ITHAKA S+R

U OF CALIFORNIA LOCAL FACULTY SURVEY 2014

Roger C. Schonfeld (with thanks to Alisa Rod)

September 18, 2014

ITHAKA S+R

OVERVIEW

1. Assessment and decision-making
2. Surveys background
3. Some comparative findings
4. Future directions
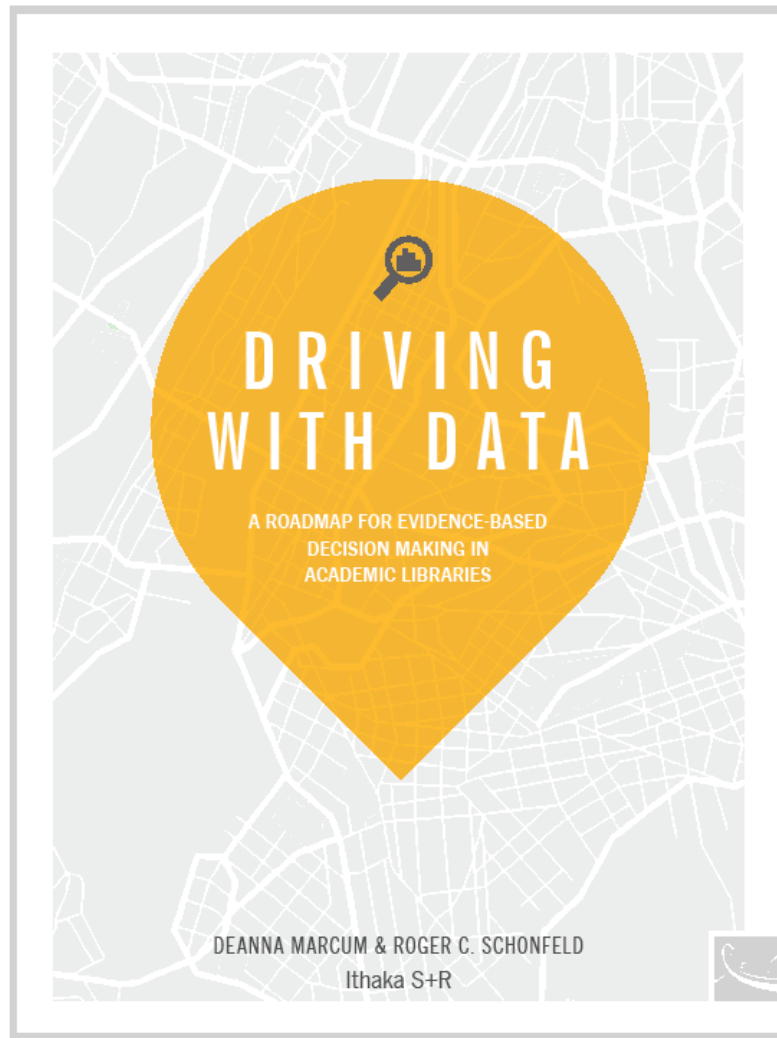5. Discuss possible collaboration

LIBRARY ASSESSMENT?

What are we trying to accomplish?

» Determine user satisfaction?

» Understand effectiveness of existing services?

» Analyze the extent to which we meet user needs?

EVIDENCE FOR DECISIONS

» Start with the problem to be solved

» Include all necessary stakeholders

» Gather and analyze the right data

» Formulate a strong process, including decision paths, to allow for a strong decision

DRIVING WITH DATA

A ROADMAP FOR EVIDENCE-BASED DECISION MAKING IN ACADEMIC LIBRARIES

DEANNA MARCUM & ROGER C. SCHONFELD

Ithaka S+R

OUR SURVEYS PROGRAM

SURVEYING U.S. **FACULTY** MEMBERS

Analyzing research and teaching practices and tracking them over time so they can be more effectively supported by libraries and others

US Faculty Survey

» Run triennially since 2000, most recently in 2012 and upcoming in 2015

» Advisory committee

» Supported by scholarly societies, universities, and information vendors

» Widespread coverage and engagement

Related studies

» Supporting the Changing Research Practices of Historians

» Supporting the Changing Research Practices of Chemists

» Supporting the Changing Research Practices of Art Historians

RELATED INITIATIVES

For other communities

» US Library Survey of university library directors

» UK Survey of Academics 2012 and upcoming in 2015

» Surveying collaborations for research universities in

  » Australia (2013-14)

  » Canada (2014-15)

LOCAL SURVEYS: PURPOSE & COVERAGE

To help academic libraries plan for the right strategies and future services in support of research, teaching, and students.

Faculty Members

» Research practices

» Research support needs, such as scholarly communications and data management

» Instructional practices and student learning

» Collections, formats, and discovery

» Aligning your library

Students

» Higher education objectives

» Academics and coursework

» Research practices

» Teaching practices (grad students)

» Extra- and co-curriculars (undergrads)

» Library spaces

» Aligning your library

PARTICIPANTS

United States

Auburn University

Baylor University

California Polytechnic State University

Claremont University Consortium

College of William & Mary

Community College of Rhode Island

DePaul University

Harvard University

Indiana University

John Carroll University

Lafayette College

Marquette University

Mississippi State University

Montana State University

Nevada State College

Providence College

Roger Williams University

Southwestern Oklahoma State University

State University of New York – Potsdam

Swarthmore College

Texas A&M University

Tulane University

University of California – Los Angeles

University of California – Davis

University of California – San Diego

University of California – Santa Cruz

University of Central Florida

University of Chicago

University of Dayton

University of Florida

University of Illinois Urbana-Champaign

University of North Carolina – Chapel Hill

University of Texas San Antonio

Virginia Commonwealth University

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

Canada

» McMaster University

» Memorial University of Newfoundland

» Ryerson University

» York University

» University of Alberta

» University of Guelph

» Université de Montréal

» University of New Brunswick

» University of Ottawa

» University of Windsor

LOCAL **FACULTY** SURVEY MODULES

Participants can run a standard national questionnaire, or construct a questionnaire from our thematic modules:

» Discovery
» Material types
» Formats
» Access

» Digital research activities
» Research topics and practices
» Data management and preservation

» Research dissemination
» Scholarly communications services

» Student research skills
» Undergraduate instruction
» Online learning and MOOCs
» Graduate instruction

» The role of the library
» Library market research
» Space planning
» Serving clinicians and health scientists

UNIVERSITY OF CALIFORNIA
LOCAL SURVEYS

QUESTIONNAIRES

Los Angeles

» Scholarly Communications Services

» Data Management and Preservation

» Role of the Library

»

»

» Digital Research Activities

»

» Research Topics and Practices

» Material Types

» Research Dissemination

San Diego

» Scholarly Communications Services

» Data Management and Preservation

» Role of the Library

» Discovery

» Student Research Skills

» Digital Research Activities

»

» Formats

» Access

» Undergrad Instruction

Santa Cruz

» Scholarly Communications Services

» Data Management and Preservation

» Role of the Library

» Discovery

» Student Research Skills

IMPLEMENTATIONS

Los Angeles

» 2,584 ladder-rank faculty invited to take the survey

» Personalized invitations and links sent via BruinPost

» Survey live from 4/29 to 5/21

» 2 reminders sent before the close of the survey

» 340 completed responses received (13% response rate)

San Diego

» All 1,580 faculty members invited to take the survey

» Invitations and personalized links sent via Ithaka S+R

» Survey live from 4/23 to 5/16

» 3 reminders sent before the close of the survey

» 203 completed responses received (13% response rate)

Santa Cruz

» All 1,080 faculty members invited to take the survey

» Personalized invitations and links sent via Ithaka S+R

» Survey live from 4/7 to 4/18

» 2 reminders sent before the close of the survey

» 299 completed responses received (28% response rate)

"Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?"

Much more as a researcher than as a teacher
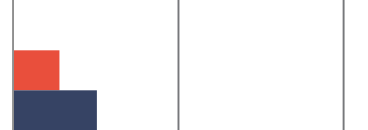
Somewhat more as a researcher than as a teacher
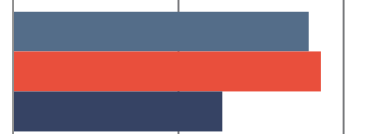
About equally as a researcher and a teacher

Somewhat more as a teacher than as a researcher

Much more as a teacher than as a researcher

0% 20% 40% 60% 80% 100%
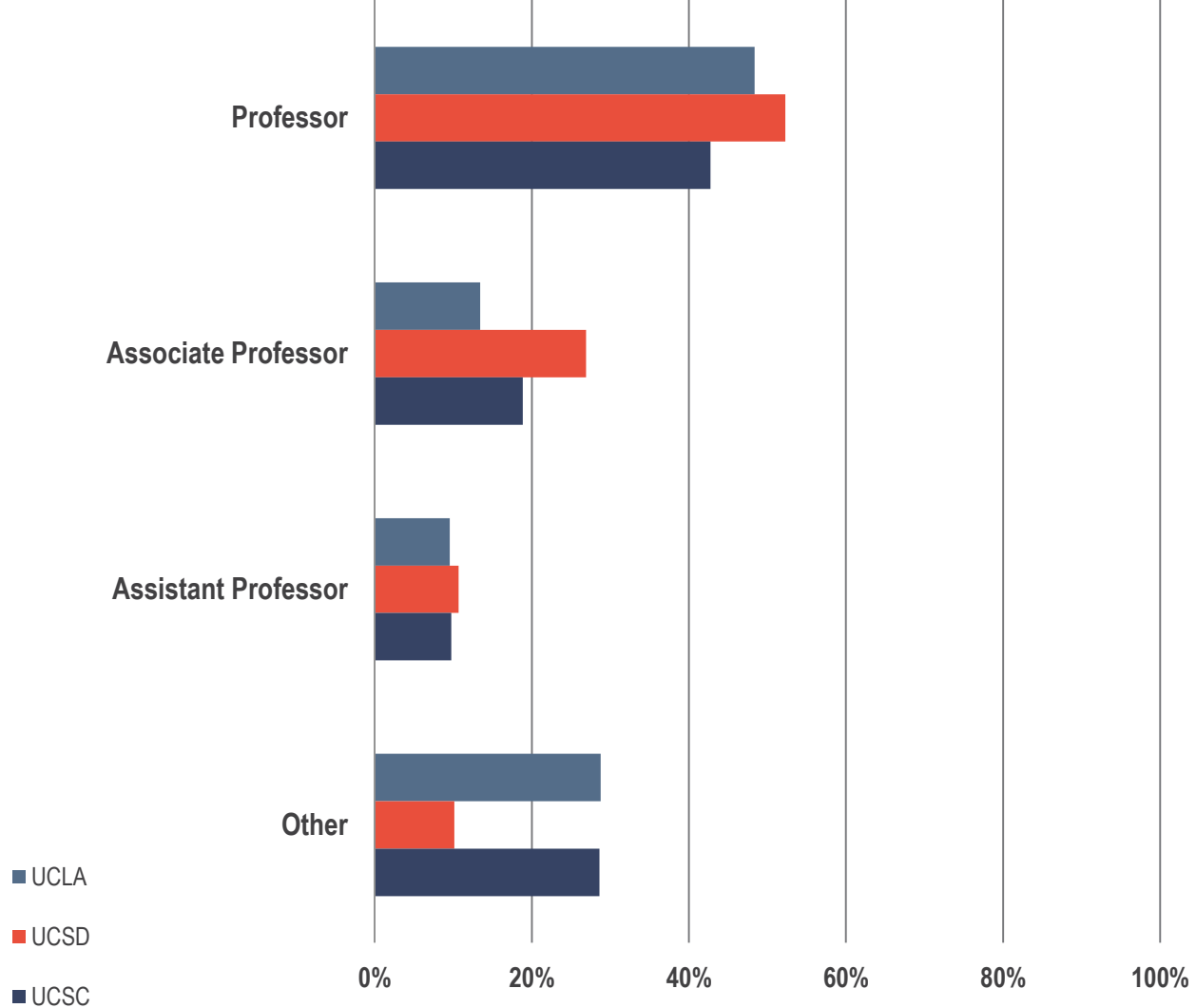
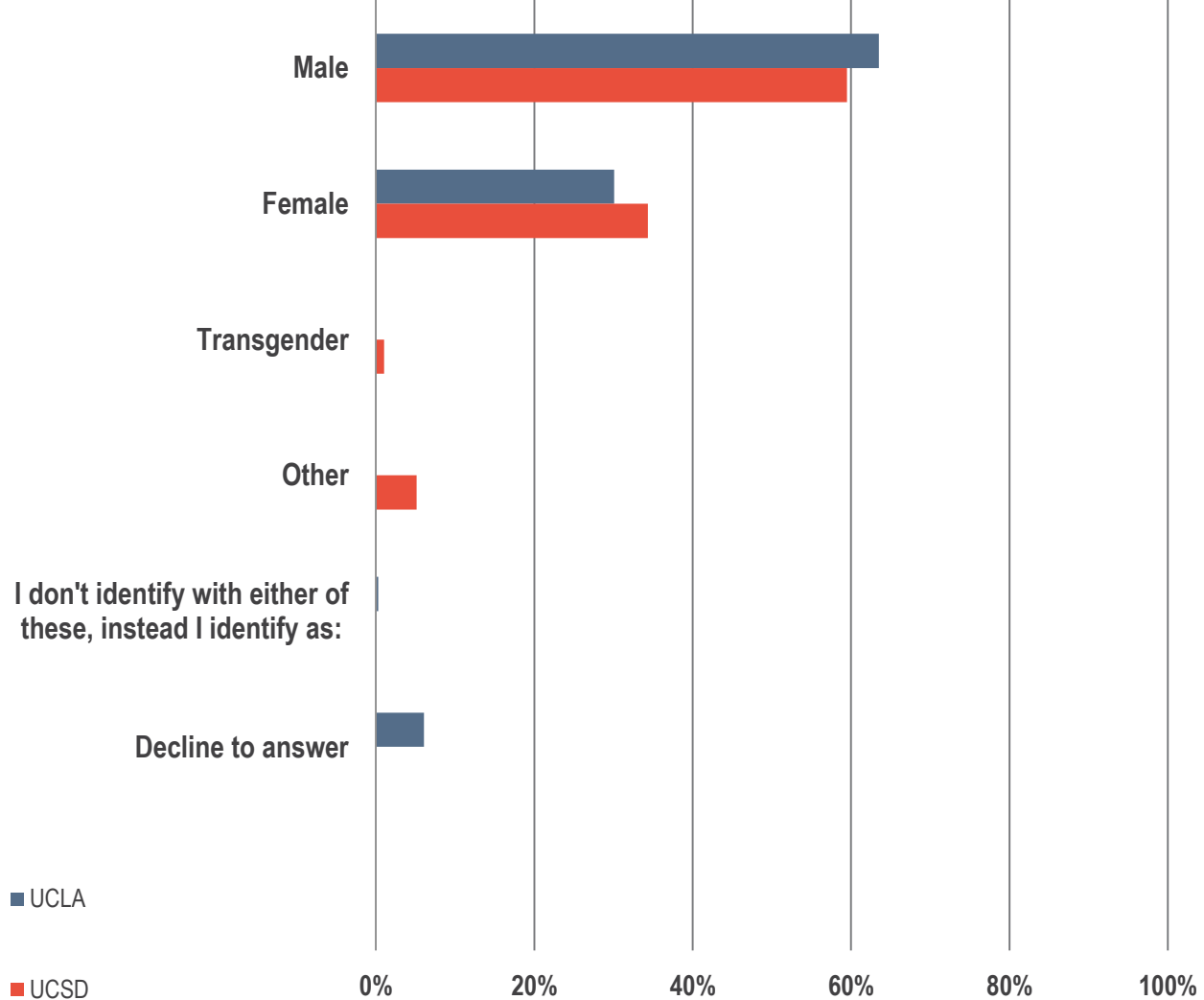■ UCLA ■ UCSD ■ UCSC

*"What is your title?"*

"Are you:"

SCHOLARLY COMMUNICATIONS SERVICES

"How would you rate your personal understanding of your institution's policy or stance on publishing journal articles via a freely available repository?"
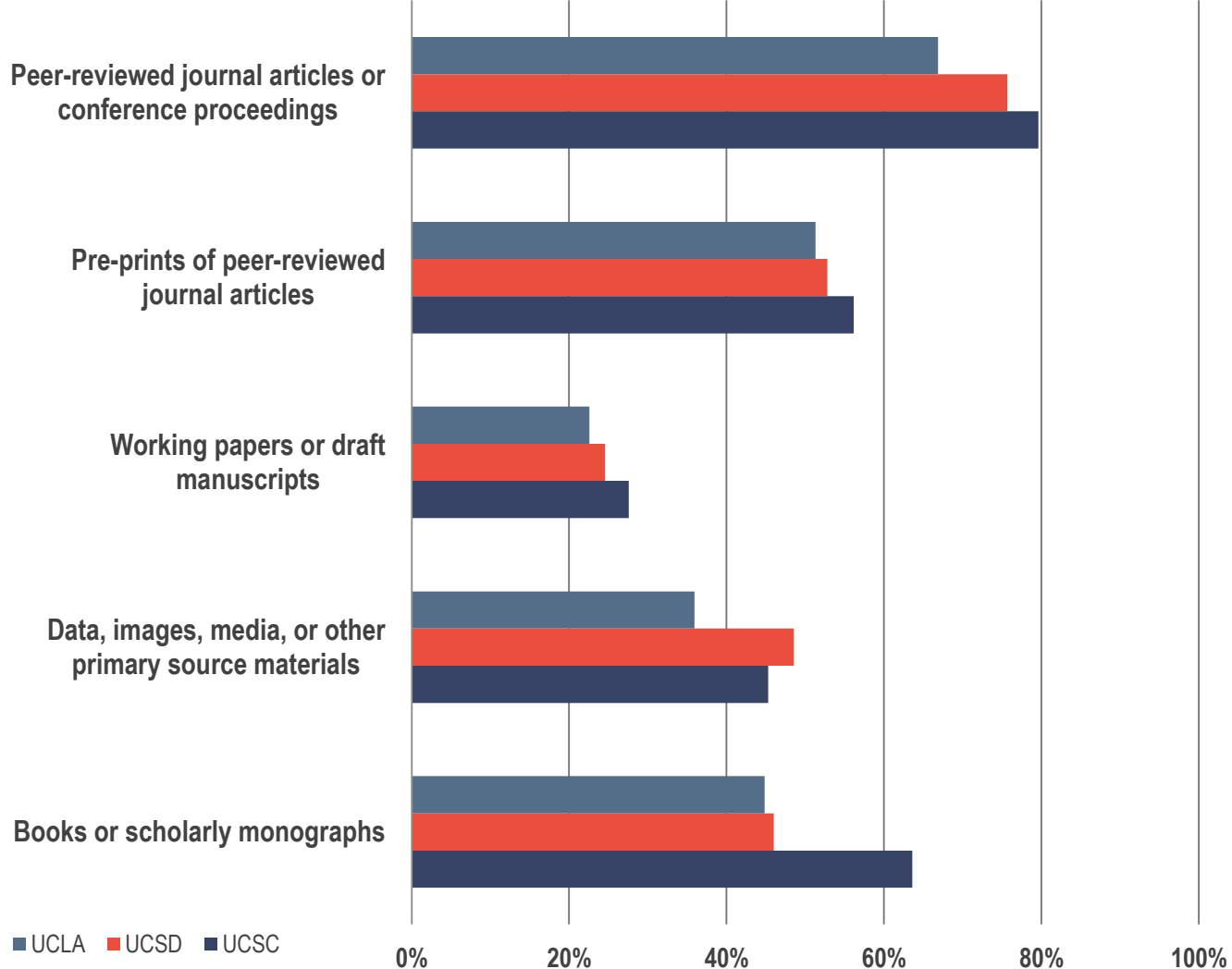
___

Response scale:
6 point scale, 6 = "Have a very good understanding" and 1 = "Do not understand at all"; percent of respondents selecting 5 or 6, by institution
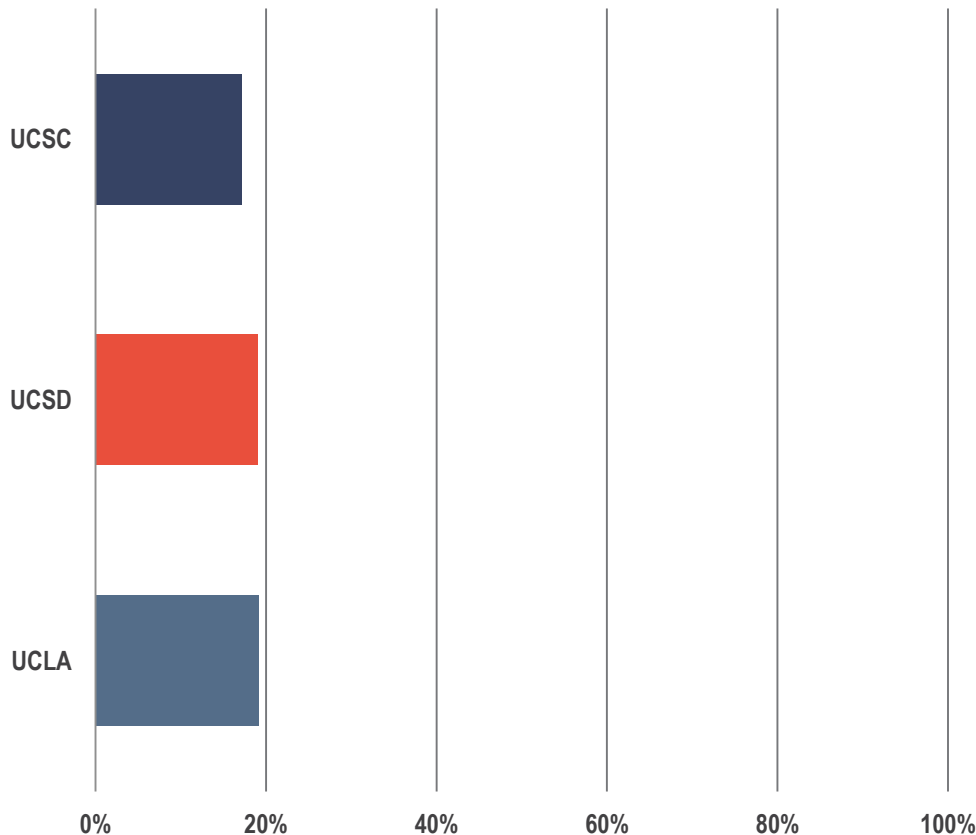
"To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs be made freely available online (i.e., via an open access repository or database)?"

Response scale:
6 point scale, 6 = "Highly support" and 1 = "Highly oppose"; Percent of respondents selecting 5-6, by institution

Peer-reviewed journal articles or conference proceedings

Pre-prints of peer-reviewed journal articles

Working papers or draft manuscripts

Data, images, media, or other primary source materials

Books or scholarly monographs

■ UCLA   ■ UCSD   ■ UCSC

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

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

Percent of respondents selecting "yes," by institution

Peer-reviewed journal articles or conference proceedings

Pre-prints of peer-reviewed journal articles

Working papers or draft manuscripts

Data, images, media, or other primary source materials

Books or scholarly monographs

■ UCLA   ■ UCSD   ■ UCSC

0%   20%   40%   60%   80%   100%
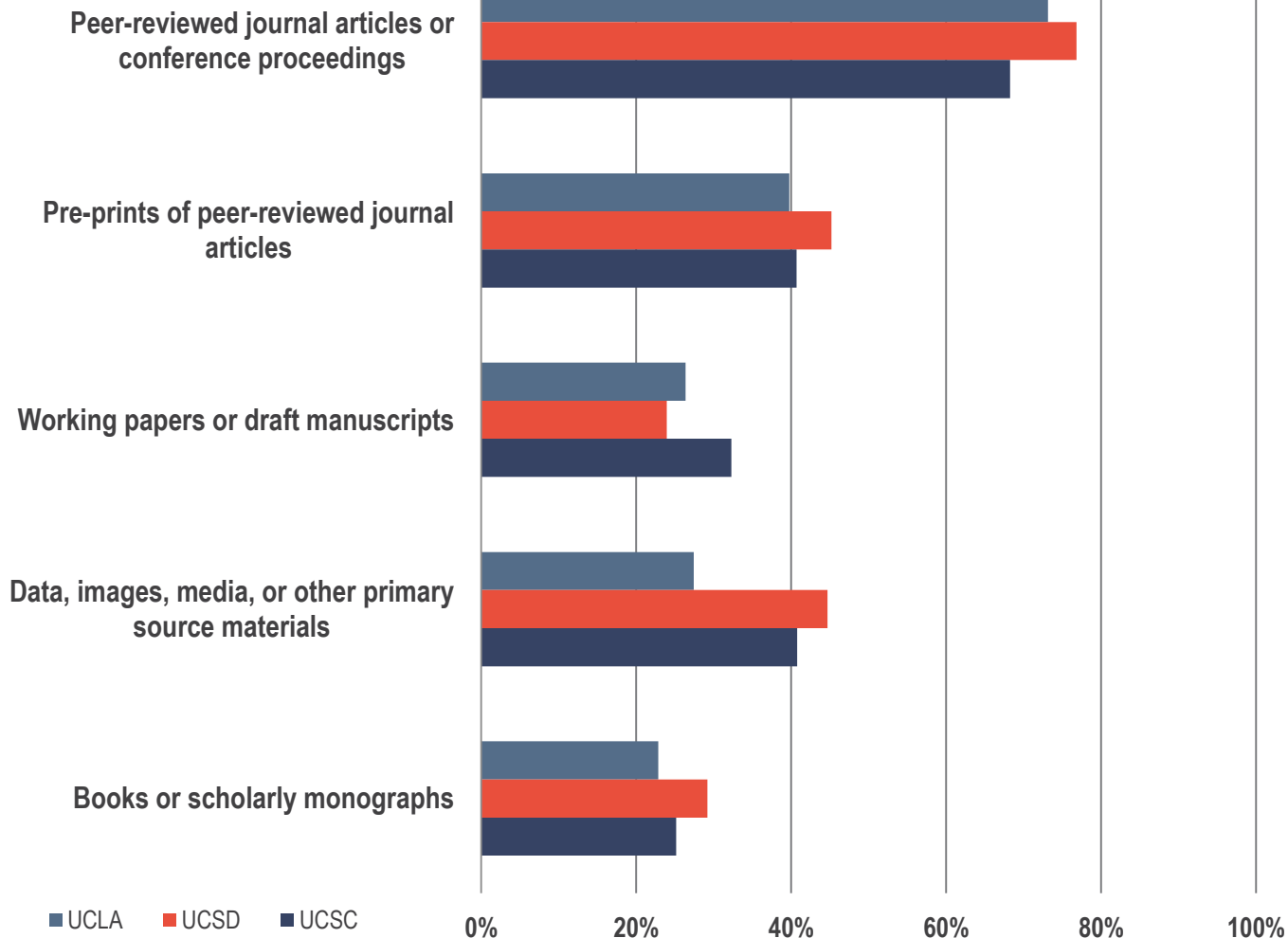
*"Is your scholarly research hosted online at your institutional repository (eScholarship), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)?"*

Percent of respondents selecting "Institutional repository (eScholarlship)," by institution

Peer-reviewed journal articles or conference proceedings

Pre-prints of peer-reviewed journal articles

Working papers or draft manuscripts

Data, images, media, or other primary source materials

Books or scholarly monographs

■ UCLA ■ UCSD ■ UCSC

0% 20% 40% 60% 80% 100%
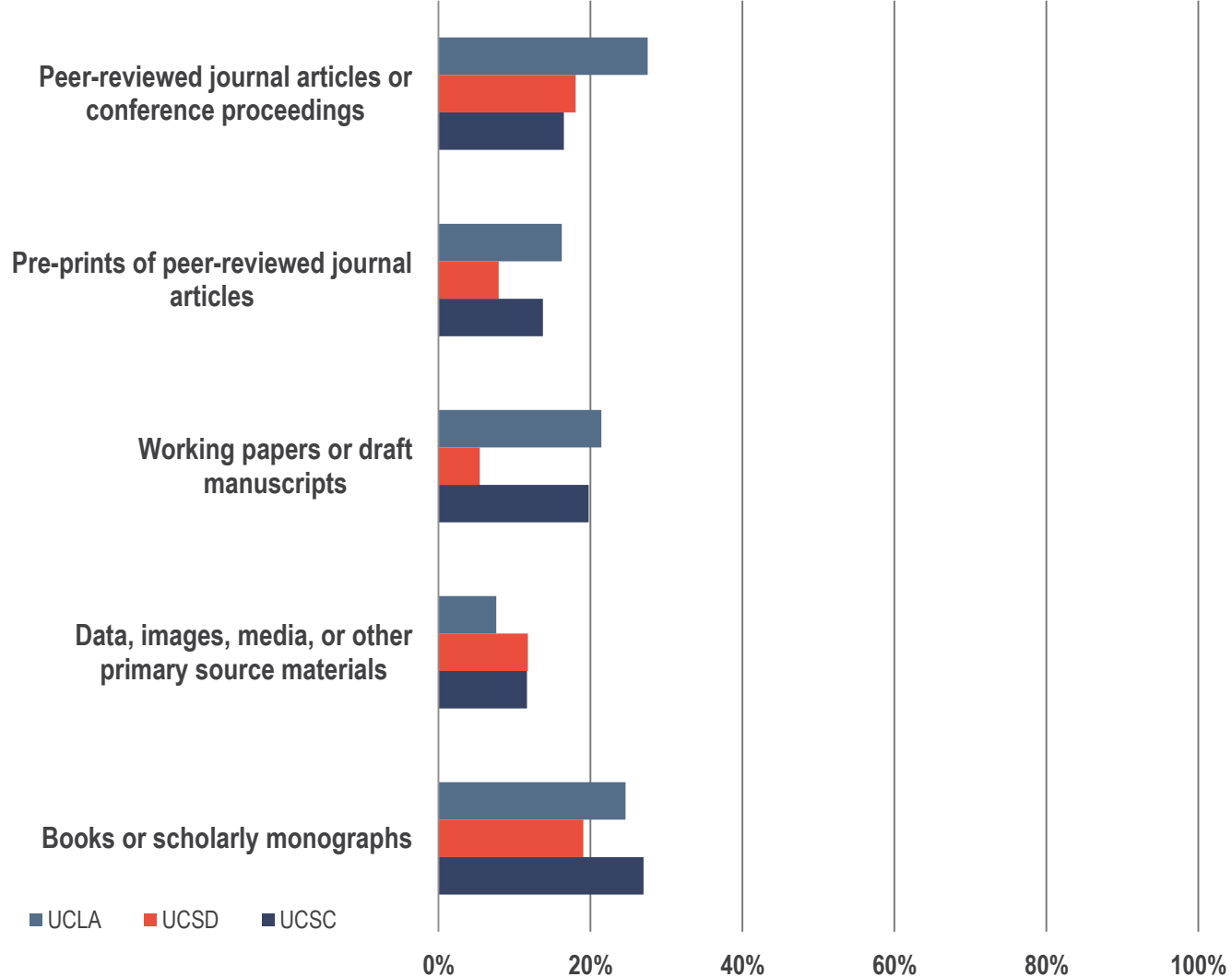
"Have you ever negotiated with a publisher to modify the copyright terms of your author agreement(s)?"

Percent of respondents selecting "yes," by institution
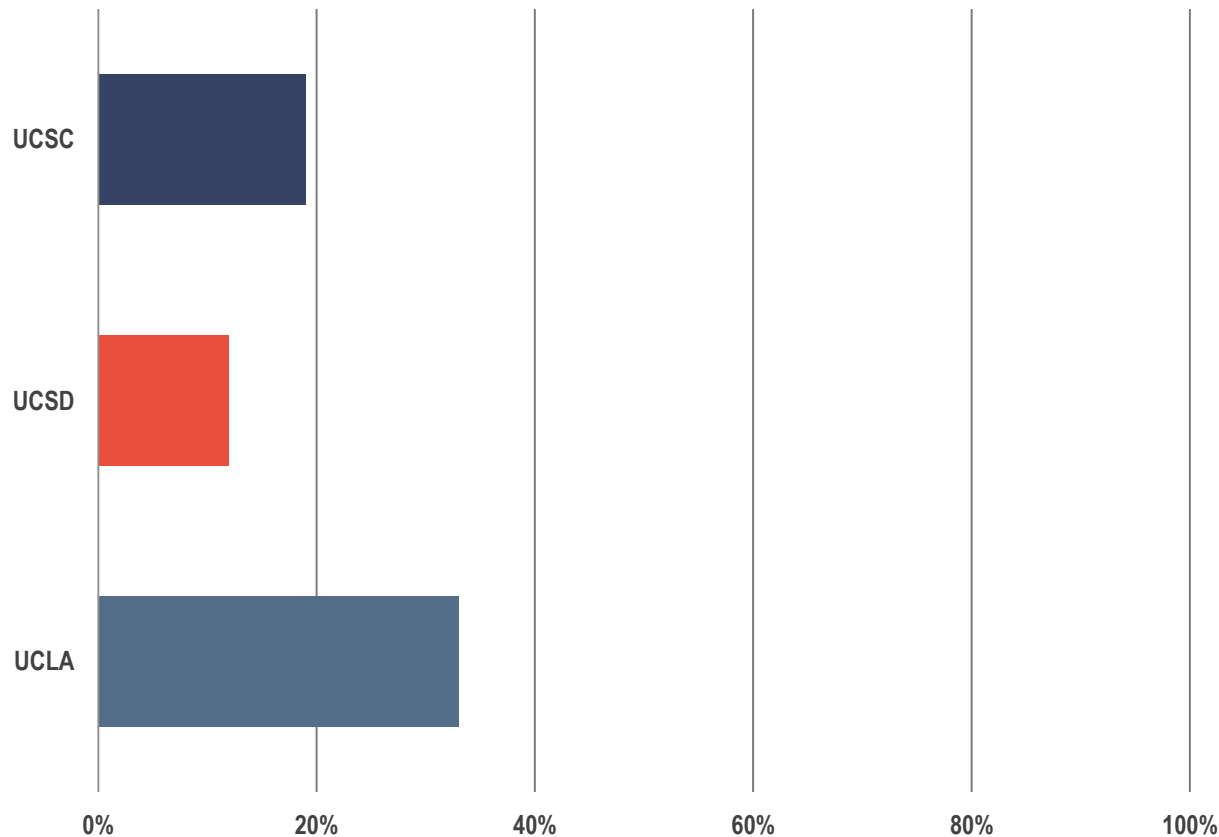
"Have you ever received or are you currently receiving extramural funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?"

Percent of respondents selecting "yes," by institution
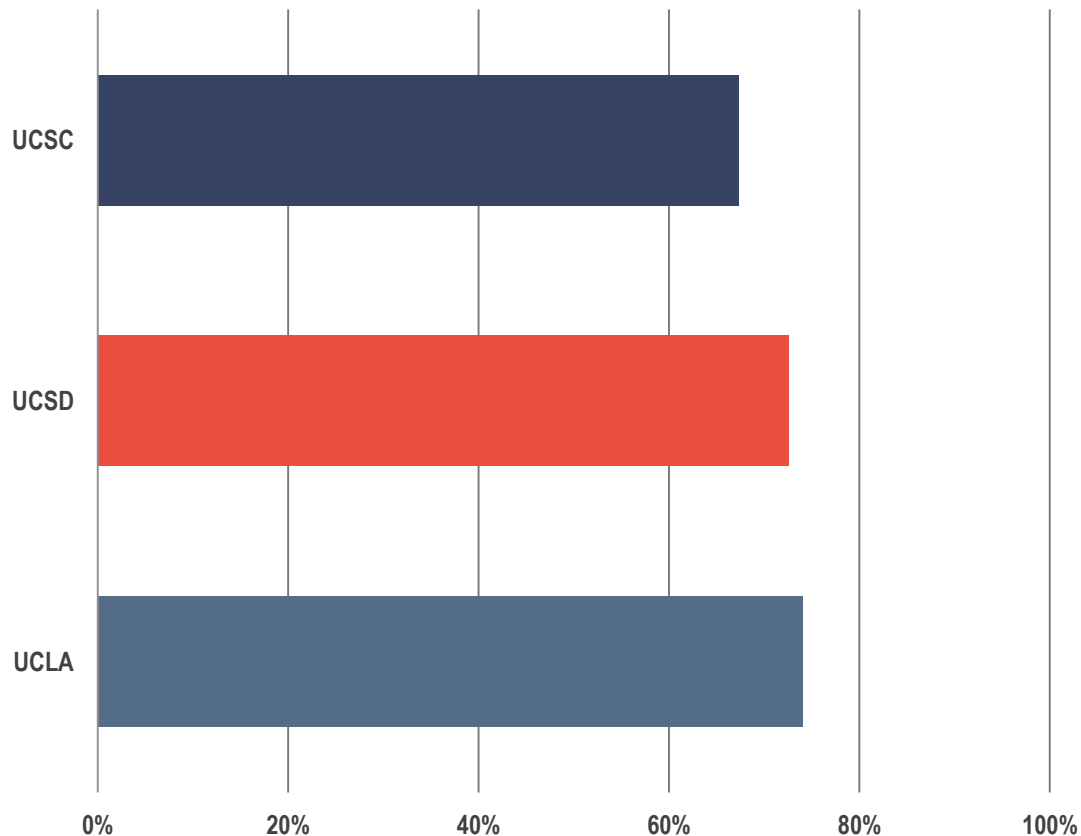
"To what extent do you support or oppose the federal policy mandating that publicly funded scholarly research and/or data be made freely available online (i.e., via an open access repository or database)?"

Response scale:
6 point scale, 6 = "Highly support" and 1 = "Highly oppose"; percent of respondents selecting 5 or 6, by institution
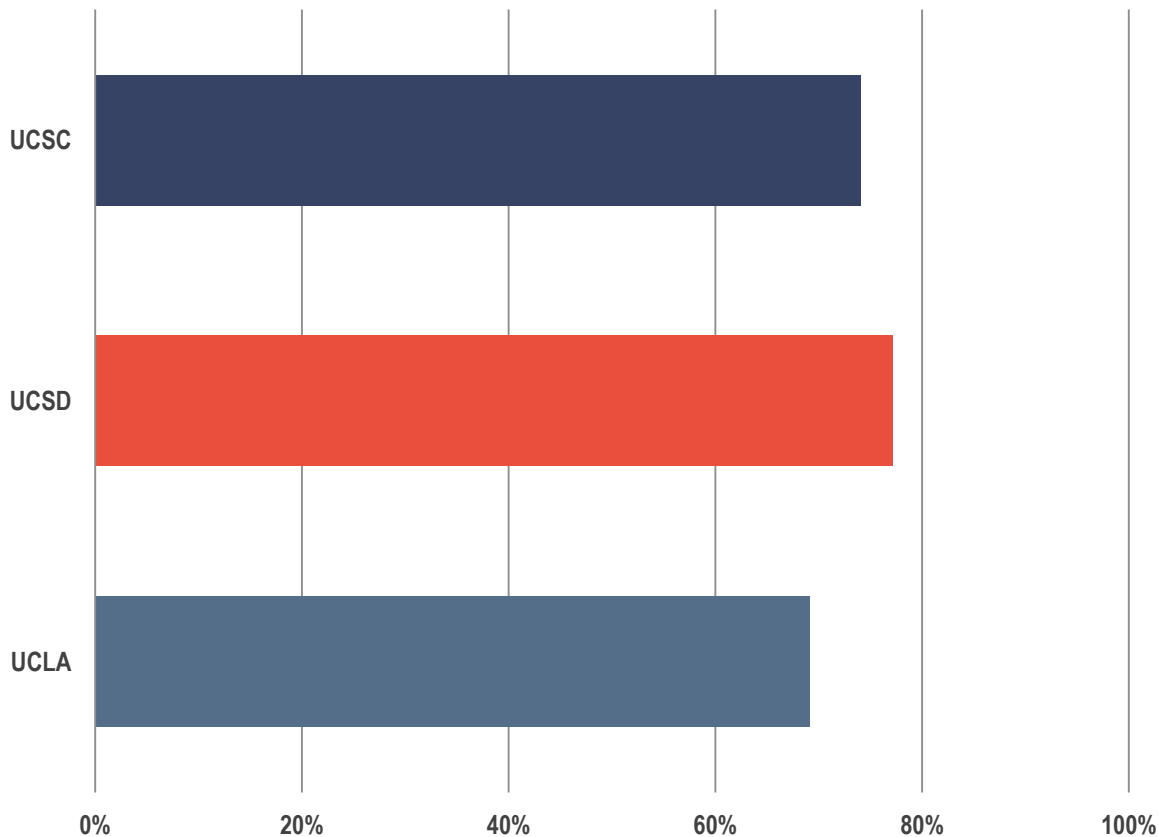
DATA
PRESERVATION
AND
MANAGEMENT

"Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view."

Response scale:
10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; percent of respondents selecting 8 – 10, by institution
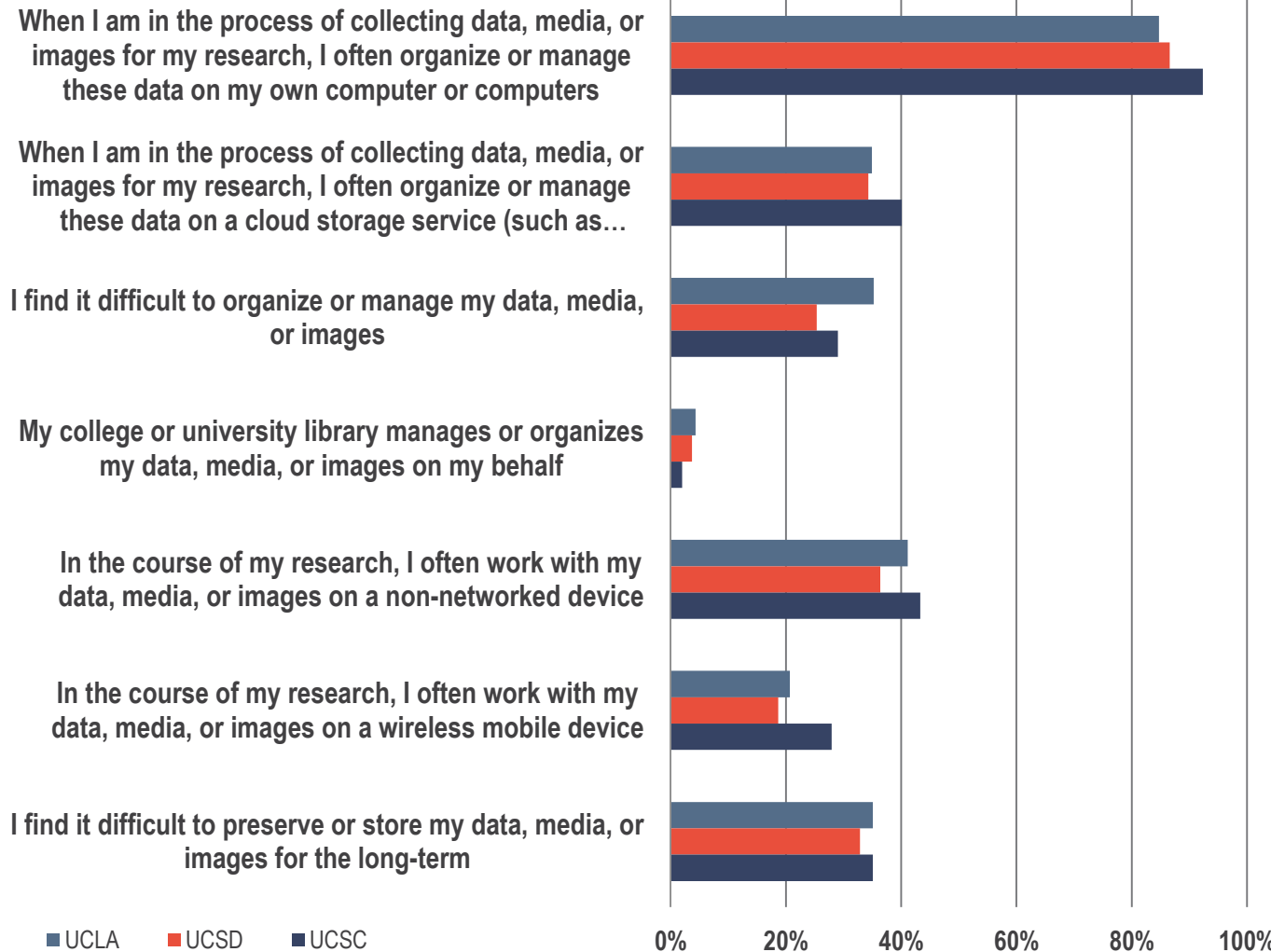
"Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images"

Response scale:

10 point scale, 10 = "Extremely valuable" and 1 = "Not at all valuable"; percent of respondents selecting 8 – 10, by institution

My college or university library

My college or university IT department

An AV or media support department at my institution

A disciplinary or departmental repository at my institution

A disciplinary repository at another institution

A publisher or a university press

A scholarly society

Freely available software

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0%   20%   40%   60%   80%   100%
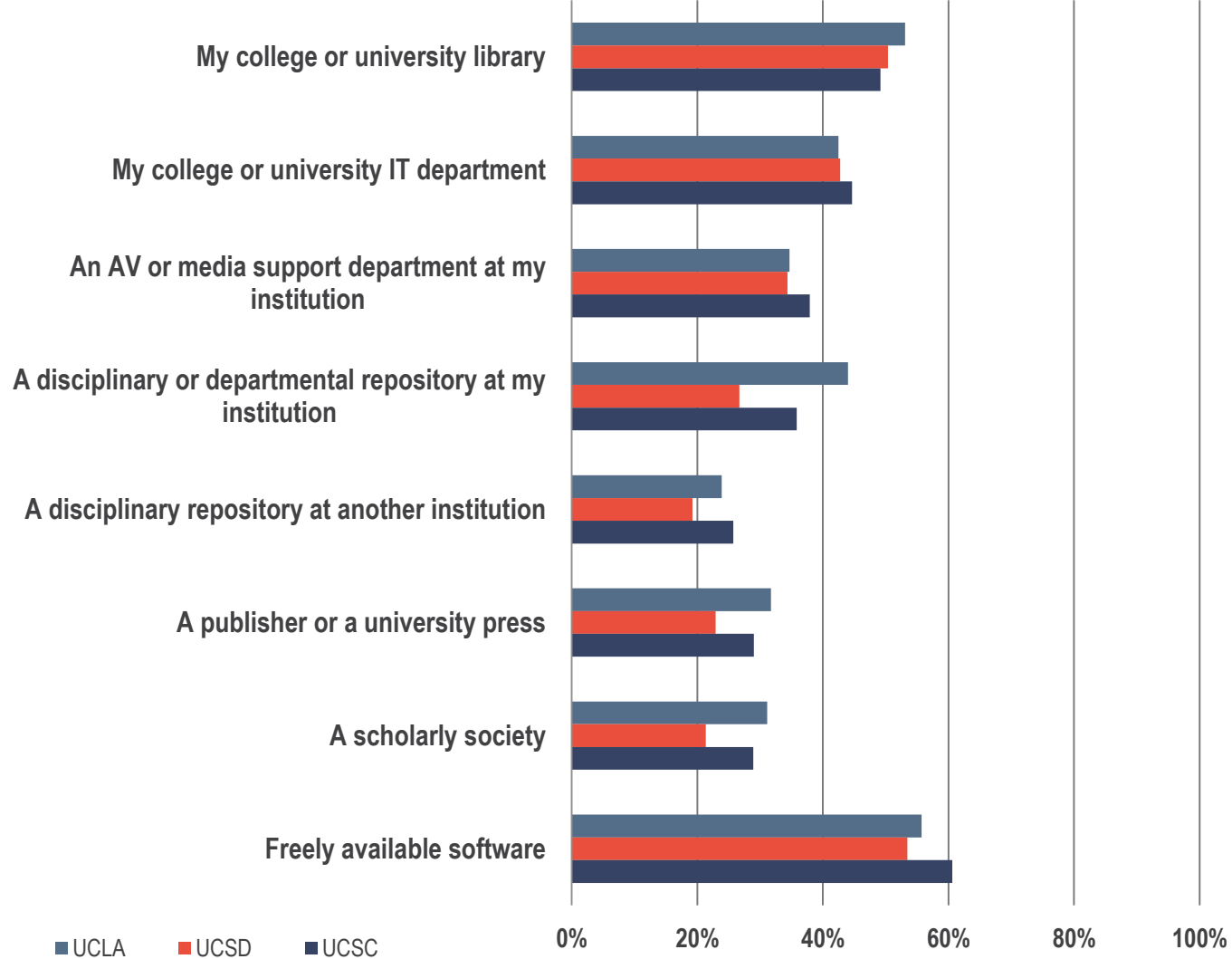
"If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?"

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

My campus or university library preserves these materials on my behalf

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

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

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

ROLE OF THE
LIBRARY

"How dependent would you say you are on your college or university library for research you conduct?"

Response scale:
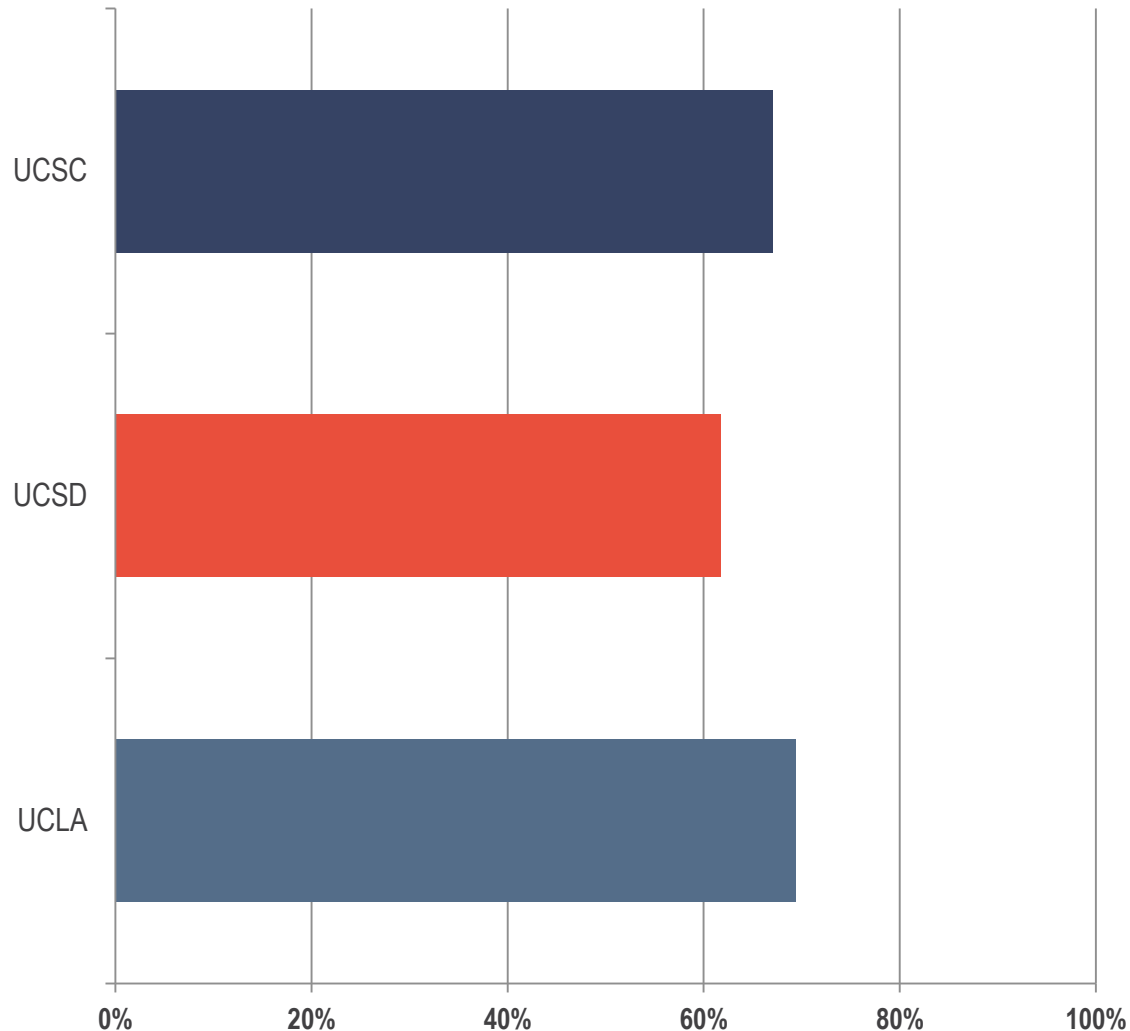10 point scale, 10 = "Completely dependent" and 1 = "Not at all dependent"; Percent of respondents rating each item as "extremely dependent" (8-10 on a 10-point scale)

ROLE OF THE LIBRARY

"How important is it to you that your college or university library provide each of the functions below?"

1. Buyer- "The library pays for resources faculty members need, from academic journals to books to electronic resources."

2. Archive- "The library serves as a repository of resources; in other words, it archives, preserves, and keeps track of resources."

3. Gateway- "The library serves as a starting point or 'gateway' for locating information for faculty research."

4. Research- "The library provides active support that helps increase the productivity of faculty research and scholarship."

5. Teaching- "The library supports and facilitates faculty teaching activities."

6. Information Lit.- "The library helps undergraduates develop research, critical analysis, and information literacy skills."

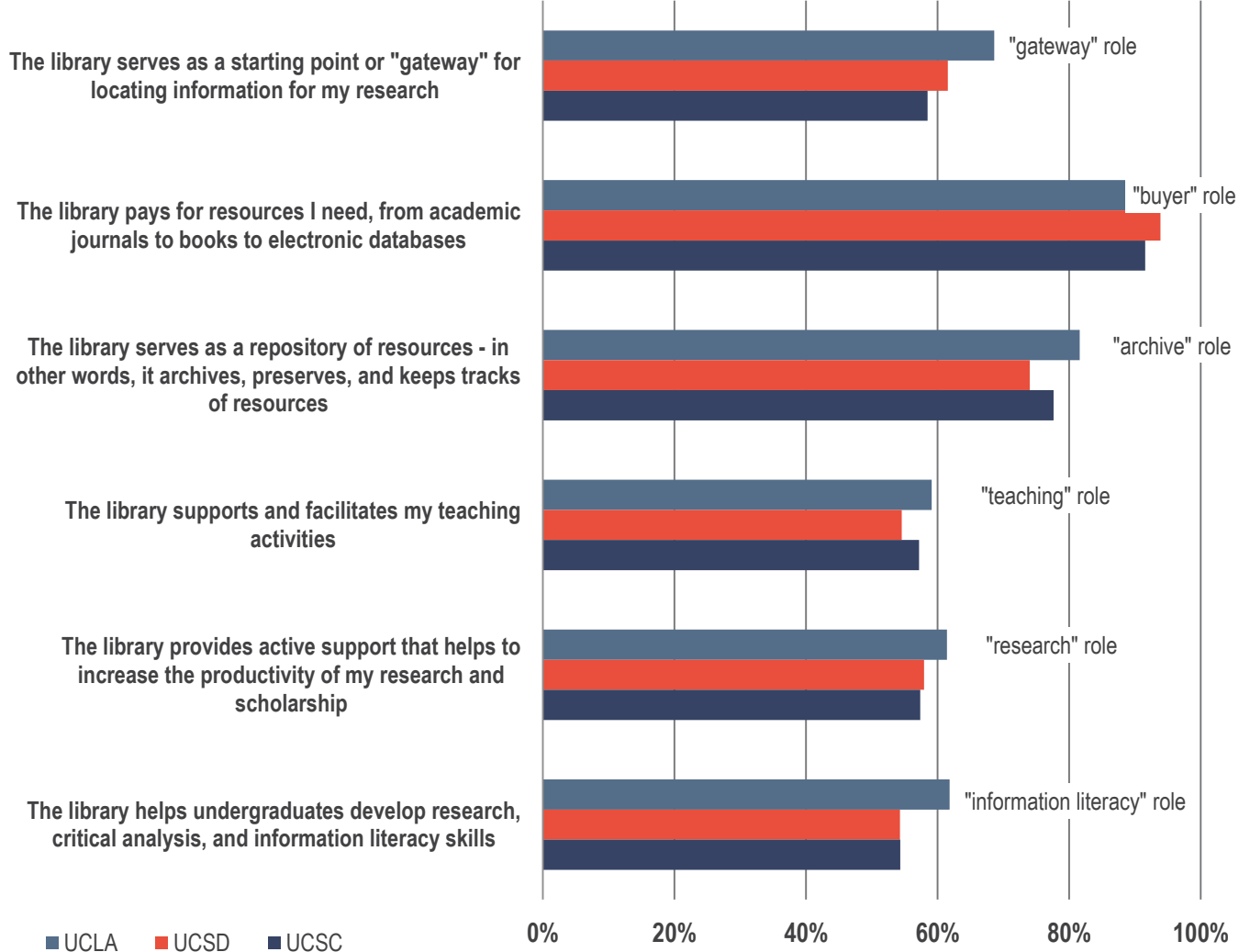|	Library Directors	Faculty Members
Information Lit.		
Teaching		
Buyer		
Archive		
Gateway		
Research		
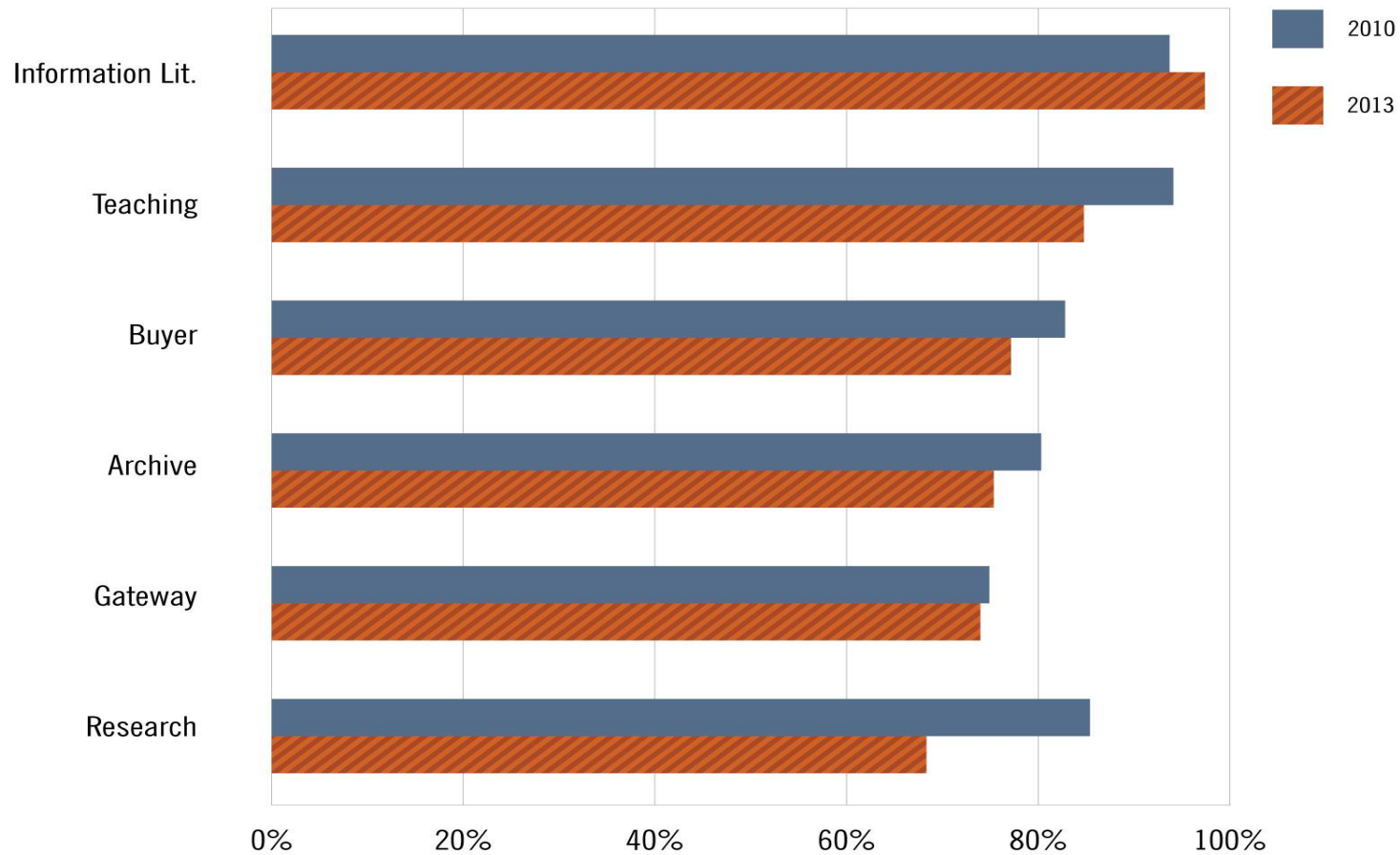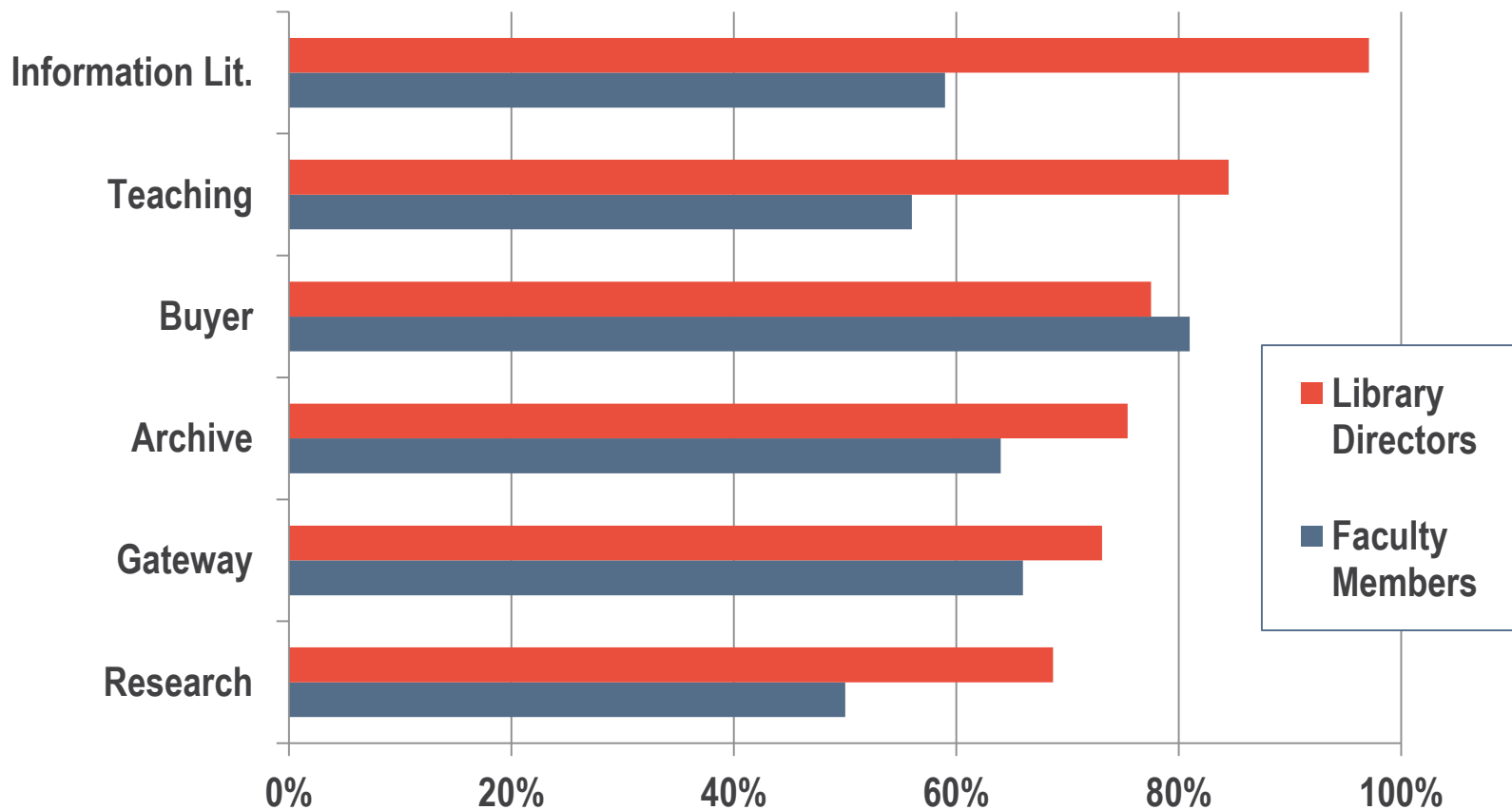
"How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?"

Response scale:
6 point scale, 6 = "Extremely important" and 1 = "Not at all important"; Percent of respondents rating each item as "extremely important" (5-6 on a 6-point scale)

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

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

"Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view."
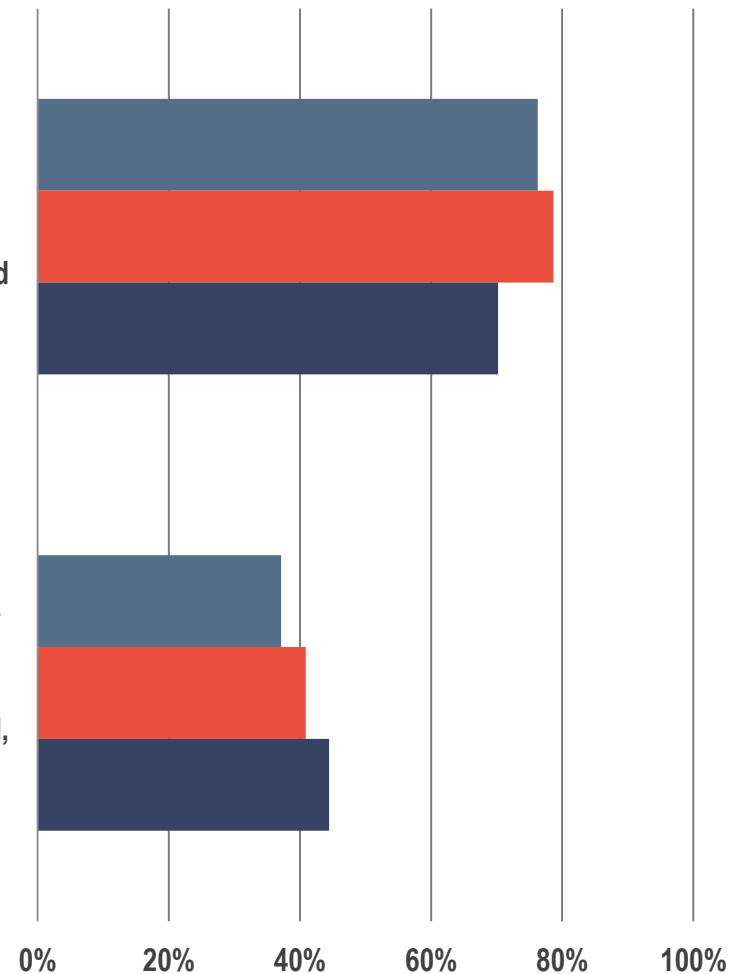
Response scale:
10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; Percent of respondents rating each item as "extremely well" (8-10 on a 10-point scale)

The primary responsibility of my college or university library should be facilitating my access to any scholarly materials in print or digital form that I may need for my research and teaching
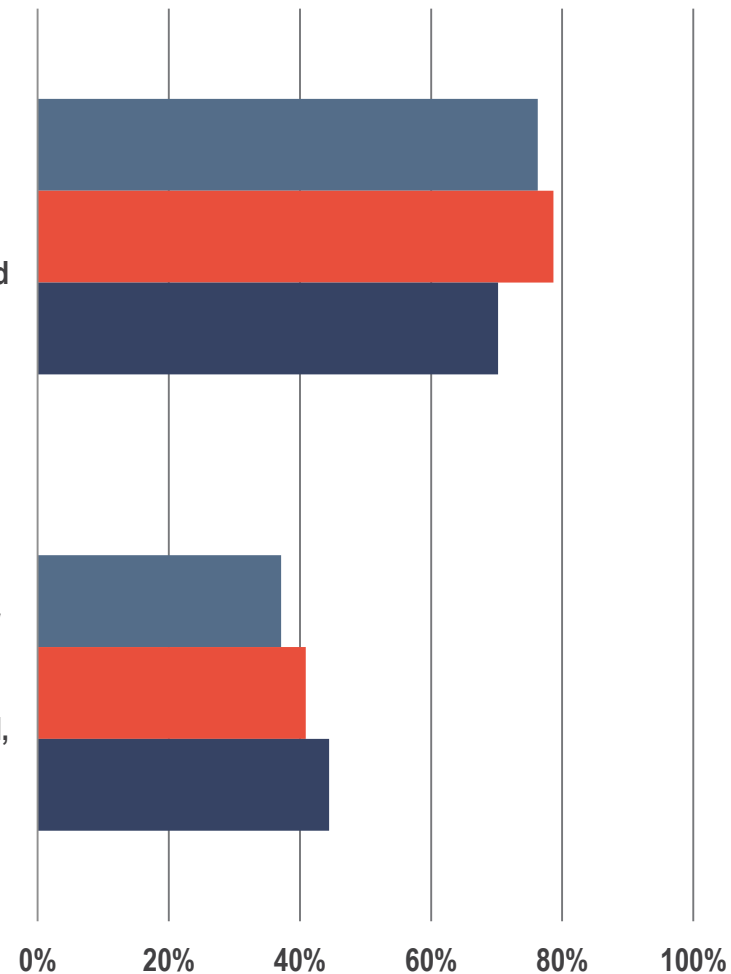
The primary responsibility of my college or university library should be supporting undergraduate student learning by helping students to develop research skills and find, access, and make use of needed materials

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THANK YOU

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Reports and issue briefs:
www.sr.ithaka.org

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