EQUIPPING THE RESEARCHER: PATTERNS IN THE UK AND US

Christine Wolff | @christinemwolff
David Prosser | @RLUK_David
6 July 2016

US & UK FACULTY SURVEYS

Examining the attitudes and behaviors of scholars & academic staff on a triennial basis

Topics covered in 2015 cycle:

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

INVITATIONS AND RESPONSE

	US Faculty Survey	UK Survey of Academics
Population	Faculty members in all colleges and universities that grant bachelor's degree and higher	Academic staff at UK higher education institutions
Administration	12 October – 4 December 2015	13 October – 18 December 2015
Invitations	145,550	64,259
Responses	9,203	6,679
Response rate	6.3%	10.4%

KEY FINDINGS

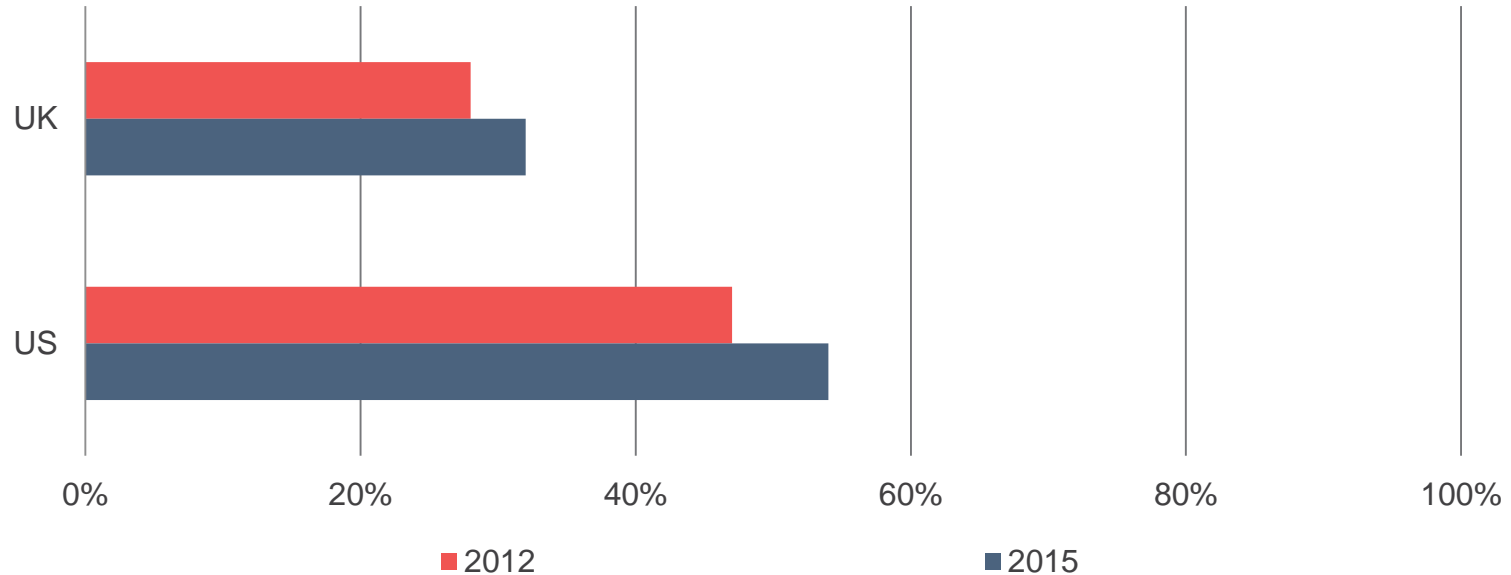# INCREASED INTEREST IN SUPPORTING STUDENTS

INCREASED INTEREST
IN SUPPORTING STUDENTS

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

My undergraduate students have poor skills related to locating and evaluating scholarly information.

INCREASED INTEREST
IN SUPPORTING STUDENTS

Percent of respondents who strongly agreed that their undergraduate students have poor skills related to locating and evaluating scholarly information.
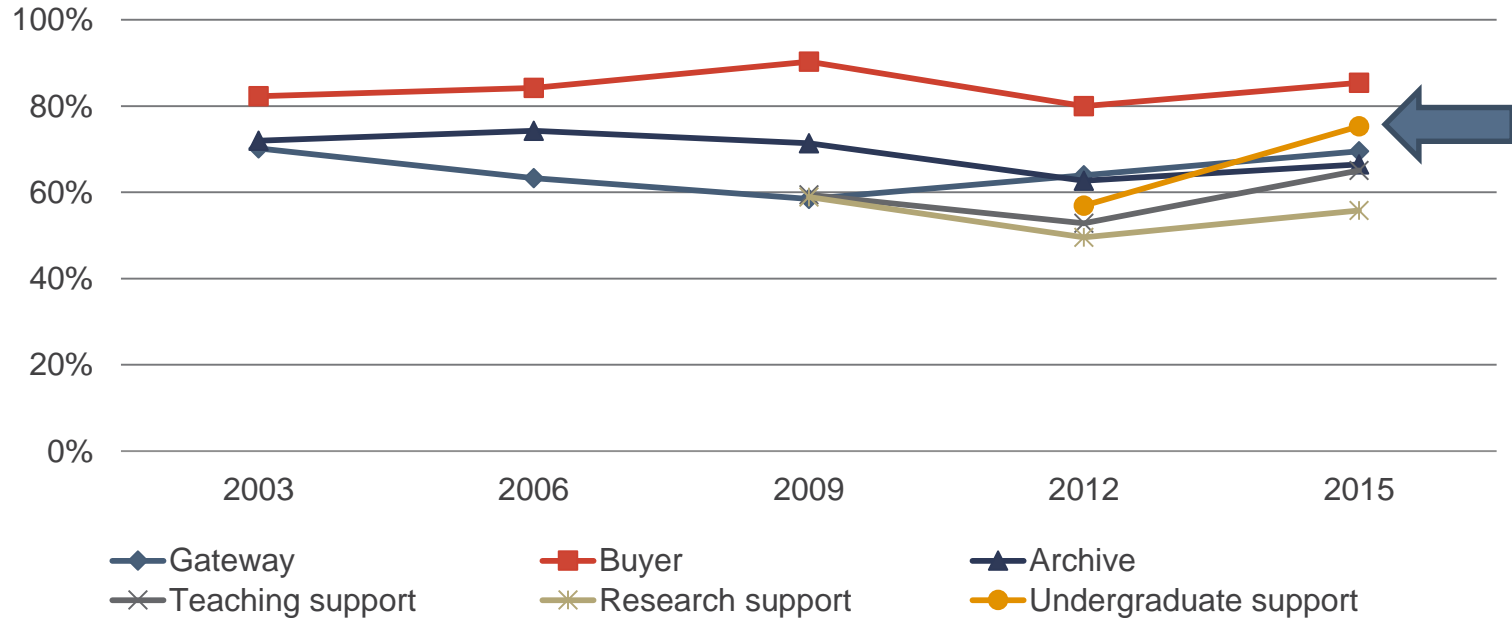
INCREASED INTEREST
IN SUPPORTING STUDENTS

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
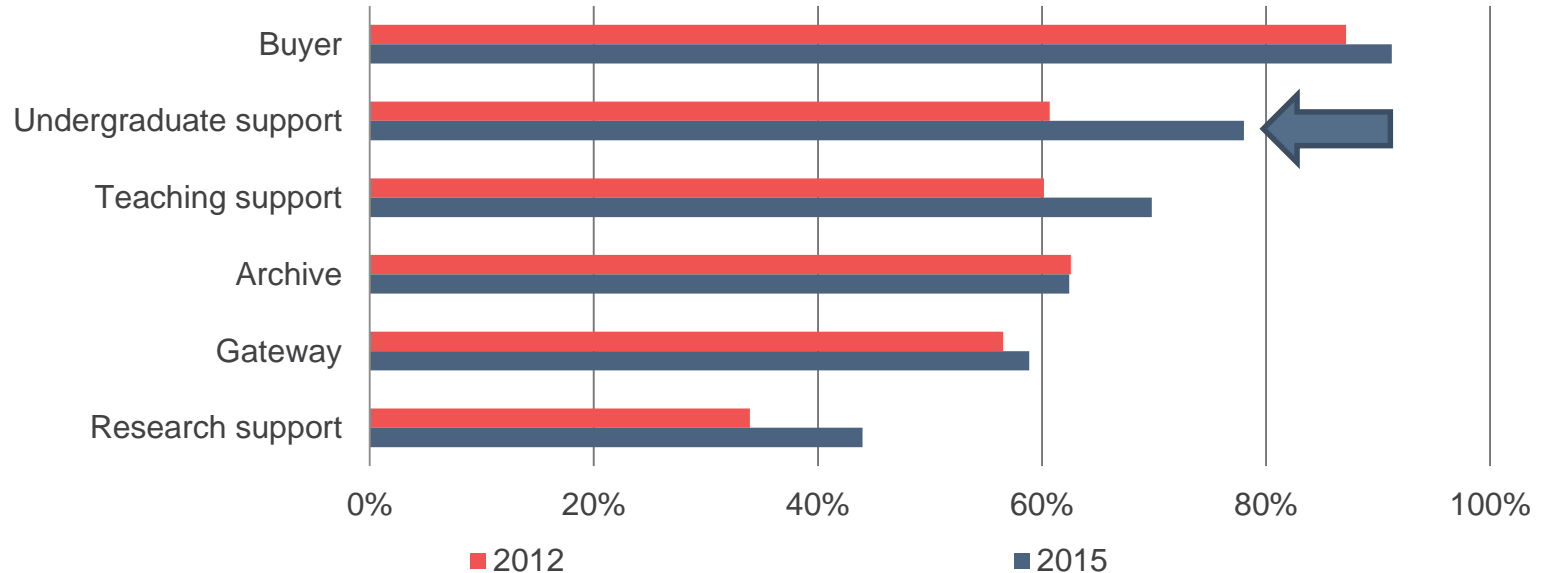
INCREASED INTEREST
IN SUPPORTING STUDENTS

Percent of __US__ respondents who identified each function as highly important.

INCREASED INTEREST
IN SUPPORTING STUDENTS

Percent of __UK__ respondents who identified each function as highly important.

FORMAT TRANSITION FOR MONOGRAPHS?

FORMAT TRANSITION
FOR MONOGRAPHS?

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?

Change in percentage points of __US__ 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

FORMAT TRANSITION
FOR MONOGRAPHS?

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

	Easier in print format than digital	About the same in print and digital format	Easier in digital format than print
Reading cover to cover in depth	-3.30	3.03	0.28
Reading a section in depth	3.63	-2.03	-1.60
Comparing treatment of ideas between monographs	10.92	-2.72	-8.20
Skimming in whole or in part	3.07	2.34	-5.41
Exploring references	10.46	-0.98	-9.48
Searching for a particular topic	11.85	-9.87	-1.98

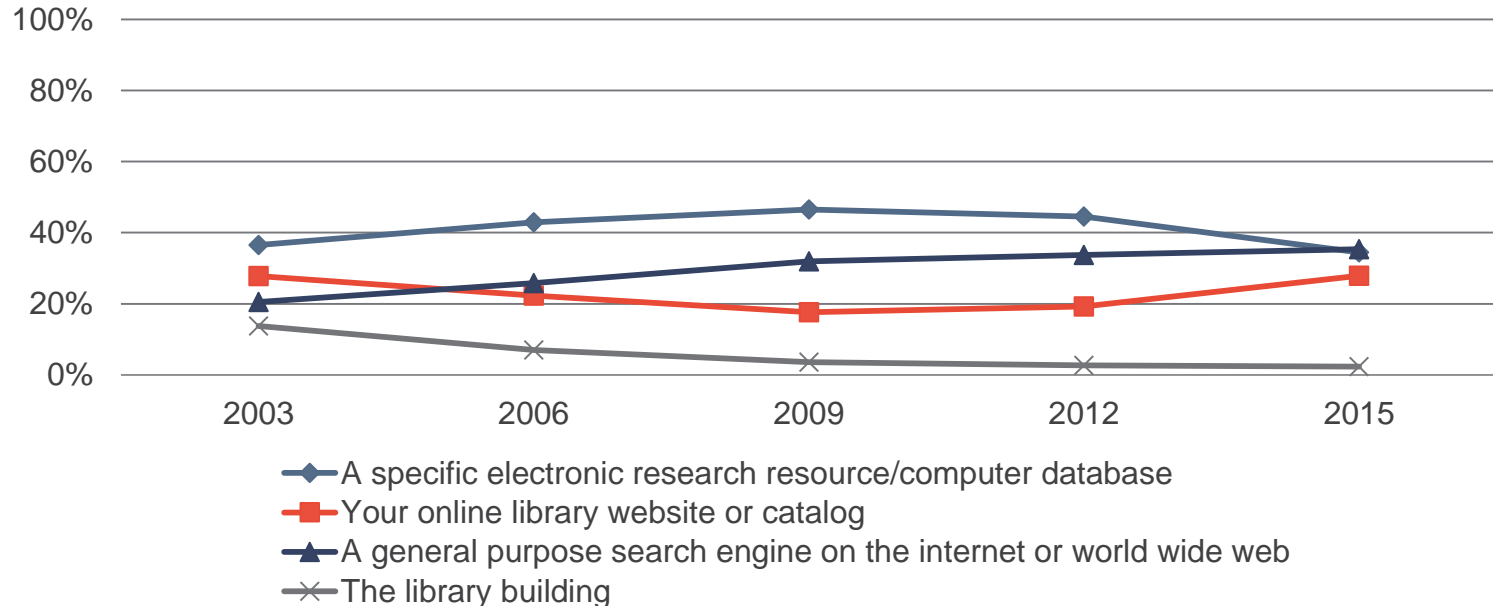# DISCOVERY STARTING POINTS IN FLUX

DISCOVERY
STARTING POINTS IN FLUX

Below are four/five possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four/five 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

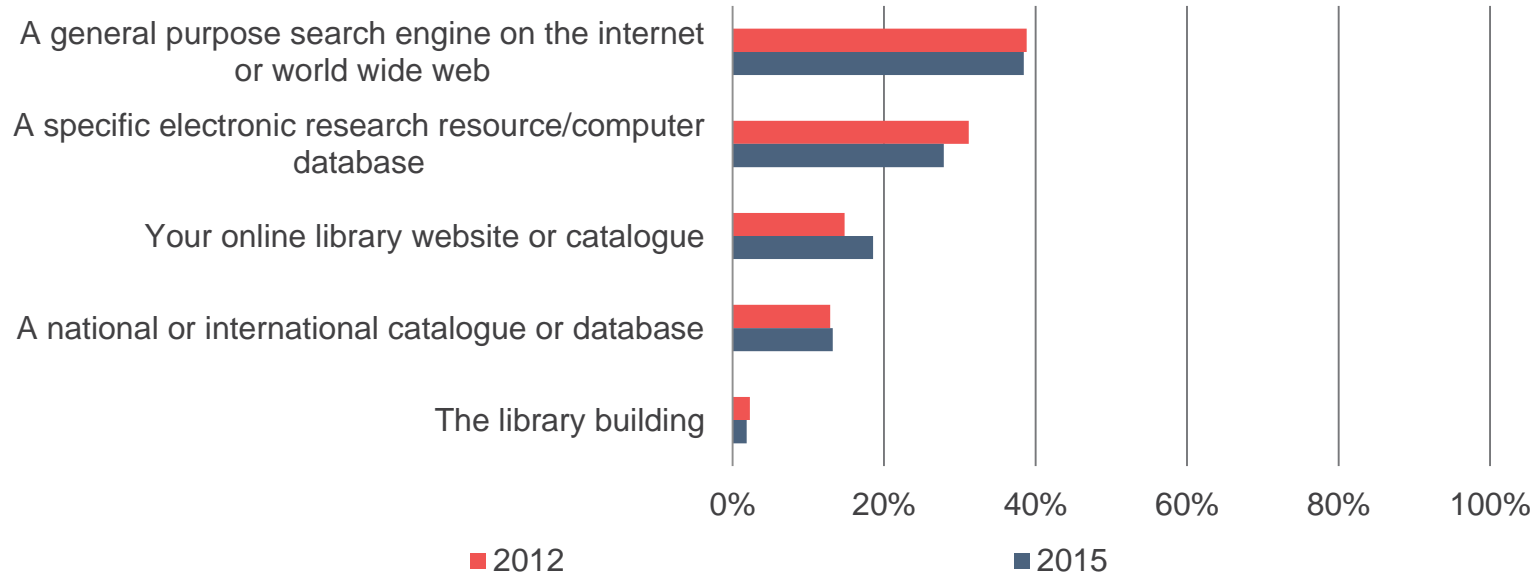➢ *A national or international catalogue or database*

➢ The library building

DISCOVERY
STARTING POINTS IN FLUX

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

DISCOVERY
STARTING POINTS IN FLUX

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

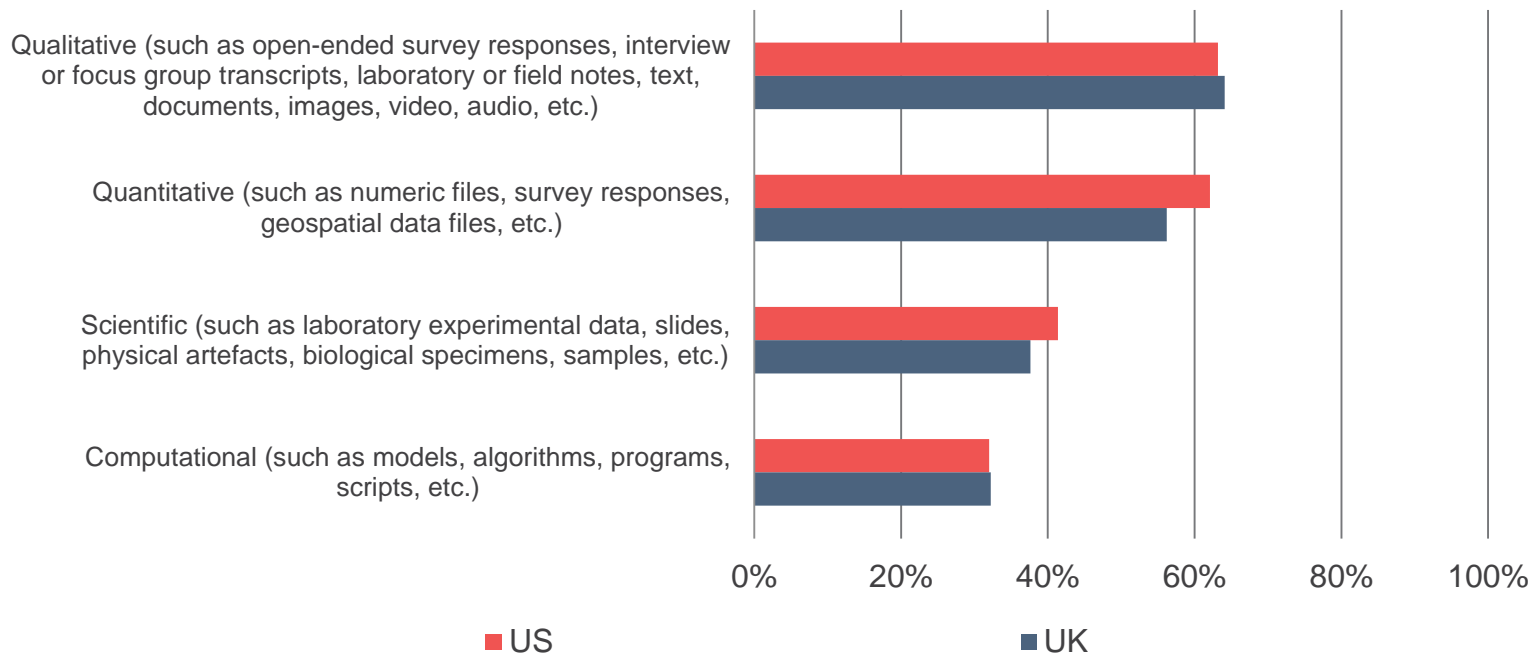# DATA MANAGEMENT & PRESERVATION PROCESSES

DATA MANAGEMENT & PRESERVATION

Which of the following types of research data do you build up or collect for your own research?

➢ Qualitative (such as open-ended survey responses, interview or focus group transcripts, laboratory or field notes, text, documents, images, video, audio, etc.)

➢ Quantitative (such as numeric files, survey responses, geospatial data files, etc.)

➢ Scientific (such as laboratory experimental data, slides, physical artefacts, biological specimens, samples, etc.)

➢ Computational (such as models, algorithms, programs, scripts, etc.)

DATA MANAGEMENT & PRESERVATION

Percentage of respondents who indicated that they build up or collect each type of data.

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?

➢ I preserve these materials myself, using commercially or freely available software or services

➢ I preserve these materials myself in a repository made available by my institution or another type of online repository

➢ These materials are generally not preserved following the conclusion of a project

➢ My campus or university library preserves these materials on my behalf

➢ A publisher preserves these materials on my behalf alongside the final research output

DATA MANAGEMENT & PRESERVATION

Percentage of respondents who indicated that each method is used.
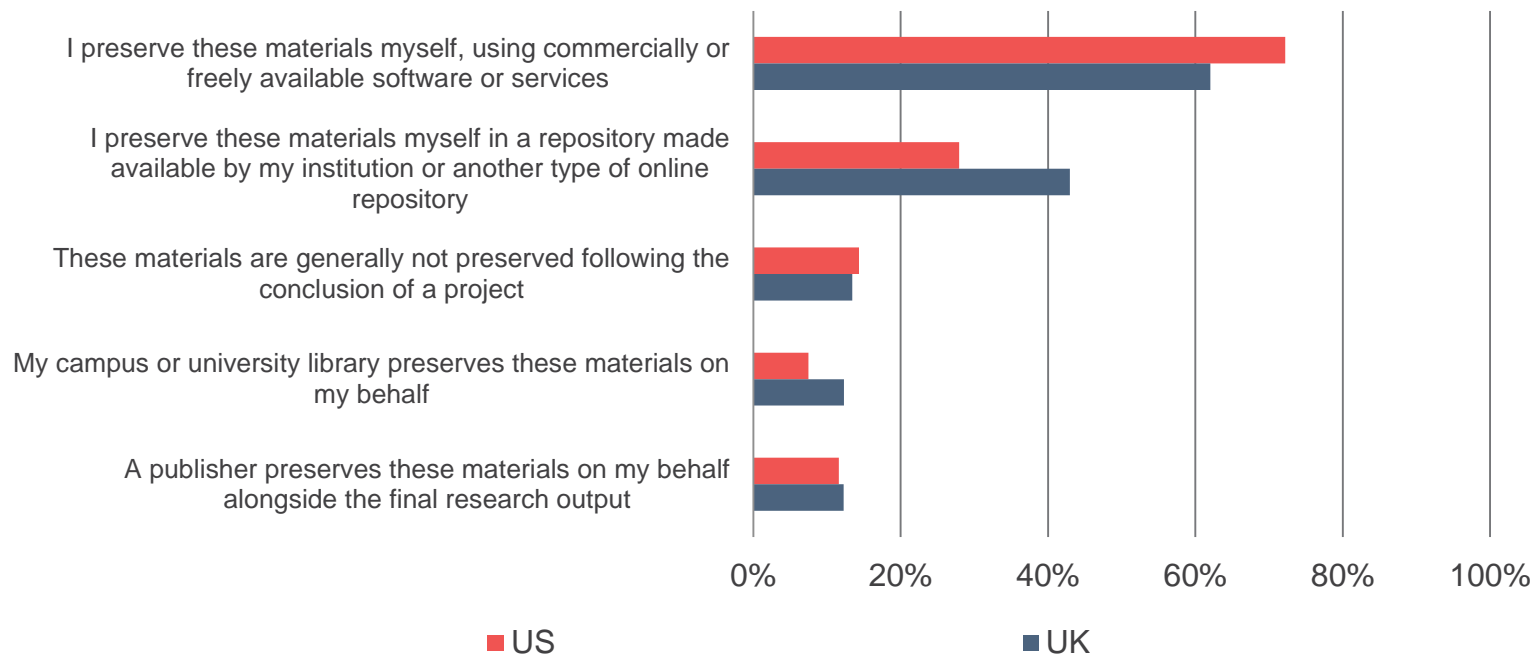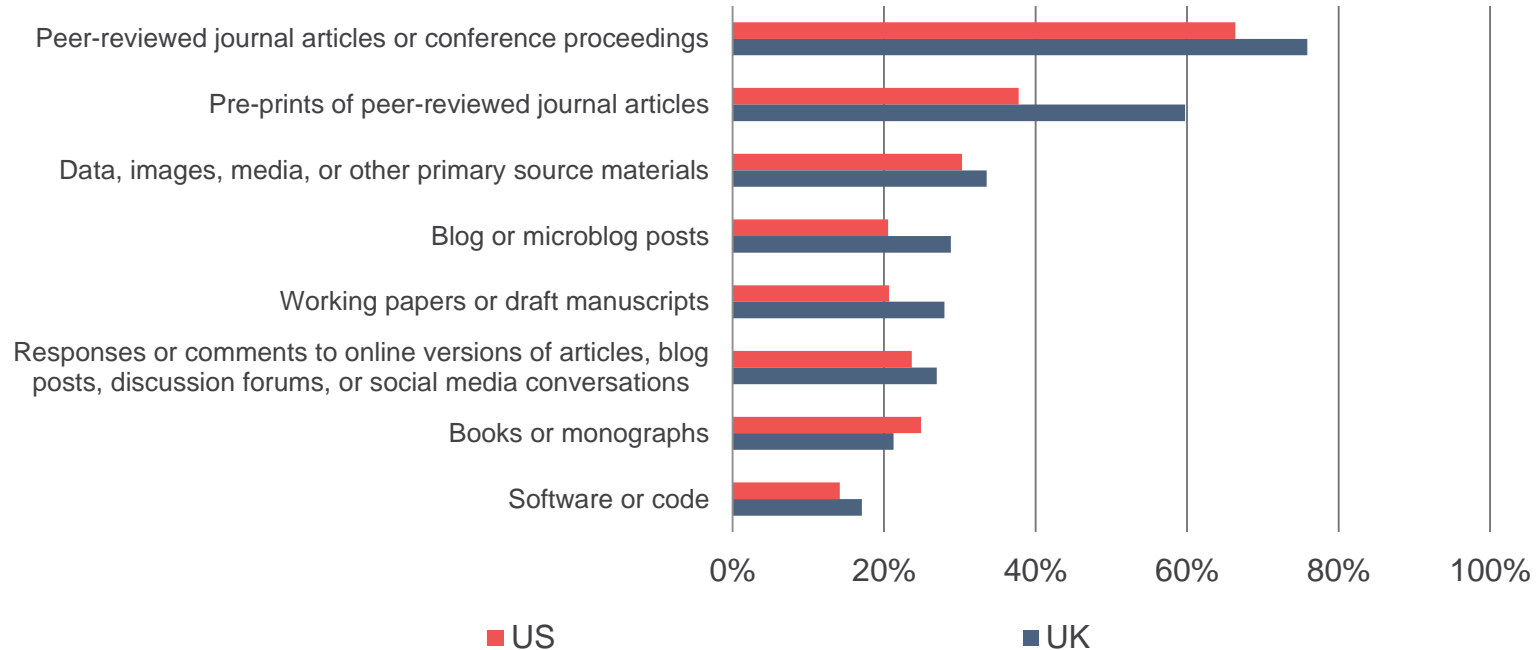
PUBLICATION PROCESSES

PUBLICATION PROCESSES

Are any of the following types of your research publications or products available online for free (such as via your personal webpage or an open access repository)?

PUBLICATION PROCESSES

Percentage of respondents who indicated that each type is available online for free.

- Peer-reviewed journal articles or conference proceedings
- Pre-prints of peer-reviewed journal articles
- Data, images, media, or other primary source materials
- Blog or microblog posts
- Working papers or draft manuscripts
- Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations
- Books or monographs
- Software or code

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

■US   ■UK

Thank You