Scholarly Reading in a Digital Age: Some things change, some stay the same

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First some background
Electronic resources expenditures as a percent of total materials expenditures

University of Tennessee-Knoxville Downloads

UTK Article Downloads

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY04-05</td>
<td>1,336,639</td>
</tr>
<tr>
<td>FY05-06</td>
<td>1,481,040</td>
</tr>
<tr>
<td>FY06-07</td>
<td>1,969,350</td>
</tr>
<tr>
<td>FY07-08</td>
<td>1,946,883</td>
</tr>
<tr>
<td>FY08-09</td>
<td>2,558,722</td>
</tr>
<tr>
<td>FY09-10</td>
<td>4,496,516</td>
</tr>
<tr>
<td>FY10-11</td>
<td>4,303,739</td>
</tr>
</tbody>
</table>
Highlights from studies of:

• 6 universities in the UK (scholarly reading)
  • Over 2000 academic staff responses
  • Report published February 2012

• University of Illinois (scholarly reading)
  • Final data (As of 4/2012, ~700 responses)
  • New surveys at US and Australian universities
Reading and scholarship surveys (Tenopir & King, 1977-present)

- Measure purpose, outcome, and value from scholarly reading by focusing on critical incident of last reading
- Include all reading (from library and not)
- Details on how and where readings are discovered and obtained
- Details on format and location of reading
Tenopir & King scholarly reading studies, 4 types of questions:

1. Demographic
2. Recollection
3. Critical Incident
4. Comments

Therefore, insights into both READERS and READINGS
Critical incident of last reading

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.
Critical incident of last 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.
1. Scholarly reading is essential to academic work.
Academics read a lot of material

- **Article**
  - UK: 22
  - UIUC: 22

- **Book**
  - UK: 7
  - UIUC: 6

- **Other Publication**
  - UK: 10
  - UIUC: 7

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n=2117, 6 UK institutions, June 2011
n=679 UIUC, April, 2012
Article readings 1977 to present by scientists and social scientists

*2011-2012 (UIUC) n=639, (UK),n=1013; 2005,n=932; 2000-03, n=397; 1993, n=70; 1984, n=865; 1977, n=2350

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Research & writing is the most likely principal purpose of reading

74%  
Article Readings

58%  
Book Readings

45%  
Other Publication Readings

n=2117, 6 UK universities, June 2011
And academics spend a lot of time per reading

- 49 minutes per article reading
- 1 hour and 46 minutes per book reading
- 42 minutes per other publication reading

n=2117, 6 UK institutions, June 2011
Time spent (exchange value) reading

• Article
  • 49 min/article X 22 read per month X 12 months = 216 hours

• Book
  • 106 min/book X 7 per month X 12 months = 148 hours

• Other Publication
  • 42 min/publication X 10 per month X 12 months = 84 hours
2. E-journal collections are making a difference.
Use of electronic sources: 2005

Electronic: 54%

Print: 46%

n=1105, 5 US universities 2005
Did you obtain the article from a print or electronic source?

**U.S (2012)**
- Electronic: 78%
- Print: 22%

**U.K (2011)**
- Electronic: 88%
- Print: 12%

n=639
n=1163

UIUC: April 2012, UK: June 2011
Use of library collections for articles

US, 2012
- Electronic: 90%
- Print: 10%
- n=639

UK, 2011
- Print: 6%
- Electronic: 94%
- n=775

UK: 6 UK universities June 2011
UIUC: April 2012
Format of last article reading

US, 2005

- From Print: 82%
- Computer Screen: 18%

n=923
Format of last article reading

UK, 2011
- Computer Screen: 45%
- From Print: 55%
- n=1163

UIUC, 2012
- Computer Screen: 52%
- From Print: 48%
- N=639
3. The library plays an important role in academic work and success.
Where academics are obtaining articles:

<table>
<thead>
<tr>
<th>Source</th>
<th>Library</th>
<th>Website</th>
<th>Personal</th>
<th>Colleague</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK, n=1189, June 2011; UIUC, n=639 April 2012</td>
<td>56</td>
<td>10</td>
<td>11</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>
Just because they read from library collections (library collections only)...

UK, 2011:
- Home: 26%
- Travelling: 10%
- Library: 2%
- Office, Lab: 62%

n=764, 6 UK universities, June 2011

UIUC, 2012:
- Home: 21%
- Library: 3%
- Other: 3%
- Office/lab: 73%

n=248, UIUC April, 2012
Year of publication of library articles

- Personal Subscription
- Library Subscription
- Other

n=1131 6 UK universities, June 2011
Year of publication of library-provided articles

- < 2 yrs: 45%
- 2 yrs: 21%
- 5 yrs: 14%
- 10 yrs: 13%
- 15 yrs: 7%

n=1131 6 UK universities, June 2011
Library-provided articles are considered more important

- Absolutely Essential: 14% (Library-Provided), 11% (Other Source)
- Very Important: 27% (Library-Provided), 22% (Other Source)
- Important: 28% (Library-Provided), 32% (Other Source)
- Somewhat Important: 31% (Library-Provided), 33% (Other Source)
- Not At All Important: 0% (Library-Provided), 2% (Other Source)

n=2117, 6 UK universities, June 2011
Academics praise the library for its long-term outcomes

Electronic access to the university library system from off-site is crucial for swift access to articles to support my teaching and research activities.

Library resources have been essential to my work for the past 20 years.

The journal collection at my institution is excellent and scholarship is all the richer for the contribution for easy access to journals and print publications.

Center for Information and Communication Studies
4. Book reading is different from article reading.
Percent of readings from e-books

- Purchased: 4%
- Library: 5%
- Colleague: 0%
- Publisher: 10%
- Other: 47%

n=202, UIUC, April, 2012
The library is the source of scholarly articles, not books.

n=2117, 6 UK universities, June 2011
The library book collection supports younger academics

n=2117, 6 UK universities, June 2011

*% library-provided*

- Under 30: 40%
- 31 ~ 50: 26%
- Over 50: 24%
5. Successful academics read more.
Award-winning academics read more

- Did not receive an award:
  - Article Readings: 23
  - Book Readings: 7
  - Other Publication Readings: 9

- Received an award:
  - Article Readings: 30
  - Book Readings: 9
  - Other Publication Readings: 14

n=2117, 6 UK universities, June 2011
Prolific academics read more

# of publications in last 2 yrs.

- Article Readings
- Book Readings
- Other Publication Readings

n=2117, 6 UK universities, June 2011
Library-provided articles support prolific academics

# of publications in last 2 yrs.

<table>
<thead>
<tr>
<th></th>
<th>Library Provided</th>
<th>Personal Source</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 ~ 2</td>
<td>62</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>3 ~ 10</td>
<td>71</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>11+</td>
<td>72</td>
<td>6</td>
<td>22</td>
</tr>
</tbody>
</table>

n=900, 6 UK universities, June 2011
What a ‘successful’ academic looks like:

• Has won an award in the last two years.
• Publishes four or more items per year.
• Reads more of every type of material.
• Spends more time per book and other publication readings.
• Uses the library for articles
• More often buys books and obtains other publications from the Internet.
• Occasionally participates and creates social media content.
Moving forward…

- Scholarly e-books, will reading patterns change?
- Library role in open access?
- More scholarly materials designed for more mobile devices
- Can increase in reading continue?