



ITHAKA S+R

Ithaka S+R US Faculty Survey 2018

Key Findings

Christine Wolff-Eisenberg | @cwolffeisenberg
Melissa Blankstein | @m_blankstein



Christine Wolff-Eisenberg
Manager, Surveys and Research

christine.wolff-eisenberg@ithaka.org
@cwofffeisenberg

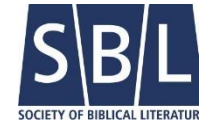


Melissa Blankstein
Surveys Analyst

melissa.blankstein@ithaka.org
@m_blankstein

Ithaka S+R US Faculty Survey

2018 Sponsors



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 Ithaca 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, 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

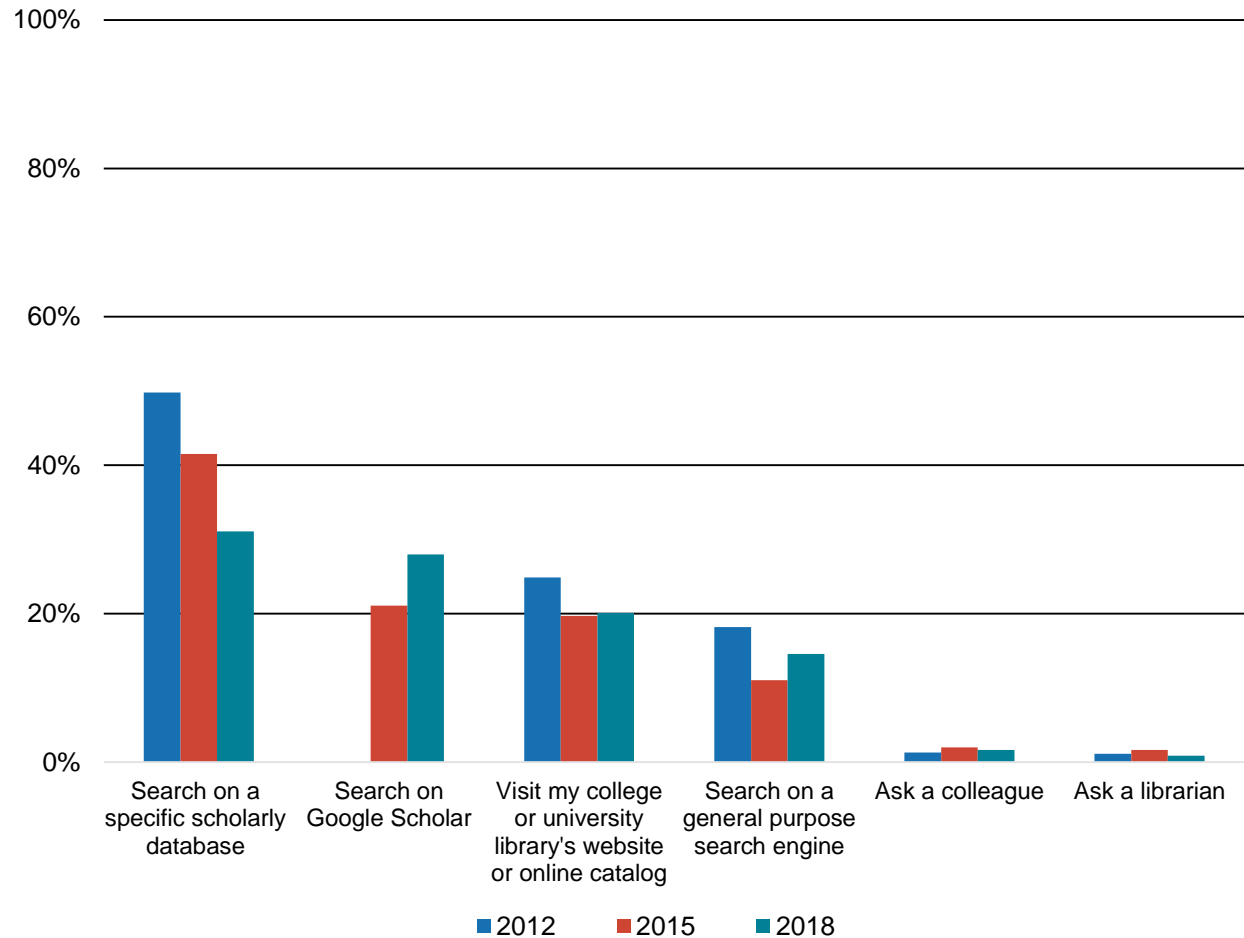
Age

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

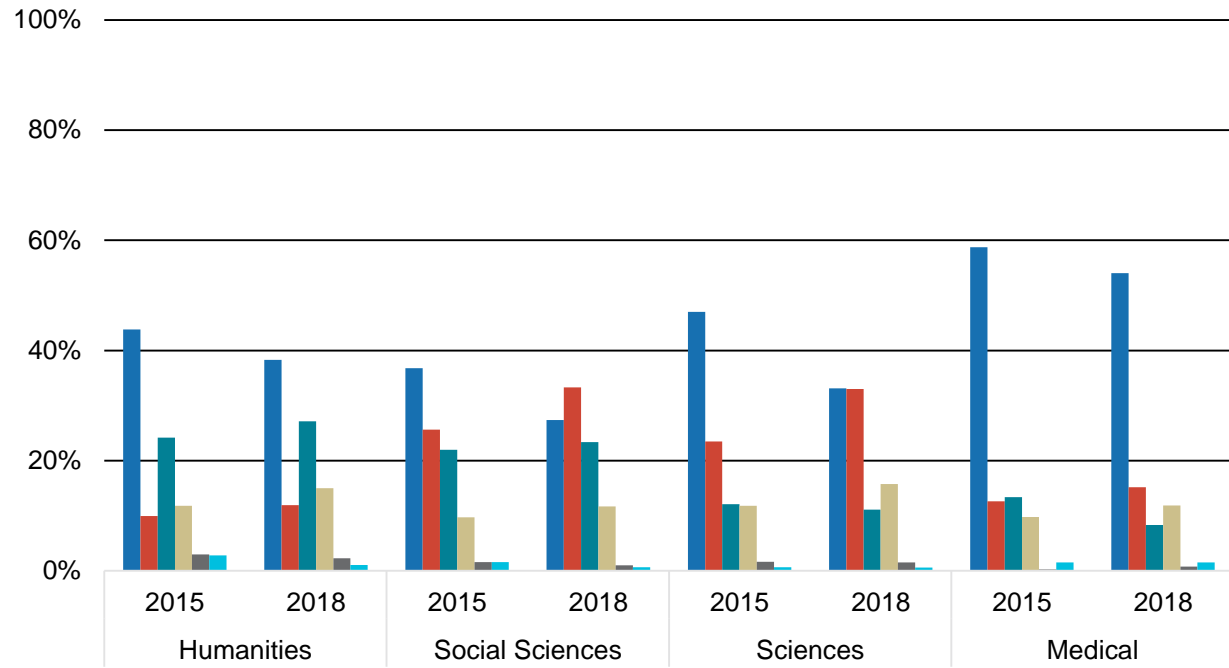
Key findings

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.*



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

How can libraries best support information discovery as the use of specific scholarly databases decreases and the use of Google Scholar increases?

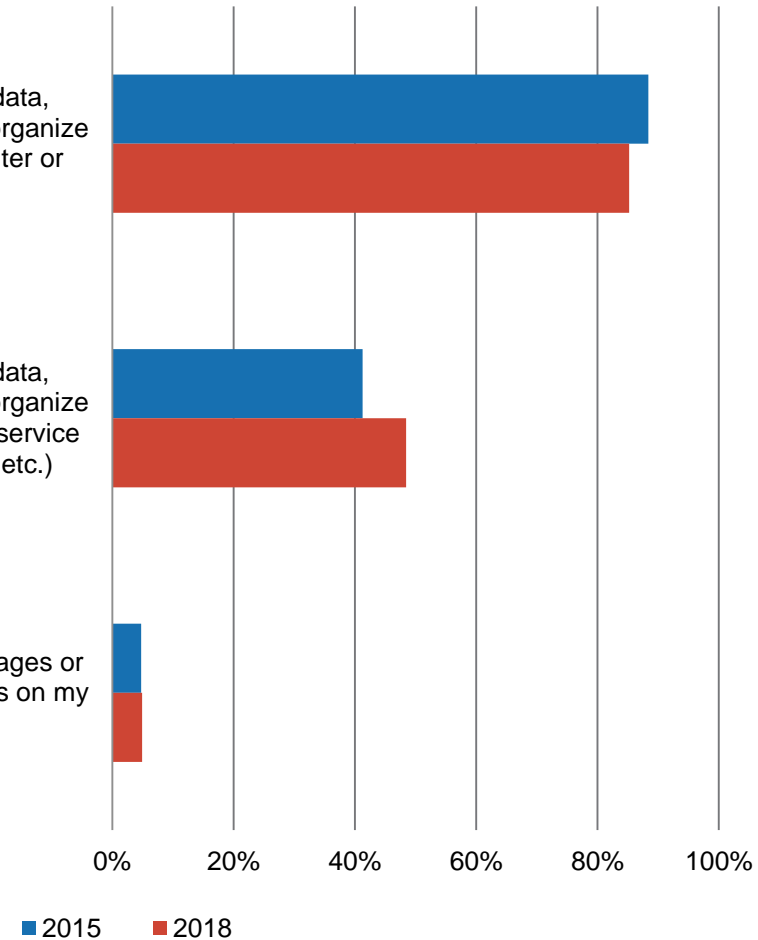
Faculty preferences for cloud-based storage services in managing and preserving data are increasing.

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

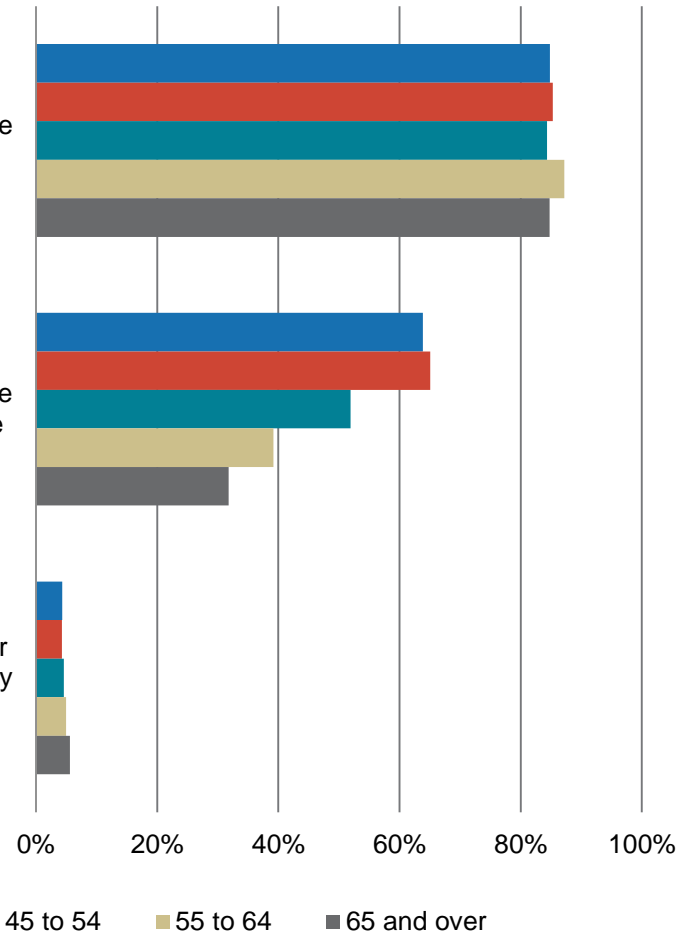


Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. *Percent of respondents that strongly agreed with each of these statements.*

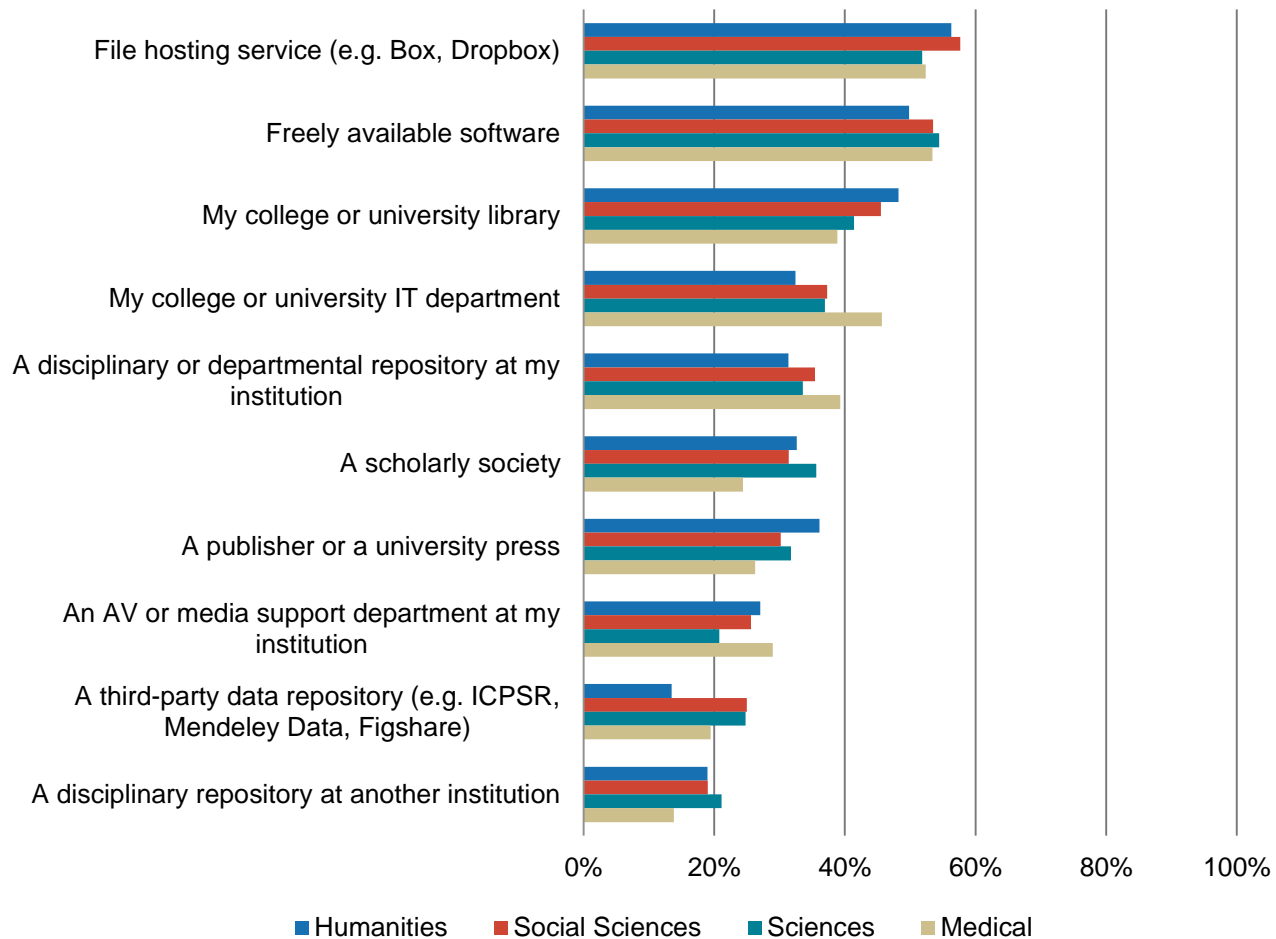
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers

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.)

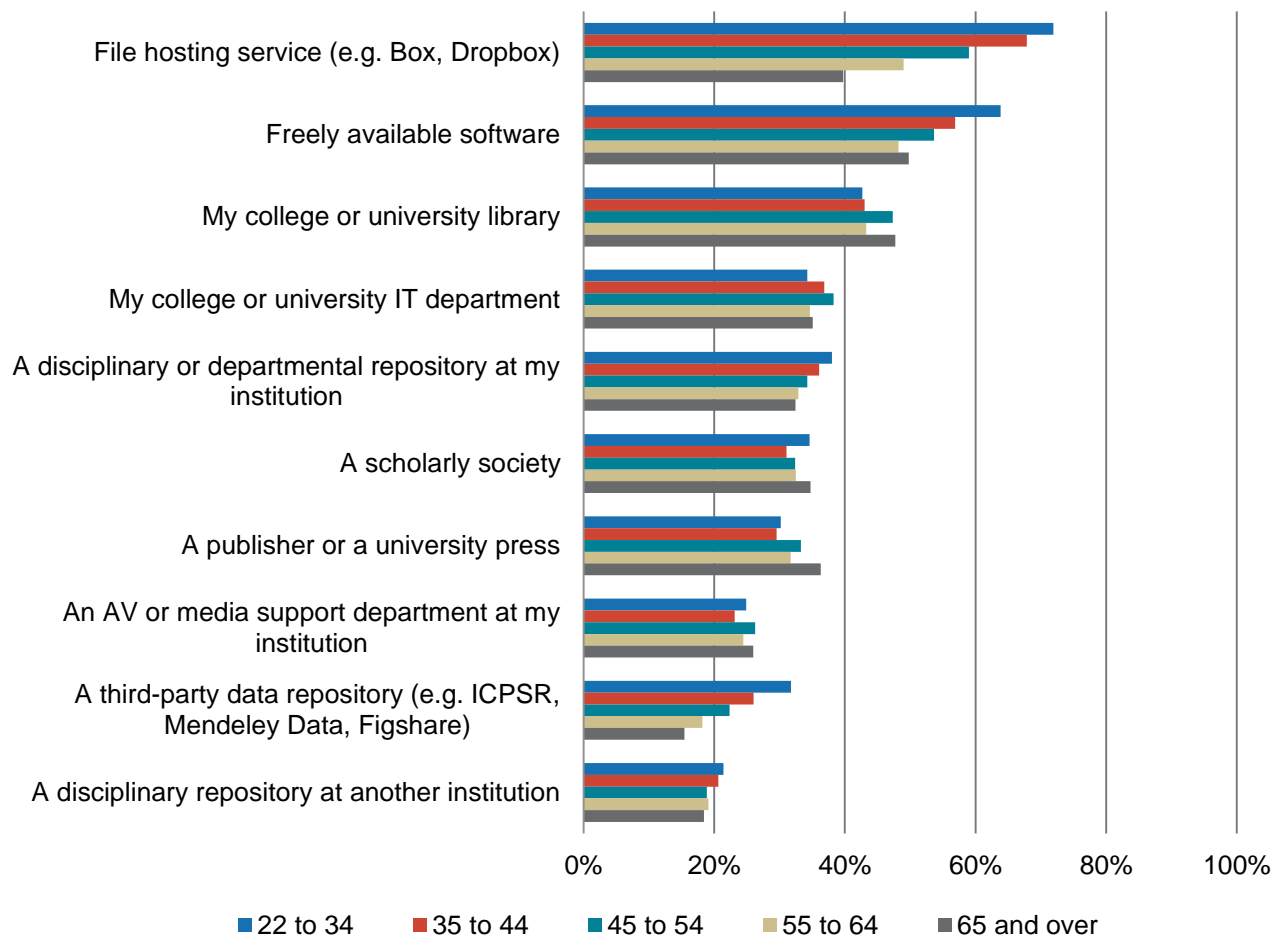
My college or university library manages or organizes my data, media, or images on my behalf



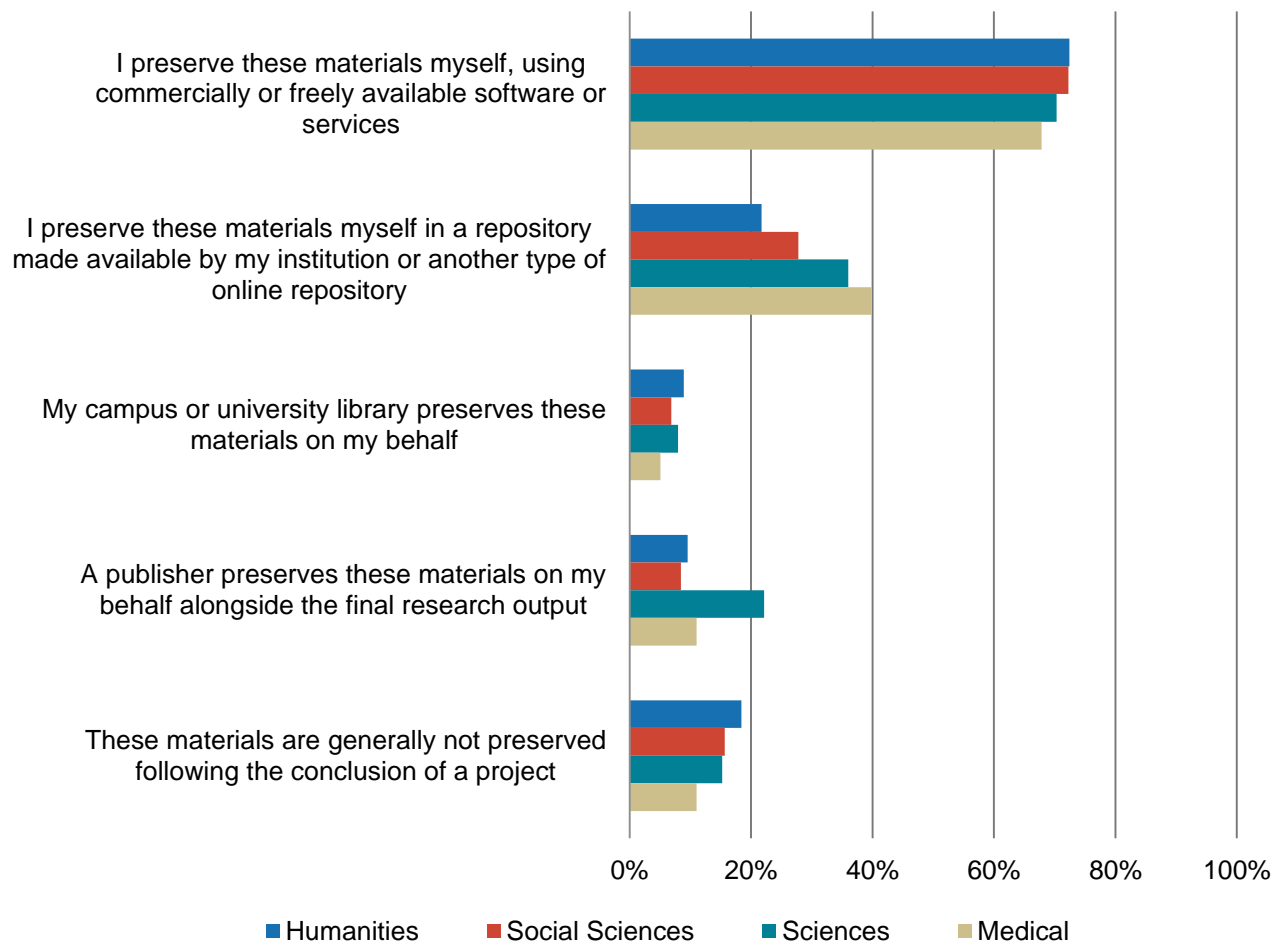
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. *Percent of respondents that indicated each of these sources is highly valuable.*



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.*



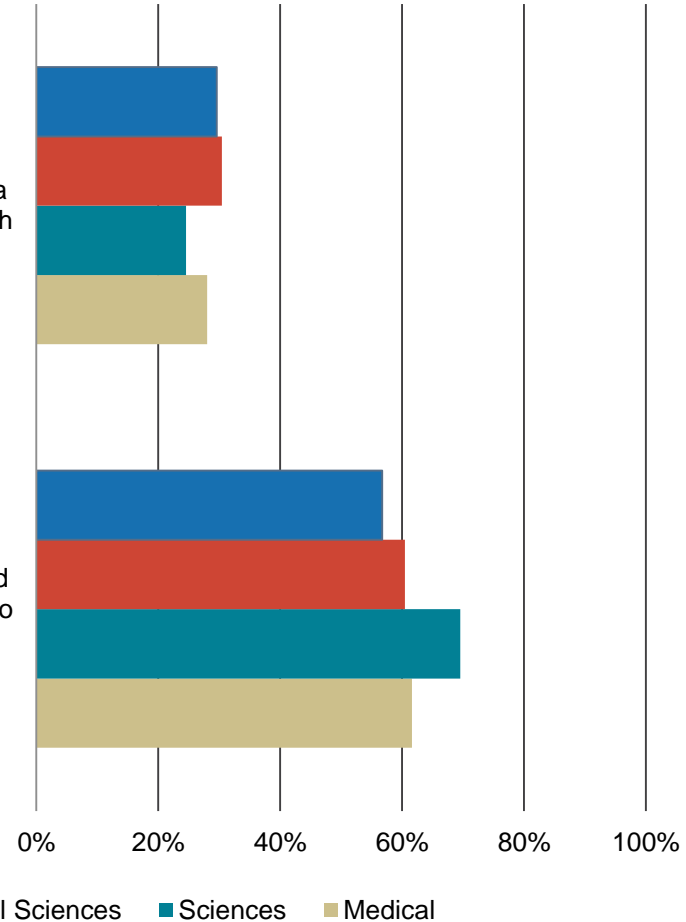
How can libraries enable faculty to effectively manage and preserve data relatively independently?

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.*

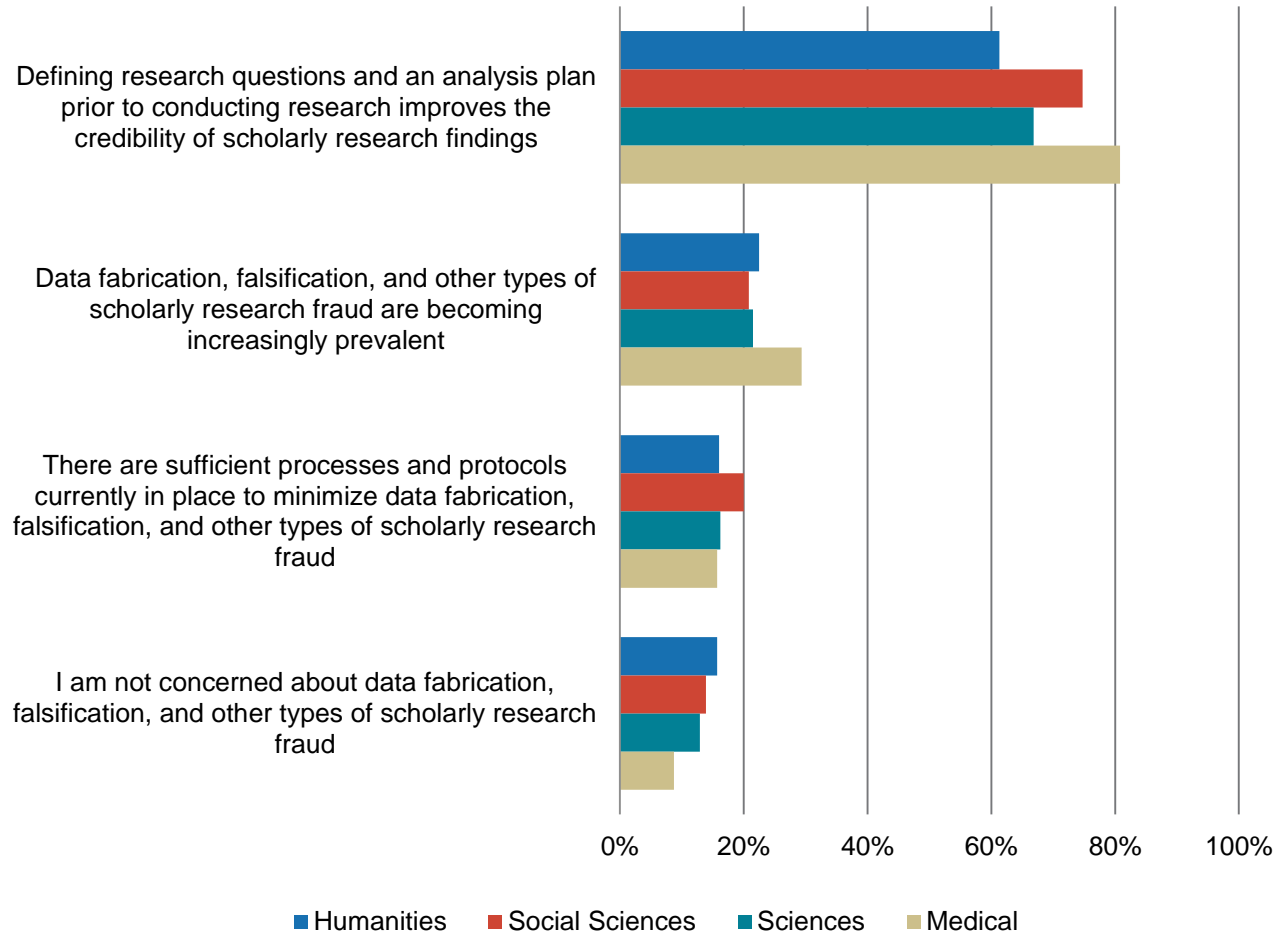
The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not worth it

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.

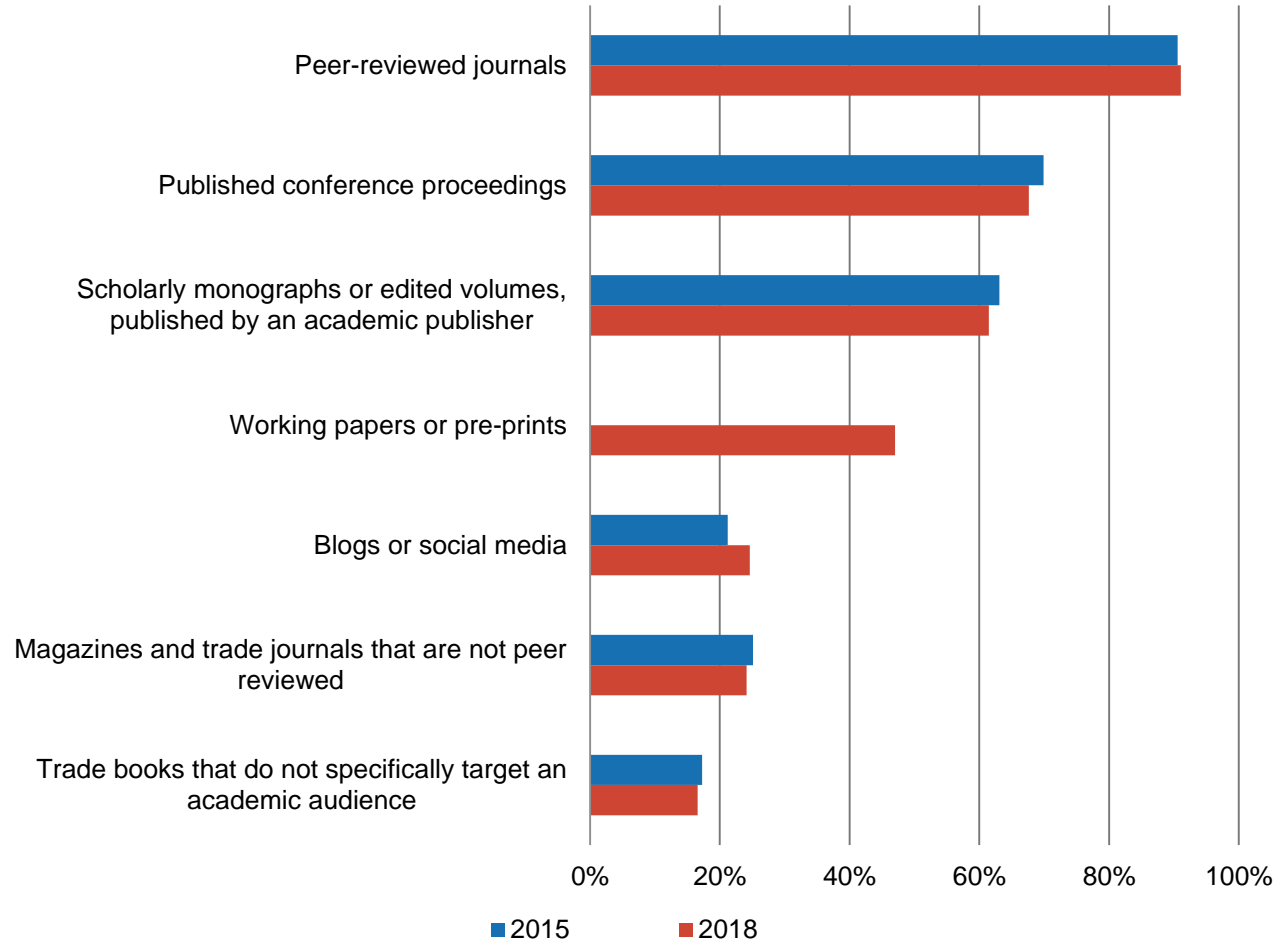
Percent of respondents who strongly agreed/agreed with each statement.



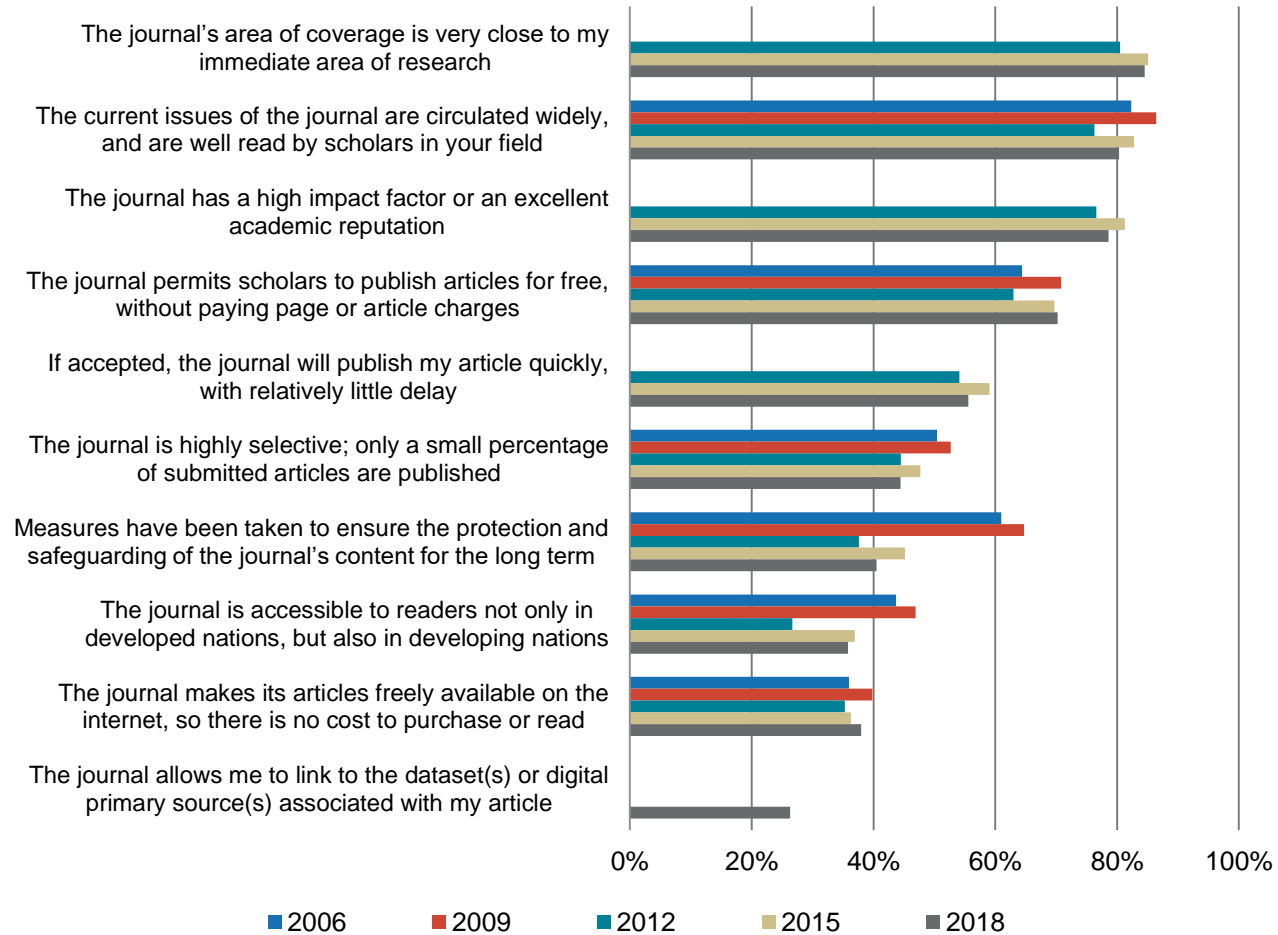
How can libraries and their institutions, publishers, funders, and other stakeholders incentivize and support dataset deposit?

While faculty are increasingly interested in an open access publication model, traditional scholarly incentives continue to motivate their behavior.

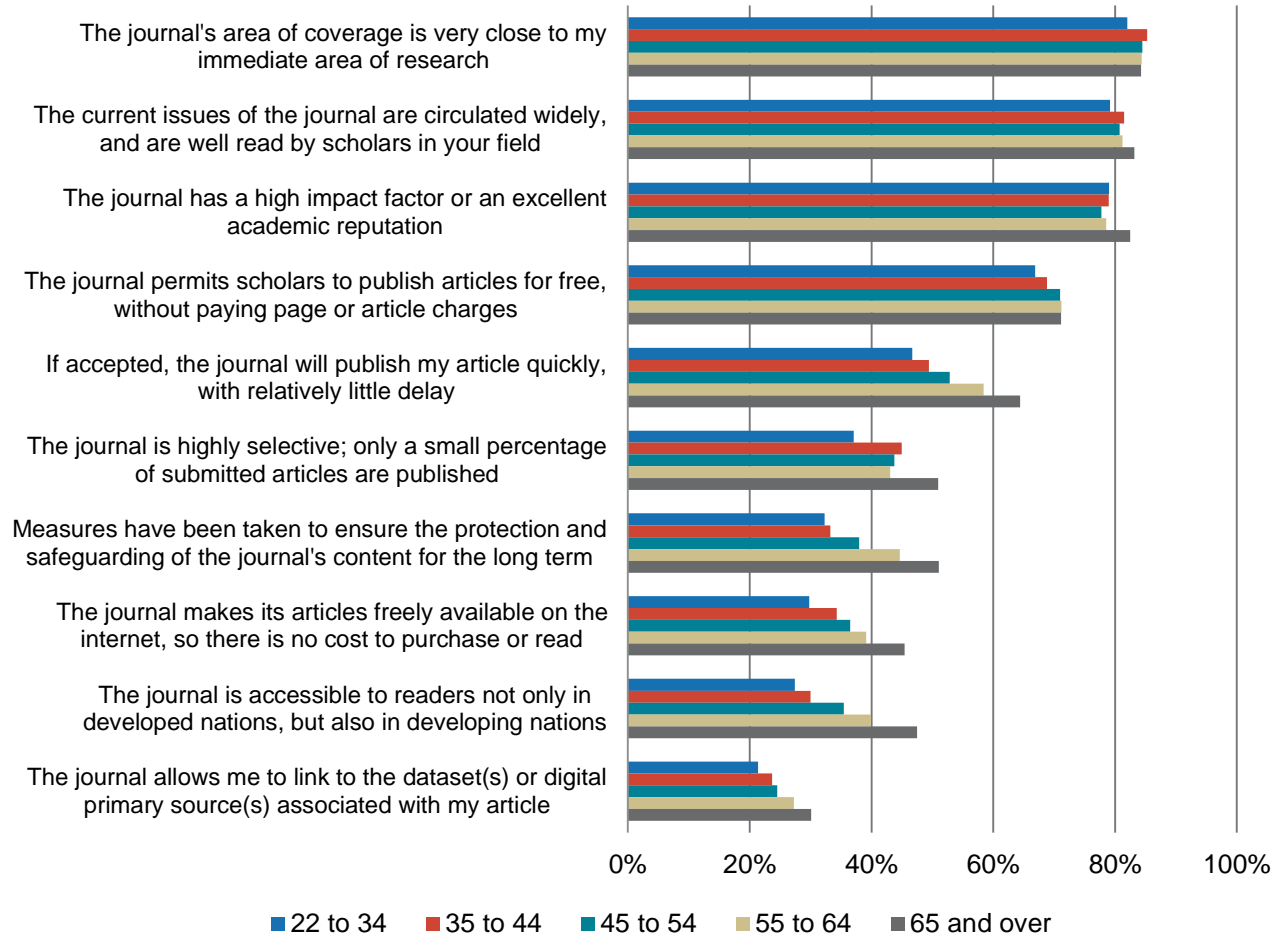
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years. *Percent of respondents that indicated they share their findings often or occasionally in this format.*



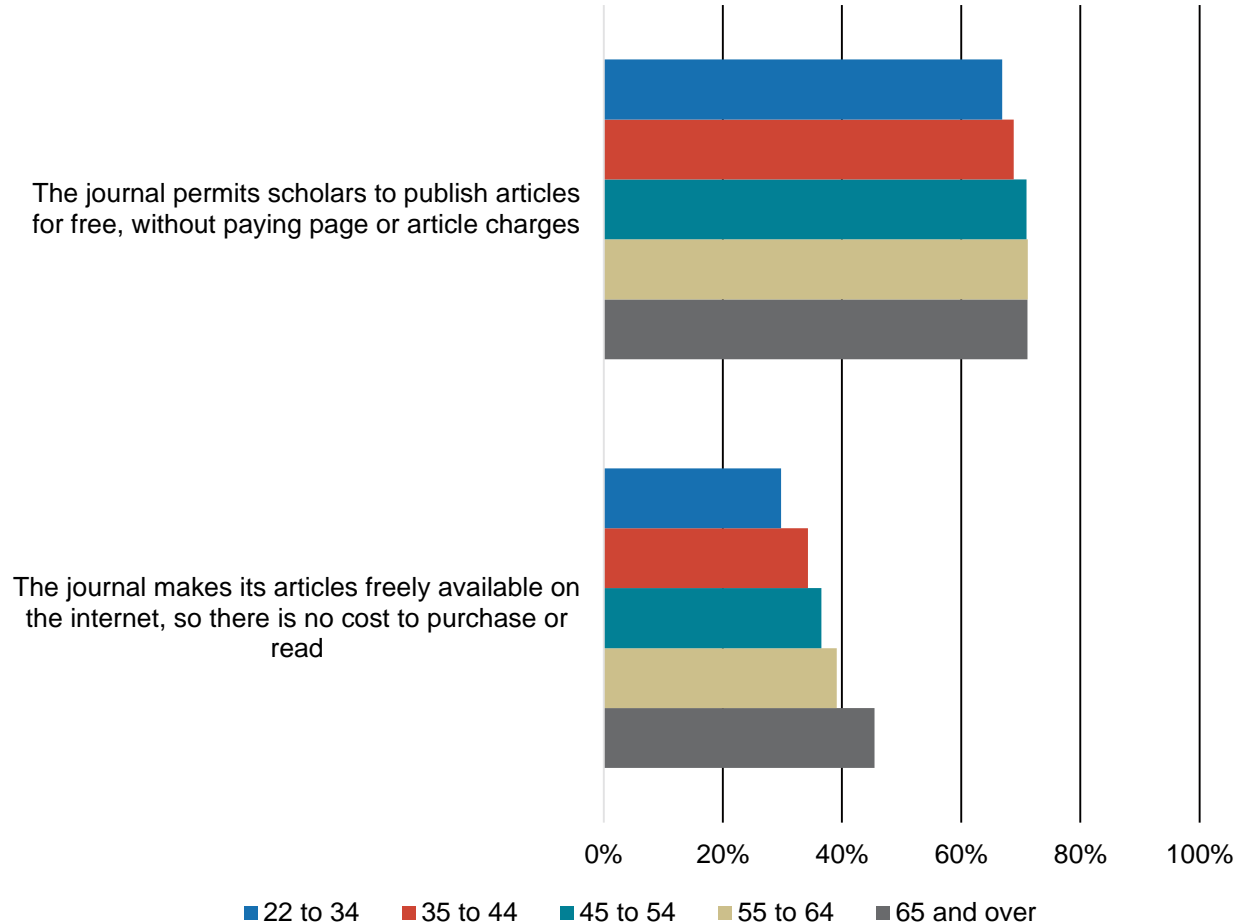
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? *Percent of respondents that indicated that each of these characteristics is highly important.*



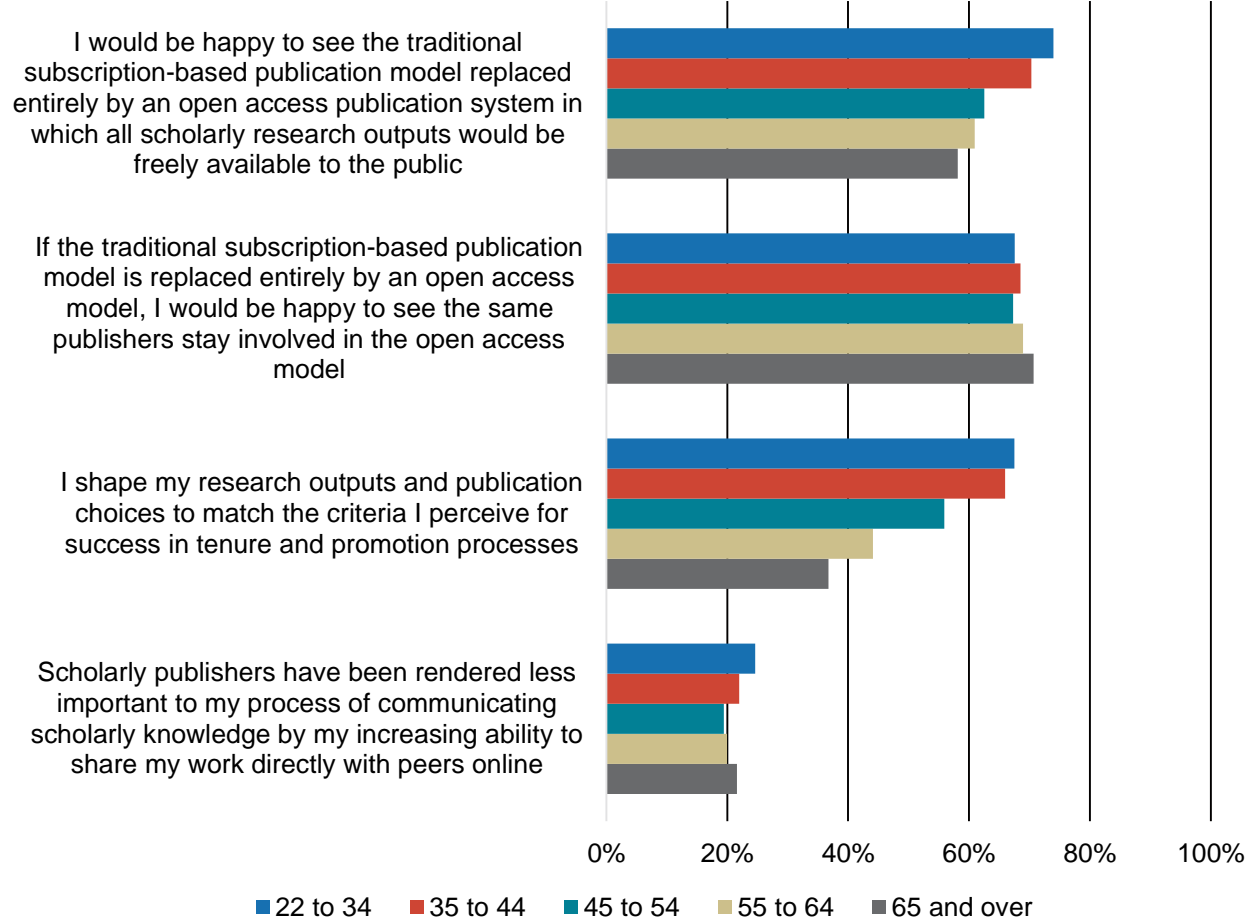
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? *Percent of respondents that indicated that each of these characteristics is highly important.*



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.*



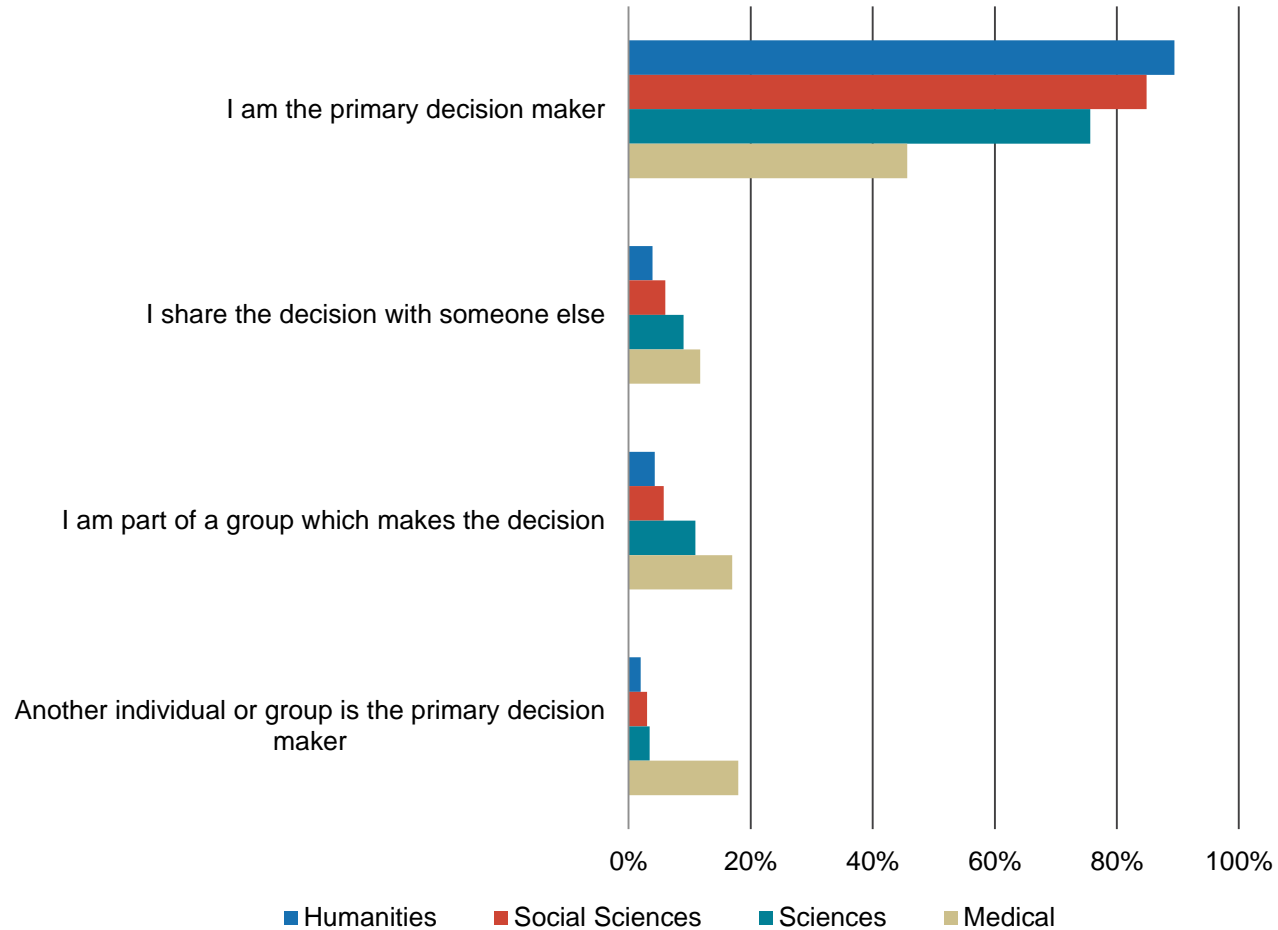
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. *Percent of respondents that strongly agreed with each of these statement.*



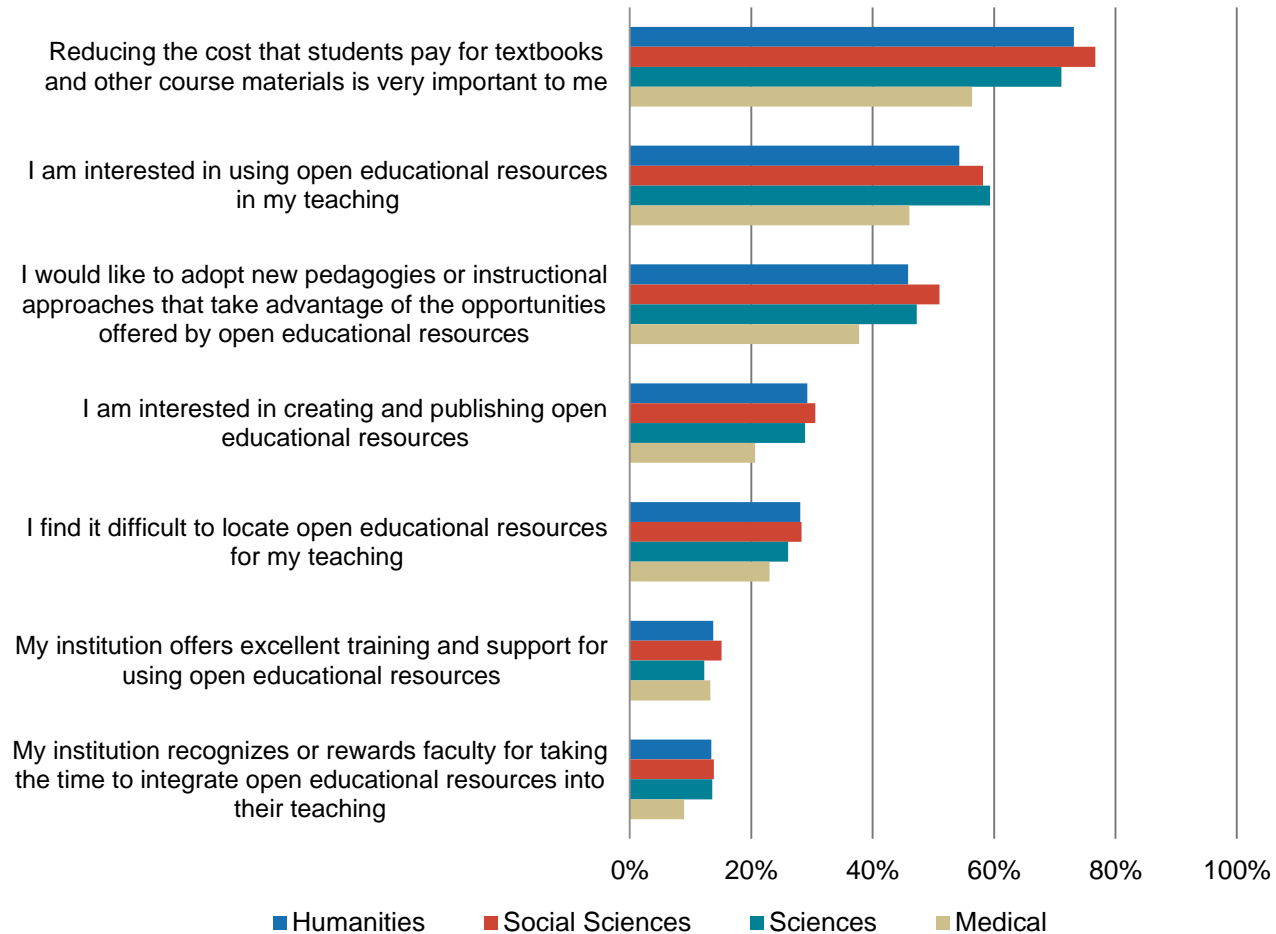
Given that greater shares of faculty are interested in OA publishing models but behavior has not shifted, should we expect that behavior will be affected over time without additional external incentives?

There is substantial interest in use of open educational resources, particularly from younger faculty members.

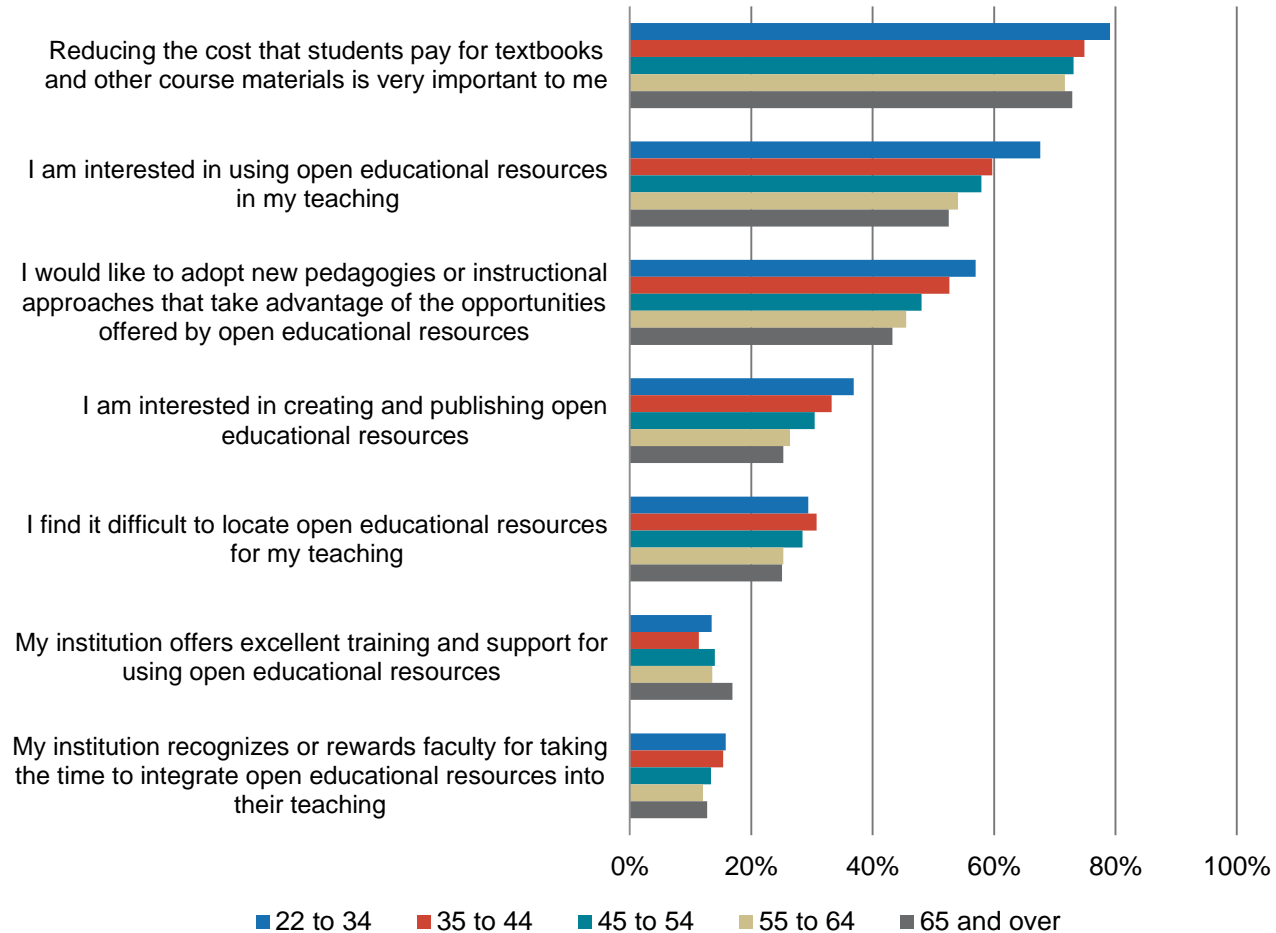
Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach? *Percent of respondents that selected each item.*



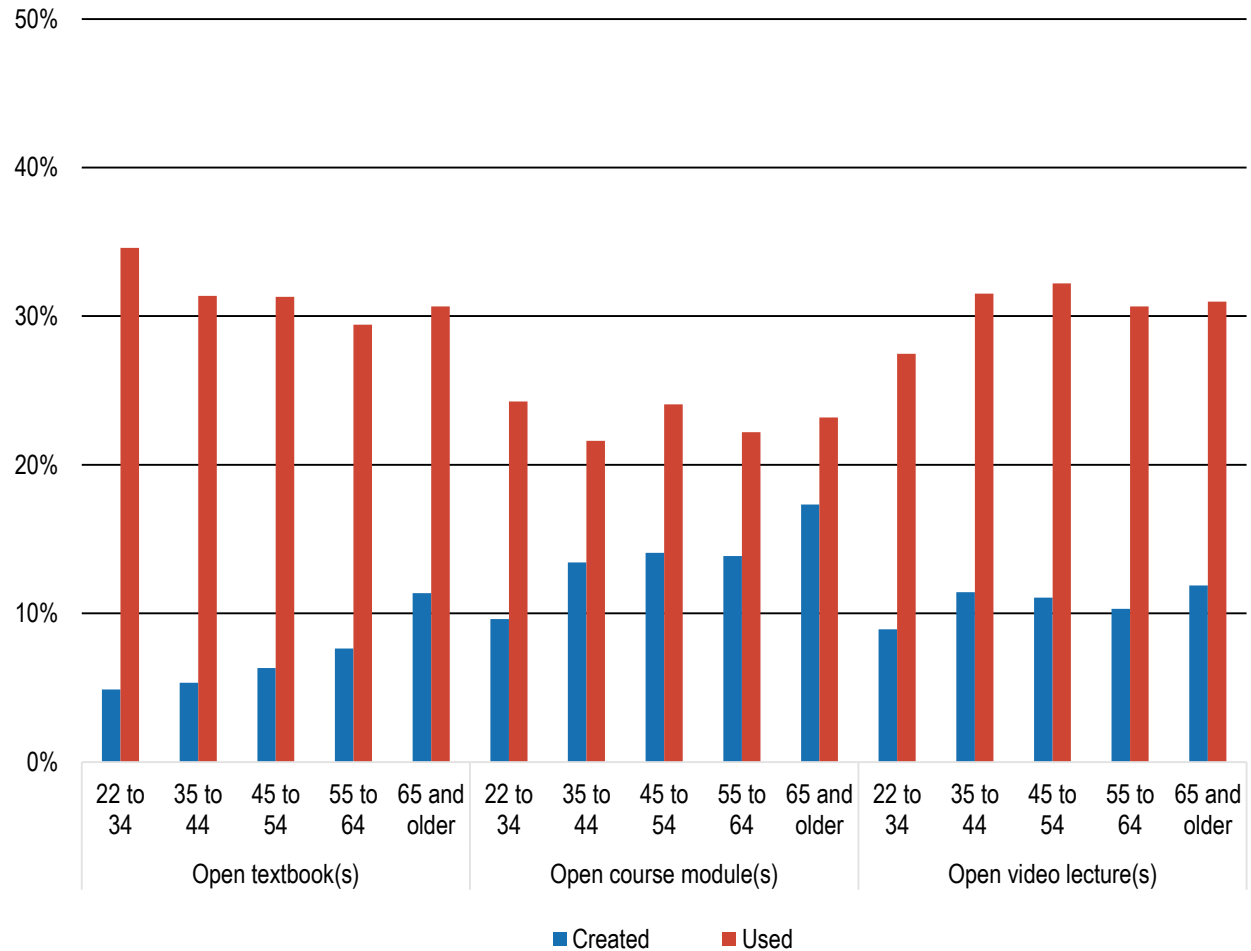
Please read the following statements and indicate the degree to which you agree or disagree with each. *Percent of respondents that strongly agreed/agreed with each statement.*



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.*



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.*

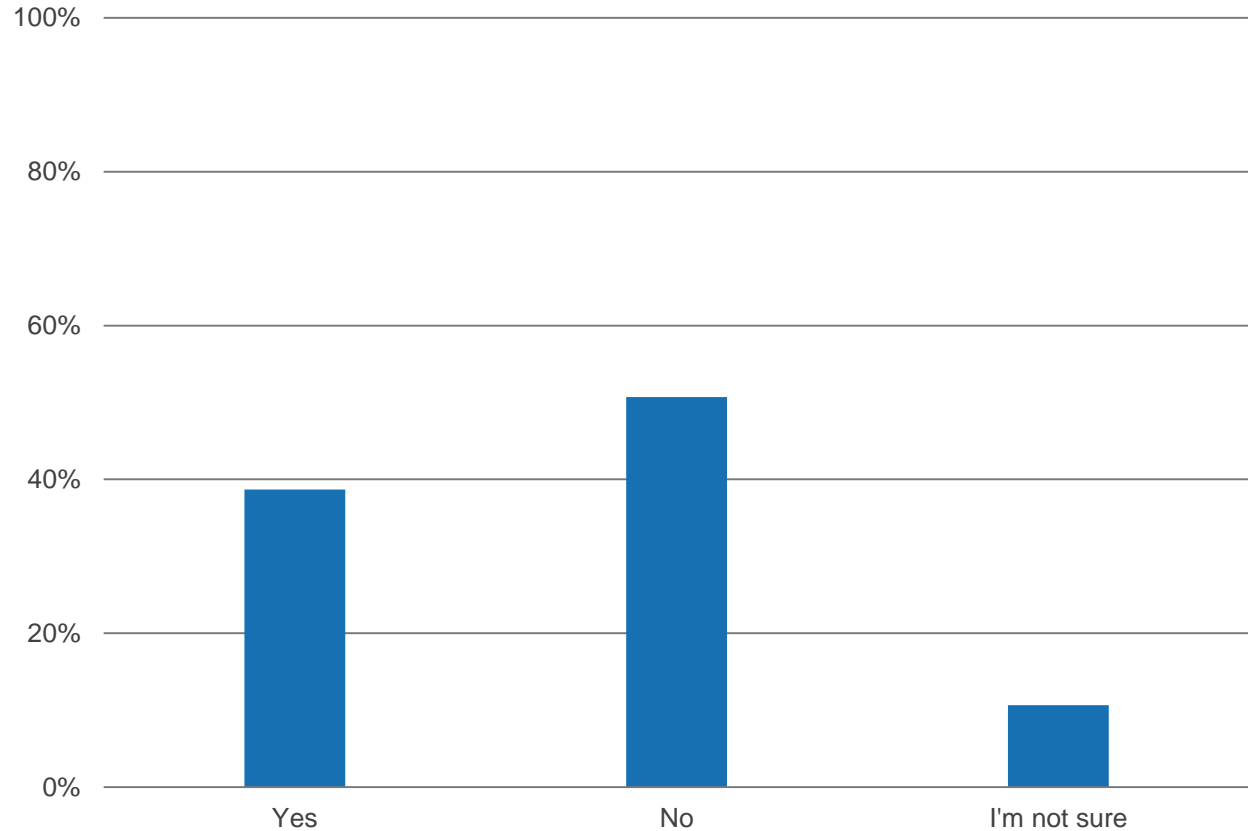


How can libraries provide excellent training and support for use and creation of OER? How can institutions capitalize on the enthusiasm from younger faculty members?

Faculty are skeptical about the value of using learning analytics tools.

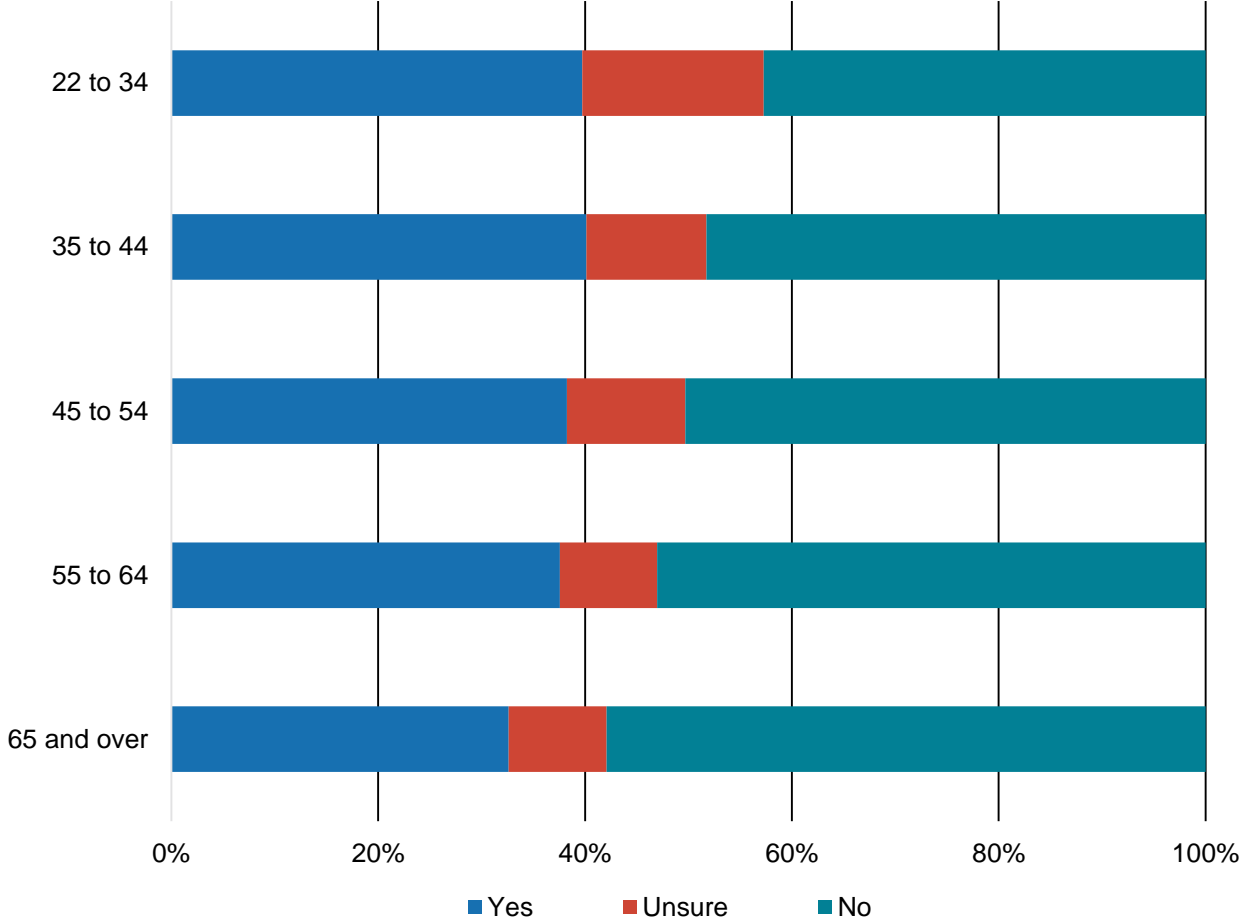
Do you use learning analytics tools through your course management system or other courseware system(s)?

Percent of respondents that indicated they have, have not, or are unsure if they have used learning analytics tools.

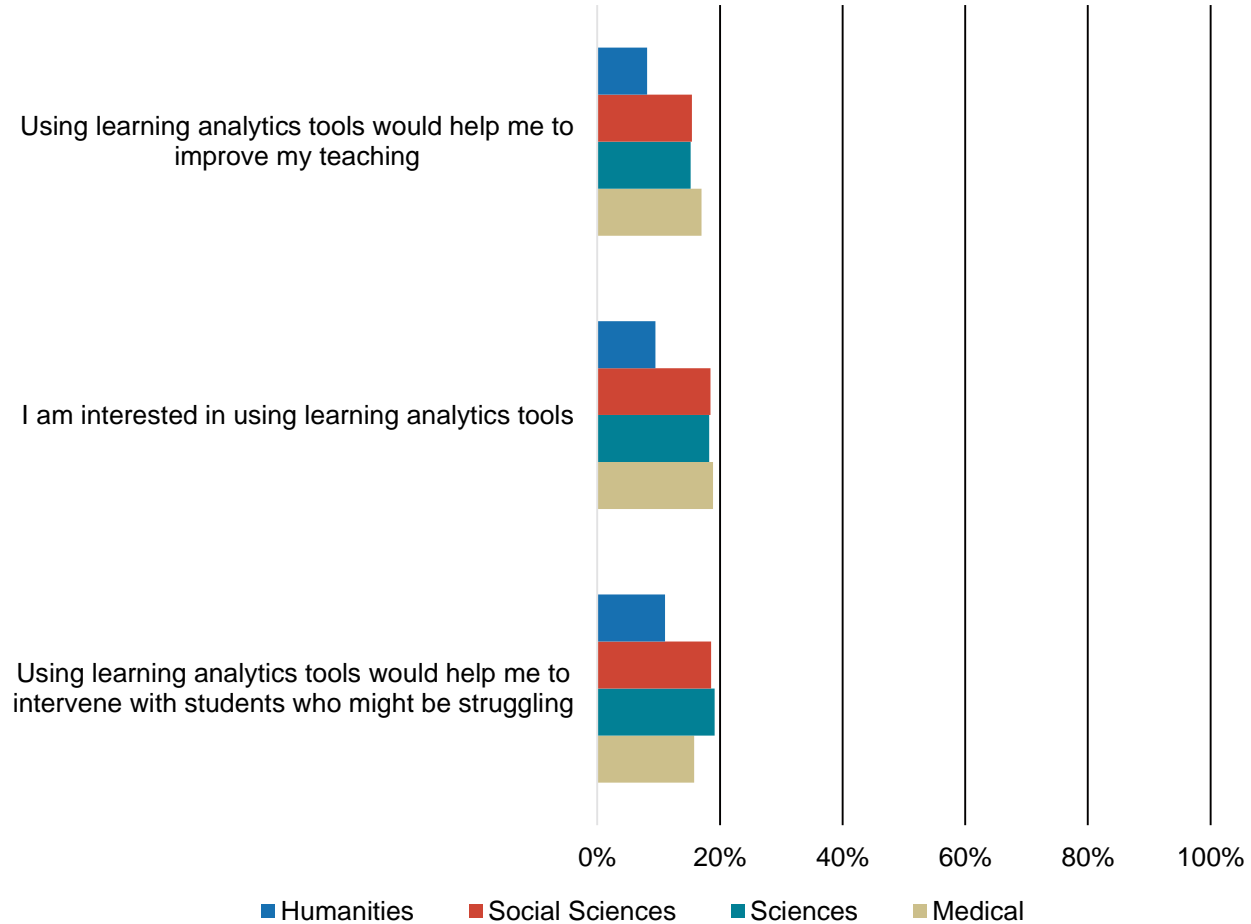


Do you use learning analytics tools through your course management system or other courseware system(s)?

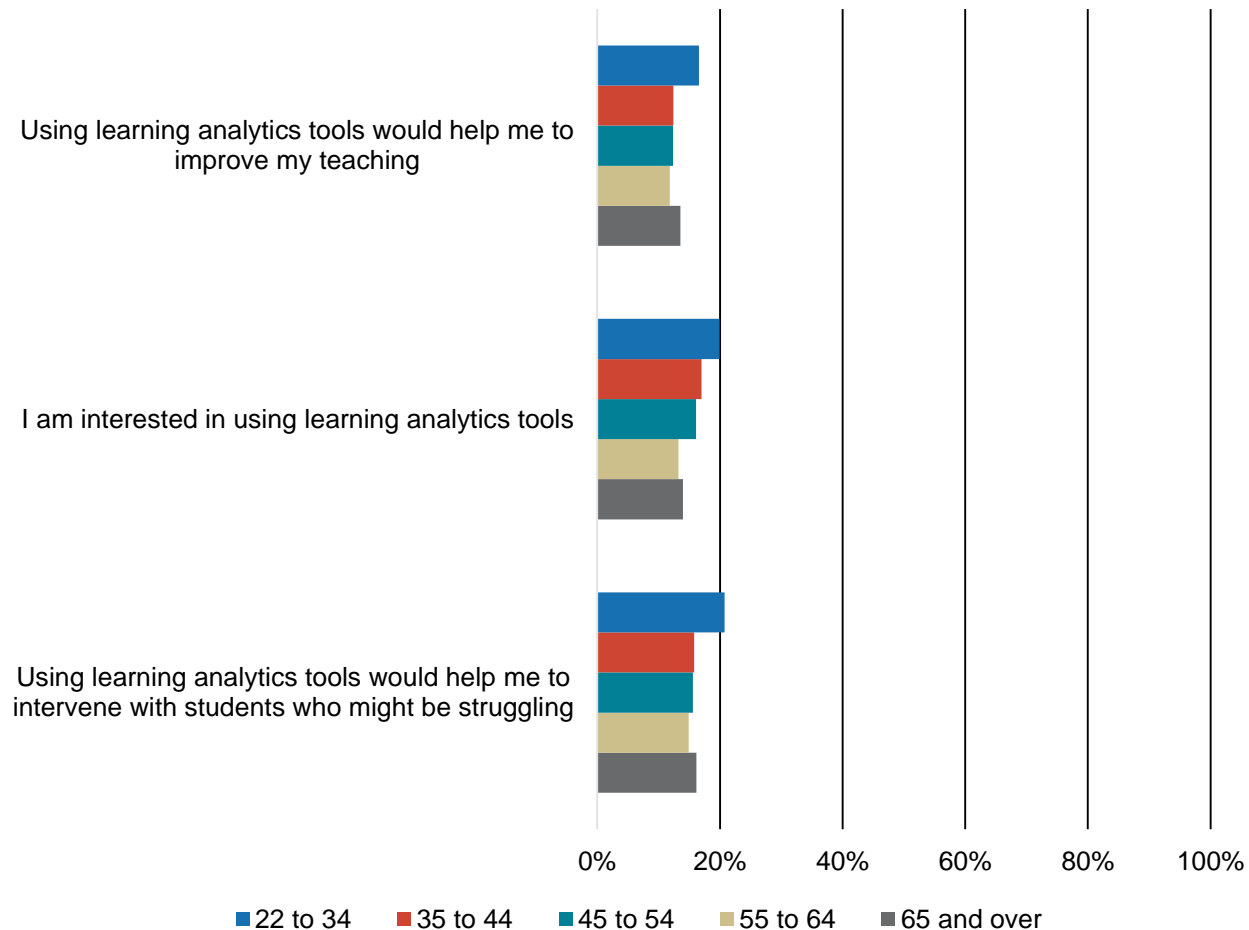
Percent of respondents that indicated they have, have not, or are unsure if they have used learning analytics tools.



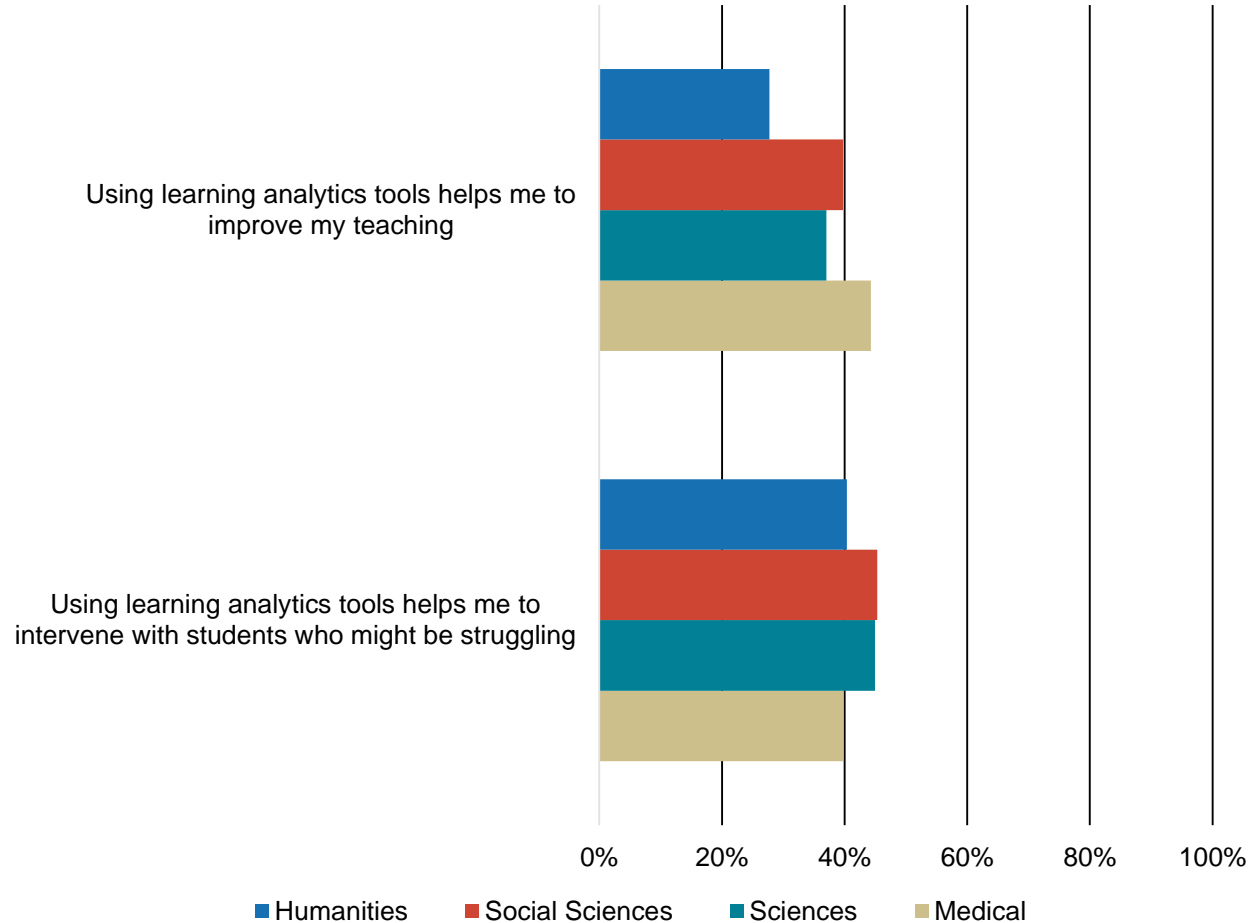
Please use the following statements and indicated the degree to which you agree or disagree with each. *Of the respondents that do not use or are unsure if they use learning analytics tools, the percent who strongly agreed or agreed with each statement.*



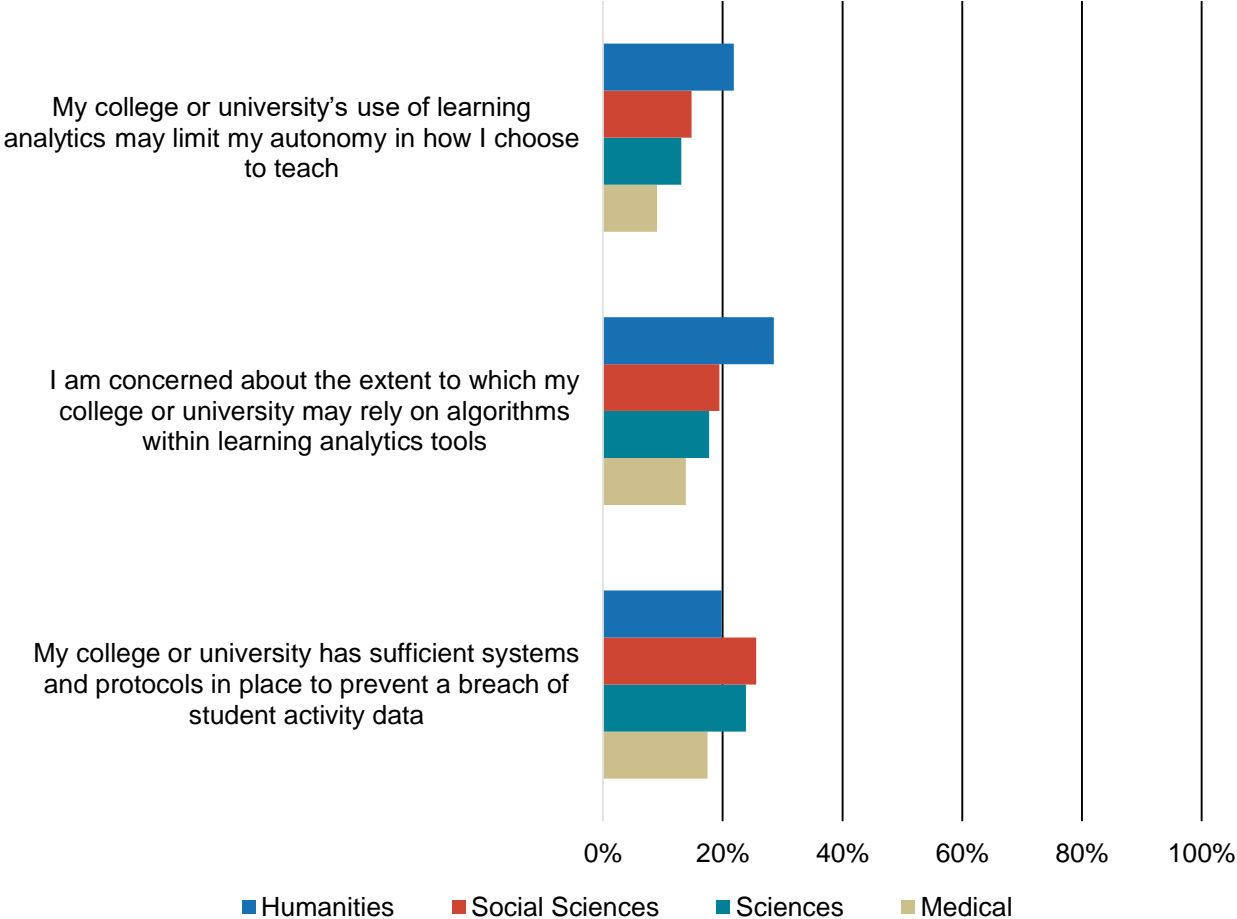
Please use the following statements and indicated the degree to which you agree or disagree with each. *Of the respondents that do not use or are unsure if they use learning analytics tools, the percent who strongly agreed or agreed with each statement.*



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.*



Please use the following statements and indicated the degree to which you agree or disagree with each. *Percent of respondents that strongly agreed or agreed with each statement.*



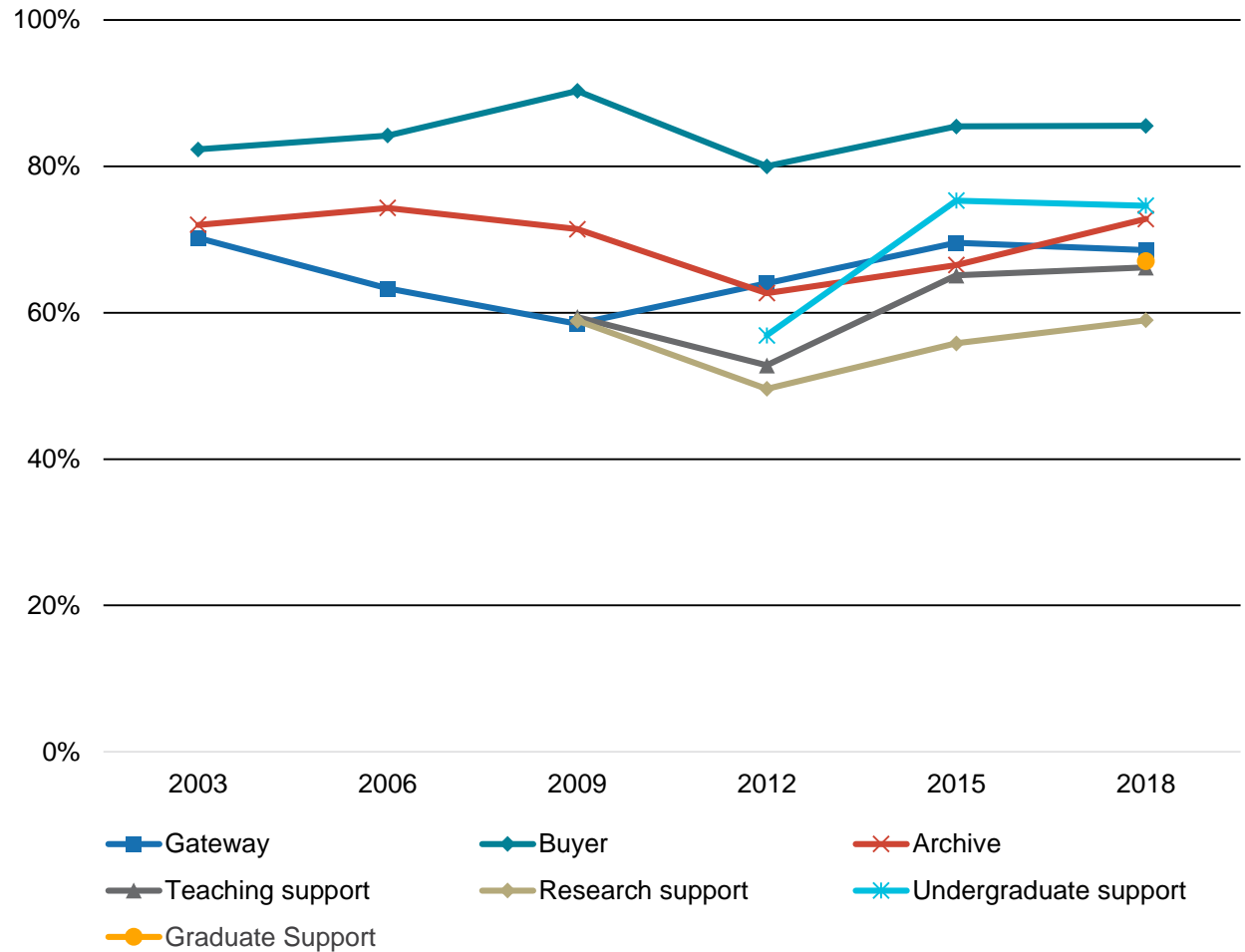
(How) should libraries partner with others at their institution to take advantage of these tools, recognizing the skepticism from faculty members?

The archival role of the library is increasing in importance.

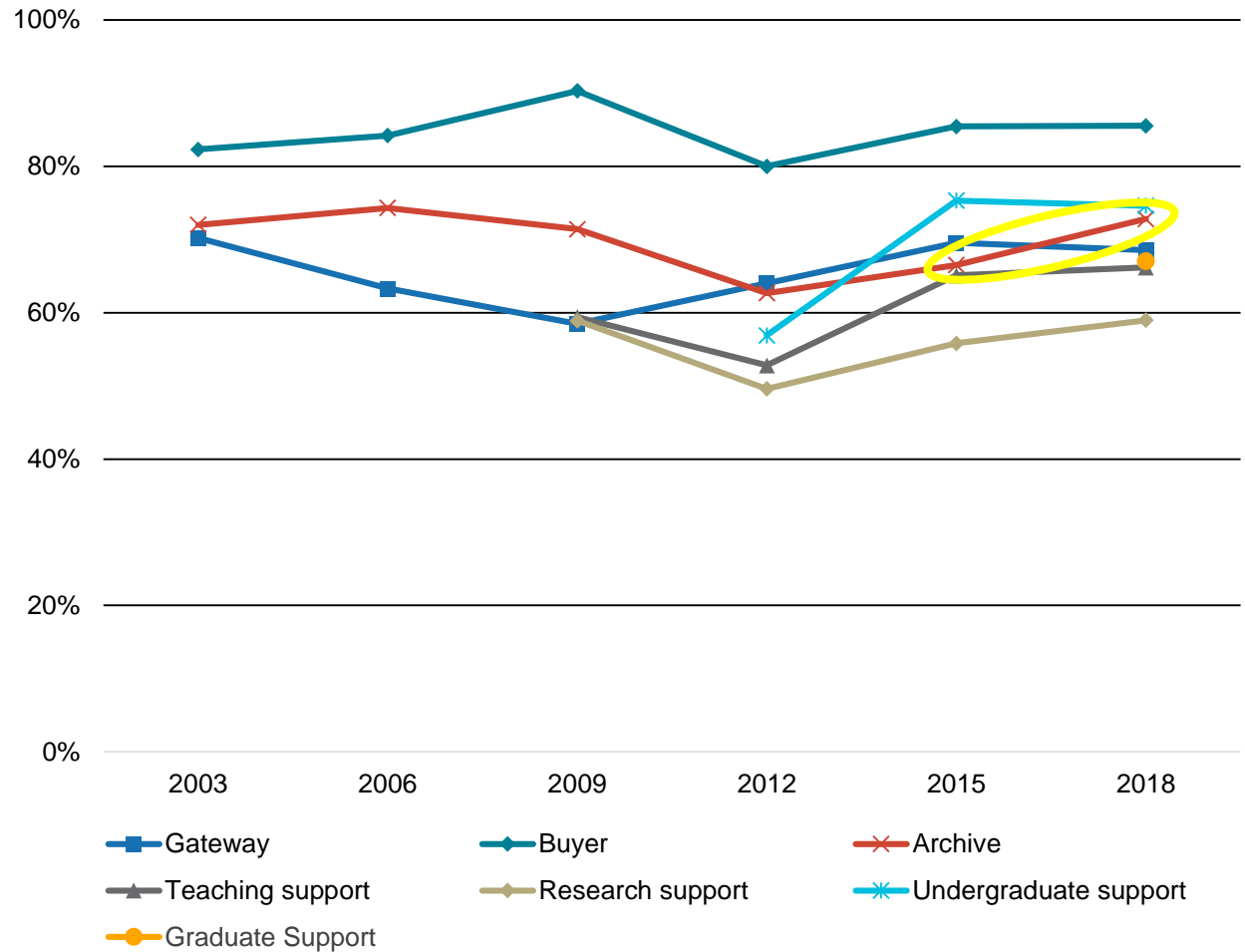
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below?

- **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”

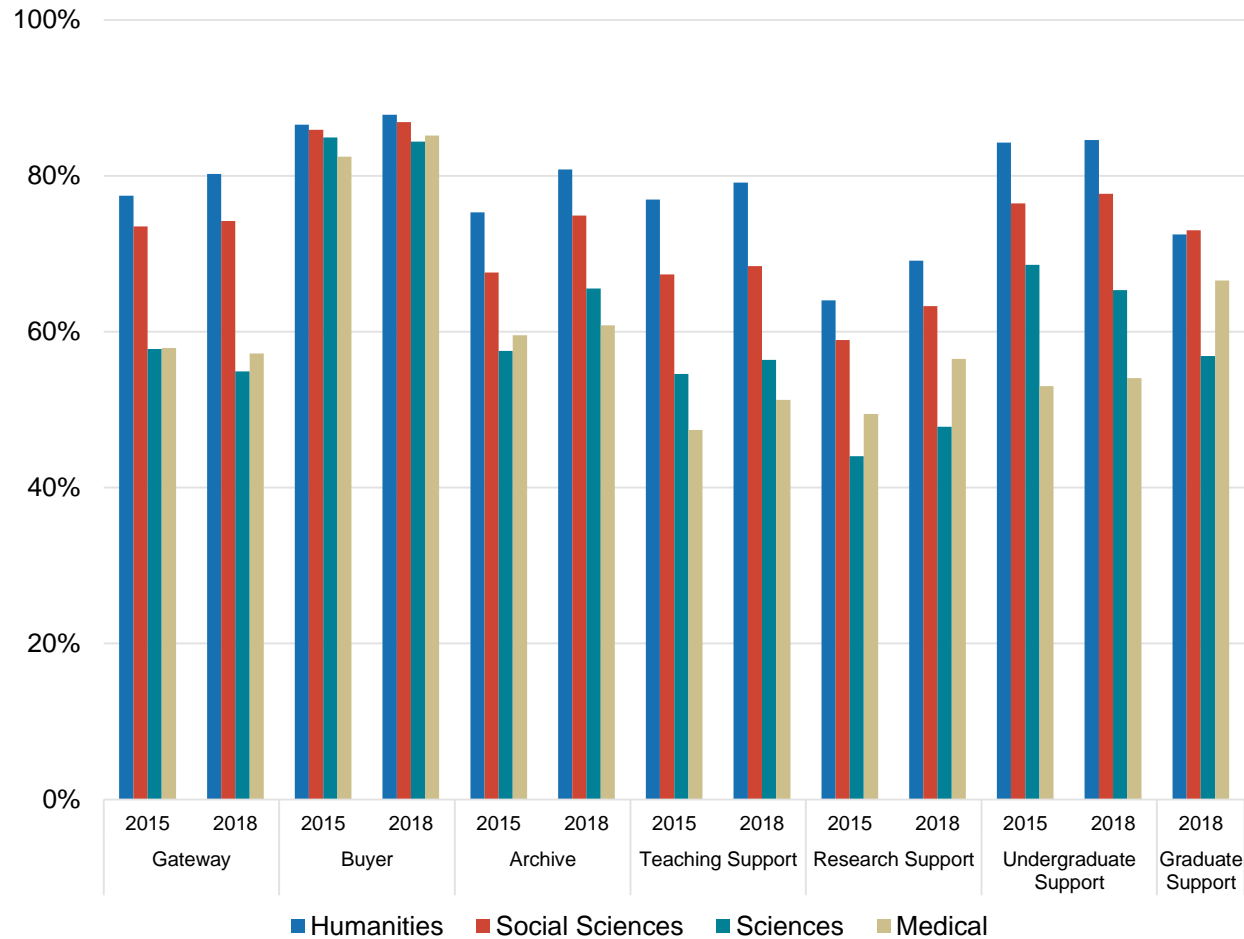
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below?
Percent of respondents that indicated each item as highly important.



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.



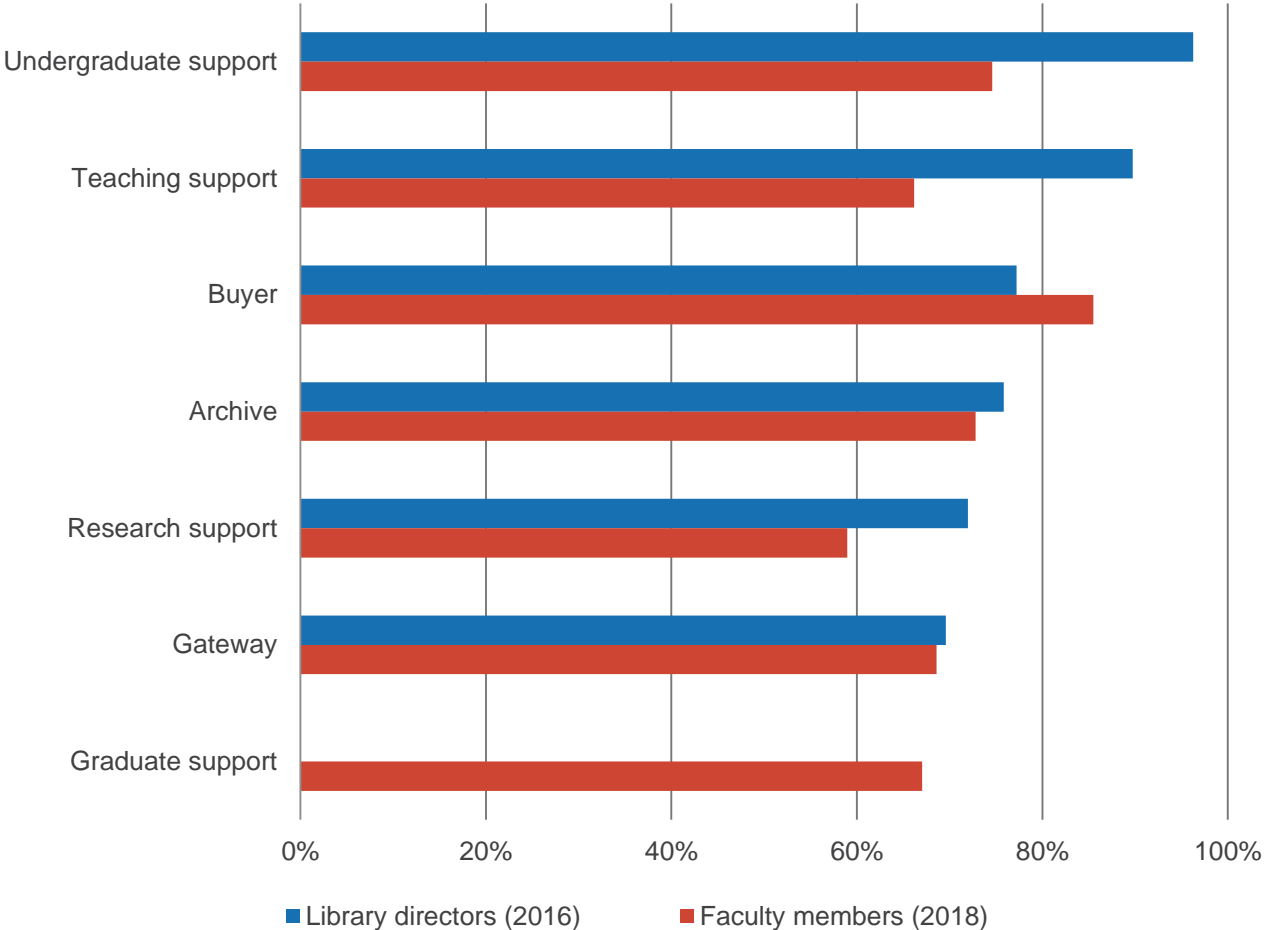
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below?
Percent of respondents that indicated each item as highly important.



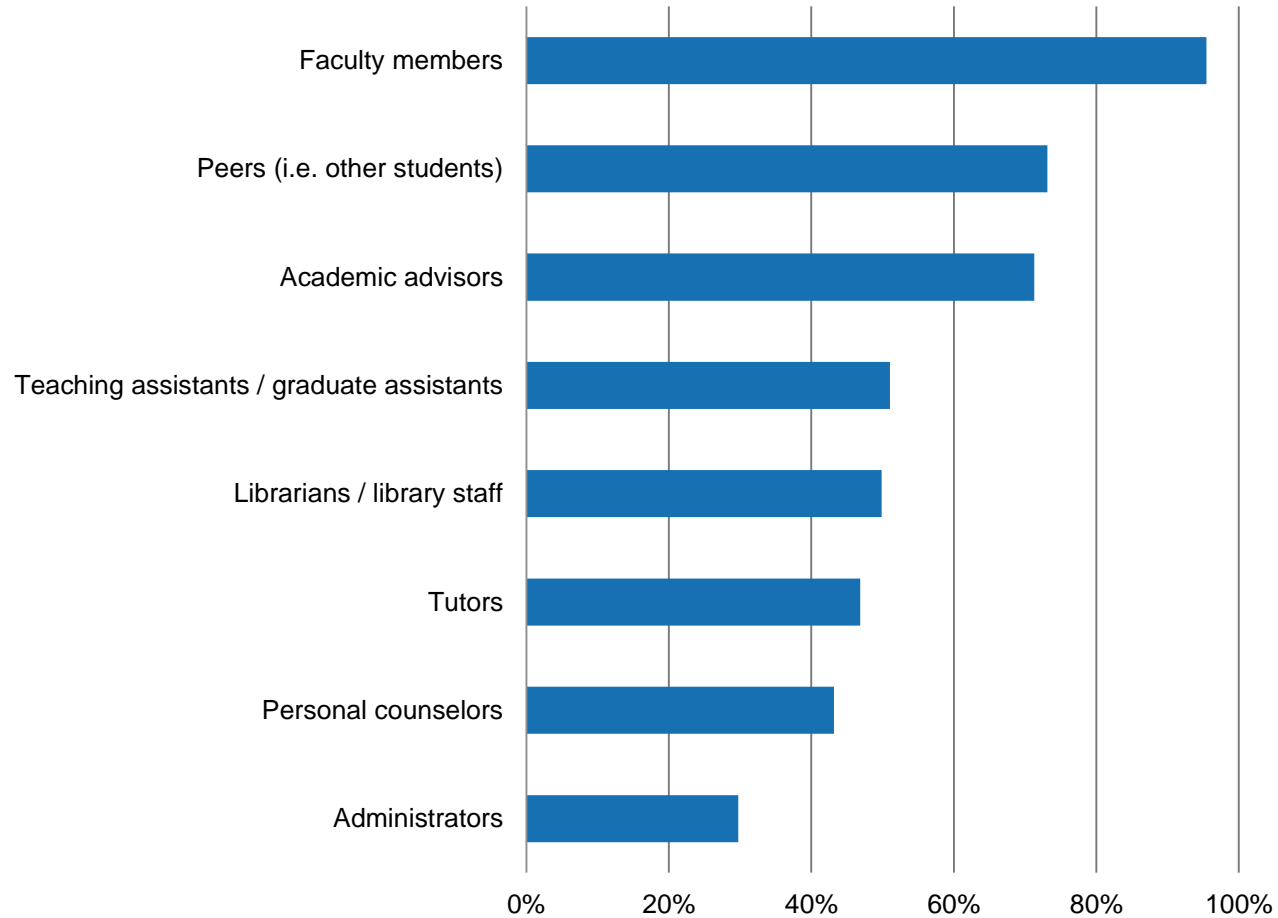
Is this increase driven by faculty viewing valuable (1) the library preserving its own collections or (2) the library preserving faculty-generated outputs (e.g. through an institutional repository)?

Faculty are more likely to see themselves, student peers, and academic advisors as contributing to student success compared to librarians.

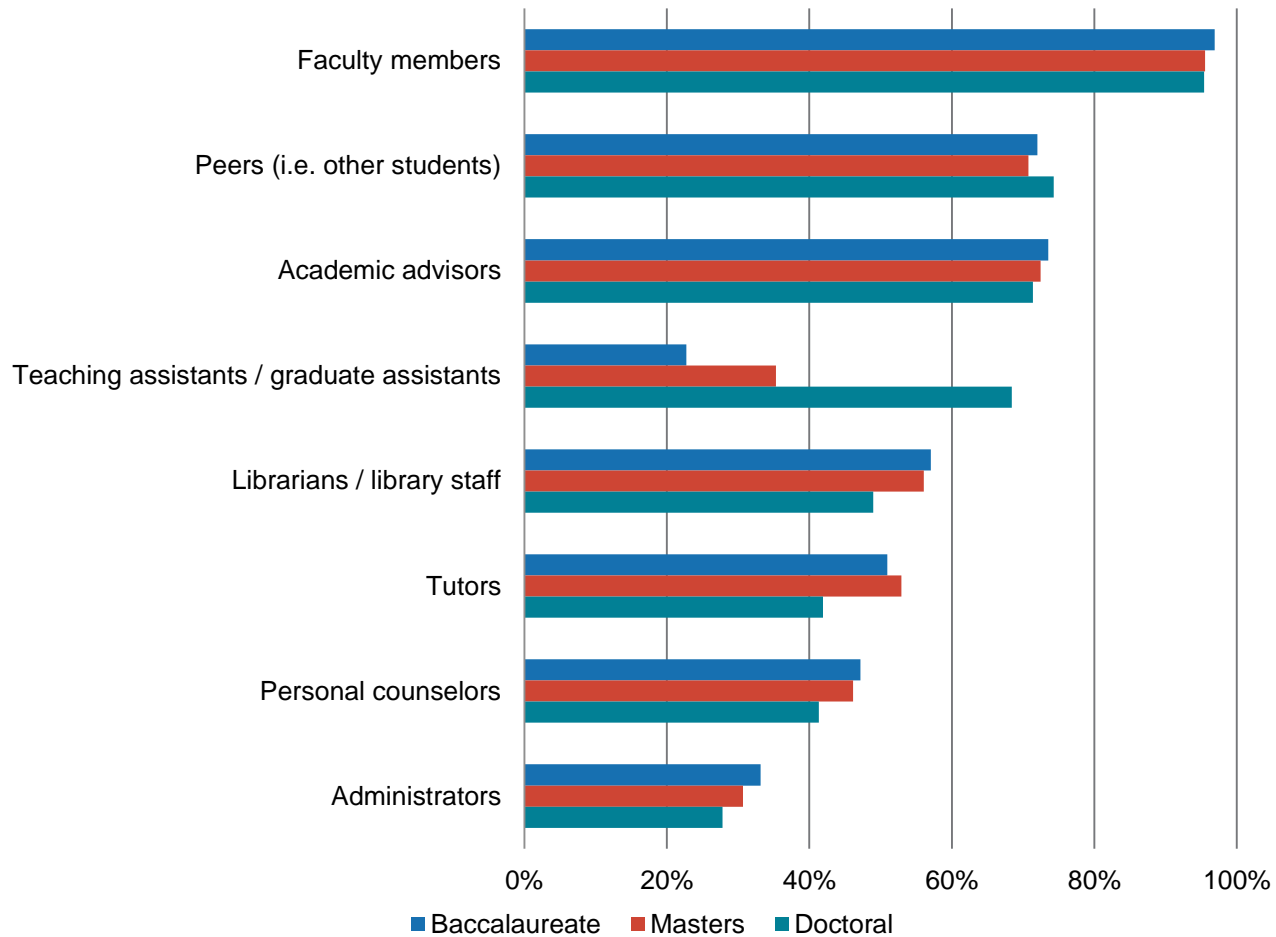
How important is it to you that your college or university library provides each of the following functions below or serves in the capacity listed below?
Percent of respondents that indicated each item as highly important.



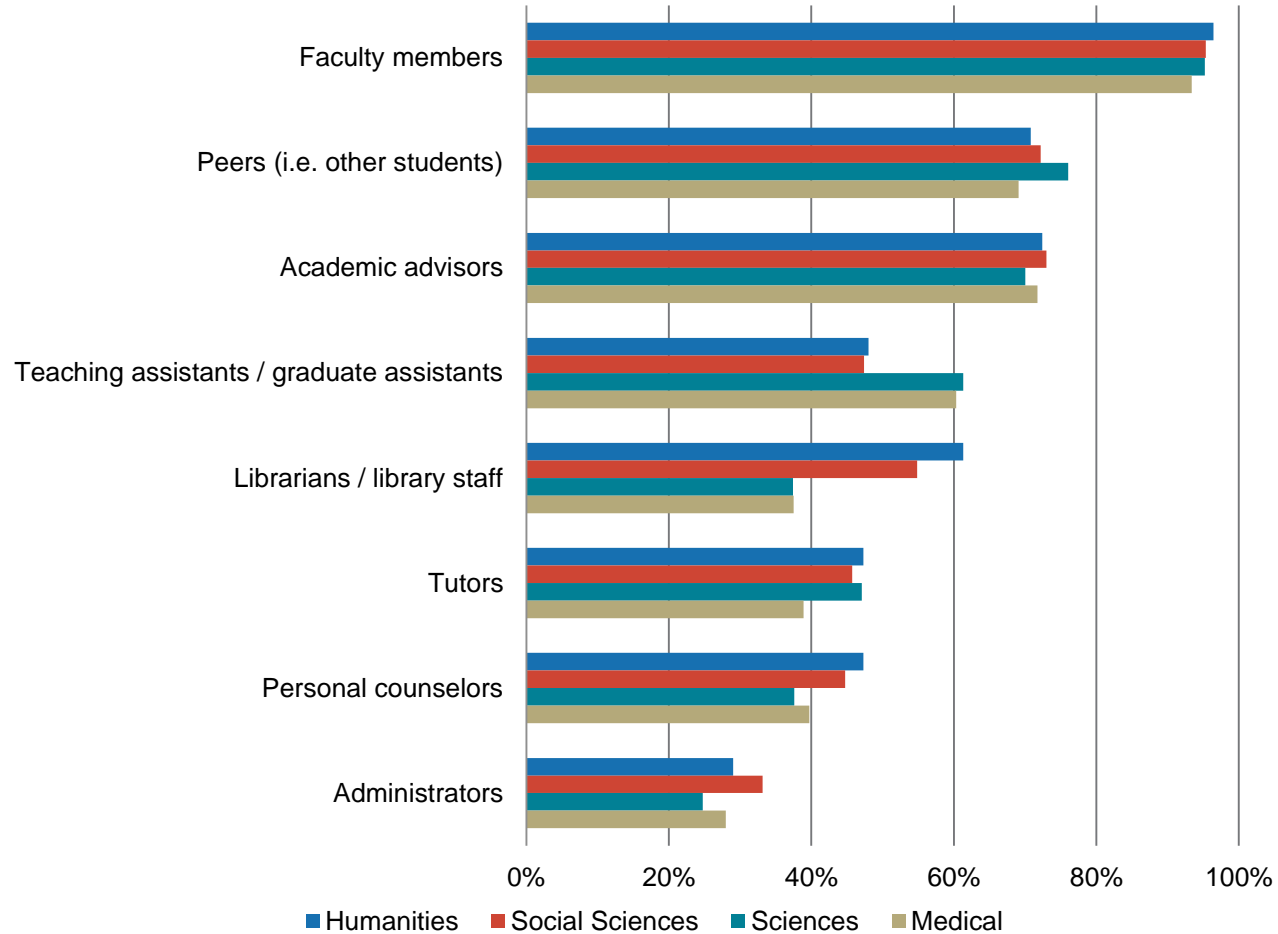
How important or unimportant are each of the following in contributing to student success at your college or university?
Percent of respondents that indicated each of the following as highly important.



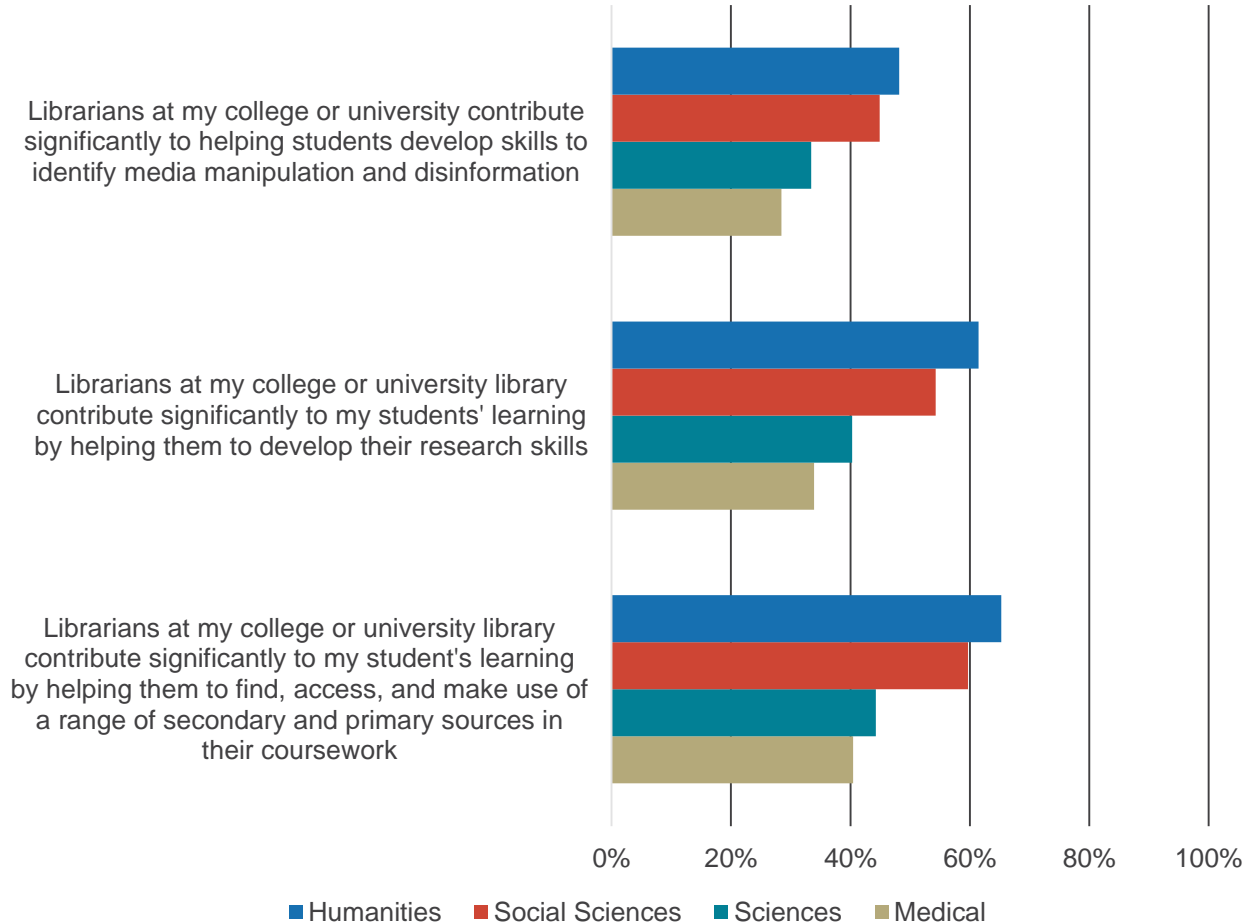
How important or unimportant are each of the following in contributing to student success at your college or university?
Percent of respondents that indicated each of the following as highly important.



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.*



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

Christine Wolff-Eisenberg

Manager, Surveys and Research

christine.wolff-eisenberg@ithaka.org

Phone 212.500.2369

Twitter @cwolffeisenberg

Melissa Blankstein

Surveys Analyst

melissa.blankstein@ithaka.org

Phone 212.500.2433

Twitter @m_blankstein