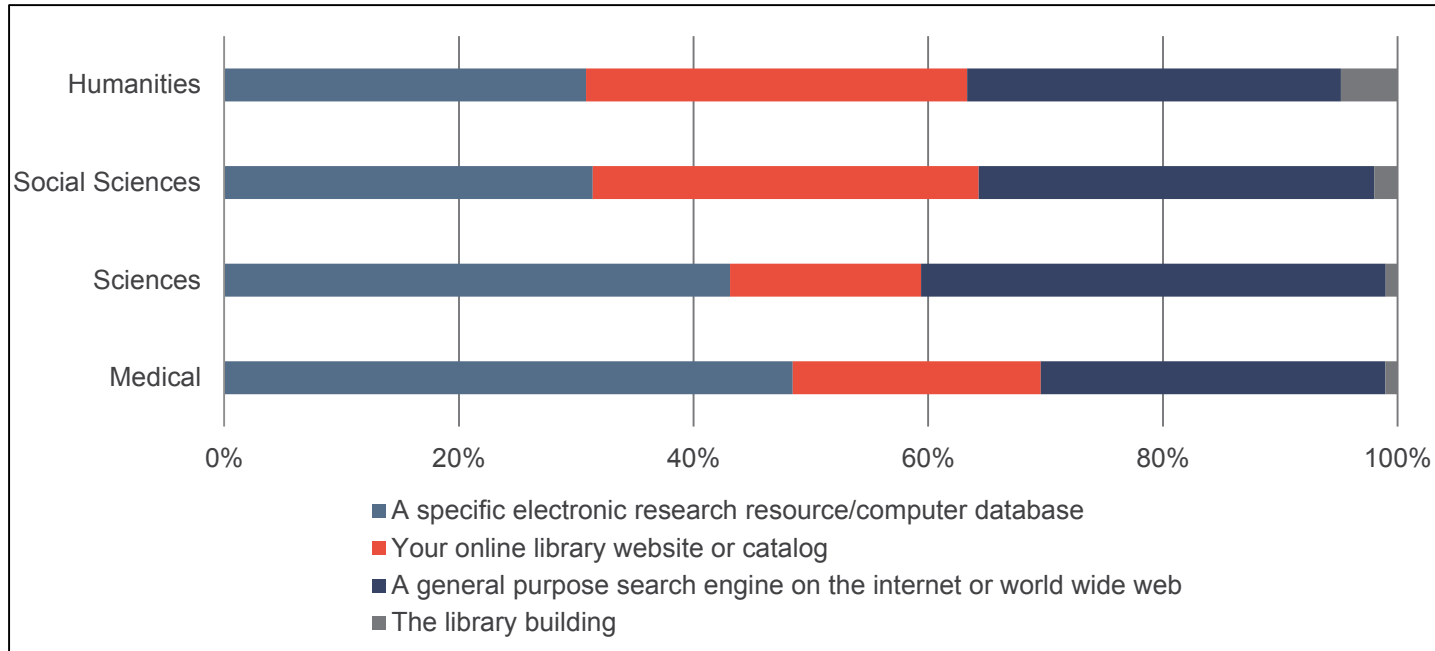
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INCREASED INTEREST
IN SUPPORTING
STUDENTS

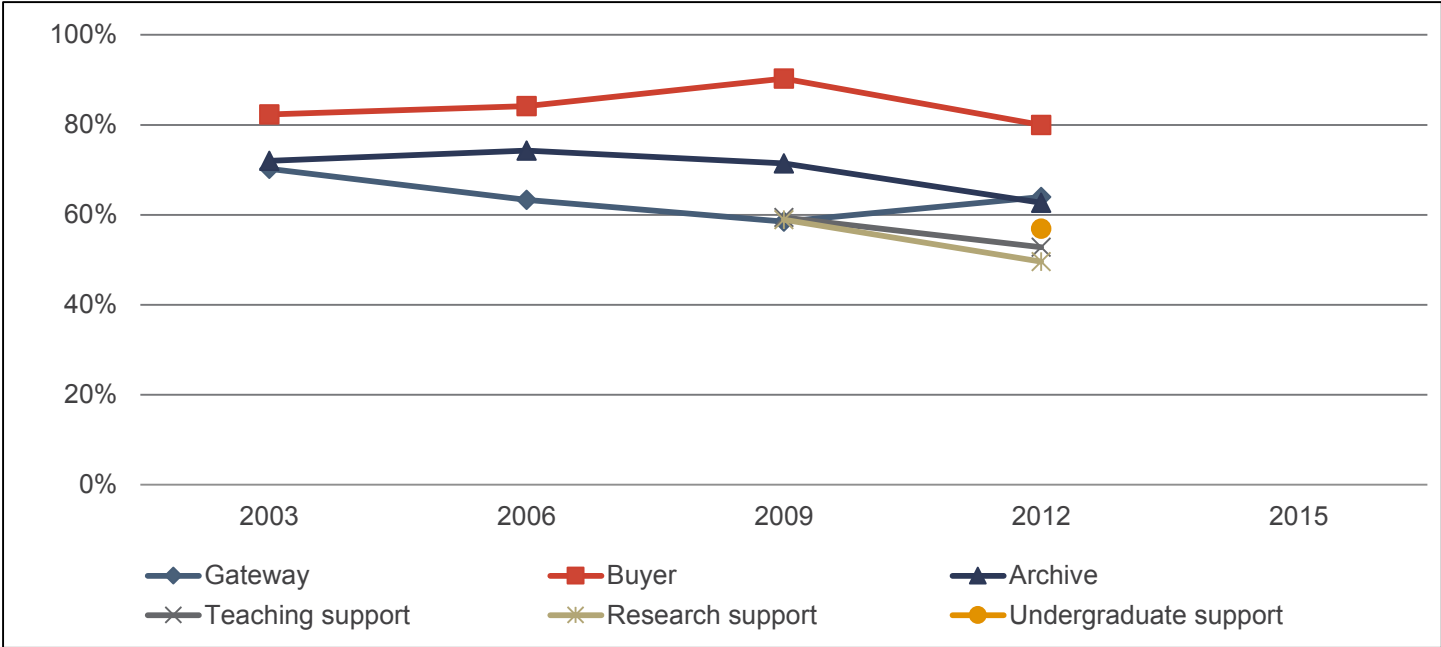
INCREASED INTEREST IN SUPPORTING STUDENTS

How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?

- **Gateway:** The library serves as a starting point or “gateway” for locating information for my research
- **Buyer:** The library pays for resources I need, from academic journals to books to electronic databases
- **Archive:** The library serves as a repository of resources; in other words, it archives, preserves, and keeps track of resources
- **Teaching support:** The library supports and facilitates my teaching activities
- **Research support:** The library provides active support that helps to increase the productivity of my research and scholarship
- **Undergraduate support:** The library helps undergraduates develop research, critical analysis, and information literacy skills

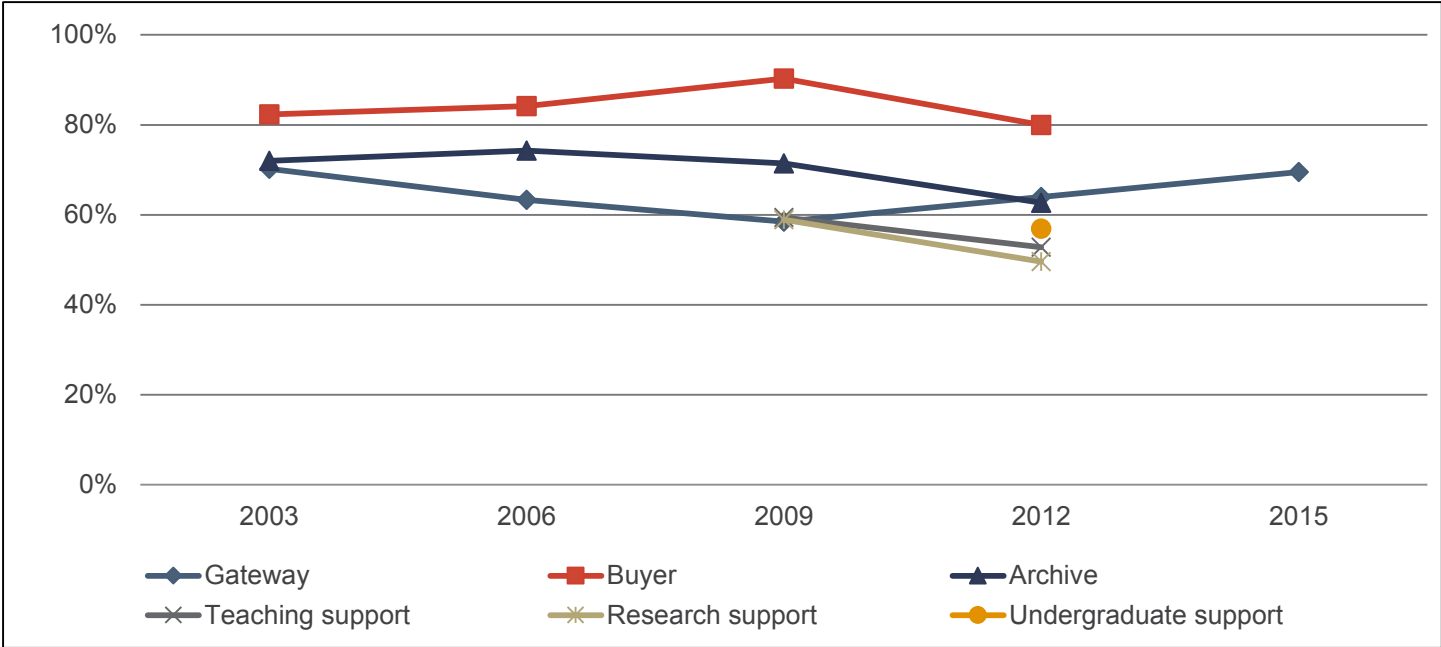
INCREASED INTEREST IN SUPPORTING STUDENTS

Percent of respondents who identified each function as highly important.



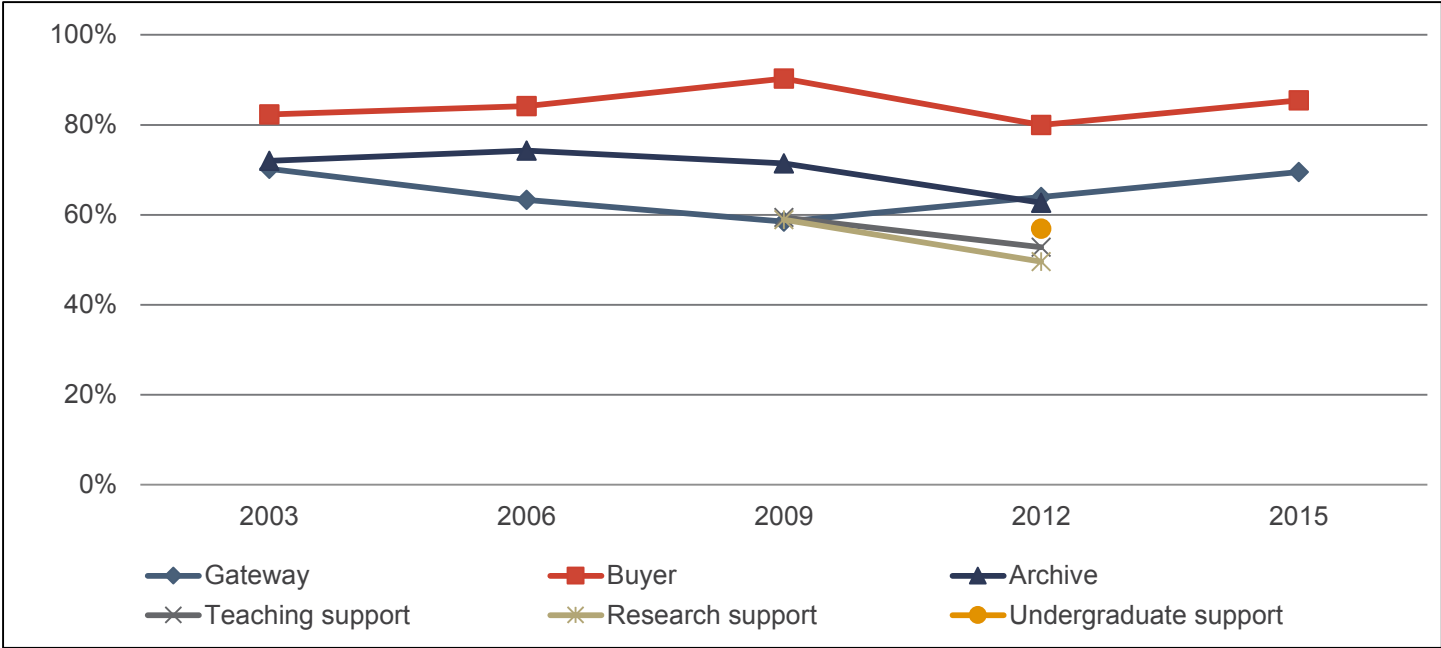
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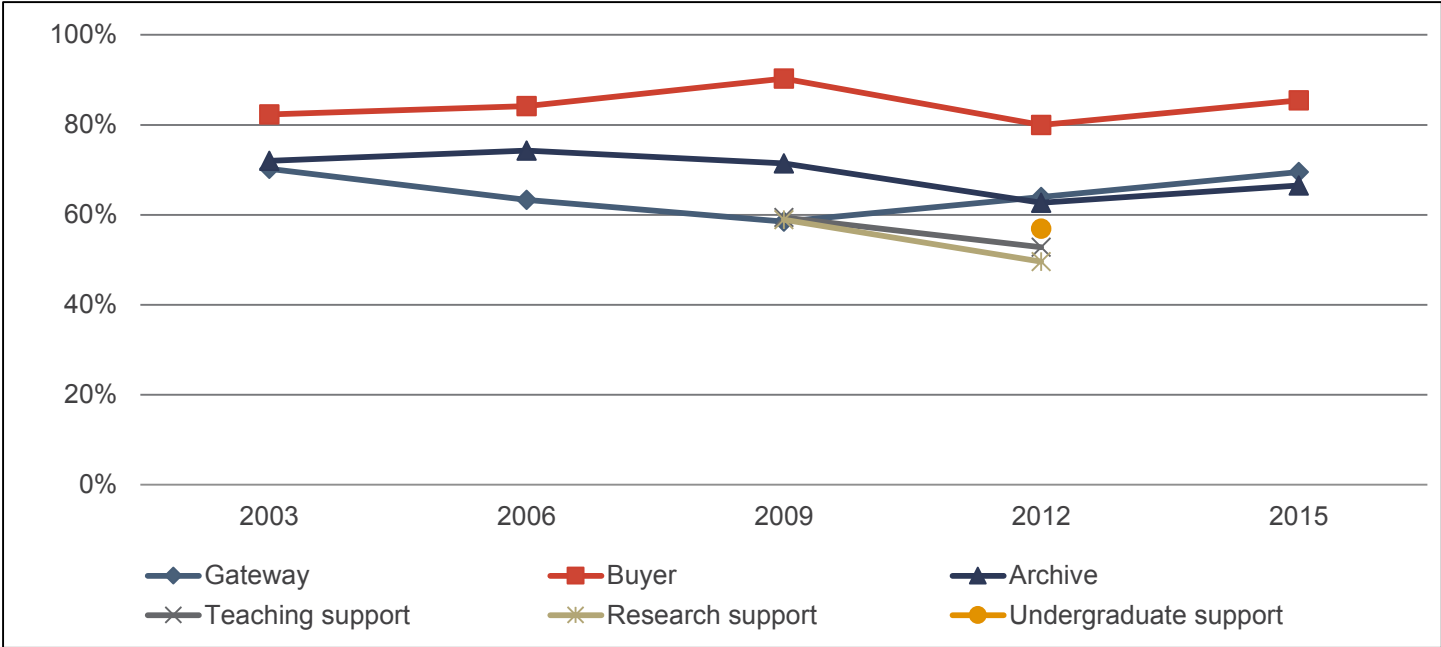
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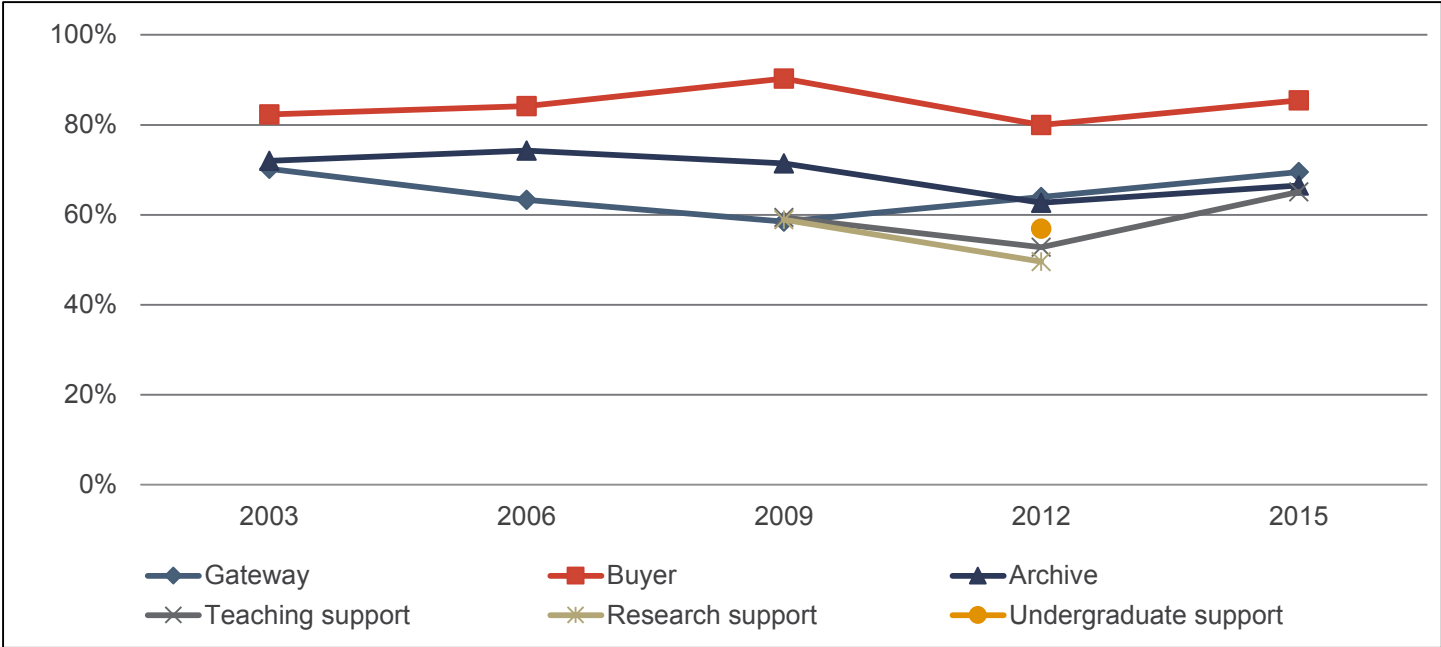
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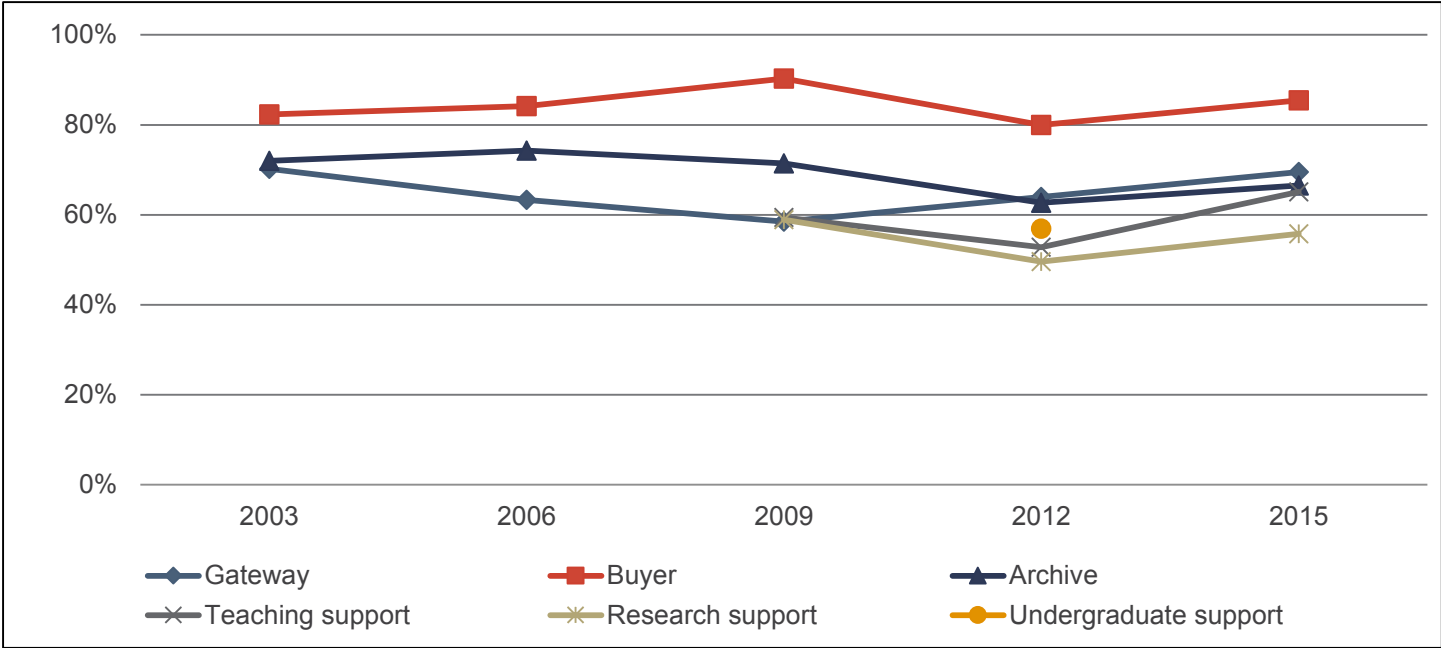
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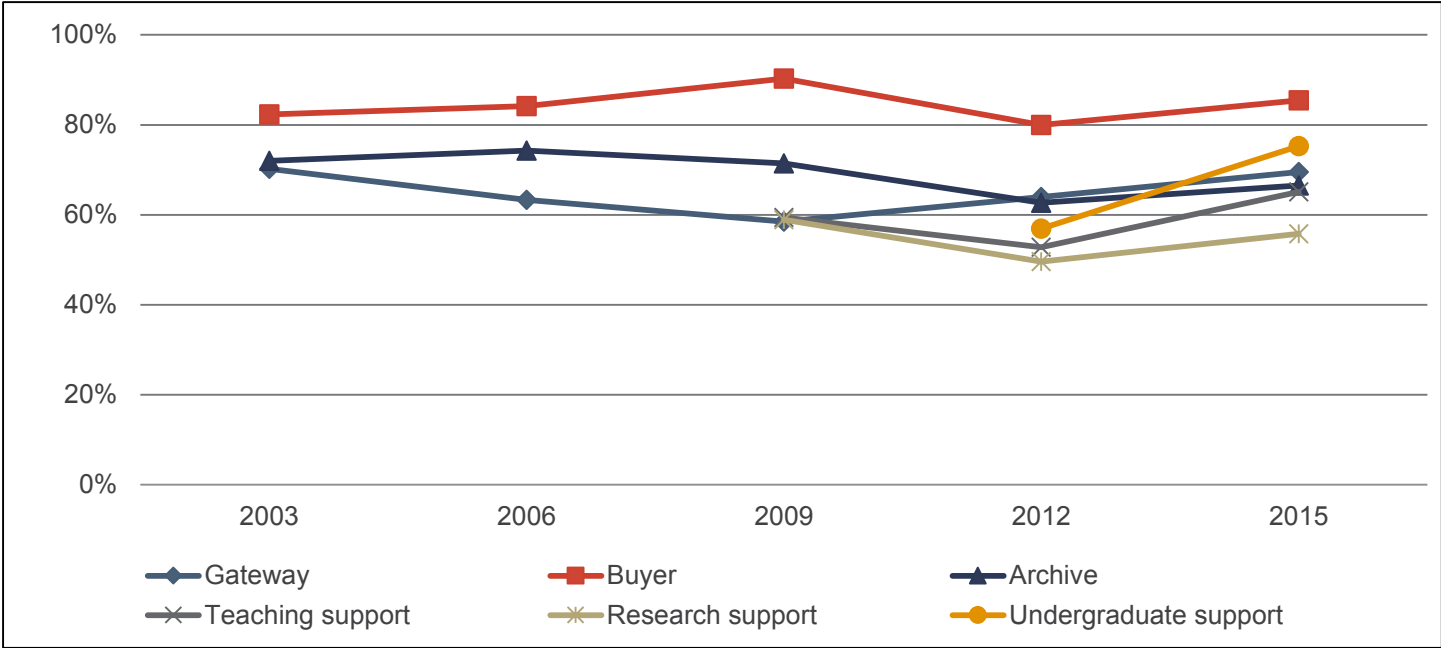
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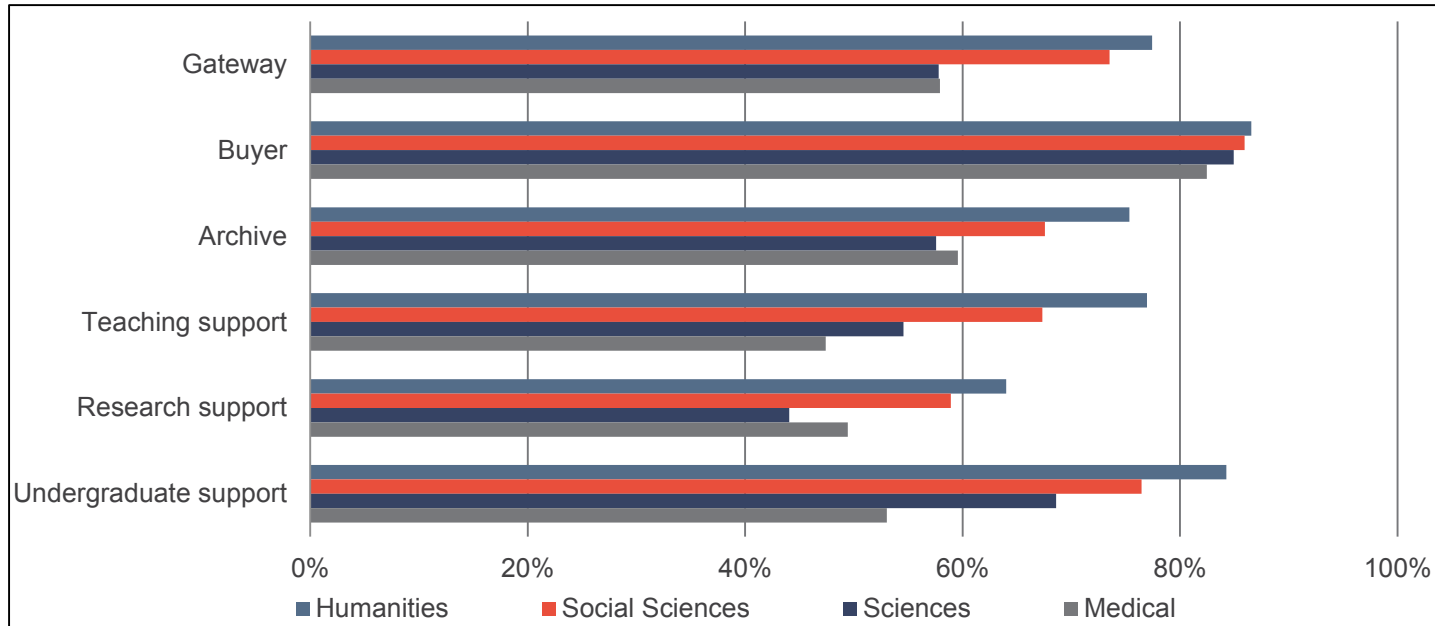
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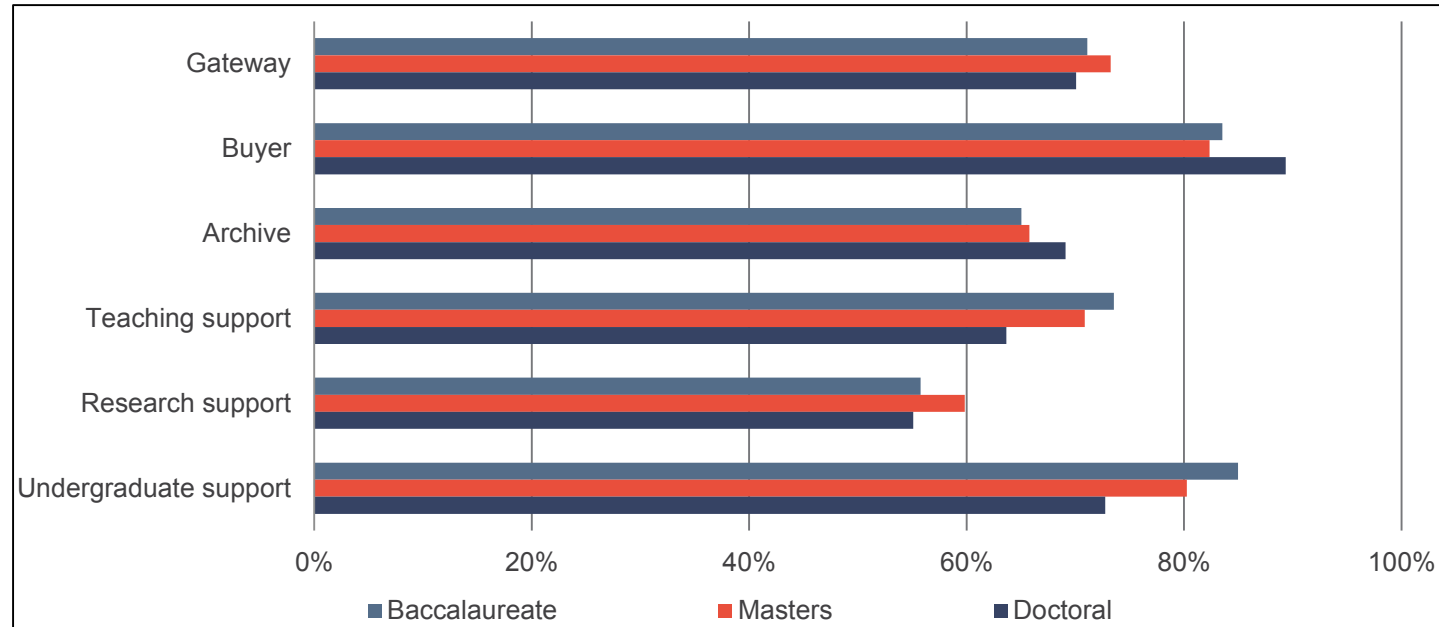
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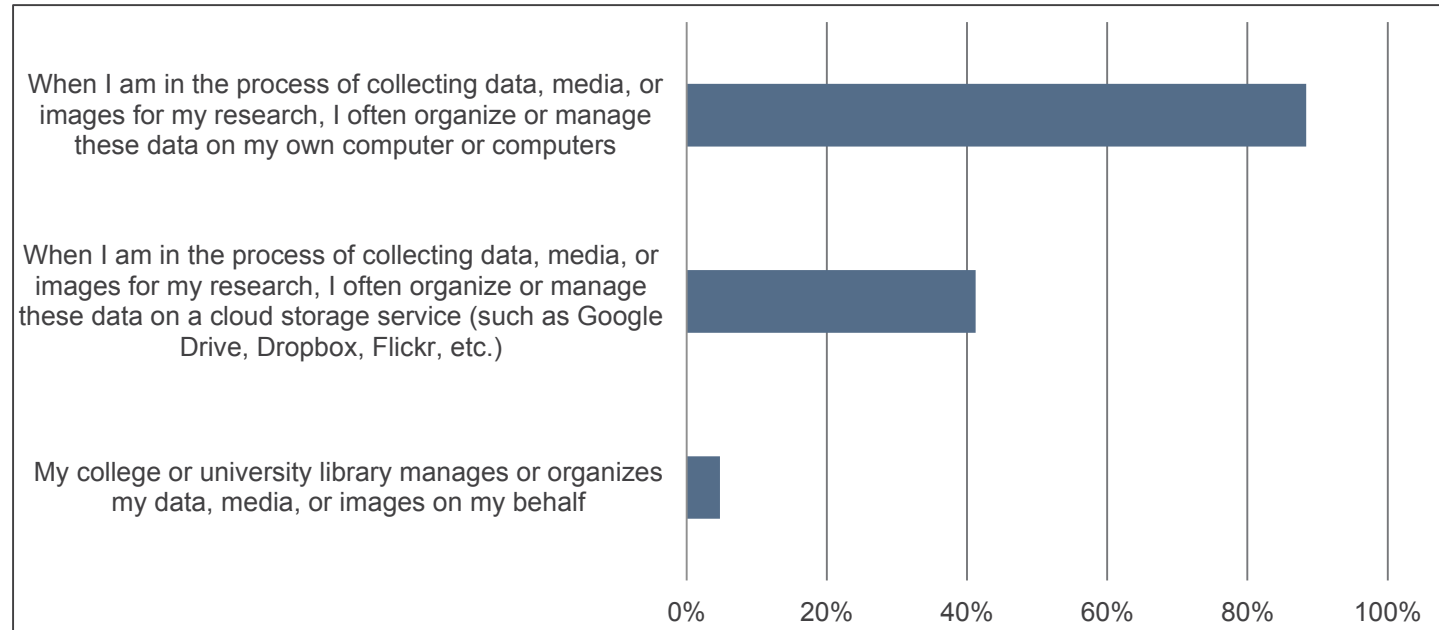
PREFERENCE FOR
SELF-RELIANCE IN
DATA MANAGEMENT &
PRESERVATION
PROCESSES

PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

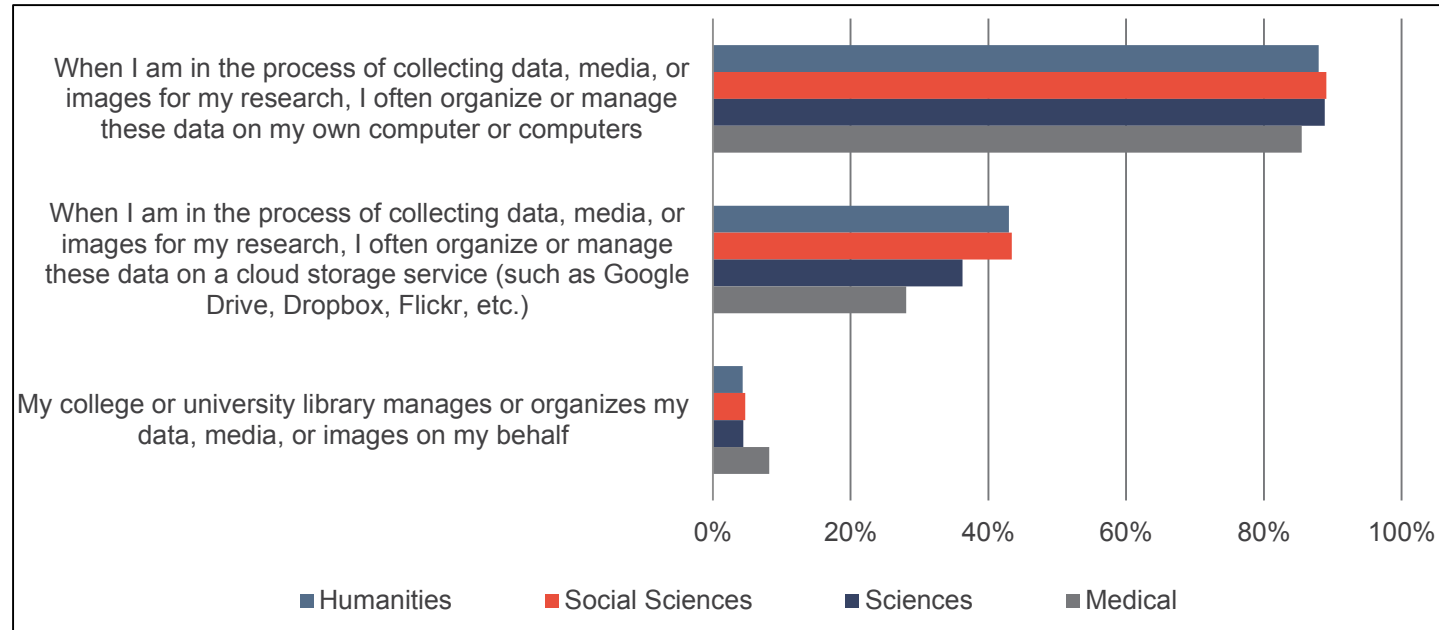
PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Percent of respondents who strongly agreed with each statement.



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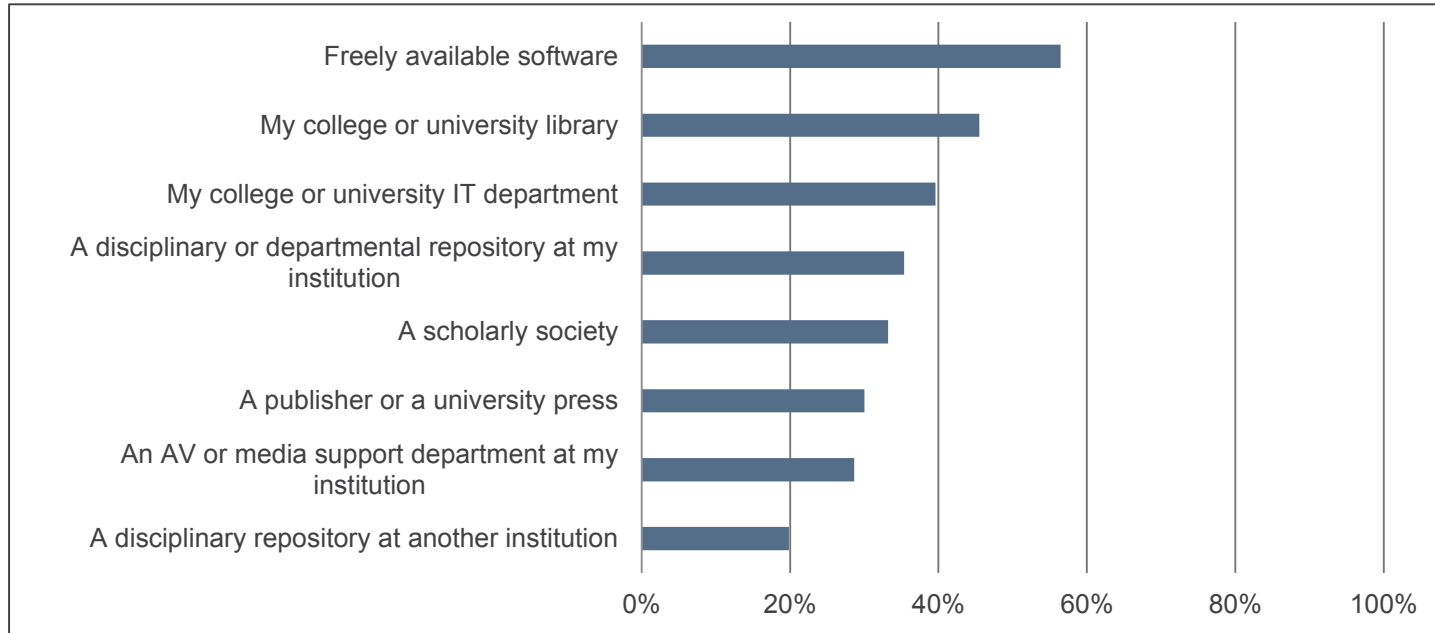


PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images.

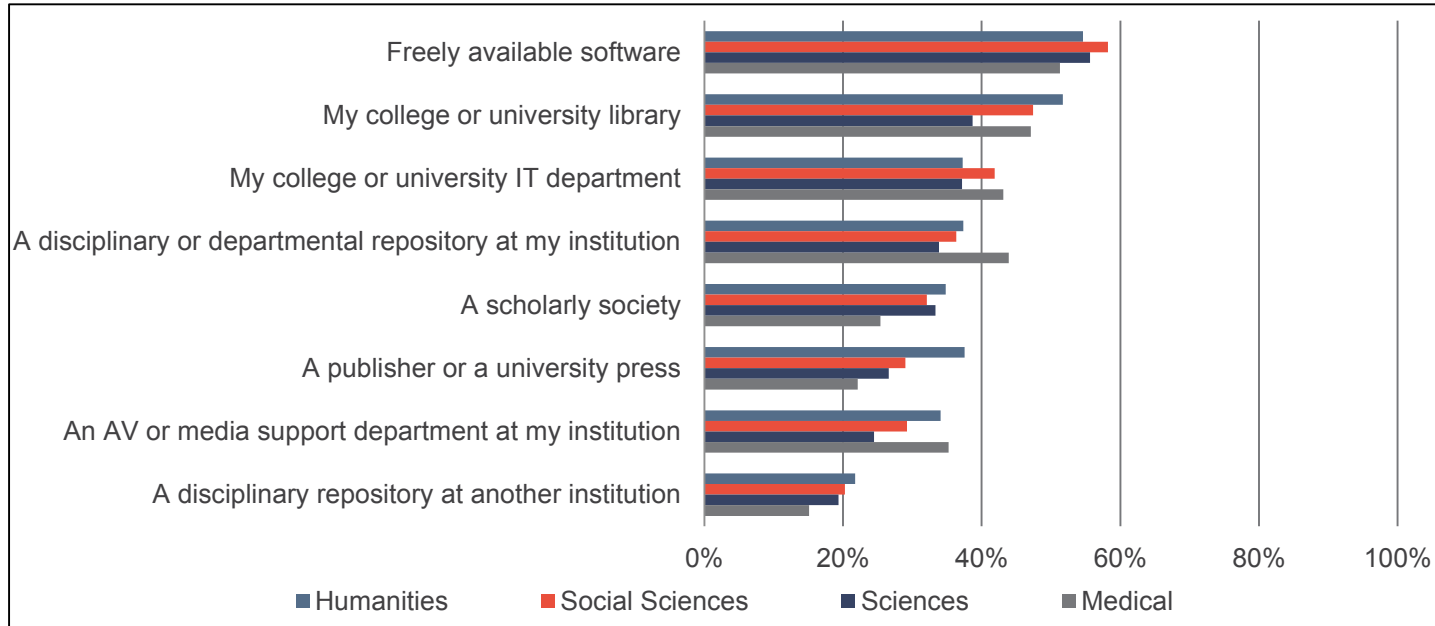
PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Percent of respondents who indicated that each of the sources is highly valuable for managing or preserving research data, media, or images.



PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

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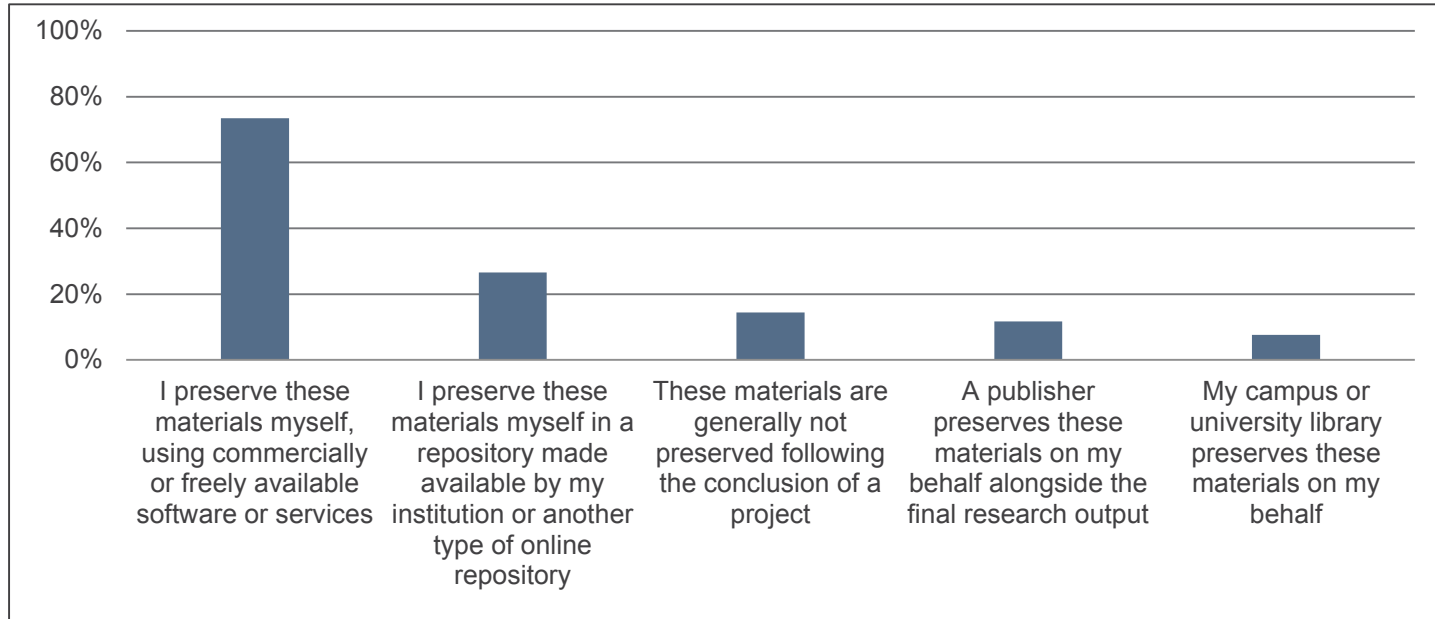


PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?

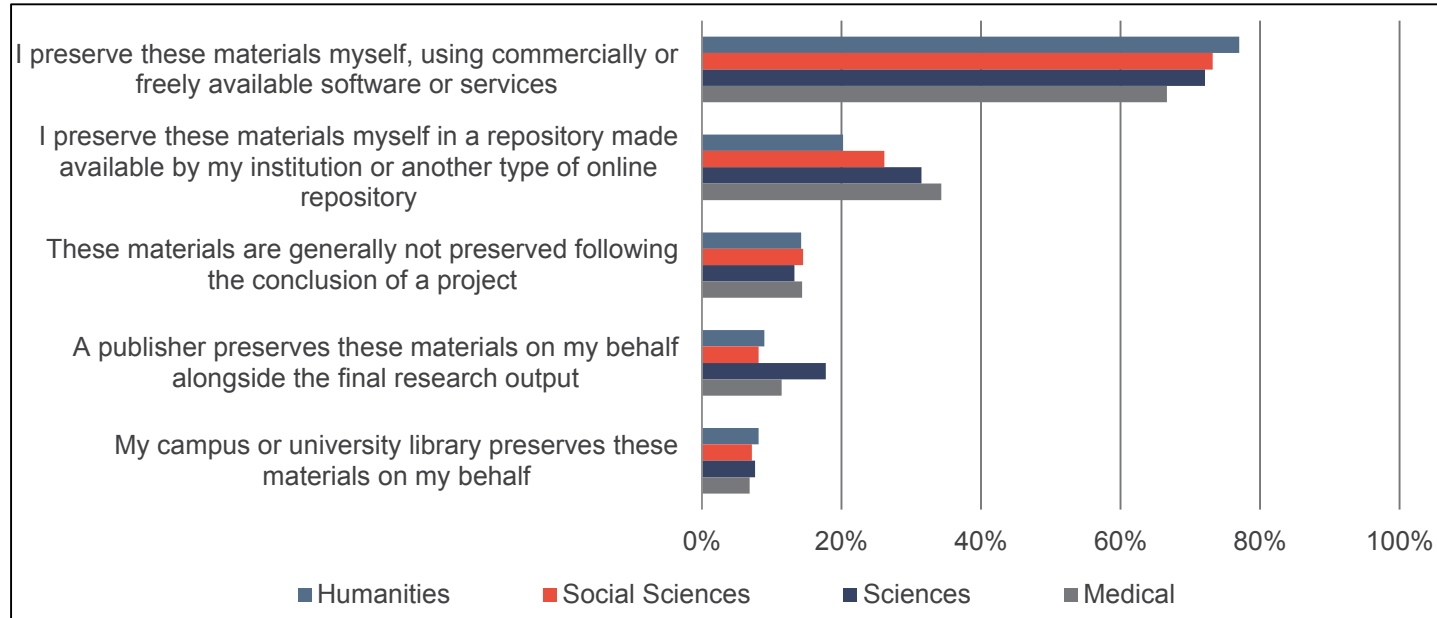
PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Percent of respondents who indicated that each method is used in preserving research data following the conclusion of a project.



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FORMAT TRANSITION FOR MONOGRAPHS?

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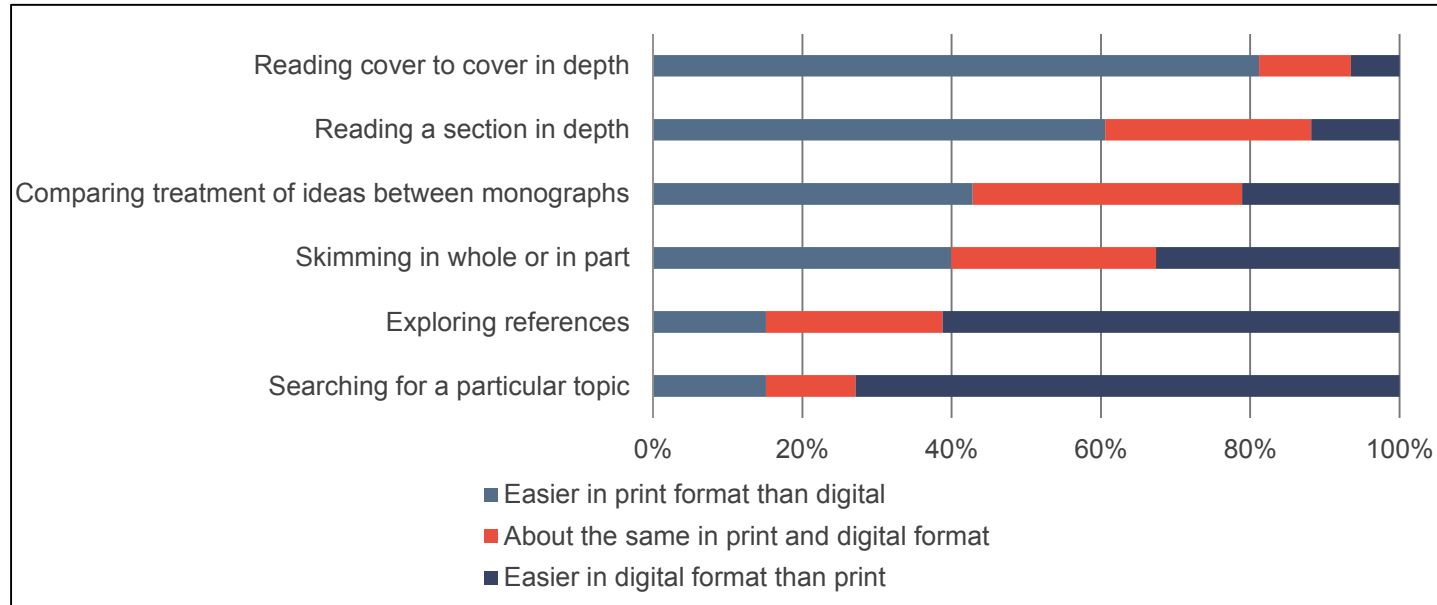
Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format.

- Reading cover to cover in depth
- Reading a section in depth
- Comparing treatment of ideas between monographs
- Skimming in whole or in part
- Exploring references
- Searching for a particular topic

FORMAT TRANSITION FOR MONOGRAPHS?

2012

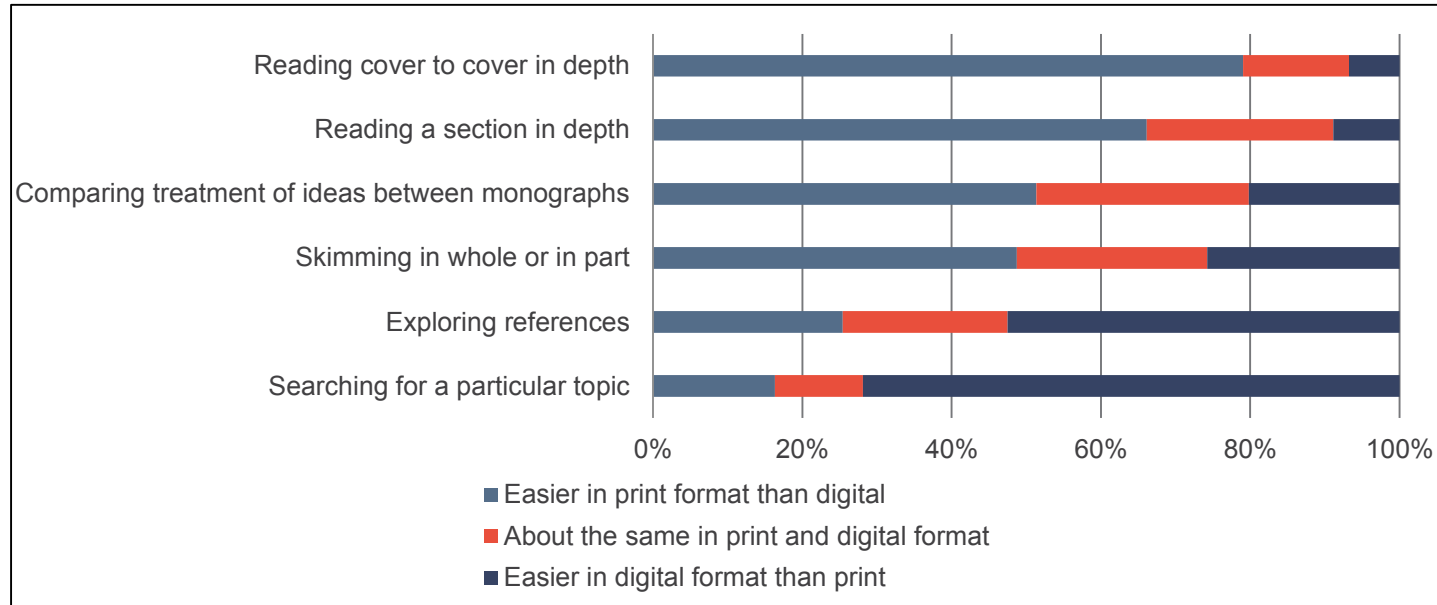
Percent of respondents who indicated that each of these practices is easier or harder in print or digital formats.



FORMAT TRANSITION FOR MONOGRAPHS?

2015

Percent of respondents who indicated that each of these practices is easier or harder in print or digital formats.



FORMAT TRANSITION FOR MONOGRAPHS?

Change in percentage points of respondents indicating how much easier or harder is it to perform each activity in print or digital format from 2012 to 2015.

	Easier in <u>print format</u> than digital	About the same in print and digital format	Easier in <u>digital format</u> than print
Reading cover to cover in depth	-2.18	1.89	0.29
Reading a section in depth	5.84	-2.53	-2.91
Comparing treatment of ideas between monographs	8.54	-7.65	-0.89
Skimming in whole or in part	8.82	-1.88	-6.83
Exploring references	10.29	-1.60	-8.70
Searching for a particular topic	1.20	-0.21	-0.99

TRADITIONAL
SCHOLARLY
INCENTIVES STILL
MOTIVATE RESEARCH
BEHAVIOR

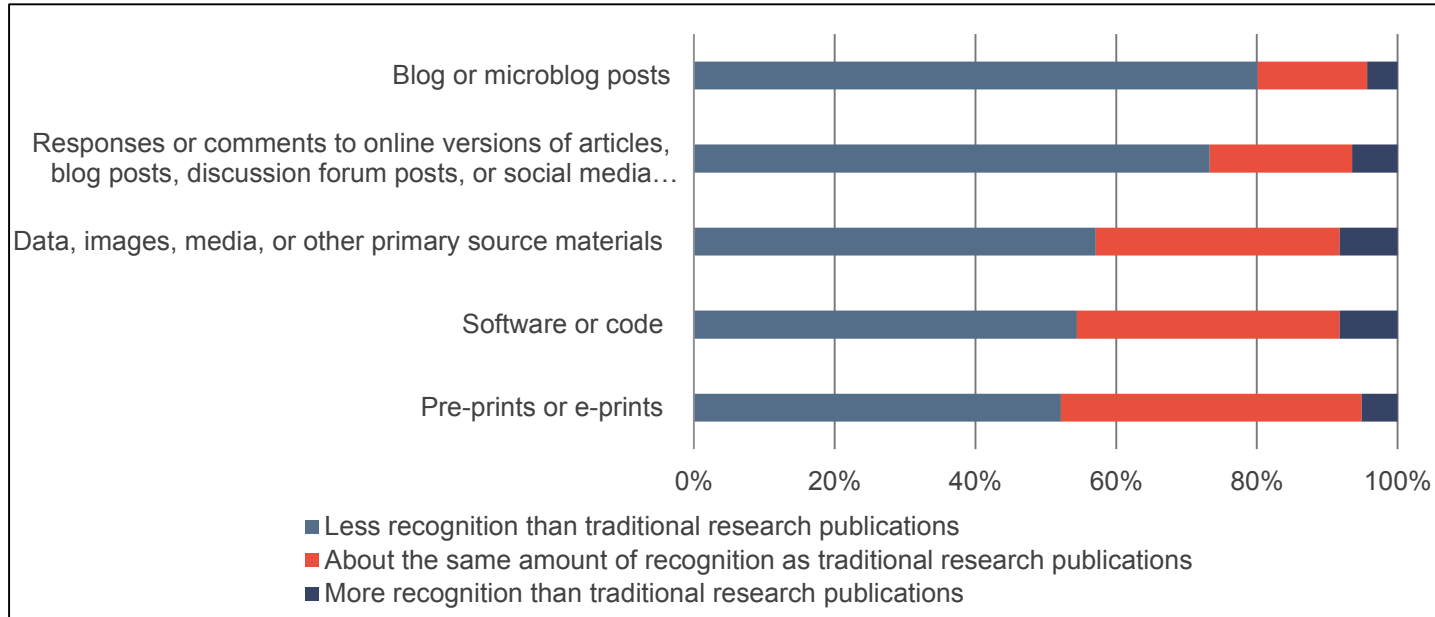
TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR

And, when you think about how your work is assessed, such as for tenure, promotion, or research funding, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

- Less recognition than traditional research publications
- About the same amount of recognition as traditional research publications
- More recognition than traditional research publications

TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR

Percent of respondents who indicated that they should receive less or more recognition for each of these research products.



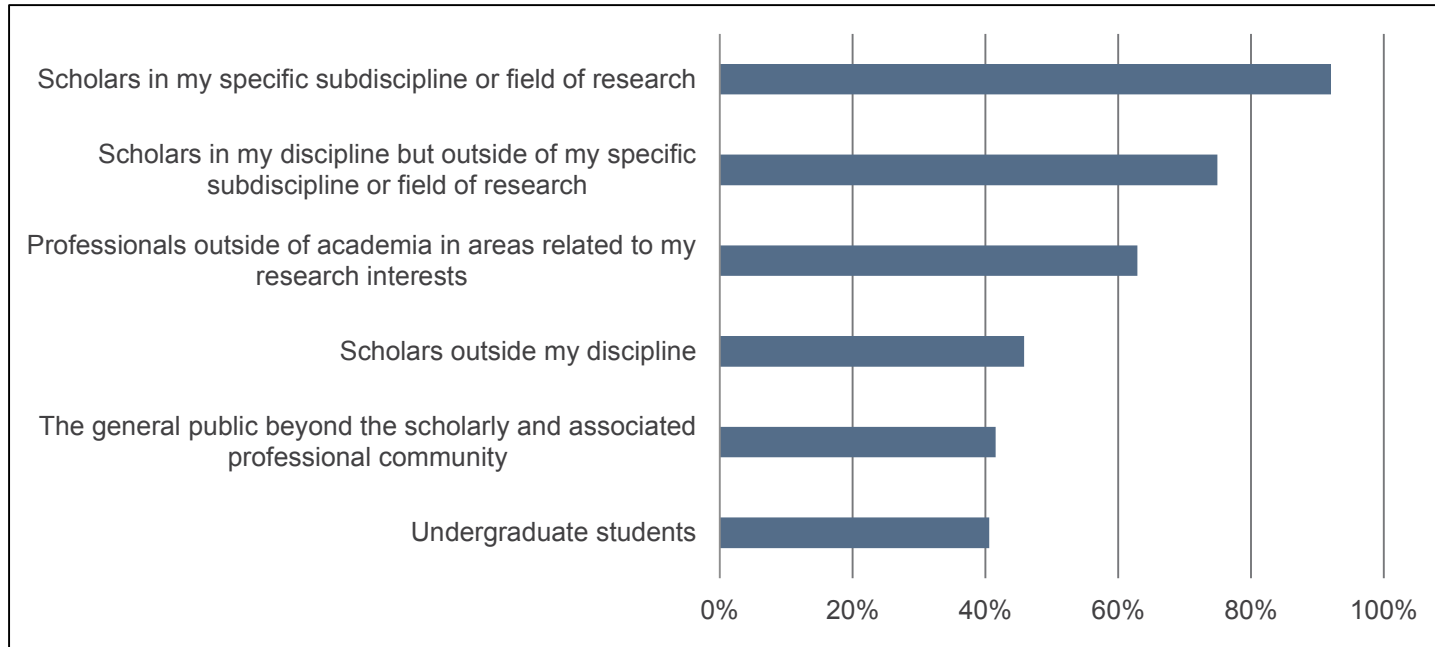
TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR

How important is it to you that your research reaches each of the following possible audiences?

- Scholars in my specific subdiscipline or field of research
- Scholars in my discipline but outside of my specific subdiscipline or field of research
- Professionals outside of academia in areas related to my research interests
- Scholars outside my discipline
- The general public beyond the scholarly and associated professional community
- Undergraduate students

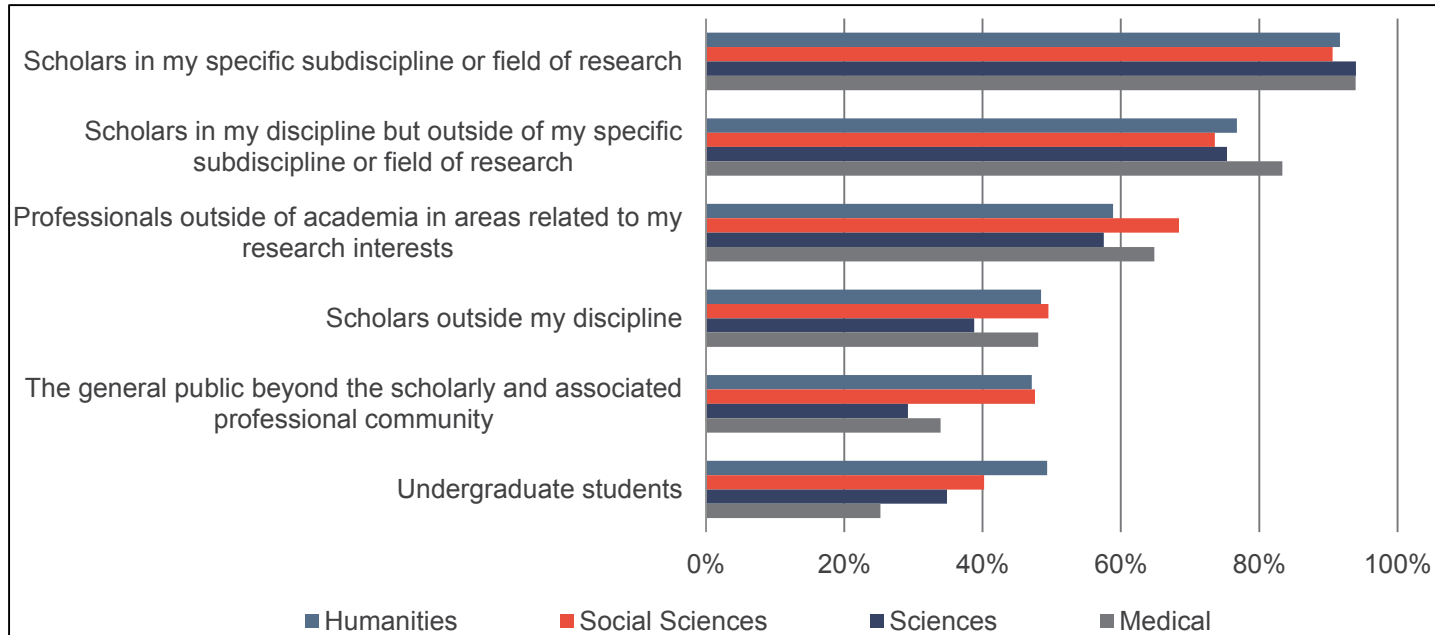
TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR

Percent of respondents who indicated that each of the following is a very important audience.



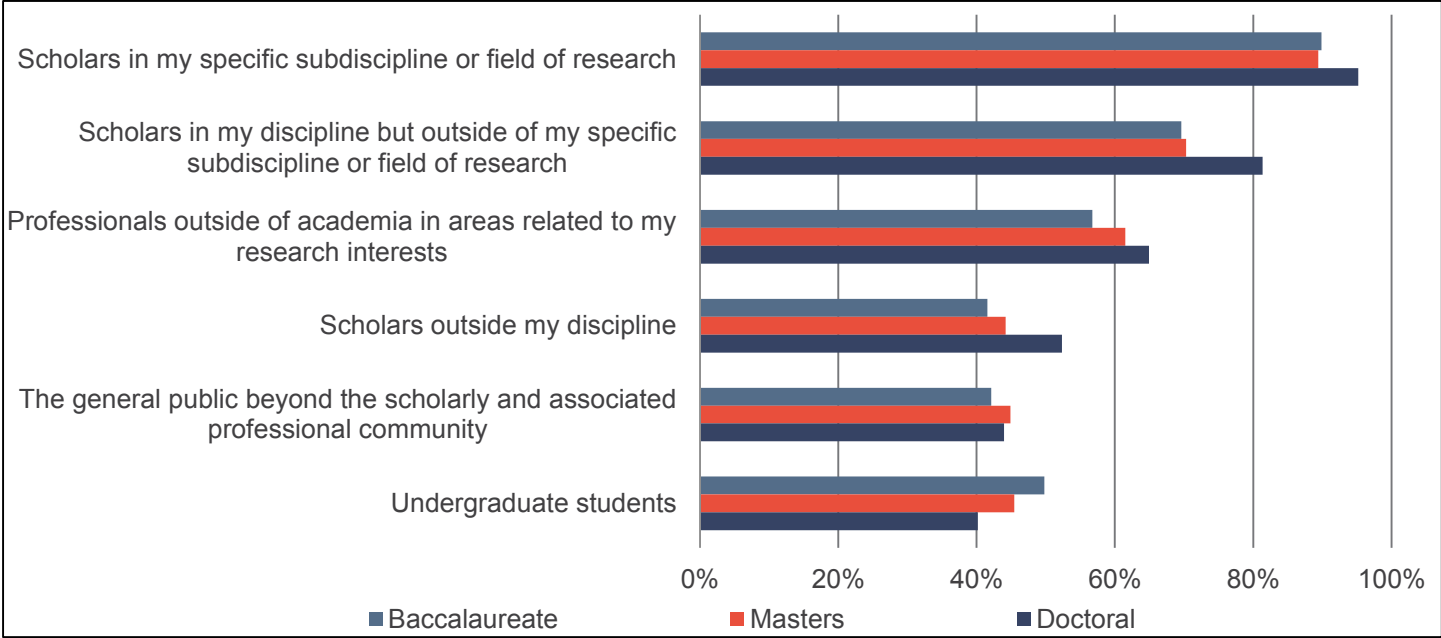
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DISCUSSION

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- How can libraries be optimally positioned to support student success as it is being prioritized by individual education institutions, as well as becoming a highly visible topic in political circles?
- As a recommitment to student success seems to take hold, is there anything to be learned to inform our thinking about how to modernize incentives for improved research dissemination?
- Has the library discovery strategy “succeeded”? And how can libraries capitalize on the growth faculty perceive in the library as starting point?
- What is your current thinking on a format transition for scholarly monographs and its implications for your institution?

Thank You



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