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## To Open or not to Open: Exploring Factors Influencing Faculty Engagement

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## Project Details

Pilot study, focusing on School of Education

- Focus on one discipline because inherent disciplinary differences
- Strong Library-School of Education relationship
- Education faculty more interested in open based on their service grounding

Interdisciplinary and diverse team: librarians from a variety of focus areas, School of Education faculty and grad student

## Research Questions

**RQ1. To what extent is faculty engagement with open practices influenced by Promotion and Tenure (P&T) policies and procedures?**

**RQ2. How does the influence of P&T policies on faculty engagement with open practices manifest in relation to other factors, including intrinsic, extrinsic, and contextual factors?**

## Methodology

### Explanatory Sequential Mixed Methods

- Quantitative: Survey via Redcap
- Qualitative: Interviews and Focus Groups to expand on survey results

Population: All full-time faculty at the School of Education

Research based on **Social Exchange Theory**, as outlined in Lwoga & Questier\*

| Costs  | Intrinsic Factors   | Facilitating Conditions  | Extrinsic Factors   | Contextual Factors   |
|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Attribution</li> <li>• Monetary costs</li> <li>• Time costs</li> <li>• Ease/complexity of task</li> </ul> | <ul style="list-style-type: none"> <li>• Altruism</li> <li>• Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Funding Support</li> <li>• Institutional Support</li> </ul> | <ul style="list-style-type: none"> <li>• Promotion, Tenure, and Academic Reward</li> <li>• Professional Recognition &amp; Publicity</li> <li>• Trustworthiness</li> </ul> | <ul style="list-style-type: none"> <li>• Influence of Other Actors</li> <li>• Culture</li> </ul> |

\*Lwoga, E. T., & Questier, F. (2014). Faculty adoption and usage behaviour of open access scholarly communication in health science universities. *New Library World*, 115(3), 116-139. <http://dx.doi.org/10.1108/NLW-01-2014-0006>

## Defining Open

Options to increase access to scholarly outputs by **removing financial, legal, and technological barriers** to access and reuse of scholarship and teaching materials.

For this study, we focused on the active engagement with open practices, specifically:

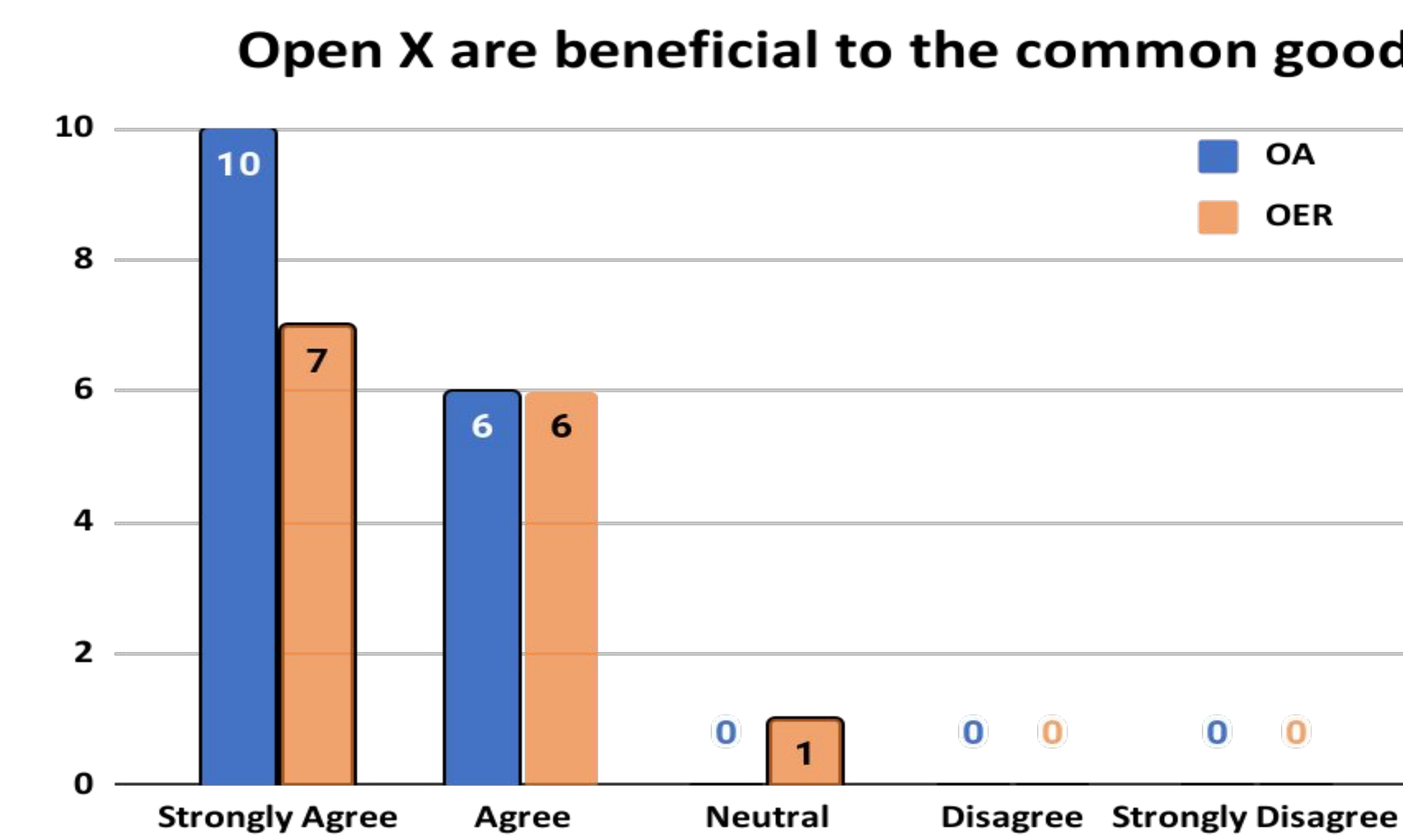
- Publishing open access articles
- Customizing or creating an open educational resource

Participants were provided with definitions of each open practice.

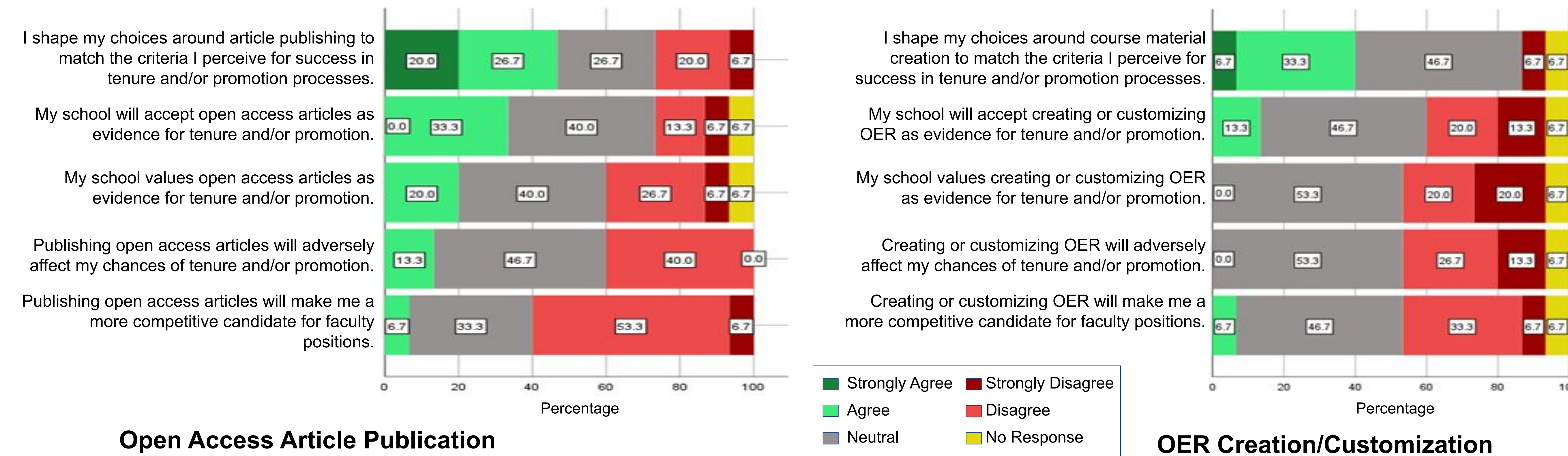
## Results

### Quantitative respondents felt that:

- Near universal agreement on the benefits of open access and support for open access
- Nearly all respondents would shape their publication decisions around P&T
- Most felt P&T did not support engagement with open
- If it was required or common in their field, most would do so
  - But most were unaware what their peers were doing



### Faculty Perceptions on open practices and P&T processes and policies



### Participant Demographics

|                     | Survey | Interviews | Focus Groups |
|---------------------|--------|------------|--------------|
| Tenured             | 7      | 6          | 0            |
| Tenure-Track        | 1      | 2          | 1            |
| Term                | 7      | 0          | 6            |
| Assistant Professor | 7      | 2          | 5            |
| Associate Professor | 6      | 5          | 1            |
| Professor           | 2      | 1          | 1            |

Note: All Education faculty were invited to participate in survey, including those at affiliated centers. All Tenured and Tenure-track were invited to interview. All Tenure-track and Term invited to participate in a focus group. We (unsuccessfully) attempted to oversample tenure-track on qualitative based on undersample in survey.

### Qualitative respondents emphasized that:

- P&T dominated their considerations, especially for articles
  - Also those themes tied to P&T (e.g. would a journal be recognized by P&T)
- Also important to participants for:
  - Open access articles: Recognition/publicity, Trust (+/-)
  - OER: Culture (disciplinary, institutional), Altruism, Costs (Time and Effort)

### Highest Co-occurring Codes in qualitative

| Code 1             | Code 2            | # |
|--------------------|-------------------|---|
| EF_Trust_JOA       | EF_RecogPub_JOA   | 9 |
| EF_PromTenure      | CF_Culture        | 7 |
| EF_PromTenure_JOA  | CF_Culture_JOA    | 7 |
| EF_RecogPub_JOA    | EF_PromTenure_JOA | 7 |
| EF_Trust_JOA       | EF_PromTenure_JOA | 7 |
| EF_Trust_JOA       | EF_Culture_JOA    | 5 |
| FC_FundSupport_JOA | Costs_Money_JOA   | 5 |
| Costs_Efforts_OER  | Costs_Time_OER    | 8 |
| EF_PromTenure_OER  | CF_Culture_OER    | 6 |

### Top 10 Codes in Qualitative

| Code              | #  | Sample coded quote  |
|-------------------|----|---|
| EF_PromTenure_JOA | 50 | "...but definitely considerations about getting promoted to full professor, are foremost, in my mind, and I have to. So no, until those publications are valued by university, no until those are really valued by university because they're not going to be in the top tier." |
| CF_Culture_OER    | 45 | "one of the things that I found challenging in my field is finding OER that I can use in my courses because there's not a lot out there that meets the specific needs about what I want my students to know."   |
| EF_Trust_JOA      | 44 | "Anything where you have to pay to publish is highly suspect...And as soon as I see that, I don't even want to look at it, to be honest."   |
| EF_RecogPub_JOA   | 41 | "Well, for me, I have many more international readers in open access than I have normally."   |
| EF_PromTenure     | 38 | "I don't think anything can take precedence over promotion and tenure because .. it's the only way that we as faculty can get a pay raise and to have jobs, more job security."   |
| IF_Altruism_OER   | 35 | "One thing I've done as faculty is I have tried to reduce course costs for the readings in my courses."   |
| EF_PromTenure_OER | 34 | "..for our annual evaluation and for promotion tenure, expectation is that the publications that have the most value are the ones that generally have not been open education resources"  |
| Costs_Time_OER    | 32 | "I would need to spend a lot of time to make sure, like, as good as I could possibly get it... And I just feel like there's not enough time."   |
| CF_Culture_JOA    | 30 | "I mean, I know the journals in my field, and I know that the top ones are not open."   |
| CF_Influence_JOA  | 30 | "So I've never, I don't really pay much attention to peer attitudes or beliefs or opinions about where or what I published."  |

## Preliminary Findings

### RQ1

- P&T displays a strong influence on faculty choices, based on survey responses, interviews, and focus groups

### RQ2

- Even when discussing other factors, P&T was often mentioned
  - Intrinsic factors (e.g. altruism) can be drivers for engagement, but are often not enough to outweigh the influence of extrinsic factors like P&T
- Other influences on faculty choices (e.g., Institutional culture and trustworthiness) seem to have overlapping influence

### Other items of note:

- Among qualitative codes related to open access journals, we found that trust, recognition & publicity, P&T, and culture were some of the most frequently co-occurring codes
- Faculty aren't aware of institutional support for these open practices
  - What can libraries do to increase awareness of their programs?

## Preliminary Recommendations

- Include explicit support for open practices in P&T documentation
  - Where and how would be most appropriate or beneficial TBD
- Library support for open
  - Should consider school and departmental P&T policies and procedures
  - Could target local influential faculty to help with culture change
- Need further exploration into how fostering local culture can influence P&T and how trust factors into relationship with both culture and P&T
  - How can librarians work to change these perceptions of trust?
  - How does trust of venues factor into P&T?

## Next Steps

- Finish data analysis and publish findings
- Expand the study
  - Focus on OER usage at MSI
  - Stay within schools of Education
  - Potential expansion to other disciplines
- Finalize survey instrument and interview protocol and openly share for others wishing to replicate the work

## To Learn More

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### Project site

<https://rampages.us/opened22toeorno/>

- Full list of presentations/publications and links
- Will keep updated