# Ithaka S+R Library Survey 2019 Release of Key Findings

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Thank You

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# Ithaka S+R

## Libraries, Scholarly Communication, & Museums

**Leadership:** We strengthen the leadership, strategy, financing, governance, talent, and structure of individual academic libraries, art museums, and scholarly publishers;

**Scale and collaboration:** We improve the effectiveness of cross-institutional and entrepreneurial initiatives, driving scale effects and strategic collaboration by strengthening organizations and platforms;

**Diversity, equity, and inclusion:** As a result of our work, cultural organizations will improve on measures of representational diversity and strengthen their methods for fostering equity and inclusion.

**Strategy for collecting organizations:** Our work enables collecting and preservation organizations including libraries and museums to develop strategic directions that are appropriate for an increasingly digital environment.

**Reconfiguring academic support services:** As a result of our work, academic support organizations are able to revamp their service offerings and to provide the academic support services of the future.

**Transforming research management and publishing:** We help to improve scholarship, publishing, discovery, and access by strengthening user insights, strategy, business models, and products of relevant enterprises.

# Ithaka S+R Library Survey
**2019 Sponsors**

# Project advisors

➤ Jerome Conley, Miami University

➤ Trevor Dawes, University of Delaware

➤ Jennifer Fabbi, California State University at San Marcos

➤ Alexia Hudson-Ward, Oberlin College

➤ Brian Keith, University of Florida Libraries

➤ Sarah Pickle, The Claremont Colleges Libraries

➤ Brigitte Shull, Cambridge University Press

➤ Mackenzie Smith, University of California Davis

➤ Enrique Yanez, New York University Libraries

# Today's webinar

1. Project overview

2. Methodology

3. Discussion of key findings

4. Q&A

# Questionnaire

*Examining the vision and strategies of leaders of academic libraries and the challenges they navigate since 2010*

## New coverage of topics:

➢ Equity, diversity, and inclusion strategies

➢ Changes to collections strategies

➢ The library's role in ensuring student success

# Distribution

*Examining the vision and strategies of leaders of academic libraries and the challenges they navigate since 2010*

➢ Invitations and reminders from Ithaka S+R and our project advisor and recent ACRL president Trevor A. Dawes

➢ Survey fielded October – December 2019

➢ Aggregate response rate: 46% ($N$ = 662)

# Response Rates

*Examining the vision and strategies of leaders of academic libraries and the challenges they navigate since 2010*

|  | Number of Responses | Number of Institutions Invited | Response Rate |
|---|---|---|---|
| **Baccalaureate Colleges** | 180 | 489 | 37% |
| **Master's Colleges and Universities** | 257 | 579 | 45% |
| **Doctoral Universities** | 208 | 374 | 56% |

# Participants

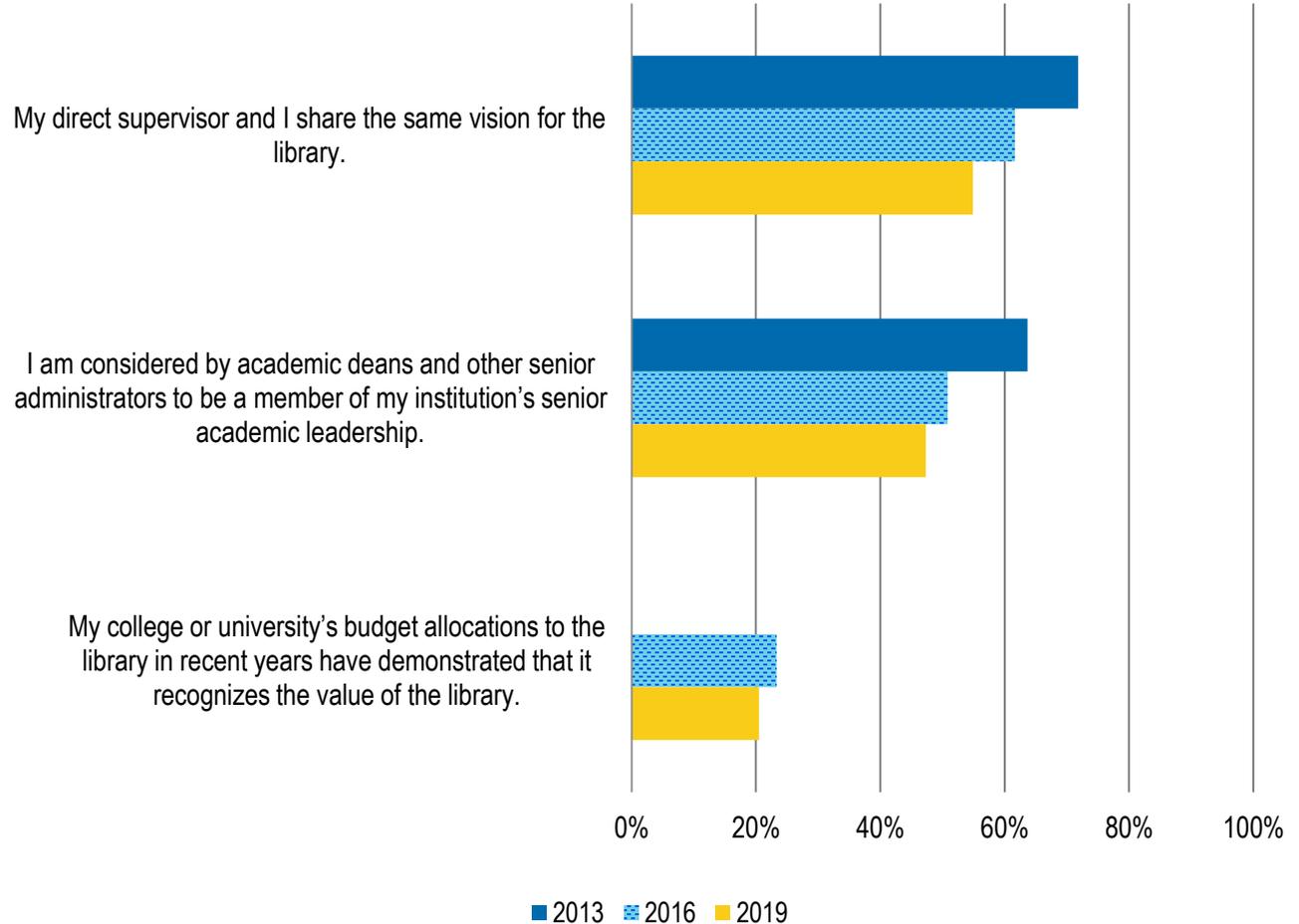*Examining the vision and strategies of leaders of academic libraries and the challenges they navigate since 2010*

➢ 88% White

➢ 61% Women

➢ 52% 55 and older

➢ 60% have been at their current institution for 5 years or less

# Key findings

Library directors continue to perceive the value of their roles—and the roles of their libraries—as declining in the eyes of their supervisors and other higher education leaders.

Please use the 10 to 1 scales to indicate how well each statement below describes your point of view. *Percentage of respondents that strongly agree with each statement, by survey cycle.*

My direct supervisor and I share the same vision for the library.

I am considered by academic deans and other senior administrators to be a member of my institution's senior academic leadership.

My college or university's budget allocations to the library in recent years have demonstrated that it recognizes the value of the library.

0%   20%   40%   60%   80%   100%

■ 2013   ▥ 2016   ■ 2019

Please use the 10 to 1 scales to indicate how well each statement below describes your point of view. *Percentage of respondents that strongly agree with each statement, 2019 by Carnegie Classification.*



My direct supervisor and I share the same vision for the library.

I am considered by academic deans and other senior administrators to be a member of my institution's senior academic leadership.

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0%    20%    40%    60%    80%    100%

■ Baccalaureate Colleges    ▤ Masters Colleges & Universities    ■ Doctoral Universities

How important do you believe it is to you/your immediate supervisor that your college or university library provides each of the functions below or serves in the capacity listed below? *Percentage of respondents that selected "highly important."*



The library helps undergraduates develop research, critical analysis, and information literacy skills.

The library supports and facilitates faculty teaching activities.

The library pays for resources faculty members need, from academic journals to books to electronic resources.

The library serves as a repository of resources—in other words, it archives, preserves, and keeps track of resources.

The library provides active support that helps increase the productivity of faculty research and scholarship.

The library serves as a starting point or "gateway" for locating information for faculty research.

The library supports graduate students in conducting research, managing data, and publishing scholarship.

0%   20%   40%   60%   80%   100%

■ Importance to you   ▨ Importance to your immediate supervisor

Student success remains a top objective for library directors and they see the contributions of their library toward this success most strongly in relation to increasing student learning and enhancing student well-being.
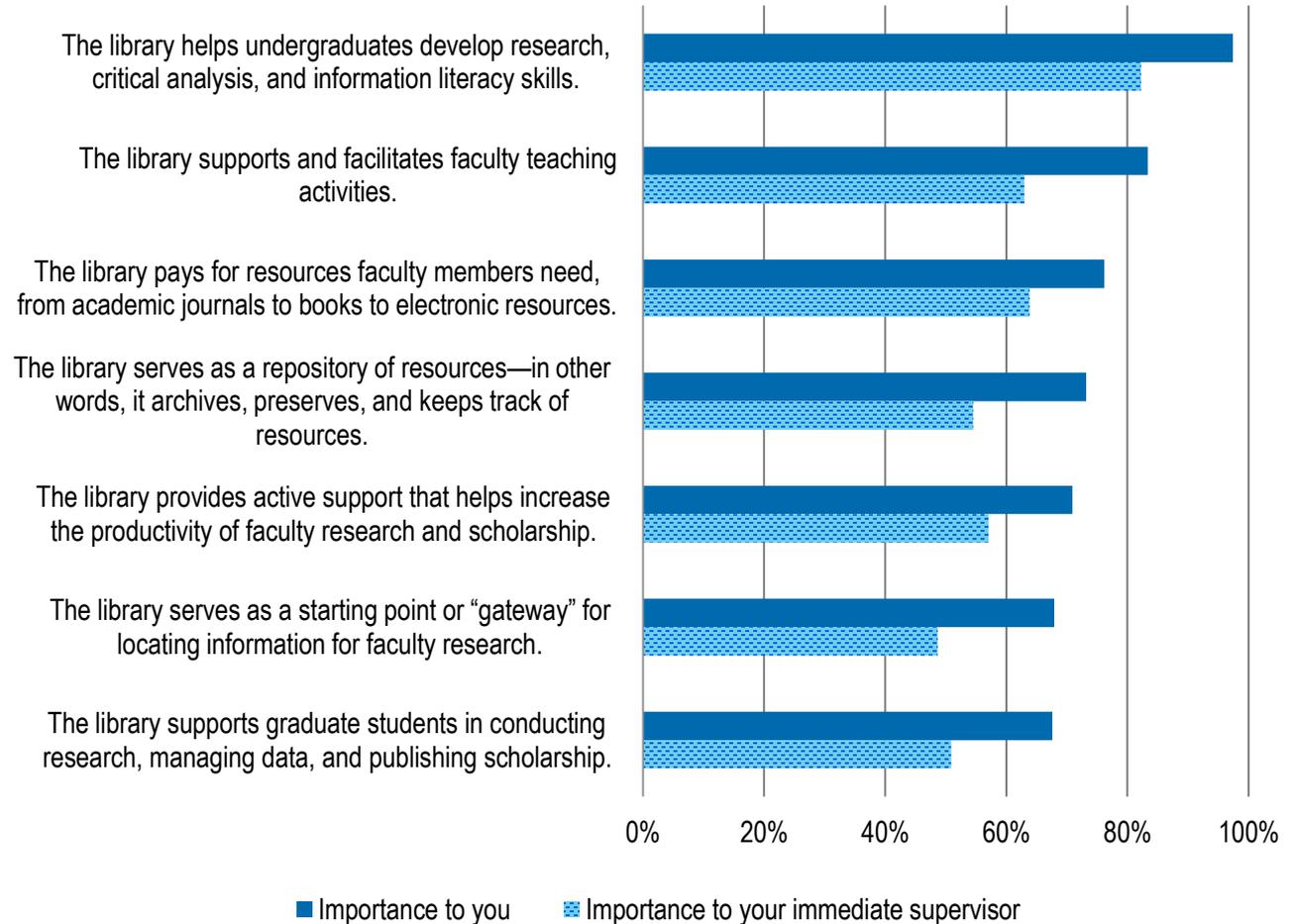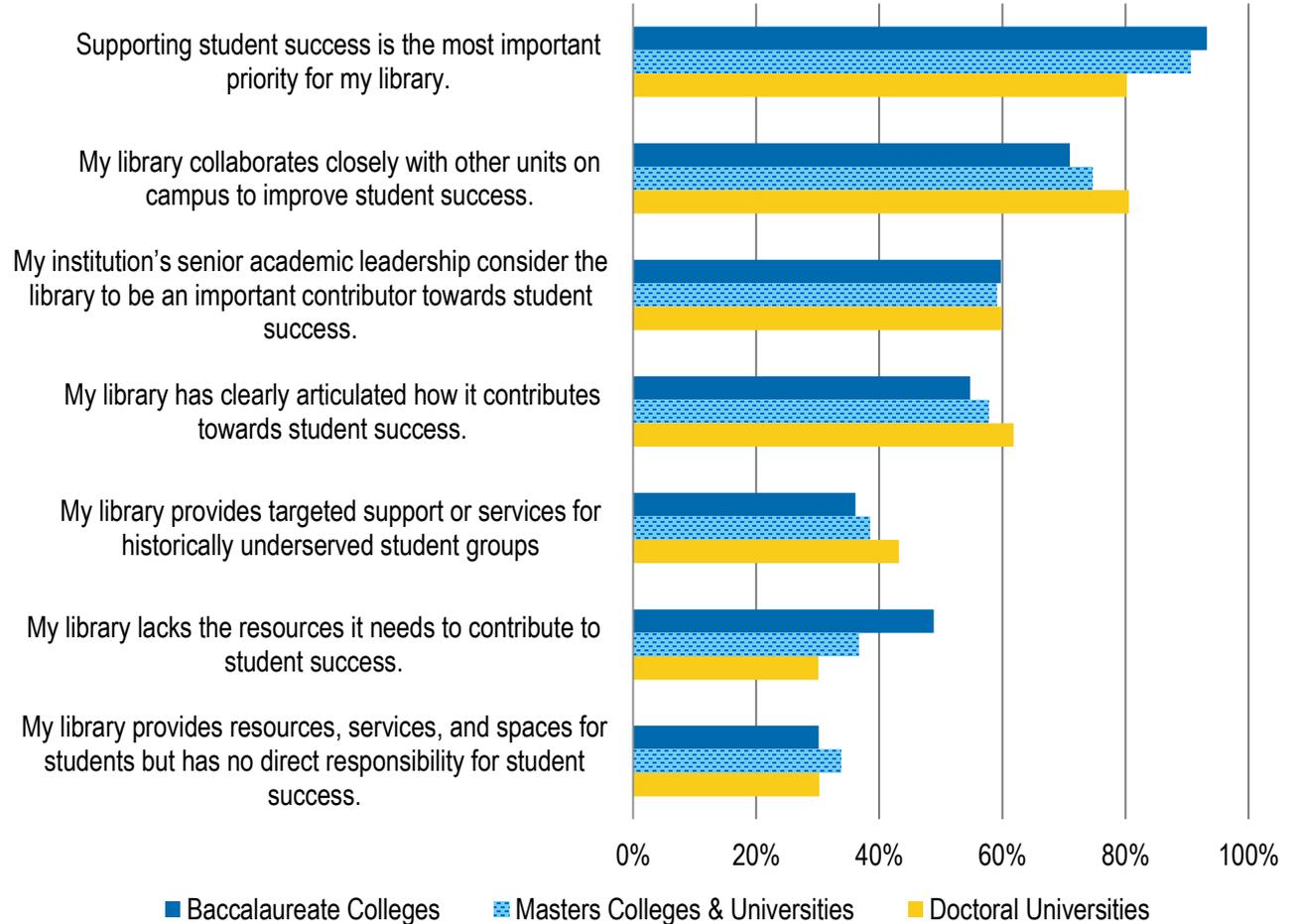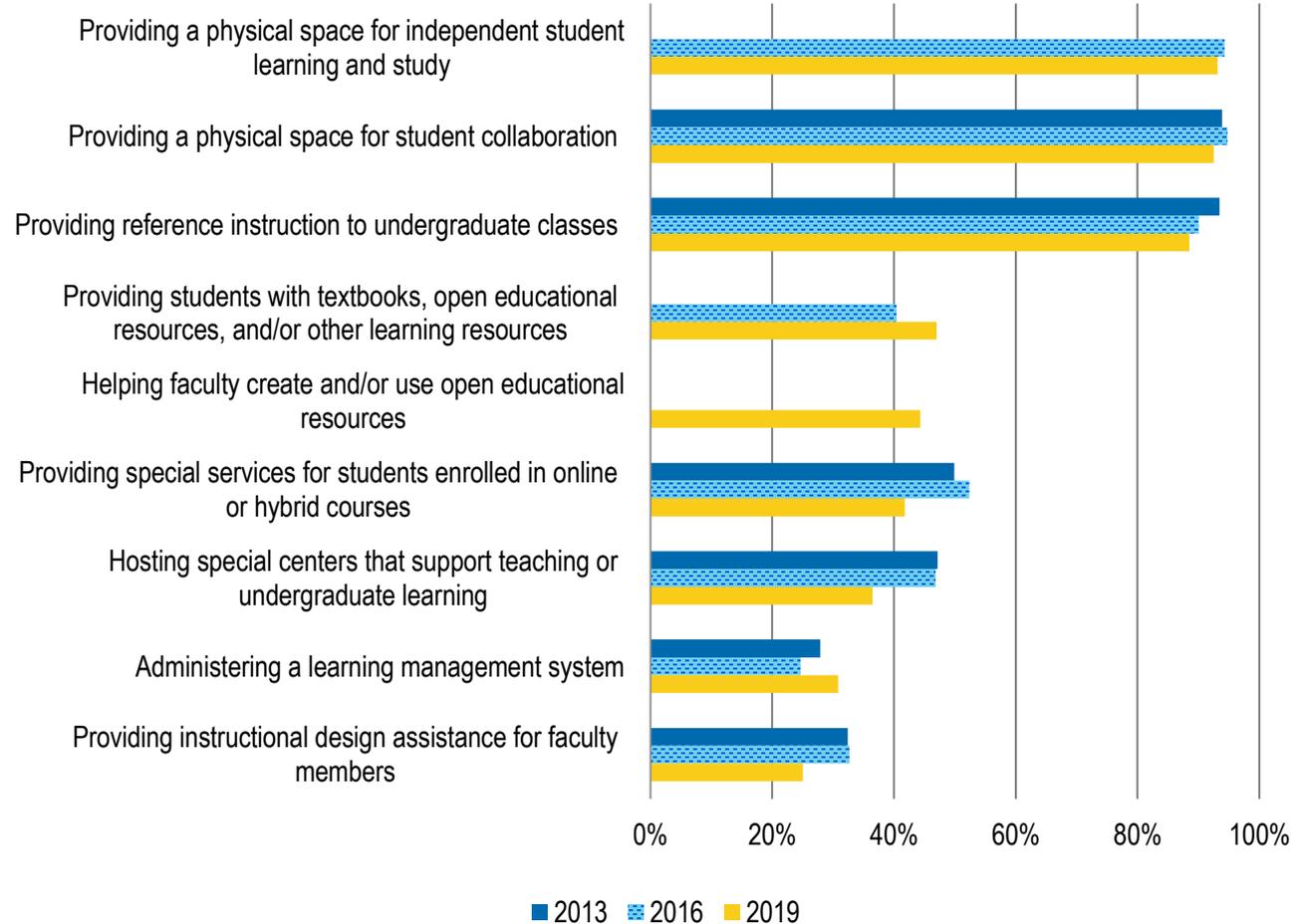
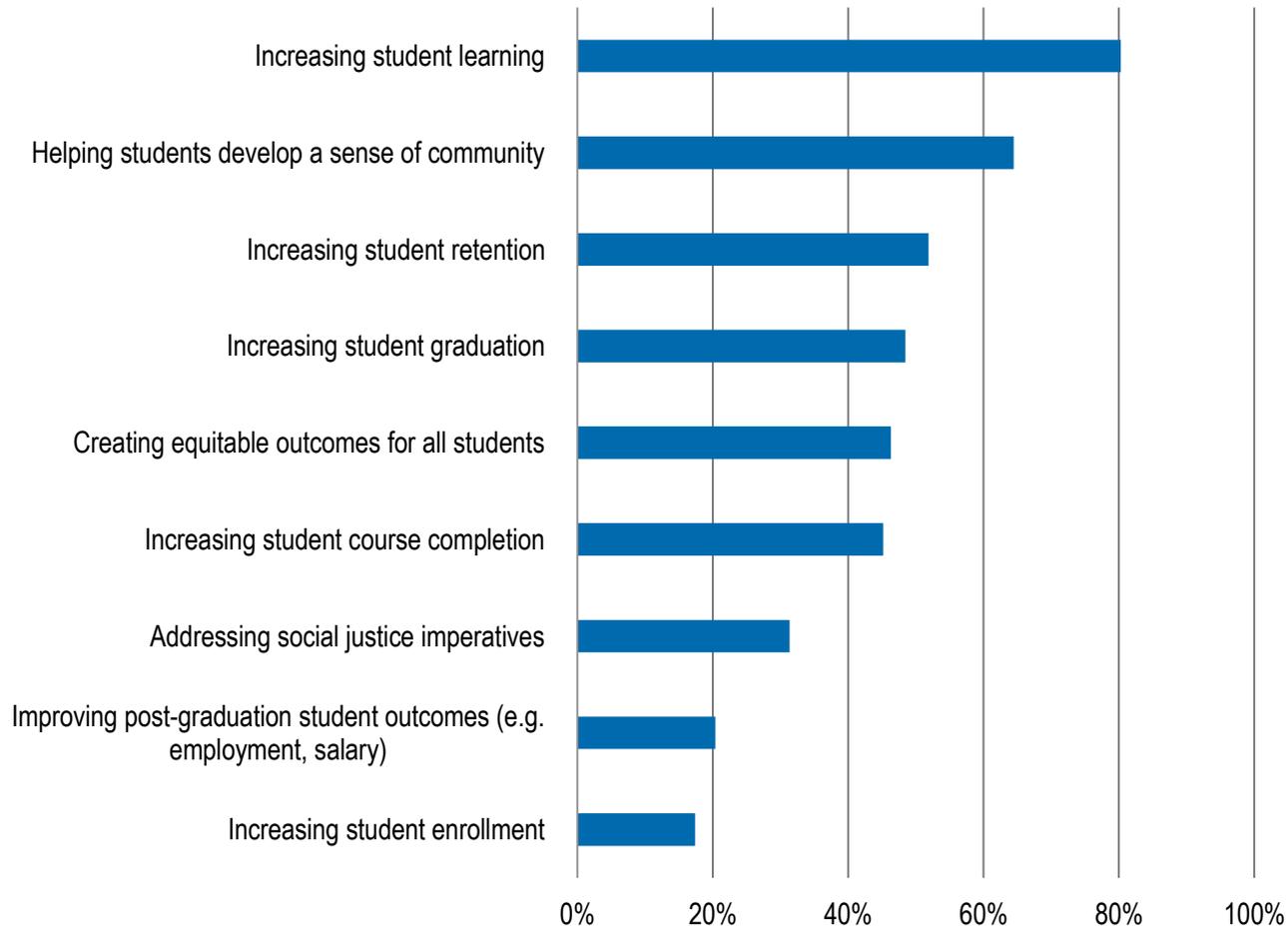Please use the 10 to 1 scales to indicate how well each statement below describes your point of view. *Percentage of respondents that strongly agree with each statement, 2019 by Carnegie Classification.*



Supporting student success is the most important priority for my library.

My library collaborates closely with other units on campus to improve student success.

My institution's senior academic leadership consider the library to be an important contributor towards student success.

My library has clearly articulated how it contributes towards student success.

My library provides targeted support or services for historically underserved student groups

My library lacks the resources it needs to contribute to student success.

My library provides resources, services, and spaces for students but has no direct responsibility for student success.

0%    20%    40%    60%    80%    100%

■ Baccalaureate Colleges    ▦ Masters Colleges & Universities    ■ Doctoral Universities

How much of a priority is each of the following functions in your library? *Percentage of respondents that selected "high priority" or "very high priority," by survey cycle.*

Providing a physical space for independent student learning and study

Providing a physical space for student collaboration

Providing reference instruction to undergraduate classes

Providing students with textbooks, open educational resources, and/or other learning resources

Helping faculty create and/or use open educational resources

Providing special services for students enrolled in online or hybrid courses

Hosting special centers that support teaching or undergraduate learning

Administering a learning management system

Providing instructional design assistance for faculty members

0%   20%   40%   60%   80%   100%
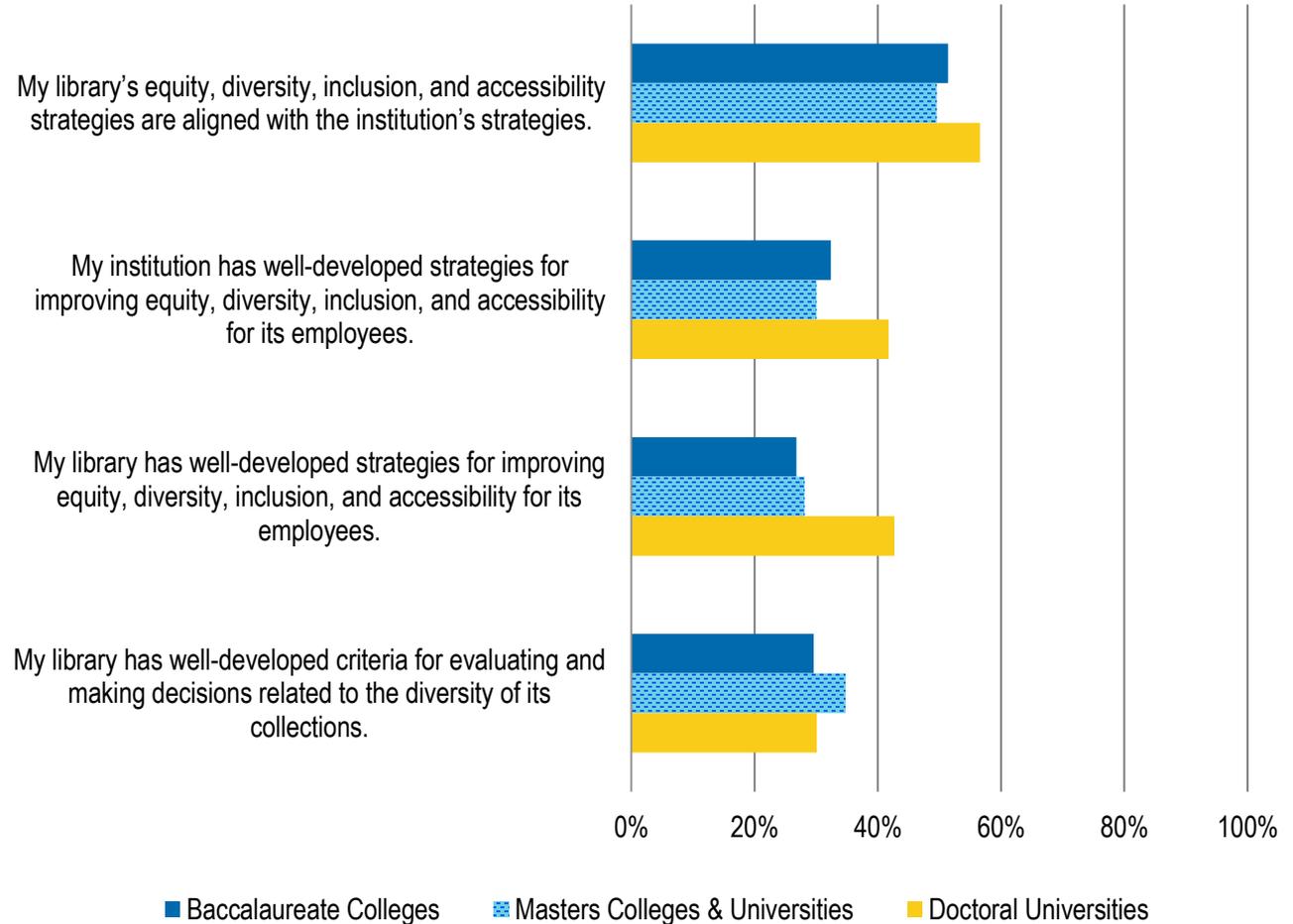
■ 2013  ▨ 2016  ▨ 2019

In your opinion and/or based on evidence gathered, to what extent does your library contribute to each of the following possible student success objectives? *Percentage of respondents that selected "a lot" or "a great deal."*



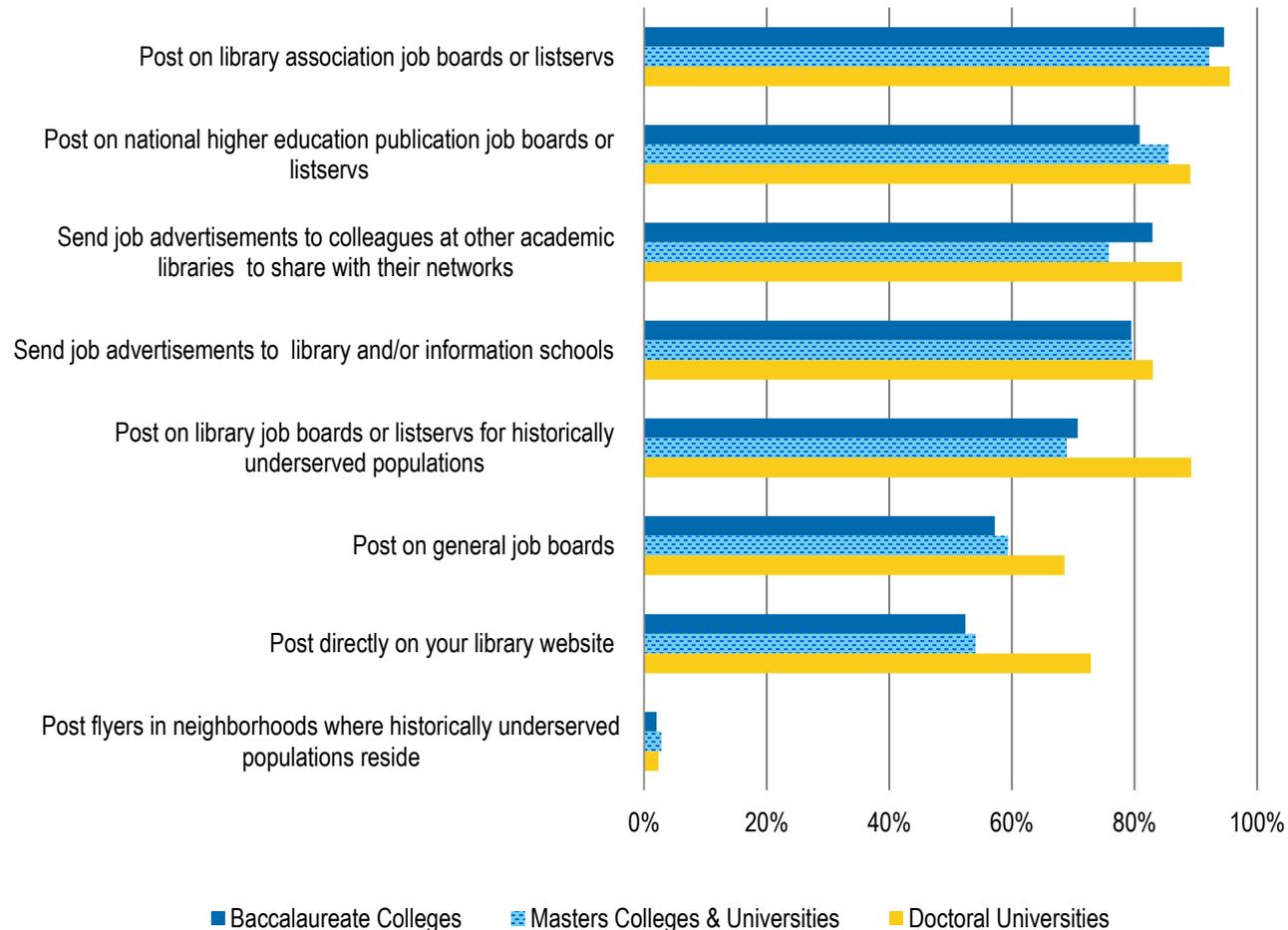| Objective | Percentage |
|-----------|-----------|
| Increasing student learning | ~80% |
| Helping students develop a sense of community | ~64% |
| Increasing student retention | ~51% |
| Increasing student graduation | ~48% |
| Creating equitable outcomes for all students | ~46% |
| Increasing student course completion | ~45% |
| Addressing social justice imperatives | ~31% |
| Improving post-graduation student outcomes (e.g. employment, salary) | ~20% |
| Increasing student enrollment | ~17% |

Relatively few library directors agree that their library, as well as their broader institution, have well-developed strategies related to equity, diversity, inclusion, and access.

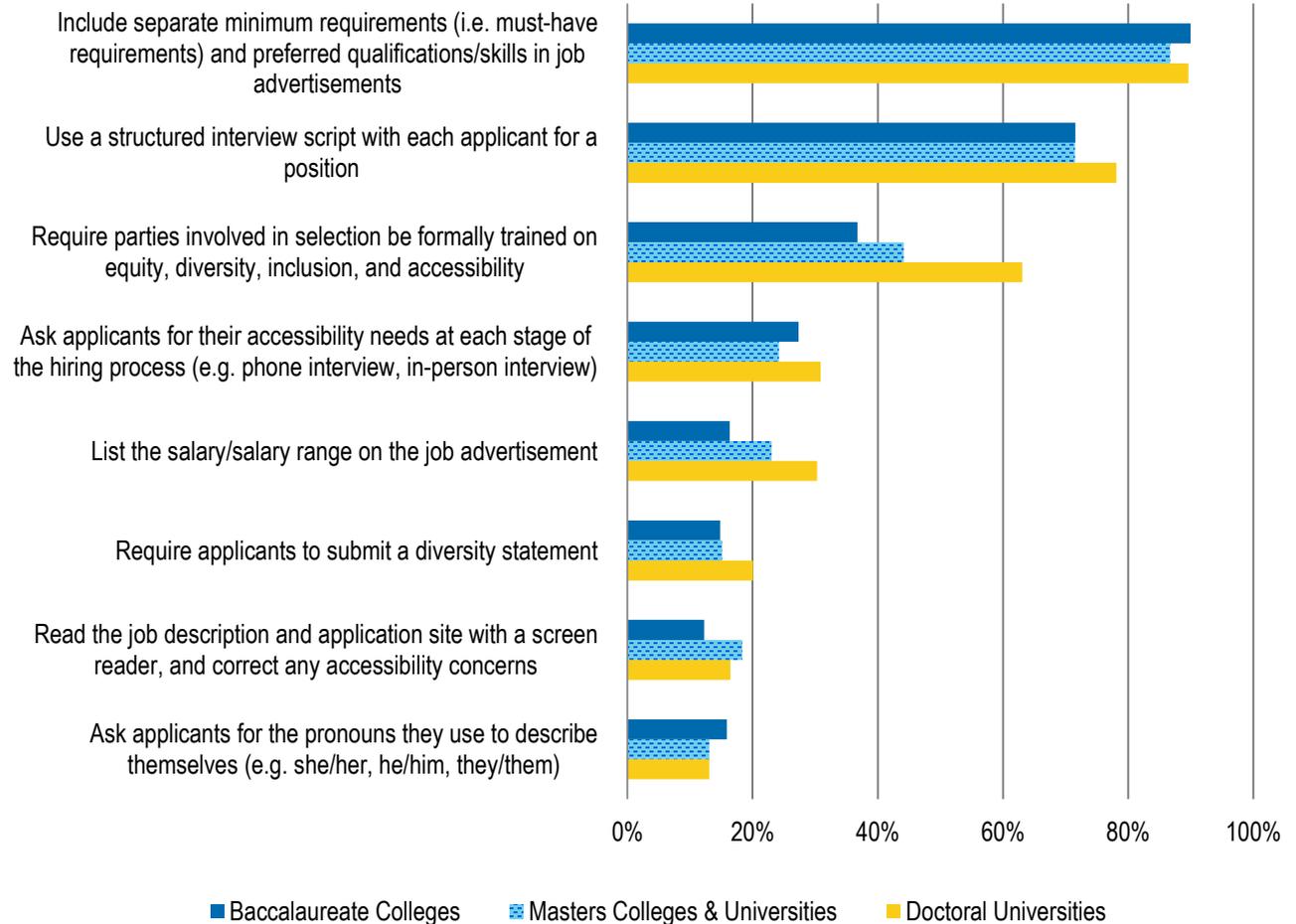Please use the 10 to 1 scales to indicate your level of agreement with each statement.
*Percentages of respondents that strongly agree, 2019 by Carnegie Classification.*



- My library's equity, diversity, inclusion, and accessibility strategies are aligned with the institution's strategies.
- My institution has well-developed strategies for improving equity, diversity, inclusion, and accessibility for its employees.
- My library has well-developed strategies for improving equity, diversity, inclusion, and accessibility for its employees.
- My library has well-developed criteria for evaluating and making decisions related to the diversity of its collections.

■ Baccalaureate Colleges    ▦ Masters Colleges & Universities    ■ Doctoral Universities

Generally speaking, how often do you, a hiring manager, a human resources representative, and/or members of a search committee do each of the following when advertising job postings for library positions? *Percentages of respondents that selected "occasionally" or "often," 2019 by Carnegie Classification.*



Post on library association job boards or listservs

Post on national higher education publication job boards or listservs

Send job advertisements to colleagues at other academic libraries to share with their networks

Send job advertisements to library and/or information schools

Post on library job boards or listservs for historically underserved populations

Post on general job boards

Post directly on your library website

Post flyers in neighborhoods where historically underserved populations reside

0%    20%    40%    60%    80%    100%

■ Baccalaureate Colleges    ▨ Masters Colleges & Universities    ■ Doctoral Universities

Generally speaking, how often do you, a hiring manager, a human resources manager, and/or members of the search committee do the following when recruiting and hiring library employees? *Percentages of respondents that selected "occasionally" or "often," 2019 by Carnegie Classification.*



| | |
|---|---|
| Include separate minimum requirements (i.e. must-have requirements) and preferred qualifications/skills in job advertisements | |
| Use a structured interview script with each applicant for a position | |
| Require parties involved in selection be formally trained on equity, diversity, inclusion, and accessibility | |
| Ask applicants for their accessibility needs at each stage of the hiring process (e.g. phone interview, in-person interview) | |
| List the salary/salary range on the job advertisement | |
| Require applicants to submit a diversity statement | |
| Read the job description and application site with a screen reader, and correct any accessibility concerns | |
| Ask applicants for the pronouns they use to describe themselves (e.g. she/her, he/him, they/them) | |

■ Baccalaureate Colleges  ▨ Masters Colleges & Universities  ■ Doctoral Universities

Directors anticipate increased expenditures for services and staffing related to teaching and research support. Decreases in collections expenditures are expected over the next five years.

In the next five years, do you anticipate the share of overall resource expenditure (including direct expenditures and staffing) to increase, remain the same, or decrease for each of the following? *Percentage of respondents that selected "increase," 2019 by Carnegie Classification.*
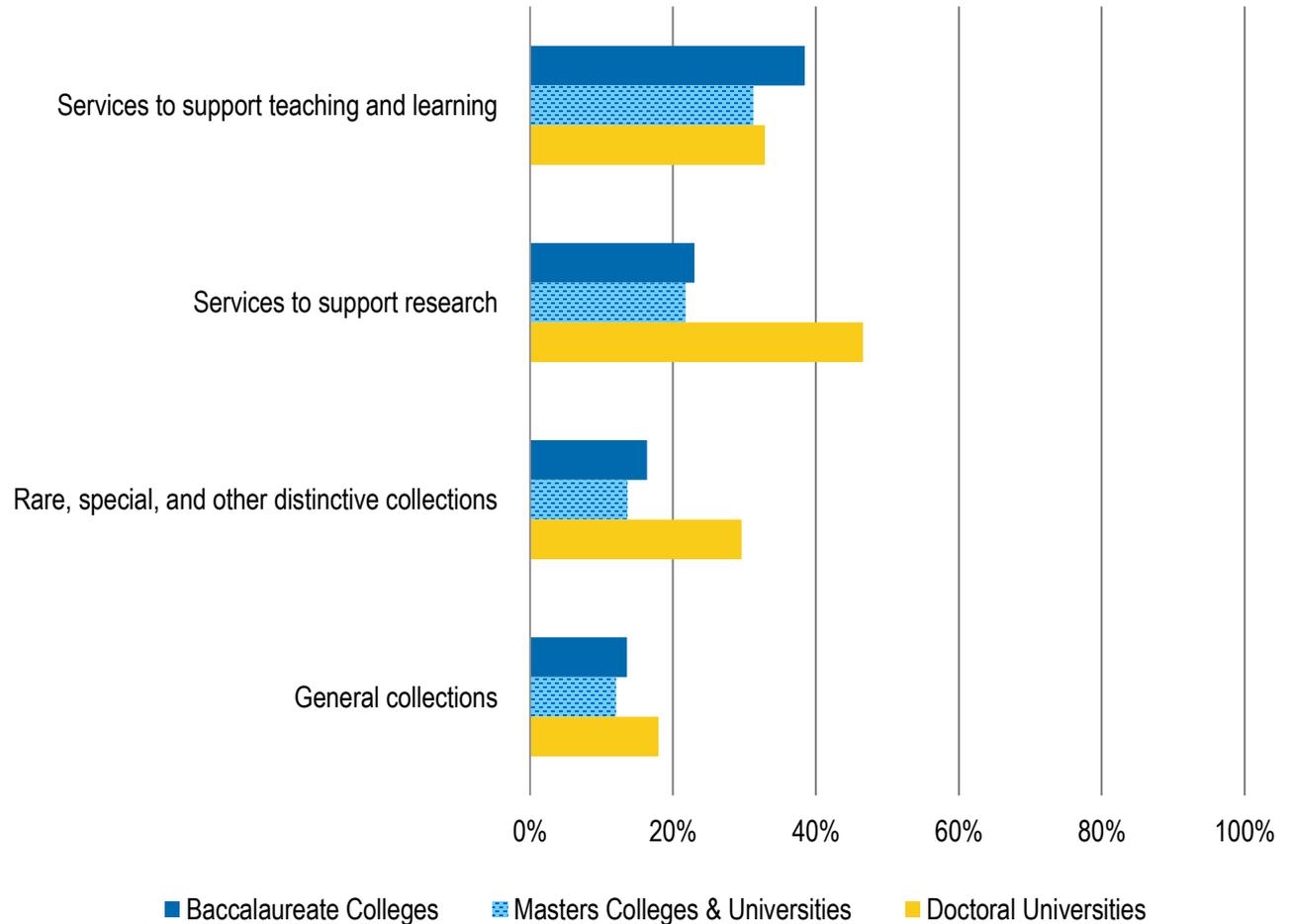


Baccalaureate Colleges ■ Masters Colleges & Universities ■ Doctoral Universities

To the best of your knowledge, will your library add or reduce employee positions in any of the following areas over the next five years? For each area, please indicate whether you anticipate adding employee positions, making no change, or reducing employee positions. *Percentage of respondents that indicated they expect to add employee positions, 2019 by Carnegie Classification. Top 11 items.*
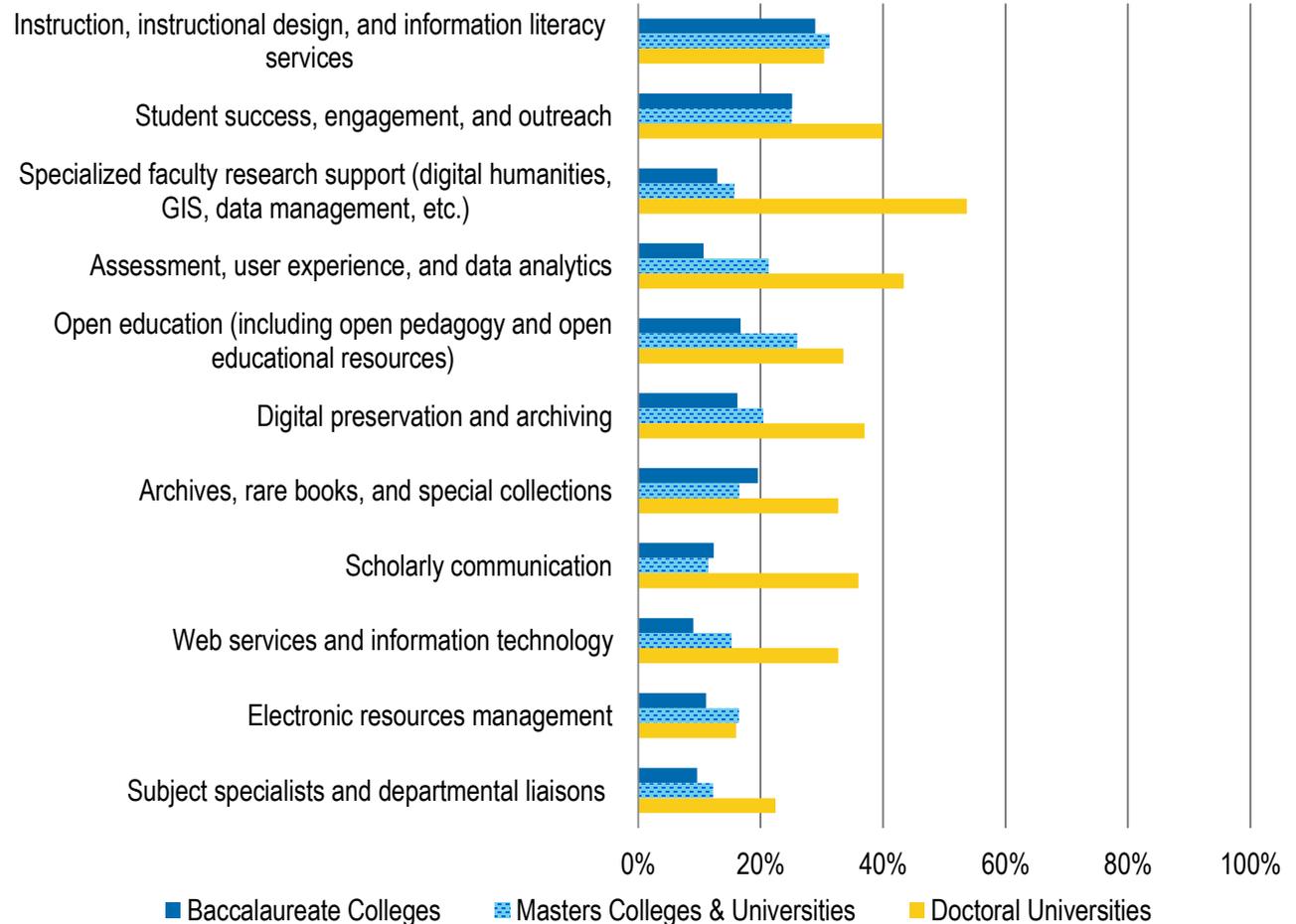


Legend: Baccalaureate Colleges | Masters Colleges & Universities | Doctoral Universities

To the best of your knowledge, will your library add or reduce employee positions in any of the following areas over the next five years? For each area, please indicate whether you anticipate adding employee positions, making no change, or reducing employee positions. *Percentage of respondents that indicated they expect to add employee positions, 2019 by Carnegie Classification. Bottom 11.*



Marketing

Technical services, metadata, and cataloging

Development and fundraising

Reference

Access Services (circulation, ILL, etc.)

Collections development

Human resources, talent management, and organizational development

Finance and business operations

Print preservation and collections management

Attorneys and paralegals

0%  20%  40%  60%  80%  100%

■ Baccalaureate Colleges   ▦ Masters Colleges & Universities   ■ Doctoral Universities

Directors are less interested in increasing financial support for technology, systems, and infrastructure, with the biggest decreases coming from doctoral universities.

If you received a 10 percent increase in your library's budget next year in addition to the funds you already expect to receive, in which of the following areas would you allocate the money? Please check up to three areas that you would invest in. *Percentage of respondents that selected each item, by survey cycle. Top 10 items*



New employees or redefined positions
Online or digital journals and databases
Facilities expansions and renovations
Employee salary increases
Technology, systems, and infrastructure
Employee travel and professional development
Digital preservation
Publishing or scholarly communications initiatives
E-books
Consortia, shared infrastructure, and other types of cross-institutional collaboration

0%  20%  40%  60%  80%  100%

■ 2013  ▦ 2016  ■ 2019

*We added "or databases" to the second item in the 2019 survey. It previously read "Online or digital journals."

What are the primary constraints on your ability to make desired changes in your library? Please select up to three items that have the greatest impact at your institution, or leave the question blank if none of these items apply. *Percentage of respondents that selected each item, by survey cycle.*



■ 2013  ▨ 2016  ■ 2019
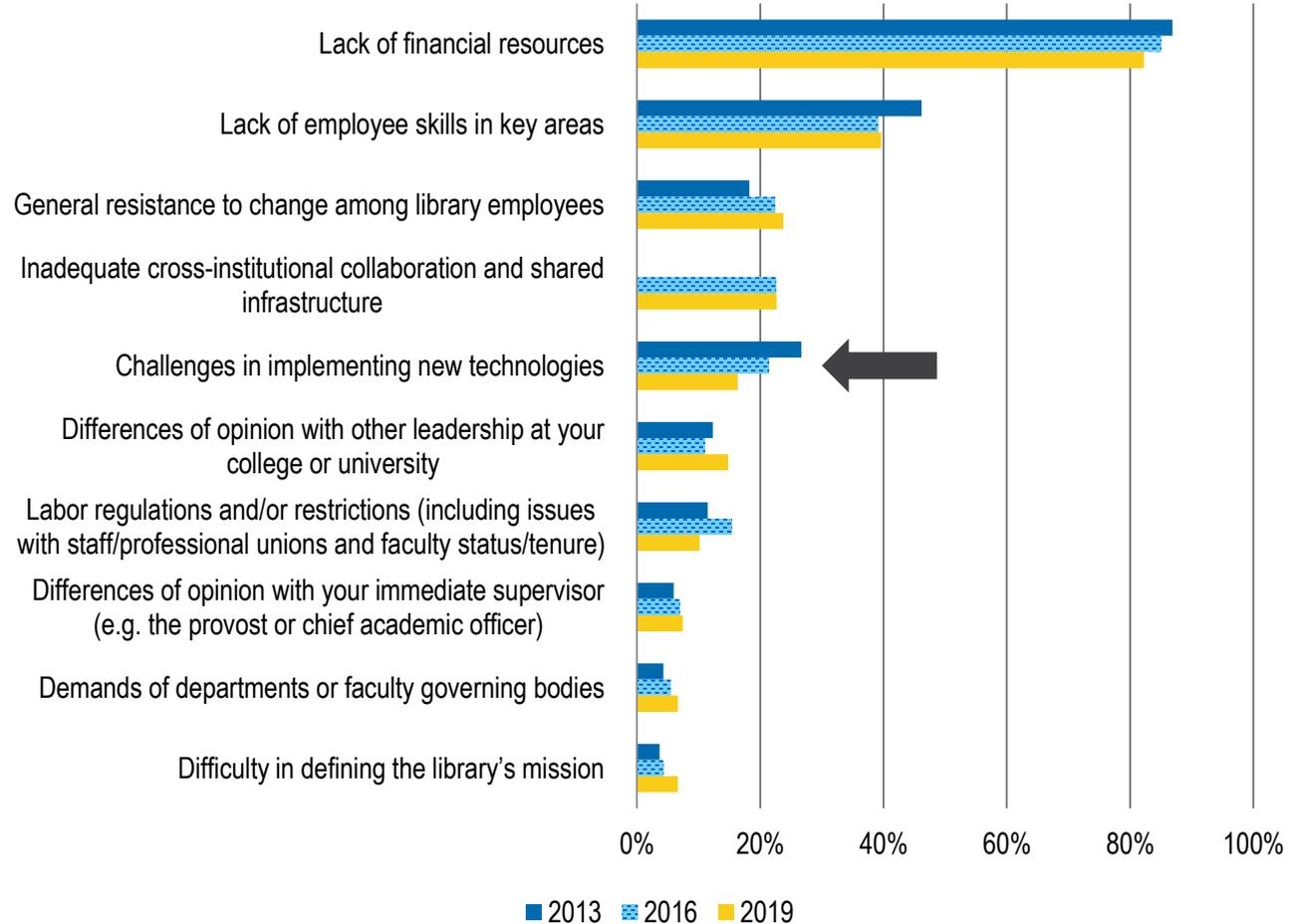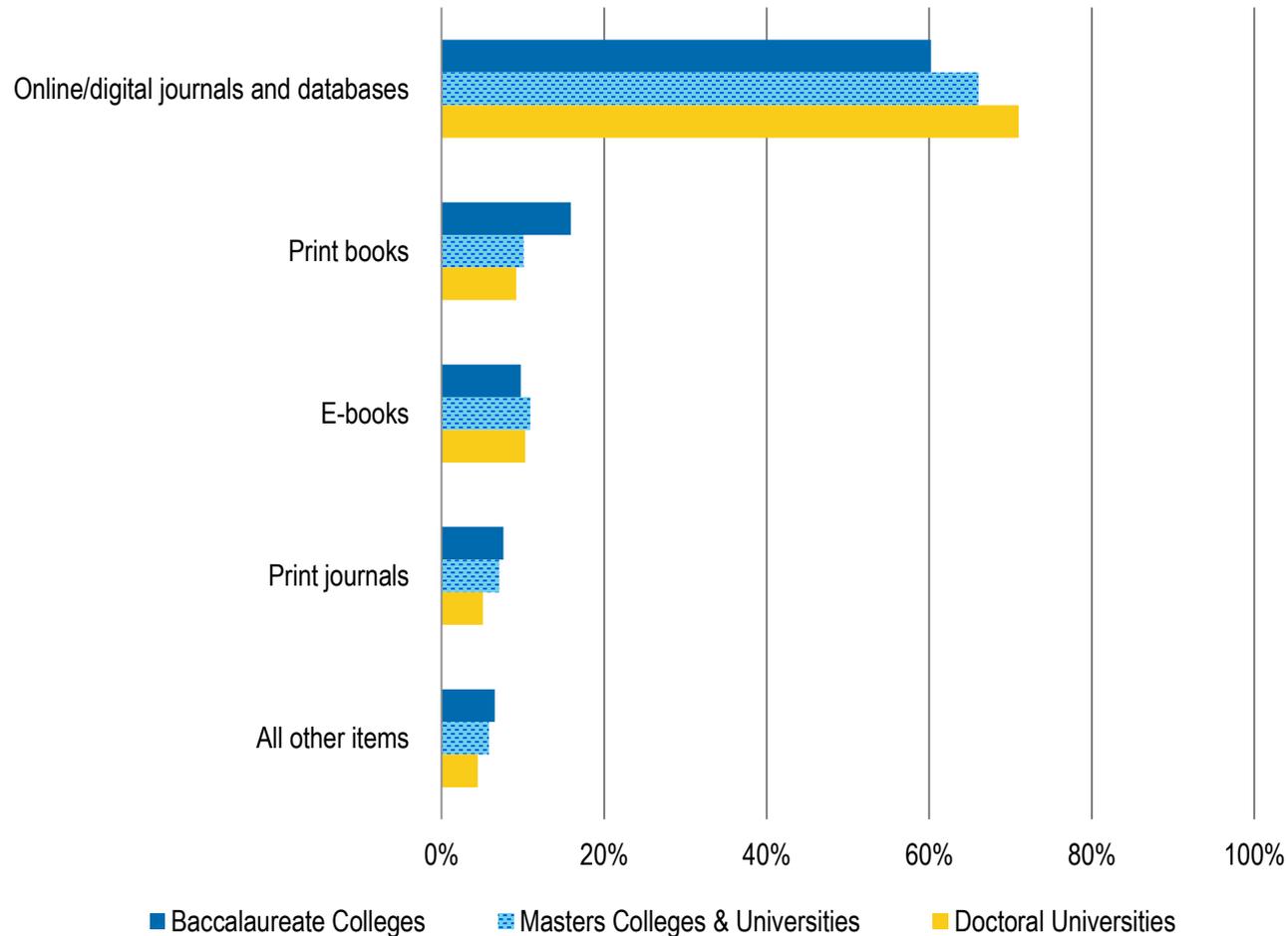
Spending on electronic books now roughly equals that for print books.

What percentage of your library's materials budget is spent on the following items? Percentages must add to 100%. *Average percentages across all participants, by survey cycle.*
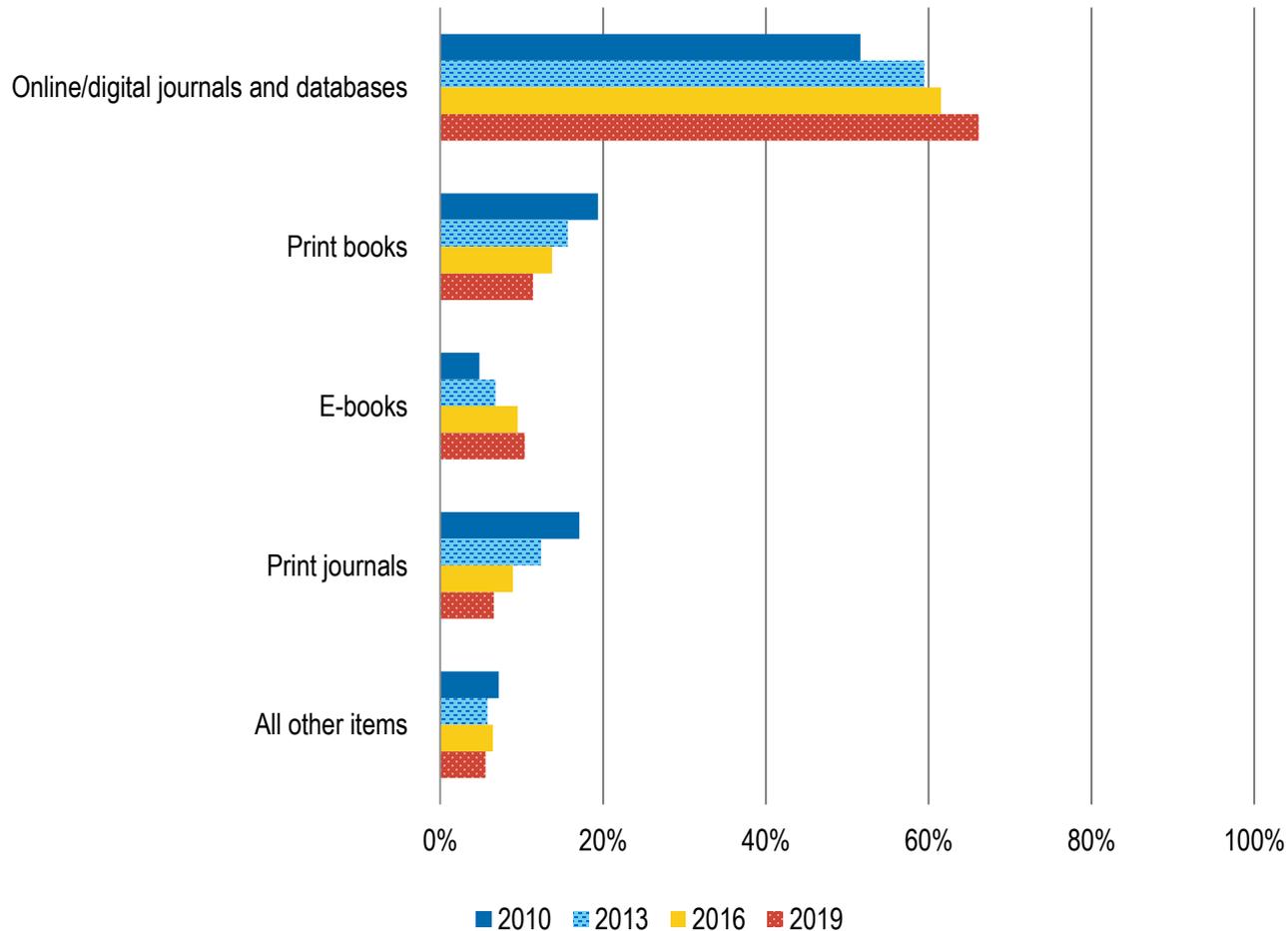


Legend: 2010, 2013, 2016, 2019

Categories: Online/digital journals and databases, Print books, E-books, Print journals, All other items

What percentage of your library's materials budget is spent on the following items? Percentages must add to 100 percent. *Average percentages across all participants at each institution type, 2019 by Carnegie Classification.*
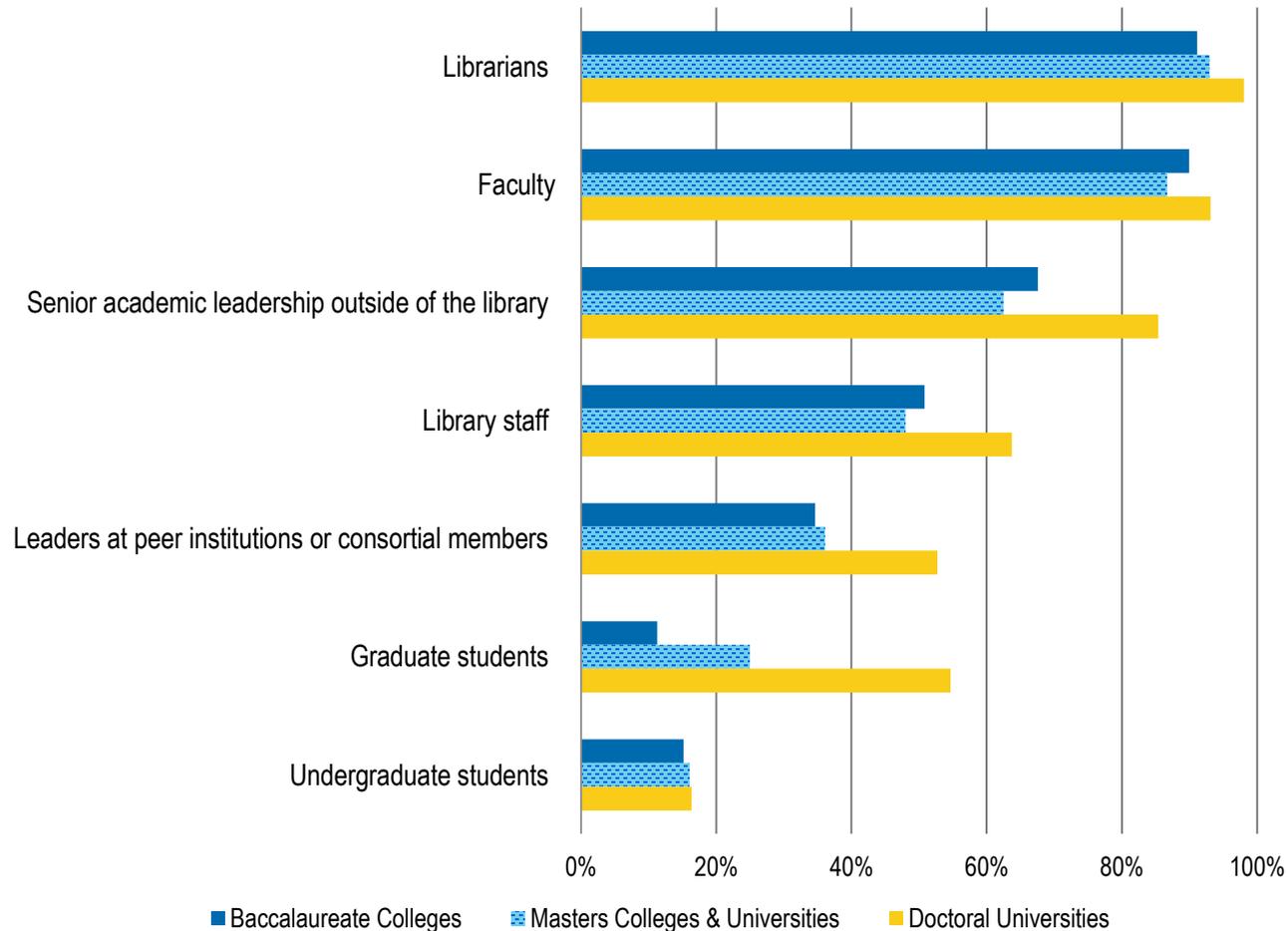


Legend: 2015 (Prediction from 2010) | 2016 | 2018 (Prediction from 2013) | 2019 | 2024 (Prediction from 2019)

What percentage of your library's materials budget is spent on the following items? Percentages must add to 100 percent. *Average percentages across all participants at each institution type, 2019 by Carnegie Classification.*



Legend: ■ Baccalaureate Colleges ▨ Masters Colleges & Universities ■ Doctoral Universities

Categories (top to bottom):
- Online/digital journals and databases
- Print books
- E-books
- Print journals
- All other items

X-axis: 0%, 20%, 40%, 60%, 80%, 100%
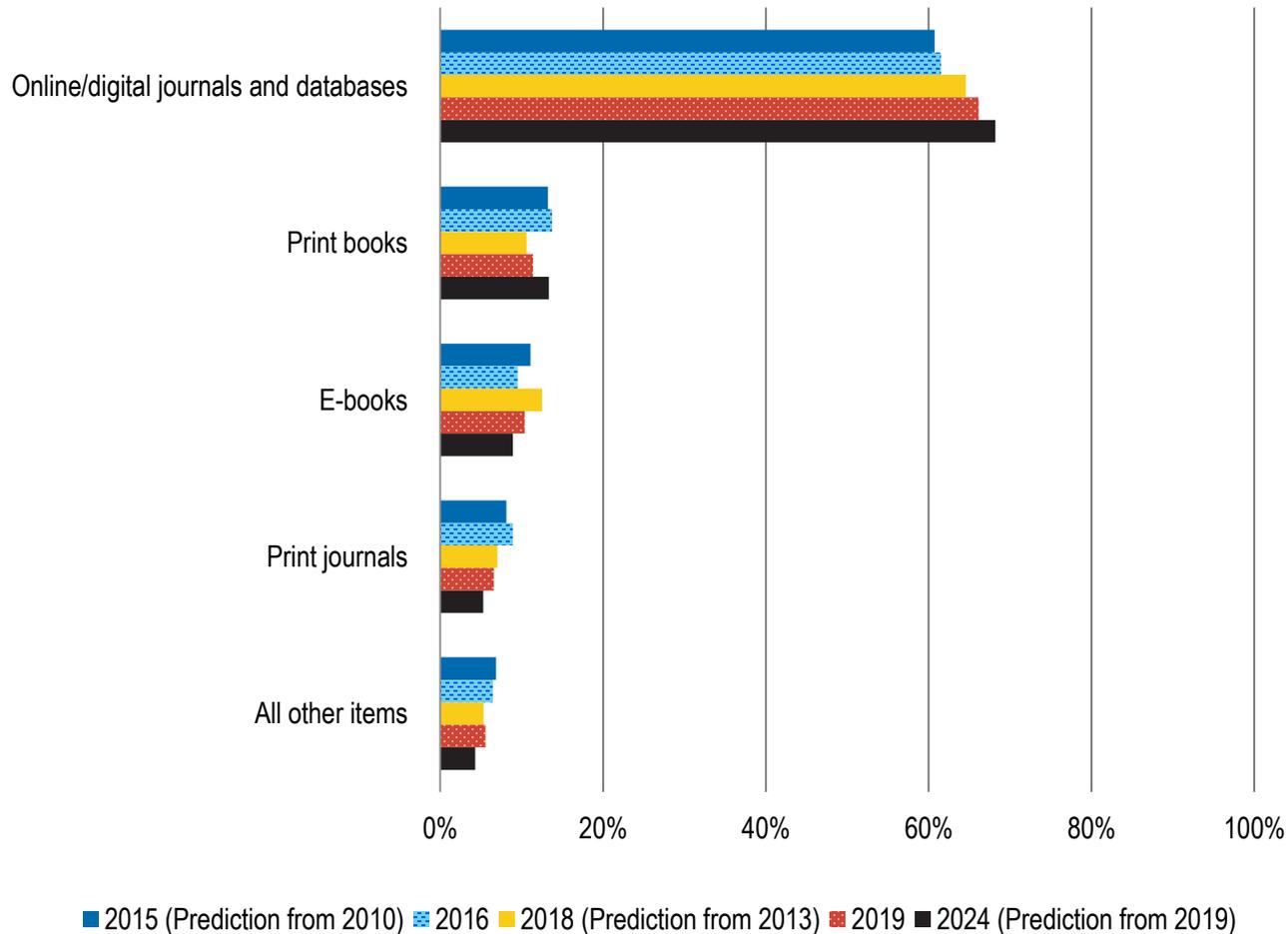
Half of library directors are likely to cancel a major journal package in the next five years.

How likely is it that your library will cancel one or more major journal packages in the next licensing cycle? *Percentage of respondents that selected "very likely" or "extremely likely," 2019 by Carnegie Classification.*
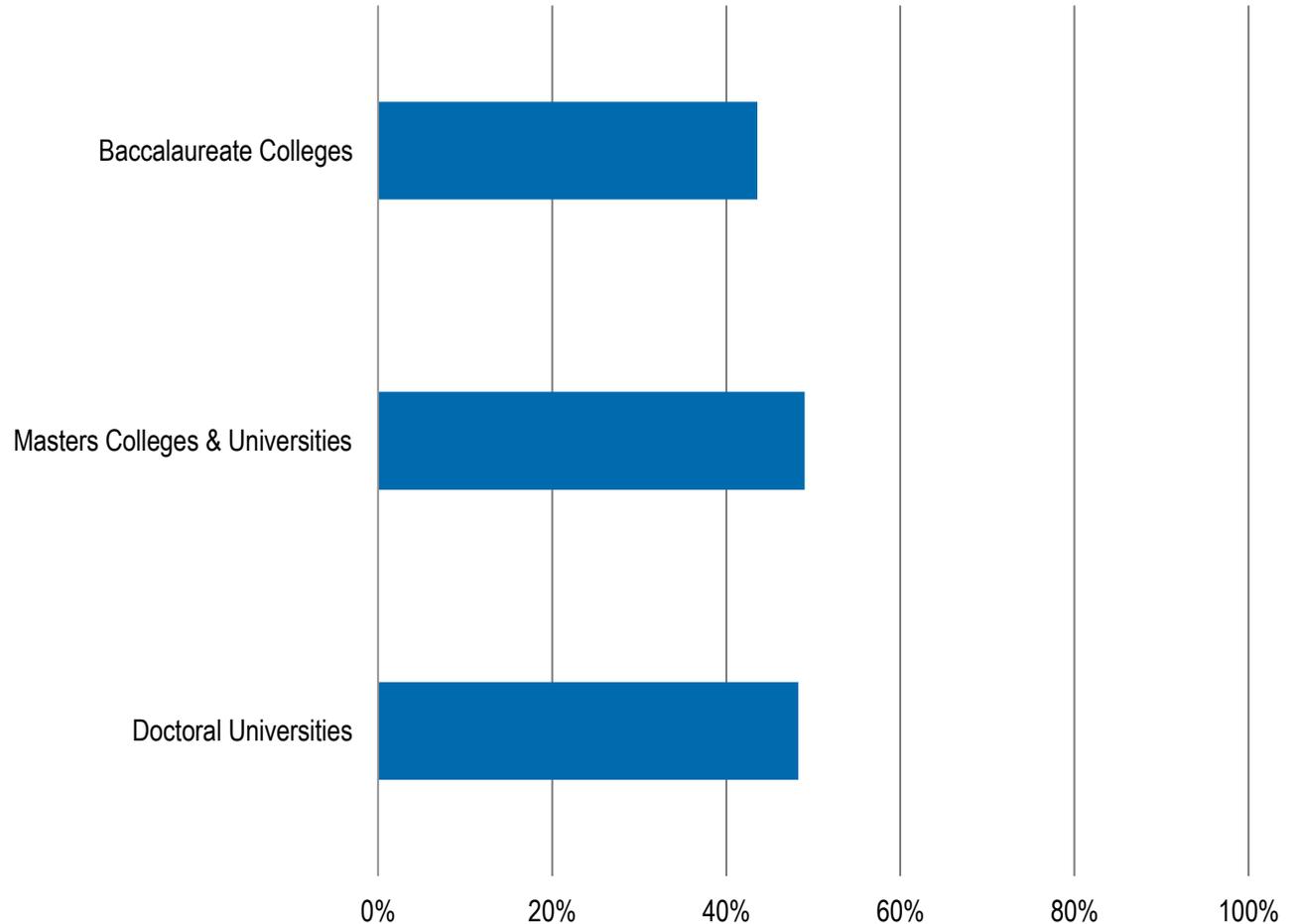
How important, if at all, is discussing the possibility of cancelling one or more major journal packages with each of the following? *Percentages of respondents that selected "highly important," 2019 by Carnegie Classification.*
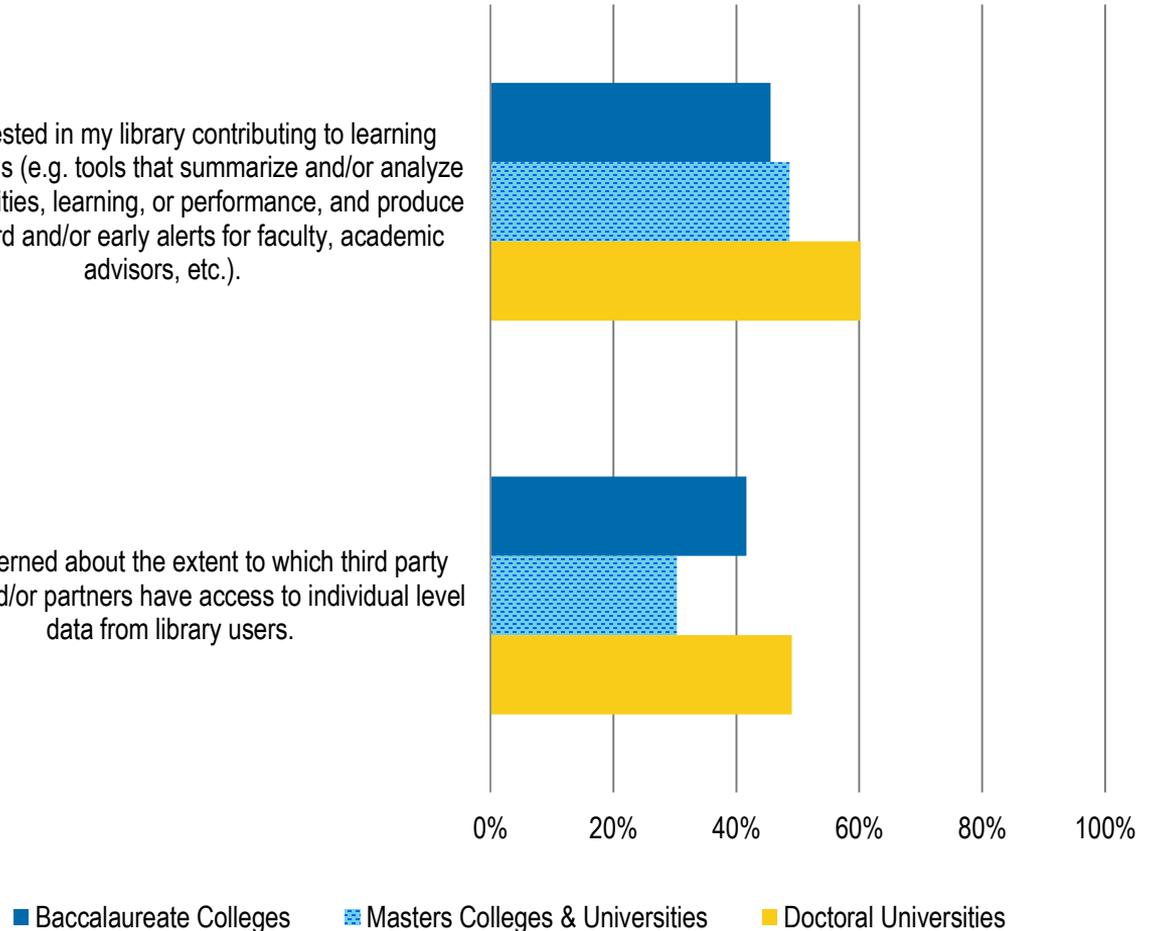


| | Librarians | Faculty | Senior academic leadership outside of the library | Library staff | Leaders at peer institutions or consortial members | Graduate students | Undergraduate students |

■ Baccalaureate Colleges    ▦ Masters Colleges & Universities    ▨ Doctoral Universities

Roughly half of library directors are interested in contributing to institutional learning analytics tools *and* about half are concerned about third-party vendors having access to individual-level data.

Please use the 10 to 1 scales below to indicate your level of agreement with each statement. *Percentage of respondents that strongly agreed with each statement, 2019 by Carnegie Classification.*



I am interested in my library contributing to learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce a dashboard and/or early alerts for faculty, academic advisors, etc.).

I am concerned about the extent to which third party vendors and/or partners have access to individual level data from library users.

0%  20%  40%  60%  80%  100%

■ Baccalaureate Colleges   ▦ Masters Colleges & Universities   ■ Doctoral Universities

What types of data most effectively demonstrate the contributions or impact of the library when shared with other senior academic leadership? Please select up to three items or leave the question blank if none of the items apply. *Percentage of respondents that selected each item.*
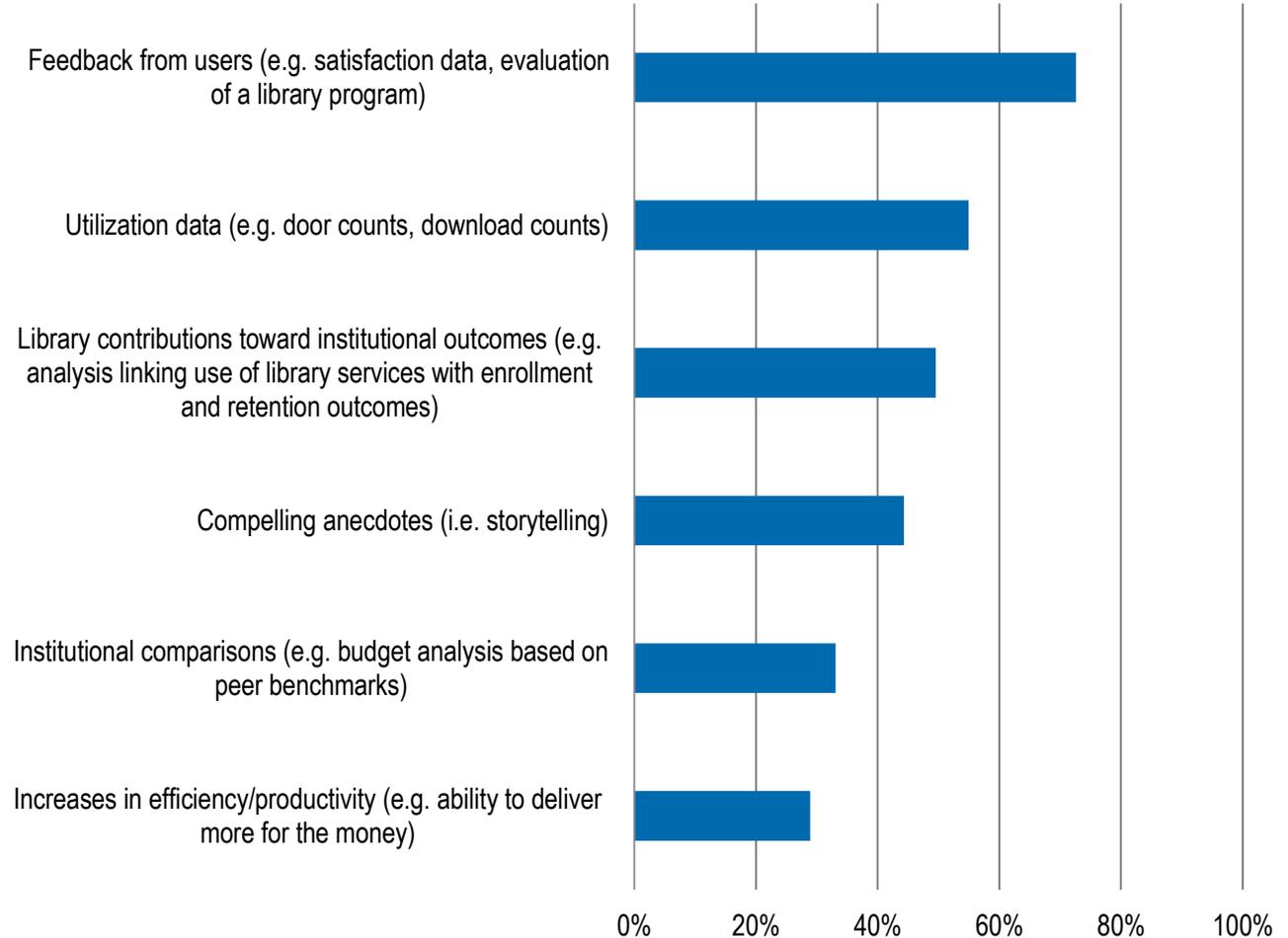
# Contact us

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# Thank You