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Iowa Regents Faculty Survey 2015: Undergrad Education

Roger C. Schonfeld

Ithaka S+R

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ITHAKA S+R

IOWA REGENTS FACULTY SURVEY 2015: UNDERGRAD EDUCATION

Roger C. Schonfeld
@rschon

November 17, 2015



ITHAKA S+R

Educational Transformation

Broaden access to higher education, improve student outcomes, and control costs

Libraries & Scholarly Communication

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

LIBRARIES & SCHOLARLY COMMUNICATION

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

Strengthening Services & Spaces

- The Ithaka S+R Faculty Survey and The Ithaka S+R Library Survey
- Surveys of student and faculty member practices and needs at individual universities
- Collaborative examinations of research practices and support needs by field
- Anthropological consulting to improve teaching, learning, and space planning

Research Agenda

- Organizational structures
- Monographs
- Acquisitions

S+R SURVEYS

PARTICIPANTS

United States – Universities

American University

Auburn University

Baylor University

California Polytechnic State University

Carnegie Mellon University

College of William & Mary

DePaul University

Duke University

Harvard University

Indiana University

Iowa State University

Louisiana State University

Marquette University

Mississippi State University

Montana State University

Princeton University

Rice University

Texas A&M University

Tulane University

University of California – Davis

University of California – Los Angeles

University of California – San Diego

University of California – Santa Cruz

University of Central Florida

University of Chicago

University of Dayton

University of Florida

University of Illinois Urbana-Champaign

University of Iowa

University of North Carolina – Chapel Hill

University of Northern Iowa

University of Pittsburgh

University of South Carolina

University of Southern California

University of Texas San Antonio

Virginia Commonwealth University

Washington University – St. Louis

PARTICIPANTS

United States – Medium and Small Institutions

Claremont University
Consortium

Community College of Rhode
Island

John Carroll University

Lafayette College

Nevada State College

Providence College

Roger Williams University

Southwestern Oklahoma State
University

State University of New York –
Potsdam

Swarthmore College

PARTICIPANTS

Australia

Curtin University
University of Melbourne
University of New South Wales
University of Queensland
University of Sydney
University of Western
Australia

New Zealand

Auckland University of
Technology

Canada

McMaster University
Memorial University of
Newfoundland
Ryerson University
York University
University of Alberta
University of Guelph
Université de Montréal
University of New Brunswick
University of Ottawa
University of Windsor

Hong Kong

Chinese University
Lingnan University
University of Hong Kong
University of Science and
Technology

IOWA
REGENTS
UNIVERSITIES

METHODOLOGY

Collaboration

- » Surveyed faculty members in parallel in the spring
- » Response rates varied from 27-29% for all three schools

Interpreting results

1. Questions from the Ithaca S+R US Faculty Survey 2012: peer comparisons from Carnegie class: research university - very high research activity (R1)
2. On a 10-point scale, selections of 8,9, and 10 are considered “strong”

	Role of the library	Scholarly comms	Undergrad instruction	Student research skills	Discovery	Data mgmt / preservation
UNI	X	X	X	X	X	
Iowa State	X	X	X	X	X	X
University of Iowa	X	X	X			X

OBJECTIVE

- Focused on faculty practices and needs, not on the library
- To provide an evidence basis for service development and strategic planning
- Not evaluative

SURVEYS

- Provide broad view of a population in a structured way
- Ready comparison with similar populations
- Opportunity to track trends over time
- Not exploratory or open-ended

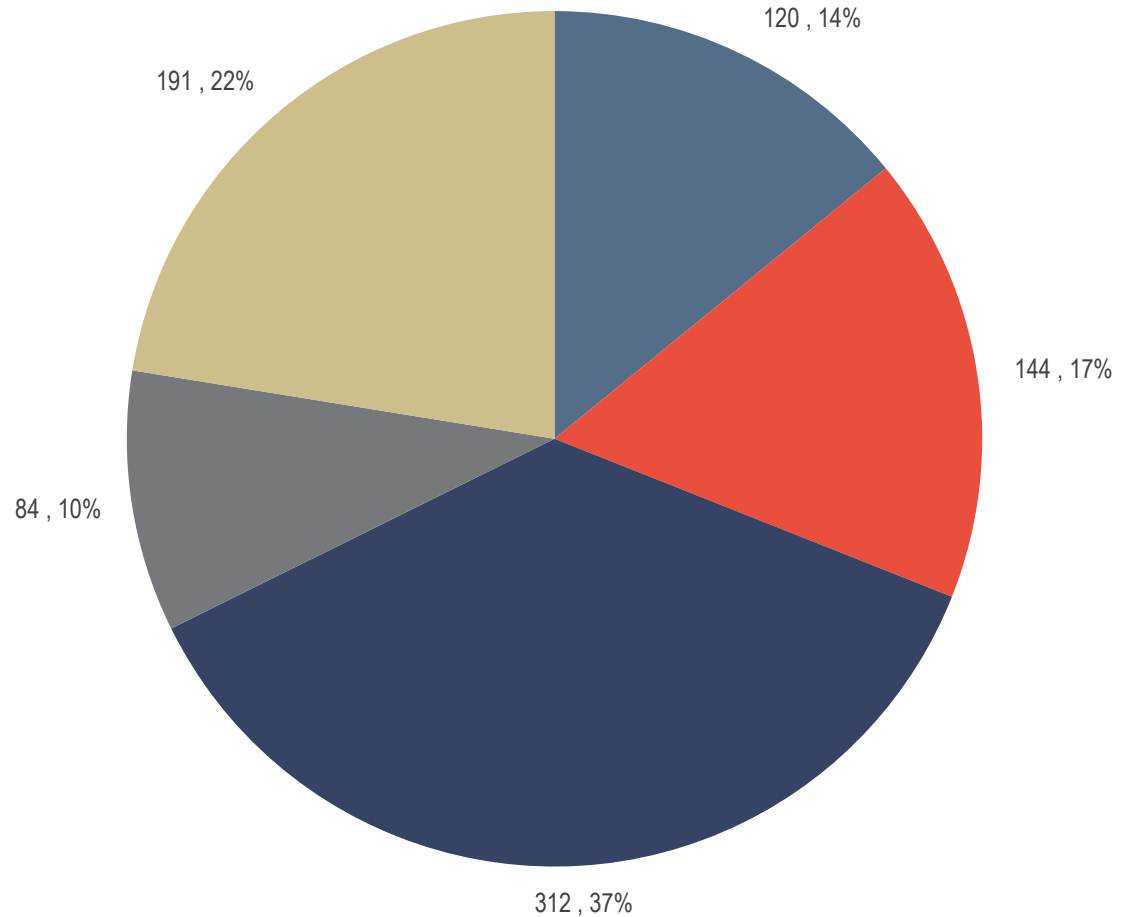
IMPACT OF ASSESSMENT

- Too often assessment is conducted but not acted upon
- Action must be calibrated
- Sometimes there are clear directions forward
- In other cases, patterns may suggest areas where additional study or outreach is needed

DEMOGRAPHICS

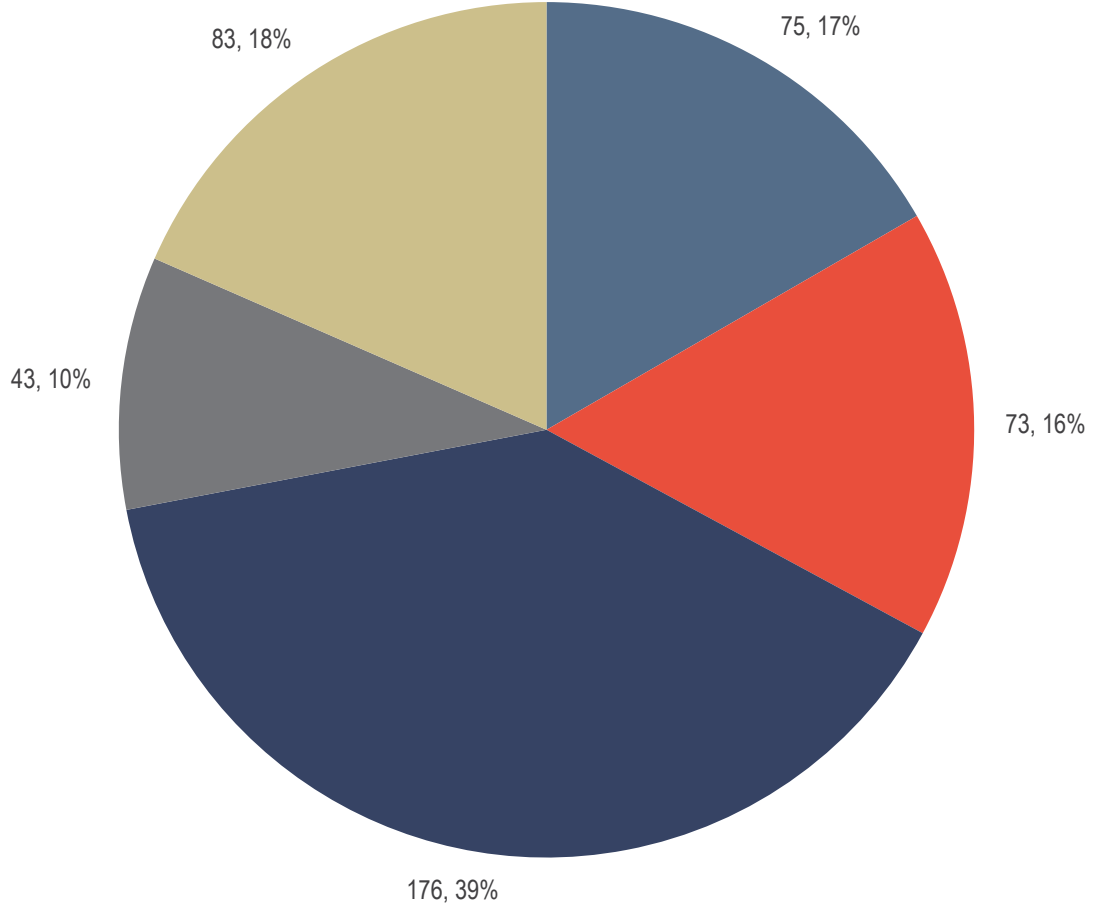
University of Iowa

-
- Much more as a researcher than as a teacher
 - Somewhat more as a researcher than as a teacher
 - About equally as a researcher and a teacher
 - Somewhat more as a teacher than as a researcher
 - Much more as a teacher than as a researcher



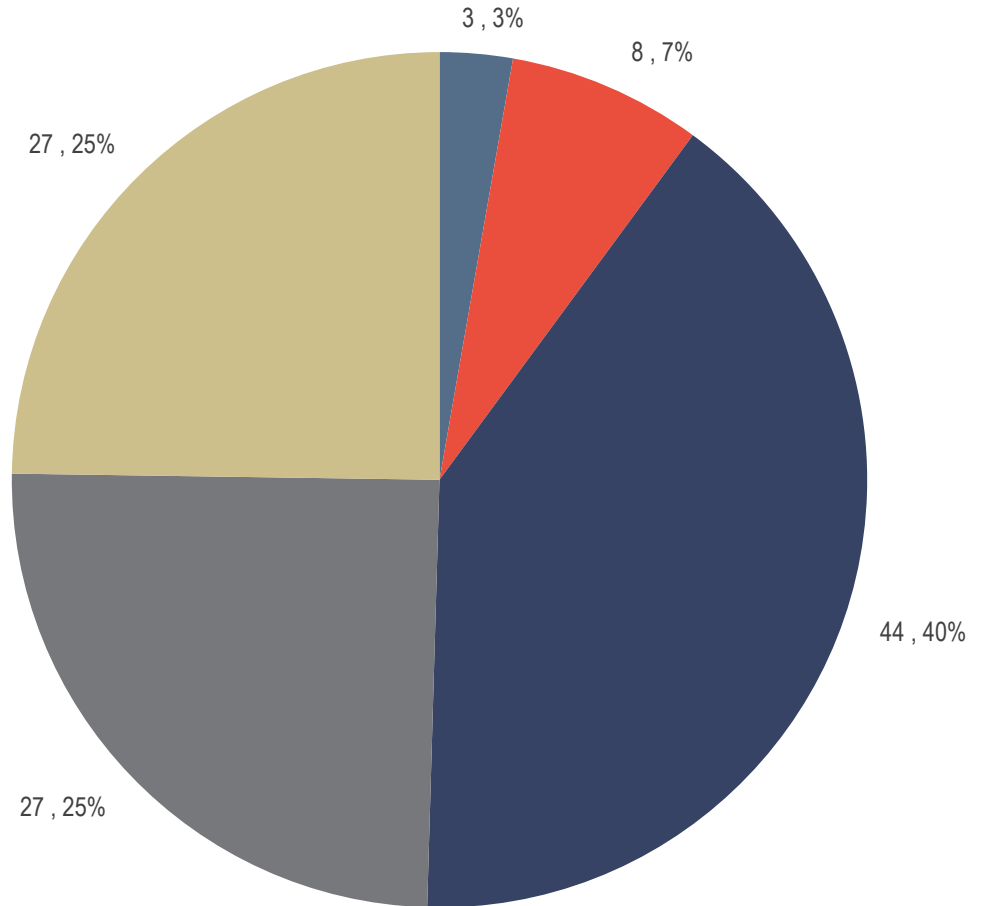
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*Completed Responses,
Mapped Research /
Teacher Identity*

- Much more as a researcher than as a teacher
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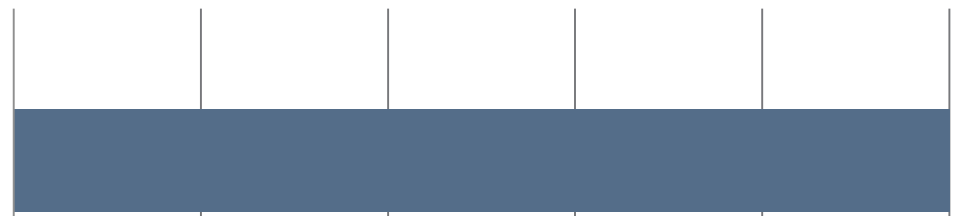
**MY
PROFESSIONAL
RESPONSIBILITY**

“Is teaching either undergraduate or postgraduate courses among your professional responsibilities?”

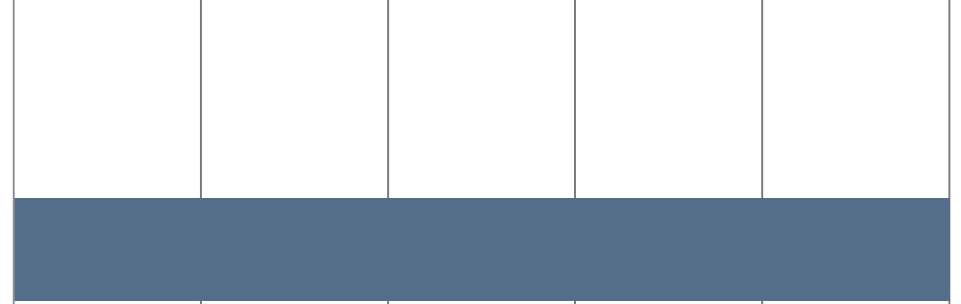
UNI

Percent of respondents selecting “yes” by discipline

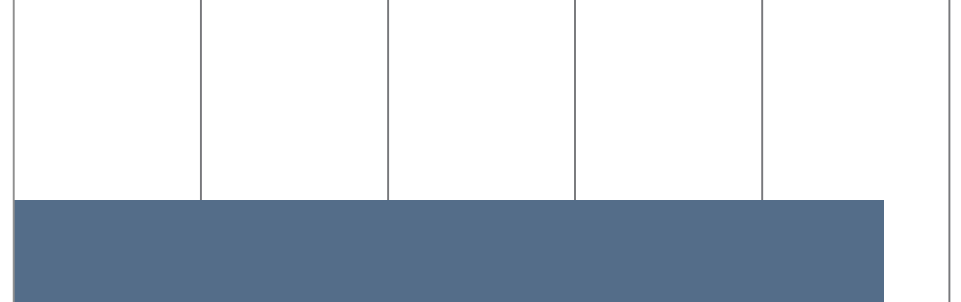
Arts & Sciences



Business



Other Professions

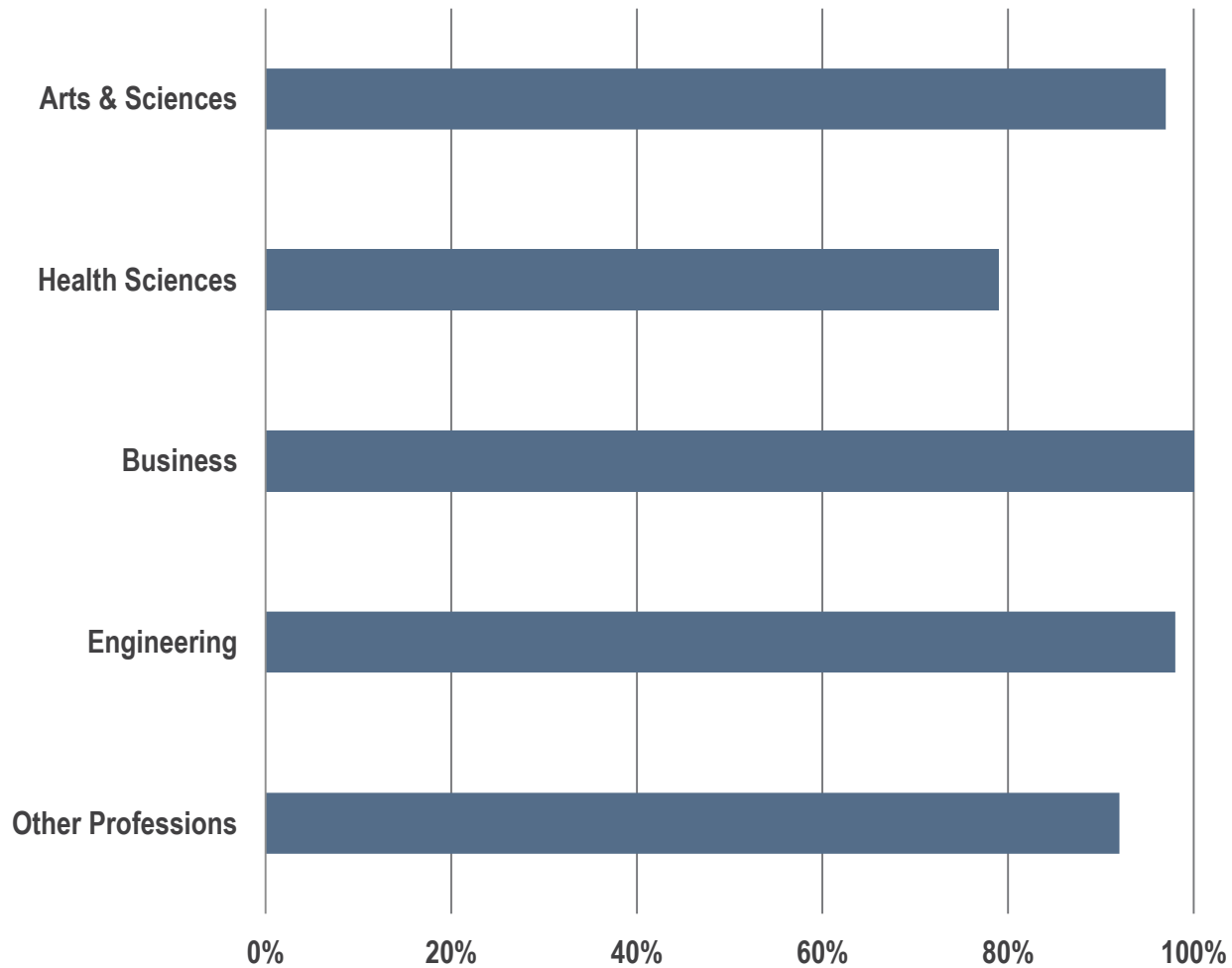


0% 20% 40% 60% 80% 100%

*“Is teaching either
undergraduate or
postgraduate courses
among your professional
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UI

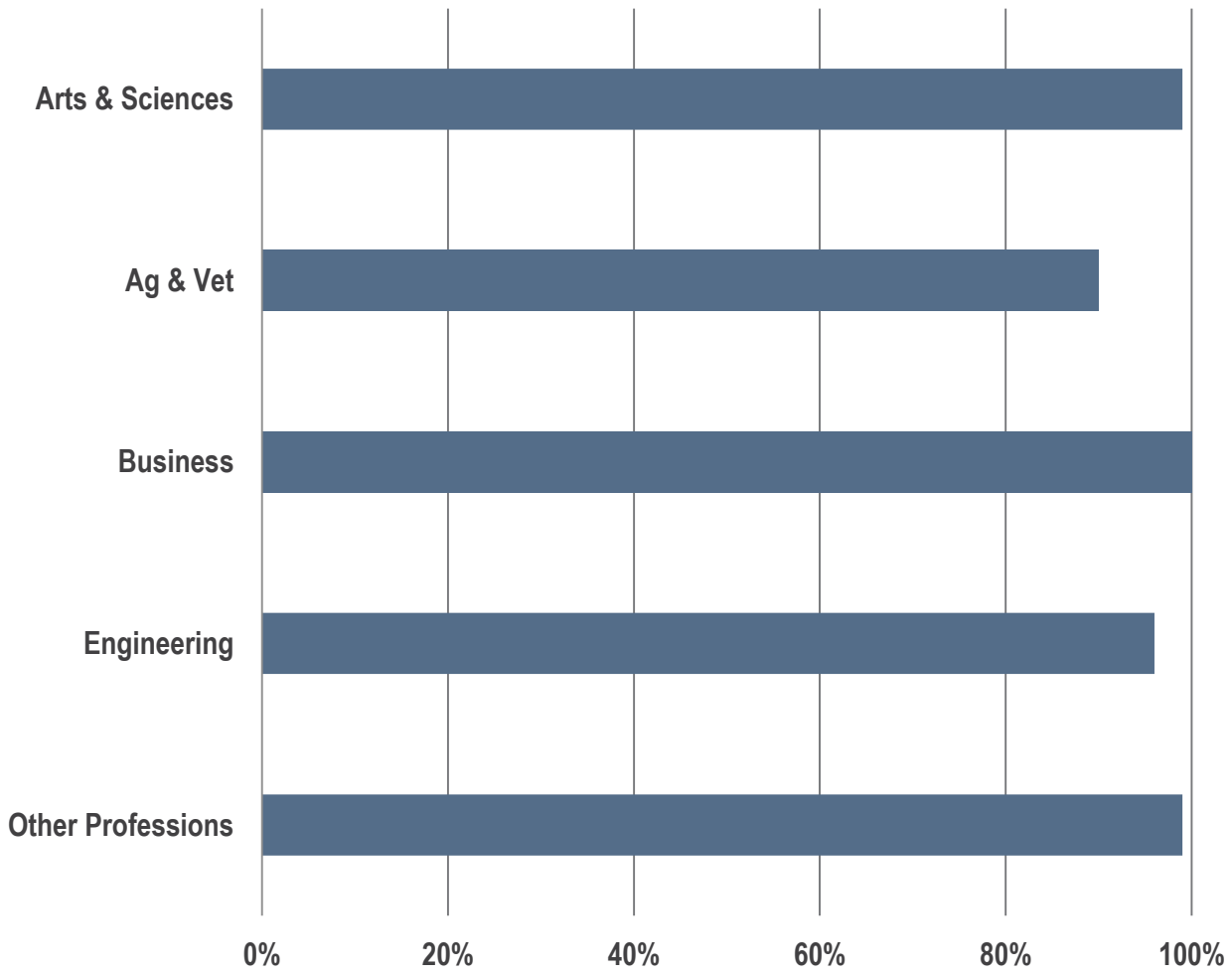
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“Is teaching either undergraduate or postgraduate courses among your professional responsibilities?”

Iowa State

Percent of respondents selecting “yes” by discipline



Please select which types of courses you have taught in the last 2 years.

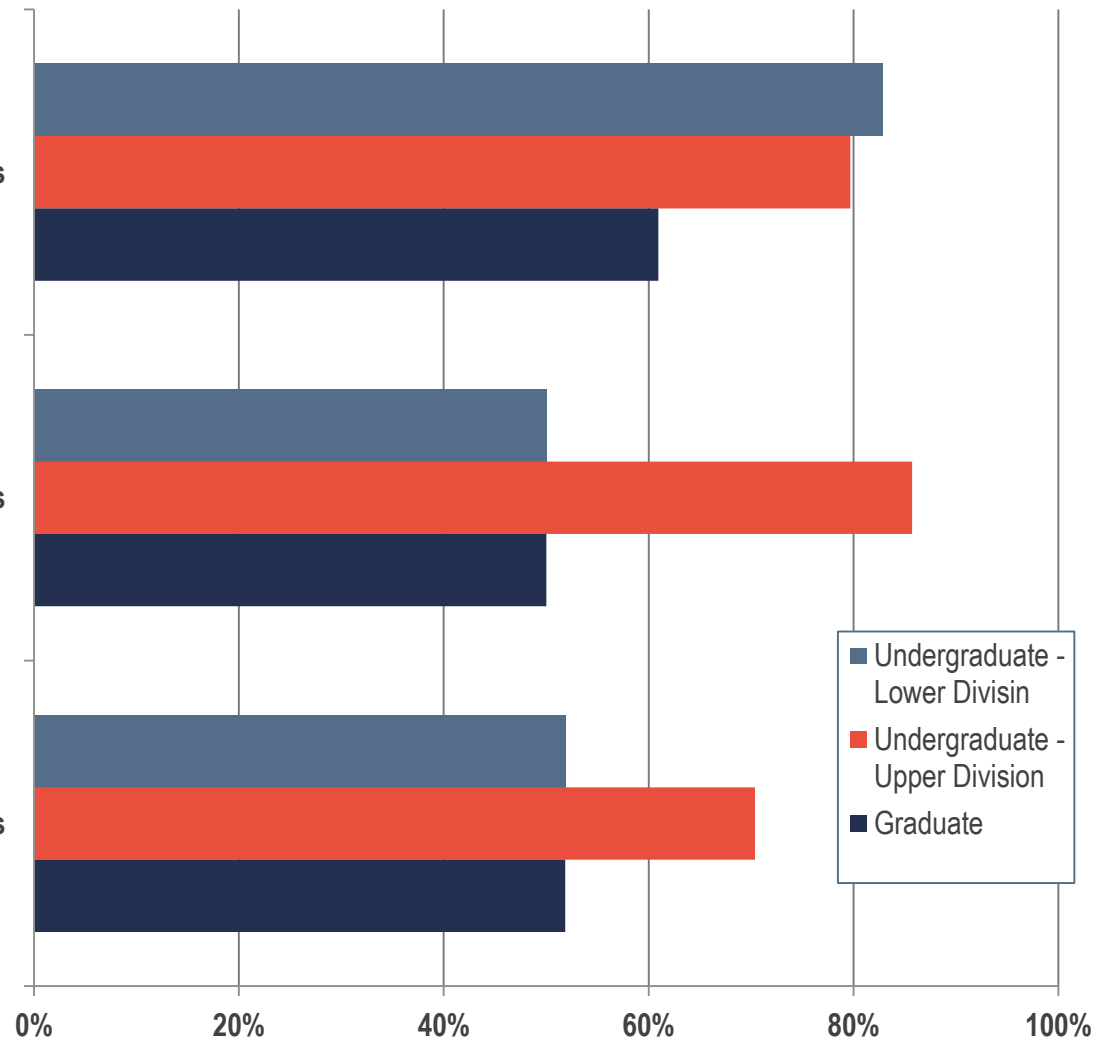
UNI

Percent of respondents selecting “yes” by discipline

Arts & Sciences

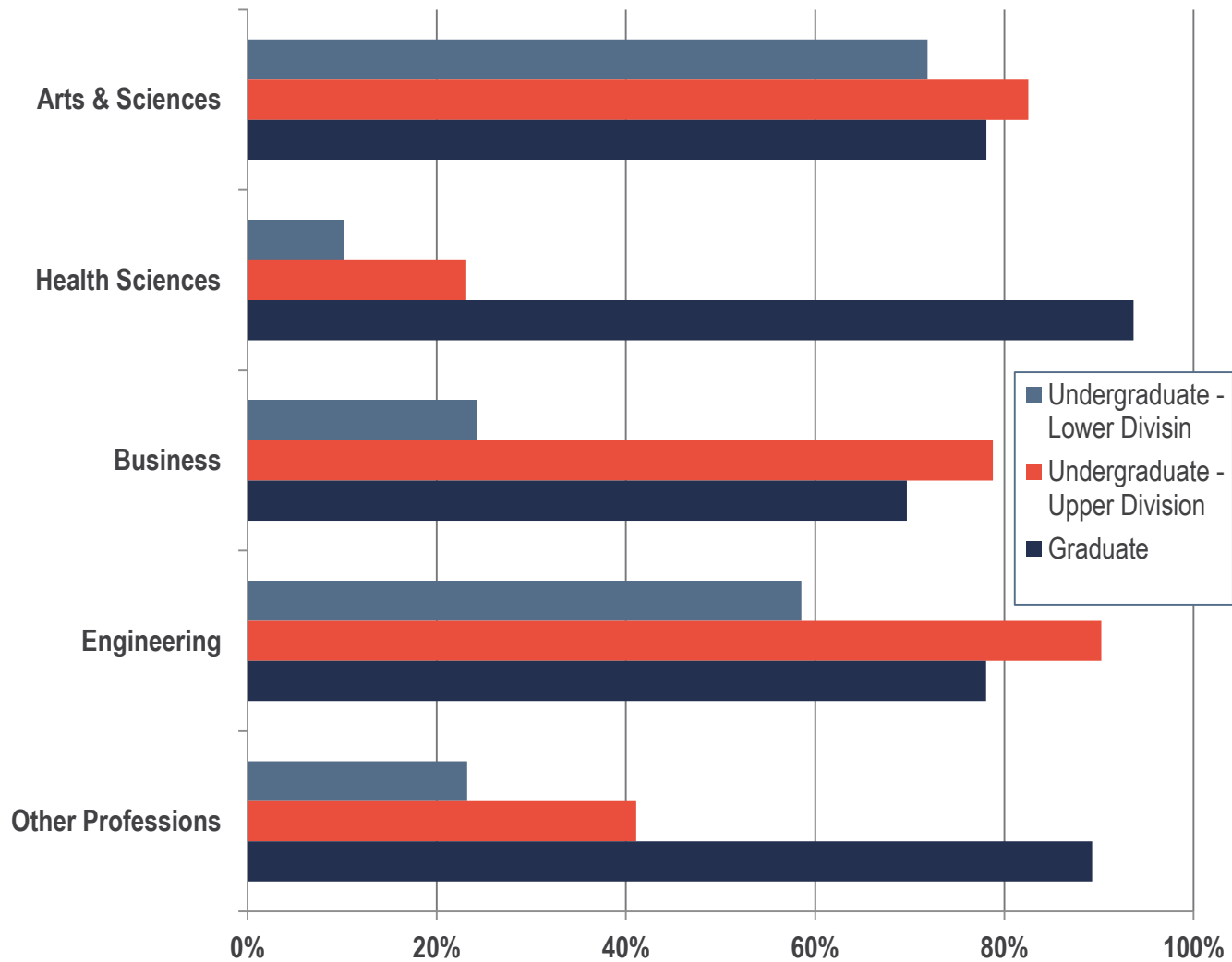
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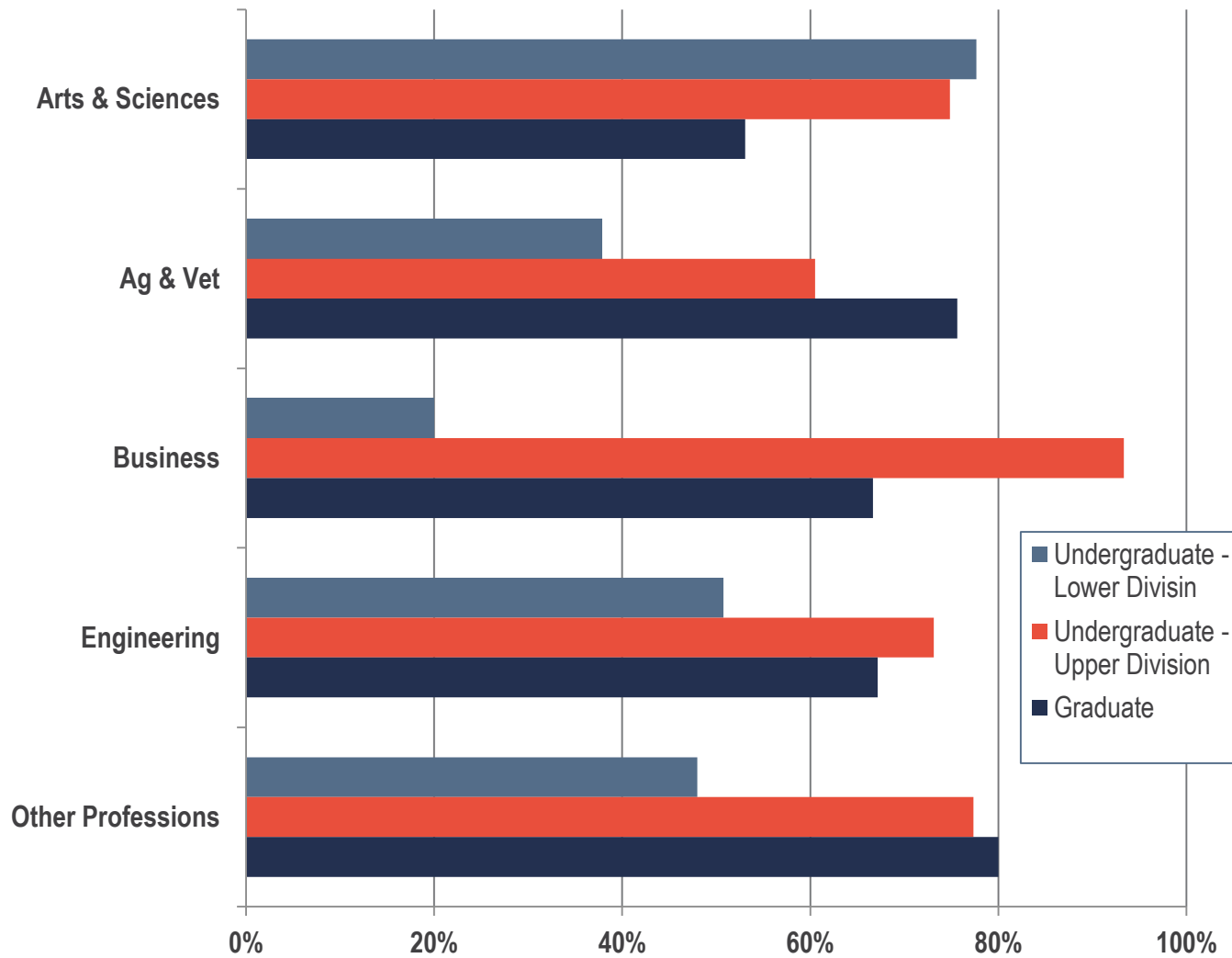


Percent of respondents selecting "yes" by discipline

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THE ROLE OF THE LIBRARY

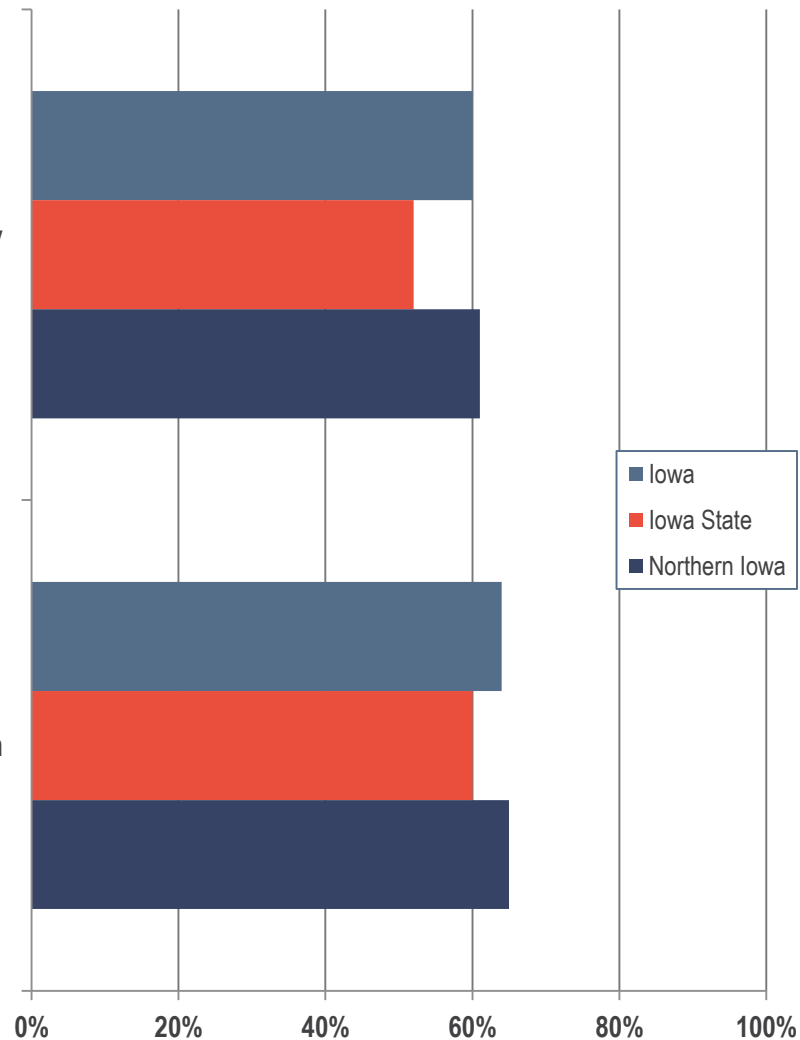
“How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?”

Response scale:

6 point scale, 6 = “Extremely important” and 1 = “Not at all important”; Percent of respondents rating each item as “extremely important” (5-6 on a 6-point scale)

The library supports and facilitates my teaching activities

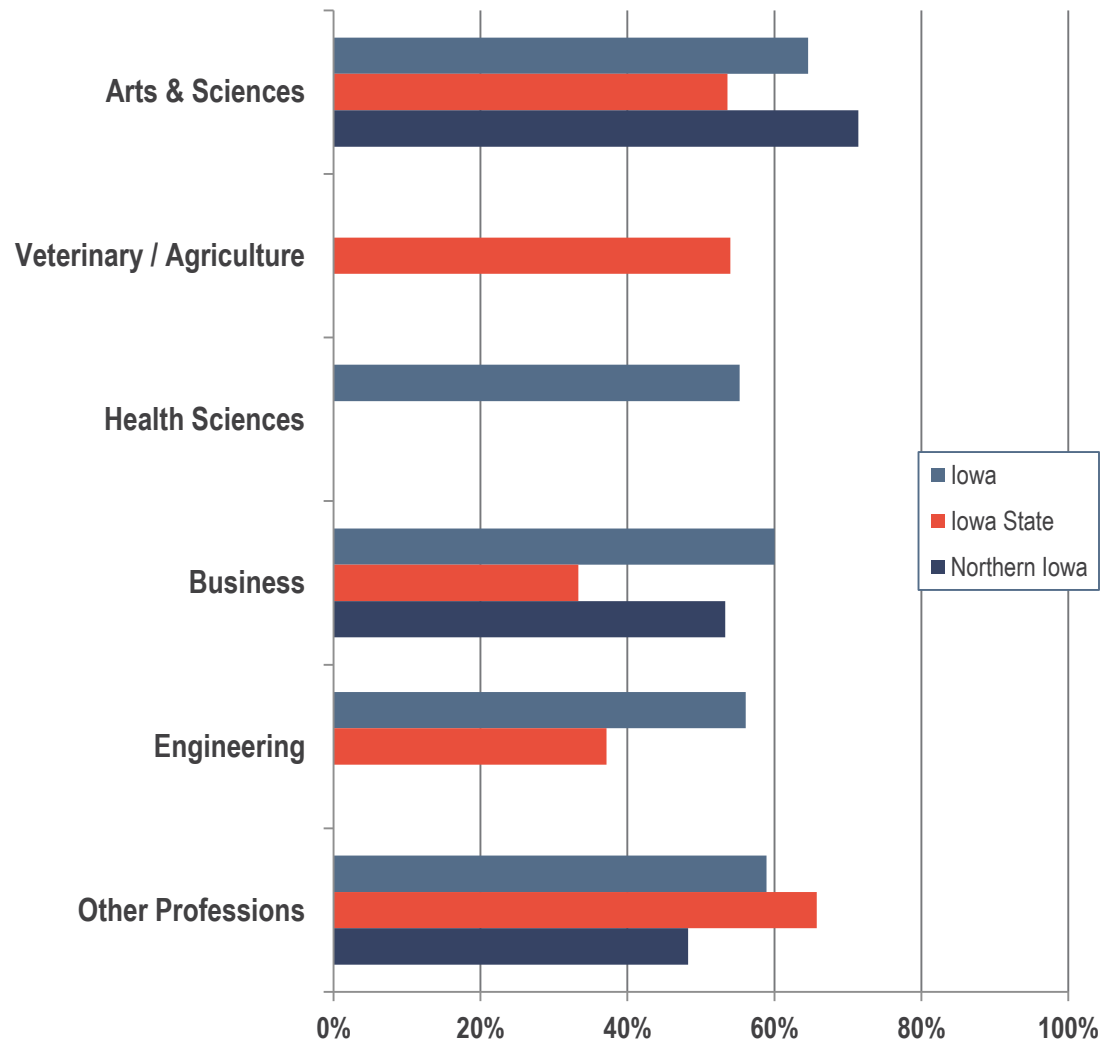
The library helps undergraduates develop research, critical analysis, and information literacy skills



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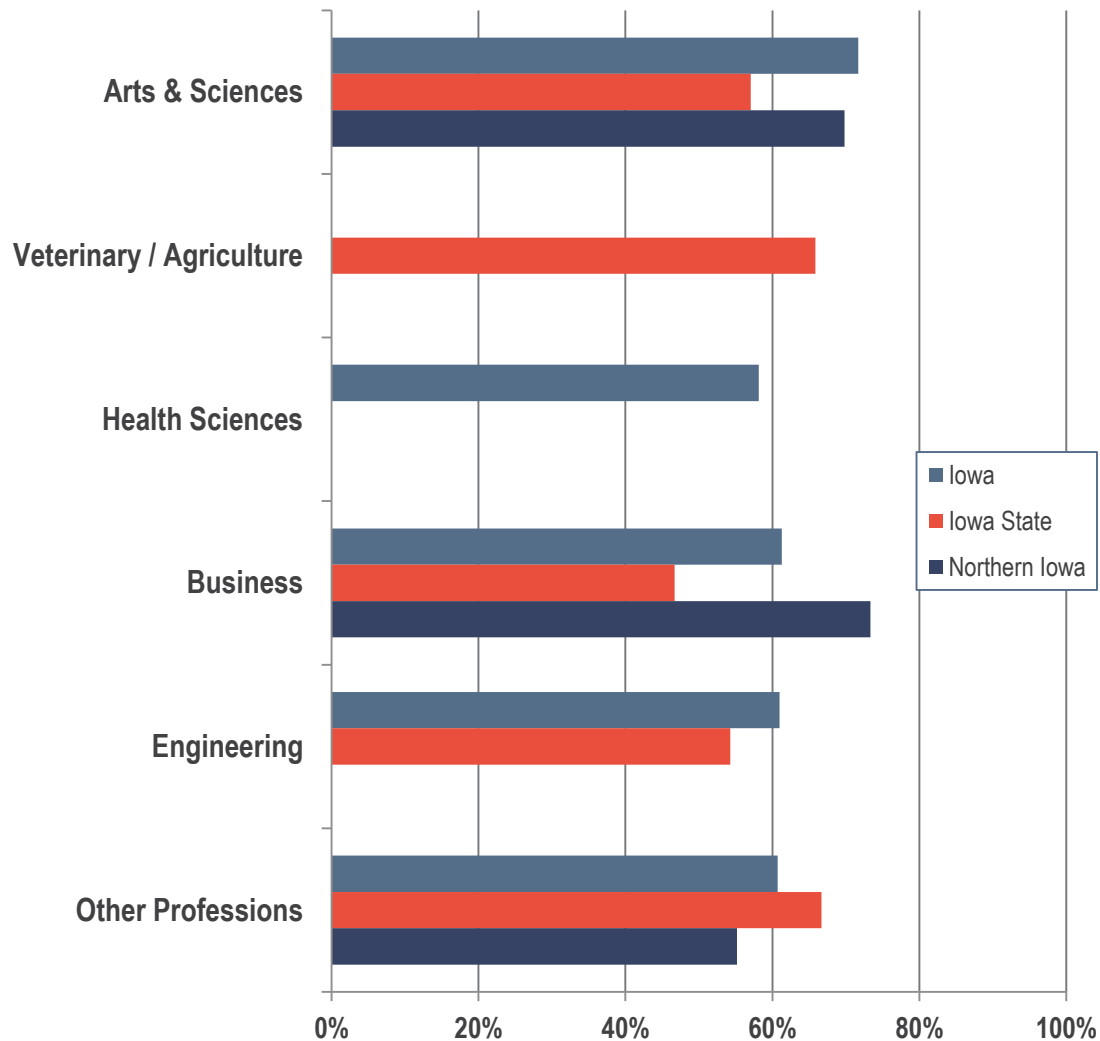
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STUDENT RESEARCH SKILLS

Student Research Skills

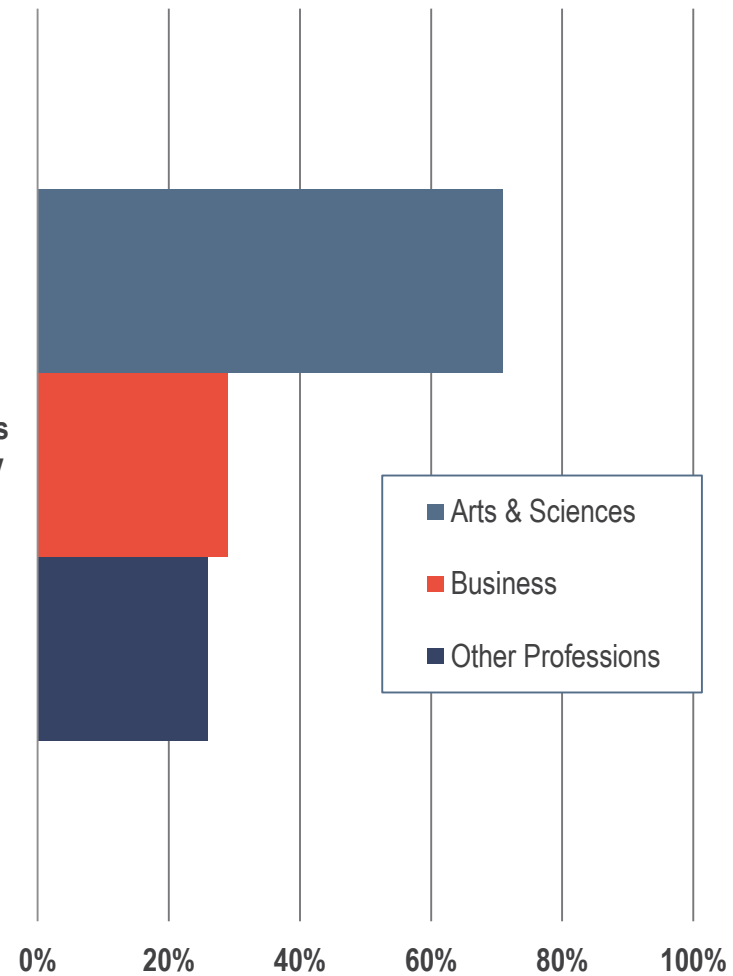
UNI

How well does each statement describe your point of view?

Response scale:

10 point scale, 10 = “Extremely well” and 1 = “Not at all well”; Percent of respondents rating each item as “extremely well” (8-10 on a 10-point scale)

My undergraduate students have poor skills related to locating and evaluating scholarly information



Student Research Skills

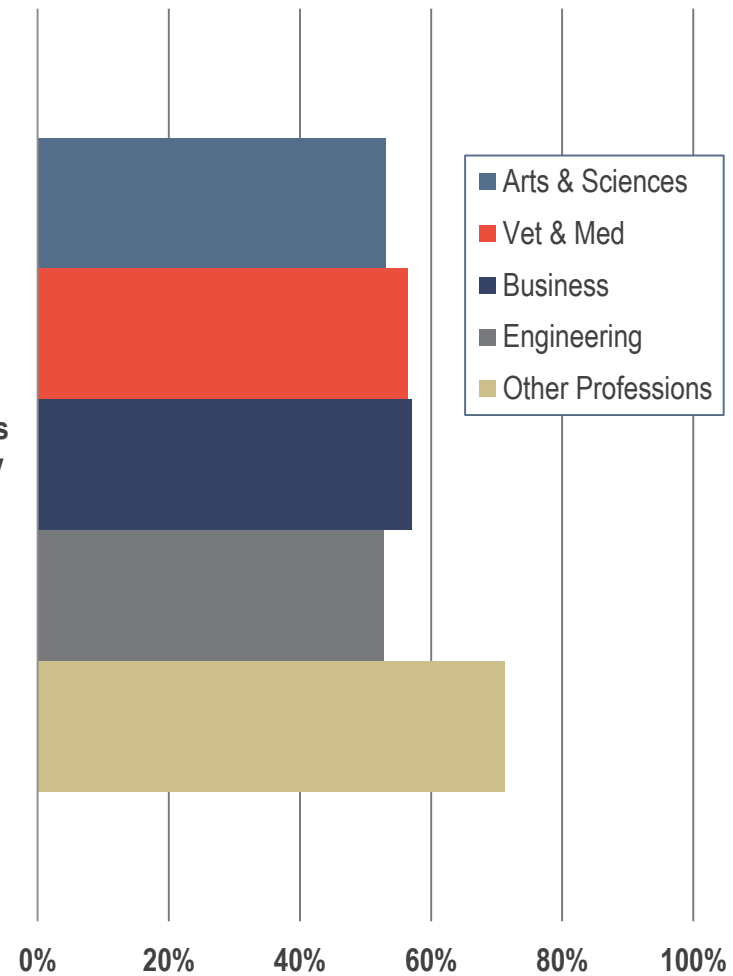
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Improving Student Research Skills

UNI

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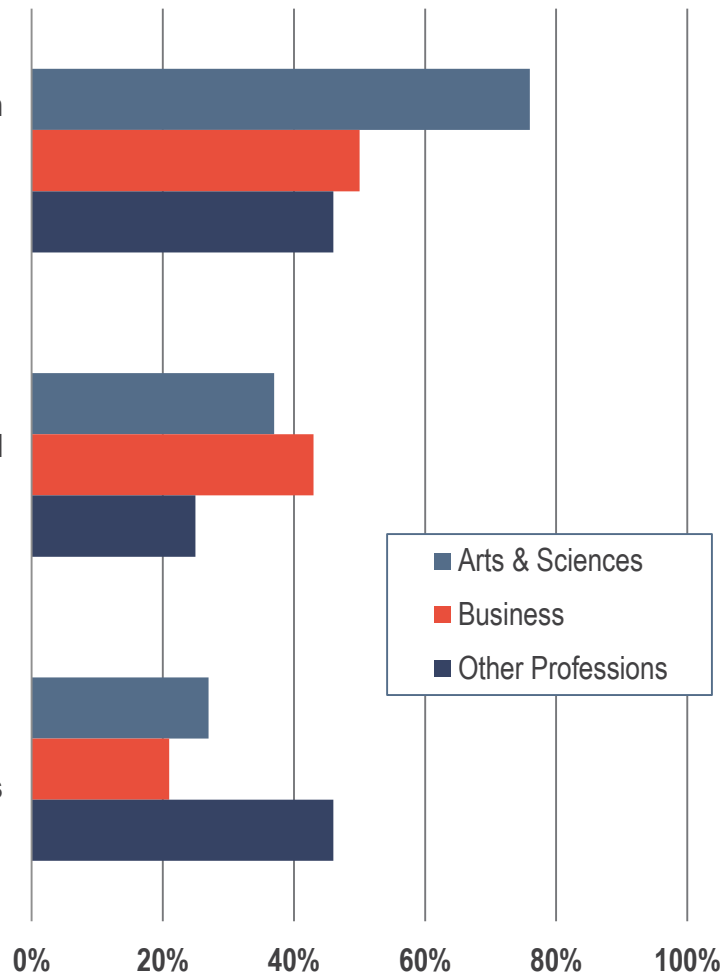
Response scale:

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Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach

Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility

Developing the research skills of my students related to locating and evaluating scholarly information is principally my academic library's responsibility



Improving Student Research Skills

Iowa State

How well does each statement describe your point of view?

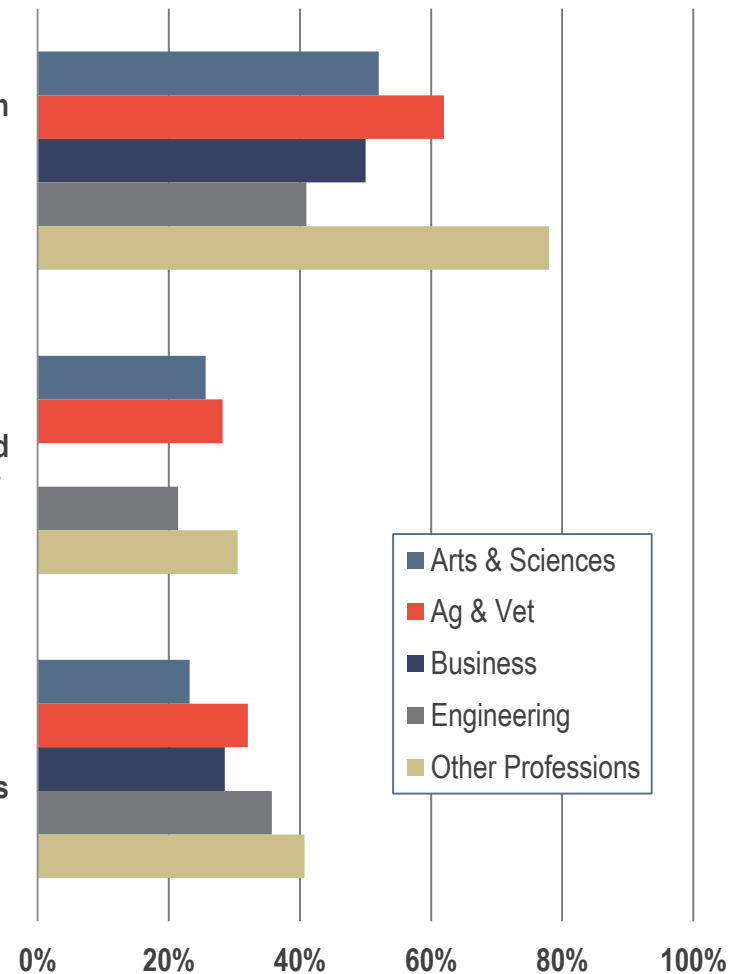
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Librarians' Perceived Role

UNI

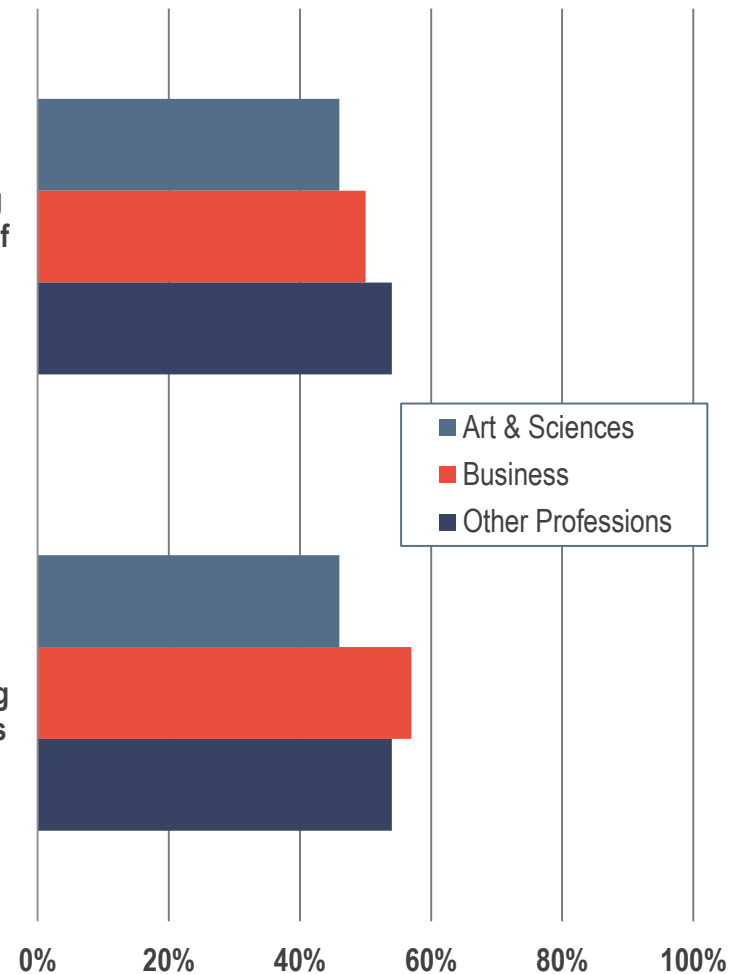
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Librarians at my college or university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework

Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills



Librarians' Perceived Role

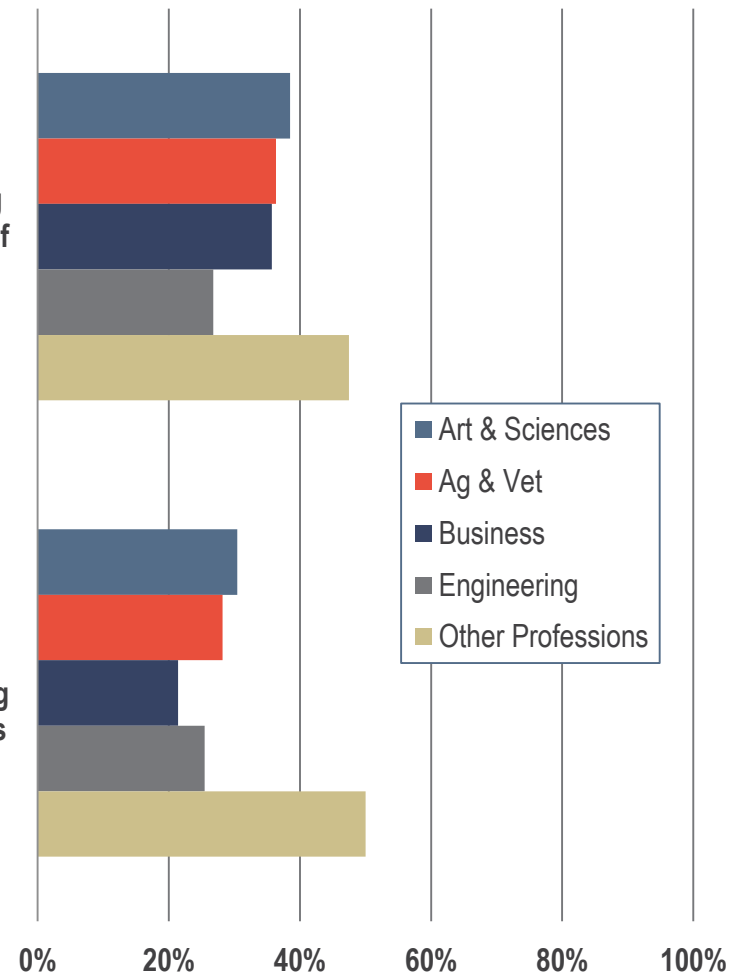
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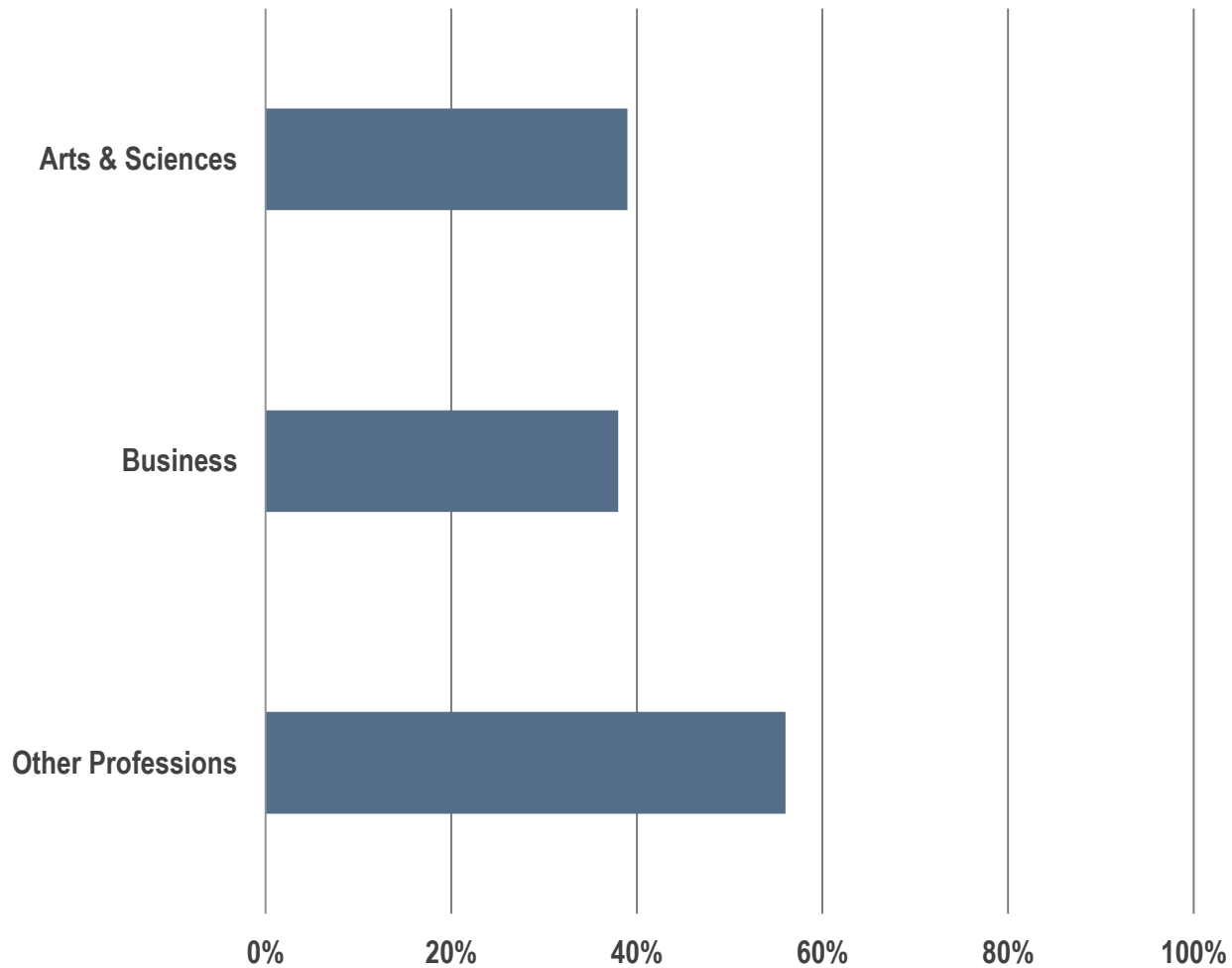


Frequency of Librarian- Student Interaction

*“As far as you know, how
often do students in the
courses you teach interact
with librarians at
your...library?”*

UNI

Response scale:
Often, Occasionally,
Rarely, Never.
Percent of responses
indicating Often or
Occasionally.

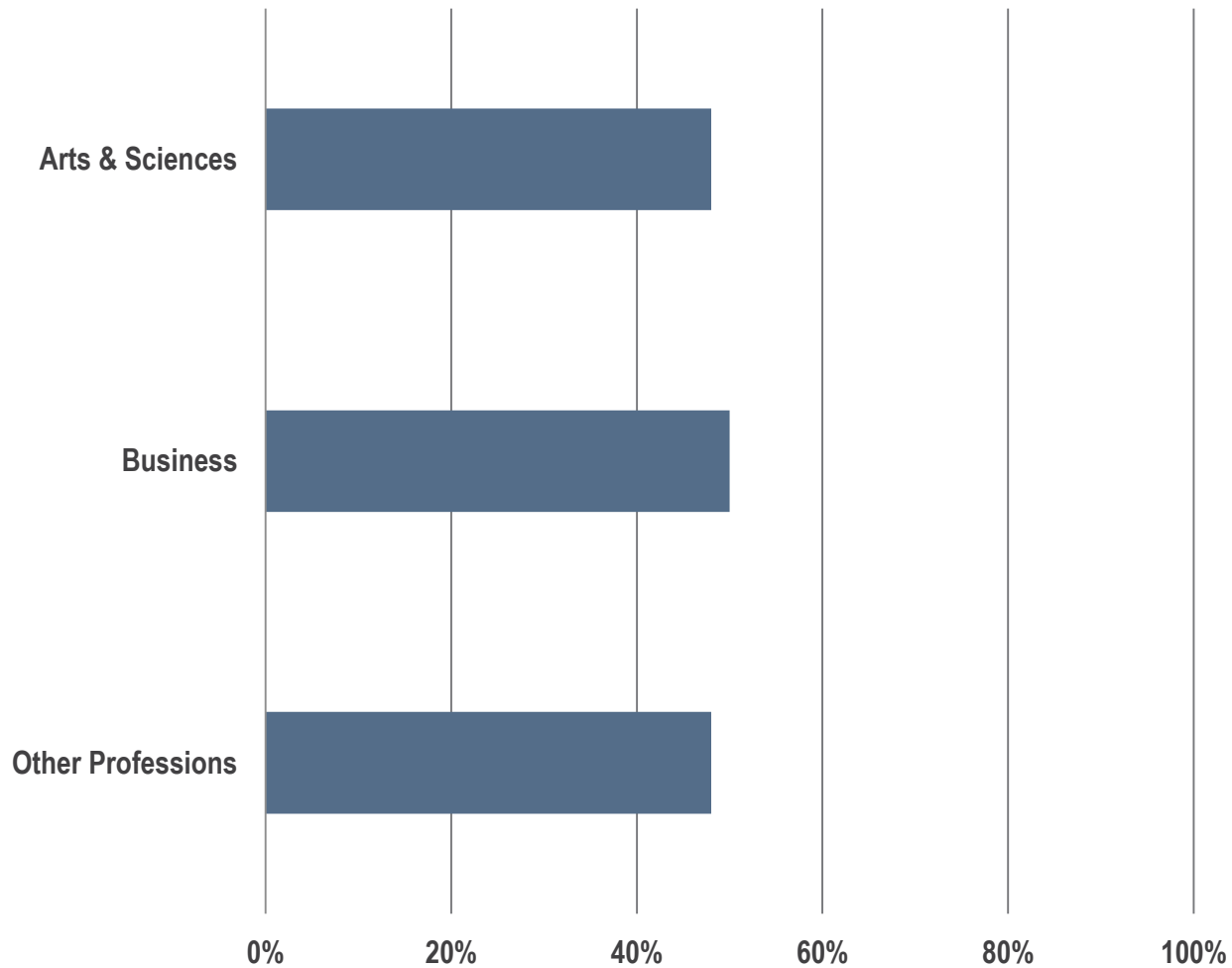


“Please use the 10 to 1 scales below to indicate the extent to which undergraduate students’ interaction with librarians at your college or university library helps them to succeed in your courses, where a 10 equals “Helps significantly” and a 1 equals “Does not help at all”.

UNI

Response scale:

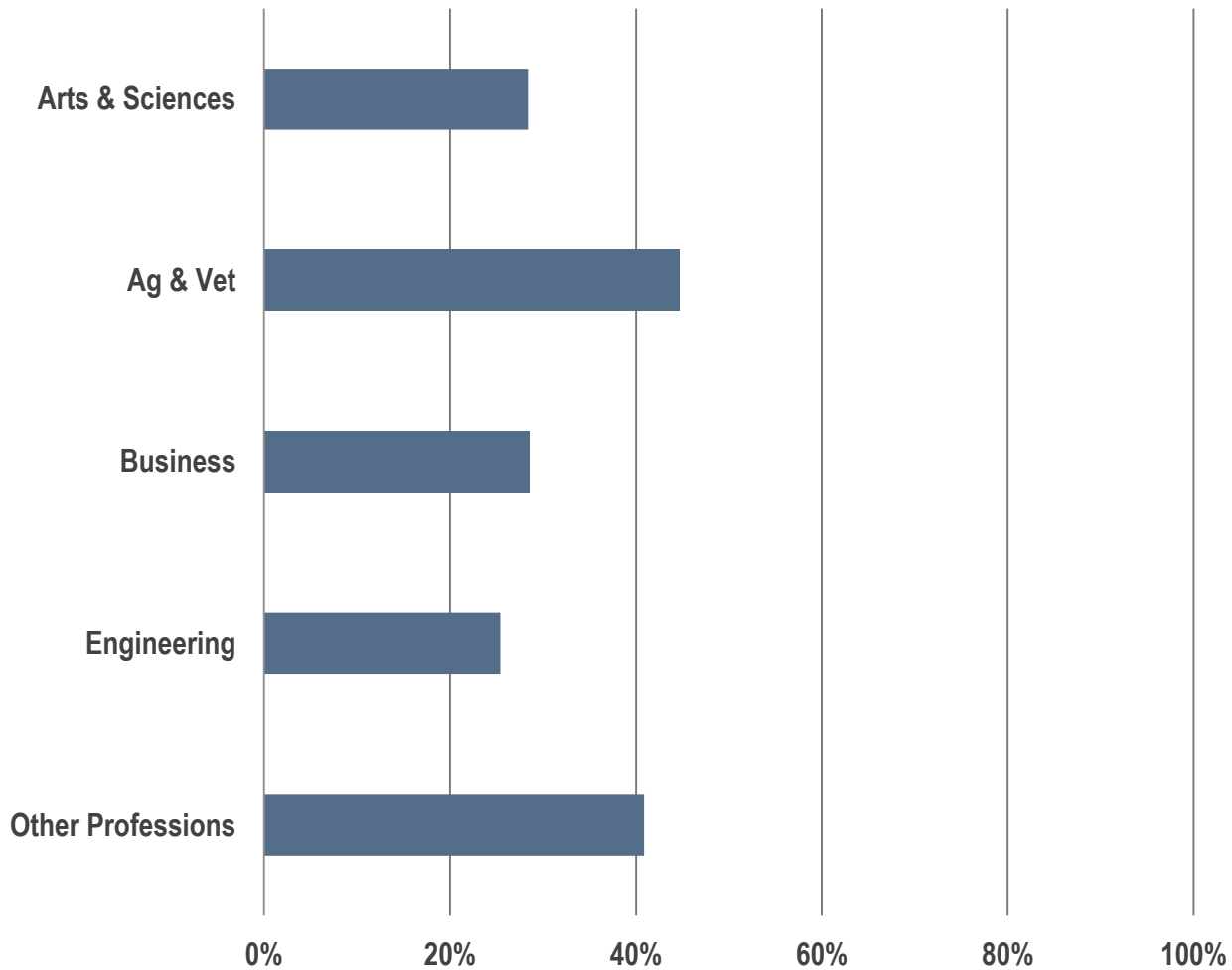
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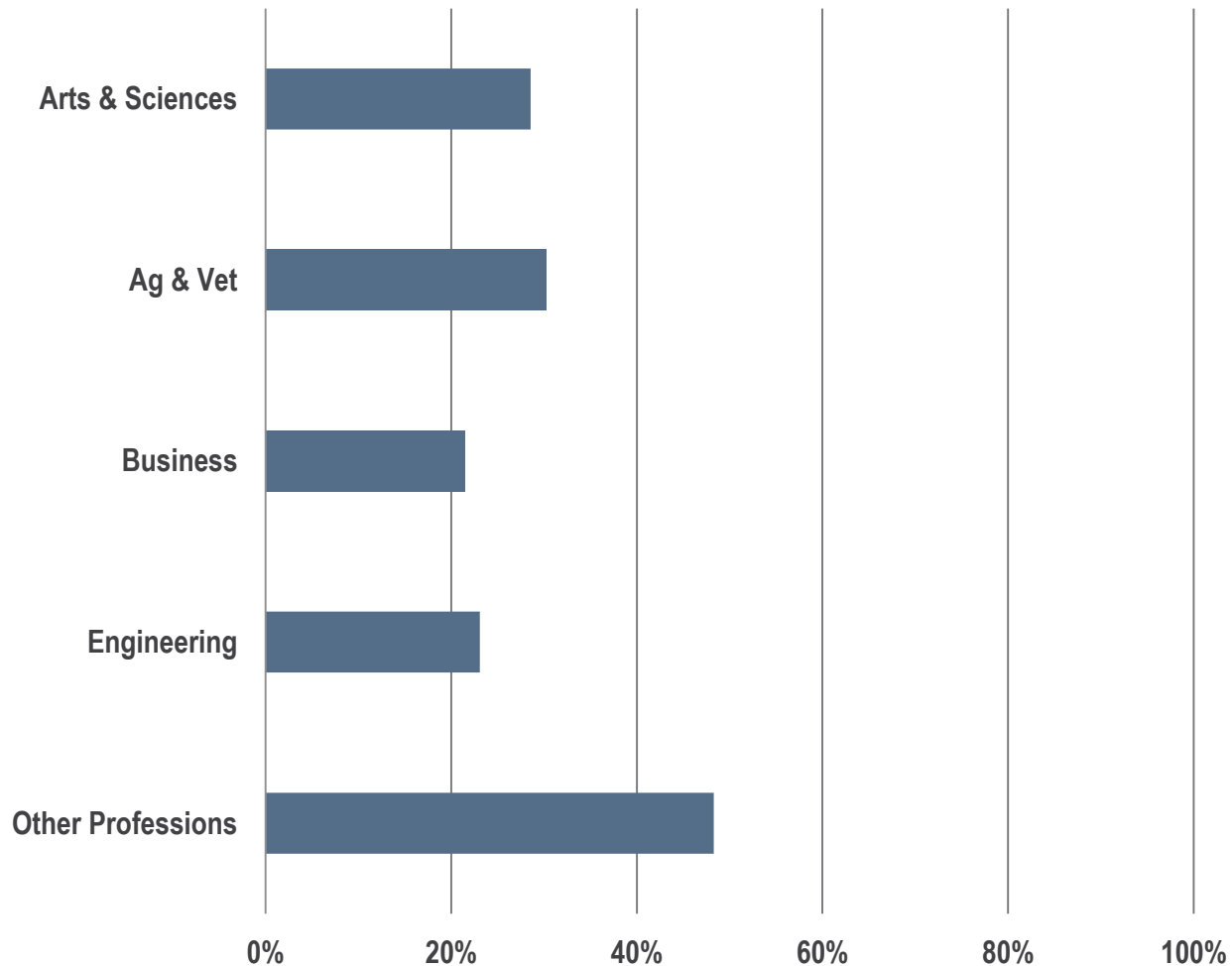
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IMPROVING MY TEACHING

Improving My Teaching

Iowa State

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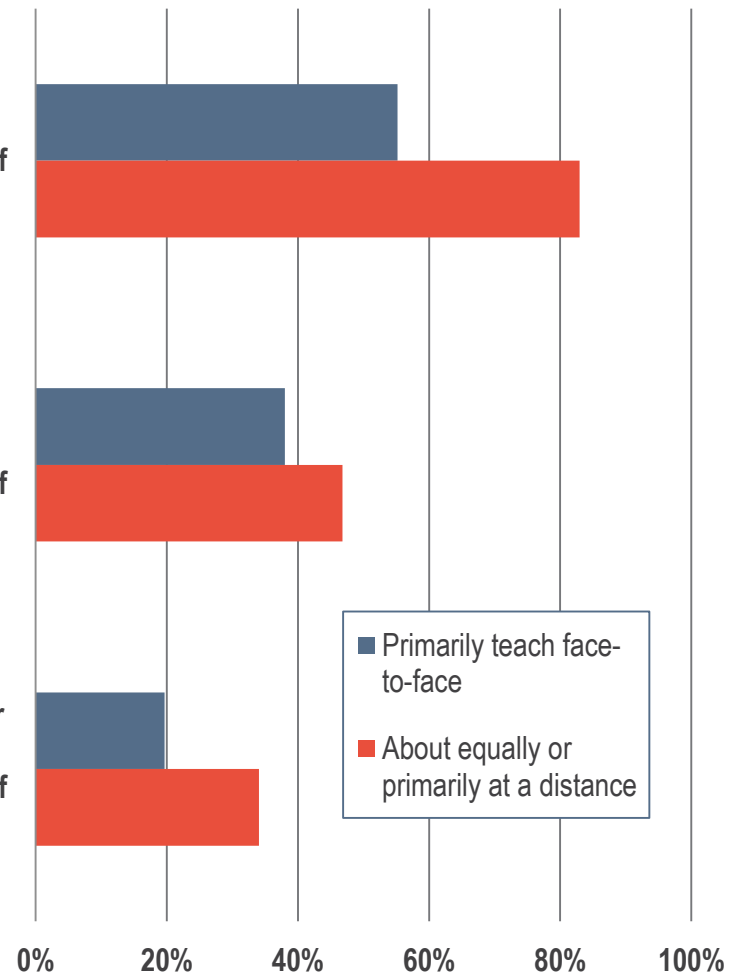
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I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

My institution recognizes or rewards faculty for taking the time to integrate new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology



Improving My Teaching

University of Iowa

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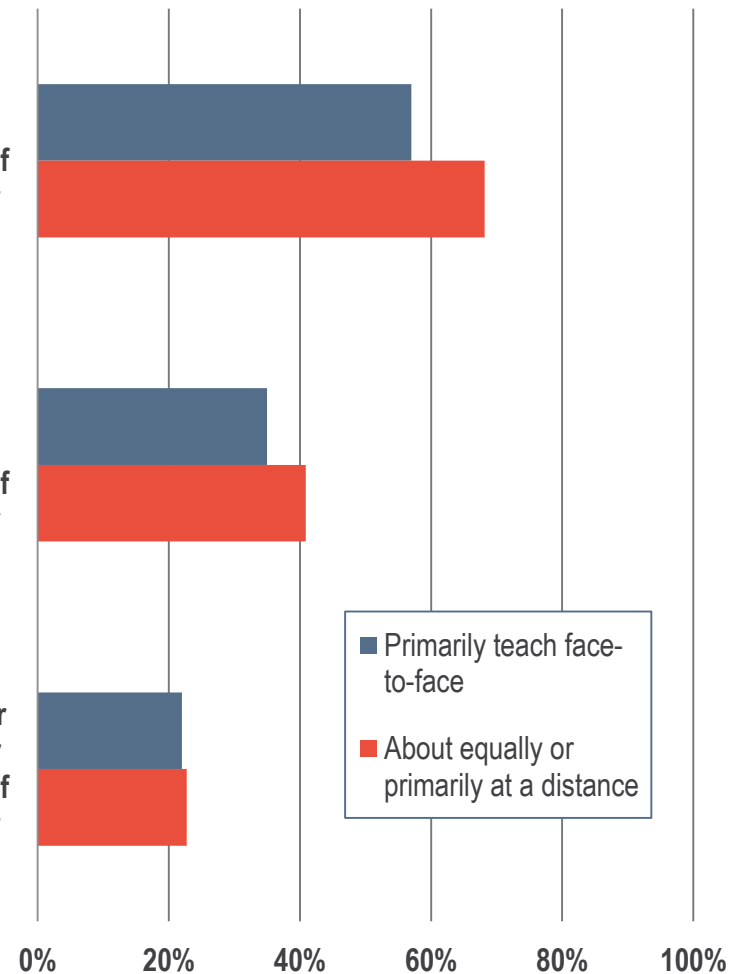
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Improving My Teaching

Iowa State

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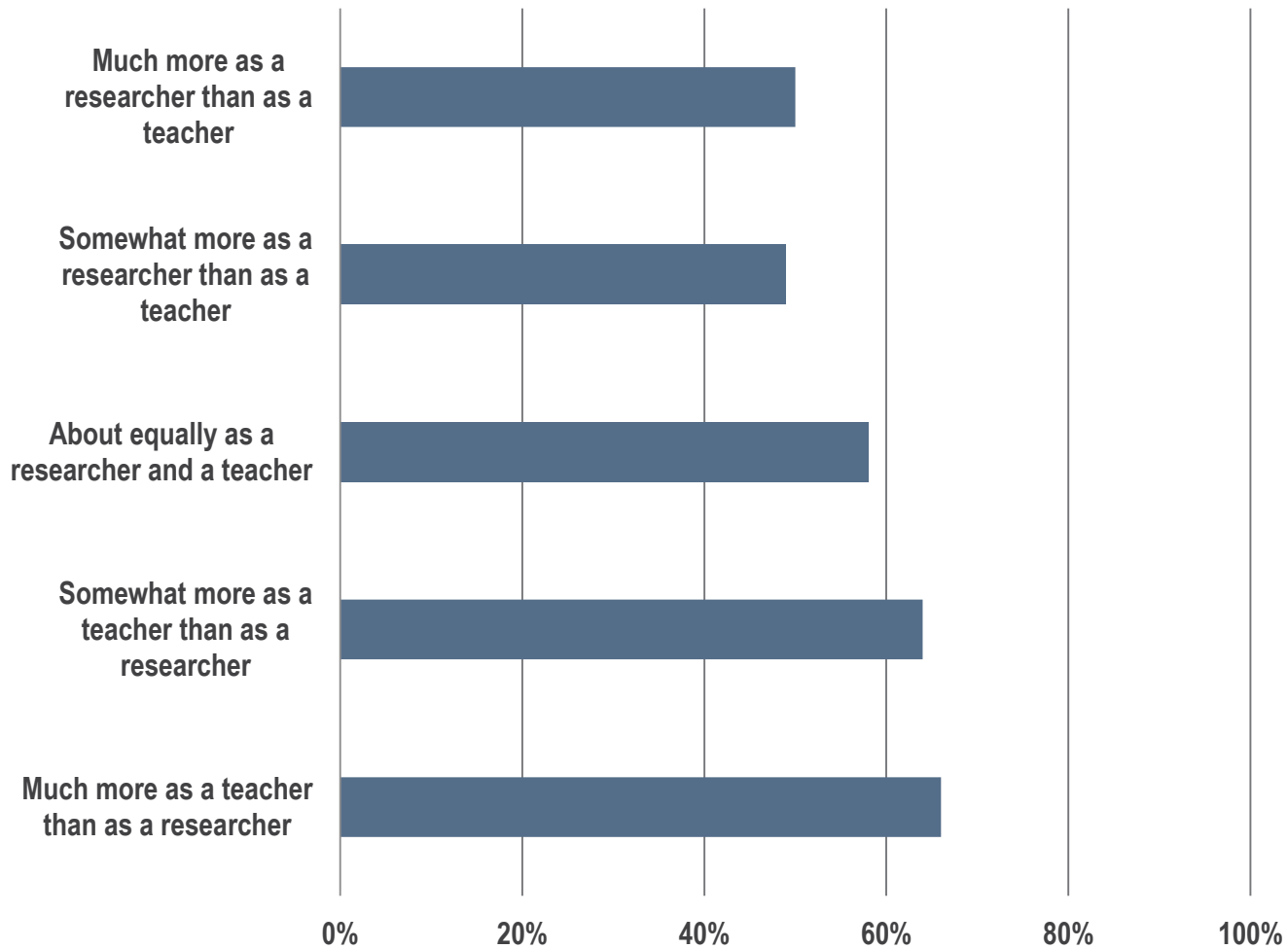
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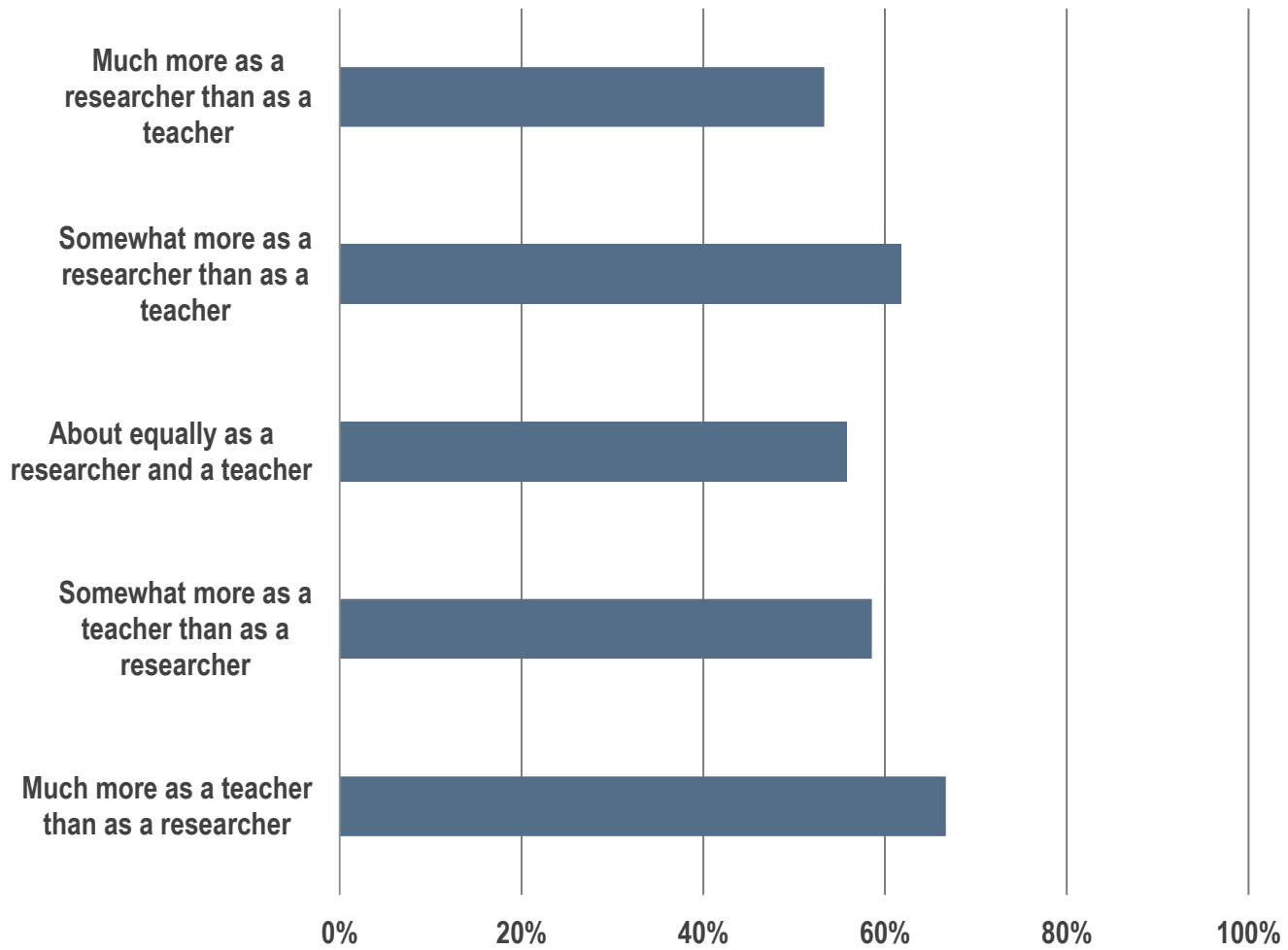
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UI



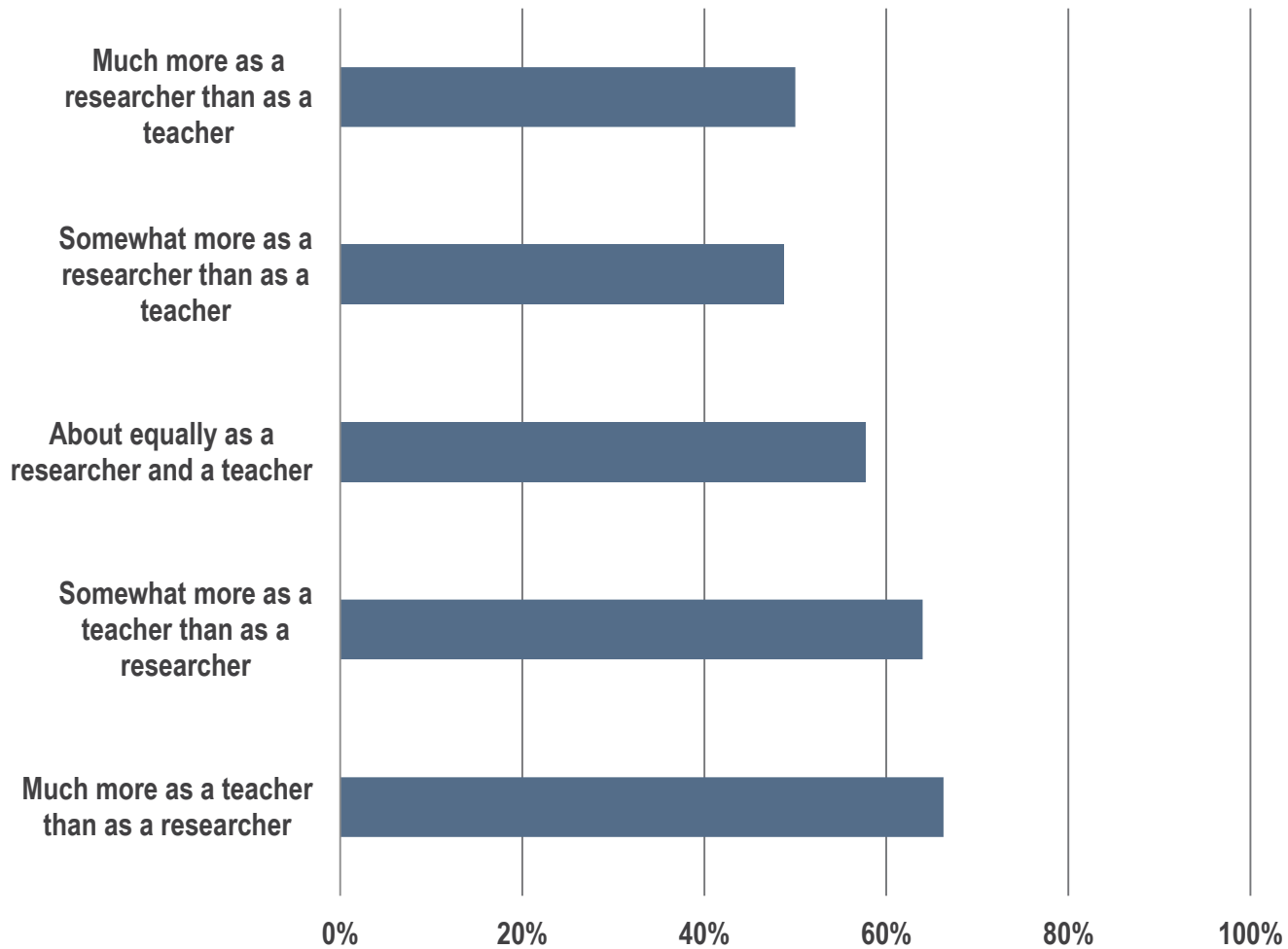
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Iowa State



“I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology.”

University of Iowa



ITHAKA S+R

QUESTIONS & DISCUSSION

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@rschon

Local surveys and workshops:
www.sr.ithaka.org/local-surveys

Reports and issue briefs:
www.sr.ithaka.org

