

## **Ithaka 2015 Executive Summary**

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Introduction and Summary of the University of South Florida's (USF) Ithaka 2015 issuance.

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

#### **Overview:**

The University of South Florida, Tampa implementation of the Ithaka S+R Faculty Survey was launched on September 22, 2015, and was closed to new responses on December 11, 2015, with a total of 168 complete responses. 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; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; and faculty members' undergraduate and graduate instruction practices. The following report provides a high-level overview of findings from the USF Tampa faculty survey.

#### **Details:**

1,300 USF Tampa faculty members received an email invitation to participate in a survey about the impact of digital technologies on their research, teaching, and publishing. Three email reminders were sent before the close of the survey. In total, 288 respondents clicked the survey link (about 22% of those who received the email invitation), with 245 of those starting the survey (about 19%) and 168 of those respondents completing the survey, for an overall response rate of about 13%. Due to the survey flow and skip patterns, not all USF Tampa respondents received every question in the survey. USF faculty recipients were asked to complete the following selected components: Core National Questionnaire, Scholarly Communication, Undergraduate Instruction, Graduate Instruction, and Demographics.

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#### **Evaluation of Results:**

The Ithaka team reviewed the results following our receipt of the full analysis from Ithaka administrative team in late December 2015. These results led to agreement of the group that many of the major points fit into one of the following three (3) major categories:

1. The USF Libraries are taking an active role in scholarly communication and publishing
2. The USF Libraries play an integral role in student success
3. The value of the USF Libraries is more than just collections

The following pages provide several sub-themes to each of these major categories, as well as points we feel are of statistical interest, or significance. Extra attention was given to those points that are most immediately actionable and measurable, but this was not the sole consideration for all prime initiatives and directions gathered from these results.

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### **The USF Libraries are taking an active role in scholarly communication and publishing**

Opportunities for education on publisher practices and procedures, as well as assistance with new methods of dissemination of their productivity

Helping researchers to use impact measures to help selecting targets for publication by faculty

Assisting with new developments in Open Access (OA)

- Respondents rated “My college or university library’s collections or subscriptions” as the most important (89.63% gave it 8-10). “Materials that are freely available online” was second at 69.94% and “My own personal collections” was third at 50.92%. Scholars know that despite the increasing prevalence of free and open access research, the library is still the top source (Q6, page 17)
- 70% of scholars rate “Reading materials suggested by other scholars” as 8-10 (highest level) of importance. Our researchers look for their work to be disseminated in this way, too (Q3, page 11)
- OA has not taken over, at least not yet. When asked to rate how important it is that “The journal makes its articles freely available on the internet, so there is no cost to purchase or read”, only 37.84% gave an 8-10 rating. 36.49% rated this a 4-7 and 25.68% gave it a 1-3 (Q11, page 25)
  - There is more in Q12, where 57.53% say with 8-10 rating that “I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public (Q12, page 27)

- 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?”
    - Surprisingly, only 36.73% answered “yes” to the statement “Helping me to assess the impact of my work following its publication”. There may be more opportunity here (Q13, page 29)
    - Only 21.09% answered “yes” to “Helping me determine where to publish a given work to maximize its impact
    - In Q14, more would like these services (Q14, page 30)
  - 73.15% gave the lowest rating (lack of understanding) to the following statement:
    - “How would you rate your personal understanding of your institution’s policy or stance on publishing journal articles via a freely available repository?” (SC7, page 76)
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### **The USF Libraries play an integral role in student success**

Faculty don’t always think their students are good at locating quality information; they see the value of students meeting with librarians, but think they “rarely” do.

The shift of library as archive, to library as service provider. New and innovative services and points of emphasis include: copyright, Canvas integration, embedded librarians, graduate publication assistance, online instruction, and more

Faculty recognize the library as a place for services and do recommend it to students (both graduate and undergraduate)

- In the responses to Q27, it seems clear that the library assists with teaching and with support of research and scholarship
  - 79.75% indicated the highest rating (5-6 for this question) for the statement that “The library helps undergraduates develop research, critical analysis, and information literacy skills” and 70.81% gave the highest rating to the statement “The library supports and facilitates my teaching activities” (Q27, page 50)
- Only 13.94% strongly agreed with the statement that “Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important” (Q28, page 52)

- 56.85% gave an 8-10 (and 29.45% gave a 4-7) to the statement “Librarians at my college or university library contribute significantly to my students’ learning by helping them to develop their research skills”. We have a strong presence here, but could do better (Q32, page 57)
  - According to Q35, however, 47.33% responded that their students (as far as they know) “rarely” interact with librarians (Q35, page 61)
  - 41.18% indicated they “often” assign research papers in their Undergraduate courses (U14, page 86)
  - Overall, lots more use of video (UI10, page 94, as well as in others)
  - 59.87% of faculty advisers have directed their graduate students to meet with a subject librarian (G17, page 109). This could be higher!
    - 70.73% that did, though, felt it “helps significantly” (G18, page 110)
  - Responses to UI13 indicate that 47.10% rated the library as the place for sources on “instructional support when introducing new pedagogies or approaches (tied for third, after “my own ideas” and “Other scholars in my personal network”) (UI13, page 99)
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## **The value of the USF Libraries is more than just collections**

Popularity of ILL, copyright, and Intellectual Property inquiries and needs

Data management opportunities (both quantitative and qualitative)

Popularity of library as a working and meeting space and appreciation of ongoing updates and renovations to the facilities

- Researchers are looking for new services and the library may be poised to house/provide. 61.33% say that “Analysis of quantitative data that you generate in the course of your research” is of 8-10 importance and 57.05% give the 8-10 rating for the “qualitative data” they generate. Can we offer more in these areas (Q9, page 21)
- In the text of Q24, it seems clear that many would find it valuable if the library (and other related offices, including IT) provided support for “managing or preserving research data, media, or images” (Q24, page 46)
  - 62.12% rated the library’s importance in these endeavors as 8-10, but 63.85% were in favor of “freely available software”
- Over 40% found the library “very useful” with regard to the follow services:

- Assistance with depositing your scholarly research in USF Scholar Commons, or an open access disciplinary repository
  - Advice about intellectual property
  - Assistance with obtaining permission(s) to use copyrighted works for instructional purposes (SC3, page 69)
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### **Potential Actions and Directions:**

- Prioritize resources on the major themes identified by the Ithaka survey
  - Use this information to help guide additions to collections, services, and personnel
  - Look at opportunities to assist faculty in publishing, including selection of targets and measuring impact
- Inventory existing/internal skillsets
  - Focus on identifying existing technical and other skills and match these to areas of need identified in the survey results
- Examine areas of opportunity
  - An executive summary that mirrors this presentation provides more detail on the possible matching of faculty-identified needs from the Ithaka survey to new librarian roles/activities
- Enhance dissemination of assessment results and actions
  - Create a public-facing page to provide easy access to assessment activities (both overview and detail formats) and new library initiatives resulting from these efforts
- Campus partnerships
  - Maintain our strong relationships with the Office of Undergraduate Research (OUR), the Academic Success Center, and others
  - Educate faculty in the increasing benefit of collaboration with librarians on information literacy and research skills
- Continue the cycle of assessment!
  - Use a variety of methods and without over-surveying our faculty colleagues
  - Gather data from students using similar/related questions (in survey and/or focus group formats)
- Keep doing what we already do well...
  - Continue to be a place of academic support for research, teaching, and student success