LOCAL SURVEYS: ASERL COLLABORATION

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OUTLINE OF PRESENTATION

1. Background about the surveys program
2. ASERL collaboration
3. Auburn University
4. William & Mary College
5. Discussion and Questions

Please
Interrupt at any point with questions
ROGER
BACKGROUND
EVIDENCE FOR INNOVATION

» Ithaka S+R Faculty Survey
  » UK Faculty Survey 2012

» Ithaka S+R Library Survey of deans and directors

» Ithaka S+R’s Research Support Services program
  » Supporting the Changing Research Practices of Historians
  » Supporting the Changing Research Practices of Chemists
  » Supporting the Changing Research Practices of Art Historians
LOCAL SURVEYS

Faculty Members
» Research practices and scholarly dissemination
» Instruction and student learning
» Collections, formats, and discovery
» Aligning your library

Students
» Higher education objectives
» Academics and coursework
» Extra- / co- curricular activities
» Aligning your library
ADVISORS

» Larry P. Alford,
  University of Toronto

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  Providence College

» Mark Brown,
  University of Southampton

» Rachel Bruce,
  Jisc

» Wayne Connolly,
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» Linda Downs,
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» Carla Stoffle,
  University of Arizona

» Charles Thomas,
  University System of Maryland

» Sarah Thomas,
  University of Oxford

» Charles Watkinson,
  Purdue University
# PARTICIPANTS

*United States*

<table>
<thead>
<tr>
<th>Auburn University</th>
<th>Marquette University</th>
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<tr>
<td>Baylor University</td>
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<td>California Polytechnic State University</td>
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<td>Claremont University Consortium</td>
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<td>Roger Williams University</td>
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<td>Southwestern Oklahoma State University</td>
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<td>State University of New York – Potsdam</td>
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<td>University of Texas San Antonio</td>
<td>Virginia Commonwealth University</td>
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PARTICIPANTS

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

**New Zealand**
- Auckland University of Technology
ASERL COLLABORATION
OVERALL PLAN

» Run the Local Faculty Survey on a common basis
» ASERL member participants used five common Faculty Survey modules
» Participants also selected up to two additional Faculty Survey modules
COMMON MODULES

Selected by ASERL members, for ASERL participants

» [Items to come]
OPTIONAL MODULES

» Material types
» Formats
» Access
» Research topics and practices
» Undergraduate instruction
» Research dissemination
» Scholarly societies
» Online learning and MOOCs
» Health Sciences
» Graduate instruction
» Market research (in preparation)
COLLEGE OF WILLIAM & MARY
Lisa Nickel
Associate Dean of Research & Public Services
Response Rate

42% clicked the link
40% started our survey
31% completed the survey
Q7: Library Functions

- The library serves as a starting point or "gateway" for locating information for my research
- The library pays for resources I need, from academic journals to books to electronic databases
- The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources
- The library supports and facilitates my teaching activities
- The library helps undergraduates develop research, critical analysis, and information literacy skills
- The library provides active support that helps to increase the productivity of my research and scholarship

The diagram shows the percentage of respondents who agree with these statements on a scale of 1-5, with 5 being the highest agreement.
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs.
Q13: Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

- Making a version of my research outputs freely available online in addition to the formally published version
- 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
- Helping me understand and negotiate favorable publication contracts

[Bar chart showing responses for each aspect]
My undergraduate students have poor skills related to locating and evaluating scholarly information.

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

Developing the research skills of my students related to locating and evaluating scholarly information is an important educational goal for the courses I teach.

Librarians at my college or university library contribute significantly to my students’ learning by helping them to find, access, and make use of a range of secondary and...

Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills.

Developing the research skills of my students related to locating and evaluating scholarly information is principally my academic library’s responsibility.

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

My undergraduate students have poor skills related to locating and evaluating scholarly information.
DISCUSSION & NEXT STEPS
POSSIBLE NEXT STEPS

» Comparative analysis across ASERL participants
» Aggregate analysis of all ASERL responses
» Additional ASERL member participation
» Consideration of the student survey (already fielded by UNC Chapel Hill)
QUESTIONS AND DISCUSSION

Roger Schonfeld

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