What key faculty findings reveal for librarians
A library lens on the Ithaka S+R US 2018 Faculty Survey results

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Ithaka S+R US Faculty Survey 2018
Key Findings

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At ITHAKA, our passion drives us to make the world smarter. Our mission comes to life in four service areas.

**Artstor** Artstor provides 2+ million high-quality images and digital asset management software to enhance scholarship and teaching.

**Ithaka S+R** Ithaka S+R provides research and strategic guidance to help the academic and cultural communities serve the public good and navigate economic, technological, and demographic change.

**JSTOR** One of the world's leading academic databases, JSTOR powers the research and learning of 6 million users each month.

**Portico** Portico, a community-supported digital archive, preserves over 564,000 e-books and e-journals for future scholars.
Leadership: We strengthen the leadership, strategy, financing, governance, talent, and structure of individual academic libraries, art museums, and scholarly publishers;

Scale and collaboration: We improve the effectiveness of cross-institutional and entrepreneurial initiatives, driving scale effects and strategic collaboration by strengthening organizations and platforms;

Diversity, equity, and inclusion: As a result of our work, cultural organizations will improve on measures of representational diversity and strengthen their methods for fostering equity and inclusion.

Strategy for collecting organizations: Our work enables collecting and preservation organizations including libraries and museums to develop strategic directions that are appropriate for an increasingly digital environment.

Reconfiguring academic support services: As a result of our work, academic support organizations are able to revamp their service offerings and to provide the academic support services of the future.

Transforming research management and publishing: We help to improve scholarship, publishing, discovery, and access by strengthening user insights, strategy, business models, and products of relevant enterprises.
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, 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.
Do you have any strategies to share that you’ve found useful to support information discovery, particularly surrounding the use of Google Scholar?
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.**

22 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | 65 and over
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.
Faculty believe in the value of others organizing and preserving their research data, though they are unsure if it is 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**

- Humanities: 
- Social Sciences: 
- Sciences: 
- Medical: 

**It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings**

- Humanities: 
- Social Sciences: 
- Sciences: 
- Medical: 
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.

- Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings
- Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent
- There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud
- I am not concerned about data fabrication, falsification, and other types of scholarly research fraud
How can libraries enable faculty to effectively manage and preserve data relatively independently, and incentivize or 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.

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.

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 shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes.

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.
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.
What specific ways can libraries support the creation and use of OER to capitalize on the enthusiasm of younger faculty?
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 indicate 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

**Legend:**
- Blue: Humanities
- Red: Social Sciences
- Teal: Sciences
- Brown: Medical
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.

- My college or university has sufficient systems and protocols in place to prevent a breach of student activity data.
  - Humanities
  - Social Sciences
  - Sciences
  - Medical

- I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools.
  - Humanities
  - Social Sciences
  - Sciences
  - Medical

- My college or university’s use of learning analytics may limit my autonomy in how I choose to teach.
  - Humanities
  - Social Sciences
  - Sciences
  - Medical
Are there activities or programs that you have implemented to help your faculty take advantage of learning analytics tools?
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 in the archive role driven by faculty viewing the library preserving its own collections or preserving faculty-generated outputs (e.g. through an institutional repository) as valuable?
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.*

Librarians at my college or university library 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.
Are there successful activities or programs that you are doing to better support students and demonstrate those contributions that you would like to share?
Thank You

Full report of findings now available on the Ithaka S+R website:

sr.ithaka.org/publications/2018-us-faculty-survey
QUESTIONS

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