ITHAKA R+S FACULTY SURVEY: PITT RESULTS

Survey conducted in March/April 2015

Prepared by ULS Assessment Unit
December 2015
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## Demographics 1

<table>
<thead>
<tr>
<th>Respondents by Academic Field</th>
<th>Humanities</th>
<th>Social Science</th>
<th>Sciences</th>
<th>Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>168</td>
<td>185</td>
<td>154</td>
<td>338</td>
<td>845</td>
</tr>
<tr>
<td>Percentage</td>
<td>19.9</td>
<td>21.9</td>
<td>18.2</td>
<td>40.0</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents by Years in Field</th>
<th>0-10</th>
<th>11-20</th>
<th>20+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>182</td>
<td>287</td>
<td>444</td>
<td>913</td>
</tr>
<tr>
<td>Percentage</td>
<td>19.9</td>
<td>31.4</td>
<td>48.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents by Title</th>
<th>Professor</th>
<th>Assoc. Prof.</th>
<th>Assist. Prof.</th>
<th>Adjunct Prof.</th>
<th>Other</th>
<th>Total</th>
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<tbody>
<tr>
<td>Number</td>
<td>229</td>
<td>195</td>
<td>209</td>
<td>69</td>
<td>60</td>
<td>916</td>
</tr>
<tr>
<td>Percentage</td>
<td>25.0</td>
<td>21.3</td>
<td>22.8</td>
<td>7.5</td>
<td>6.6</td>
<td>100</td>
</tr>
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</table>
## Demographics 2

### Respondents by Years in Field/Field

<table>
<thead>
<tr>
<th>Years in Field/Field</th>
<th>0-10</th>
<th>11-20</th>
<th>20+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>31</td>
<td>58</td>
<td>69</td>
<td>158</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>36</td>
<td>46</td>
<td>82</td>
<td>164</td>
</tr>
<tr>
<td>Sciences</td>
<td>42</td>
<td>53</td>
<td>93</td>
<td>188</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>157</td>
<td>244</td>
<td>510</td>
</tr>
</tbody>
</table>

### Respondents by research/teaching orientation

<table>
<thead>
<tr>
<th>Research/teaching orientation</th>
<th>More research</th>
<th>Equal</th>
<th>More teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>427</td>
<td>248</td>
<td>238</td>
<td>913</td>
</tr>
<tr>
<td>Percentage</td>
<td>46.8</td>
<td>27.2</td>
<td>26.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Method

• Where available, Pitt data is compared to that US national peer institutions (R1) baseline.
• US national peer institutions (R1) baseline data is only available for the entire population (no comparisons by characteristics, e.g. academic field or academic age are possible)
• Pitt-only analyses are shown by academic field (humanities, social sciences and sciences) and academic age
• Pitt-only analyses exclude respondents in Health sciences fields
Summary of findings

• Pitt respondents rely and value library services to a greater extend that the US national baseline
• Pitt respondents are less likely than baseline institutions to agree that role of library is diminishing due to more online availability of resources
• Pitt respondents value library’s contribution to all aspects of their work: research and teaching
• While Pitt respondents do not envisage significant changes to their use of library in the next three years, there are clear areas of opportunities where library can contribute. These include increasing need for support in instruction design, research skills training for students, use of digital repositories for curating research outputs.
• Pitt respondents report the importance of print monographs to be less than that of the national baseline institutions while they find blogs of more importance than the baseline.
ROLE OF THE LIBRARY
Role of the library

How dependent would you say you are on your college or university library for research you conduct? Please rate from 10 to 1 where 10 equals "Completely dependent" and 1 equals "Not at all dependent."

<table>
<thead>
<tr>
<th>Percentage of responses</th>
<th>Completely dependent (8-10)</th>
<th>Somewhat dependent (4-7)</th>
<th>Not at all dependent (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitt (N=841)</td>
<td>65%</td>
<td>23%</td>
<td>12%</td>
</tr>
<tr>
<td>US National Peer Institutions (N=1,371)</td>
<td>48%</td>
<td>31%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Mean values

<table>
<thead>
<tr>
<th>Years in Discipline</th>
<th>0-10</th>
<th>11-20</th>
<th>21+</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>8.7</td>
<td>7.7</td>
<td>8.1</td>
<td>8.2</td>
</tr>
<tr>
<td>Sciences</td>
<td>6.0</td>
<td>7.0</td>
<td>7.3</td>
<td>6.8</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6.5</td>
<td>8.0</td>
<td>7.0</td>
<td>7.2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>7.0</td>
<td>7.7</td>
<td>7.4</td>
<td></td>
</tr>
</tbody>
</table>
Role of the Library

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 serves as a starting point or "gateway" for locating information for my research
- The library pays for resources I need, from academic journals to books to electronic databases
- The library serves as a repository of resources - in other words, it archives, preserves, and keeps tracks of resources
- 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

*Percent of respondents rating each item as “extremely important” (5-6 on a 6-point scale)
Role of the library

- ROL2: 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? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." (X axis: Academic Age of Respondents; Y axis: scale)

1. The library serves as a starting point or "gateway" for locating information for my research
2. The library provides access to resources I need, from academic journals to books to electronic databases to archives
3. The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources
Role of the library

- ROL2: 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? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." (X axis: Academic Age of Respondents; Y axis: scale)
Role of the library: digital services

- ROL3: Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? Please use the scales below to rate from 6 to 1, where 6 equals "Extremely important" and 1 equals "Not at all important." (N=544)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Extremely important (5-6)</th>
<th>Somewhat important (3-4)</th>
<th>Not at all important (1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitt (N=905)</td>
<td>43%</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>US National Peer Institutions (N=1372)</td>
<td>39%</td>
<td>32%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Role of the library

Faculty members' views regarding the role of the library and library staff*

- 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
- 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

*Percent of respondents rating each item as representing their viewpoint “extremely well” (8-10 on a 10-point scale)
Role of the library

- ROL4: Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." 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.

1. Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs

2. Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important

3. 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

4. The primary responsibility of my college or university library should be supporting student learning by helping students to develop research skills and find, access, and make use of needed materials
(Research) How frequently, do you …

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Research) How frequently, do you…

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Research) How frequently, do you…

10. Seek specialized research assistance from a subject expert in your field, discipline, or methodology

<table>
<thead>
<tr>
<th>Field</th>
<th>Several times a week</th>
<th>Several times a month</th>
<th>Several times a year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Research) How frequently, do you do the following activities?

1. Access special or rare collections of primary source materials (such as historical documents, images, artifacts, or records)

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Research) How frequently, do you…

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Research) How frequently, do you...

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?

9. Search online for academic literature

11. Use technology or other digital platforms to conduct research
(Teaching) How frequently, do you…

5. Seek assistance with preparing course-related materials, flipping a class, developing an online or hybrid course, or general instructional design

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Teaching) How frequently, do you…

6. Seek assistance with developing students’ research skills

- Social Sciences
- Sciences
- Humanities

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
(Teaching) How frequently, do you...

12. Use technology or other digital platforms to prepare instructional materials for the courses you teach

Over the next 3 years, do you expect your usage of your college or university library’s services for this activity to increase, decrease, or stay about the same as this current academic year?
MATERIAL TYPES
MT1: 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? Rate from 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important”. Data shown for respondents who selected values of 6 and above. (Pitt-baseline comparison)
MT1: 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? Rate from 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important” (Pitt respondents only by discipline)
MT2: Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? (Pitt respondents only by discipline)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Sciences</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Pitt (N=469) 60% 40%
US National Peer Inst. (N=1,505) 55% 45%
MT3: How important to your teaching are each of the following types of primary source collections? Use the scales to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Percent of responses claiming "extremely important or important (Pitt- baseline comparison)"
MT4: How important to your research are each of the following types of primary source collections? Use the scales below to rate from 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important.” Percent of responses claiming “extremely important” (Pitt - baseline comparison across)
DIGITAL RESEARCH ACTIVITIES
Digital Research Activities

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals “Extremely important” and 1 equals “Not at all important.”

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**Computational analysis of text (text mining)**

- Humanities (N=154): 3.07
- Sciences (N=155): 7.30
- Social Sciences (N=172): 6.61

**GIS/mapping of data**

- Humanities (N=154): 2.81
- Sciences (N=156): 3.46
- Social Sciences (N=177): 3.95

**Analysis of quantitative data that you generate in the course of your research**

- Humanities (N=154): 3.07
- Sciences (N=156): 7.30
- Social Sciences (N=175): 6.61
Digital Research Activities

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals “Extremely important” and 1 equals “Not at all important.”

Analysis of pre-existing quantitative data that you do not generate in the course of your research

<table>
<thead>
<tr>
<th></th>
<th>Humanities (N=154)</th>
<th>Sciences (N=155)</th>
<th>Social Sciences (N=174)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.77</td>
<td>5.66</td>
<td>5.80</td>
</tr>
</tbody>
</table>

Writing software or code

<table>
<thead>
<tr>
<th></th>
<th>Humanities (N=154)</th>
<th>Sciences (N=157)</th>
<th>Social Sciences (N=174)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.08</td>
<td>6.38</td>
<td>4.05</td>
</tr>
</tbody>
</table>

Using models or simulations

<table>
<thead>
<tr>
<th></th>
<th>Humanities (N=154)</th>
<th>Sciences (N=155)</th>
<th>Social Sciences (N=177)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.55</td>
<td>7.46</td>
<td>4.72</td>
</tr>
</tbody>
</table>
Digital Research Activities

Select statement which best describes your point of view (percentage of responses by discipline)

I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work

I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work

I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work
Digital Research Activities

What is your level of agreement with these statements (percentage of responses by discipline):

Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing:

- Agree: 25.0, 14.5, 18.5
- Neither agree or disagree: 29.6, 29.0, 29.8
- Disagree: 44.1, 57.2, 52.4

The time it would take to integrate digital research activities and methodologies into my work would not be worth it:

- Agree: 24, 17, 27
- Neither agree or disagree: 38, 41, 28
- Disagree: 39, 43, 45
Digital Research Activities

What is your level of agreement with these statements (percentage of responses by discipline):

I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively:

- Agree: Humanities 36%, Sciences 30%, Social Sciences 42%
- Neither agree nor disagree: Humanities 26%, Sciences 35%, Social Sciences 34%
- Disagree: Humanities 38%, Sciences 35%, Social Sciences 25%

I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals:

- Agree: Humanities 28%, Sciences 24%, Social Sciences 35%
- Neither agree nor disagree: Humanities 30%, Sciences 41%, Social Sciences 36%
- Disagree: Humanities 41%, Sciences 37%, Social Sciences 30%