Ithaka S+R US Library Survey 2013

Roger C. Shonfeld

Ithaka S+R

Follow this and additional works at: http://academicworks.cuny.edu/ols_proceedings_lac

Part of the Library and Information Science Commons

Recommended Citation
http://academicworks.cuny.edu/ols_proceedings_lac/13

This is brought to you for free and open access by the Conference Proceedings at CUNY Academic Works. It has been accepted for inclusion in CUNY Library Assessment Conference by an authorized administrator of CUNY Academic Works. For more information, please contact AcademicWorks@cuny.edu.
US LIBRARY SURVEY 2013

Roger C. Schonfeld
@rschon

June 6, 2014
EVIDENCE FOR PLANNING AND STRATEGY

*Ithaka S+R Faculty Survey: five triennial cycles of national needs tracking.*

*Ithaka S+R Library Survey: two triennial cycles tracking strategic change.*

*Qualitative studies of research practices and support needs by discipline:*
  » Supporting the Changing Research Practices of Historians
  » Supporting the Changing Research Practices of Chemists
  » Supporting the Changing Research Practices of Art Historians

*Local Surveys of students, faculty members, and soon librarians, help colleges and universities plan for and manage change.*
ADVISORY COMMITTEE

» Larry P. Alford, Chief Librarian, University of Toronto Libraries

» Joseph S. Meisel, Deputy Provost, Brown University

» Jenica P. Rogers, Director of Libraries, SUNY Potsdam

» Charles Thomas, Executive Director, University System of Maryland and Affiliated Institutions
Population included library deans and directors at US higher education institutions granting a bachelor’s degree or higher.

In October 2013, 1,508 library deans and directors were invited and then reminded to participate via email.

By November, 499 responses were received.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Responses</th>
<th>Number of Institutions Invited</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>186</td>
<td>612</td>
<td>30.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>190</td>
<td>620</td>
<td>30.6%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>123</td>
<td>276</td>
<td>44.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>499</strong></td>
<td><strong>1508</strong></td>
<td><strong>33.1%</strong></td>
</tr>
</tbody>
</table>
1. Should research libraries transition to e-only acquisitions for books?
2. Is there a sustainable role for the library in support of discovery?
3. Should libraries move from collections-centric to engagement-centered models – and can they?
4. How can more libraries identify a “well-developed strategy to meet changing user needs”?
BOOKS
“Electronic versions of scholarly monographs play an important role in the research and teaching of faculty members at my institution.”

Percentage of respondents who strongly agree, over time, compared with the percentage of Faculty Survey respondents who agreed with a similar statement.
“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.”

Percentage of respondents who strongly agreed, over time, compared with the percentage of Faculty Survey respondents who strongly agreed with the same statement.
“What percentage of your print book collection has your library de-accessioned because you have access to those books in an electronic format?”
1. Should research libraries transition to e-only acquisitions for books?
2. Is there a sustainable role for the library in support of discovery?
3. Should libraries move from collections-centric to engagement-centered models – and can they?
4. How can more libraries identify a “well-developed strategy to meet changing user needs”? 
“It is strategically important that my library be seen by its users as the first place they go to discover scholarly content.”

Percentage of respondents who strongly agreed, over time.
“My library is always the best place for researchers at my institution to start their search for scholarly information.”

Percentage of respondents who strongly agreed.
The bar chart represents data from the Ithaka S+R US Library Survey 2013. The x-axis indicates different levels of academic attainment: Baccalaureate, Masters, and Doctoral. The y-axis shows the percentage, ranging from 0% to 100%. The chart indicates that the percentage of libraries with certain services or resources increases from Baccalaureate to Masters to Doctoral levels. 

Source: Ithaka S+R US Library Survey 2013
“Has your library implemented an index-based discovery service such as EBSCO Discovery Service, Primo, Summon, or WorldCat Local?”
Source: Ithaka S+R US Library Survey 2013
“To what extent do you think that your index-based discovery service has made your users’ discovery experience better or worse in each of the following areas?”

Includes only respondents at institutions that have implemented discovery services.
1. Should research libraries transition to e-only acquisitions for books?
2. Is there a sustainable role for the library in support of discovery?
3. Should libraries move from collections-centric to engagement-centered models – and can they?
4. How can more libraries identify a “well-developed strategy to meet changing user needs”?
FROM COLLECTIONS TOWARDS ENGAGEMENT
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.”
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important.

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. Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs.
1. Should research libraries transition to e-only acquisitions for books?
2. Is there a sustainable role for the library in support of discovery?
3. Should libraries move from collections- towards engagement-centric models – and can they?
4. How can more libraries identify a “well-developed strategy to meet changing user needs”?
EVIDENCE-DRIVEN DECISION-MAKING
“My library has a well-developed strategy to meet changing user needs and research habits.”

Percentage of respondents who strongly agreed, over time.
An effective process ensures that a strong decision can be made on the right question.

Processes

- Determine the appropriate question
- Incorporate the appropriate set of stakeholders
- Develop the decision path and an interpretation plan
- Gather and analyze the right data
- Make decisions that balance the risks of action and inaction.
WHAT TO MEASURE

Some possibilities
» Collections usage beyond COUNTER
» Environmental scans of changes in higher education
» Research, teaching, and learning practices and associated needs
» Market share?
STRUCTURE AND CULTURE

» Top down vs. inclusive
» The roles of the data people
» Organizational structure
» Sharing and reusing data

Every library has its own decision-making culture, but data must be allowed to take on a life of their own.
1. Should research libraries transition to e-only acquisitions for books?
2. Is there a sustainable role for the library in support of discovery?
3. Should libraries move from collections-centric to engagement-centered models – and can they?
4. How can more libraries identify a “well-developed strategy to meet changing user needs”?
QUESTIONS AND DISCUSSION

Roger Schonfeld
@rschon
rcs@ithaka.org

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