

Ithaka S+R Faculty Survey at the University of Illinois at Urbana-Champaign: A Summary

In 2013 the Ithaka S+R Faculty Survey was administered locally at the University of Illinois at Urbana-Champaign (Illinois). The survey addresses the following themes important to research libraries: Research Processes; Teaching Processes; Scholarly Communications; and the Library and Scholarly Societies.

3,115 full-time instructional faculty at Illinois were invited to participate in the web-based instrument from February 5, 2013 to February 23, 2013. Three-hundred eighty-two individuals (12%) participated (cf. national response-rate: 3.5%).

Key Findings

Institutional Functions (Figure 1)

Illinois respondents place considerably more value on library functions than the national average (in order of rank: buyer, repository, gateway, undergraduate information literacy teacher, research support, and teaching facilitator). This counters the national longitudinal trend of an overall decreasing perceived value of library functions.

Institutional Responsibilities (Figure 2)

Illinois respondents perceive that the primary responsibility of the library is to provide *access* to scholarly content. Data indicates respondents value librarians and the library even though many of their scholarly needs are met online. When compared to national data, this focus is offset by a significantly lower value placed on supporting undergraduate learning.

Research Support Services (Figure 3)

Illinois respondents value research support services more than the national average. Respondents look for support in publishing, making research freely available, and web-presence management.

Undergraduate Research Skills (Figure 4)

The majority of Illinois respondents feel strongly that undergraduate students have poor research skills. When it comes to developing these research skills, respondents feel that they bear more responsibility than the library, though the library plays a significant role.

Research Data Management (Figure 5)

The vast majority of data-producing respondents self-preserve research data. Illinois shows higher institutional repository use, and Illinois researchers are less likely to abandon data upon project completion than the national average.

Discovery: Known-Items vs. Exploration (Figure 6)

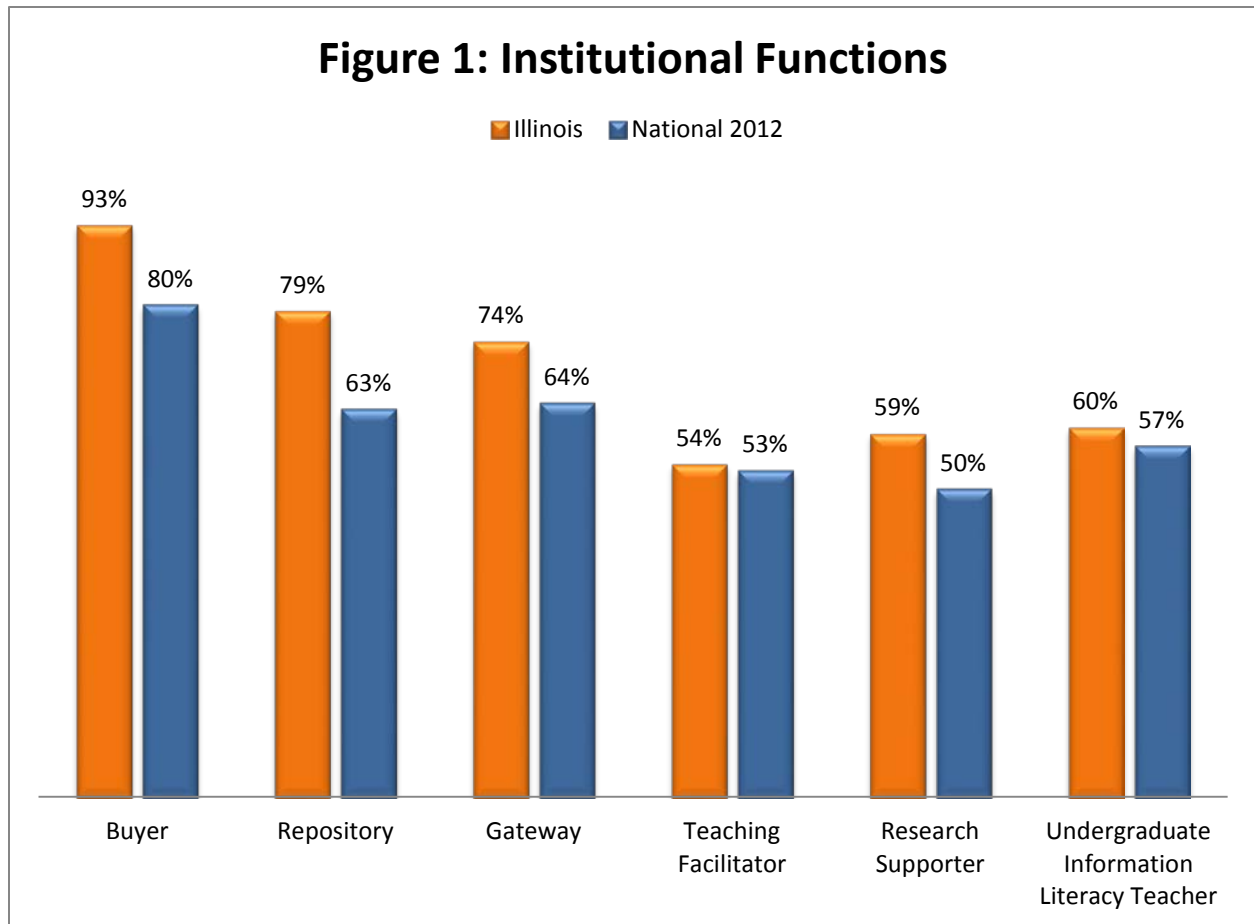
Illinois respondents were more likely to use the library website/online catalog for known-item searching and less likely to use scholarly databases than the national average. Illinois is in-line with the national trend for exploration searching habits: most faculty initiate searches with scholarly databases.

Social Media as a Scholarly Tool (Figure 7)

The use of social media for research, publishing, or teaching among Illinois respondents was low; most *never* use social media to share scholarly findings. Just a fraction of Illinois respondents find social media very important to their research and believe collaboration that social media enhances their research. Very few Illinois respondents use social media to engage students. Illinois data follows the national trend.

e-book Use and Prospective (Figure 8)

While the vast majority of Illinois respondents regularly use e-books, a majority of respondents currently values the maintenance of the print collection. When asked about the role of e-books in five years, Illinois mirrors the national average, which shows an ever-increasing perception that e-books will be widely adopted in the future.

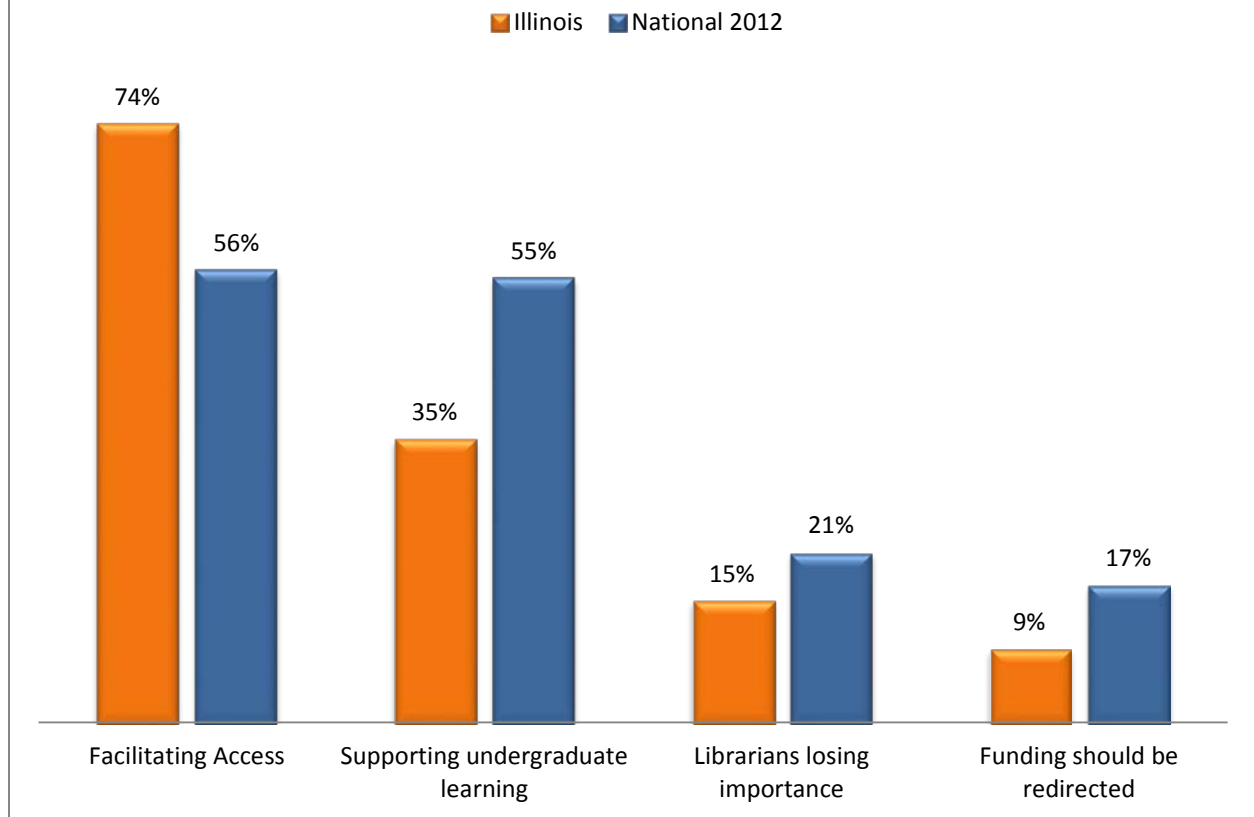


How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?

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

Notes on interpreting results: Respondents were asked to use a 10-point scale (e.g. “10” equals “Extremely important”). For this summary we have grouped responses 8,9 and 10 together and characterized as “strong” which is also the method used by the Ithaka S+R National Faculty Survey and other local survey pilots such as Texas A&M.

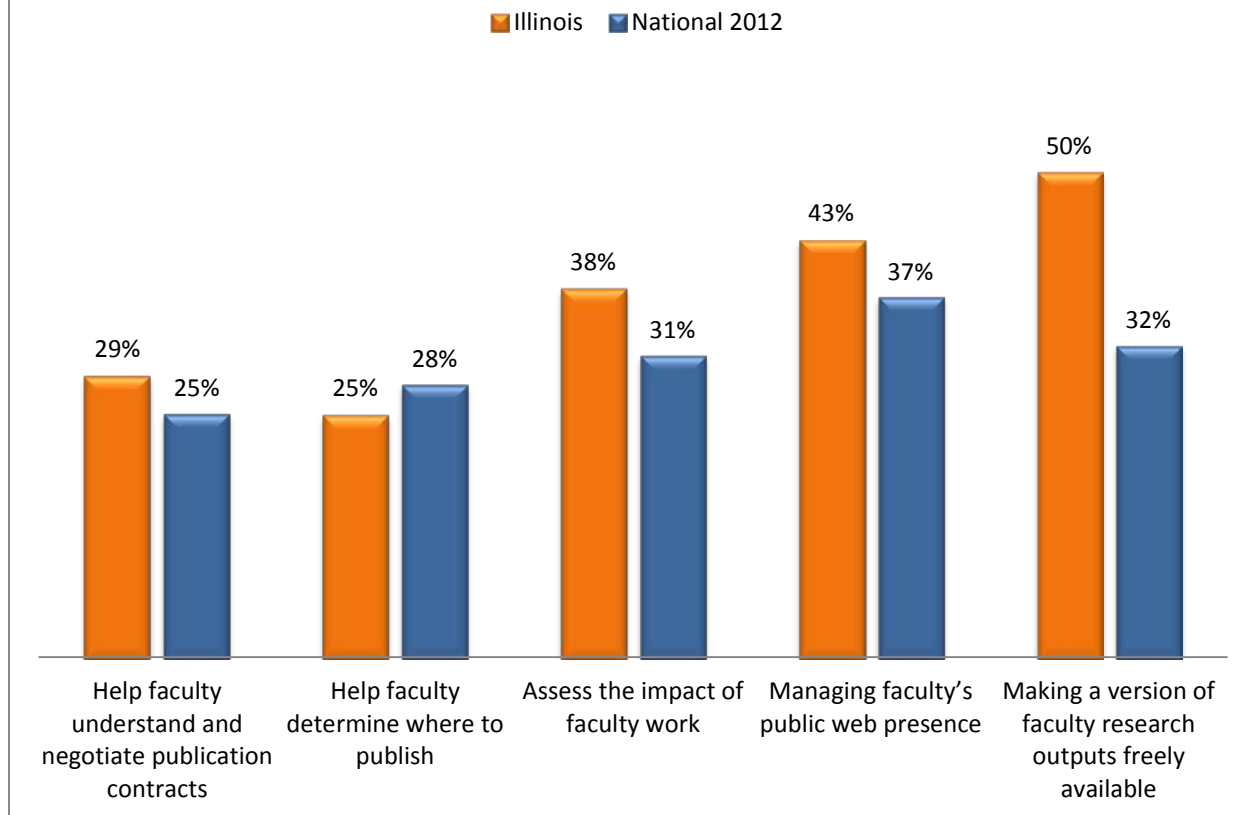
Figure 2: Institutional Responsibilities



Please indicate how well each statement below describes your point of view:

- 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 students learning by helping students to develop research skills and find, access, and make use of needed materials
- Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs
- Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important

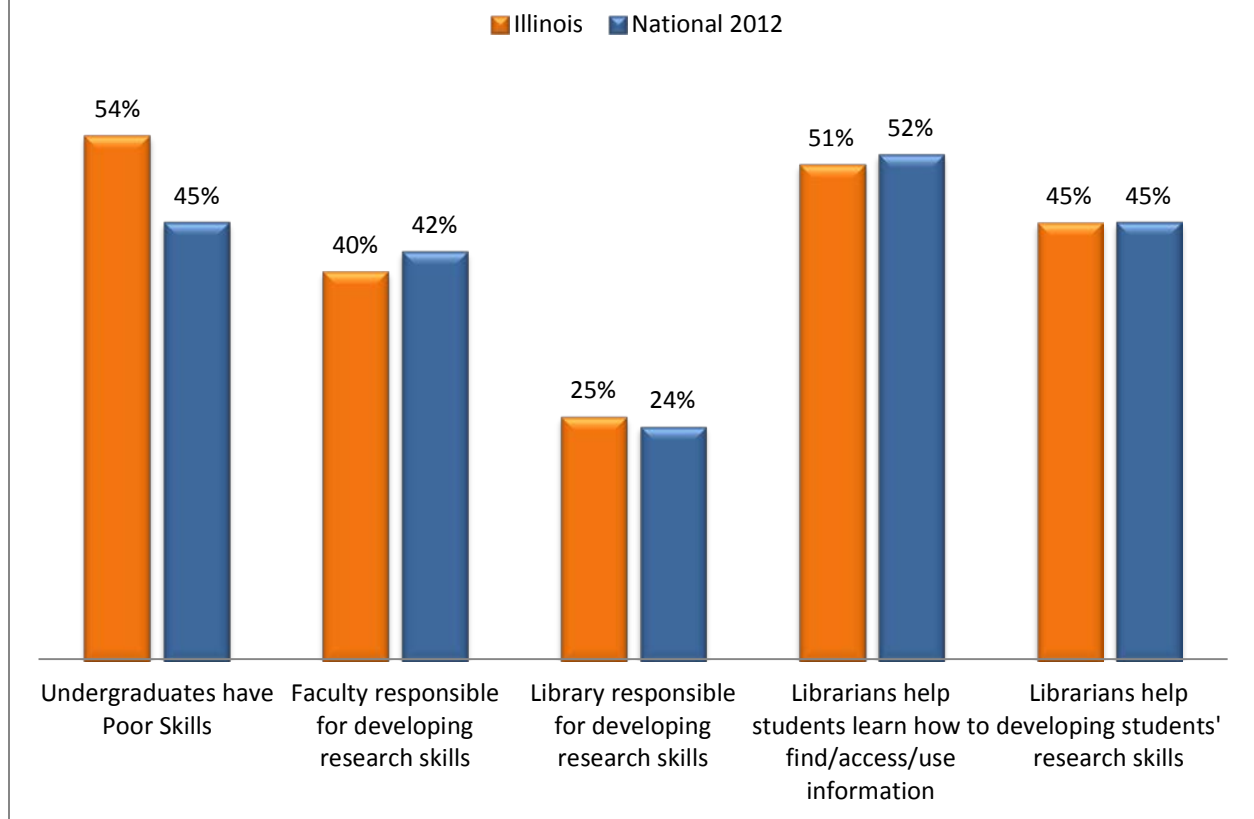
Figure 3: Research Support Services



How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you?

- Helping me understand and negotiate favorable publication contracts
- Helping me determine where to publish a given work to maximize its impact
- Helping me to assess the impact of my work following its publication
- 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
- Making a version of my research outputs freely available online in addition to the formally published version

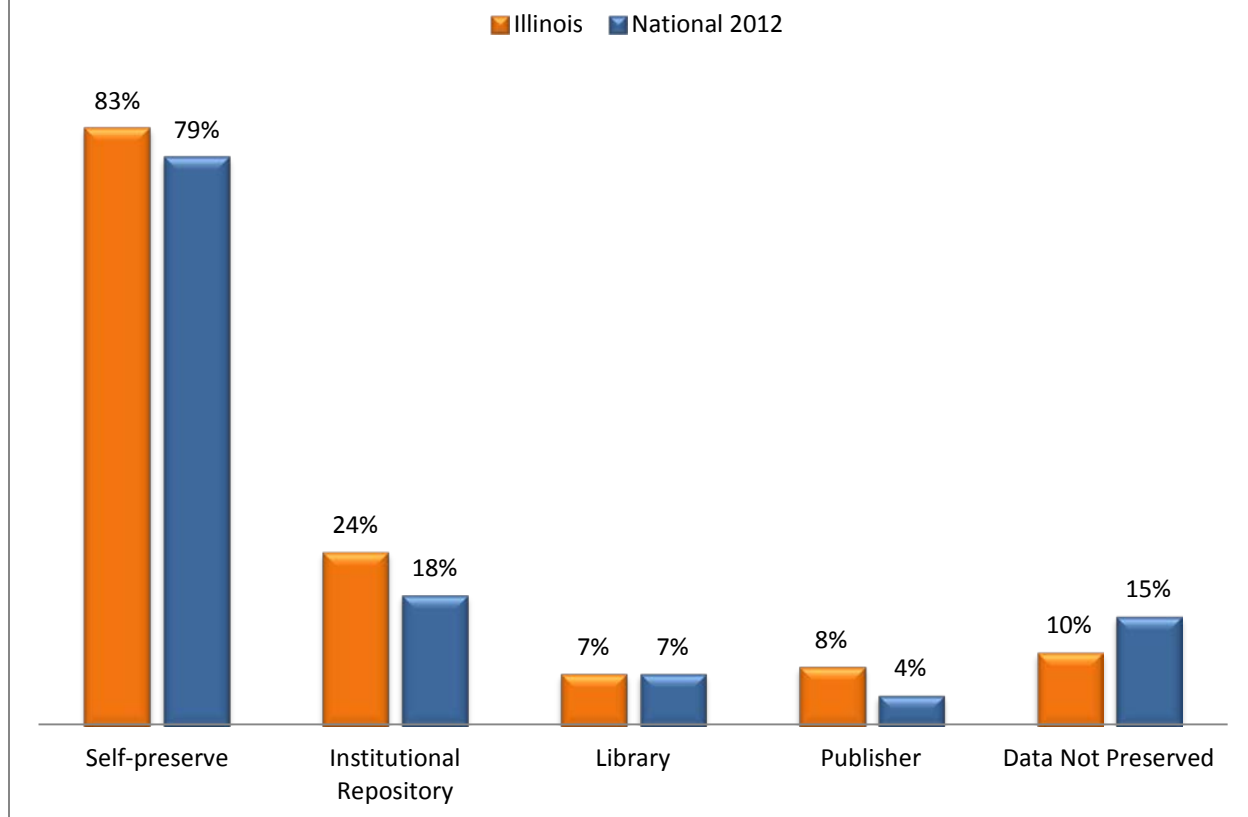
Figure 4: Undergraduate Research Skills



Please indicate how well each statement below describes your point of view:

- 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 principally my academic library's responsibility
- 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 primary sources in their coursework
- Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills

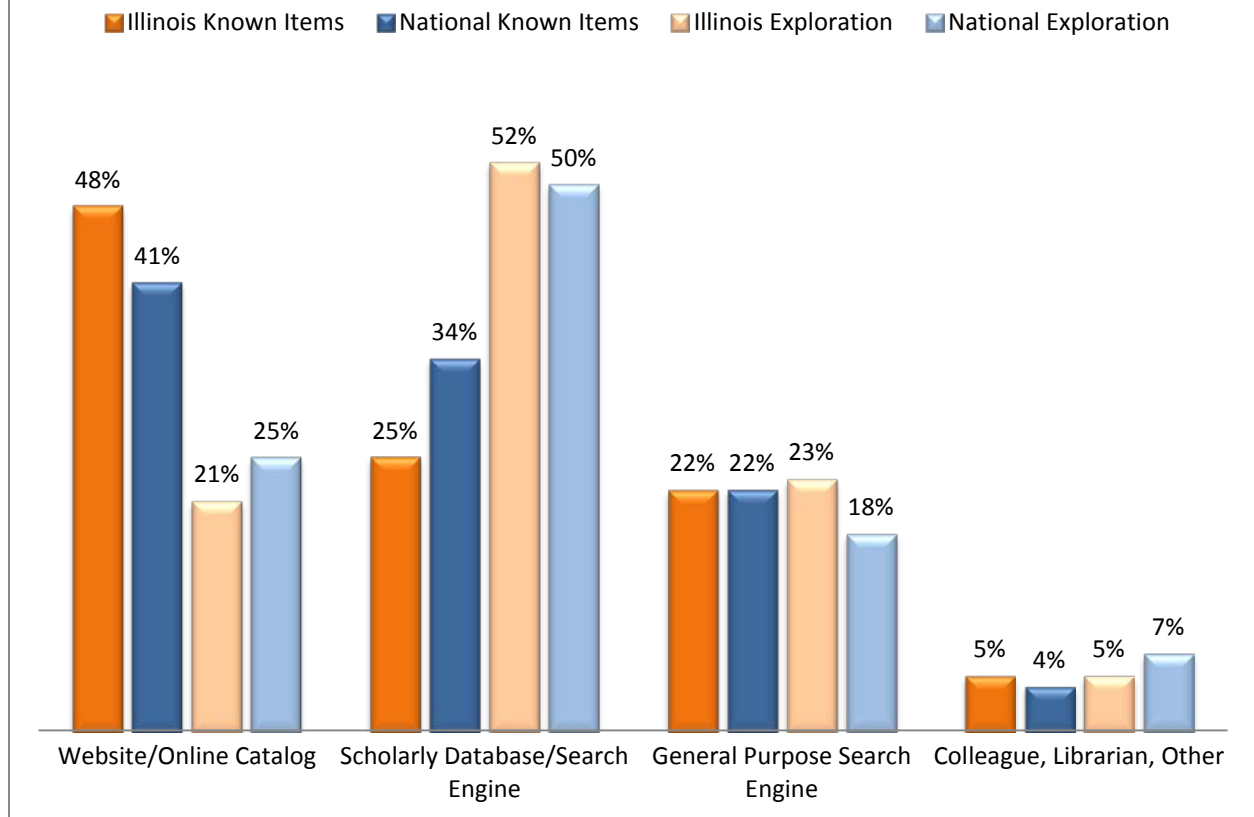
Figure 5: Research Data Management Venues



In the course of your research, you may build collections of scientific, qualitative, quantitative, or primary source research data. If these collections of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

- 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

Figure 6: Discovery: Known-Items vs. Exploration

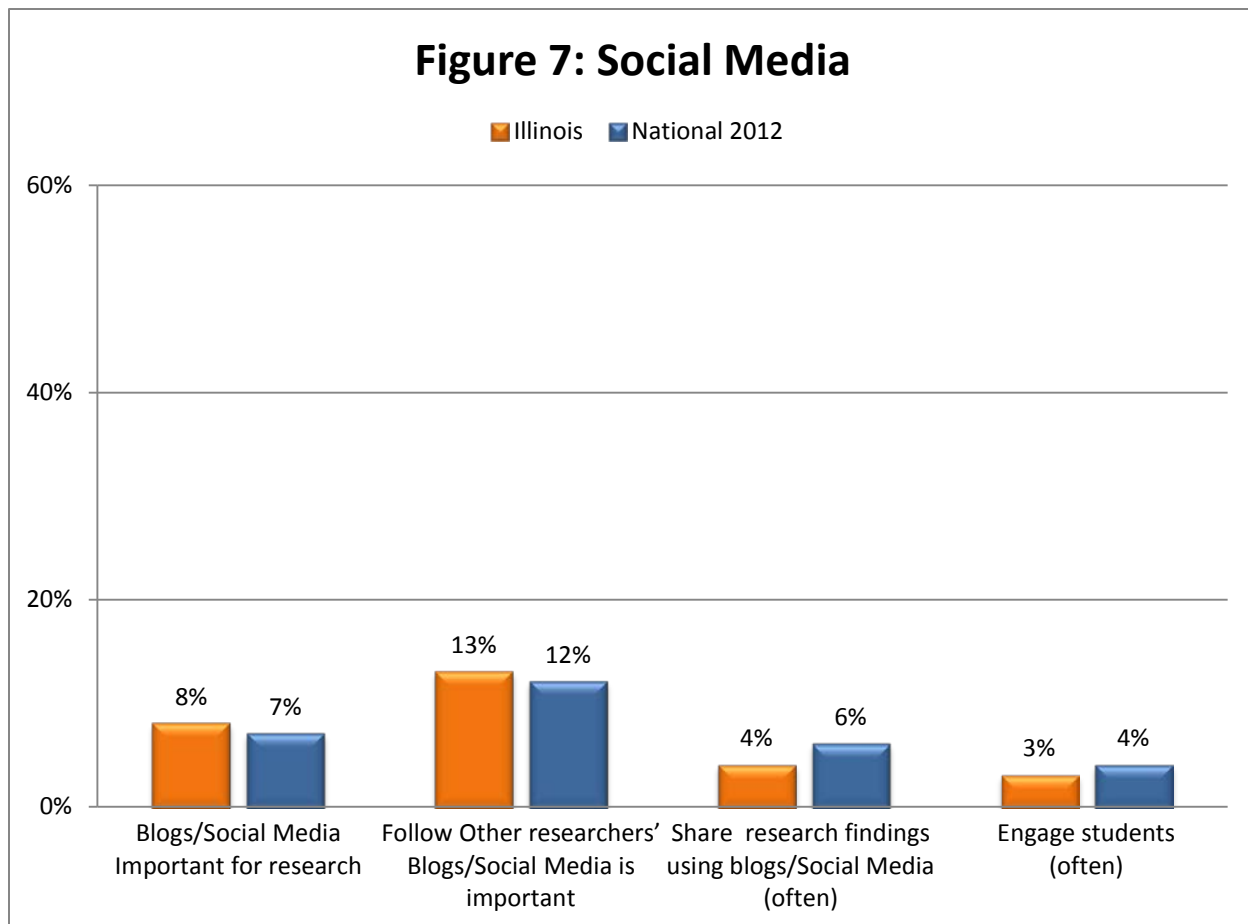


When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process?

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

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?

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



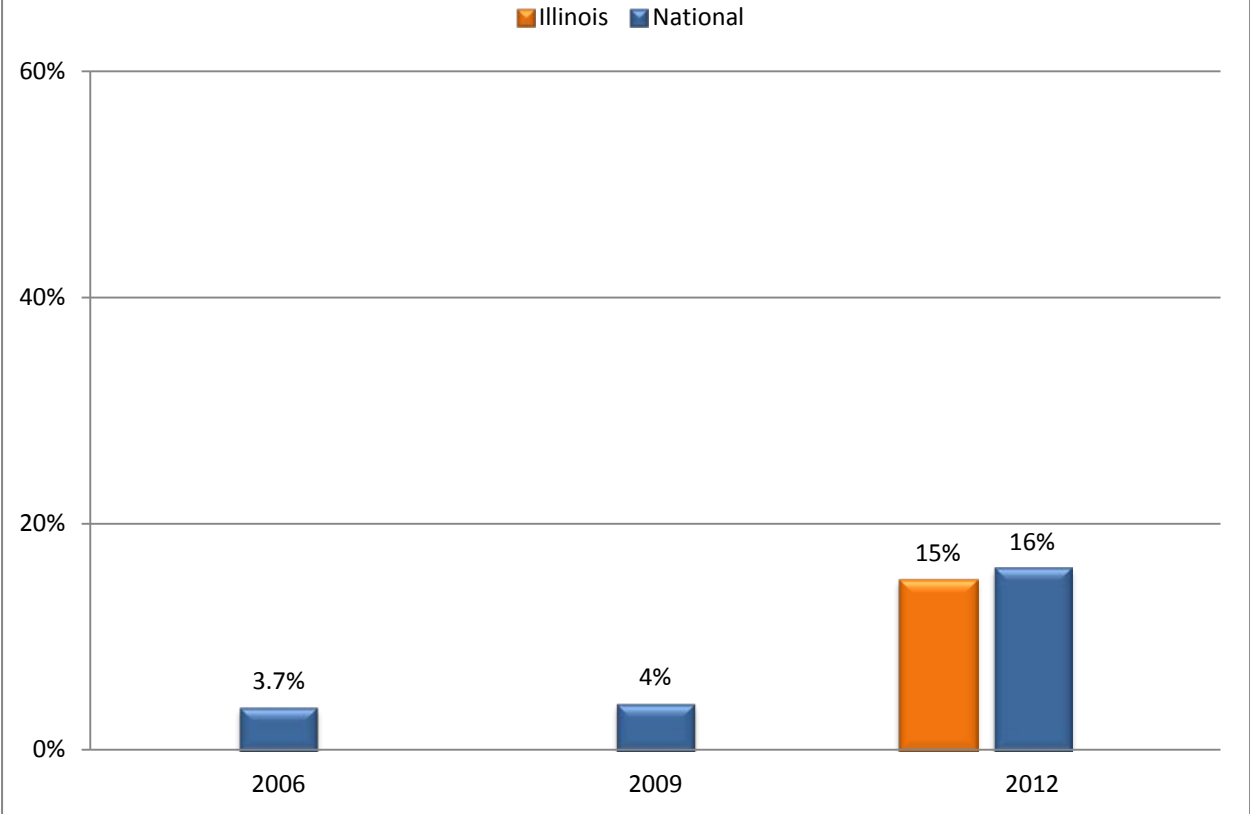
Scholars draw on a variety of different **types of scholarly materials in their research**. How important to your research is each of the following types of materials **[Blogs/Social Media]**?

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 how important each of the following methods **[Following other researchers through blogs/social media]** is for staying current with new scholarship in your field.

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 **[Blogs or social media]** in the past five years – often, occasionally, rarely, or never, for each item.

In your undergraduate teaching, you may have had the opportunity to introduce new pedagogies or approaches that take advantage of the opportunities offered by digital technology to change how you impart knowledge to your students, assign readings and coursework, and evaluate your students. How often do you do each of the following **[Social media to keep in touch with your students]** in your undergraduate teaching?

Figure 8: 5-year e-Book Prevalance



Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books. Percent of respondents agreeing strongly.