

UC Campus Report on the Use of Digital Resources in Humanities and Social Science Undergraduate Education

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In order to gain a broader understanding of the issues surrounding use and non-use of digital resources at various types of higher education institutions, we conducted a large-scale survey of faculty members across California.

A complete description of our methodology is available online in our First Year Report : http://digitalresourcestudy.berkeley.edu/pdf/digital_resources_y1_report.pdf.

In our initial survey, we surveyed approximately 4,500 faculty from specific departments at a random stratified sample of community colleges, University of California campuses, and liberal arts colleges in California. The survey was conducted between March and June of 2004. Of the eight eligible UC campuses (that currently offer undergraduate instruction), we randomly selected five: UC Berkeley, UC Davis, UC Los Angeles, UC Santa Barbara, and UC San Diego. The population consists of all levels of undergraduate classroom instructors in the targeted disciplines of visual arts, art history, archaeology, architecture, anthropology, political science, history, languages and literature, writing and composition, classics, and geography. At each institution, all active instructors (full- and part-time) who are currently teaching in any of the selected disciplinary areas were asked to participate in the survey. We received 831 survey responses, including 522 from the UC campuses. This report focuses on the preliminary findings of the initial faculty survey for use and non-use of digital resources among the five UC campuses. The complete survey instrument and our first-year report showing preliminary findings for all institution types are available online (<http://digitalresourcestudy.berkeley.edu/>).

The response rate from UC was 22%; Table 1 shows response rates by UC campus and by survey delivery mode (paper vs. online). Due to the relatively low response rate and concomitant difficulty in determining the representativeness of the responses, we caution against extrapolating from the survey respondents to the population as a whole.¹ The demographics of respondents are broken down by education, age, discipline, and other factors for each UC campus in Table 2.

Figure 1 shows all the UC campuses following roughly the same pattern for types of digital resources used, except for UC Santa Barbara, which shows somewhat higher use overall. Search engines and directories and faculty's personal collections of digital materials are the most common sources of digital resources, while commercial image databases are used least (Figure 2). In Figure 3, faculty most often use digital resources by presenting them during class or lecture and rarely present them in online lectures or online class discussions. Faculty cite a variety of reasons for using or not using digital resources in teaching as well as barriers to use, including pedagogical beliefs, institutional factors, and access to technology (Figures 4, 5, and 6). It is interesting that institutional barriers (e.g. access to classroom technology, server space, or high speed connections) differ widely by campus, with UC Davis faculty reporting only half the difficulty level of other campuses. In Figure 7, the campuses show similar trends in ranking all types of support as very important, with the exception of assessing the credibility and appropriateness of resources for use in teaching. Figure 8 shows that the UC campuses have the same general pattern of satisfaction with support, with UC San

¹ We are currently conducting a survey of nonrespondents to estimate the bias of the sample.

Diego showing slightly higher satisfaction for some sources of support. The different campuses vary in where faculty hear about digital resources from sources such as colleagues, students, and campus librarians (Figure 9). In Figure 10, a similar trend appears for all five campuses; they show higher levels for gathering and maintaining their own collections and overall show lower levels of making those resources available to others online.

Table 1: Response Rates for All Eligible Subjects of the Faculty Survey for the UC Campuses

	Total	UCB	UCD	UCLA	UCSD	UCSB
Total:						
Eligible Participants	2417	707	320	708	277	405
Submitted Surveys	522	149	73	159	52	89
Response Rate	22%	21%	23%	23%	19%	22%
Online Survey:						
Participants contacted	2242	652	310	646	250	384
Submitted Surveys	511	147	73	152	51	88
Response Rate	23%	23%	24%	24%	20%	23%
Paper Survey:						
Participants contacted	175	55	10	62	27	21
Submitted Surveys	12	2	0	8	1	1
Response Rate	6.9%	3.6%	0%	13%	3.7%	4.8%

Table 2: Demographics of Faculty Survey Respondents for the Five UC Campuses

	Total	UC Berkeley	UC Davis	UC Los Angeles	UC San Diego	UC Santa Barbara
Part-time	14%	14%	9.2%	16%	20%	11%
Full-time	86%	86%	91%	84%	80%	89%
Highest Degree:						
BA	1.7%	0.7%	3.0%	2.8%	2.0%	0%
MA	11%	13%	9.1%	7.8%	18%	11%
Doctoral degrees	87%	87%	88%	89%	80%	89%
Other	0.2%	0%	0%	0.7%	0%	0%
Gender:						
Male	55%	53%	55%	49%	68%	61%
Female	45%	47%	45%	51%	32%	39%
Age (years):						
0 - 35	9.5%	8.2%	9.4%	9.5%	12%	10%
36 - 44	24%	24%	25%	24%	20%	28%
45 - 53	27%	31%	17%	25%	33%	26%
54 - 61	23%	21%	28%	24%	20%	23%
62+	16%	16%	20%	18%	14%	13%
Mean Age \pm SD (years)	50 \pm 11	50 \pm 10	51 \pm 12	50 \pm 10	50 \pm 10	49 \pm 10
Mean Years Since Degree \pm SD (years)	18 \pm 11	19 \pm 11	20 \pm 12	18 \pm 12	19 \pm 12	18 \pm 12

	Total	UC Berkeley	UC Davis	UC Los Angeles	UC San Diego	UC Santa Barbara
Discipline:						
Anthro & archaeology	8.5%	8.7%	9.7%	9.5%	5.8%	6.7%
Art & architecture	11%	11%	9.7%	11%	19%	7.9%
History	13%	15%	14%	10%	12%	11%
Political Science	12%	9.4%	14%	10%	23%	12%
Writing	4.4%	4.7%	2.8%	3%	0%	10%
Foreign language	12%	12%	5.6%	13%	15%	12%
Lit & English language	25%	20%	36%	27%	17%	24%
Geography	3%	1.3%	2.8%	2.5%	0%	5.6%
Ethnic/ gender/ cultural studies	4.2%	5.4%	2.8%	3.8%	0%	6.7%
Media/ communication studies	1.2%	0.7%	0%	1.9%	3.9%	0%
Other	4.4%	9.4%	1.4%	3.2%	1.9%	2.3%

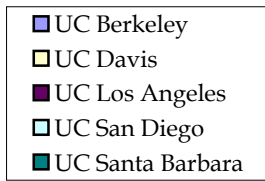
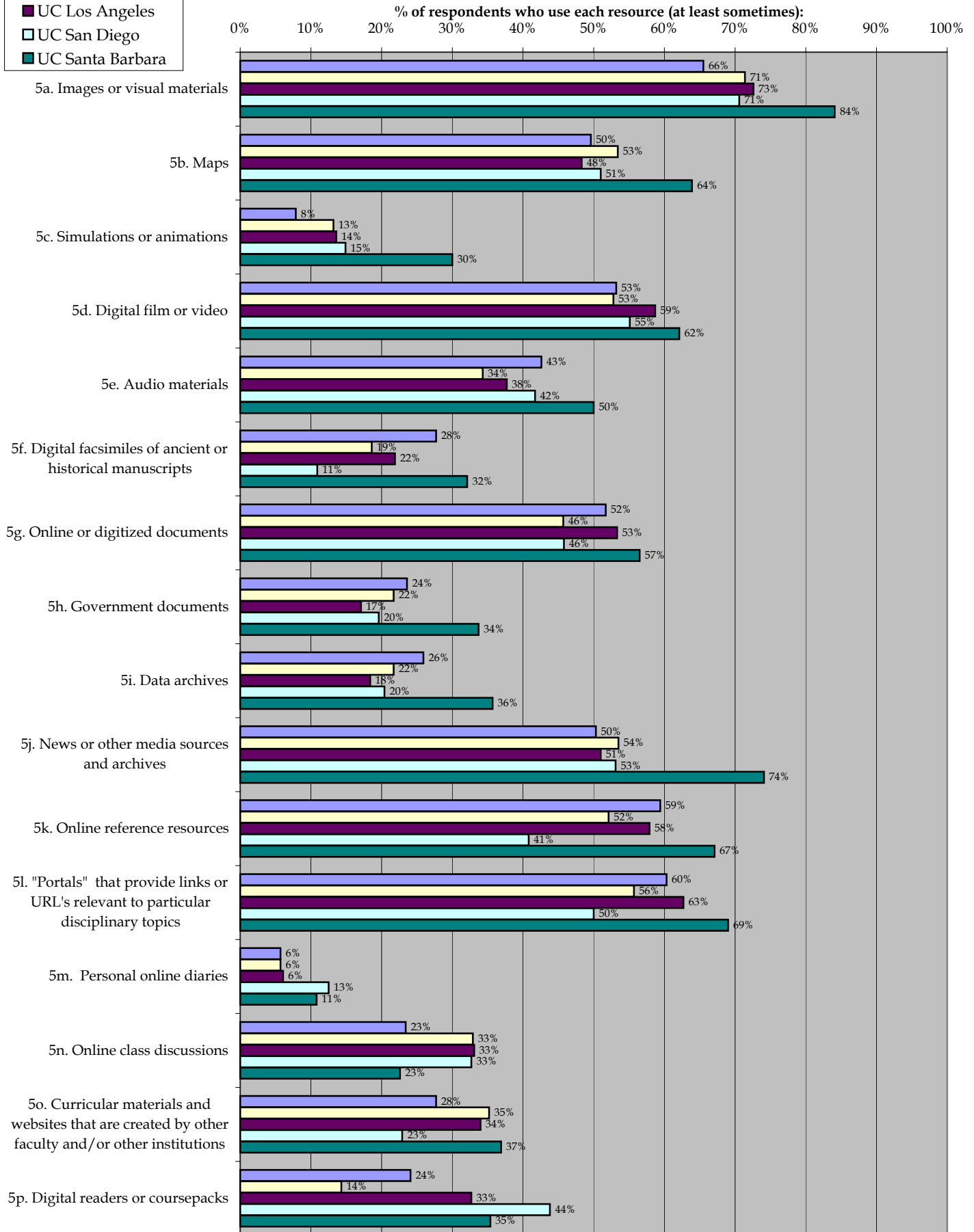


Figure 1: What kinds of digital resources do faculty use?



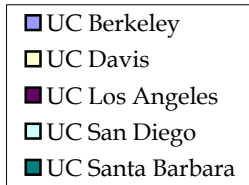
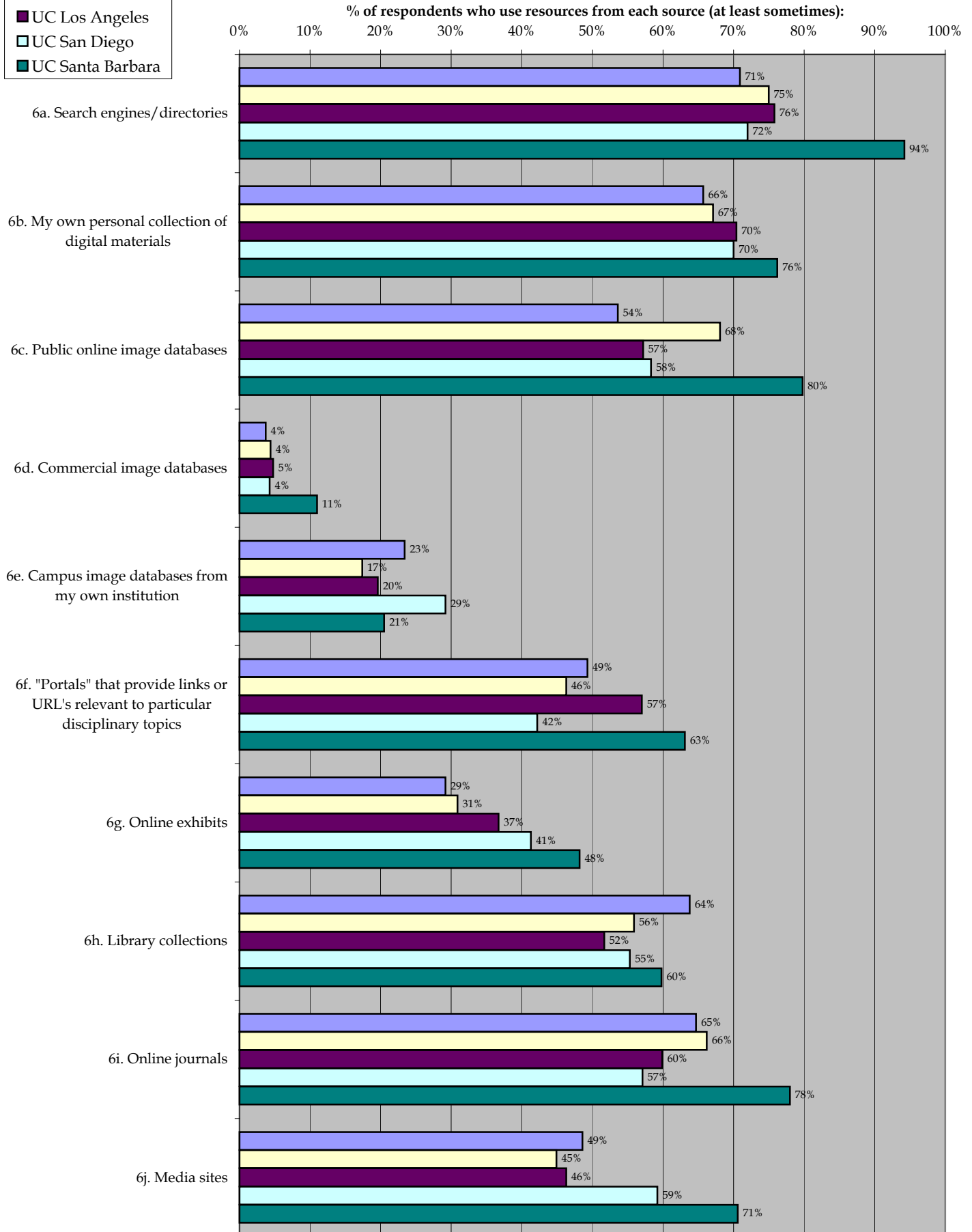


Figure 2: Where do faculty find digital resources?



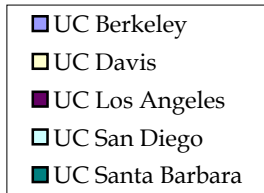
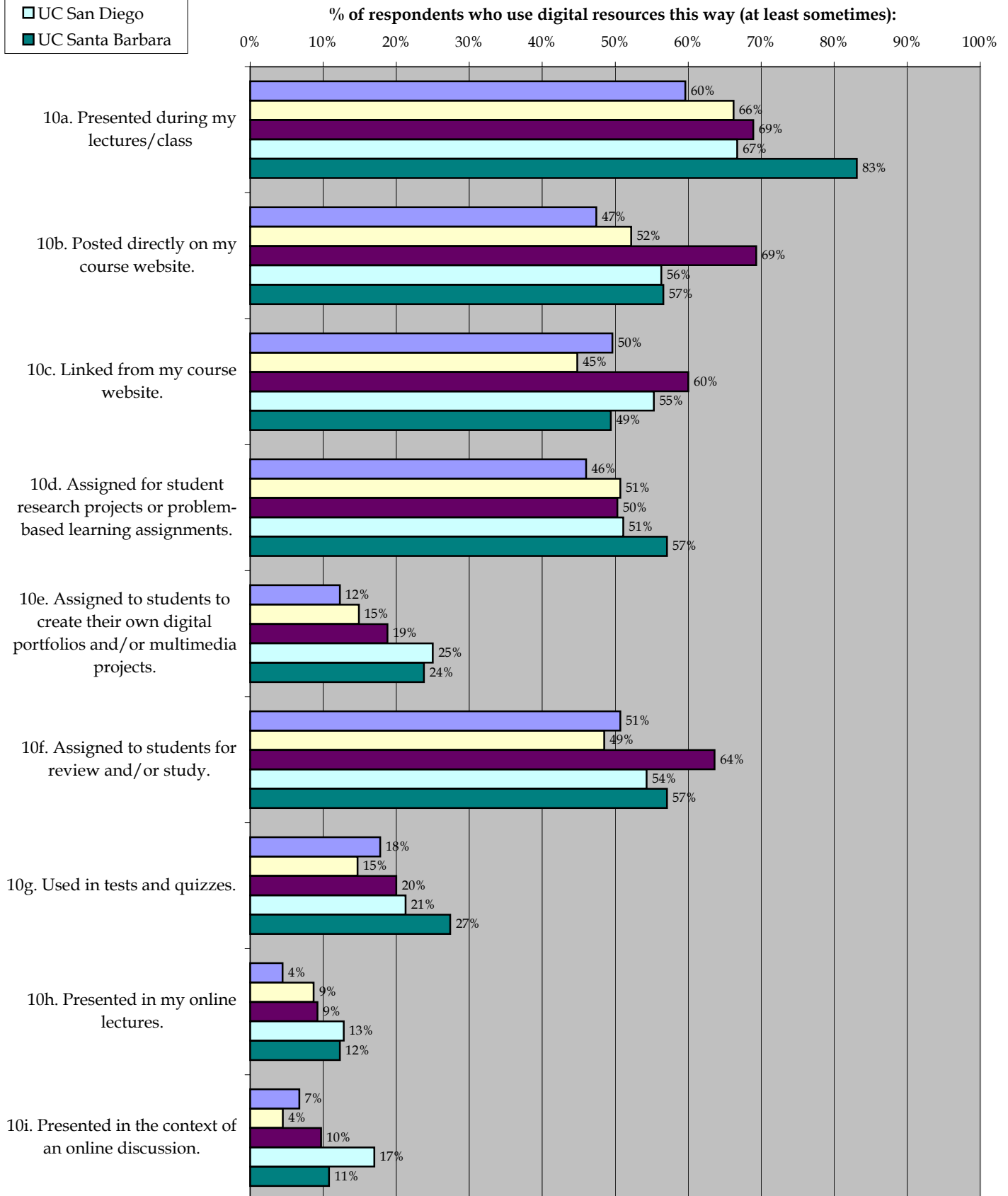


Figure 3: How do faculty use digital resources in teaching?



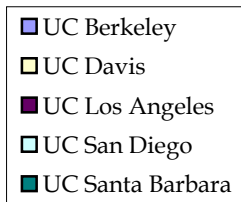
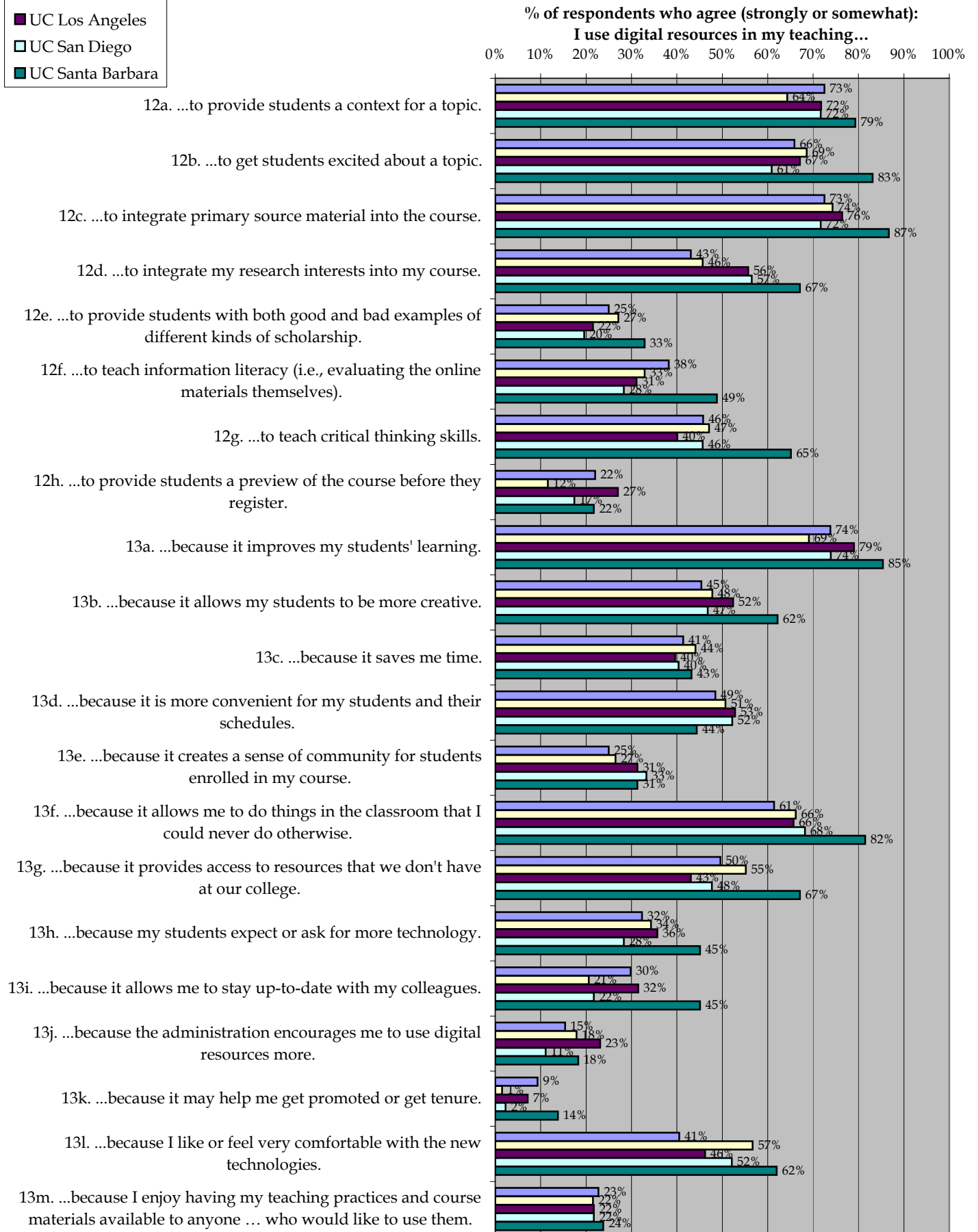


Figure 4: Why do faculty use digital resources?



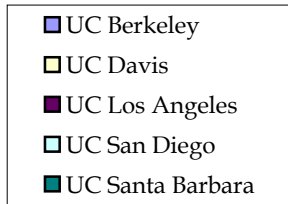
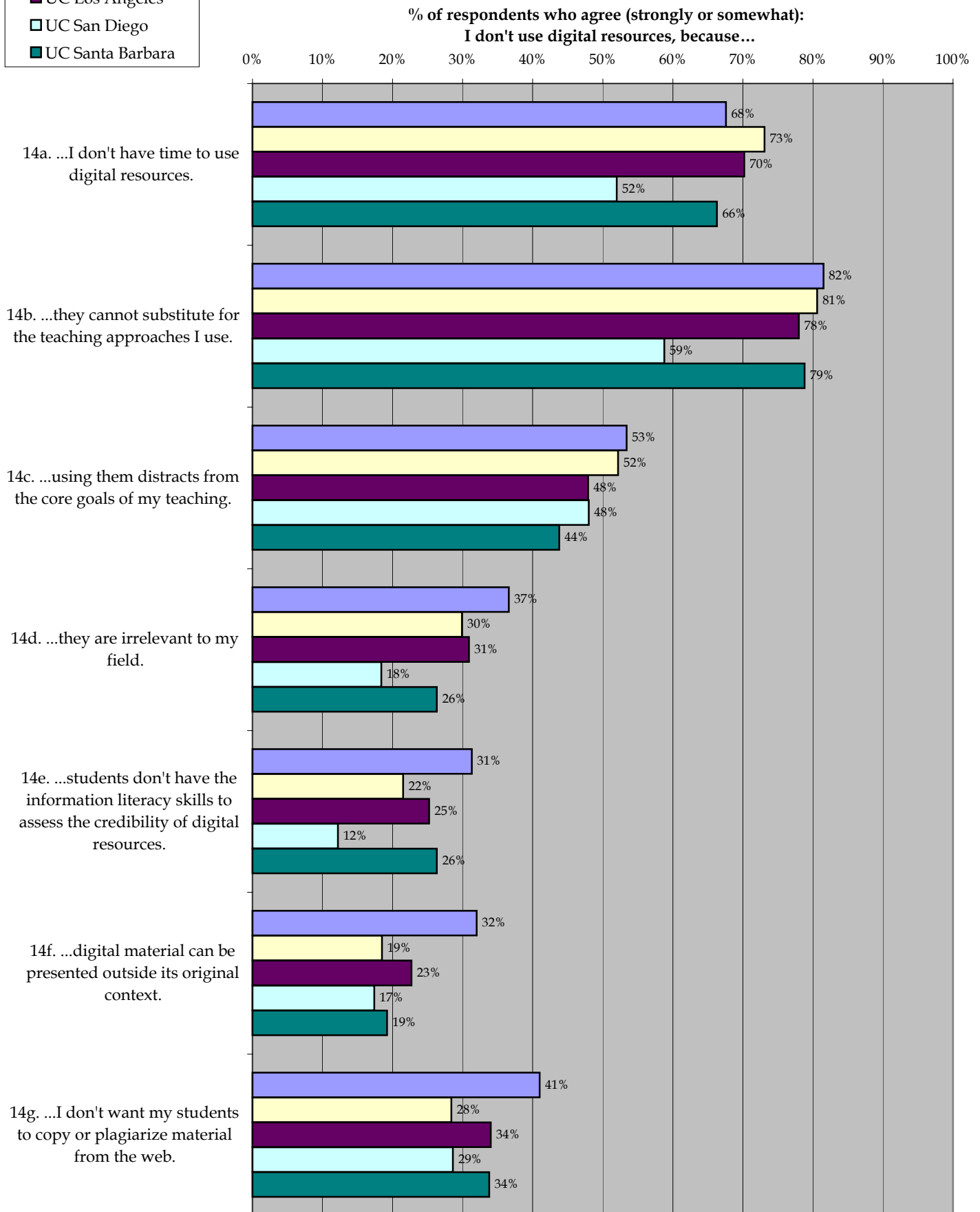


Figure 5: Why do faculty NOT use digital resources?



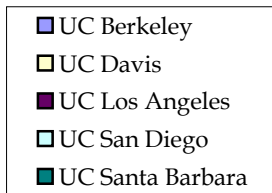
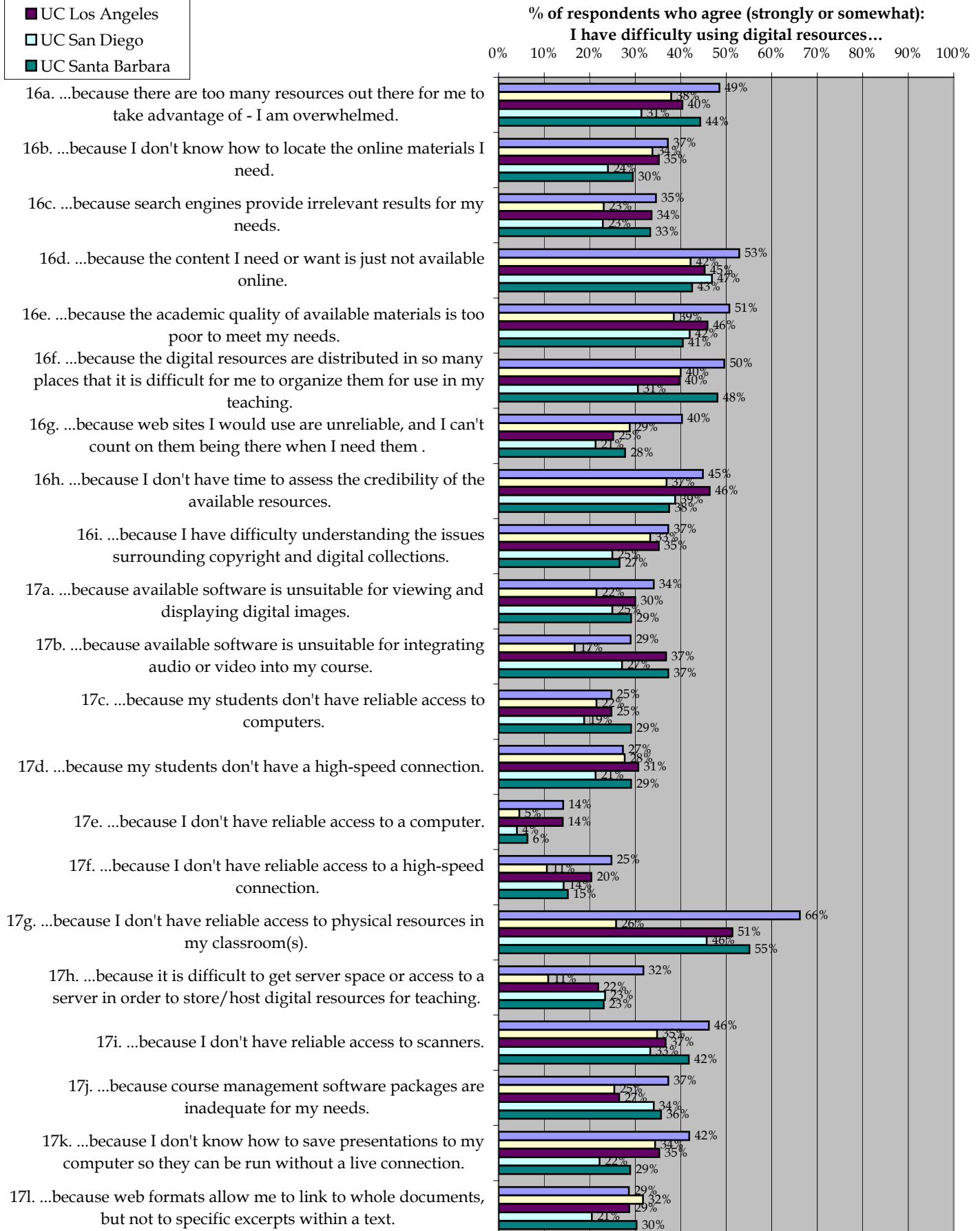


Figure 6: What inhibits faculty from using digital resources?



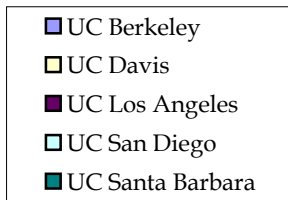
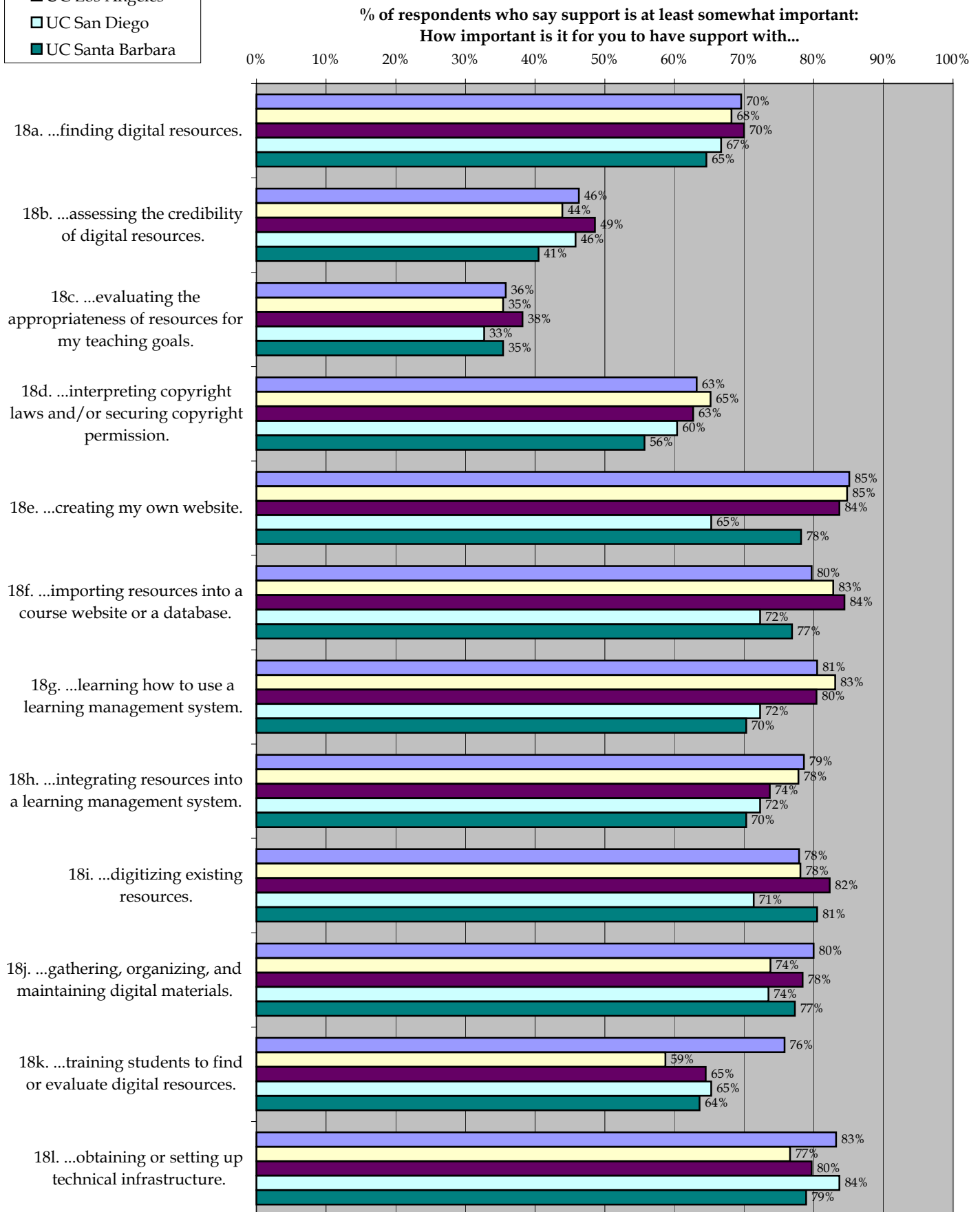


Figure 7: What support do faculty need?



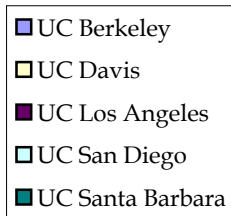
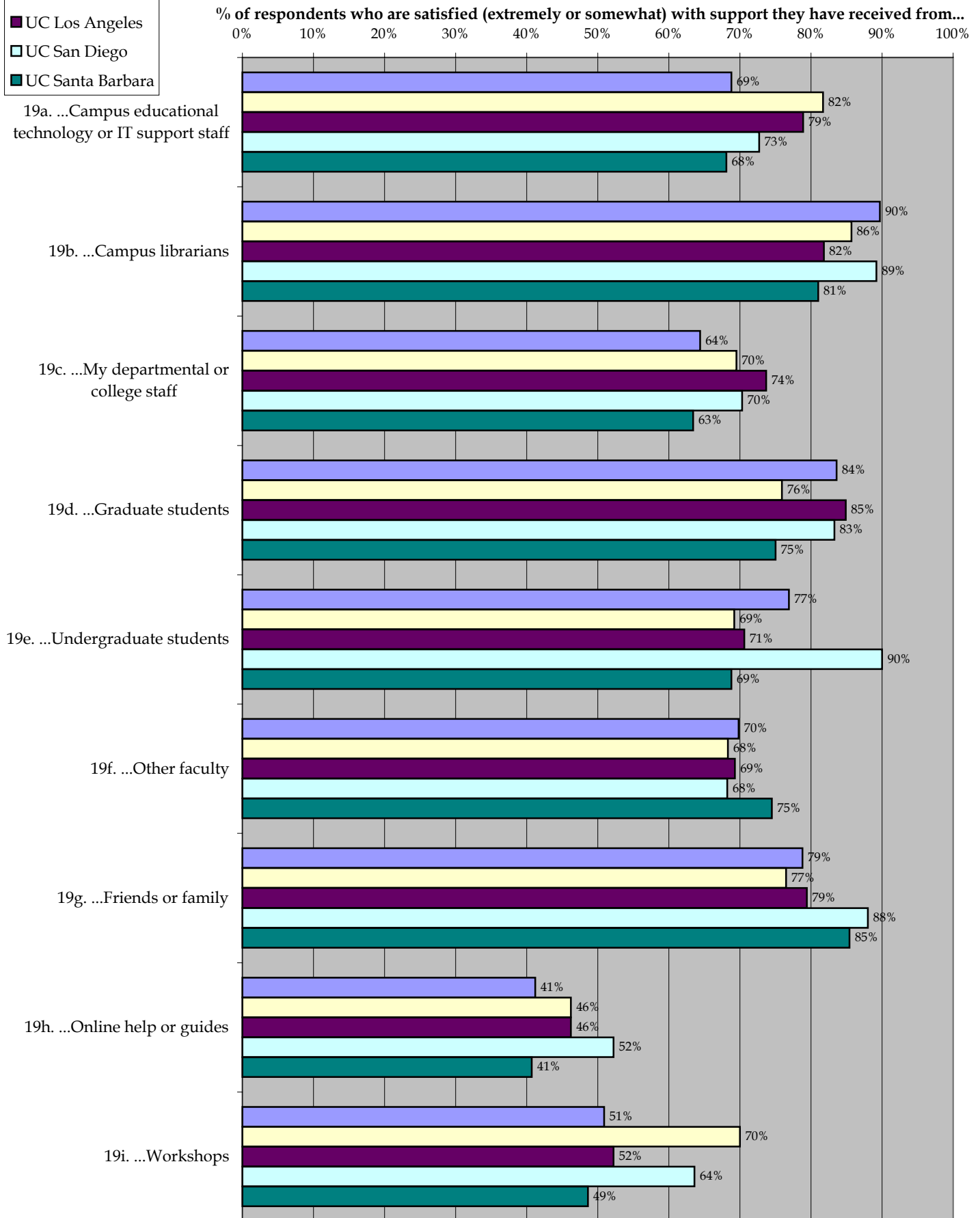


Figure 8: How satisfied are faculty with the support they receive?



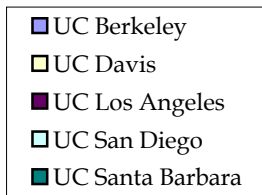
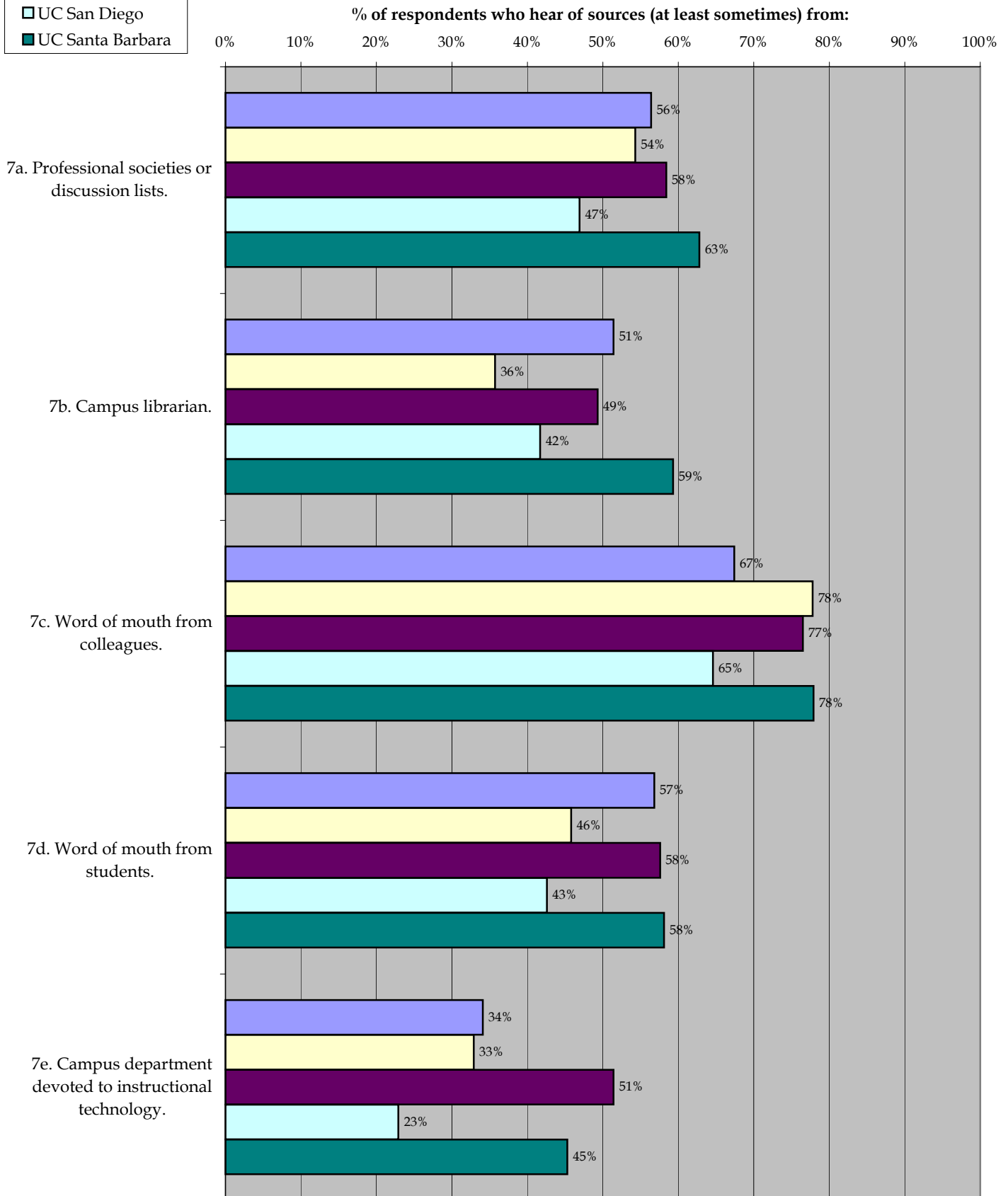


Figure 9: Where do faculty hear about digital resources?



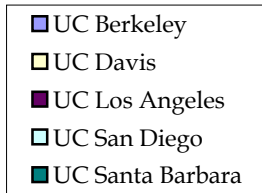


Figure 10: How do faculty use their own digital resources?

