



# THE LIS FACULTY PERSPECTIVE: THE EVOLVING DIGITAL AGE AT DREXEL UNIVERSITY

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In The Transition Zone  
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## Where the Fashionistas Go for a Quick Fix



LIKE A MAGAZINE, ONLY FASTER The new online fashion magazines are ringers for print glossies. Unvogue.com.

Conceived to mimic mainstream glossies, titles like [Hintmag.com](http://Hintmag.com), [Fashion156.com](http://Fashion156.com) and [Glossmag.ca](http://Glossmag.ca) draw international readerships in the hundreds of thousands. But unlike their newsstand competitors, these publications exist exclusively online, updating weekly or even daily, and offering a sense of community that conventional monthlies cannot replicate. What they lack in tactile attraction, they make up for with a multimedia experience encompassing still photography, music, videos, blogs and message boards teeming with opinionated commentary. And if they are not



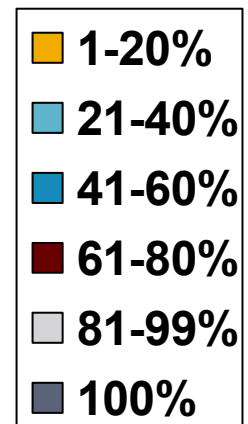
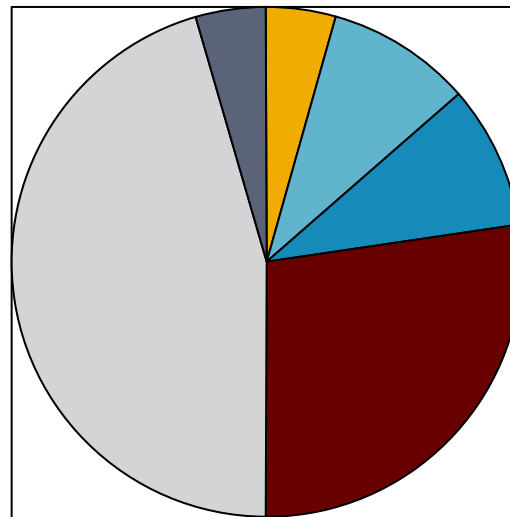
# The Students



70%

# Percent of E-Resources in Courses

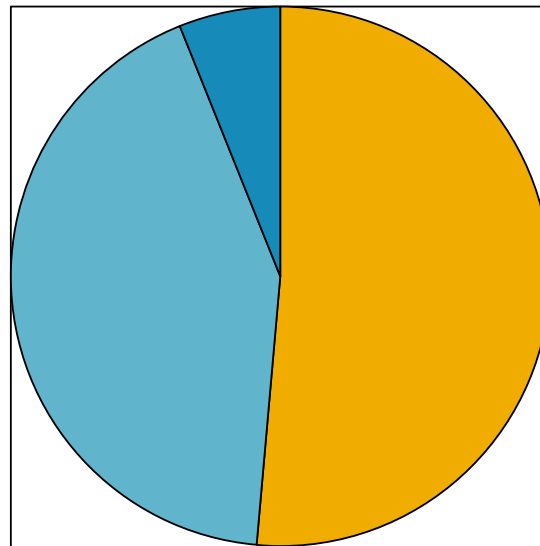
## Students Reporting Percent of Readings in E-format



# Importance of Access to E-Resources

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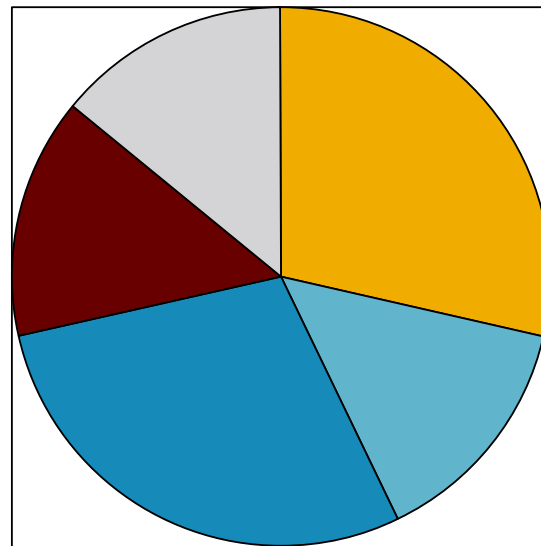
**How Important is Having E-format Resources to Your Academic Success**



■ Very Important  
■ Somewhat Important  
■ Neutral

# Print Coursepack vs. E-Resources

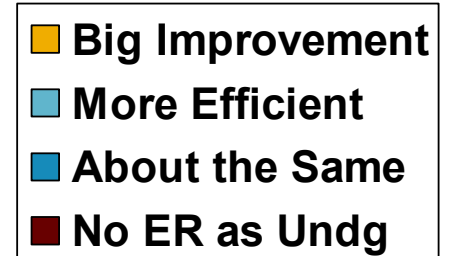
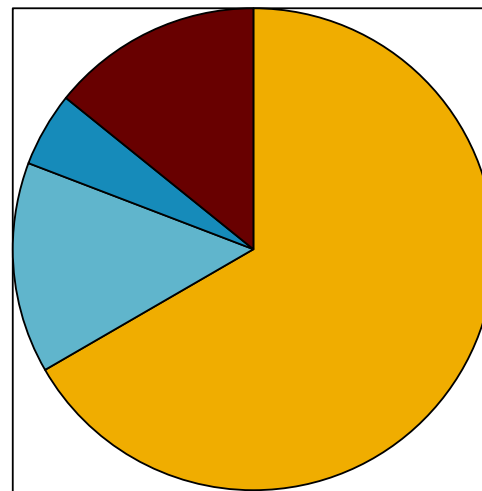
**What is Your Reaction if Offered a Print Coursepack Instead of E-Resources**



- ER=essential/efficient
- No ER =drop course
- PC=hardship
- PC=Outdated course
- PC=No Problem

# Undergrad vs LIS Grad Experience

**With Respect to Access to E-Resources  
Compare Your Undergrad Experience With Your  
LIS Experience**





# Overall Impact of E-Resources on Their LIS Education Experience

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## Positive Responses

- Has made earning this degree possible
- Equals the playing field between students with access to libraries and those who don't have access
- Facilitates and makes convenient course required research tasks
- Makes it possible to balance work, school, life
- Saves time, effort and money (gas, parking, time away from job)
- More up to date readings than if we had print books
- 90% of what I've read is online; the rest I get on ILL
- Puts me in the place of those I'll be helping when I graduate

## Negative Responses

- We should be forced to go to the library to experience print
- Having to work to find my readings online would be good for me
- If I don't print it all I lose all access to readings once course ends
- E-books and E-chapters are not a good way to read (online)

# Impact of Your Experience Using E-Resources on Your Library Career

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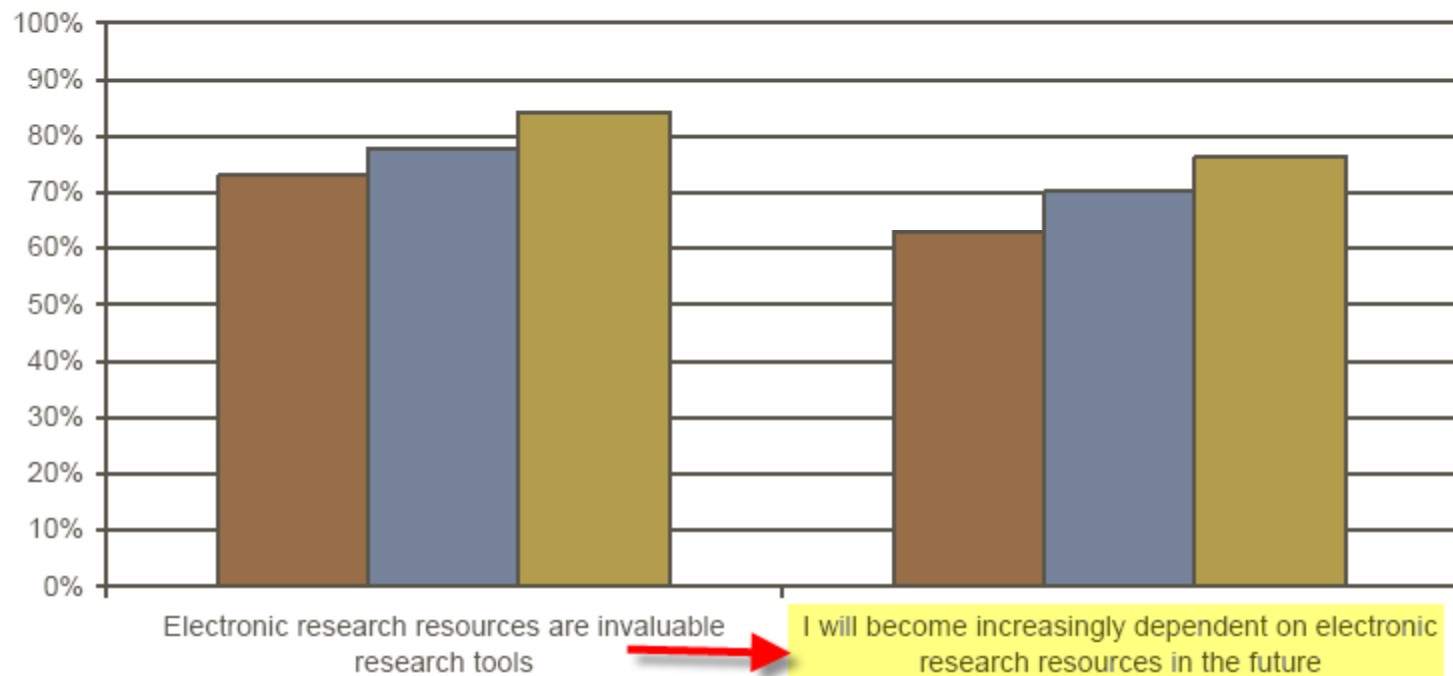
- **As a librarian I will encourage the use of e-resources at my my library and educate users to do so efficiently**
- **Makes me realize how important access to e-resources is to researchers; but I remain committed as well to print**
- **Helped me learn how to be a hi-tech researcher**
- **Knowing more about the research resources and how to use them will help me as a reference librarian**
- **Will help me do a better job serving my patrons**
- **This is how people want to find information and I can help them do it well**
- **E-resources will be a great way to help people who can't get to my library when we're open or who just want to save time, gas, etc.**
- **More confident in my ability to help others use e-resources**
- **Frustrations with link resolvers and proxy servers will help me deal with end-users experiencing similar situations**
- **It forces me to remember the goal is always making access easy for the end-user – but personal help must be available**
- **We must push faculty to use e-resources in their courses**
- **I will be more empathic with end-users using e-resources**



# The Faculty

# Faculty Dependence on Electronic Research Resources

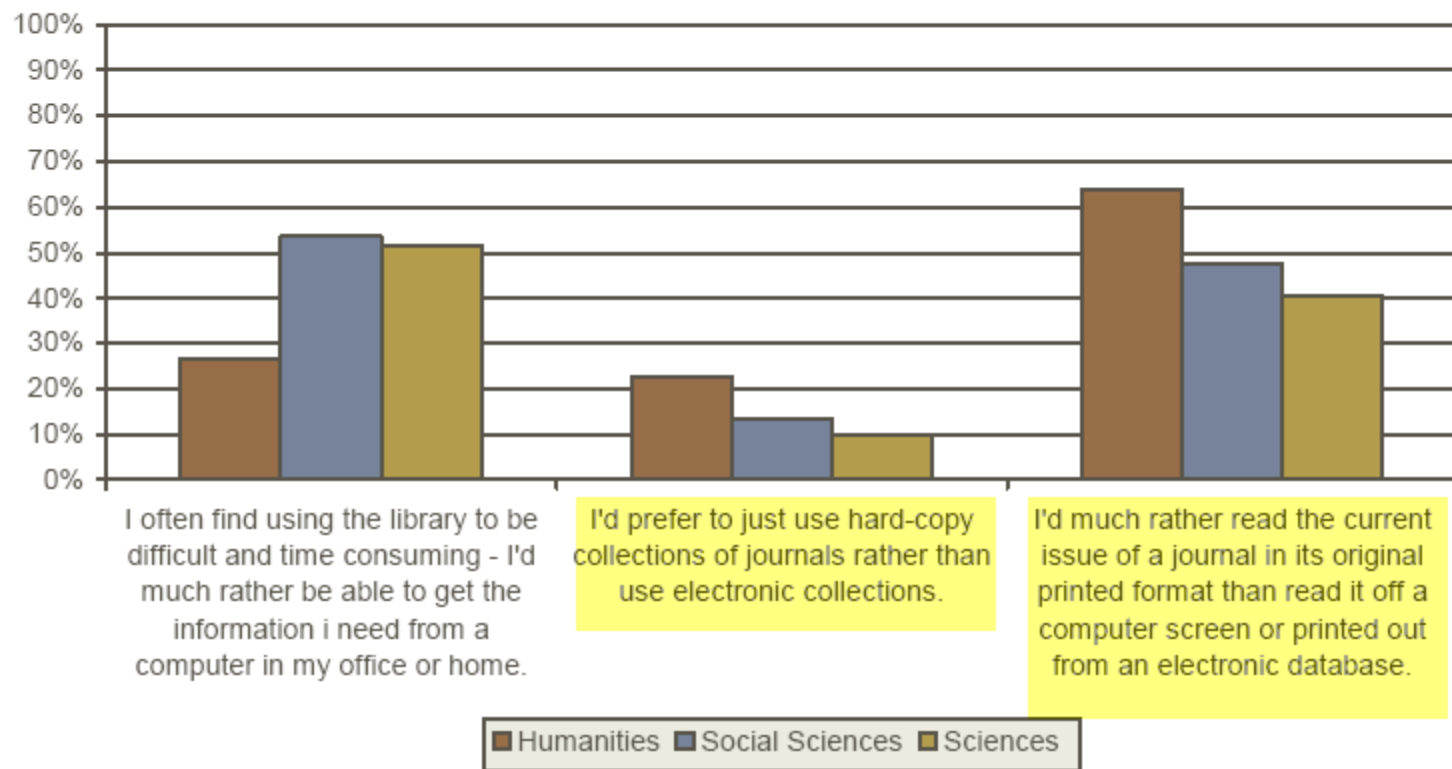
Figure 10: Percent of faculty strongly agreeing with these statements, in 2000, 2003, and 2006.



Source :Houseright, Ross and Schonfeld Roger. Ithaka's 2006 Studies of Key Stakeholders in Digital Transformation in Higher Education. August 18, 2008 . <http://tinyurl.com/5r5wb6>

# Faculty Preference for Print vs E-Resources

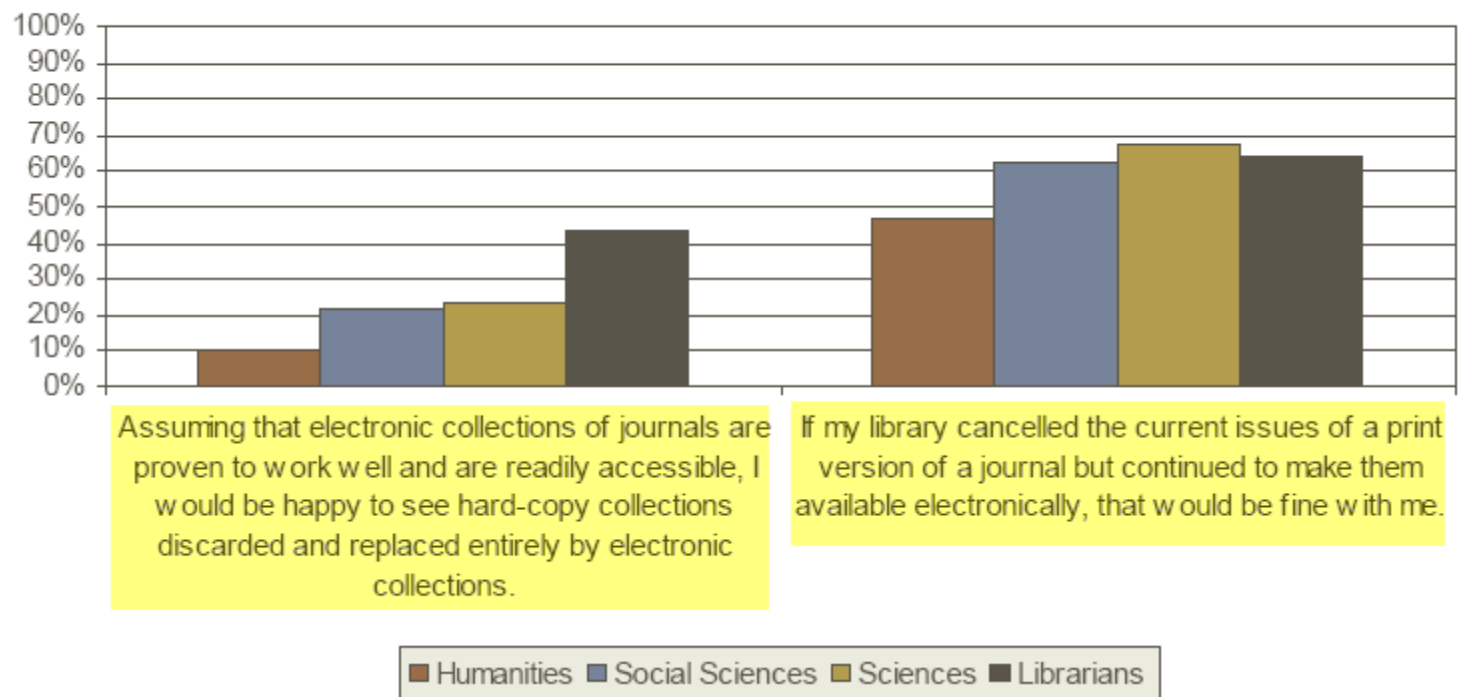
Figure 12: Percent of faculty strongly agreeing with these statements, by discipline.



Source :Houseright, Ross and Schonfeld Roger. Ithaka's 2006 Studies of Key Stakeholders in Digital Transformation in Higher Education. August 18, 2008 . <http://tinyurl.com/5r5wb6>

# Faculty Attitude Toward Discarding Print

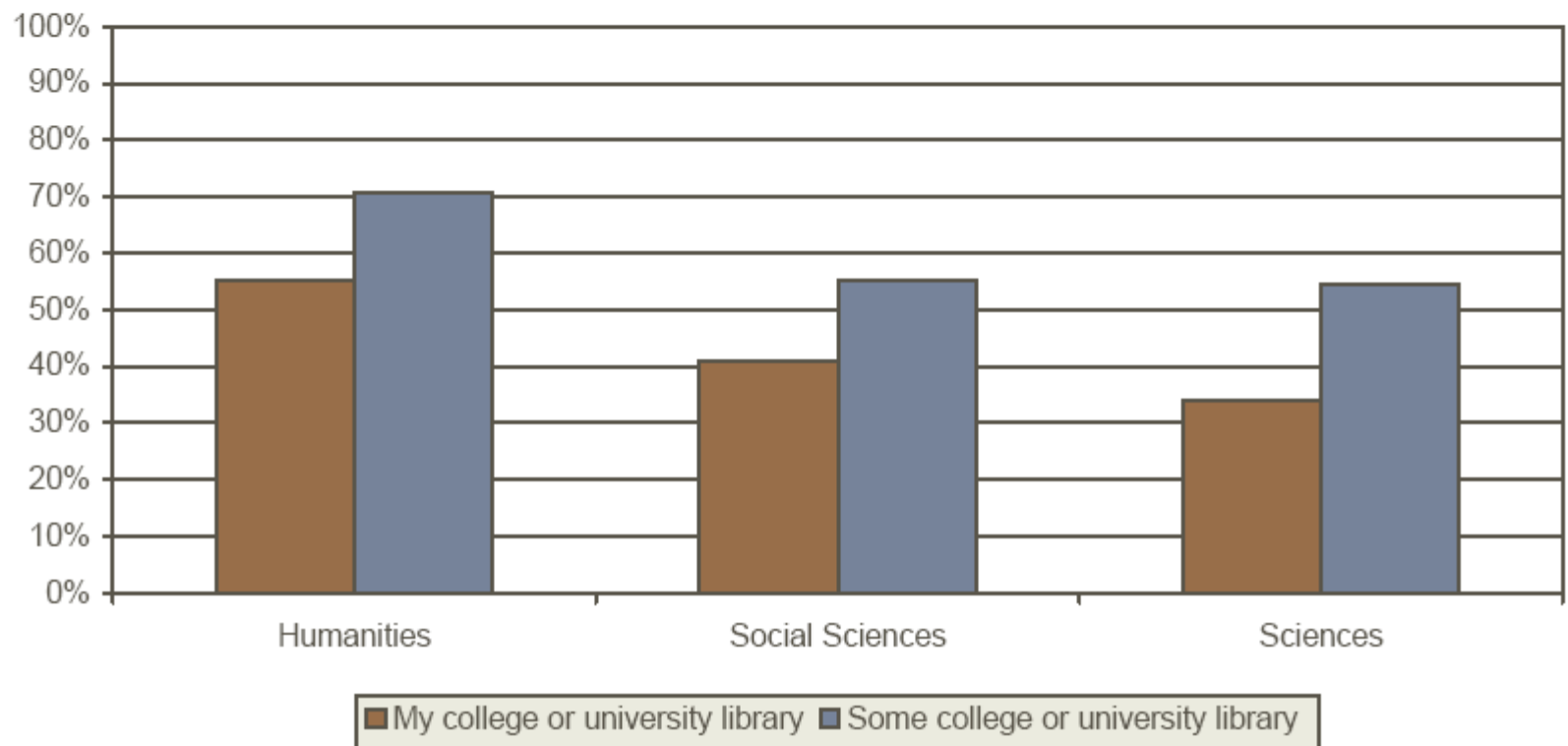
**Figure 13: Percent of faculty & librarians strongly agreeing with these statements, by discipline.**



Source :Houseright, Ross and Schonfeld Roger. Ithaka's 2006 Studies of Key Stakeholders in Digital Transformation in Higher Education. August 18, 2008 . <http://tinyurl.com/5r5wb6>

# Faculty Attitude Toward Maintaining Hard Copy

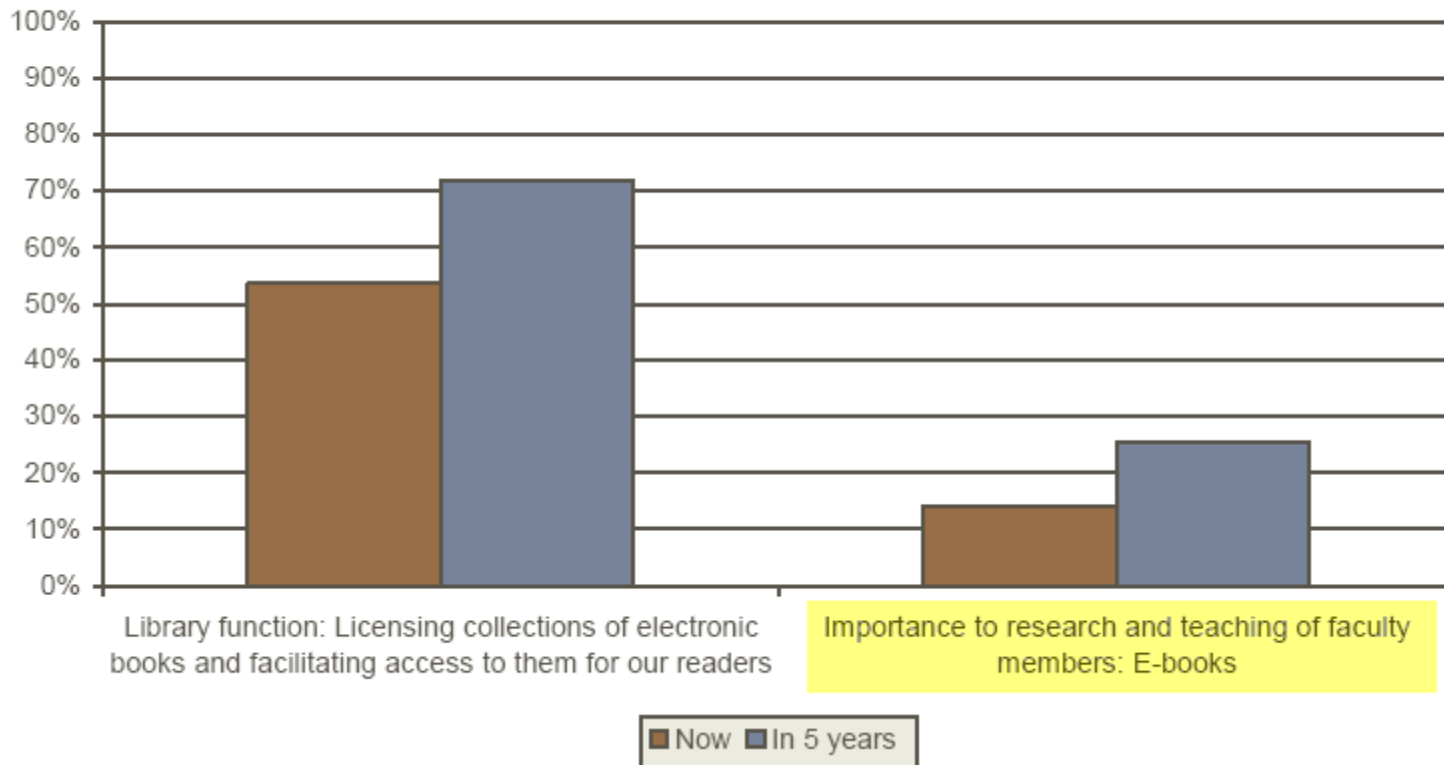
**Figure 14: Percent of faculty agreeing strongly with the statement “Regardless of how reliable and safe electronic collections of journals are, it will always be crucial for \_\_\_\_\_ to maintain hard-copy collections of journals,” by discipline.**



Source :Houseright, Ross and Schonfeld Roger. Ithaka's 2006 Studies of Key Stakeholders in Digital Transformation in Higher Education. August 18, 2008 . <http://tinyurl.com/5r5wb6>

# Faculty Dependence on E-Books

**Figure 16: Percent of librarians and faculty rating these statements as very important (librarians with “Library function,” faculty with “Importance to research and teaching”), now and in the 5 years.**



Source :Houseright, Ross and Schonfeld Roger. Ithaka's 2006 Studies of Key Stakeholders in Digital Transformation in Higher Education. August 18, 2008 . <http://tinyurl.com/5r5wb6>



# Parting Thoughts

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- **Students find value in e-resources; facilitate faculty efforts to support that**
- **That goes double for online learners**
- **LIS students live in an e-resource world**
- **Humanities/Social Science faculty may need more of a push to e-resources**
- **Your transition from print to e-journals is transforming learning**