

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

Respondents by Academic Field	Humanities	Social Science	Sciences	Health	Total
Number	168	185	154	338	845
Percentage	19.9	21.9	18.2	40.0	100

Respondents by Years in Field	0-10	11-20	20+	Total
Number	182	287	444	913
Percentage	19.9	31.4	48.6	100.0

Respondents by Title	Professor	Assoc. Prof.	Assist. Prof.	Adjunct Prof.	Other	Total
Number	229	195	209	69	60	916
Percentage	25.0	21.3	22.8	7.5	6.6	100

Demographics 2

Respondents by research/teaching orientation	More research	Equal	More teaching	Total
Number	427	248	238	913
Percentage	46.8	27.2	26.1	100.0

Respondents by Years in Field/Field	0-10	11-20	20+	Total
Humanities	31	58	69	158
Social Sciences	36	46	82	164
Sciences	42	53	93	188
Total	109	157	244	510

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 extent than 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."

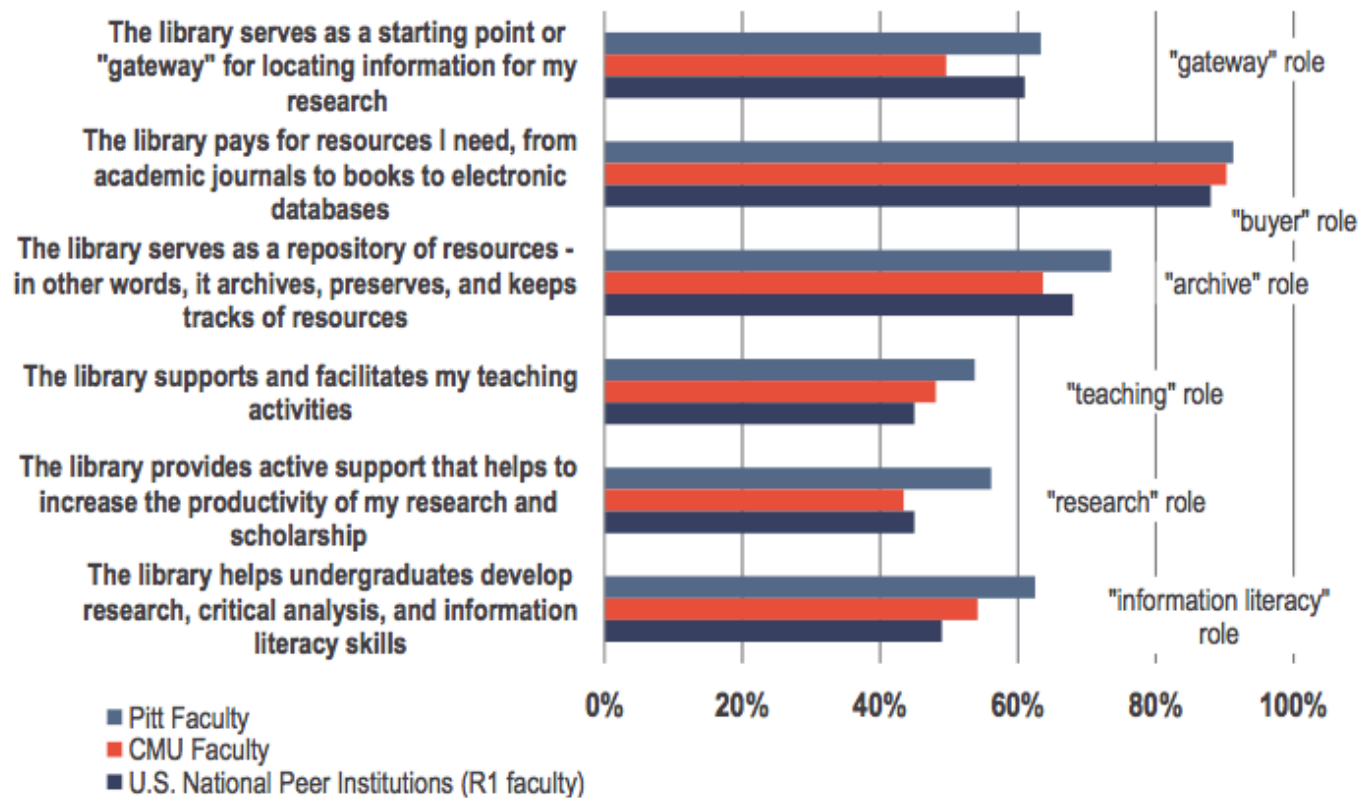
Percentage of responses	Completely dependent (8-10)	Somewhat dependent (4-7)	Not at all dependent (1-3)
Pitt (N=841)	65%	23%	12%
US National Peer Institutions (N=1,371)	48%	31%	20%

Mean values

Years in Discipline	0-10	11-20	21+	Grand Total
Discipline				
Humanities	8.7	7.7	8.1	8.2
Sciences	6.0	7.0	7.3	6.8
Social Sciences	6.5	8.0	7.0	7.2
Grand Total	7.0	7.7	7.4	

Role of the Library

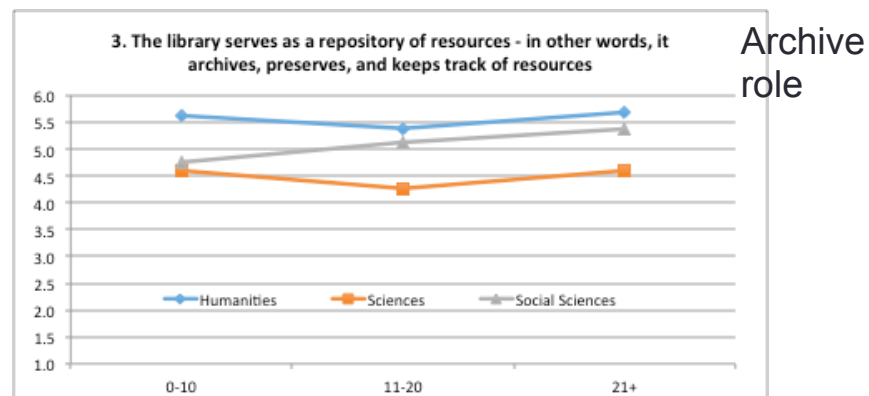
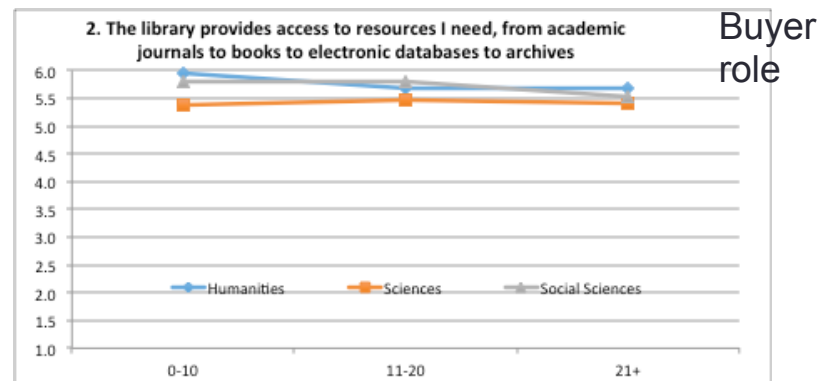
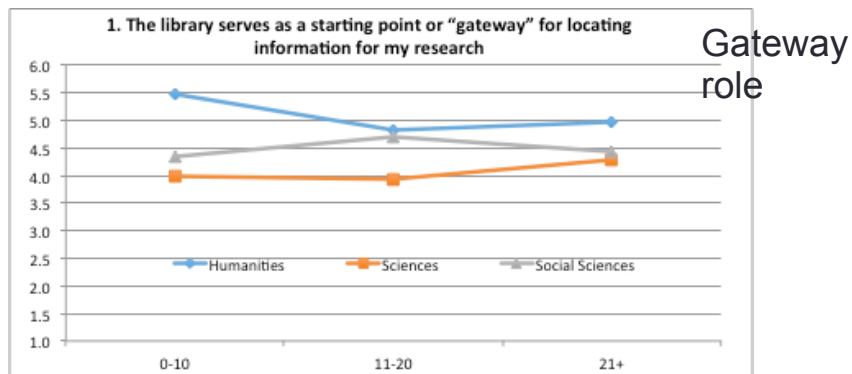
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?*



*Percent of respondents rating each item as "extremely important" (5-6 on a 6-point scale)

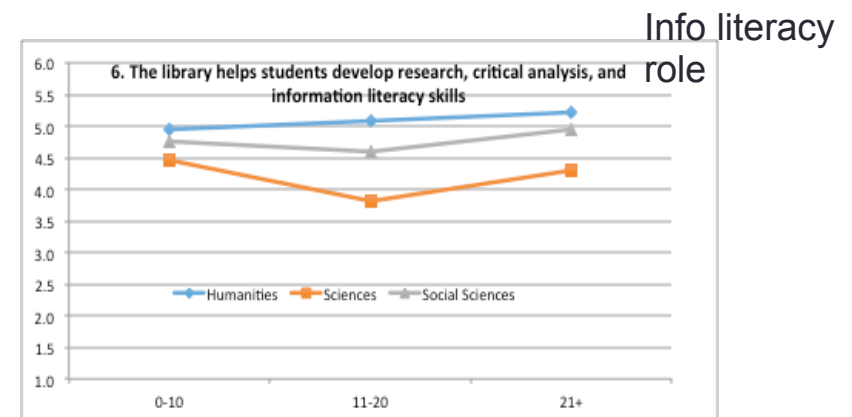
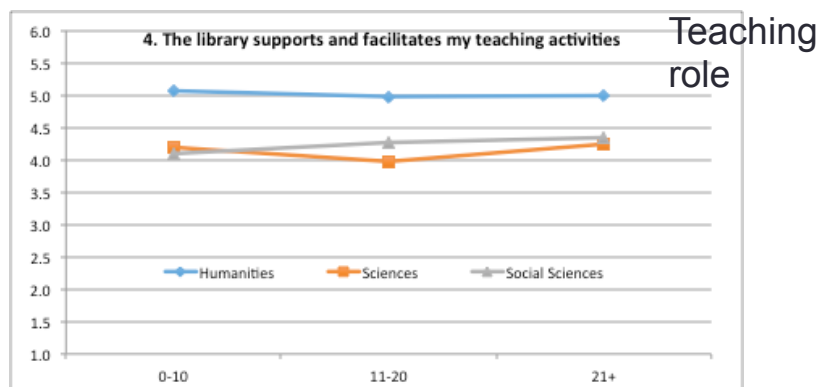
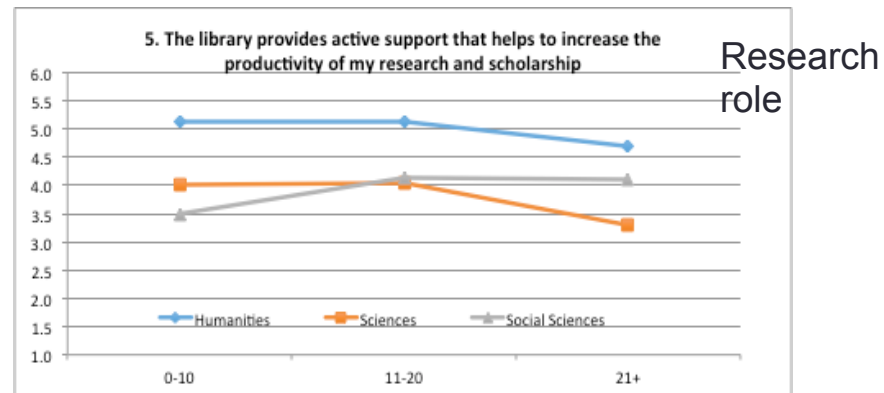
Role of the library

- 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)



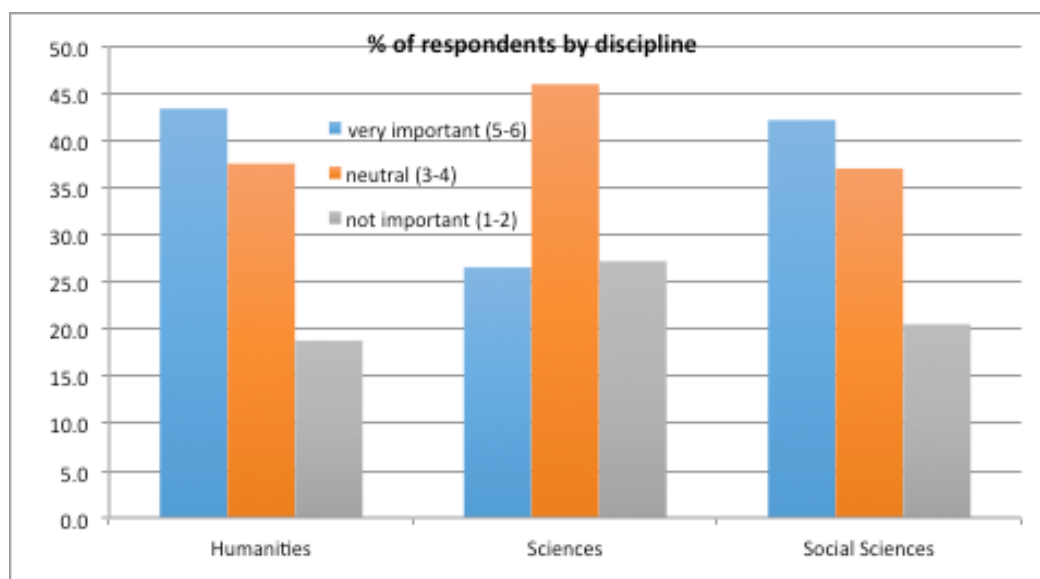
Role of the library

- 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

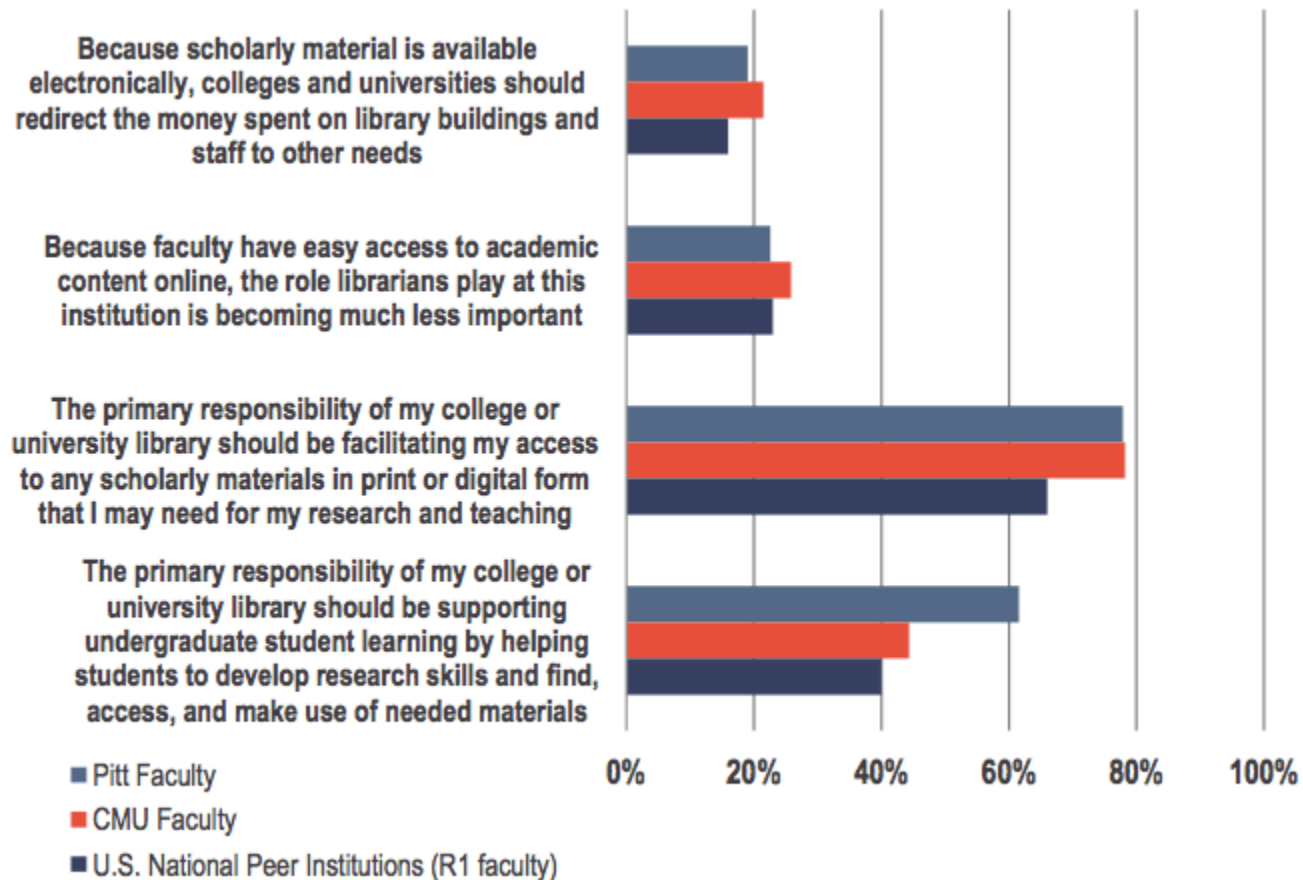
- ROL3: Some libraries offer a range of digital services, like resources and facilities for instructional design, media creation, video editing, and more. How important is it to you that your library offers these digital services? **Please use the scales below to rate from 6 to 1, where 6 equals "Extremely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



	Extremely important (5-6)	Somewhat important (3-4)	Not at all important (1-2)
Pitt (N=905)	43%	37%	20%
US National Peer Institutions (N=1372)	39%	32%	29%

Role of the library

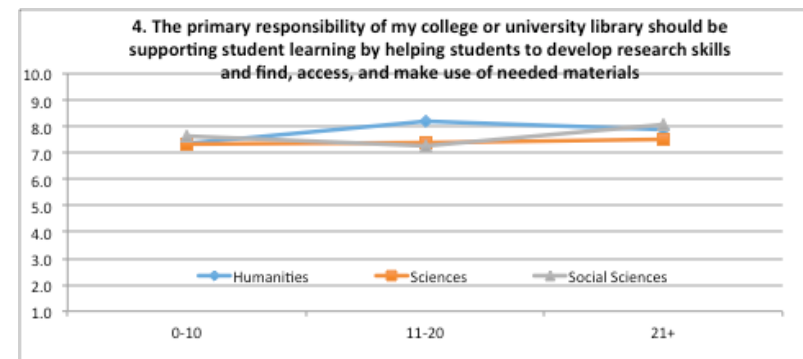
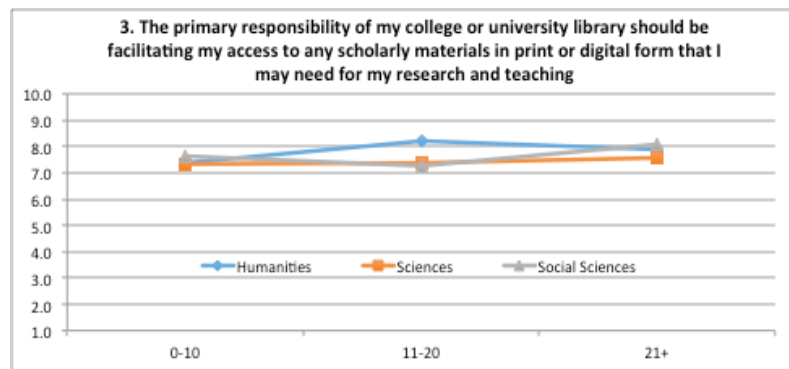
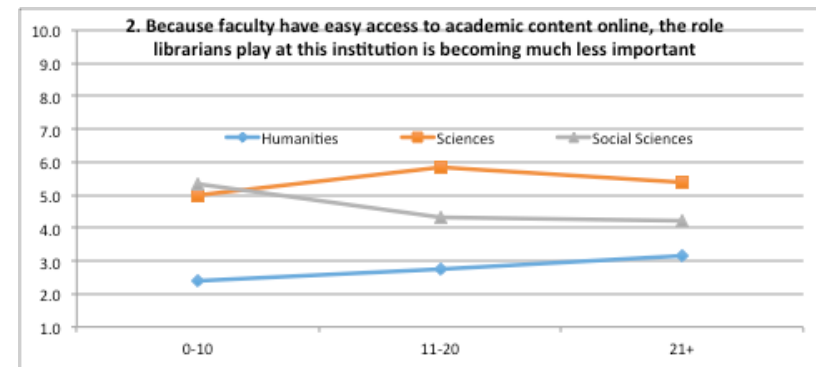
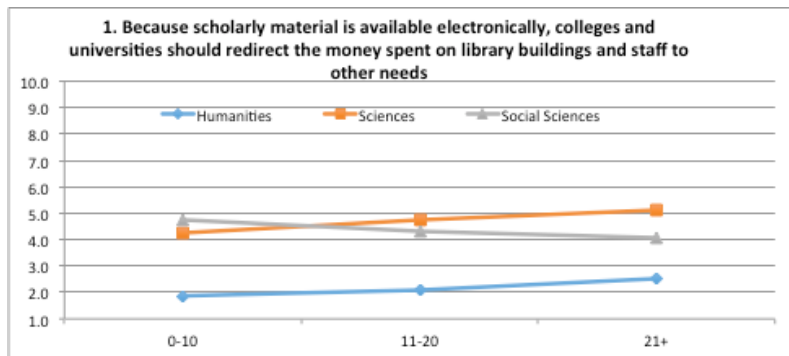
Faculty members' views regarding the role of the library and library staff*



*Percent of respondents rating each item as representing their viewpoint "extremely well" (8-10 on a 10-point scale)

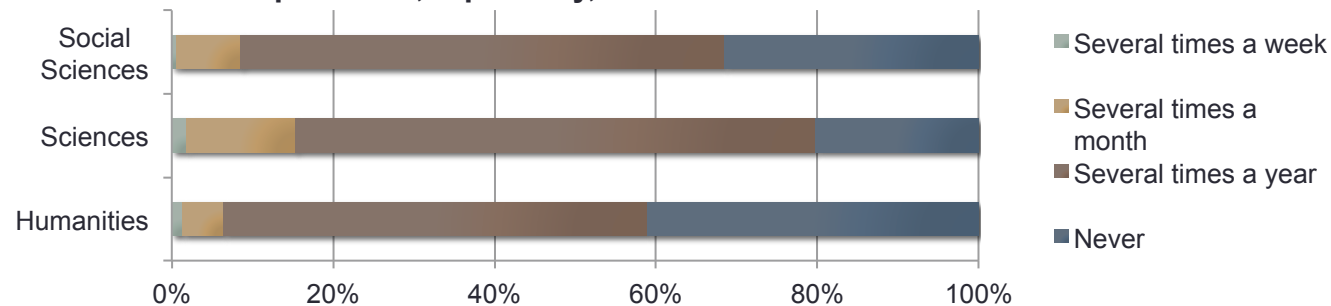
Role of the library

- 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.



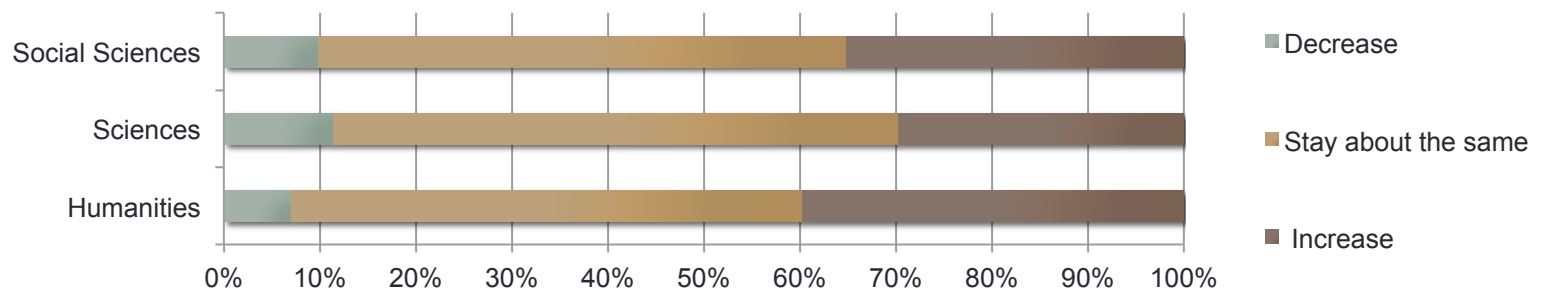
(Research) How frequently, do you ...

2. Publish or deposit your academic research outputs online with a publisher, repository, or elsewhere online

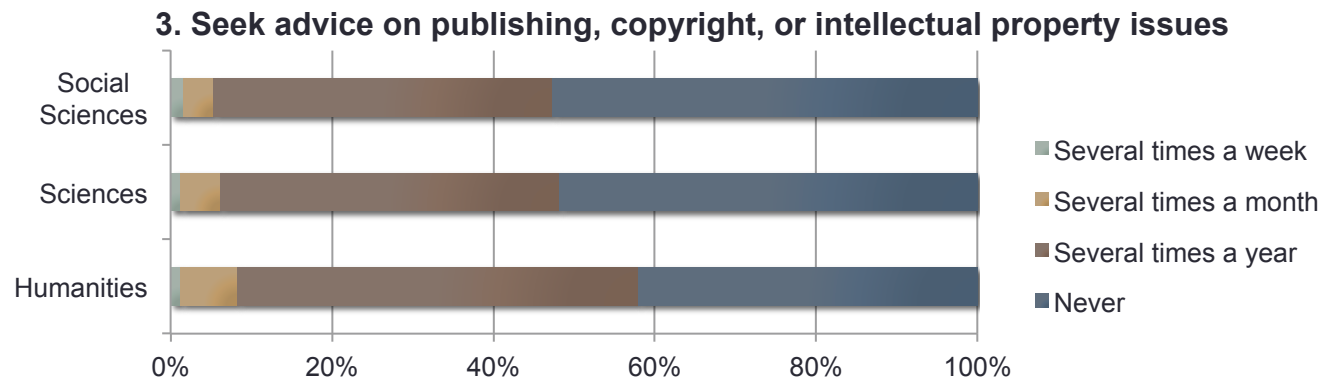


Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

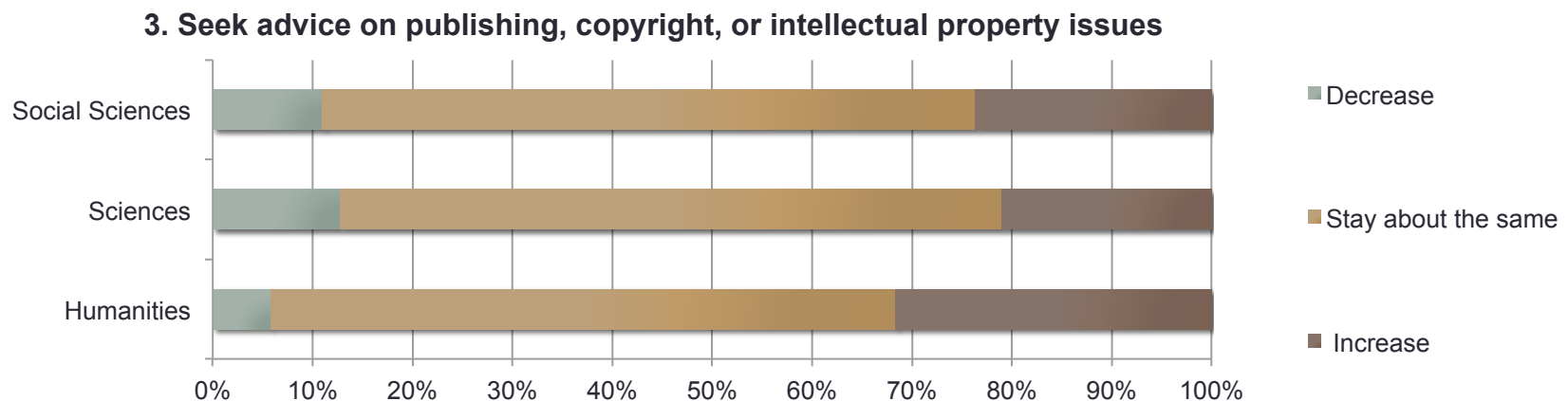
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(Research) How frequently, do you...

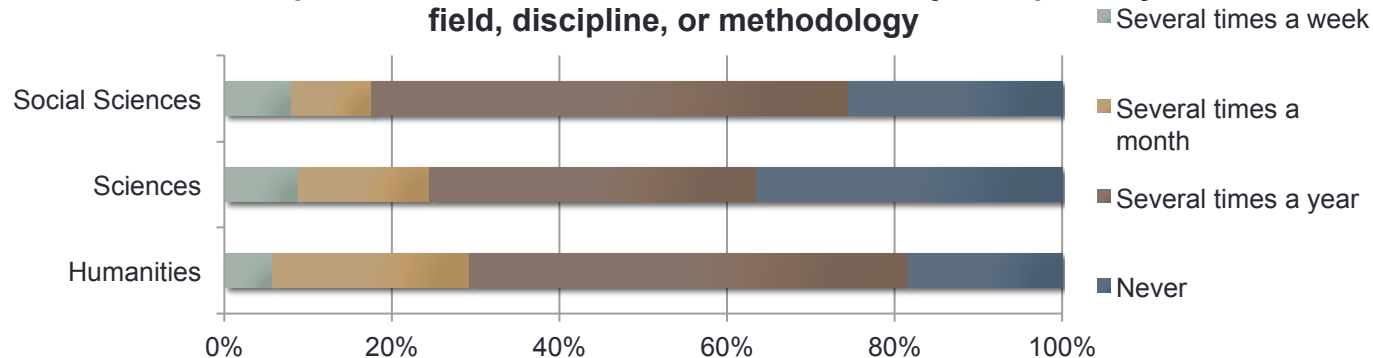


Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?



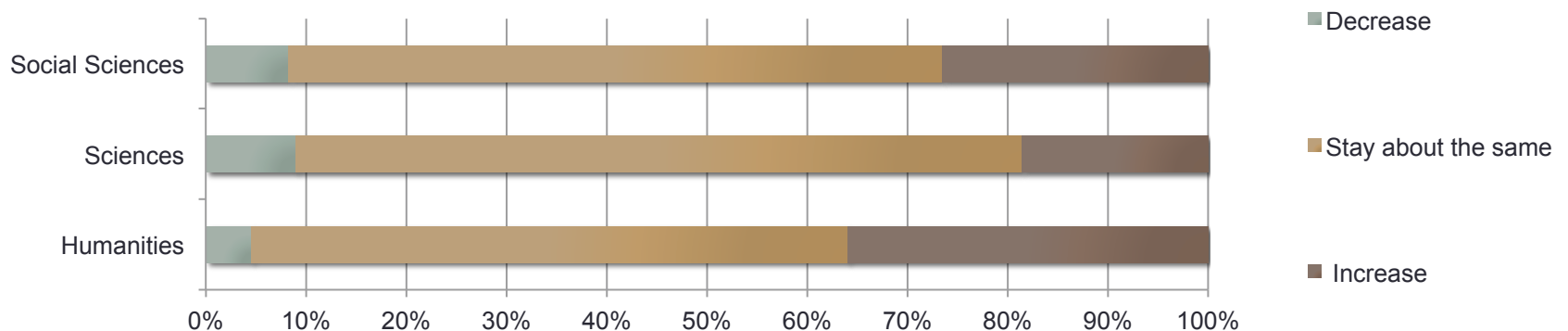
(Research) How frequently, do you...

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



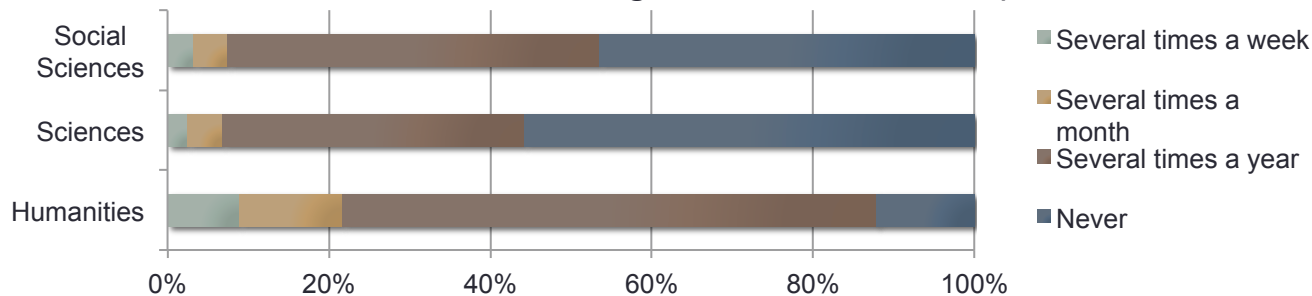
Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

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



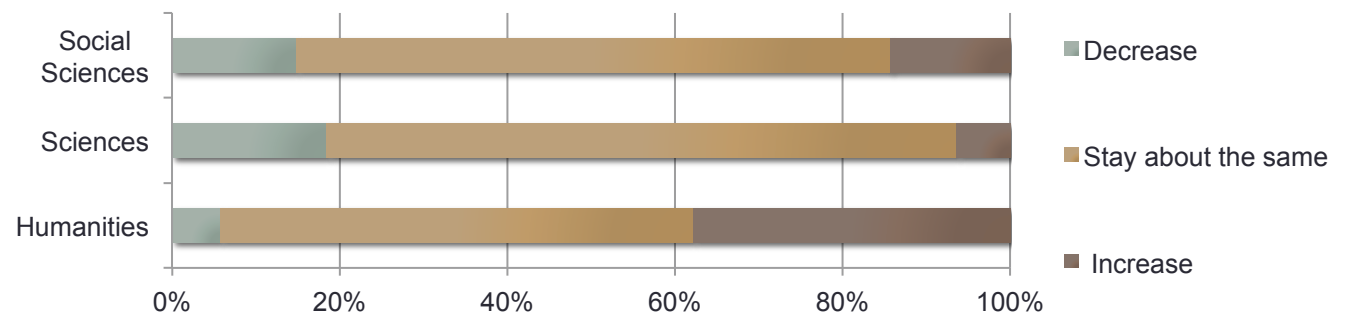
(Research) How frequently, do you do the following activities?

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



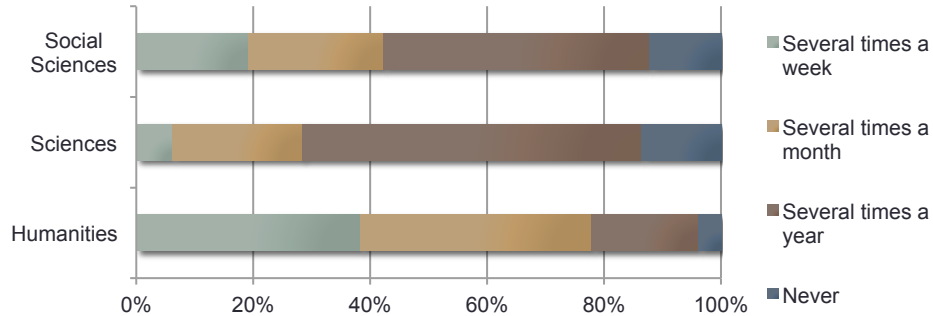
Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

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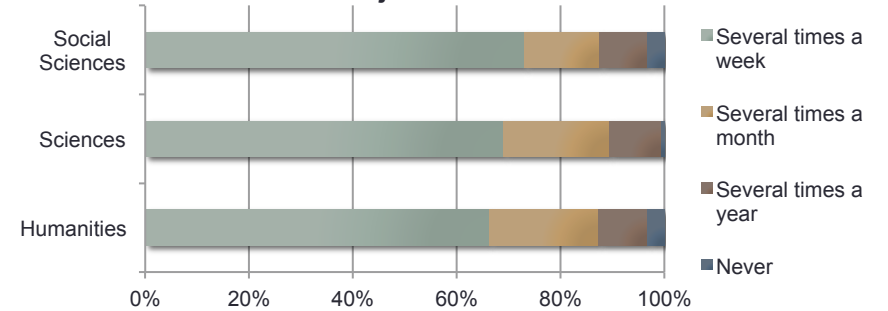


(Research) How frequently, do you...

7. Access print versions of academic books or journal articles

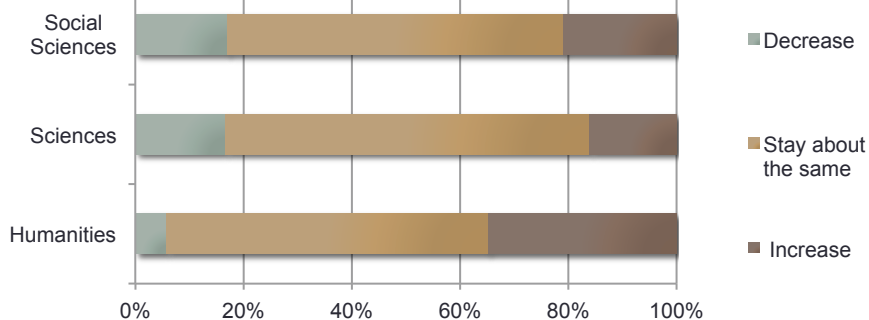


8. Access electronic versions of academic books or journal articles

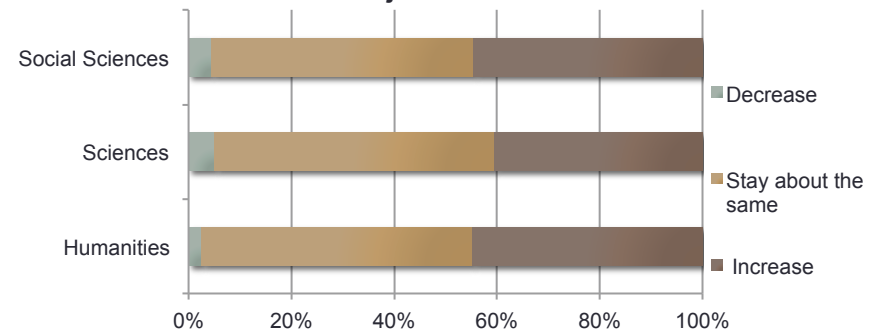


Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

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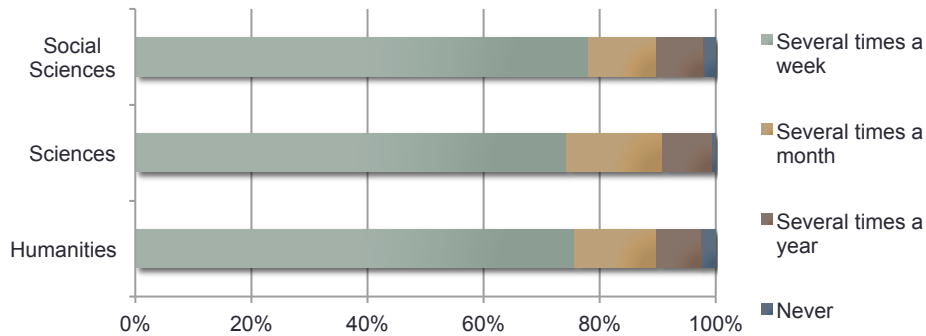


8. Access electronic versions of academic books or journal articles

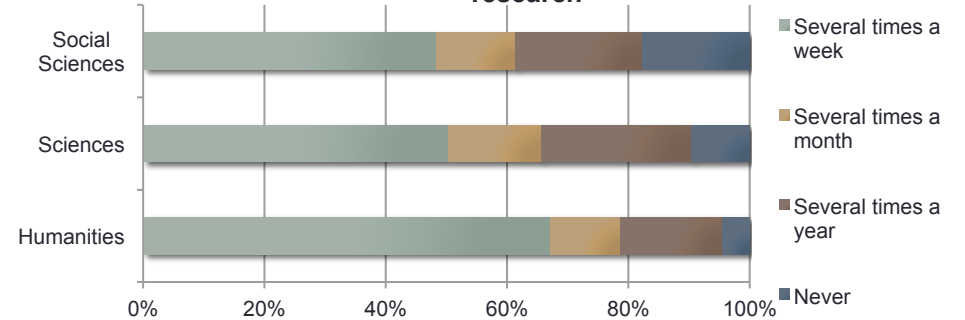


(Research) How frequently, do you...

9. Search online for academic literature

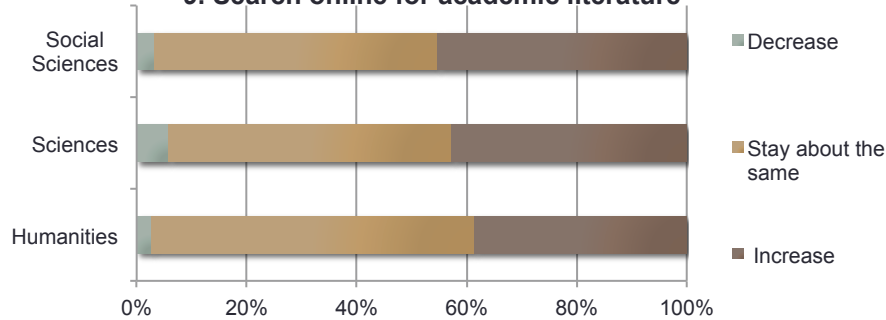


11. Use technology or other digital platforms to conduct research

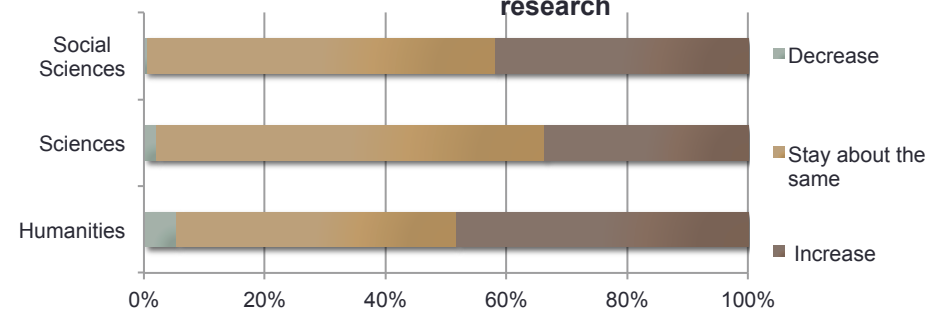


Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

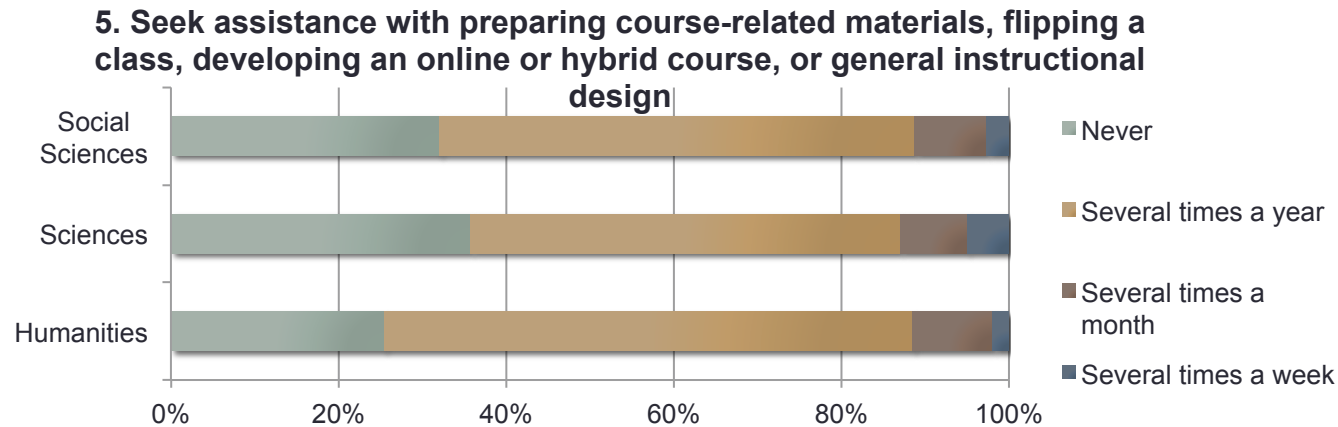
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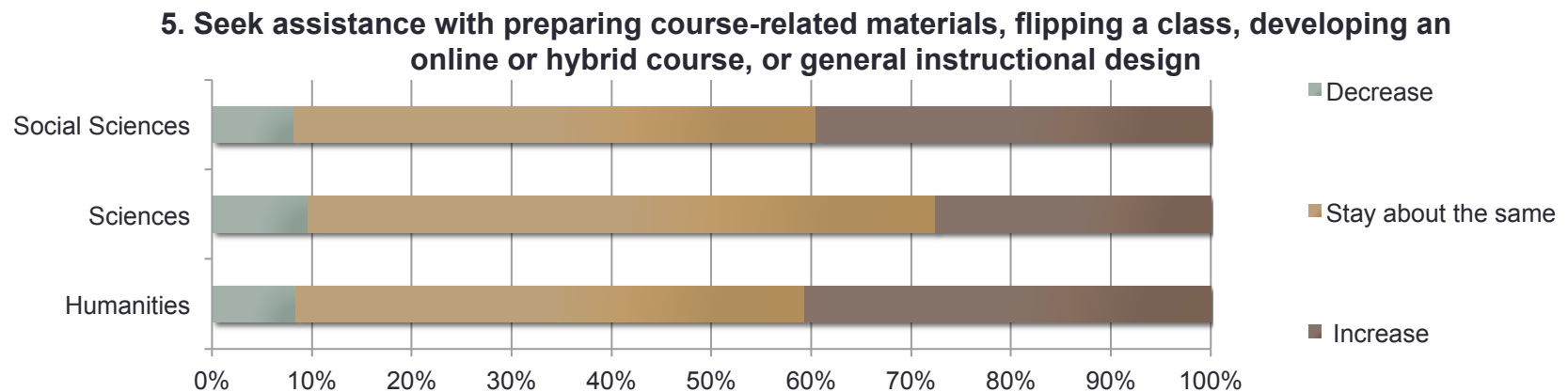
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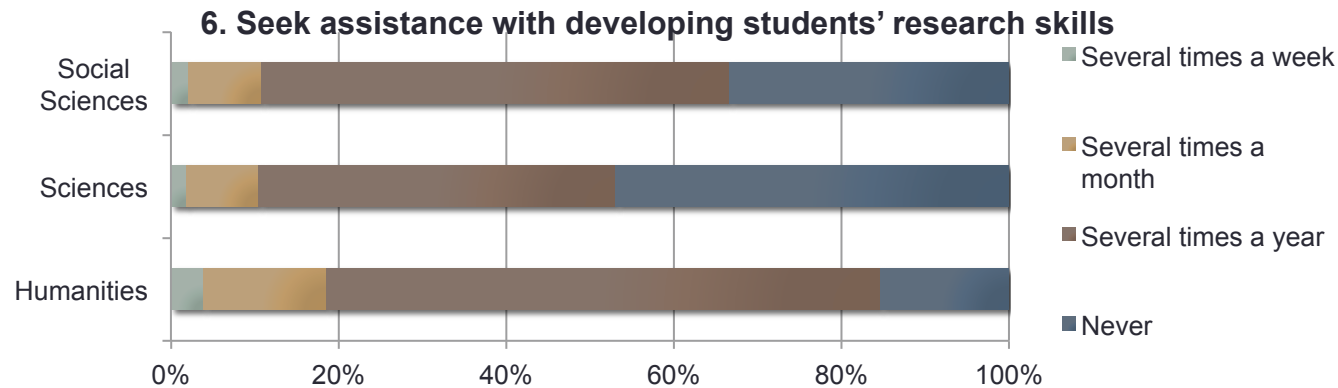
(Teaching) How frequently, do you...



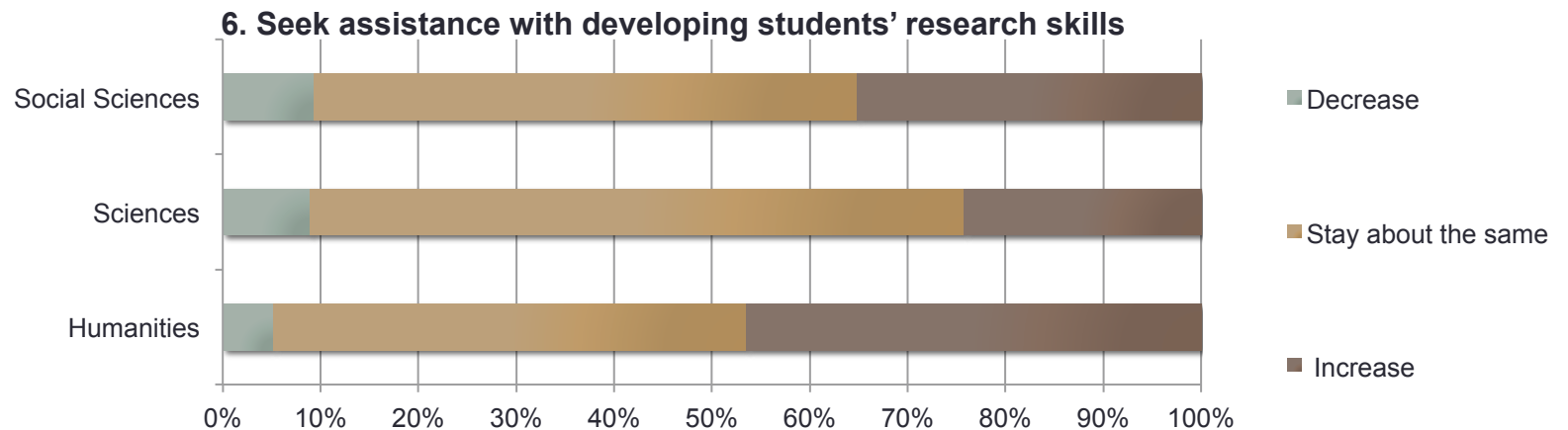
Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?



(Teaching) How frequently, do you...

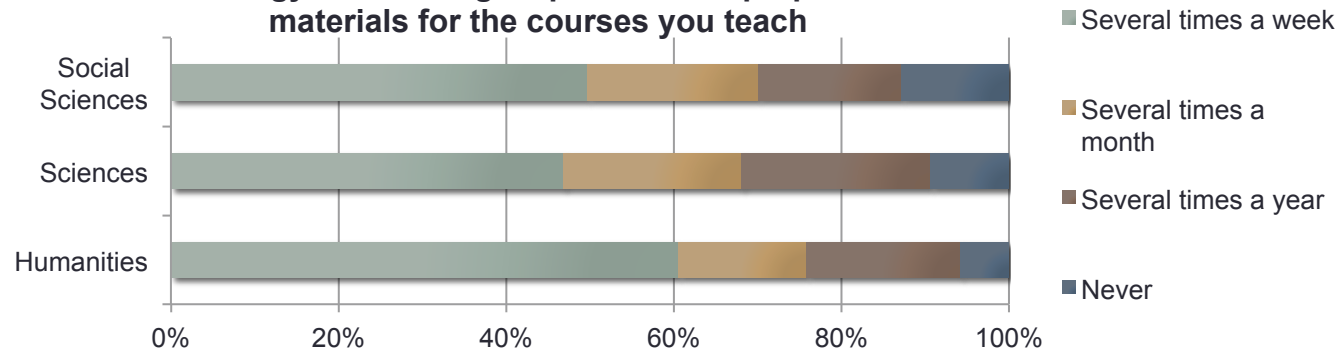


Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?



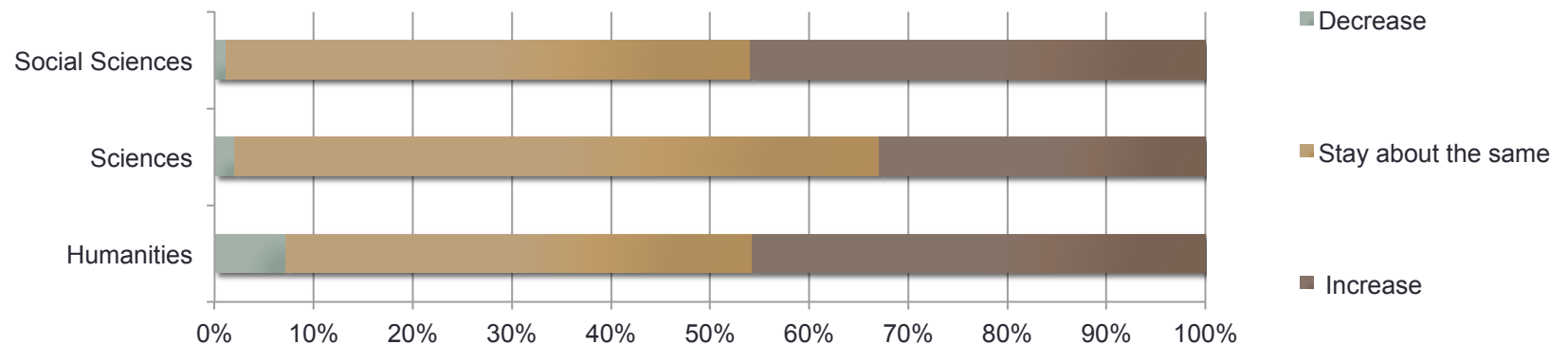
(Teaching) How frequently, do you...

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



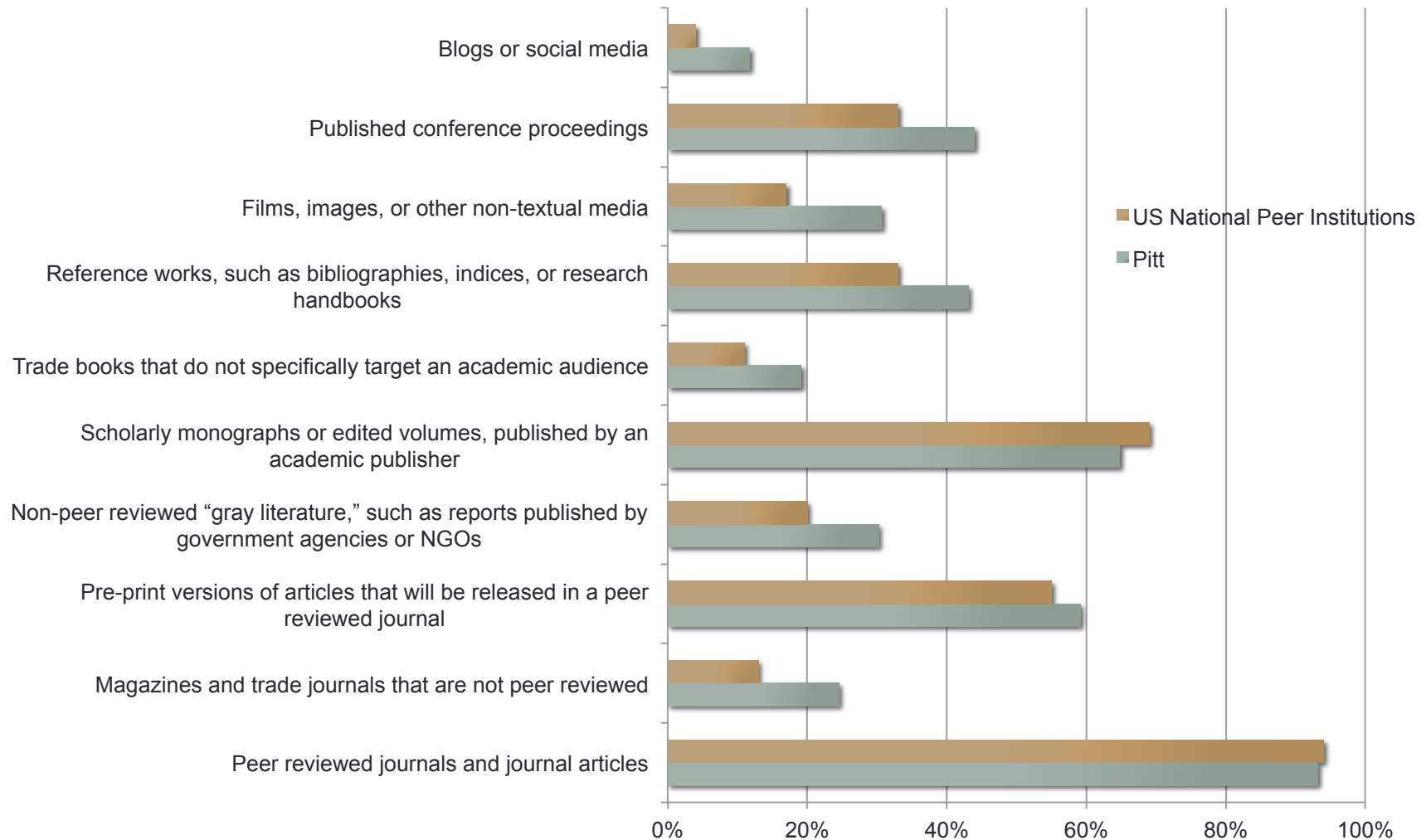
Over the next 3 years, do you expect your usage of your college or university library's services for this activity to increase, decrease, or stay about the same as this current academic year?

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

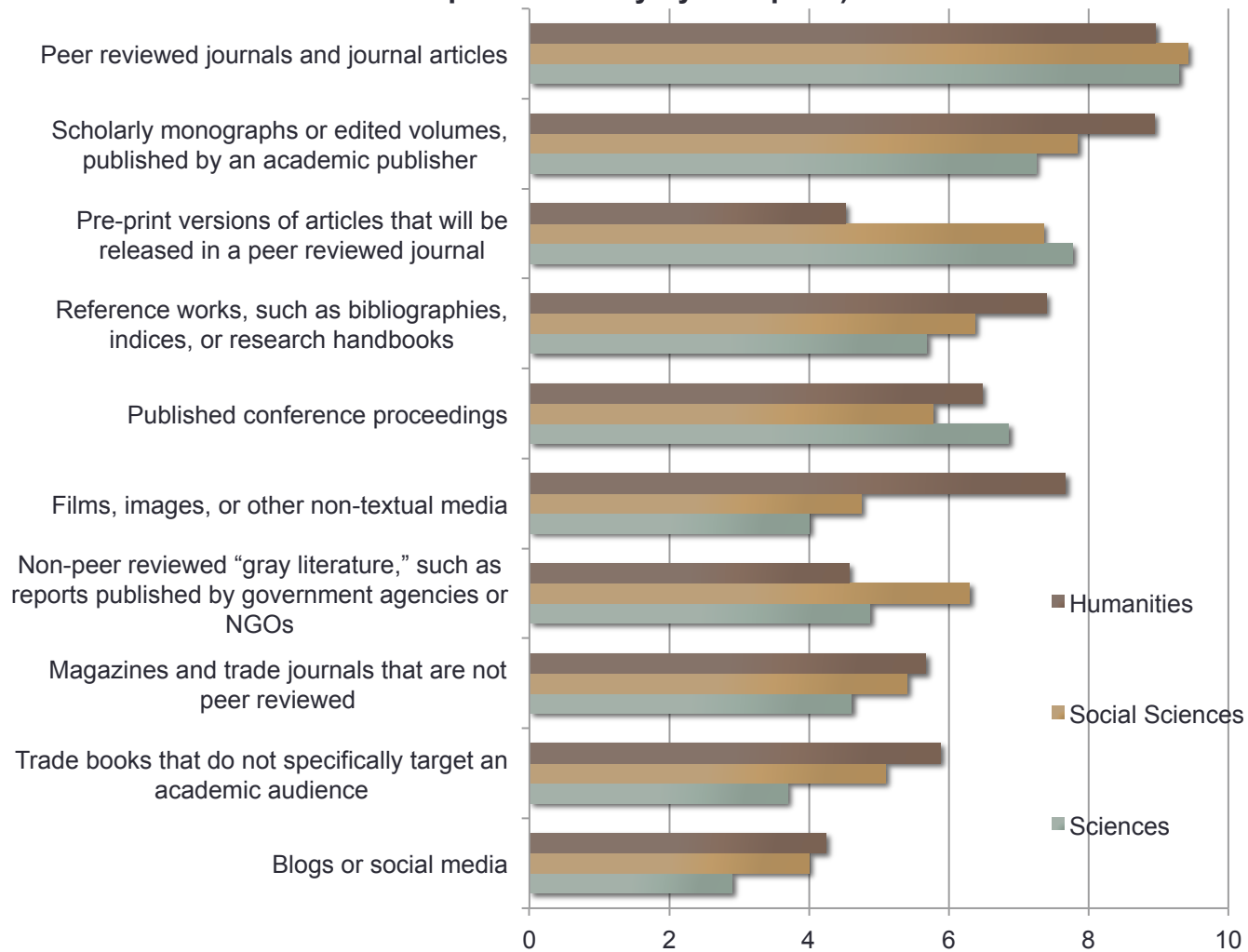


MATERIAL TYPES

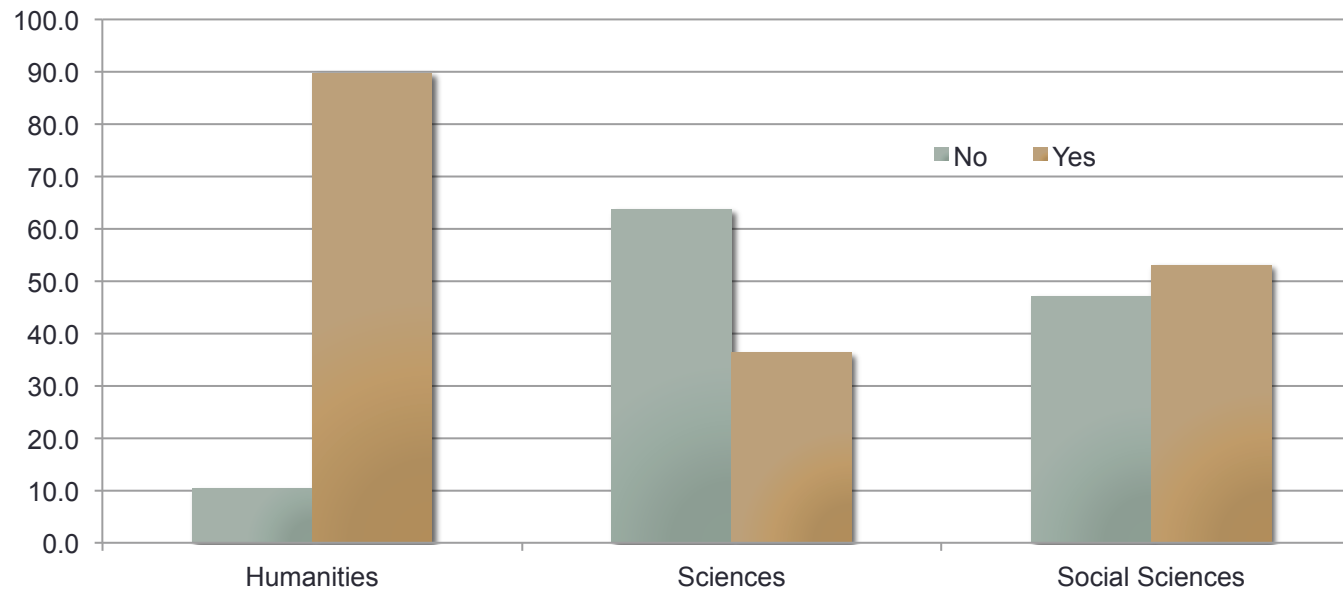
MT1: Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? Rate from 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important”. Data shown for respondents who selected 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)



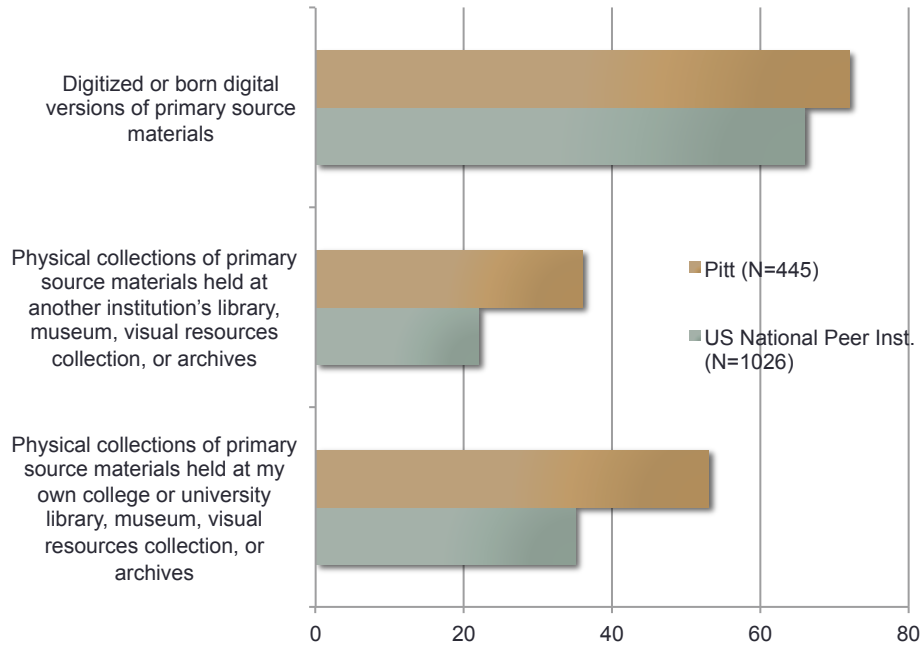
MT2: Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? (Pitt respondents only by discipline)



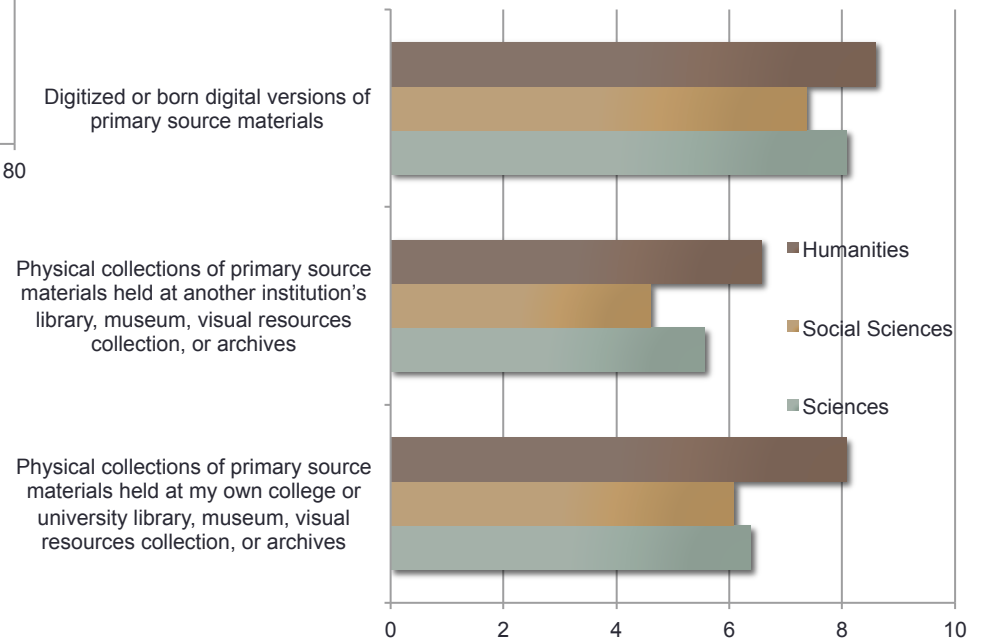
MT2: Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? (Pitt-baseline comparison)

	Yes	No
Pitt (N=469)	60%	40%
US National Peer Inst. (N=1,505)	55%	45%

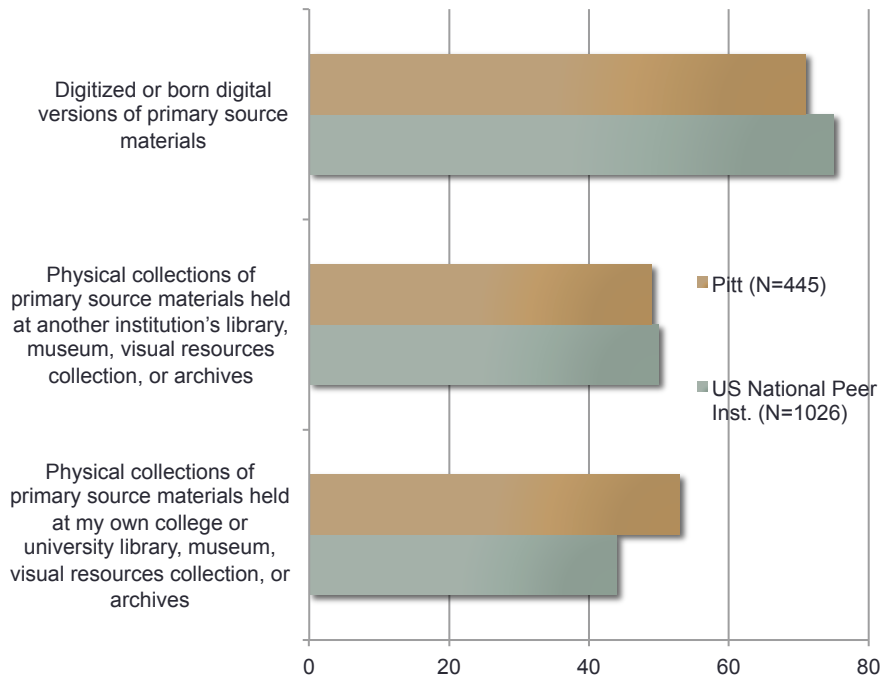
MT3: How important to your teaching are each of the following types of primary source collections? Use the scales to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Percent of responses claiming "extremely important or important (Pitt- baseline comparison)



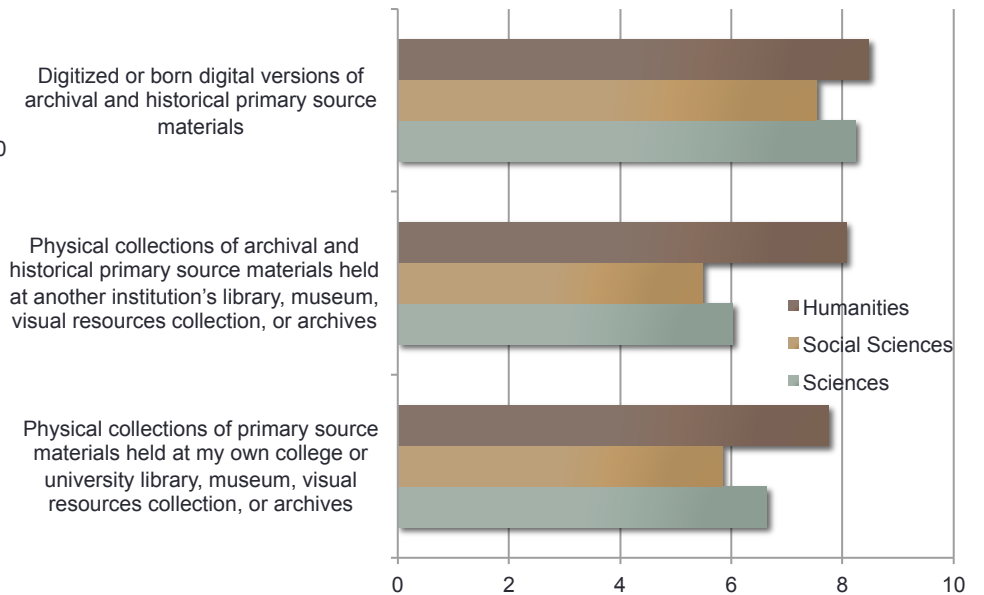
MT3: How important to your teaching are each of the following types of primary source collections? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." (Pitt respondents only by subject area)



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" (Pitt- baseline comparison across)



MT4: How important to your research is 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." (Pitt respondents only by subject area)

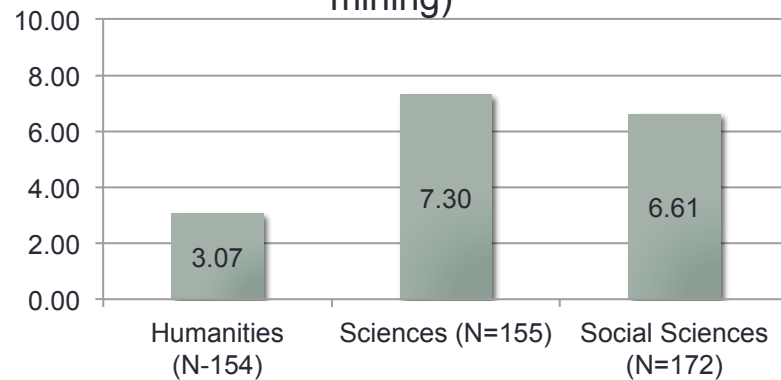


DIGITAL RESEARCH ACTIVITIES

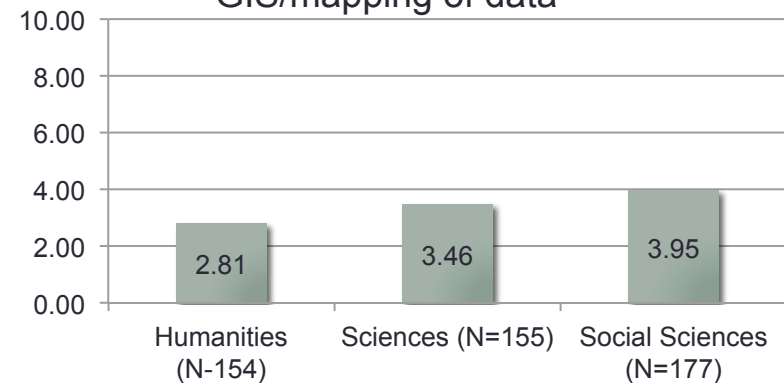
Digital Research Activities

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.”

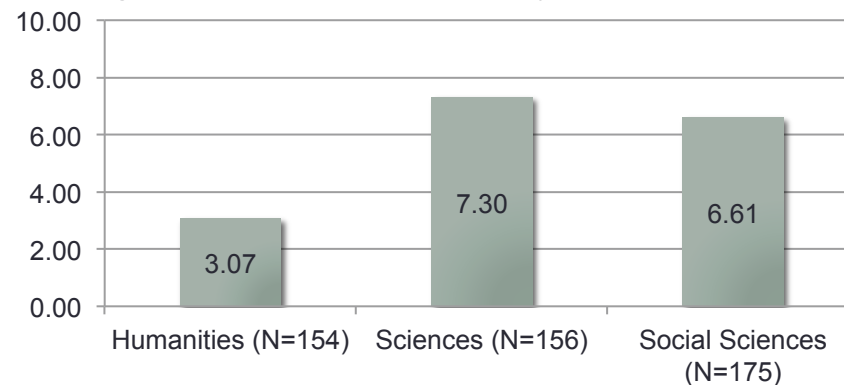
Computational analysis of text (text mining)



GIS/mapping of data



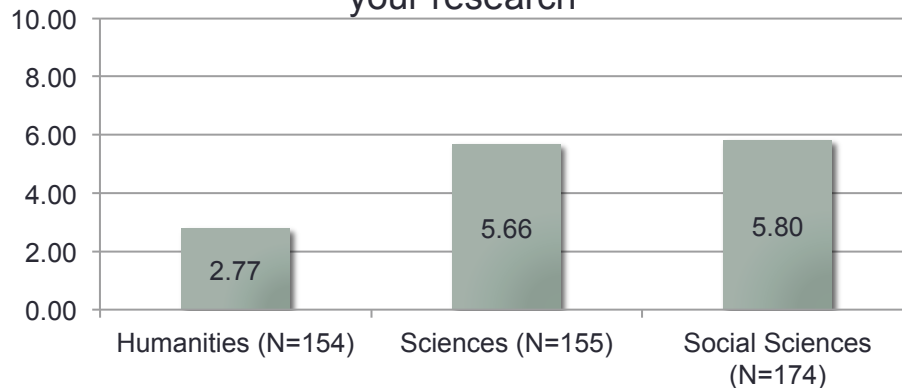
Analysis of quantitative data that you generate in the course of your research



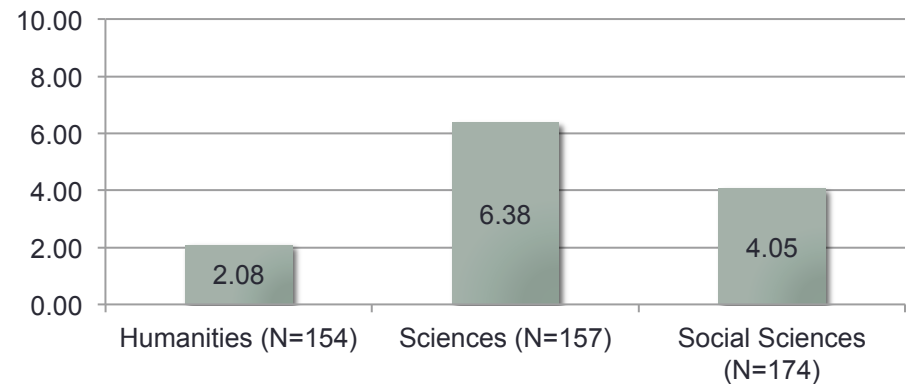
Digital Research Activities

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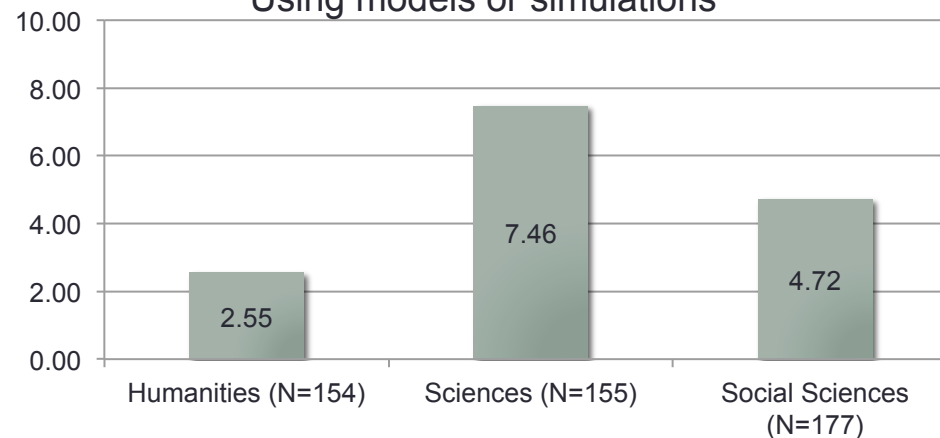
Analysis of pre-existing quantitative data that you do not generate in the course of your research



Writing software or code

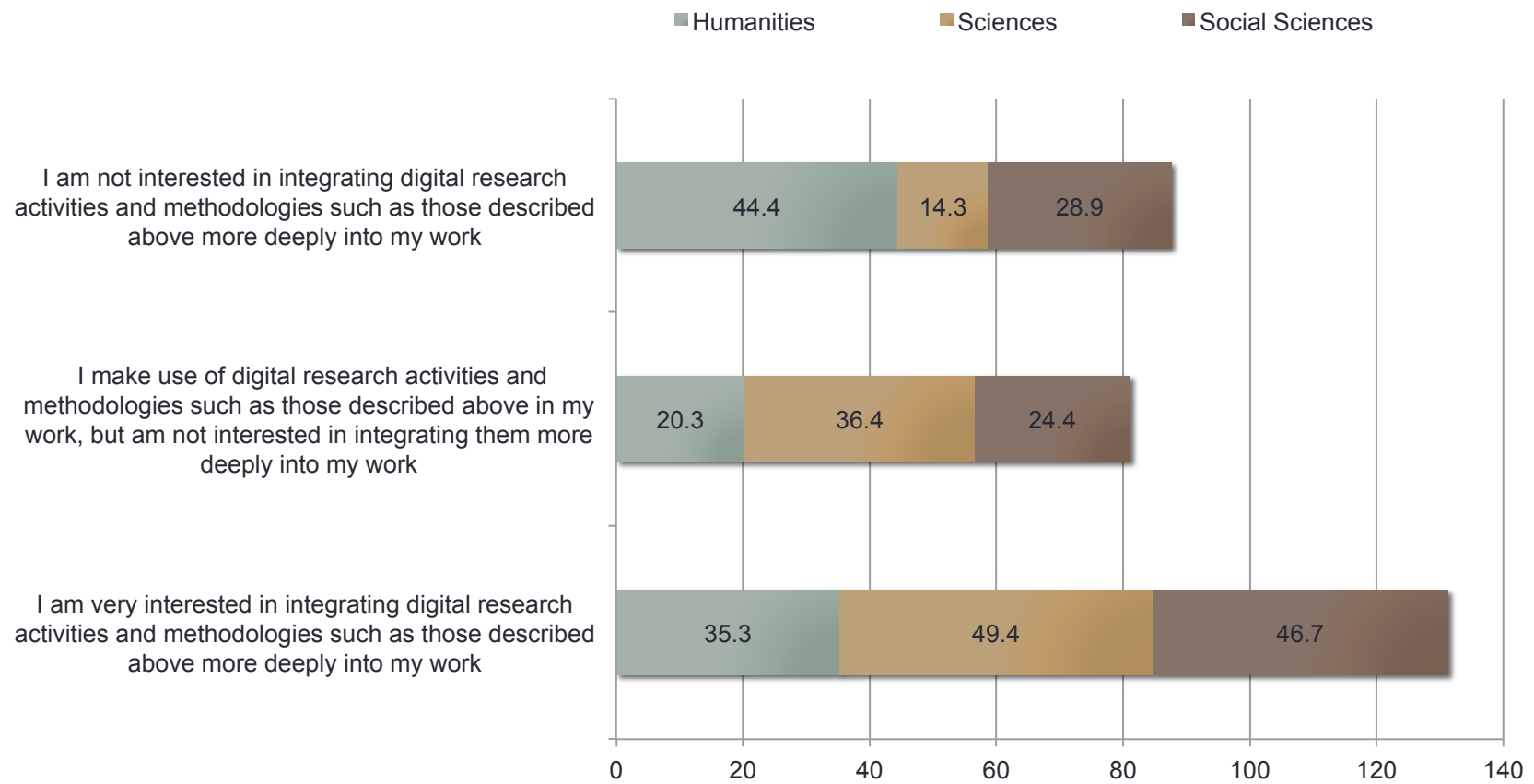


Using models or simulations



Digital Research Activities

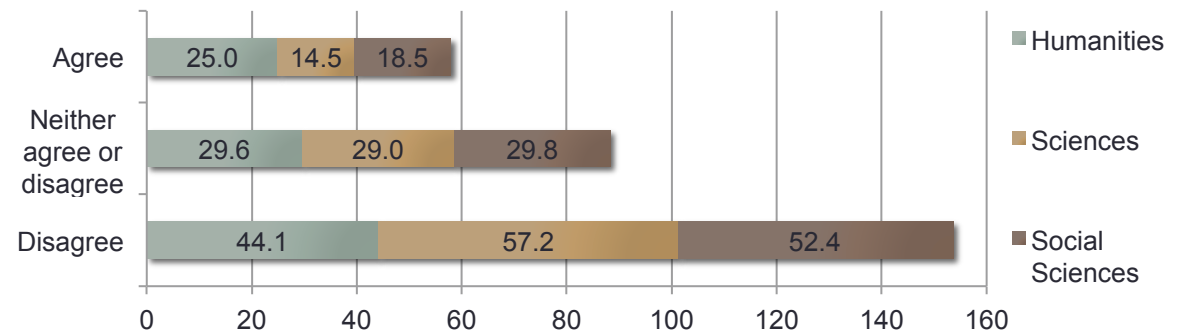
Select statement which best describes your point of view
(percentage of responses by discipline)



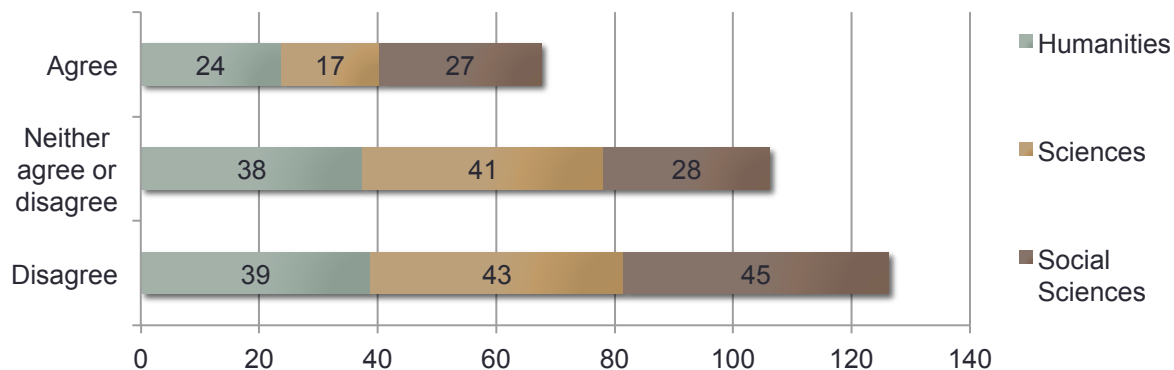
Digital Research Activities

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



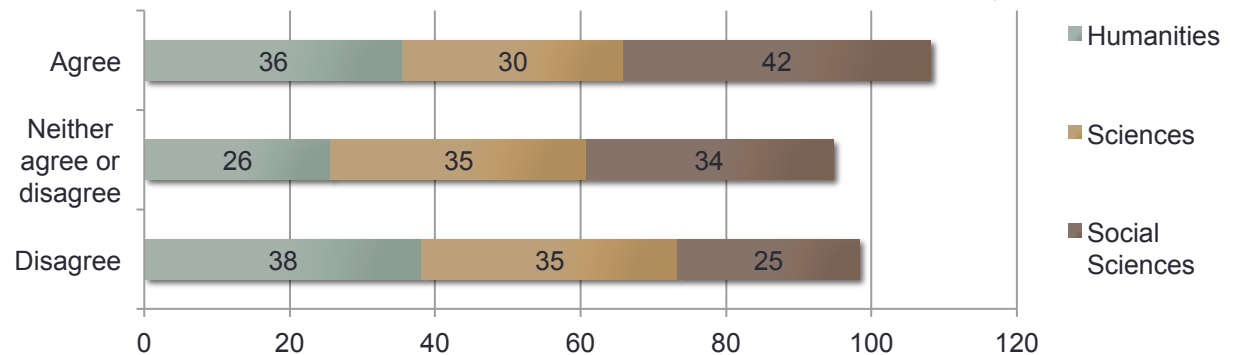
The time it would take to integrate digital research
activities and methodologies into my work would not be
worth it



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



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

