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US Faculty Survey 2012

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CNI

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The Ithaka S+R Faculty Survey has been run triennially, and 2012 constitutes its fifth cycle (2000, 2003, 2006, 2009, 2012).

Complements Ithaka S+R's Research Support Services program:

- *Supporting the Changing Research Practices of Historians*
- *Supporting the Changing Research Practices of Chemists*
- Art history project currently in progress

The Faculty Survey: Key Developments

- Updated methodology

- Advisory committee
  - D. Russell Bailey, Providence College
  - Linda Downs, College Art Association
  - Peter Dougherty, Princeton University Press
  - Al Bertrand, Princeton University Press
  - Brinley Franklin, University of Connecticut
  - Judith Coffey Russell, University of Florida
  - Peggy Seiden, Swarthmore College
  - Carla Stoffle, University of Arizona
  - Charles Watkinson, Purdue University

- Local survey pilots

  - Claremont University Consortium
  - Community College of Rhode Island
  - DePaul University
  - Lafayette College
  - Providence College
  - Roger Williams University
  - State University of New York – Potsdam
  - Swarthmore College
  - Texas A&M University
  - University of Florida
  - University of Illinois Urbana-Champaign

- Added a UK national edition in partnership with Jisc and RLUK, which will be released in May

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Sponsors – Ithaka S+R US Faculty Survey 2012

American Council on the Teaching of Foreign Languages

American Historical Association

Claremont University Consortium

College Art Association

Community College of Rhode Island

Credo Reference

DePaul University

Ex Libris

Lafayette College

Modern Language Association

National Council of Teachers of English

ProQuest

Providence College

Roger Williams University

SAGE

SUNY Potsdam

Swarthmore College

Texas A&M University

University of Florida

University of Illinois at Urbana-Champaign

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Methodology

- Population included faculty members at US higher education institutions granting a bachelor's degree or higher, covering all key fields except agriculture and health.

- Carefully planned transition from paper to digital distribution and response

- In September 2012, a randomly selected group of 160,008 were invited and then reminded to participate via email

- By October, 5,261 responses were received (response rate: 3.5%), overall representative of the population with some disciplinary weighting

- Stratifications such as disciplinary grouping, institutional type, and more

- In interpreting results, on a 10-point scale, 8, 9, and 10 are considered "strong"

Outline of Today's Presentation

1. Discovery and access

2. Dissemination

3. The role of the library

4. Format transitions

Not covered today:

1. Research topics and practices

2. Teaching

3. Scholarly societies

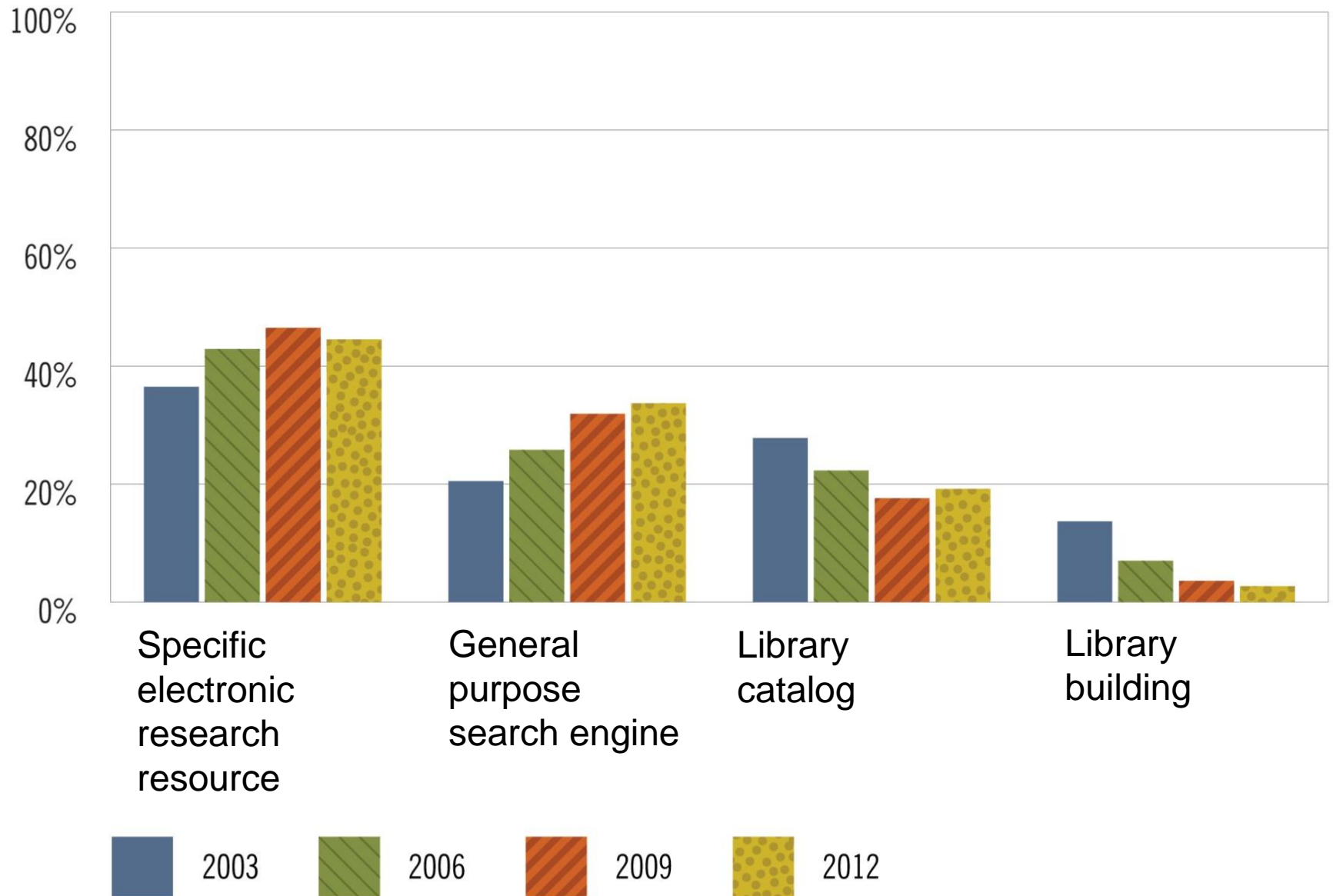# ITHAKA
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Discovery & Access

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
- A general purpose search engine on the internet or world wide web
- Your online library catalog
- The library building

Discovery: Starting Point

81% of faculty members strongly agree with the statement, "When I am looking for journal articles and monographs in the course of my research, I often use a **variety of different sources**, including the library, scholarly databases, and mainstream search engines."

Discovery: Known Items vs. Exploration

Known Items: "When you try to locate a **specific piece of secondary scholarly literature** that you already know about but do not have in hand, how do you most often begin your process?"

Exploration: "When you explore the scholarly literature to find **new journal articles and monographs** relevant to your research interests, how do you most often begin your process?"

- Visit my college or university library's website or online catalog
- Search on a specific scholarly database or search engine
- Search on a general purpose search engine
- Ask a colleague
- Ask a librarian
- Other

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Discovery: Known Items vs. Exploration
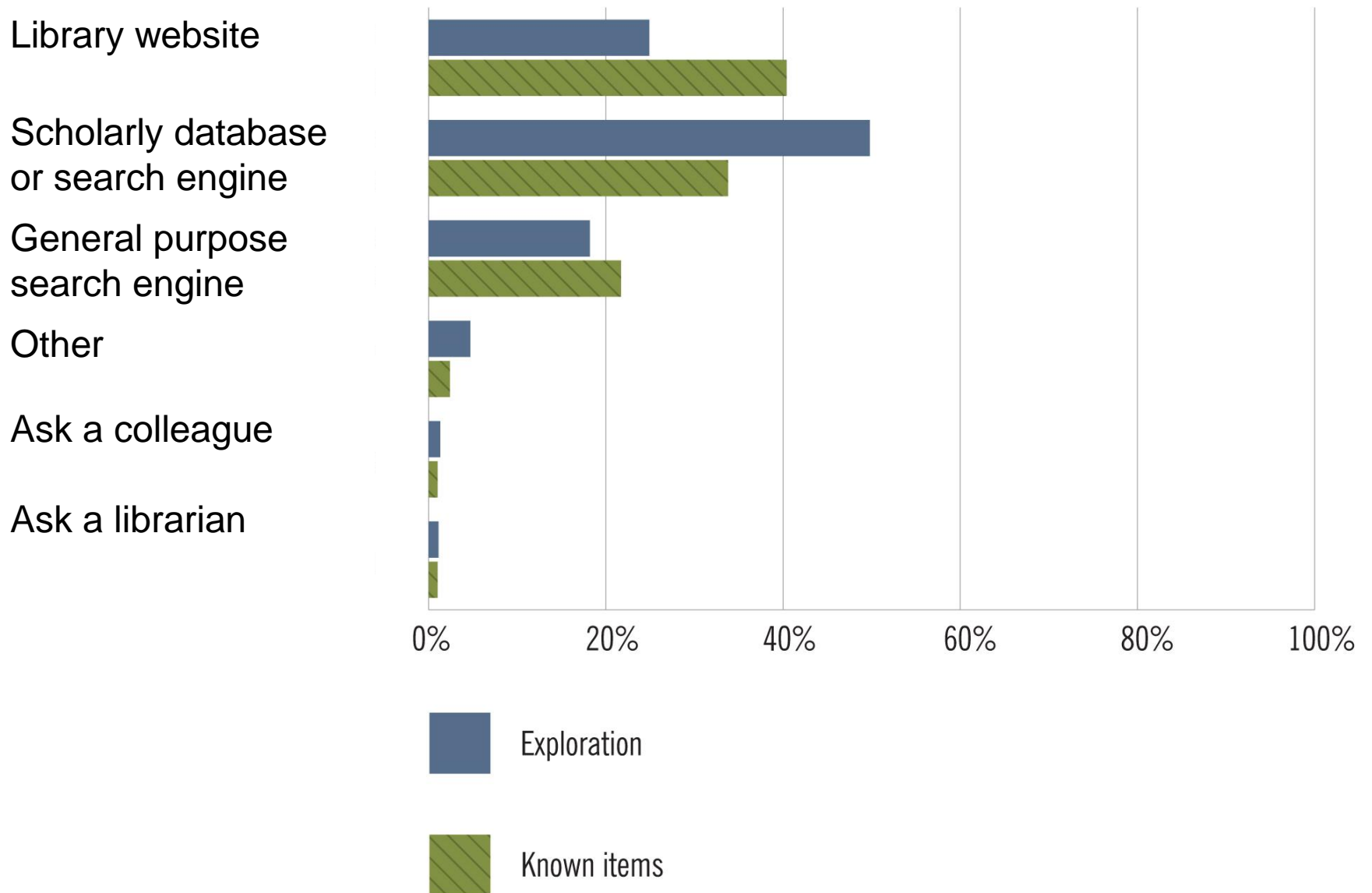
Discovery: Keeping up with Scholarship

How do you "keep up" with current scholarship in your field?

71% Attending conferences or workshops

Peer Sources

67% Reading materials suggested by other scholars

65% Regularly skimming new issues of key journals

58% Regularly skimming table of contents alerts of key journals

54% Following the work of key scholars

35% Reading or skimming book reviews

35% Reading materials rated highly by a relevant repository

30% Reviewing catalogs or announcements from scholarly publishers

23% Setting alerts for specific keywords

12% Following other researchers through blogs/social media

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Discovery: A Variety of Sources

26% of respondents said they find it **"very frustrating"** to use a variety of different tools and databases to find and access the materials they need.

Access: Freely Available Materials

Journals and books you routinely use

My college or university library's collections or subscriptions	78%
Materials that are freely available online	65%
My own personal collection or subscriptions	40%
Collections or subscriptions at other institutions	36%
My academic department's collections or subscriptions	14%

Material not immediately available

|	
Search for a freely available version online	86%
Use ILL or document delivery services provided	81%
Give up and look for a different resource	50%
Purchase it myself	33%
Ask a friend at another institution	29%
Contact the author	26%

Dissemination

"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

Audiences for your research
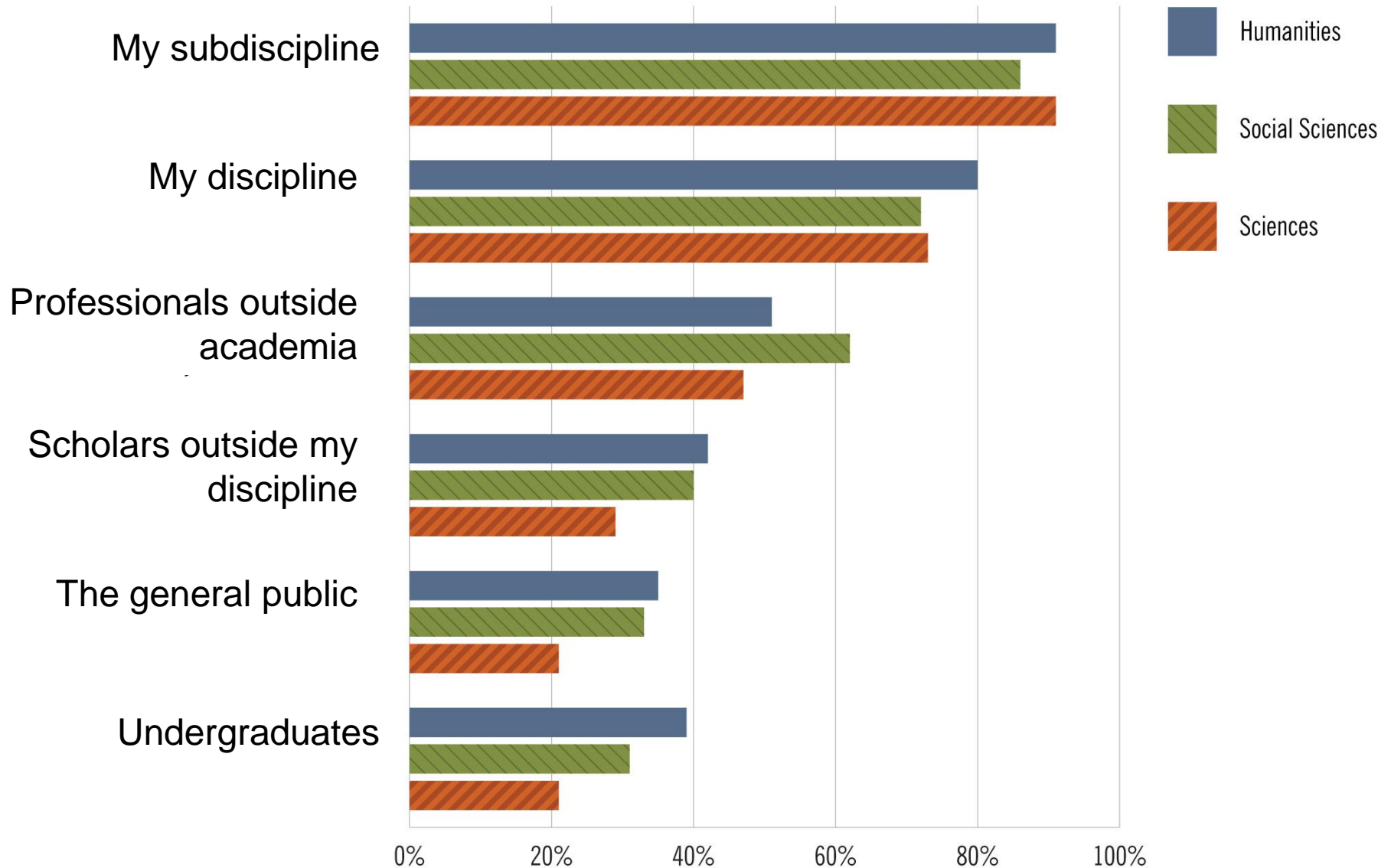
"When it comes to influencing **your decisions about journals** in which to publish an article of yours, how important to you is each of the following characteristics?"

- The journal's area of coverage is **close to my immediate area of research**
- The journal has a **high impact factor**
- The current issues of the journal are **circulated widely**, and are **well read** by scholars in your field
- The journal permits scholars to **publish for free**
- If accepted, the journal **will publish my article quickly**
- The journal is **highly selective**
- Measures have been taken to ensure the **protection and safeguarding of content for the long term**
- The journal makes its **articles freely available online**
- The journal is **accessible to developing nations**

Selecting a journal for your article
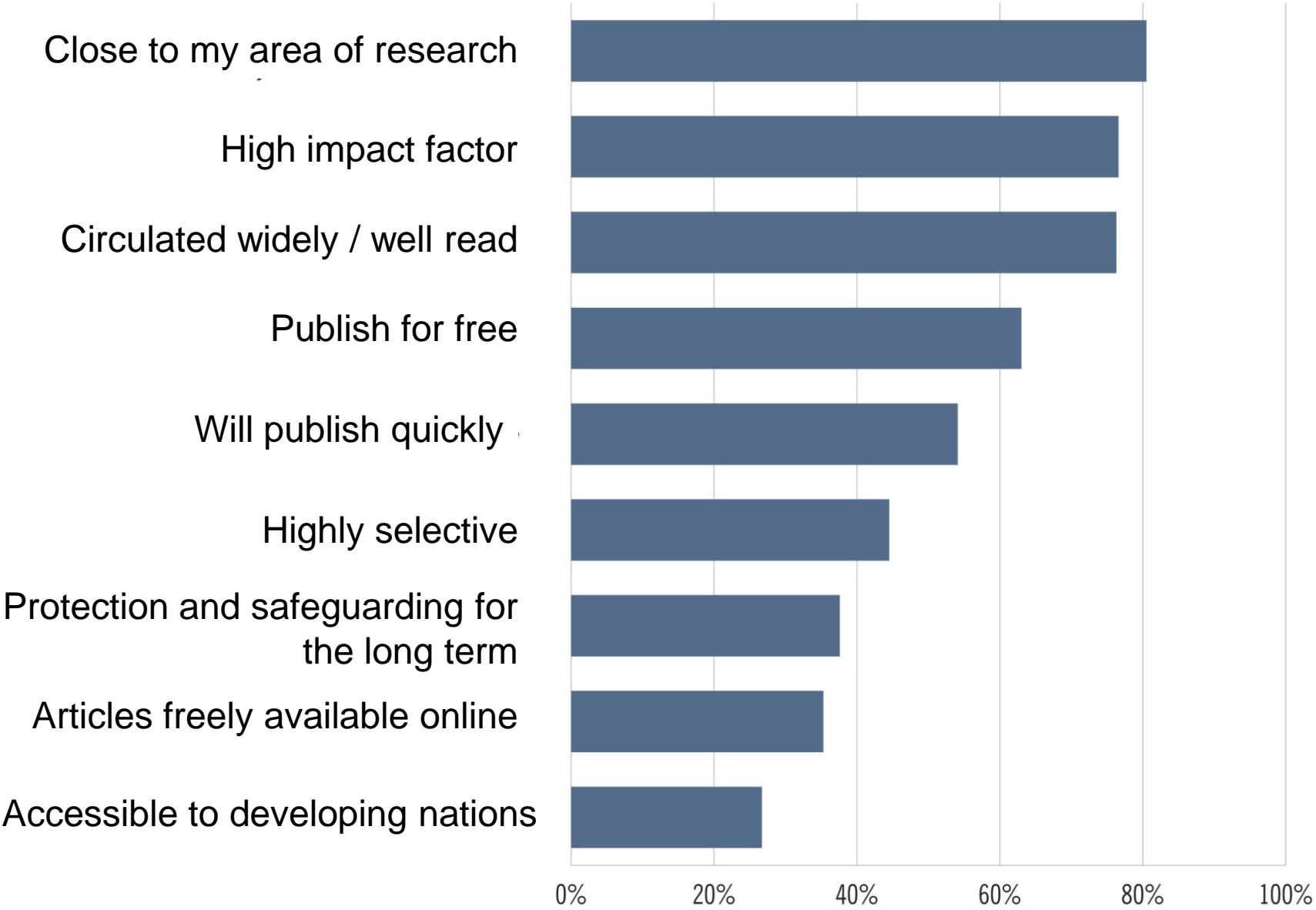
"Thinking back to the last scholarly article or monograph that you published, **how valuable to you were the activities performed by your publisher** in each of the following aspects of this process?"

- Managing the **peer review** process to provide high-quality feedback **to vet and improve your work**
- Associating your work with a **reputable brand** that signals its quality
- Placing your article in a **high-visibility publication** or channel
- Managing the **peer review** process to ensure your scholarship is released **as quickly as possible**
- Providing professional **copy-editing and lay-out** of your work
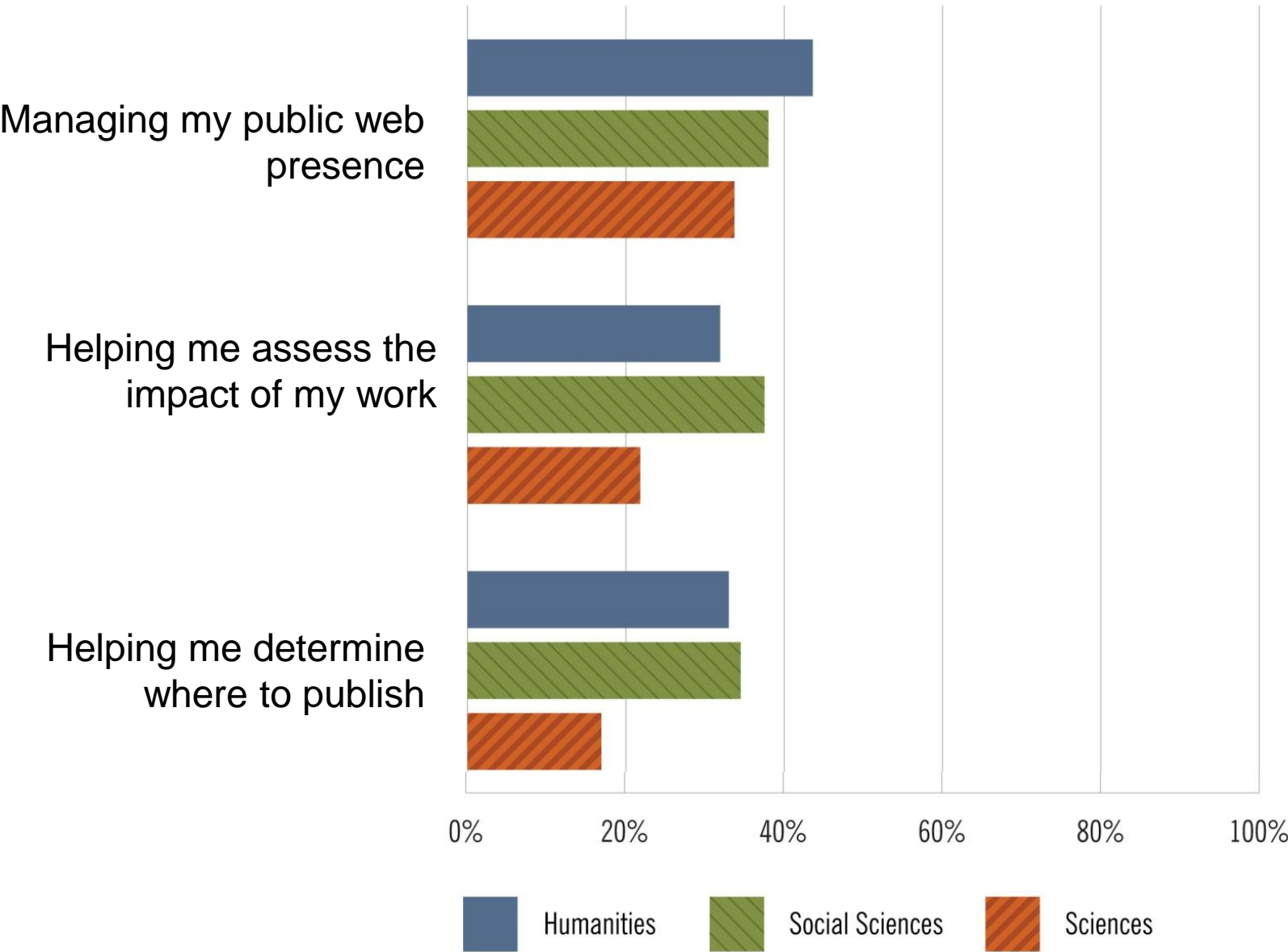
Importance of publisher activities
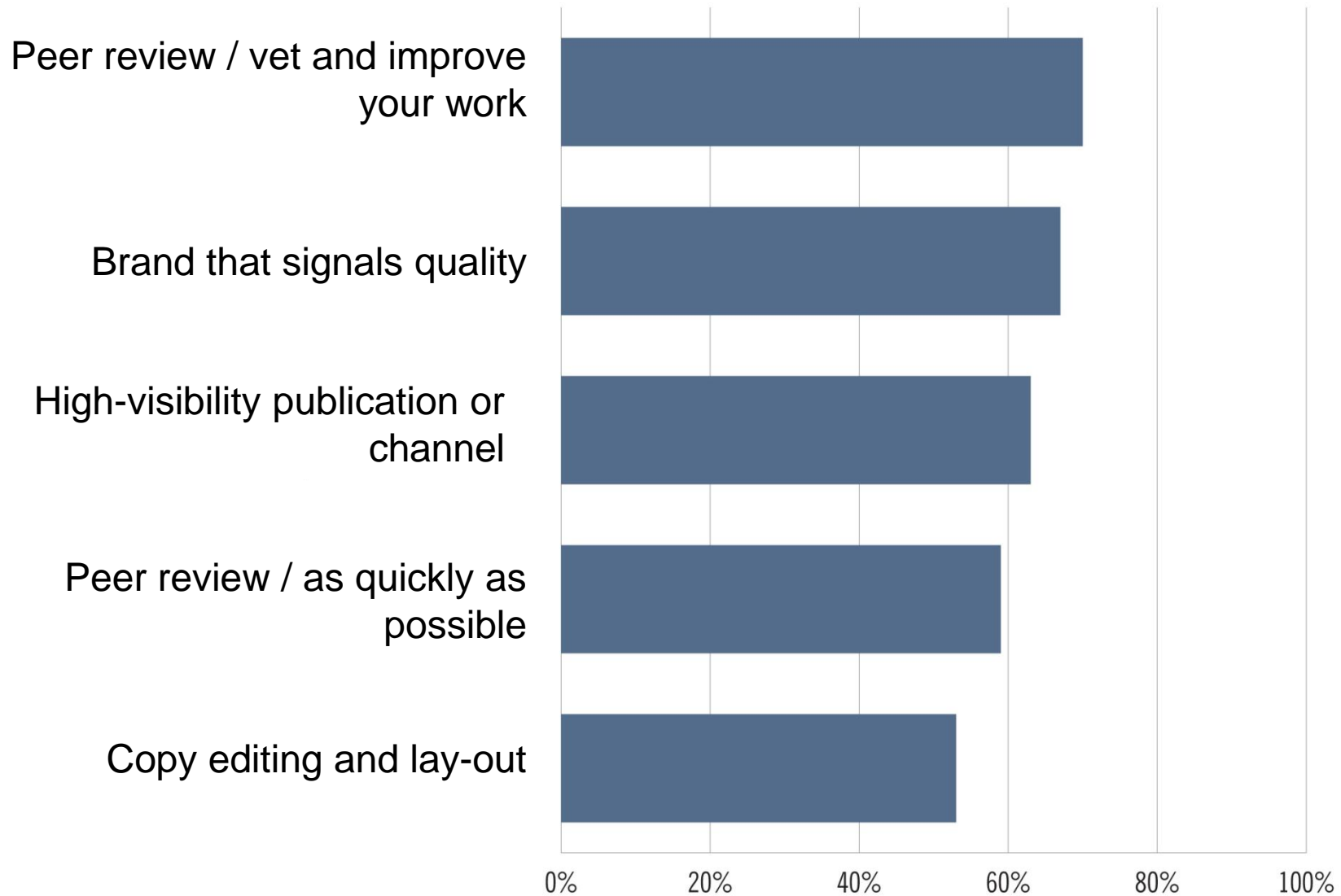
"How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the **publication process**, or how valuable would you find it if this support was offered to you?"

- **Managing a public webpage for me** that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me
- **Helping me to assess the impact of my work** following its publication
- **Helping me determine where to publish** a given work to maximize its impact
- **Making a version of my research outputs freely available** online in addition to the formally published version
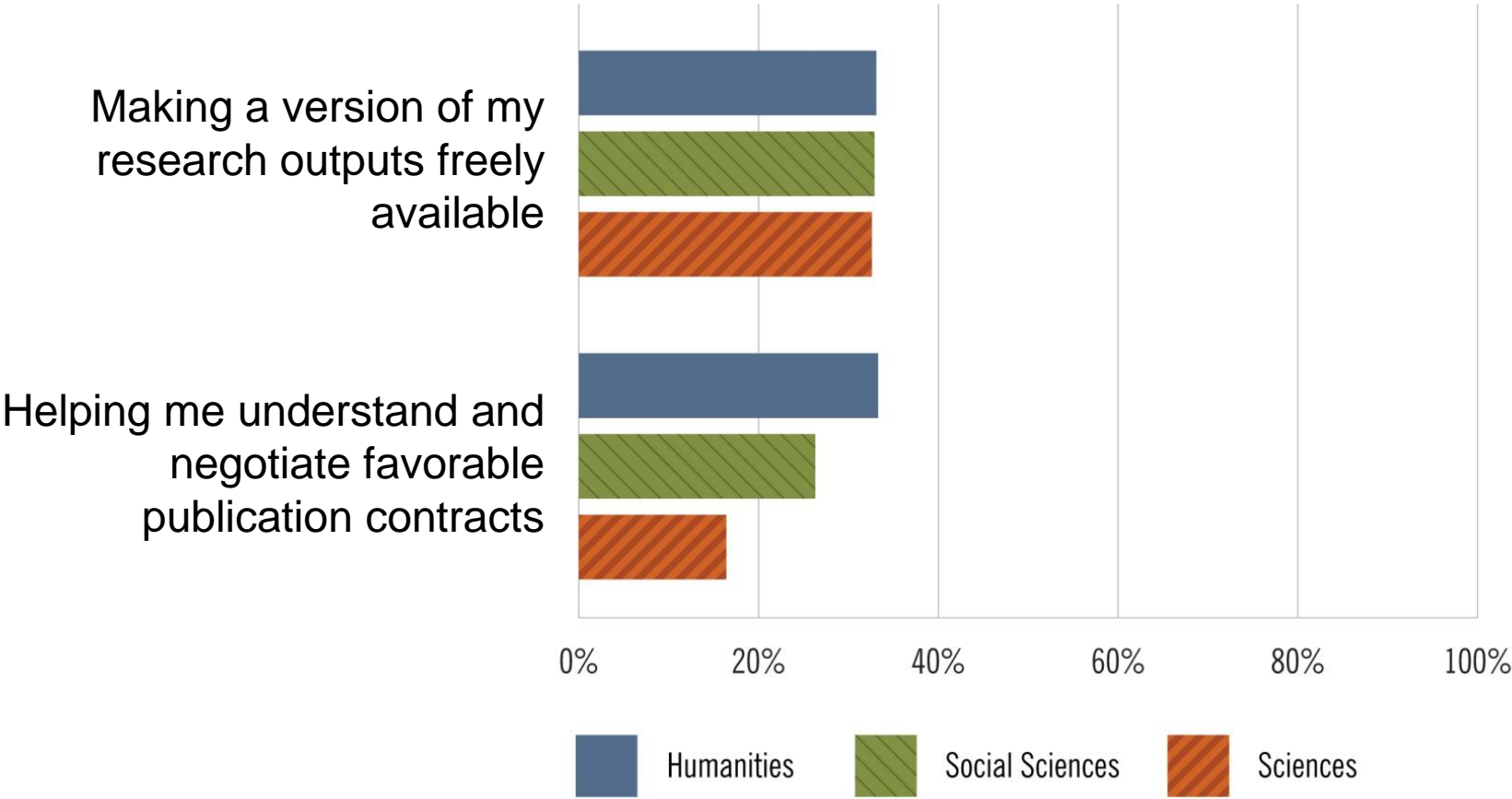- Helping me understand and negotiate **favorable publication contracts**

Publishing support activities

Managing my public web presence

Helping me assess the impact of my work

Helping me determine where to publish

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

Humanities   Social Sciences   Sciences

Publishing support activities

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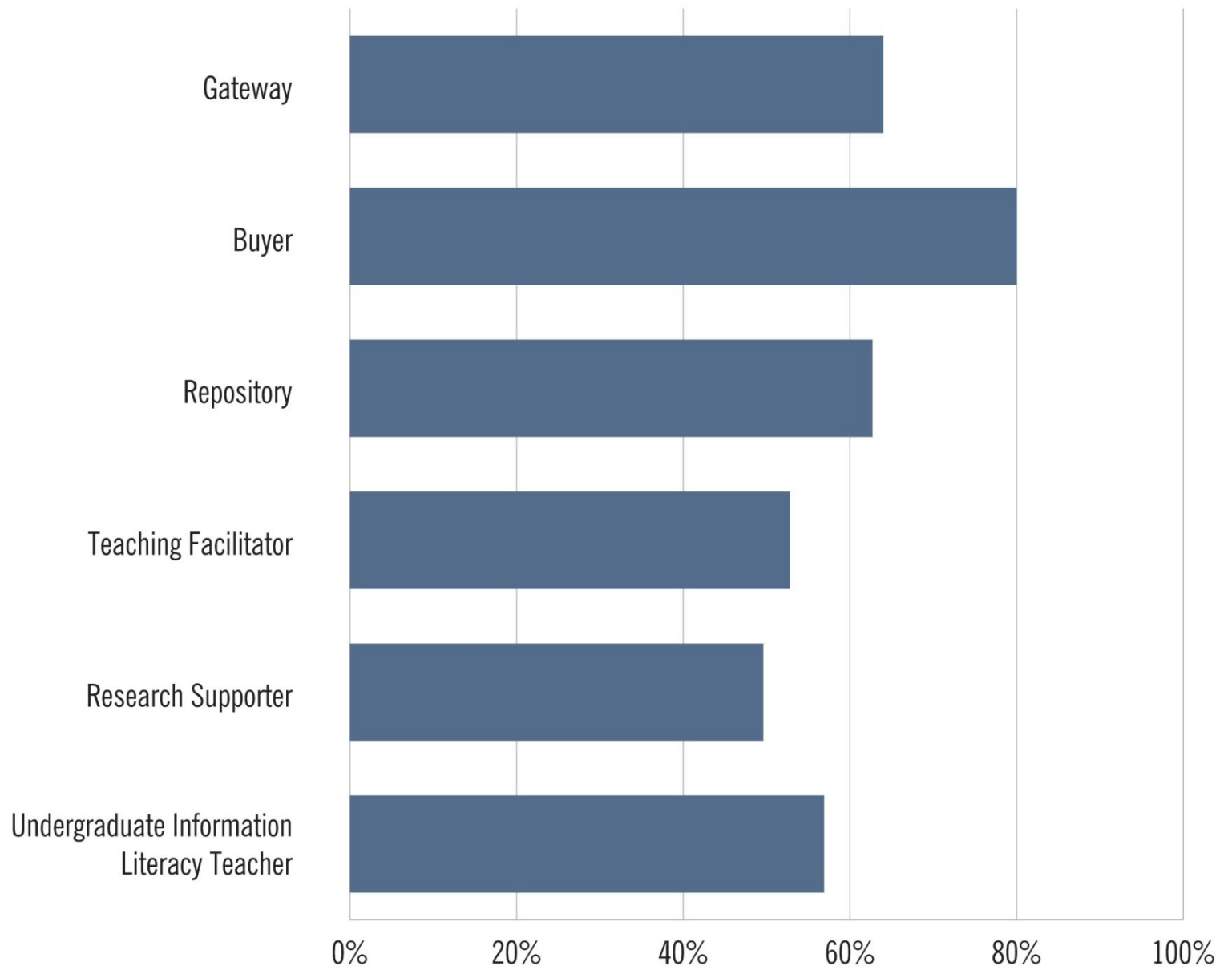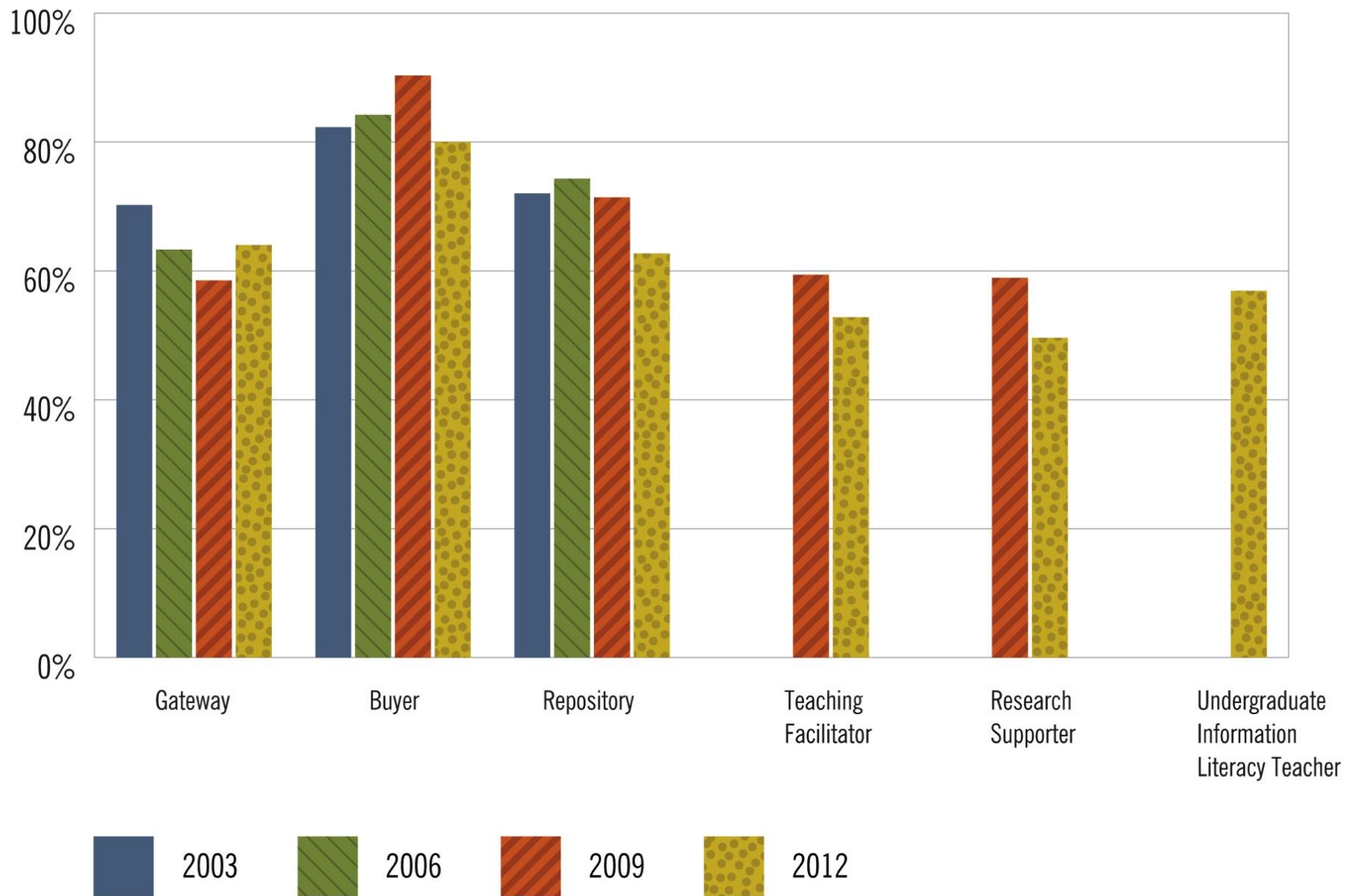
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The Role of the Library
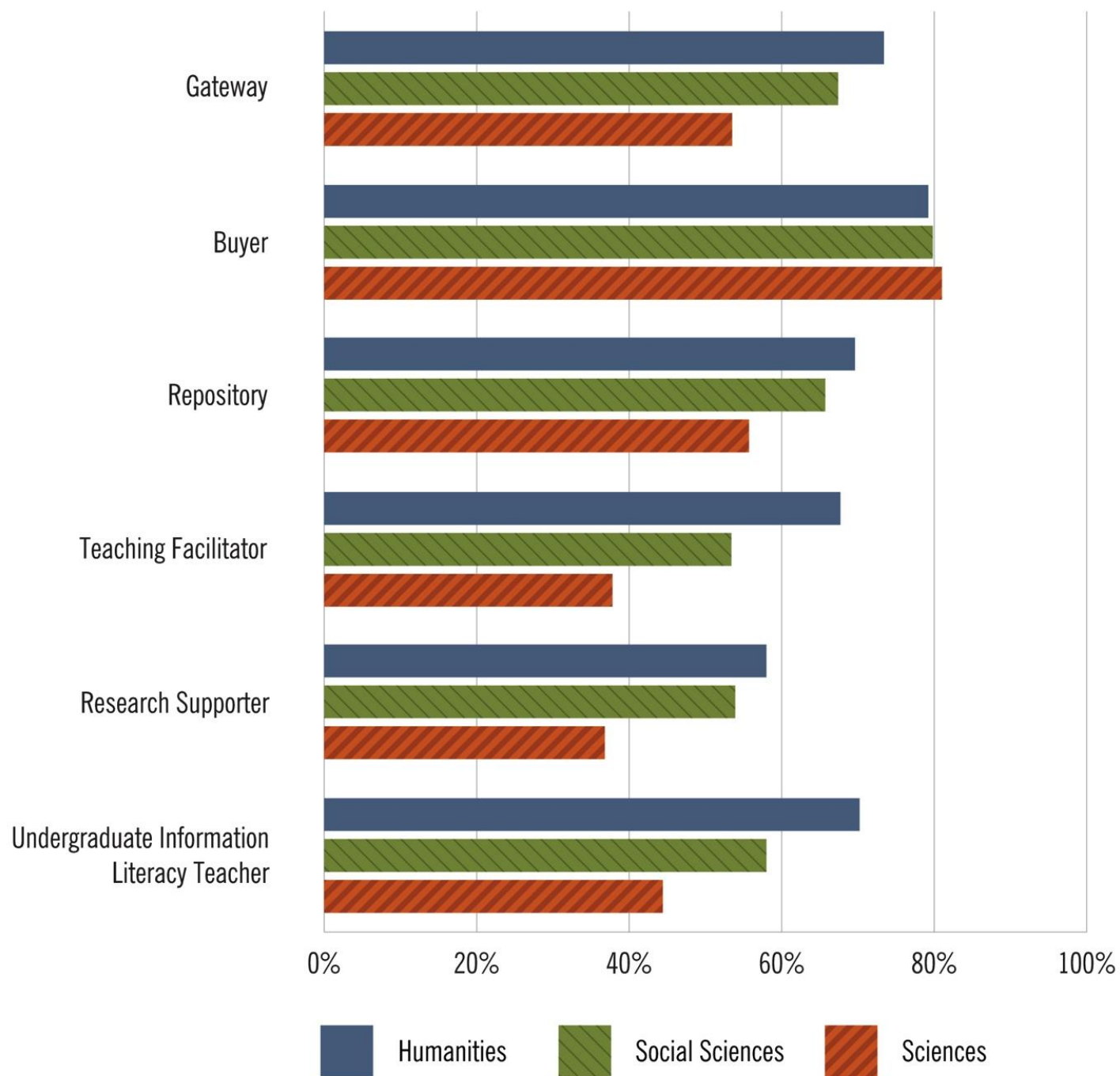
The Role of the Library

How important to you is it that your college or university library provide each of the functions below?
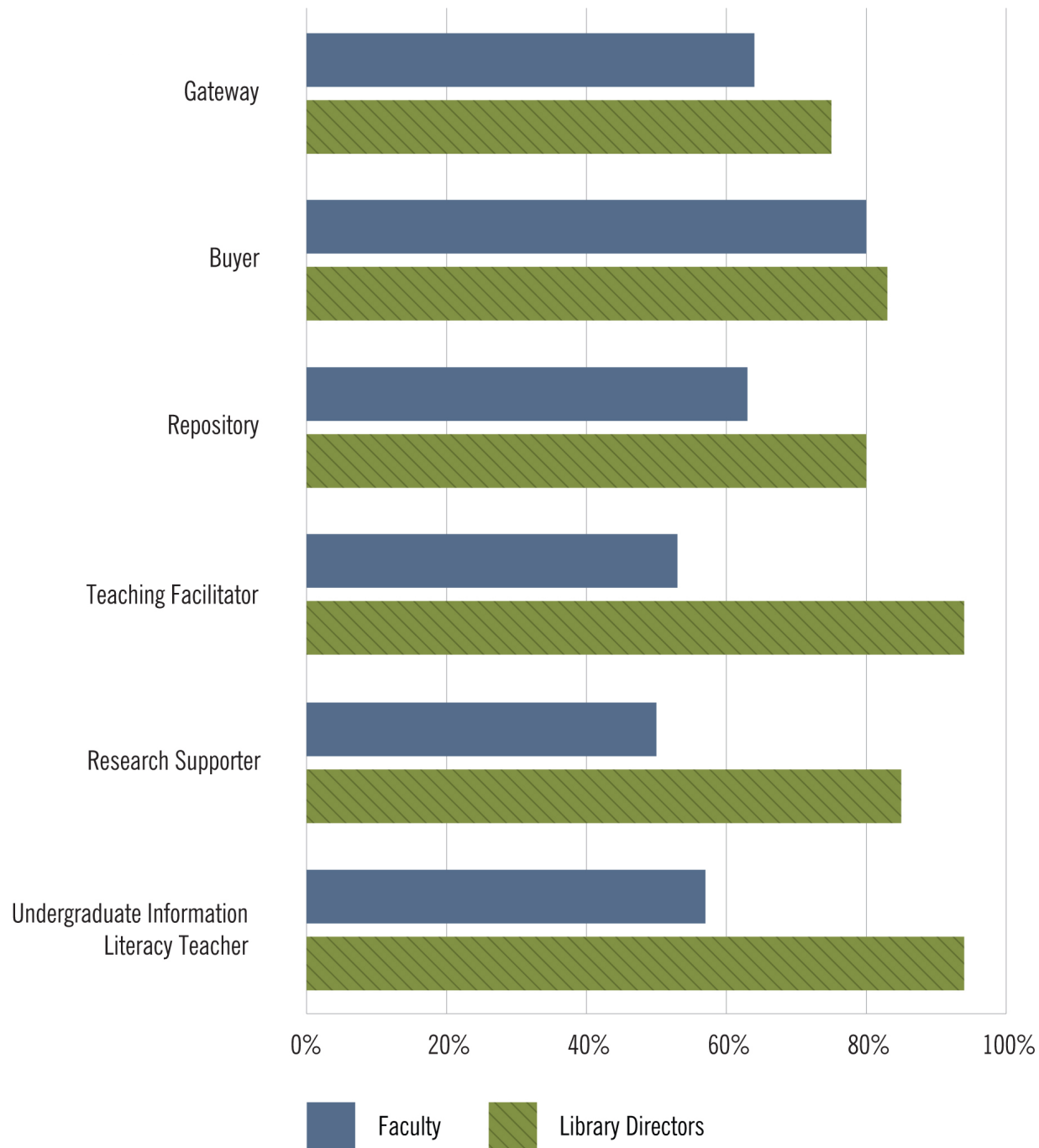
- **Gateway:** "The library serves as a starting point or "gateway" for locating information for my research"

- **Buyer:** "The library pays for resources I need, from academic journals to books to electronic databases"

- **Repository:** "The library serves as a repository of resources; in other words, it archives, preserves, and keeps track of resources"

- **Teaching Facilitator:** "The library supports and facilitates my teaching activities"

- **Research Supporter:** "The library provides active support that helps to increase the productivity of my research and scholarship"

- **Undergraduate Information Literacy Teacher:** "The library helps undergraduates develop research, critical analysis, and information literacy skills"

Role	
Gateway	
Buyer	
Repository	
Teaching Facilitator	
Research Supporter	
Undergraduate Information Literacy Teacher	

Legend: Faculty, Library Directors

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44% of faculty members strongly agree with the statement: "My undergraduate students have **poor skills** relating to locating and evaluating scholarly information."

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"Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally…"

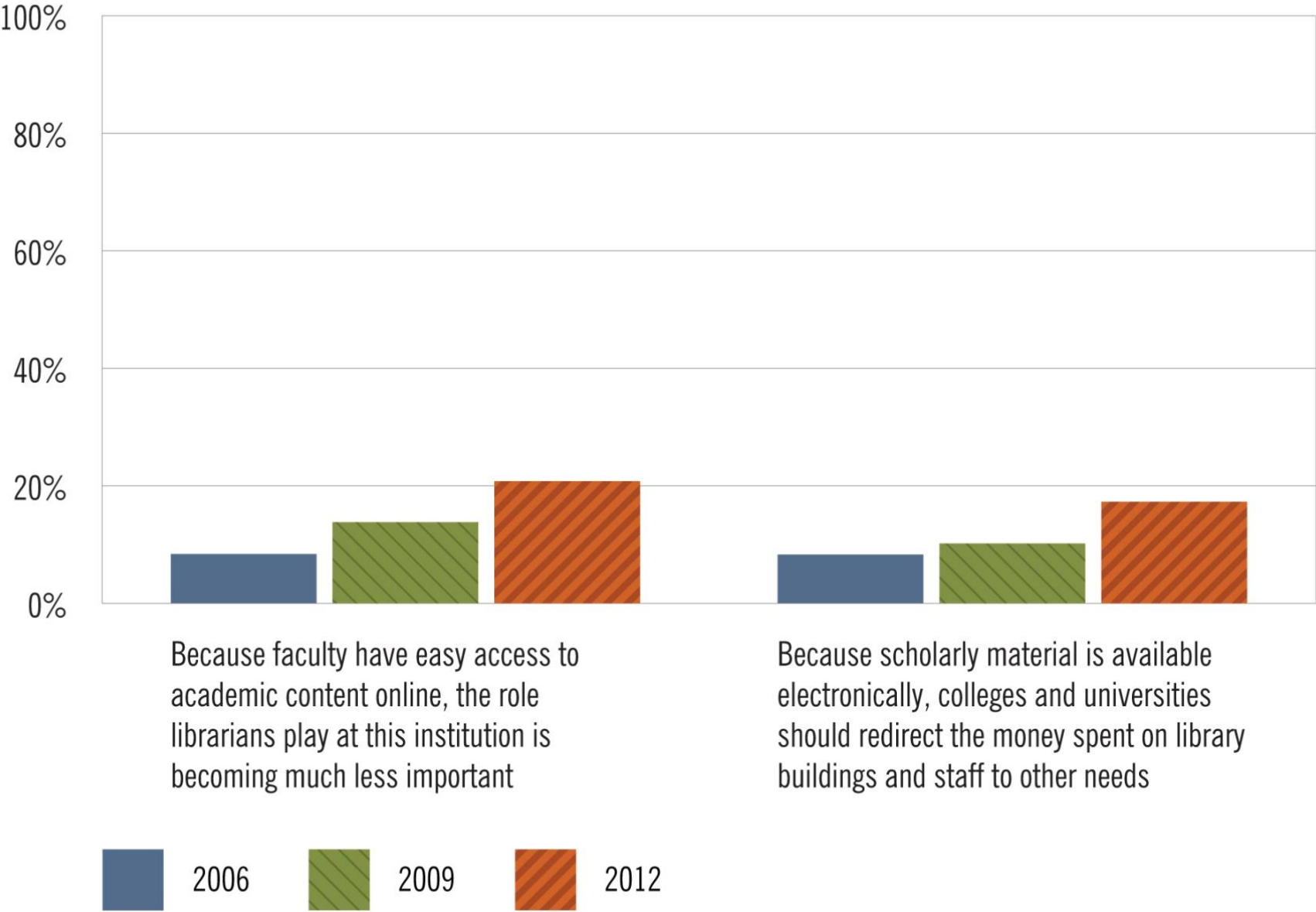| …my responsibility | **42%** |
| …my academic library's responsibility | **24%** |

Perceptions of librarians with content online

"Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important."

"Because scholarly material is available electronically, universities should redirect the money spent on library buildings and staff to other needs."

Percent of respondents agreeing strongly with each statement, over time.

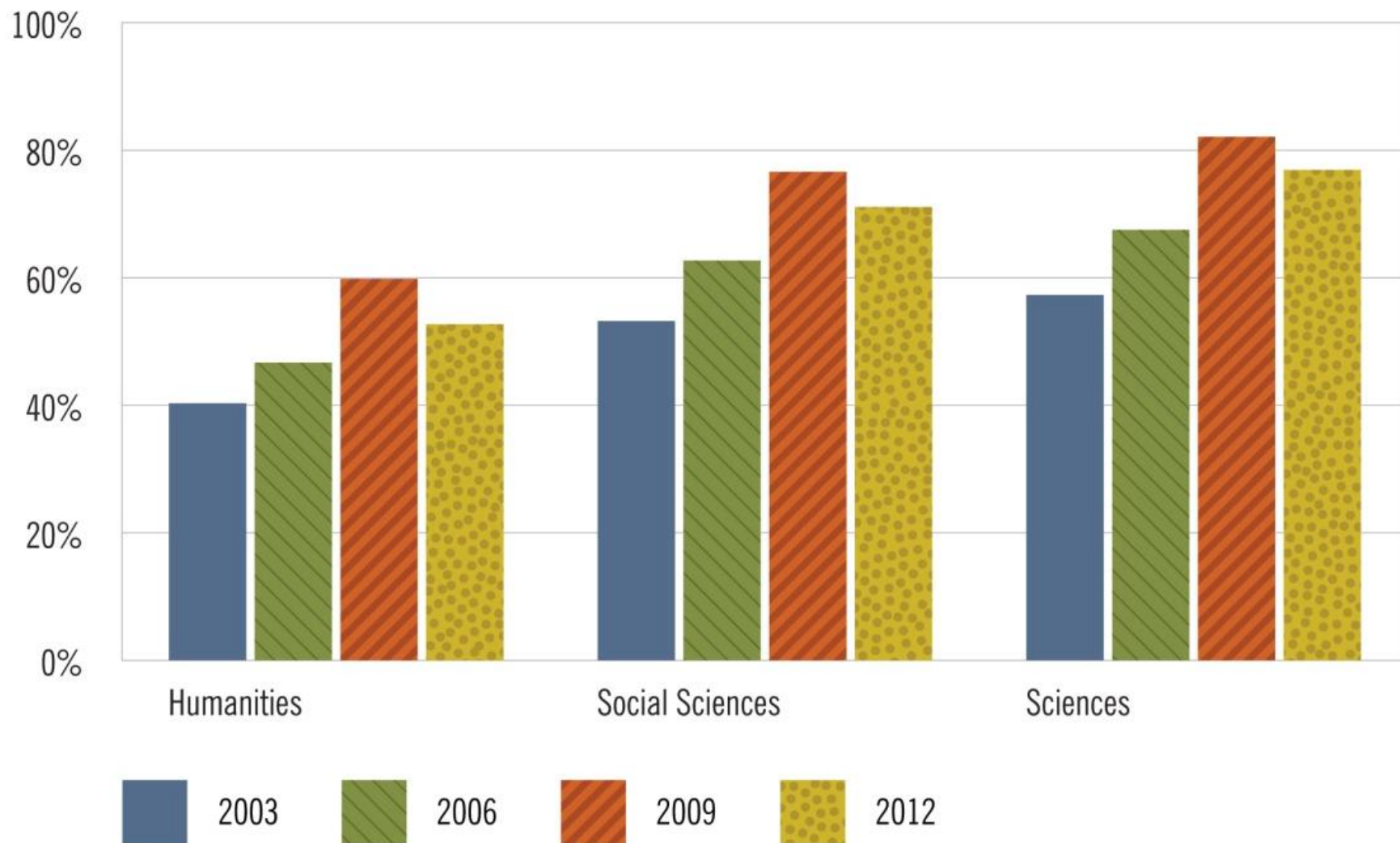|	Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs

Legend:
- 2006
- 2009
- 2012

Format Transitions

"I am completely comfortable with journals I use regularly ceasing their print versions and publishing in electronic-only form"

"If my library cancelled the current issues of a print version of a journal but continued to make them available electronically, that would be fine with me."

Publishers can cease issuing print versions
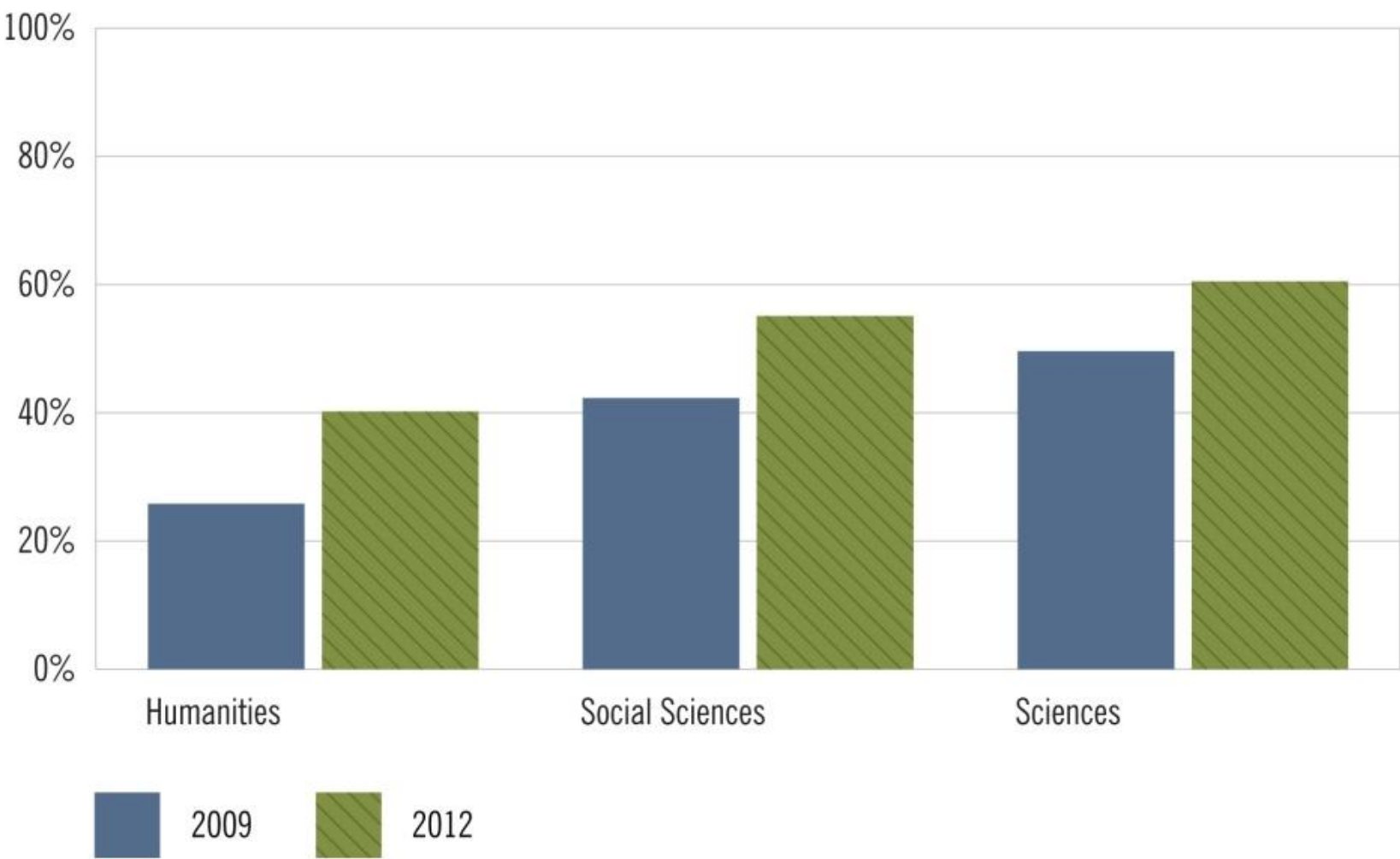
# Libraries can cease collecting print versions

"Assuming that electronic versions of journals are proven to work well, I would be happy to see hard copy collections discarded and replaced entirely by electronic collections."

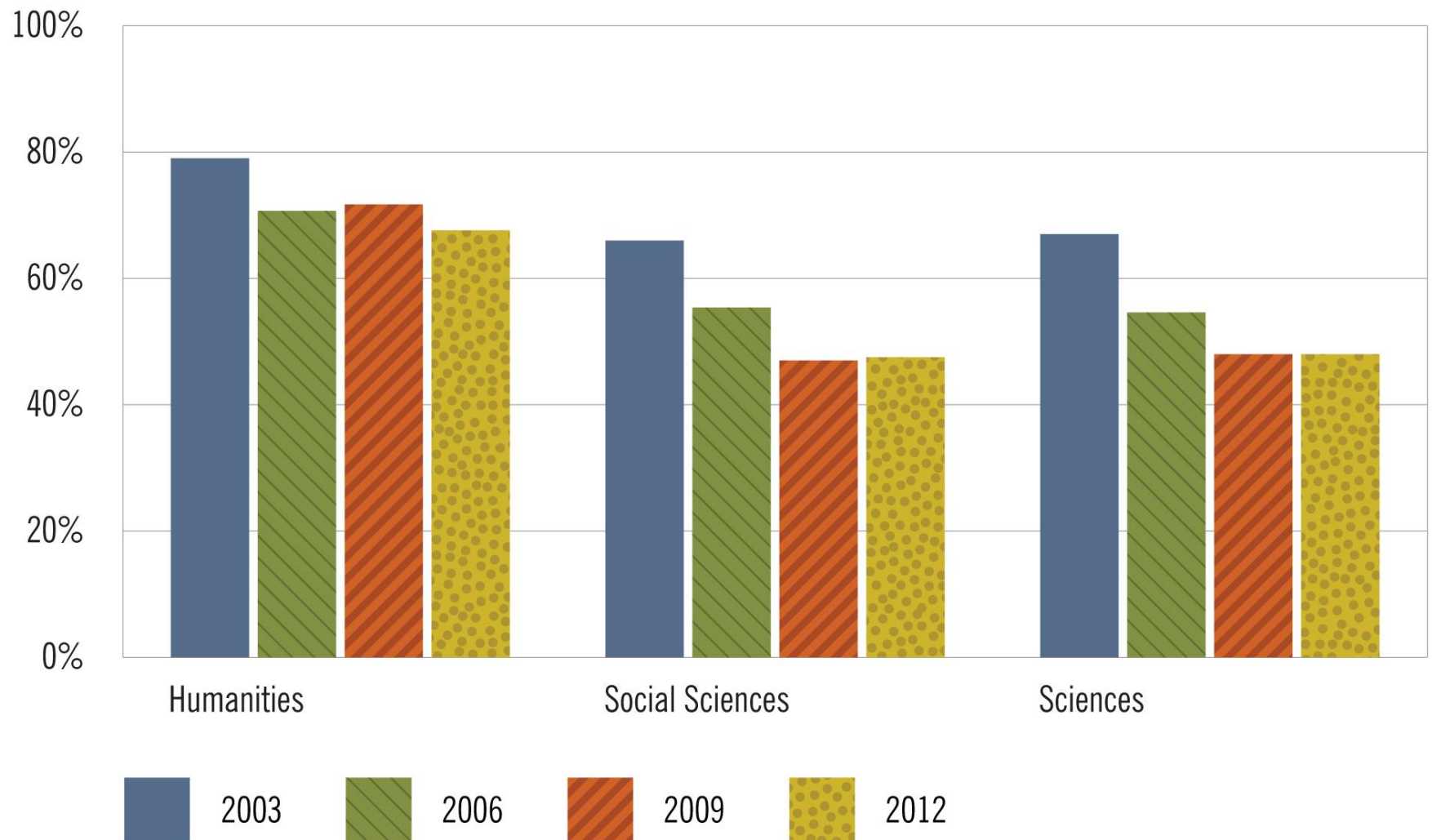"Regardless of how safe electronic collections of journals may be, it will always be crucial for some libraries to maintain hard-copy collections of journals."

I would be happy to see hard copy collections discarded
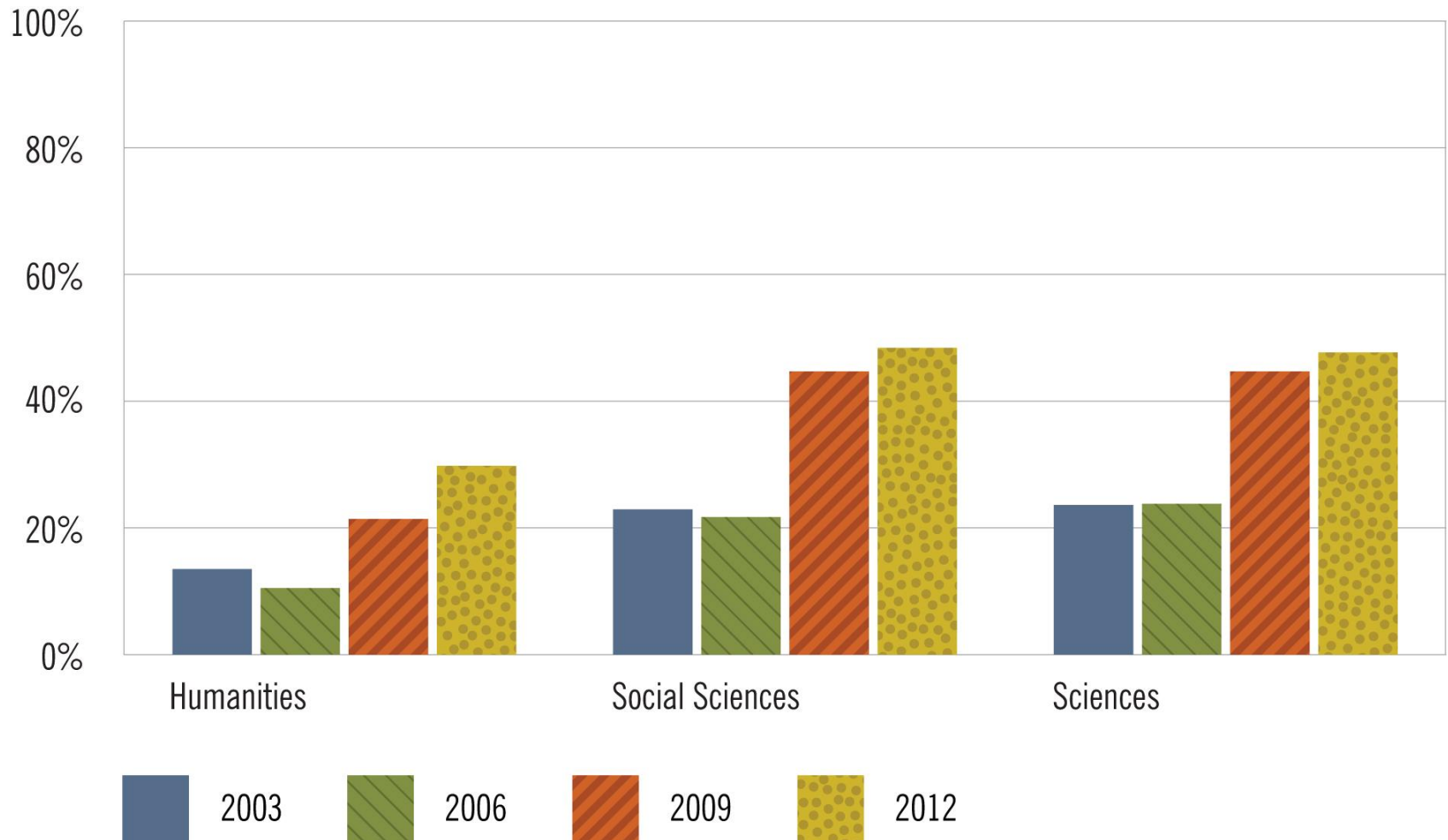
It will always be crucial for some libraries to maintain hard-copy collections of journals

Legend: 2003, 2006, 2009, 2012

"You may have had the opportunity to read scholarly monographs in electronic format, either through a library subscription database or standalone e-books. **How often have you used** scholarly monographs in digital form in the past six months – often, occasionally, rarely, or never?"

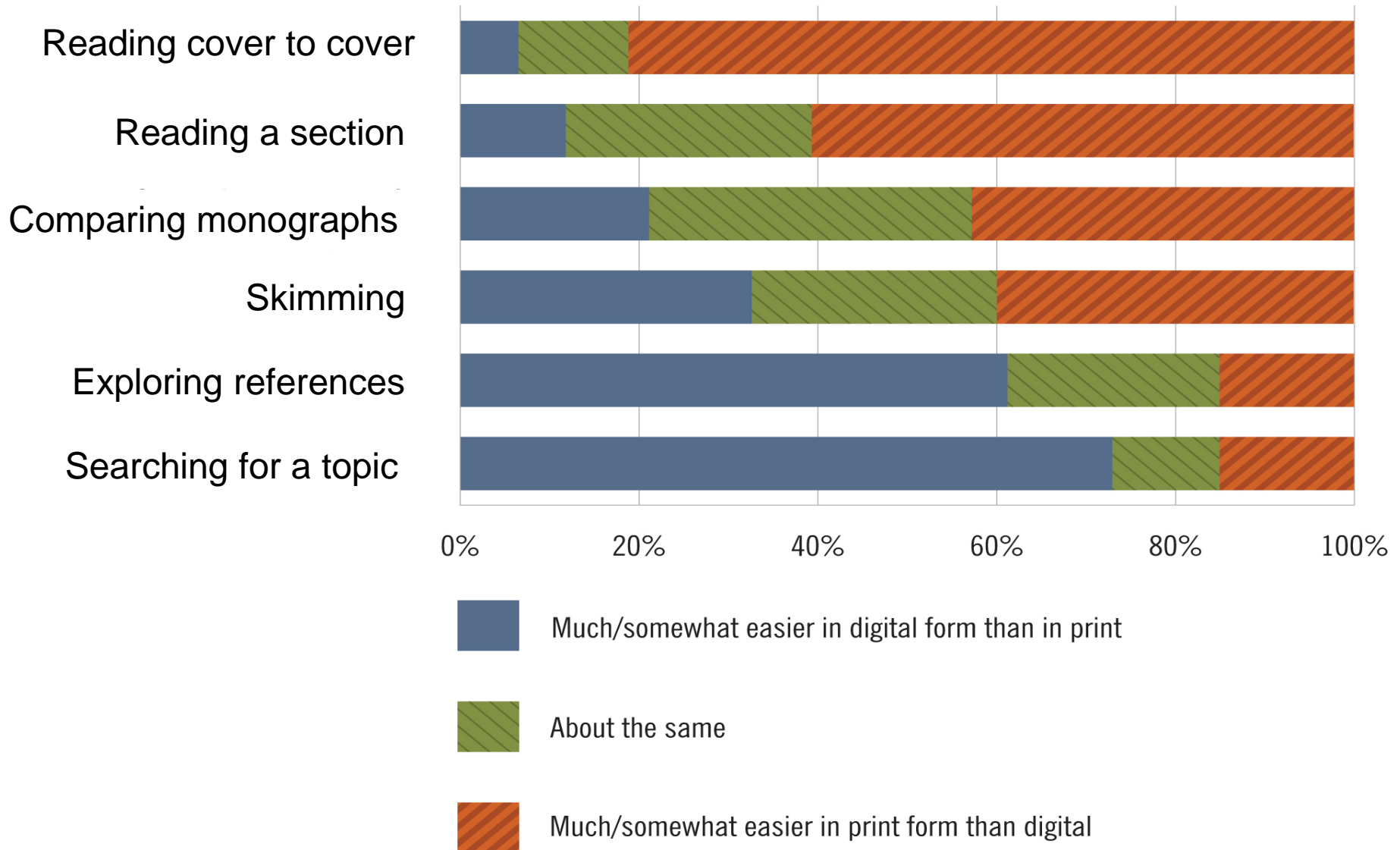# How often have you used scholarly monographs in digital form?

Often

Occasionally

Rarely

Never
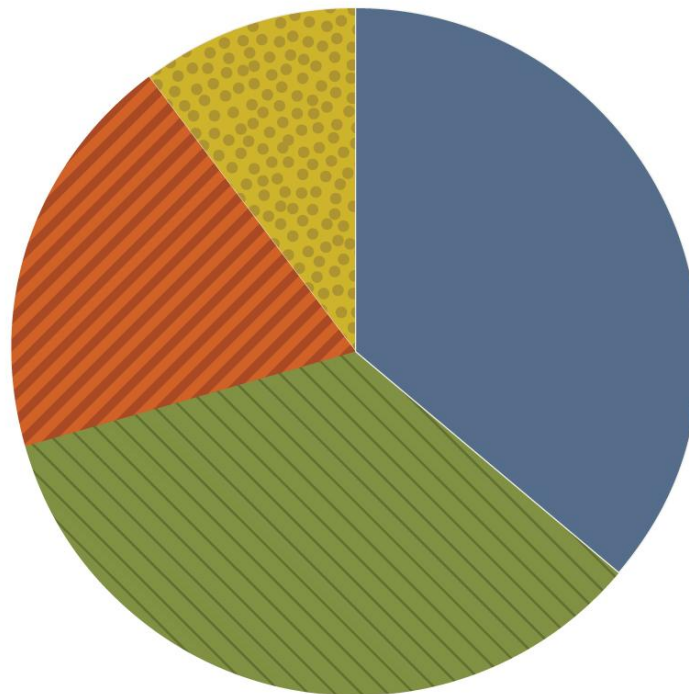
A print to electronic transition for monographs?

"Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format and… indicate how much easier or harder it is 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

Monograph use cases

Horizontal stacked bar chart showing monograph use cases. Categories from top to bottom: Reading cover to cover, Reading a section, Comparing monographs, Skimming, Exploring references, Searching for a topic. X-axis from 0% to 100%.

Legend:
- Much/somewhat easier in digital form than in print
- About the same
- Much/somewhat easier in print form than digital

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"Within the **next five years**, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books."

2006	3.7%
2009	4.4%
2012	16.1%

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Faculty Survey 2012

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Available on Monday at:
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faculty-survey-2012-us

Twitter: @IthakaSR