Ithaka S+R US Faculty Survey 2018
Key Findings

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Today’s presentation

1. Project overview
2. Methodology
3. Discussion of key findings
4. Q&A
Ithaka S+R US Faculty Survey

Tracking the research, teaching, and publishing practices and preferences of faculty members at four-year colleges and universities on a triennial basis since 2000

Topics covered in the 2018 survey cycle

- Discovery & Access
- Research Practices
- Research Dissemination
- Teaching & Learning
- Role of the Library
Population and sample

- Population of faculty members in all colleges and universities that grant bachelor’s degree and higher
- All arts and sciences fields, plus many professions including medicine
- Invited 150,941 faculty members to participate
Distribution and response

- Invitations and reminders from Ithaka S+R, 15 learned societies, and 13 local survey participants
- Survey fielded October – December 2018
- Received 10,919 complete responses (7.2% response rate)
Local survey participants

United States

American University
Arkansas State University
Auburn University
Baylor University
Bowling Green State University
Brandeis University
Brigham Young University
Brooklyn College
California Polytechnic State University
California State University
California State University, Sacramento
California State University, San Marcos
Carnegie Mellon University
Claremont University Consortium
College of William & Mary
Community College of Rhode Island
DePaul University
Drake University
Duke University
East Tennessee State University
Georgetown University
Harvard University
Indiana University
Iowa State University
John Carroll University
Johns Hopkins University
Lafayette College
Louisiana State University
Marquette University
Michigan Technological University
Mississippi State University
Montana State University
Nevada State College
Northwestern University
The Ohio State University
Pennsylvania State University
Providence College
Local survey participants

United States

Rice University
Roger Williams University
San Jose State University
Santa Clara University
Southwestern Oklahoma State University
State University of New York at Potsdam
Swarthmore College
Temple University
Texas A&M University
Tulane University
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, San Diego
University of California, Santa Cruz
University of Central Florida
University of Chicago
University of Dayton
University of Delaware
University of Florida
University of Houston
University of Illinois at Urbana-Champaign
University of Iowa
University of Massachusetts, Amherst
University of Miami
University of Missouri
University of Nevada, Las Vegas
University of North Carolina at Chapel Hill
University of Northern Iowa
University of Pittsburgh
University of South Carolina
University of South Florida St. Petersburg
University of South Florida, Tampa
Local survey participants

United States

University of Southern California
University of Texas at Austin
University of Texas at San Antonio
Utah State University

Virginia Commonwealth University

Wake Forest University
Washington University in St. Louis

Wheaton College
Local survey participants

**Australia**
- Curtin University
- University of Melbourne
- University of New South Wales
- University of Queensland
- University of Sydney
- University of Western Australia

**China**
- Chinese University
- Lingnan University
- University of Hong Kong
- University of Science and Technology

**Canada**
- McMaster University
- Memorial University of Newfoundland
- Ryerson University
- Simon Fraser University
- York University
- University of Alberta
- University of Guelph
- Université Laval
- Université de Montréal
- University of New Brunswick
- University of Ottawa
- University of Toronto
- University of Windsor

**New Zealand**
- University of Otago
- Lincoln University
- University of Waikato
- University of Canterbury
- Massey University
- Victoria University of Wellington
- Auckland University of Technology
Key stratifications

Disciplinary Affiliation
- Humanities
- Social Sciences
- Sciences
- Medical

Age
- 22 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 and older
Key findings
Discovery starting points are shifting towards Google Scholar & other general search engines.
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? *Percent of respondents that indicated that each option is the starting point for their 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? Percent of respondents that indicated that each option is the starting point for their exploration.
How can libraries best support information discovery as the use of specific scholarly databases decreases and the use of Google Scholar increases?
Faculty preferences for cloud-based storage services in managing and preserving data are increasing.
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. **Percent of respondents that strongly agreed with each of these statements.**

- **When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers.**

- **When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.).**

- **My college or university library manages or organizes my data, media, or images on my behalf.**
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view. *Percent of respondents that strongly agreed with each of these statements.*

- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers.
- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.).
- My college or university library manages or organizes my data, media, or images on my behalf.
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. Percent of respondents that indicated each of these sources is highly valuable.
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. Percent of respondents that indicated each of these sources is highly valuable.
If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate they are not preserved. Percent of respondents that indicated that each method is used.
How can libraries enable faculty to effectively manage and preserve data relatively independently?
Faculty believe in the value of others organizing and preserving their research data, though they do not see it as worth their own time to do so.
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. Percent of respondents that strongly agreed with each statement.

The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not worth it.

It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings.
Please read the following statements and indicate the degree to which you agree or disagree with each.

Percent of respondents who strongly agreed/agreed with each statement.
How can libraries and their institutions, publishers, funders, and other stakeholders incentivize and support dataset deposit?
While faculty are increasingly interested in an open access publication model, traditional scholarly incentives continue to motivate their behavior.
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years. *Percent of respondents that indicated they share their findings often or occasionally in this format.*
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 of an academic journal? Percent of respondents that indicated that each of these characteristics is highly important.
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 of an academic journal? Percent of respondents that indicated that each of these characteristics is highly important.

- The journal's area of coverage is very close to my immediate area of research
- The current issues of the journal are circulated widely, and are well read by scholars in your field
- The journal has a high impact factor or an excellent academic reputation
- The journal permits scholars to publish articles for free, without paying page or article charges
- If accepted, the journal will publish my article quickly, with relatively little delay
- The journal is highly selective; only a small percentage of submitted articles are published
- Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term
- The journal makes its articles freely available on the internet, so there is no cost to purchase or read
- The journal is accessible to readers not only in developed nations, but also in developing nations
- The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article
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 of an academic journal? Percent of respondents that indicated that each of these characteristics is highly important.

- The journal permits scholars to publish articles for free, without paying page or article charges
- The journal makes its articles freely available on the internet, so there is no cost to purchase or read
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. *Percent of respondents that strongly agreed with each of these statement.*

- Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online.
- I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes.
- If the traditional subscription-based publication model is replaced entirely by an open access model, I would be happy to see the same publishers stay involved in the open access model.
- I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public.
- Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online.
Given that greater shares of faculty are interested in OA publishing models but behavior has not shifted, should we expect that behavior will be affected over time without additional external incentives?
There is substantial interest in use of open educational resources, particularly from younger faculty members.
Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach? Percent of respondents that selected each item.
Please read the following statements and indicate the degree to which you agree or disagree with each. *Percent of respondents that strongly agreed/agreed with each statement.*

- Reducing the cost that students pay for textbooks and other course materials is very important to me
- I am interested in using open educational resources in my teaching
- I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources
- I am interested in creating and publishing open educational resources
- I find it difficult to locate open educational resources for my teaching
- My institution offers excellent training and support for using open educational resources
- My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching
Please read the following statements and indicate the degree to which you agree or disagree with each. *Percent of respondents that strongly agreed/agreed with each statement.*

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- I am interested in creating and publishing open educational resources
- I find it difficult to locate open educational resources for my teaching
- My institution offers excellent training and support for using open educational resources
- My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching
Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

Percent of respondents that indicated they have created and/or used each of the following.

- Open textbook(s)
- Open course module(s)
- Open video lecture(s)

22 to 34
35 to 44
45 to 54
55 to 64
65 and older

Created
Used
How can libraries provide excellent training and support for use and creation of OER? How can institutions capitalize on the enthusiasm from younger faculty members?
Faculty are skeptical about the value of using learning analytics tools.
Do you use learning analytics tools through your course management system or other courseware system(s)?

Percent of respondents that indicated they have, have not, or are unsure if they have used learning analytics tools.
Do you use learning analytics tools through your course management system or other courseware system(s)?

Percent of respondents that indicated they have, have not, or are unsure if they have used learning analytics tools.
Please use the following statements and indicated the degree to which you agree or disagree with each. Of the respondents that do not use or are unsure if they use learning analytics tools, the percent who strongly agreed or agreed with each statement.

- Using learning analytics tools would help me to intervene with students who might be struggling
- I am interested in using learning analytics tools
- Using learning analytics tools would help me to improve my teaching

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<th>Field</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Sciences</th>
<th>Medical</th>
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<td>Agree</td>
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<td>Strongly Disagree</td>
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</tbody>
</table>
Please use the following statements and indicated the degree to which you agree or disagree with each. *Of the respondents that do not use or are unsure if they use learning analytics tools, the percent who strongly agreed or agreed with each statement.*
Please use the following statements and indicated the degree to which you agree or disagree with each. *Of the respondents that do use learning analytics tools, the percent who strongly agreed or agreed with each statement.*

Using learning analytics tools helps me to intervene with students who might be struggling

Using learning analytics tools helps me to improve my teaching
Please use the following statements and indicate the degree to which you agree or disagree with each. *Percent of respondents that strongly agreed or agreed with each statement.*

- **My college or university has sufficient systems and protocols in place to prevent a breach of student activity data.**
- **I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools.**
- **My college or university's use of learning analytics may limit my autonomy in how I choose to teach.**
(How) should libraries partner with others at their institution to take advantage of these tools, recognizing the skepticism from faculty members?
The archival role of the library is increasing in importance.
How important is it to you that your college or university library provides each of the following 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 the 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”
- **Undergraduate Support**: “The library helps undergraduates develop research, critical analysis, and information literacy skills”
- **Graduate Support**: “The library supports graduate students in conducting research, managing data, and publishing scholarship”
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below?

Percent of respondents that indicated each item as highly important.
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below? **Percent of respondents that indicated each item as highly important.**
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below? *Percent of respondents that indicated each item as highly important.*
Is this increase driven by faculty viewing valuable (1) the library preserving its own collections or (2) the library preserving faculty-generated outputs (e.g. through an institutional repository)?
Faculty are more likely to see themselves, student peers, and academic advisors as contributing to student success compared to librarians.
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below? 

Percent of respondents that indicated each item as highly important.
How important or unimportant are each of the following in contributing to student success at your college or university? *Percent of respondents that indicated each of the following as highly important.*
How important or unimportant are each of the following in contributing to student success at your college or university?

Percent of respondents that indicated each of the following as highly important.

- Faculty members
- Peers (i.e. other students)
- Academic advisors
- Teaching assistants / graduate assistants
- Librarians / library staff
- Tutors
- Personal counselors
- Administrators
How important or unimportant are each of the following in contributing to student success at your college or university? Percent of respondents that indicated each of the following as highly important.
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. *Percent of respondents who strongly agreed with each statement.*

- Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation.
- Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills.
- Librarians at my college or university library contribute significantly to my student's learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework.
How can libraries both (1) better support students and (2) demonstrate these contributions? What are the challenges associated with the latter?
Questions?
Thank You

Full report of findings now available on the Ithaka S+R website:
sr.ithaka.org/publications/2018-us-faculty-survey
Contact us

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