

Ithaka S+R Victoria University of Wellington Faculty Survey 2018

Overview of survey findings

Preamble

The Ithaka S+R Faculty Survey has been regularly undertaken in US universities since 2000 and the survey has also been held in Canada, Australia, UK and Singapore. In Q2 2018, the Survey was distributed to faculty members in New Zealand universities, except for Auckland and AUT (to be held early 2019). The questions were not changed, except when necessary to reflect the NZ context, to ensure comparison across countries. In October 2018, CONZUL members, including Auckland and AUT, will be attending a one-day Ithaka workshop to discuss findings at national and international level and to consider the opportunities and challenges for NZ academic libraries.

Local Victoria University of Wellington survey

The Victoria University of Wellington implementation of the Survey was launched on May 1st, 2018, and was closed to new responses on June 1st, 2018. 1,397 faculty members received an email invitation, 454 respondents clicked the survey link with 356 respondents completing the survey, giving an overall response rate of about 25%. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviours and needs; faculty members' perceptions of students' research skills; and the role of the library in supporting faculty members' needs. The *Report of Findings* (excluding demographic questions) is now available from the Library's website.

Opportunities for the Library

The over-arching theme from the survey results is that faculty members have a wide variety of practices, needs and preferences when using the Library's resources and services. As with many surveys, responses require some further thought, however, it is reassuring that faculty members do think that the Library is important. The survey results suggest some areas for the Library to consider:

- Develop strategies for promoting and encouraging greater understanding and use of the University's institutional repository and other options for open access publishing
- Develop greater understanding about the content/texts that faculty members choose in order to assist with selection options for the curriculum
- Work with faculty members to develop deeper understanding of the publishing lifecycle, and publishing models, formats and tools in order to:
 - optimise the use of Library resources
 - maximise visibility and engagement of scholarly research output
- Determine the Library's role in managing and preserving research data
- Work with faculty members to develop sustainable and scalable options for improving undergraduate and postgraduate research skills and using scholarly texts
- Continue to develop services to optimise access and use of the Library
- Continue to develop strategies for connecting print and electronic resources

Below are summary highlights from the results (far more detail is provided in the Report)

Faculty members have a variety of ways of researching and keeping up-to-date with current scholarship

- Faculty members usually start research from general search engines (eg Google Scholar), the Library's catalogue or specialist databases. Rarely is the starting point from the physical library
- Following work of key scholars and being aware of new content is important in keeping up-to-date with current scholarship

Electronic journals, and electronic and print scholarly monographs are important for research and teaching

- Faculty members are comfortable with electronic only journals
- Print and electronic scholarly monographs are very important
- Print monographs are used for reading in depth and comparing treatments of ideas

Faculty members rely on a variety of sources for journal articles and scholarly monographs used for research and teaching

- The Library's collections are the most important sources for research and teaching
- Personal collections/subscriptions and material freely available are also important
- Faculty members don't give up if they can't get what they want from the Library
- When planning undergraduate courses, most prefer to use library resources
- There is little engagement with the Library in selecting material for course reading lists

Developing students' research skills

- Improving undergraduate and postgraduate research and critical thinking skills is an important educational goal for faculty members' teaching
- The Library contributes to students' learning by helping them to find, access and make use of resources
- Faculty members are generally unaware if students interact with librarians in their study and research

Sharing and publishing scholarly research is primarily via traditional channels

- The sharing of scholarly research is still mostly done traditionally, ie via peer reviewed journals, scholarly monographs or published conference proceedings
- Publishing decisions are closely linked to the high impact factor of journals and relevance of journal coverage
- There is low use of the University's institutional repository with scholarly research hosted either via an open access disciplinary repository or through other online sources
- There is a high-level of comfort with open access publications and ensuring the highest possible readership of research outputs is very important
- The use of social media for seeking and sharing published research is very low
- The most valuable support from the Library, Research Office etc is in helping to assess impact of published research and managing a public webpage that lists links to research output, rather than helping to understand/negotiate publication contracts and determining where to publish for maximum impact
- The management and availability of research data primarily remains with individuals