WHAT DO FACULTY THINK?
NATIONAL & LOCAL PERSPECTIVES

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ITHAKA

ITHAKA is a not-for-profit organization that helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.

JSTOR is a not-for-profit digital library of academic journals, books, and primary sources.

Ithaka S+R is a not-for-profit research and consulting service that helps academic, cultural, and publishing communities thrive in the digital environment.

Portico is a not-for-profit preservation service for digital publications, including electronic journals, books, and historical collections.

Artstor provides 2+ million high-quality images and digital asset management software to enhance scholarship and teaching.
OVERVIEW
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
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 Iowa
University of Nevada, Las Vegas
University of North Carolina at Chapel Hill
University of Northern Iowa
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
POPULATION AND SAMPLE

• Population of faculty members in all colleges and universities that grant a bachelor’s degree and higher

• All arts and sciences fields, plus many professions including medicine

• Sample size of 145,550
SURVEY ADMINISTRATION
BEST PRACTICES:
LESSONS LEARNED
CHANGES TO 2015 SURVEY METHODOLOGY & ADMINISTRATION

• Shortened length of questionnaire
• Additional reminder messages at varied times, with pre-tested subject lines
• Partnerships with learned societies and local survey participants
• Continued from previous cycle:
  - Personalizing messages
  - Only sending targeted reminders to those who haven’t completed survey
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)
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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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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The chart shows the percentage of respondents who identified each function as highly important, categorized by level of education (Baccalaureate, Masters, Doctoral).
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.

<table>
<thead>
<tr>
<th>Practice</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading a section in depth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparing treatment of ideas between monographs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skimming in whole or in part</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searching for a particular topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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>
Thank You