



5-2011

In Brief: Scholarly Reading and the Value of Library Resources: A Status Report on a Research Project

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Recommended Citation

Volentine, Rachel and Tenopir, Carol, "In Brief: Scholarly Reading and the Value of Library Resources: A Status Report on a Research Project" (2011). *School of Information Sciences -- Faculty Publications and Other Works*.

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In order to contact the keepers of this set of artefacts, please send an email to referencemodel@dlorg.eu. The full document is available from <http://referencemodel.dlorg.eu>.

The Digital Library Reference Model, April 2011, is co-authored by Candela, L.; Athanasopoulos, G.; Castelli, D.; El Raheb, K.; Innocenti, P.; Ioannidis, Y.; Katifori, A.; Nika, A.; Vullo, G.; Ross, S. and submitted to the European Commission as Deliverable D3.2b.

Scholarly Reading and the Value of Library Resources: A Research Study in the U.K.

Contributed by:

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The Center of Information and Communication Studies at the University of Tennessee in Knoxville, is currently working on a one-year project entitled "Scholarly Reading and the Value of Library Resources" with funding by the Joint Information Systems Committee (JISC) and collaboration with six universities in the United Kingdom. [JISC](#) partners with U.K colleges and universities to encourage the use of digital technologies in higher learning to support easy and widespread access to information, and its partnership with the University of Tennessee will help establish a better understanding of the reading patterns of academic faculty.

The aim of the project is to examine the value academic and research professionals place on reading scholarly information sources, such as books, articles, and other publications. 1782 academic staff members have responded to the project's web-based survey as of April 15, 2011. The survey includes questions on the reading behavior of the academic faculty, including where they obtained the last material they read, what role electronic sources play in their scholarship, and how often they use social media tools (Blogs, podcasts, Twitter, etc.). The study measures how scholarly materials benefit the teaching, research, and goals of the academic staff. Preliminary findings show 79% of respondents used a journal article for their last piece of substantial information, and 64% of respondents obtained the last article they read from the library (n=1033); however, the library was not the main resource for book readings and other scholarly material (government documents, trade magazines, etc.) (n=797).

The survey will run until the end of May 2011. Preliminary findings will be presented at the [SCONUL conference](#) in Cardiff, Wales, at the beginning of June. The rise of technology and digitalization has drastically changed the academic landscape over the past years, and the analysis will look at the role academic libraries continue to play and the benefits their collections bring to academics. In the fall of 2011 the data will be analyzed and compared with similar surveys underway in the U.S. This comparison of U.K. data with other studies will provide a unique international perspective of the role of scholarly literature for academic faculty.

In addition to the JISC study in the U.K., the Center for Information and Communication Studies is in the second year of "Values, Outcomes, and Return on Investment of Academic Libraries" (Lib-Value), a three-year project funded by the U.S. Institute of Museum and Library Services to develop and test measures of the value of academic libraries in academic research, teaching, and student services. These current projects, along with studies over three decades by the Center for Information and Communication Studies researchers, will enable a comprehensive and global look at the value of scholarly reading and academic libraries in an increasingly digital world.

RePosit: positing a new kind of repository deposit

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The [RePosit Project](#), funded by the Joint Information Systems Committee (JISC), seeks to increase uptake of web-based repository deposit tools embedded in a researcher-facing publications management system.