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.
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*

<table>
<thead>
<tr>
<th></th>
<th>Number of Responses</th>
<th>Number of Institutions Invited</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Colleges</td>
<td>180</td>
<td>489</td>
<td>37%</td>
</tr>
<tr>
<td>Master’s Colleges and Universities</td>
<td>257</td>
<td>579</td>
<td>45%</td>
</tr>
<tr>
<td>Doctoral Universities</td>
<td>208</td>
<td>374</td>
<td>56%</td>
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</tbody>
</table>
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.**
  - 2013: 60%
  - 2016: 60%
  - 2019: 80%

- **I am considered by academic deans and other senior administrators to be a member of my institution's senior academic leadership.**
  - 2013: 60%
  - 2016: 80%
  - 2019: 80%

- **My college or university's budget allocations to the library in recent years have demonstrated that it recognizes the value of the library.**
  - 2013: 20%
  - 2016: 40%
  - 2019: 60%
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.**
- **My college or university’s budget allocations to the library in recent years have demonstrated that it recognizes the value of the library.**
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.”*
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.*
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.
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.”

- Increasing student learning: 80%
- Helping students develop a sense of community: 60%
- Increasing student retention: 40%
- Increasing student graduation: 40%
- Creating equitable outcomes for all students: 20%
- Increasing student course completion: 20%
- Addressing social justice imperatives: 20%
- Improving post-graduation student outcomes (e.g. employment, salary): 0%
- Increasing student enrollment: 0%
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.**
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**

- **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)
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.
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.*
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.*
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

*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.
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.*
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.
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.*
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.

- Baccalaureate Colleges
- Masters Colleges & Universities
- Doctoral Universities
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.
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.
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.
Questions?
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Thank You