

Journal Reading Patterns in Australia and the US

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Surveys Focus on:

- Scholarly articles in journals and alternatives
- Print and electronic
- Amount of reading
- Purpose and value of reading
- Source and format of reading

Data From:

- 2004 and 2005 surveys of academic staff and students at UNSW and UQ
- 2005 surveys of faculty and students at Akron (Ohio), Case Western (Ohio), and Tennessee
- Compared to surveys from 1977 to the present
- Over 35,000 total respondents

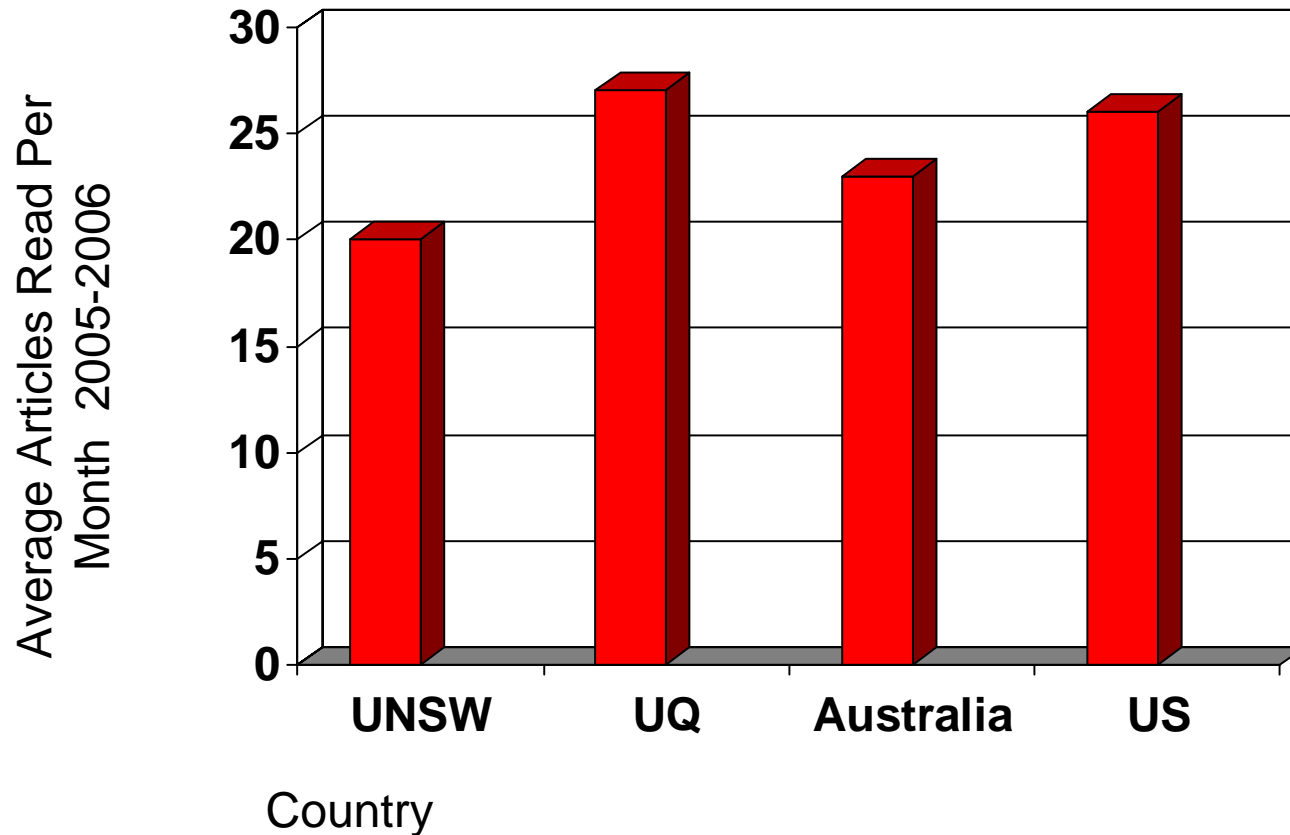
Australia and US

- What is the same?
- What differs?
- What has changed over time?
- A bit about students

Academic Staff Responses

- UNSW: 230
- UQ: 151
- US (Case Western, 414 (19%), Univ of Akron, 332 (33%), Univ of Tennessee, 410 (41%)): 1156

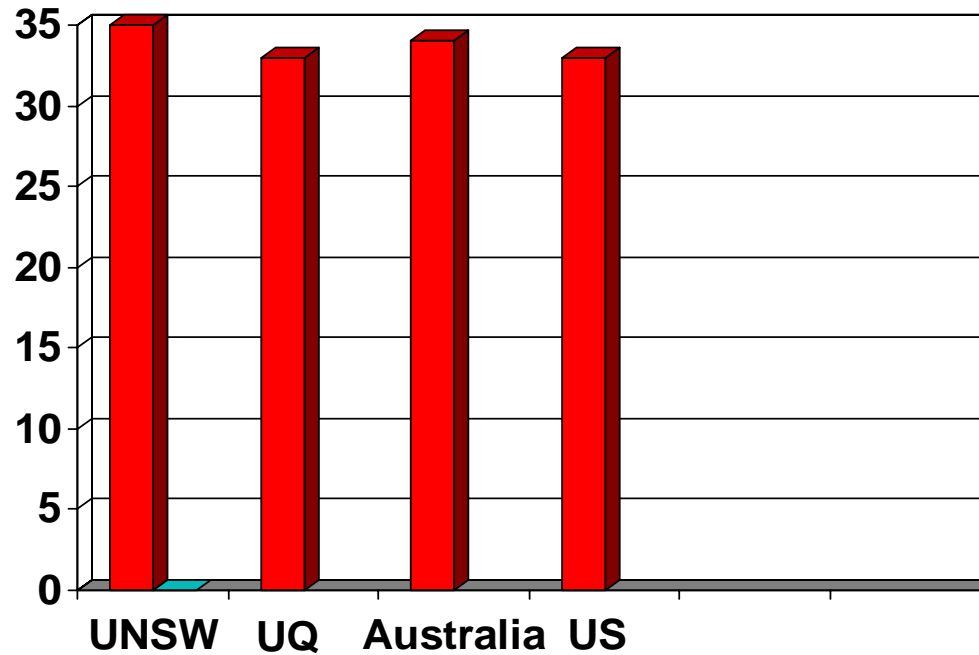
Average Article Readings Per Month by Academic Staff in the US and Australia 2005-2006



Average Minutes Per Reading by Academic Staff in the US and Australia

2004-2005

Average Minutes Per Articles
2004-2005



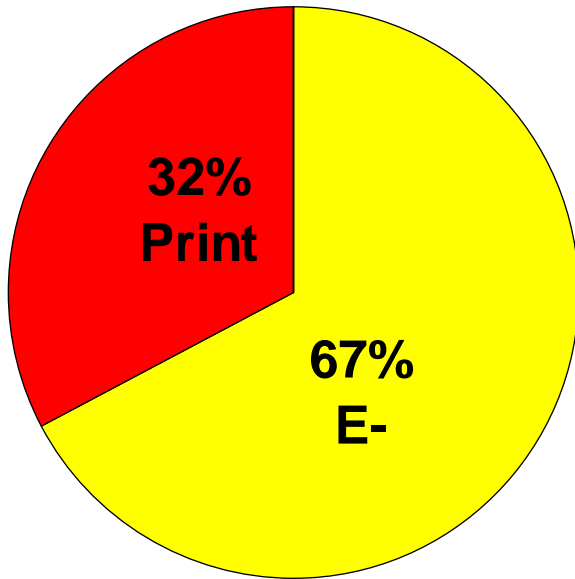
Reading Varies By Subject

Subject Discipline	Articles Read (Per Month)	Time Per Article (Min)
Medical	AUS:31 (UNSW:23; UQ: 48) US: 37	24 (26; 20) 24
Engineering	AUS:28 (UNSW:34; UQ:23) US: 21	45 (49; 41) 41
Sciences*	AUS:17 (UNSW:17; UQ:16) US: 34	31 (33; 24) 37
Soc Sci	AUS:17 (UNSW:17; UQ:18) US: 21	41 (40; 43) 34
Humanities	AUS:15 (UNSW:11; UQ:19) US:12	40 (43; 40) 36

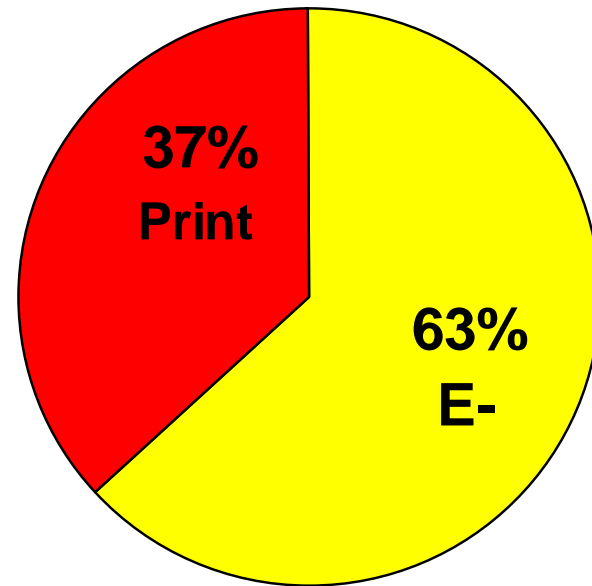
Why differences in the sciences?

- Differences by science subdisciplines
- Computer Science in Sciences or Engineering?
- All universities have significant e-collections
- Male academics in the US read more articles than male Australians
- Male academics in US rate importance of readings higher

Print or Electronic

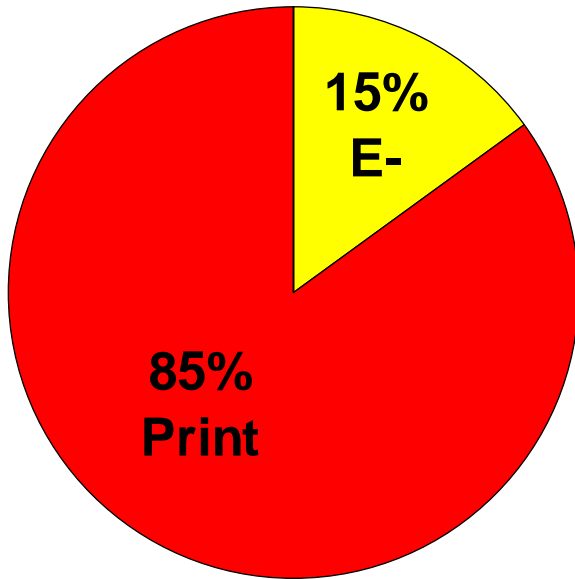


Australian Universities

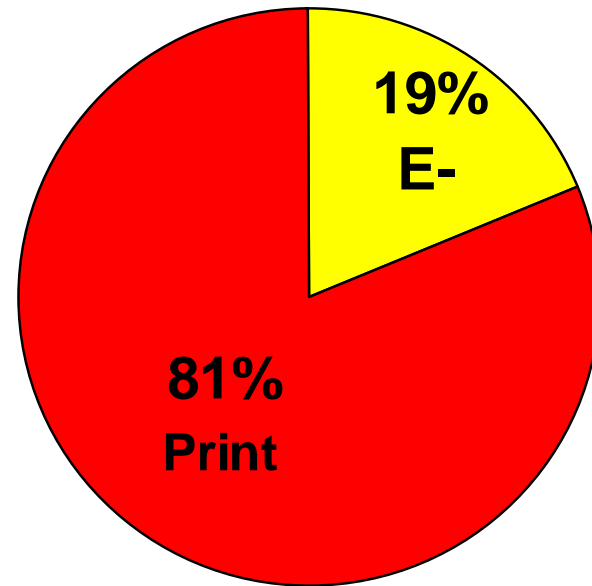


US Universities

Final Form of Reading

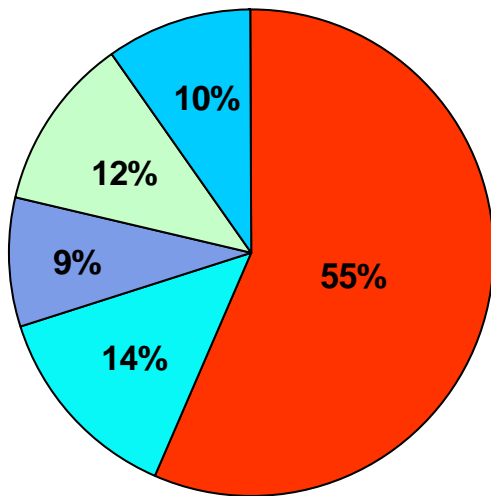


Australian Universities

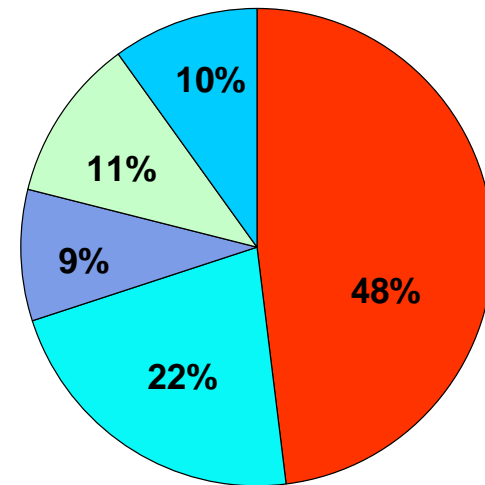
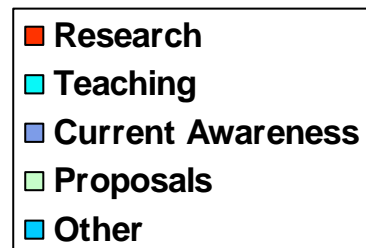


US Universities

Principal Purpose of Reading

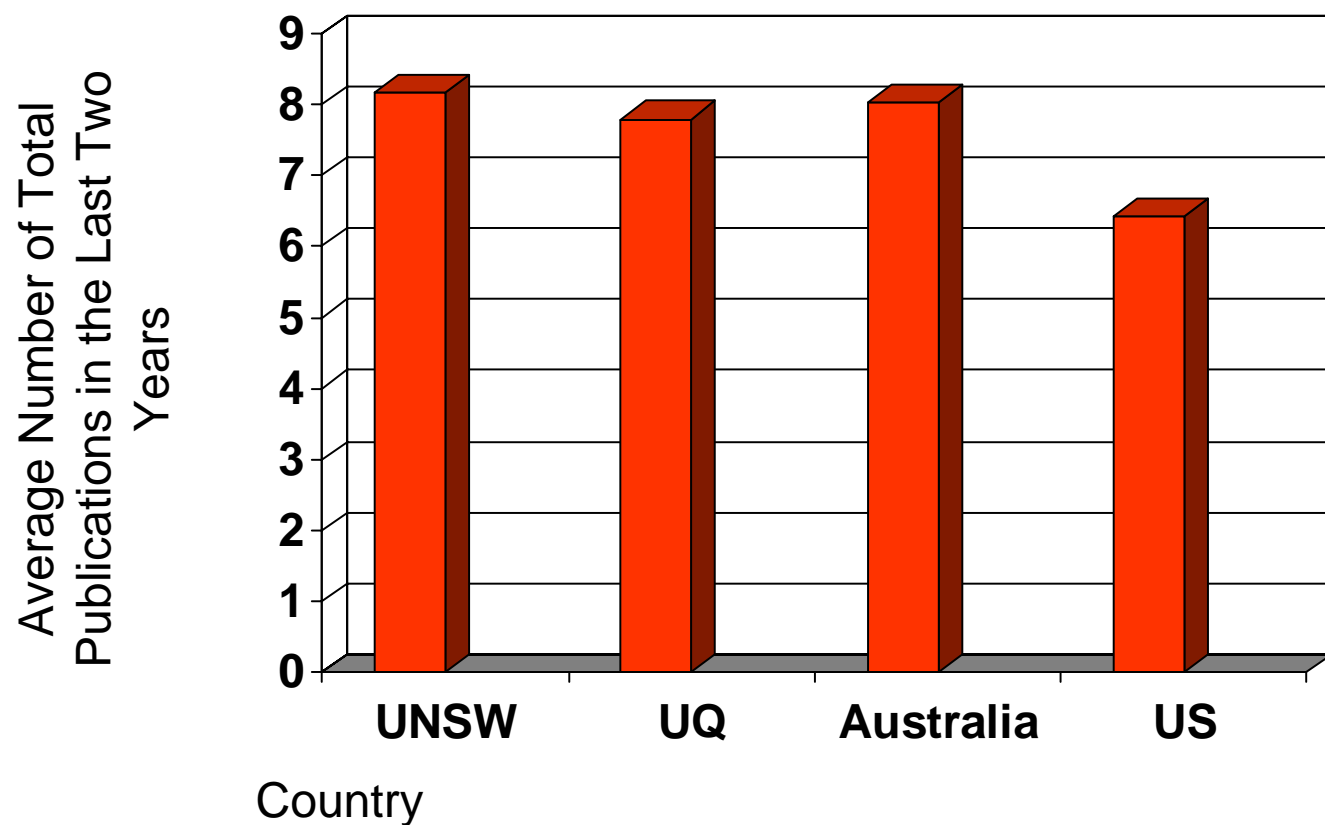


Australian Universities



US Universities

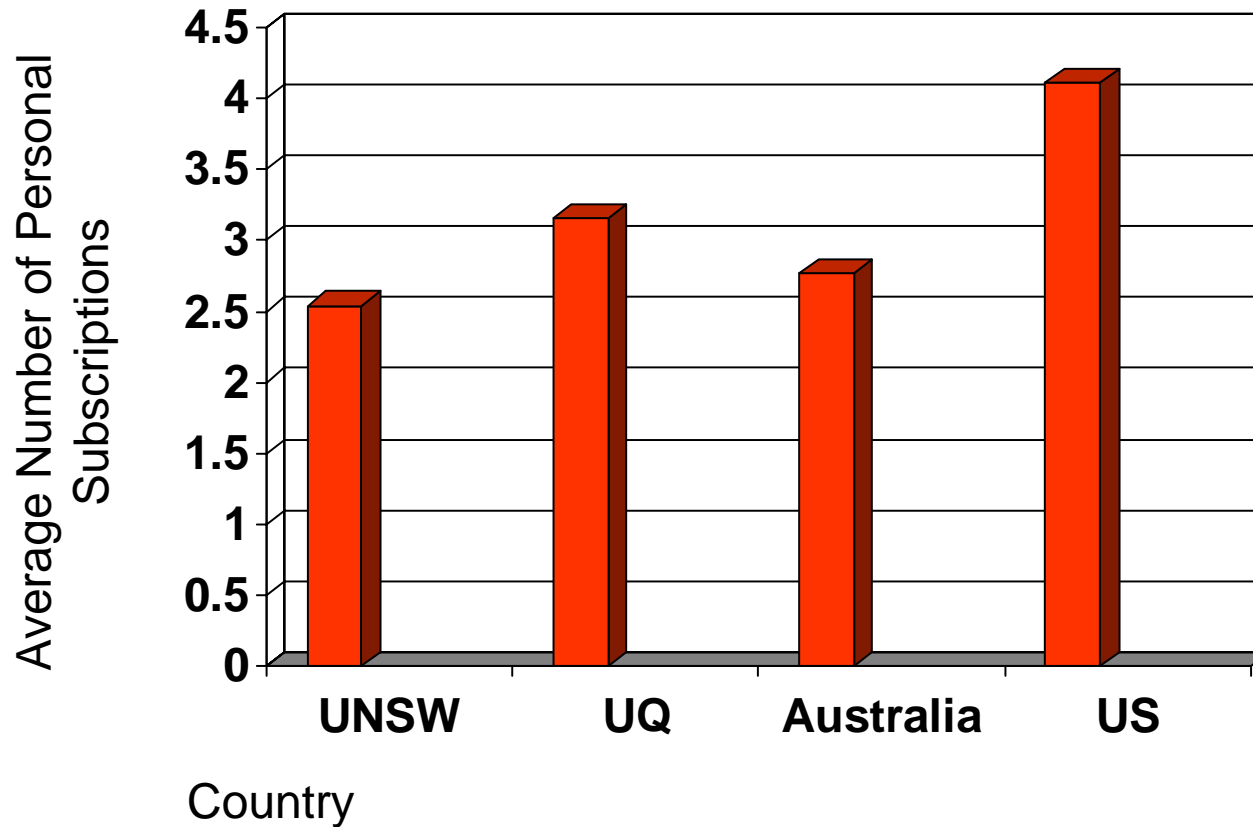
Average Number of Total Publications By Faculty Members in the Last Two Years



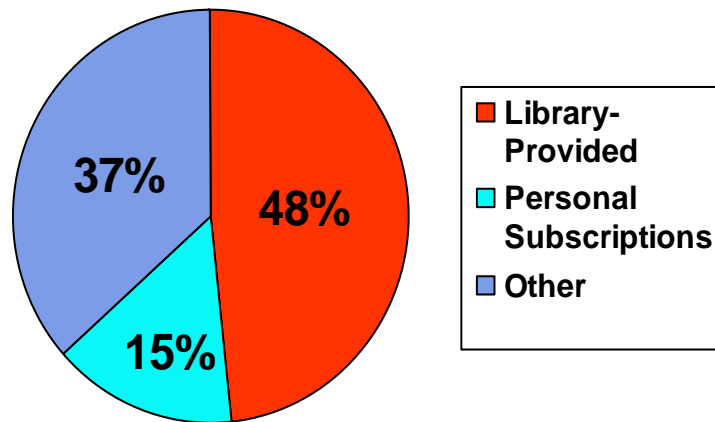
Value of Reading in Order of Frequency of Responses

- Inspired new thinking
- Improved results
- Changed focus
- Resolved technical problems
- Saved time
- Collaboration
- Faster completion
- Wasted my time

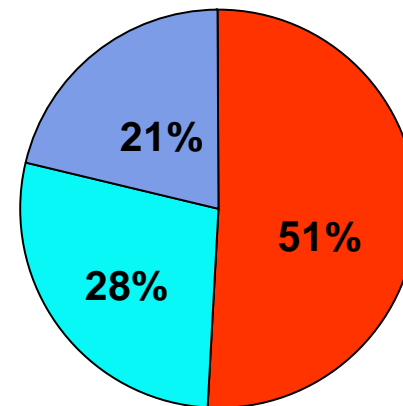
Average Number of Personal Subscriptions



Source of Articles Between Countries



Australian
Universities



US
Universities

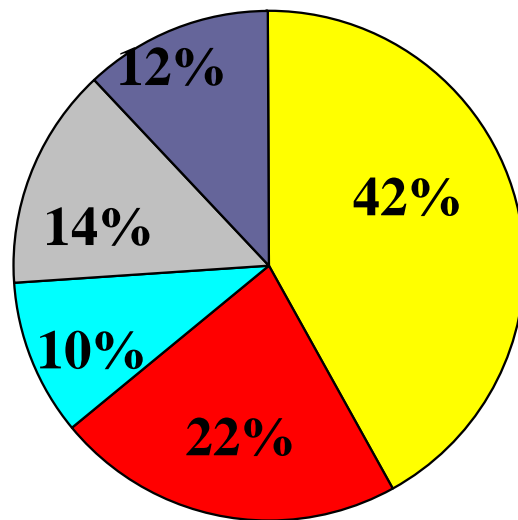
These comments are typical in Australia...

- “How did we ever get along without electronic journals?”
- “Everything I need is online and I read all articles from my desk.”
- “E-access is the best thing to happen to journals in years. Let’s have more of it.”

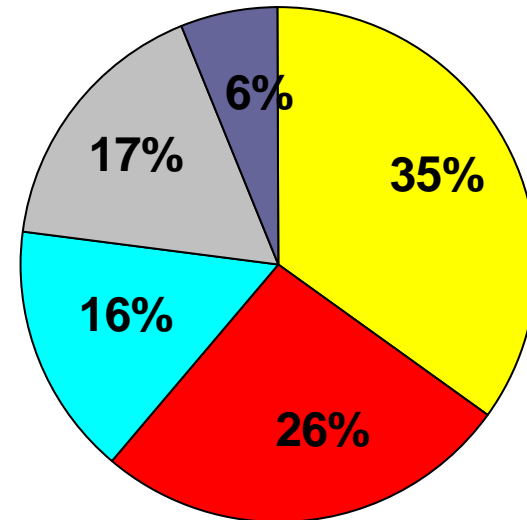
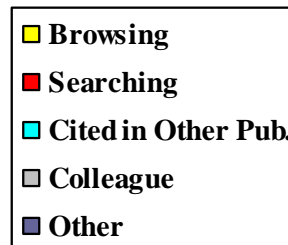
Occasional Concern:

- “I used to pick up a journal, visually scan the contents, replace the journal, pick up the next one (even if it is peripheral to my interests) and scan the contents, etc. With electronic access this cannot really be done and I suspect that I am missing articles that may lead me in new directions, as my searches are now more focused and linear.”

Academics Use Many Ways to Locate Articles

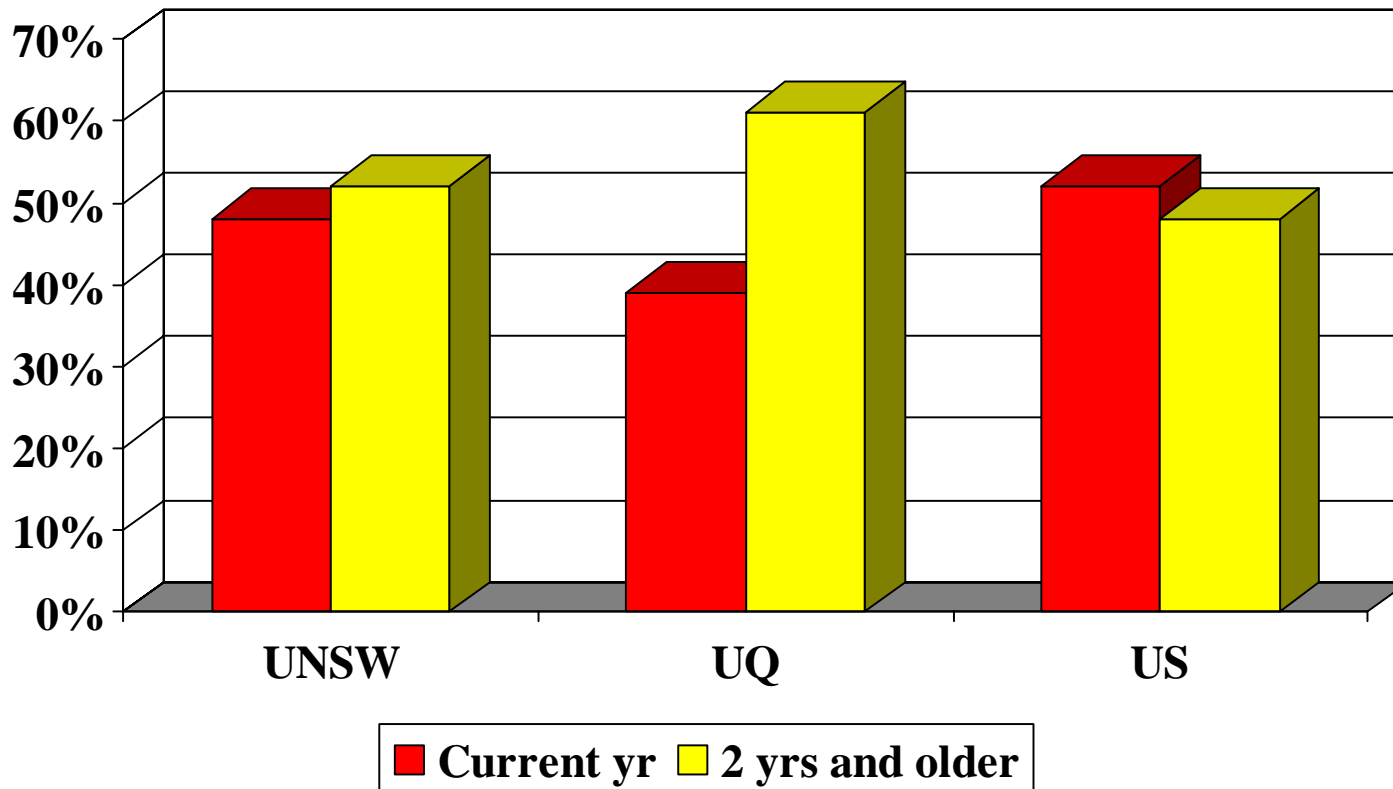


Australian
Universities



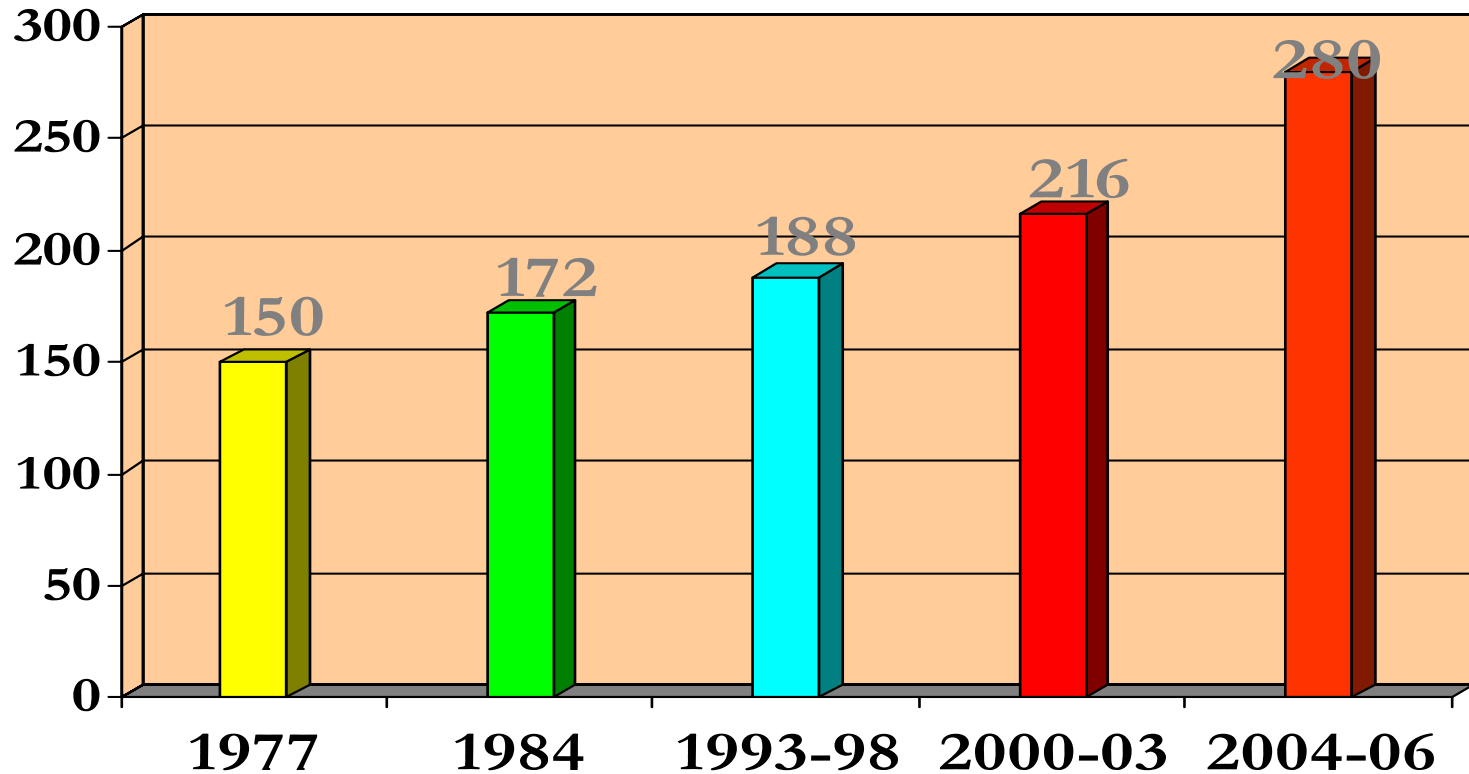
U.S. Universities

Reading by Age of Article



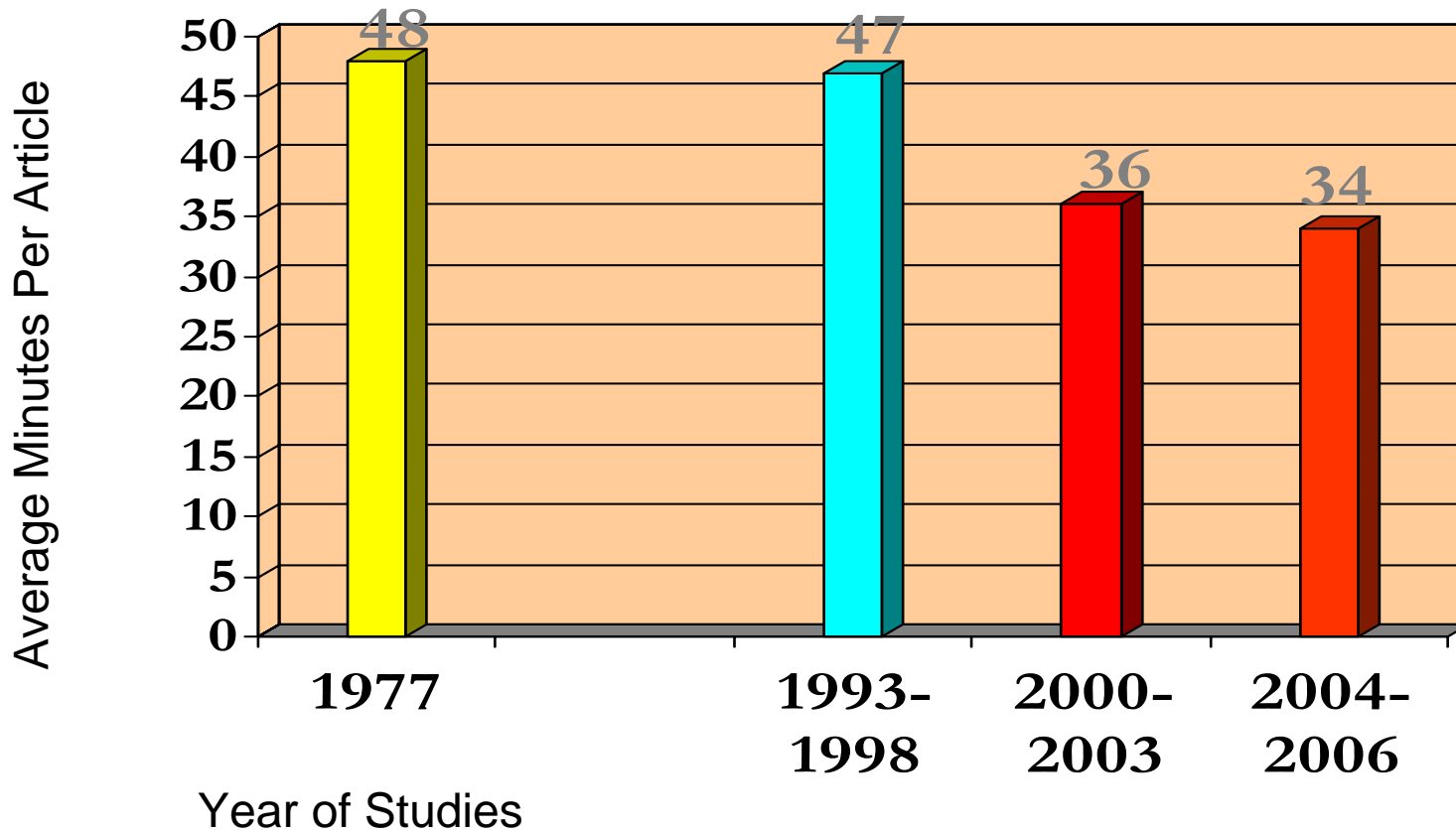
What has changed over time

Average Articles Read per Year per University Faculty Member

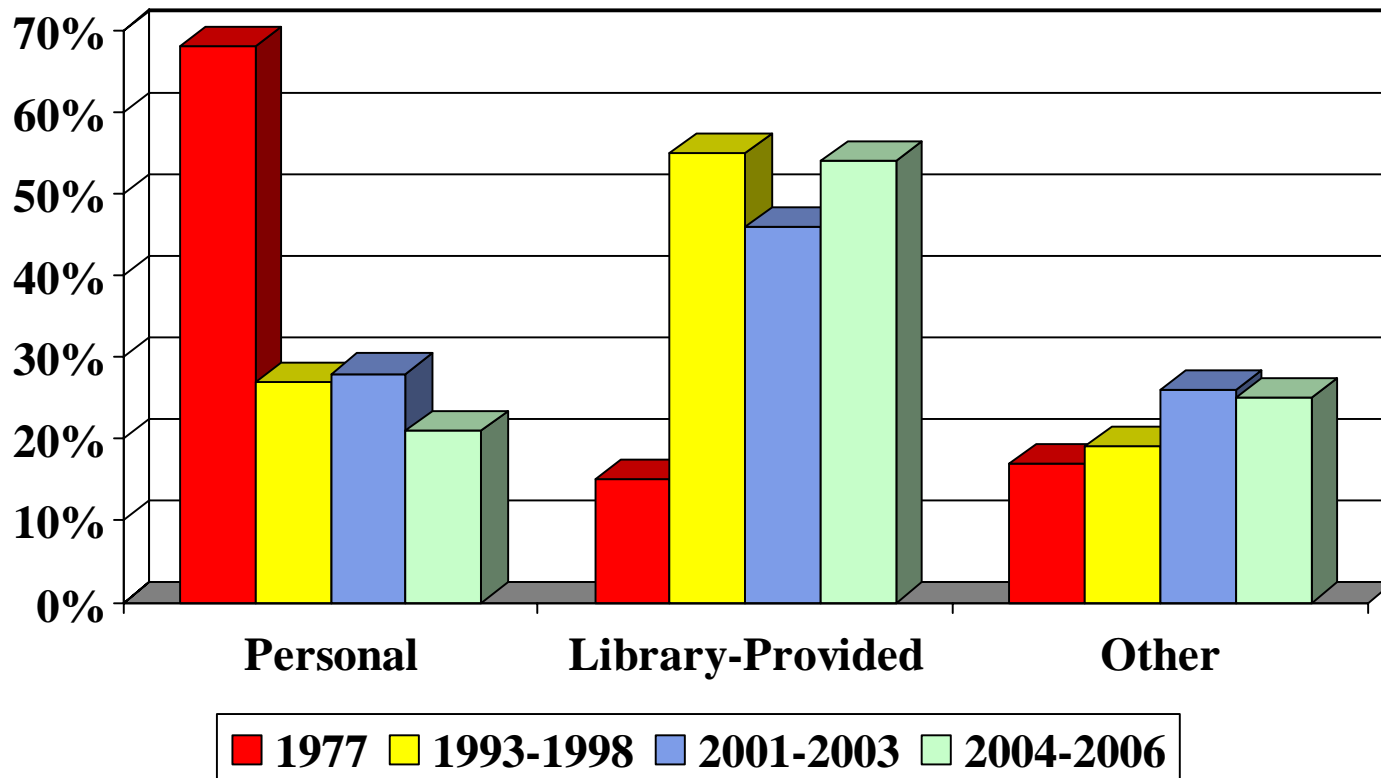


Year of Studies

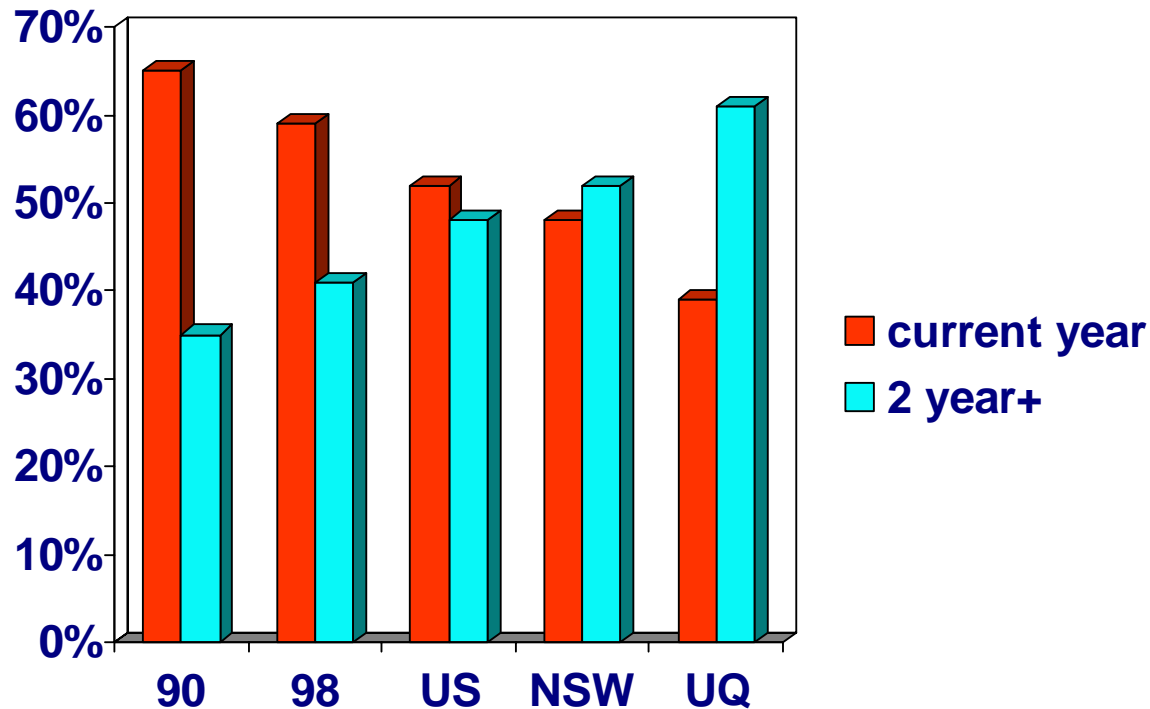
Average Minutes per Article by University Faculty Member



Proportion of Readings of Scholarly Articles



Readings of older materials may be increasing (university faculty)

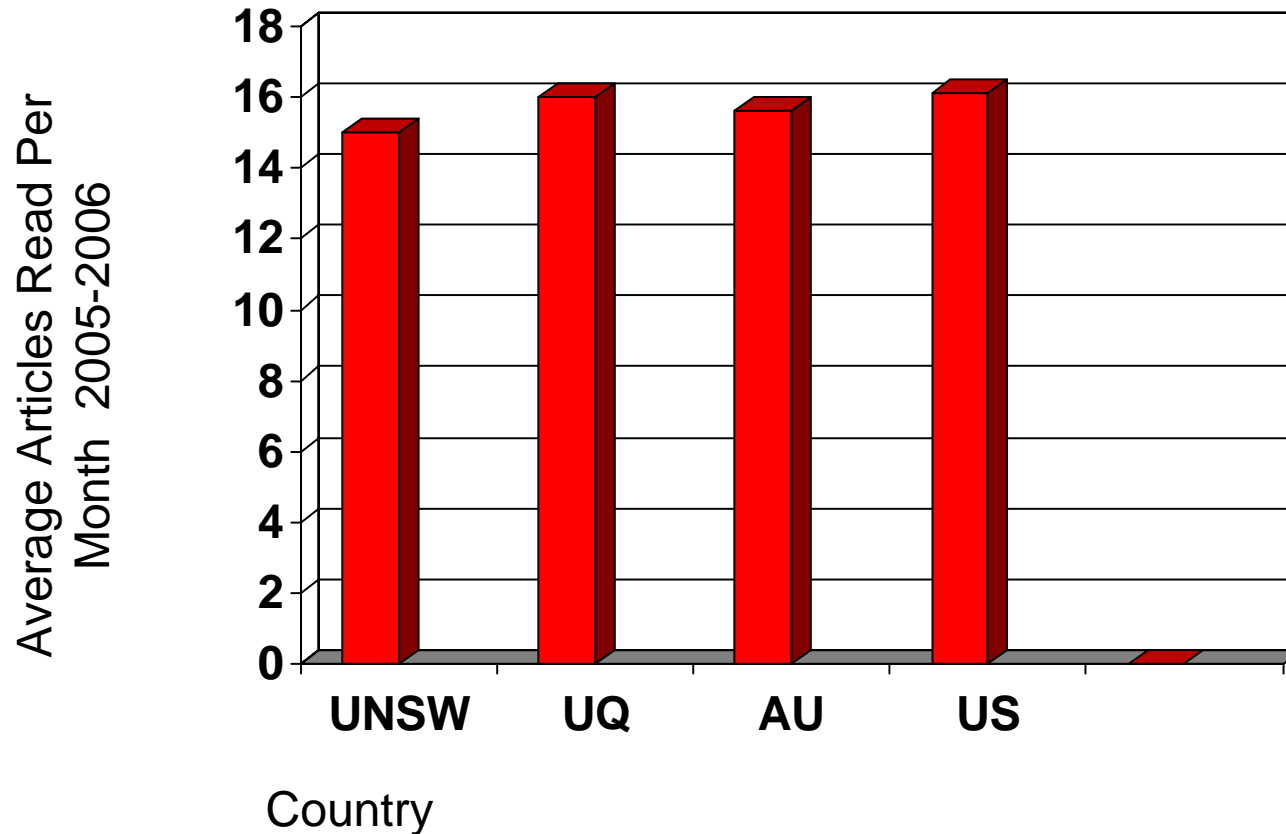


Student Respondents

- UNSW: 359
 - 157 undergrads; 197 postgrads; 17 unknown
- UQ: 490
 - 264 undergrads; 203 postgrads; 23 unknown
- US: 2634 (Case, 1536*; Akron 545; UT 553)

* “IPOD Effect”

Average Article Readings Per Month by Students in the US and Australia 2005-2006



Purposes of Readings by Students (UNSW and UQ)

- Help complete a course assignment or required reading in a course (46-50%)
- Thesis/dissertation (37-33%)
- Keep up with the literature (8-7%)
- Personal interest (2-4%)

Readings by Students

- Only 18-25% of readings of current year articles
- UQ students report searching more than UNSW, but UNSW students use browsing in “Sirius” more than any other method of finding articles
- Over 80% of readings from library, mostly electronic collections

Typical student comments...

- “I only just discovered electronic access and really, now, if it’s not electronic and I have to go into the library, photocopy it, etc. I won’t use it.”
- “Finding articles online is so much easier and faster than finding articles in dusty journals in musty corners of the library”.
- “I have found electronic journals an invaluable aide as it means I do not have to travel to the Uni for every little article (which takes AT LEAST 1 hour.)”

More student comments...

- “My use of scholarly articles has increased tenfold in the last year due to undertaking my thesis.”
- “Just recently I’ve been using Google Scholar in addition to library databases...it often leads me to relevant articles more quickly and accurately. I then download...from the library’s electronic subscription.”

In Summary...

- Academic staff value journals for many reasons
- They read many articles, but quickly
- They use many sources and both print and electronic, but favor e-library journal collections
- Australians read more older articles, read more for research, and publish more
- UG students read most for classes, post-grads for thesis-dissertations
- Students rely even more on library e-collections

Implications for the future

- Larger and Deeper e-collections (open access alternatives)
- Systems that allow browse and search
- More reading, less time per reading can only go so far
- Services need to help readers identify high quality readings and read quickly (“save the time of the reader”)

All Individual Reports

[web.utk.edu/~tenopir/
research/survey_instruments.html](http://web.utk.edu/~tenopir/research/survey_instruments.html)