Ithaka 2015 U.S. National Faculty & USF Faculty Executive: Comparative Summary of Results

Summary comparison of the University of South Florida's (USF) 2015 Ithaka results with those of the 2015 U.S. National Faculty

Overview and Details (from Ithaka USF 2015 Official Report):

Overview:
The USF Libraries Ithaka team has evaluated the 2015 US Faculty Survey Report of Findings and compared this core data to those of USF faculty respondents. The following questions identify some of the interesting similarities and differences identified by the results and many of these fit nicely into the three major categories identified by the Ithaka team when evaluating the themes of USF faculty responses and comments:

1. The USF Libraries are taking an active role in scholarly communication and publishing (labeled: **Scholarly Communication & Publishing**)
2. The USF Libraries play an integral role in student success (labeled: **Student Success**)
3. The value of the USF Libraries is more than just collections (labeled: **More than Collections**)

The following questions that identify any key points of statistical interest into one of these categories, while also creating a new, 4th category for this comparison called **"Research"**, which addresses points of comparison in faculty activities related to these types of tasks.

It is extremely important to note that in terms of a majority of the aggregated responses, USF's findings were, overall, very similar to those reported in the US National summary. Out of the 60 core questions that were available for comparison, only 15 have been identified and listed below as points of more pronounced difference.

Evaluation and Comparison of Results:

Q.2. (Student Success)

USF faculty selected "Visit my college or university library's website or online catalog" to the inquiry "When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process?" at a higher rate than the national average (24.55% to 17.05%)

Q.3. (Scholarly Communication & Publishing)

When asked to indicate their use of various tools and methods "You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis.", USF faculty demonstrated a higher propensity to utilize repository tools when compared to the national average (40.25% to 27.79% gave it the highest rating)

Q.4. (Scholarly Communication & Publishing)

Numbers from this question about e-books shows that USF faculty are more accepting (or tolerant) regarding increasing prevalence of this format. USF faculty also place slightly less importance on the use of print materials for their research. These same trends hold true for journals (USF faculty more accepting of electronic replacements in a variety of formats)

Q.9. (More than Collections)

When asked to indicate "How important to your research is each of the following digital research activities and methodologies today?", USF faculty showed some differences when compared to the national average(s):

- USF faculty ranked "Computational analysis of text (text mining)" more than twice as highly as the national average (20.53% to 10.15%)
- USF faculty also rated "Analysis of quantitative data that you generate in the course of your research" more highly than the national average (61.33% to 54.20%)

Q.10. (Scholarly Communication & Publishing)

When asked how to indicate how faculty choose "the opportunity to share the findings of your scholarly research in a variety of different formats.", USF faculty were slightly higher than the national averages regarding use of peer-reviewed journals and conference proceedings (sciences?)

Q.13. (Scholarly Communication & Publishing)

When asked "Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?", USF faculty responded positively at a much higher rate than the national average

- 21.09% of USF Faculty responded "Yes" to "Helping me determine where to publish a given work to maximize its impact" (compared to 11.30% nationally)
- In addition, 36.73% of USF Faculty responded "Yes" to "Helping me to assess the impact of my work following its publication" (compared to 17.86% nationally)

Q.16. (More than Collections)

In terms of data created/managed, USF Faculty used "Quantitative (such as numeric files, survey responses, geospatial data files, etc.)" data at a higher rate than the national average (67.15% to 57.01%)

Q.18. (Scholarly Communication & Publishing)

USF slightly below national averages for some formats when asked "Is your scholarly research hosted online at your institution's repository (USF Scholar Commons), an open access disciplinary repository (such as PubMed, SSRN, etc.), or is your scholarly research freely available elsewhere (such as your personal webpage)?"

- More likely to put "Books or scholarly monographs" in USF Scholar Commons when compared to national average use of IR for this format (52.38% to 40.90%)

Q.22. (Scholarly Communication & Publishing)

USF Faculty "Strongly Agree" or "Agree" with the statement "Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals" at a combined rate that is much higher than the national average (43.83% to 26.76%)

Q.26. (Research)

When asked, "How dependent would you say you are on your college or university library for research you conduct?", USF Faculty responded with the highest rating (8-10) at much higher rate than the national average (67.48% to 47.89%)

Q.27. (Research)

When asked, "How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?" USF Faculty gave the highest rating (5-6) to the statement "The library provides active support that helps to increase the productivity of my research and scholarship" at a rate much higher than the national average (76.54% to 52.40%)

Q.28. (More than Collections)

USF Faculty much less likely to agree to the statement "Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important" (only 13.94% of USF Faculty gave the highest rating of agreement with this statement [8-10], compared to 20.48% nationally)

Q.31. (Student Success)

When asked "In general, how often do you do each of the following when designing or structuring your undergraduate courses:", USF Faculty were far below the national average (for both "often" and "occasionally") in indicating that they "Inform a librarian when your course reading list or syllabus is issued to students" (a combined 14.64% for USF Faculty compared to a national average of 35.47%)