Welcome

Martha Kyrillidou

Senior Director
ARL Statistics and Service Quality Programs
Association of Research Libraries
Thank You for Joining Us

- Everyone joining the webcast will be muted to cut down on background noise.

- We welcome questions. Please type your questions and ARL staff stand ready to answer them.

- We will invite you to respond to one or more poll questions to inform us and participants about your experiences.

- The webcast will be distributed in about 2 weeks via YouTube.
Introductions

• **Martha Kyrillidou**, Senior Director, Association of Research Libraries

• **Carol Tenopir**, LibValue Lead Principal Investigator and Professor, School of Information Sciences and Director of the Center for Information and Communication Studies, University of Tennessee

• **Rachel Fleming-May**, Assistant Professor, School of Information Sciences, University of Tennessee
Goals

• Become familiar with the LibValue Project
• Understand various types of value of scholarly collections to faculty
• Differentiate value of books and journals in research and teaching
• Learn about findings from instructor survey at two institutions
LibValue Webcasts 2013

- Feb 14: LibValue: Undergraduate Student Success
- Mar 21: LibValue: Library Commons Spaces
- Apr 18: LibValue: Books and E-books
- May 9: LibValue: Comprehensive Approaches to Defining Library Value

- **Jun 13: LibValue: Success in Teaching & Research**
- Aug 15: LibValue: Digitized Special Collections
Multiple institutions using multiple methods to measure multiple values for multiple stakeholders
StatsQUAL®

A gateway to library assessment tools that describe the role, character, and impact of physical and digital libraries.

ARL Statistics®

ARL Statistics™ is a series of annual publications that describe the collections, expenditures, staffing, and service activities for Association of Research Libraries (ARL) member libraries.

LibQUAL+®

LibQUAL+® is a rigorously tested Web-based survey that libraries use to solicit, track, understand, and act upon users’ opinions of service quality.

ClimateQUAL®

ClimateQUAL®: Organizational Climate and Diversity Assessment is an online survey that measures staff perceptions about: (a) the library's commitment to the principles of diversity, (b) organizational policies and procedures, and (c) staff attitudes.

DigiQUAL®

The DigiQUAL® online survey designed for users of digital libraries that measures reliability and trustworthiness of Web sites. DigiQUAL® is an adaptation of LibQUAL+® in the digital environment.

MINES for Libraries®

Measuring the Impact of Networked Electronic Resources (MINES) is an online transaction-based survey that collects data on the purpose of use of electronic resources and the demographics of users.
Do you have an “e-format preferred” collection policy?

1. Yes, for journals
2. Yes, for books
3. Yes, for both journals and books
4. No, but we’re considering it
5. No plans at this time
Value of Scholarly Reading

Carol Tenopir
LibValue Lead Principal Investigator
Professor, School of Information Sciences and Director of the Center for Information and Communication Studies, University of Tennessee
Reading and scholarship surveys (Tenopir & King, 1977-present)

- Amount and patterns of scholarly reading
- Purpose, outcome, and value from scholarly reading
- Differences by discipline, status, or age of reader
- Recent studies in Australia, UK and US
- Details on how and where readings are discovered, obtained, and used and format of reading by focusing on critical incident of last reading

- LibValue focuses on library-provided materials
The following questions in this section refer to the **SCHOLARLY ARTICLE YOU READ MOST RECENTLY**, even if you had read it previously. Note that this last reading may not be typical, but will help us establish the range of patterns in reading.
The following questions in this section refer to the **BOOK FROM WHICH YOU READ MOST RECENTLY**, even if you had read it previously. Note that this last reading may not be typical, but will help us establish the range of patterns in reading.
The following questions in this section refer to the OTHER PUBLICATION YOU READ MOST RECENTLY, even if you had read it previously. Note that this last reading may not be typical, but will help us establish the range of patterns in reading.
Five Conclusions:
1. Academics read a lot.
Average readings by faculty members in the U.S. per month

- Article: 21
- Book: 7
- Other Publication: 10

n=837, 5 US institutions, January 2013
Readings differ by discipline

- Sciences
  - Articles: 26
  - Books: 5
  - Other Publications: 10

- Medical Sciences
  - Articles: 22
  - Books: 5
  - Other Publications: 9

- Engineering/technology/math
  - Articles: 19
  - Books: 5
  - Other Publications: 11

- Social Sciences
  - Articles: 21
  - Books: 14
  - Other Publications: 10

n=837, 5 US institutions, 2012
Average monthly reading by Undergraduates, Graduates, & Faculty in the U.S.

- **Article**
  - Faculty: 21 pages
  - Graduates: 29 pages
  - Undergraduates: 15 pages

- **Book**
  - Faculty: 7 books
  - Graduates: 6 books
  - Undergraduates: 6 books

n=837 faculty, 5 US universities, 2012
n=1239 graduates, 4 US universities, 2012
n=800 undergraduates, 3 US universities, 2012
2. Scholarly readings are essential to academic work.
Principal purpose of article readings by faculty in the US

- Research & Writing: 59%
- Teaching: 21%
- Current Awareness / Education: 14%
- Others: 6%

n=837 faculty, 5 US universities, 2012
Readings for research/writing and readings for teaching are

- Read longer
- Ranked more highly valuable to purpose
- Most likely to come from the library

Readings for research or writing are also...

- Read with greater care
1. Added to my knowledge
2. Inspired new ideas
3. Improved the results of my work
4. Changed/narrowed/broadened my focus

“I read and cite scholarly articles in my work to report on work that is related to my work, that either supports my thinking or makes me question assumptions.”

US: n=605; 5 universities, 2012
3. E-journal collections and libraries are making a difference.
Where did you obtain the article?

- **2005**
  - Library: 56%
  - Personal: 28%
  - Web: 6%
  - Colleague: 6%
  - Other: 4%

- **2012**
  - Library: 55%
  - Personal: 15%
  - Web: 13%
  - Colleague: 7%
  - Other: 10%

n=1102, 5 US universities, 2005
n=837, 5 US universities, 2012
Just because they read from library collections (library collections only) ...

- Home: 30%
- Office, Lab: 66%
- Library: 2%
- Travelling: 1%
- Other: 1%

n=327, 5 US universities, 2012
Did you obtain the article from a print or electronic source?

2005

- E: 54%
- Print: 46%

2012

- E: 79%
- Print: 21%

n=1102, 5 US universities, 2005
n=837, 5 US universities, 2012
Format of last article reading

2005
- On screen: 18%
- Print: 82%

n=1062

2012
- On screen: 50%
- Print: 48%
- Other: 2%

n=594
For some resources, if they were not available through the university library, I would not know where to get them.

I read everyday for my research. Poor access was the main reason I left my previous institution. I think academic positions in institutions with poor access are an exercise in futility.

The journal collection at my institution is excellent; scholarship is all the richer for the contribution for easy access to journals and print publications.
[journals] remain central to what I produce and what I consume. However, I find myself looking at blogs more.

I don’t think people actually read journal articles as much as conference proceedings. They are too long and too out of date...They are just citation fodder.

...there are many sources that are vitally important that are neither online nor in the collection, necessitating the ILL process. It’s better than nothing, but takes a lot of time. Frankly, I turn to purchasing many out-of-print books.
4. Book readings are different from article readings.
The library is the source of articles for faculty, not necessarily books.

- Article Reading: 55
- Book Reading: 28
- Other Publication Reading: 9

n=609 (articles); n=503 (books); n=427 (other)
5 US universities, 2012
Percent of readings from e-books

- **Purchased**: 96% (Print AU), 5% (Electronic AU), 4% (Print US), 0% (Electronic US)
- **Library**: 81% (Print AU), 4% (Electronic AU), 27% (Print US), 10% (Electronic US)
- **Colleague**: 73% (Print AU), 90% (Electronic AU), 27% (Print US), 10% (Electronic US)
- **Publisher**: 100% (Print AU), 8% (Electronic AU), 0% (Print US), 8% (Electronic US)
- **Other**: 75% (Print AU), 46% (Electronic AU), 25% (Print US), 54% (Electronic US)

n=458, 5 US universities, January 2013
N=83, 2 AU universities, 2012
5. Successful academics read more.
Academics who publish more read more articles

- Articles: 17, 25, 29
- Books: 4, 8, 6
- Other Publications: 6, 11, 8

Pub 0-2, Pub 3-10, Pub >10

n=837, 5 US universities, 2012
In last 2 years:

Has published three or more items.

- Reads more articles
- Spends more time per reading
- Uses the library for articles
- Gets books from both the library and purchases
- Obtains other publications from the Internet
- Occasionally participates in and creates social media content
Moving forward ...

- Will e-books change scholarly reading?
- How does Open Access change the value of the library?
- How do mobile devices change reading?
- What features/systems/collections provide the most value to users?
Academic Libraries’ Support for Teaching

Rachel Fleming-May
Assistant Professor
School of Information Sciences
University of Tennessee
WHAT?

Value of academic library resources & services in support of teaching
### Keywords

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<td>Rate of Return (2)</td>
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<td>Return on emotional investment (1)</td>
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• ...mostly about teaching by librarians, i.e., library instruction.
Determining the Focus of Inquiry:

Institutional Priorities:

- VolVision 2015
- Regional Accreditation Review (Southern Association of Colleges and Schools—SACS)
External Stakeholders: State of TN

- **Faculty members** shall...
  - submit lists of required textbooks and course materials to any on-campus bookstore in a timely manner
  - consider the least costly practices in assigning textbooks and course materials, such as adopting the least expensive edition of a textbook available when educational content is comparable to a more costly edition as determined by the faculty member

- Copies of textbooks shall be made available for student use at no cost through the academic department or through the reserve system of the institution's library; provided, that the textbooks have been furnished at no charge by the publisher for this purpose

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**Code of Tennessee 49-7-141: Minimizing cost of textbooks and course materials**

- The University of Tennessee and the Tennessee Board of Regents policy on minimizing the costs of textbooks and course materials used at public institutions.

- Faculty members shall submit lists of required textbooks and course materials to any on-campus bookstore in a timely manner.

- Consider the least costly practices in assigning textbooks and course materials, such as adopting the least expensive edition of a textbook available when educational content is comparable to a more costly edition as determined by the faculty member.

- Copies of textbooks shall be made available for student use at no cost through the academic department or through the reserve system of the institution's library; provided, that the textbooks have been furnished at no charge by the publisher for this purpose.
...And Federal

Higher Education Opportunity Act Regulations
How? Survey:

- All UTK Constituents with instructional responsibilities:
  - Tenured/tenure-track faculty
  - “Clinical” faculty
  - Part-time faculty
  - GTA’s
  - Administrators (e.g., Dean of Students’ Office)

- Support provided by UTK Libraries
- Materials used for teaching support, whether or not provided by UTK Libraries
  - Readings, etc., for students, print, electronic, other formats
  - Reading to support own pedagogical development
As a result of using the Libraries' services, collections, or facilities, do you feel that your teaching has improved in any of these ways?

- The readings I assign are more up-to-date and/or varied
  - True or Somewhat True: 70%

- I read more/more widely to prepare for teaching
  - True/Somewhat True: 63%

- My assignments are more creative
  - True/Somewhat True: 48%
Has your approach to identifying readings for your classes changed in the past 3-5 years?

Respondents said they are more likely to

– search or browse subscription databases for readings
  • True/ Somewhat True : 59%

– browse electronic journals to identify readings for my students
  • True/ Somewhat True : 66%

...but they are less likely to

– browse print journals to identify course readings.
  • True/ Somewhat True: 50%
  • (Only 7% more likely to browse print journals)
Has your approach to collecting and distributing readings for your classes changed in the past 3-5 years?

- I require my students to purchase fewer printed textbooks.
  - True or Somewhat True: 34%

- I require my students to purchase fewer course packets or printed materials.
  - True or Somewhat True: 31%
  - N/A 44%
“O.k., what would this survey look like at a non-ARL library?”

- 29,934 FTE Enrollment
- RU/VH: Research Universities (very high research activity)
- Eleven Colleges
- 12,924 FTE
- Master's L: Master's Colleges and Universities (larger programs)
- Five Colleges
Services: I have asked a librarian to...
Collections: I have used...to support my teaching

- Journals: 67%
- Books: 53.4%
- Librarian-created online guide: 36.3%
- N/A: 17%

UTK and UNC-W data comparison.
I save...

- paper and ink
- paper because I do not make as many copies as I used to.
- Money and paper formerly expended on printing/photocopying.
- Time!
- Time: I can access services from home so do not need to travel to campus. Can work by my own schedule
- time in terms of accessing readings on timely topics
- time!!!!
Successes!

• “The primary way I [save money] is by using electronic sources rather than making paper copies...I know in terms of my own work it is at least 50 dollars a year in savings, and I would guess is greater than that if you include all the readings that I now provide electronically rather than in paper format. That savings doesn't include the many, many hours of my time it saves not making copies of supplemental readings that I use fairly regularly in all my classes.”

• “Access to electronic journals invaluable in working with and teaching of graduate students.”
• “Saving on text book purchases where much of the material is not relevant. This allows me to tailor the course material and focus the topics more clearly.”

• “Electronic copies of articles reduce clutter and paper usage in the department.”

• “The Library is a resource - without it there would be chaos in teaching at this university.”
“We need clear help with proper citations, especially for images. I am confused about faculty access to image data bases too.”

“The level of difficulty of the materials at the library is much more advanced than the subjects I teach.”

“I teach primarily doctoral students. If they need advice about the library they won't make it through the program.”
How Much Money Saved/Semester?

UTK:

- $50 or less
- $51-100
- $101-200
- $201-500
- $501-800
- $801-1000
- $1001 or more
- I do not save money.

UNCW:
In a typical semester, I save time by using the library to support my teaching.

UTK:  
- 5 hours or less
- 6-10 hours
- 11-15 hours
- 16 hours or more
- I do not save time.

UNCW:
- 5 hours or less
- 6-10 hours
- 11-15 hours
- 16 hours or more
- I do not save time.
“I was unaware that the library...

...had this [type of material] in its collection.”

...offered these services.”

...offered these facilities.”
• “I am embarrassed that I don't utilize the library more. It's going to be on my list of self-improvements for the coming semesters. I did not realize the extent of services available through the library.”

• “Just never thought about [using the library services to support teaching] - especially with distance education.”
“Would you like to learn more about what the UTK/UNCW Libraries have to offer?”
Caveats:

- Pre-test, pilot, and pre-test some more!
- Be prepared for “backseat driving” about the instrument itself.
- Identify a comprehensive distribution strategy
- Secure SUPPORT
Wrap-Up

Martha Kyrillidou

Senior Director
ARL Statistics and Service
Quality Programs
Association of Research Libraries
How much money do you estimate you save each faculty member per semester on average?

1. $50+ per instructional faculty
2. $100+ per instructional faculty
3. $200+ per instructional faculty
4. $500+ per instructional faculty
5. $800+ per instructional faculty
6. $1,000+ per instructional faculty
7. Do not save them any money
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THANK YOU