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 Ithaka 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.

- A specific electronic research resource/computer database
- Your online library website or catalog
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INCREASED INTEREST IN SUPPORTING STUDENTS
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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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![Graph showing increased interest in supporting students over time across various functions.](image-url)
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Percent of respondents who identified each function as highly important.

- Gateway
- Buyer
- Archive
- Teaching support
- Research support
- Undergraduate support

- Baccalaureate
- Masters
- Doctoral
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.

When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers.

When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.).

My college or university library manages or organizes my data, media, or images on my behalf.
PREFERENCE FOR SELF-RELIANCE IN DATA MANAGEMENT & PRESERVATION

Percent of respondents who strongly agreed with each statement.

- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers

- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)

- My college or university library manages or organizes my data, media, or images on my behalf
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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freely available software</td>
<td>60%</td>
</tr>
<tr>
<td>My college or university library</td>
<td>40%</td>
</tr>
<tr>
<td>My college or university IT department</td>
<td>20%</td>
</tr>
<tr>
<td>A disciplinary or departmental repository at my institution</td>
<td>0%</td>
</tr>
<tr>
<td>A scholarly society</td>
<td>20%</td>
</tr>
<tr>
<td>A publisher or a university press</td>
<td>0%</td>
</tr>
<tr>
<td>An AV or media support department at my institution</td>
<td>0%</td>
</tr>
<tr>
<td>A disciplinary repository at another institution</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages are shown on a scale from 0% to 100%.
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.

- Freely available software
- My college or university library
- My college or university IT department
- A disciplinary or departmental repository at my institution
- A scholarly society
- A publisher or a university press
- An AV or media support department at my institution
- A disciplinary repository at another institution

Categories:
- Humanities
- Social Sciences
- Sciences
- Medical

[Bar chart showing the preference percentages for each source by different fields (Humanities, Social Sciences, Sciences, Medical).]
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.

- I preserve these materials myself, using commercially or freely available software or services: 80%
- I preserve these materials myself in a repository made available by my institution or another type of online repository: 40%
- These materials are generally not preserved following the conclusion of a project: 20%
- A publisher preserves these materials on my behalf alongside the final research output: 10%
- My campus or university library preserves these materials on my behalf: 0%
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.

- I preserve these materials myself, using commercially or freely available software or services
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- A publisher preserves these materials on my behalf alongside the final research output
- My campus or university library preserves these materials on my behalf

Humanities | Social Sciences | Sciences | Medical
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
2012
Percent of respondents who indicated that each of these practices is easier or harder in print or digital formats.

- 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

- Easier in print format than digital
- About the same in print and digital format
- Easier in digital format than print
FORMAT TRANSITION FOR MONOGRAPHS?

2015
Percent of respondents who indicated that each of these practices is easier or harder in print or digital formats.

- 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

- Easier in print format than digital
- About the same in print and digital format
- Easier in digital format than print
**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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Easier in print format than digital</th>
<th>About the same in print and digital format</th>
<th>Easier in digital format than print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading cover to cover in depth</td>
<td>-2.18</td>
<td>1.89</td>
<td>0.29</td>
</tr>
<tr>
<td>Reading a section in depth</td>
<td>5.84</td>
<td>-2.53</td>
<td>-2.91</td>
</tr>
<tr>
<td>Comparing treatment of ideas between monographs</td>
<td>8.54</td>
<td>-7.65</td>
<td>-0.89</td>
</tr>
<tr>
<td>Skimming in whole or in part</td>
<td>8.82</td>
<td>-1.88</td>
<td>-6.83</td>
</tr>
<tr>
<td>Exploring references</td>
<td>10.29</td>
<td>-1.60</td>
<td>-8.70</td>
</tr>
<tr>
<td>Searching for a particular topic</td>
<td>1.20</td>
<td>-0.21</td>
<td>-0.99</td>
</tr>
</tbody>
</table>
TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR
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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.

- Blog or microblog posts
- Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media...
- Data, images, media, or other primary source materials
- Software or code
- Pre-prints or e-prints

Legend:
- 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

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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TRADITIONAL SCHOLARLY INCENTIVES STILL MOTIVATE RESEARCH BEHAVIOR

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- Undergraduate students

![Bar chart showing the percentage of respondents who indicated that each of the following is a very important audience.](chart)
DISCUSSION
• 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