

6-1-2016

USFSP Faculty Ithaka Survey : Executive Summary : USFSP, 2015-2016

Nelson Poynter Memorial Library.

Kaya van Beynen

Lauren Friedman

Deborah Boran Henry

Tina M. Neville

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Recommended Citation

Nelson Poynter Memorial Library.; van Beynen, Kaya; Friedman, Lauren; Henry, Deborah Boran; and Neville, Tina M., "USFSP Faculty Ithaka Survey : Executive Summary : USFSP, 2015-2016" (2016). *Library Faculty Assessments*. 7.
http://digital.usfsp.edu/npml_fac_assessments/7

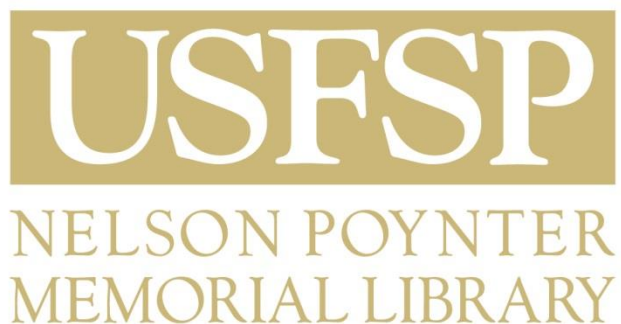
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Executive Summary
USFSP Faculty Ithaka Survey
2015 - 2016

University of South Florida St. Petersburg

Compiled by Kaya van Beynen with input from Tina Neville, Deb Henry, and Lauren Friedman

2016



Executive Summary

The following report provides a high-level overview of findings from the USFSP faculty survey as compared to the Ithaka National Survey for medium sized US colleges and universities with the Carnegie classification of Master's level degrees. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; and faculty members' teaching practices.

Methodology

The University of South Florida St. Petersburg implementation of the Ithaka S+R Faculty Survey was launched on September 28, 2015 and was closed to new responses on October 26, 2015. 324 USFSP faculty members were invited to participate, from which 84 USFSP faculty completed the entire survey for an overall response rate of 26%. This same core survey was distributed to faculty in participating universities throughout the United States. A sample of 509 faculty respondents from 131 universities were used to as the comparative national results reported in this executive summary.

Highlights of USFSP Results

Faculty Research

- 86% of USFSP faculty consider research a component of their professional responsibilities (Q8); comparatively 78% of faculty of similar sized Masters level universities similarly respond
- When it comes time to communicate their research results 93% of USFSP faculty publish in peer-reviewed journals, 69% publish in scholarly monographs with an academic publisher, 86% publish their work in conference proceedings. Nationally faculty report 84% peer reviewed journals, 53% in scholarly monographs, and 67% in conference proceedings.
- USFSP faculty are primarily interested in publishing in journals that are widely circulated (93%), have a high impact factor (86%), publish quickly (67%), and accessible to readers in developing nations (51%).

Teaching

- 88% of USFSP faculty consider teaching an important component of their professional responsibilities; comparatively 99% of faculty of similar sized Masters level universities similarly respond
- USFSP faculty report teaching fewer lower division undergraduate courses than the national respondents (55% to 75%), less upper division undergraduate courses (73% to 86%), and more graduate level courses (59% to 44%)
- USFSP faculty report requiring higher levels of research from their students

USFSP Digital Archive

- 46% of USFSP faculty report making their pre-print publications occasionally available in digital archives (compared to 28% nationally) (Q10)

The NPML print collections remains relevant and the preferred format for books

- 57% of USFSP faculty plan on continuing to use print books for the next 5 years. In comparison to 49% of faculty from the national survey
- 74% of USFSP faculty do not want the library to cancel print versions of ejournals

USFSP Faculty value their Faculty Librarians:

- To help understand and negotiate preferable publishing contracts (43%), determine where to publish to maximize a publication's impact (51%), assess the impact of their work after

publication (61%), and manage a faculty's research collection profile in the USFSP digital archive (65%).

- They also perceive that the USFSP Librarians contribute significantly to their students' learning by helping them find and make use of resources (71%) and develop research skills (63%). This perception outshines the results from the national survey (finding and using resources 61%; develop research skills 56%)

Faculty Scholarship

- USFSP faculty (43%) consider research and teaching as equally important parts of their professional responsibilities, whereas most of their peers nationally consider teaching (42%) to be more important.
- USFSP faculty place greater importance on being actively engaged in scholarship in their field than the national average of their peers.
 - o 63% report that following key scholars in their field is important vs. 54% of their national peers
 - o 56% report that subscribing to email list serves in their academic discipline is important vs. 48% of their peers nationally
 - o 74% report that attending conferences and workshops is important vs 67% of their peers nationally

National Trends

The Ithaka analysts found the following trends from the 2015/16 National Survey:

- Point of Access: Since 2012, the library catalog and websites have become increasingly important for faculty research
- Undergraduate Research: The library's roles in helping undergraduate students develop research, critical analysis, and information literacy skills have substantially increased.
- Data management: Faculty prefer to manage or preserve their data rather than institutions or repositories both within and outside of their university.
- Format: Faculty continue to prefer print over electronic ebook formats

Institutional Insights

In comparison to the results from the Ithaka National Faculty Survey, USFSP faculty report that they have a greater focus on research, teach more online or hybrids courses, and incorporate research assignments as part of their undergraduate curriculum compared to the national faculty average. In line with this, USFSP faculty rate the Nelson Poynter Memorial Library as providing greater impact and importance compared to the faculty ratings of their university libraries from the Ithaka National survey.