ITHAKA

ITHAKA is a not-for-profit organization that helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.

JSTOR is a not-for-profit digital library of academic journals, books, and primary sources.

Ithaka S+R is a not-for-profit research and consulting service that helps academic, cultural, and publishing communities thrive in the technological and economics context of the 21st Century.

Portico is a not-for-profit preservation service for digital publications, including electronic journals, books, and historical collections.
A LOT TO COVER – AND DISCUSS

1. Surveys background and methodology
2. Faculty Survey
3. Student Survey
4. Discussion
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

**International comparisons**
- UK Survey of Academics 2012 and upcoming in 2015
- Surveying collaborations for research universities in
  - Australia (2013-14)
  - Canada (2014-15)
  - Hong Kong (2015)
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
» Instructional practices and student learning
» Collections, formats, and discovery
» Aligning your library

**Students**
» Higher education objectives
» Academics and coursework
» Research practices
» Collections, formats, and discovery
» Aligning your library
PARTICIPANTS

United States – Universities

American University
Auburn University
Baylor University
California Polytechnic State University
Carnegie Mellon University
College of William & Mary
DePaul University
Harvard University
Indiana University
Iowa State University
Marquette University
Mississippi State University

Montana State University
Princeton University
Rice University
Texas A&M University
Tulane University
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 Florida
University of Illinois Urbana-Champaign
University of Iowa
University of North Carolina – Chapel Hill
University of Pittsburgh
University of Southern California
University of Texas San Antonio
Virginia Commonwealth University
Washington University – St. Louis
## PARTICIPANTS

*United States – Medium and Small Institutions*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claremont University Consortium</td>
<td>Southwestern Oklahoma State University</td>
</tr>
<tr>
<td>Community College of Rhode Island</td>
<td>State University of New York – Potsdam</td>
</tr>
<tr>
<td>John Carroll University</td>
<td>Swarthmore College</td>
</tr>
<tr>
<td>Lafayette College</td>
<td>University of Northern Iowa</td>
</tr>
<tr>
<td>Nevada State College</td>
<td></td>
</tr>
<tr>
<td>Providence College</td>
<td></td>
</tr>
<tr>
<td>Roger Williams University</td>
<td></td>
</tr>
</tbody>
</table>
PARTICIPANTS

**Australia**
- Curtin University
- University 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

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

Faculty Survey
» 1,274 faculty members invited to take the survey
» Personalized invitations and links sent via Ithaka survey platform
» Survey live from 3/17 to 4/8
» 2 reminders sent before the close of the survey
» 164 completed responses received (13% response rate)

Student Survey
» 6,751 graduate and undergraduate students invited to take the survey
» Personalized invitations and links sent via Ithaka platform
» Survey live from 3/17 to 4/8
» 2 reminders sent before the close of the survey
» 1,817 completed responses received (27% response rate)
Respondents’ Disciplinary Groupings (Faculty)

Note: Based on self-identified disciplinary/school affiliations.
“What is your rank?”

Source for population numbers: http://www.oir.rice.edu/Factbook/Faculty_and_Staff/Fall_2014_Faculty_Headcount/
“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

Rice Faculty
US National Faculty (R1)
“Which of the following degrees are you pursuing at this college or university? Please select all that apply or select “N/A” if you are not enrolled in a degree granting program:”

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree (such as a Bachelor of Arts, Bachelor of Science, Bachelor of Music, etc.)</td>
<td>60%</td>
</tr>
<tr>
<td>Master’s and/or professional degree (such as a J.D., M.A., M.B.A., M.D., etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Ph.D. or Psy.D.</td>
<td>0%</td>
</tr>
</tbody>
</table>
DISCOVERY
“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?”
“Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?”

- A general search engine (such as Google, Yahoo!, or Bing)
- The library’s website
- An academic search engine or database (such as Google Scholar or JSTOR)
- N/A (I have never, or I have not yet, completed a research project)
- Other (please fill in):
“How easy or difficult do you find it to access information and resources that you need for your coursework or research projects?”

- Very Easy
- Easy
- Somewhat Easy
- Neither Easy nor Difficult
- Somewhat Difficult
- Difficult
- Very Difficult

Ph.D.  
Master's/Prof  
Undergraduate Students
“You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one rating for each item.”

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10.
RICE FACULTY SURVEY 2015
RICE 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

» **Scholarly 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
DIGITAL RESEARCH METHODS
“How important to your research is each of the following digital research activities and methodologies today?”

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; Percent of respondents rating each item as “extremely important” (8-10 on a 10-point scale)
DATA MANAGEMENT AND PRESERVATION
“In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?”
When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important".

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10, by discipline

- The ability to update existing datasets with new data, media, or images
- The ability to merge entire datasets together to create new datasets
- The ability to customize permissions or restrictions for other researchers to use my data, media, or images
- The ability to make my data, media, or images freely available to the public
- The ability to store multiple versions of my data, media, or images in the same place (such as raw data, normalized data, recoded data, restricted use data,...
- The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software...
- The ability to track academic research citing my data, media, or images
- The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)
“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
“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
“If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?”

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I preserve these materials myself, using commercially or freely available software or services</td>
<td>100%</td>
</tr>
<tr>
<td>I preserve these materials myself in a repository made available by my institution or another type of online repository</td>
<td>25%</td>
</tr>
<tr>
<td>My campus or university library preserves these materials on my behalf</td>
<td>7.5%</td>
</tr>
<tr>
<td>A publisher preserves these materials on my behalf alongside the final research output</td>
<td>10%</td>
</tr>
<tr>
<td>These materials are generally not preserved following the conclusion of a project</td>
<td>0%</td>
</tr>
</tbody>
</table>
RICE STUDENT SURVEY 2015
STUDENTS

Participants can run a standard national questionnaire, and have the option to add additional thematic modules:

**Core National Questionnaire**

» Higher education objectives
» Academics & coursework
» The role of the library
“Please select the stage or stages from the following list that best describe(s) where you are in your master’s or professional degree program:”

- Coursework or seminars for my degree or program
- Research or writing for my thesis or capstone project or research paper
- Preparing to defend my thesis or capstone project or research paper
- Practical training (e.g. fieldwork, internship, clinical practice/rotation, clerkship, etc.)
- Preparing for a board, certifying, or other qualifying exam
- Preparing to file my thesis or capstone project or research paper

- Coursework or seminars for my degree or program

0% 20% 40% 60% 80% 100%
“Please select the stage from the following list that best describes where you are in your Ph.D. program:”
“Graduate students may have the opportunity to teach undergraduate or graduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you have taught while enrolled as a graduate student at this college or university (select all that apply):”
HIGHER EDUCATION OBJECTIVES
“When you think about the type of job or career that you hope to have, how useful do you think each of the following factors will be in helping you get your desired job or career?”

Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Percent selecting “Extremely Useful” and “Very Useful.”

- My major, field, or program of study
- The reputation or ranking of my college or university
- My collaborative research experience with professors or advisors at this college or...
- The type of degree that I expect to receive (such as a B.A., M.A., Ph.D., J.D., M.D.,...)
- My involvement in organized extracurricular activities, such as clubs, sports, campus...
- My work experience or internship(s)
- My professional network
- My faculty mentor(s) or advisor(s)
- The research and analysis skills that I acquired or expect to acquire at this...
ACADEMICS AND COURSEWORK
“In the courses you are currently taking, how often are you assigned each of the following types of work?”
(Undergraduates)

Response scale:
Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph displaying responses indicating “Regularly”
“In the courses you are currently taking, how often are you assigned each of the following types of work?”

Response scale:
Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph displaying responses indicating “Regularly”
THE ROLE OF THE LIBRARY
“Have you ever attended a session, class, or section on how to find information for your coursework or research projects using your campus library’s resources?”

Response scale: Yes; No. Chart displays percent of respondents selecting “Yes.”
“Have you attended a library information session, class, or section that was (please select “yes” for all that apply):”

Response scale: Yes; No. Chart displays percent of respondents selecting “Yes.”
“Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.”

Response scale:
Strongly Agree (7); Agree (6); Somewhat Agree (5); Neither Agree nor Disagree (4); Somewhat Disagree (3); Disagree (2); Strongly Disagree (1). Graph is displaying “Agree” and “Strongly Agree”
The library stores, organizes, and keeps track of books, articles, data, images, or other resources.

The library pays for resources that I need for my coursework or research projects, from academic journals to books to electronic databases.

The library supports and facilitates my learning or studying activities.

The library helps students develop research skills.

“How useful is it to you personally that your campus library provides each of the services...?”

Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student.
"How useful is it to you personally that your campus librarians or library staff provide each of the services...?"

Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student.
QUESTIONS AND DISCUSSION
DISCUSSION

» What do you think these results mean?

» What else does the library and the university need to know?

» What should come next?
THANK YOU

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