



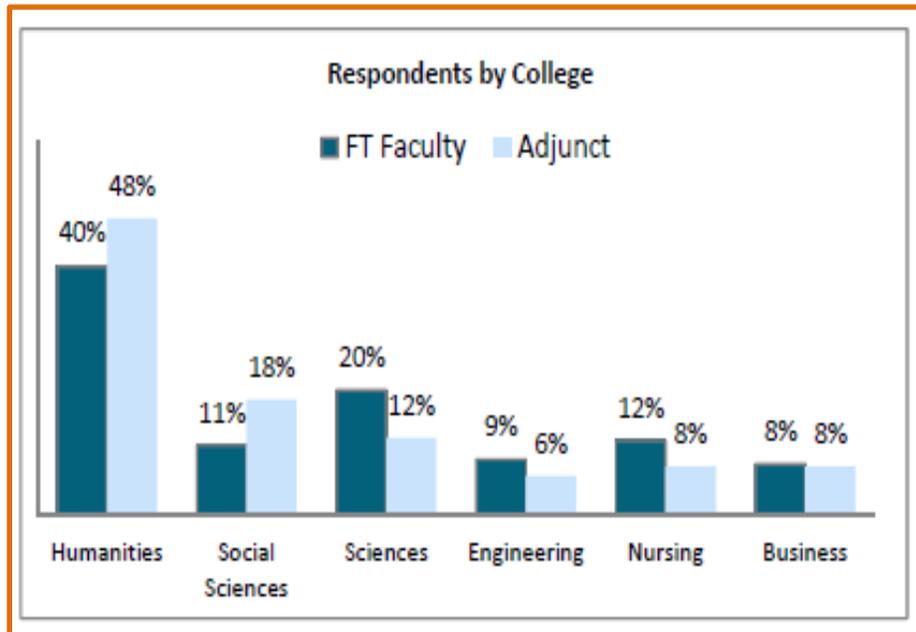
Falvey receives faculty feedback. Thanks for responding!

By Falvey Assessment Team

Amid a global back-drop of, e-learning, e-books, proliferating tablet computing, gamification, flipped classrooms, big data, learning analytics, 3-D printing, and wearable technology, a survey of full-time and adjunct faculty was conducted to see how their teaching and research interacts with Falvey library resources and services. For those desiring national comparative data, an appendix of selections from a U.S. faculty survey follows the main report.

In March 2013, the Falvey Satisfaction Survey was administered through OPIR to a random sample of 669 full-time and adjunct faculty members. Results included responses from 14 academic administrators and chairs, the College of Engineering, College of Nursing, the Villanova School of Business, and a majority of responses from the College of Liberal Arts & Sciences – humanities, social sciences, and sciences. The percentages of colleges being heard from were similar to a previous 2009 faculty survey which had nearly three times fewer respondents.

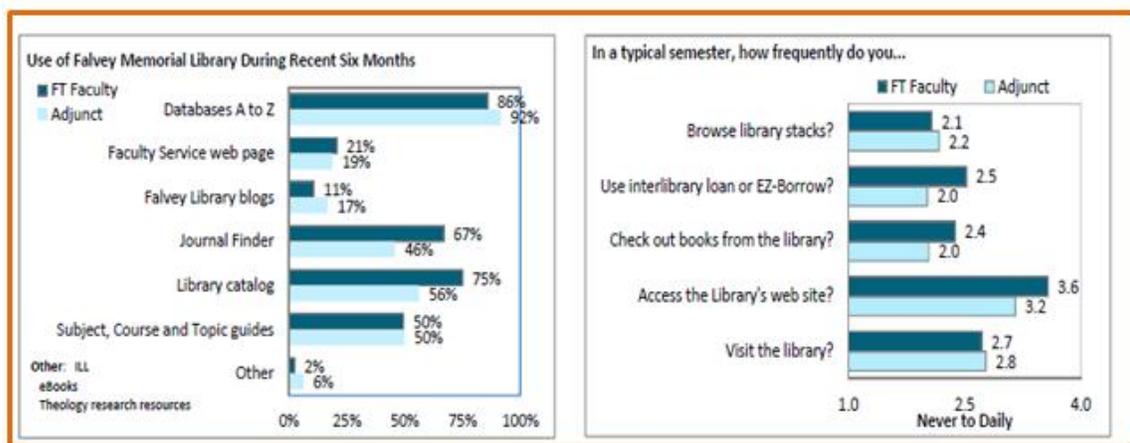
We are grateful to each and every one of you who took the time this year to tell us what you thought.



Library Services & collections

- The library website remains one of the best ways to learn about library events, services or resources along with *Campus Currents Newswire*, the library web site, email and the liaison librarian. An average of 83% of full-time faculty know one or more of their liaison librarians, a slight increase over the past survey. More than half of adjunct faculty responding knows one of their liaison librarians, a significant increase since our last survey.
- The interlibrary loan/E-ZBorrow services ranked essential or very high in importance for fully 95% of respondents, followed by research consultations for faculty and students, walk-in reference help, library website content, liaison librarians, and library online subject, course and topic guides.

“I have never been without what I need. If Falvey does not have it, ILL [interlibrary loan] has been great.”



- During the last six months  **Databases A-Z**,  **Library Catalog** and  **Journal Finder** were some of our most used resources (see above). In a typical semester, the library’s web site, physical space, and interlibrary loan/E-ZBorrow services were some of the most frequently used resources. As for the adequacy of the library’s collection in regard to *teaching* activities, a minimum score of 4.0 on a 5-point scale (with 5.0 being very adequate) was garnered by databases/journal indexes, journals and other types of periodicals, closely followed by print and e-books, which earned just under 4.0 points. Business and Sciences faculty in particular rated the adequacy of the Library’s collection very high in regard to their teaching activities. Media (DVD’s / streaming video were rated slightly less than 4.0.) These results are comparable to those of the previous survey, with journals receiving only a slightly lower adequacy ranking this time.

- Adequacy rankings of the library's collection for faculty *research* activities averaged 3.8/3.7 out of 5.0 for full-time and adjunct faculty ratings with 70% of full-time faculty indicating that the Library's collection is adequate or very adequate. Only 41% of full-time faculty responded that they were actively involved in selecting resources for the Library's collection.
- Respondents continue to recognize Library staff members as very helpful and courteous. The website and services are valued, timely, and available and working when needed. On a 5-point scale (5.0 being strongly agree), faculty members gave a rating of 4.0 to the library's work and study spaces and indicated by an average of 3.4 that they rely on Falvey Library for their career success. We are happy to help!



E-book usage

- Over half of full-time faculty responding have downloaded and read an e-book in the last six (6) months. However, e-books are not necessarily preferred for research, student reading assignments or leisure reading.



Student use of information

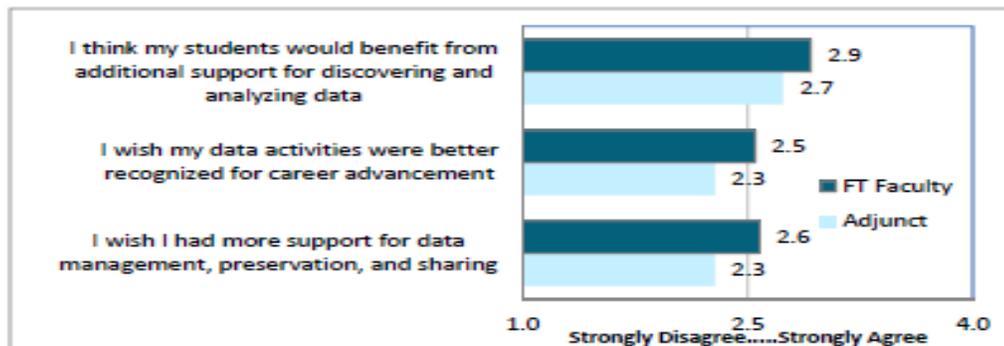
- 82% of full-time faculty and 69% of adjunct faculty require students to find scholarly resources beyond their textbooks for class assignments, especially in nursing, engineering, and humanities. Only some 40% of respondents agreed or strongly agreed that students had the skills to find information independently. When queried in 2009, roughly the same number of respondents indicated that they were satisfied with resources used by their students.

Data indicators

The Library is interested in faculty attitudes toward data services and because of trends in academia toward building repositories for sharing and preserving raw digital data, concerns for ensuring research integrity by exposing underlying data, open data initiatives and grant funder requirements for data management plans.

- 70% of faculty members reported generating data either occasionally or frequently in the course of research. Almost the same number of faculty

occasionally or frequently reported reusing data generated by others outside their team. 50% of faculty occasionally or frequently shares data with others outside the team beyond peer reviewed publications. Nearly 70% of students are required to find and analyze data occasionally or frequently.



On a 4-point scale with 4 being “strongly agree,” full-time faculty, and to a similar extent adjunct faculty, rated a 2.5 that they wish their data activities were better recognized for career advancement and gave 2.6 rating for wishing there was more support for data management, preservation, and sharing. Faculty members also thought that their students would benefit from additional support for discovering and analyzing data, as demonstrated by a score of 2.9.

Written comments noted:

- *Current electronic subscriptions to journal[s] are adequate, but it would be useful to have more access to archives of some journals.*
- *Access to disciplinary digital libraries is paramount.*
- *It would be a great help to my research if Villanova were to become a SHARES or ARL participant [like Princeton].*
- *I recently was researching a somewhat obscure subject and found tons of resources!*
- *There are a number of journals related to cell and molecular biology that are important ... which are missing from the library’s collection”*
- *Would like to see more disciplinary health related journals.*
- *Would LOVE Falvey library to have Factiva, BoardEX, and (Factset, SEC Analytics, Capital IQ) through WRDS.”*

Responses to consider:

We asked “what improvements to the online or physical environment could the library consider in the future?” You kindly answered. A sampling follows below.

- *[Library] has improved with the recent changes and I can find what I need.*
- *Virtual library*
- *No more card access ... most unwelcoming.*
- *Study lounge for graduate students.*
- *I think you’re doing a great job!*

Responses to consider (cont.):

- *Holdings, especially DVD/media holding, need to be more user-friendly.*
- *Having stacks in two different buildings is annoying, as is having the second floor of new Falvey taken up for student things and making stacks harder to get to.*
- *The renovation upstairs is wonderful and I would like to take advantage of the space – perhaps some open houses or wine and cheese receptions ...*
- *I think you have done amazing things with the space/facility we have ...*
- *Just broader and deeper on-line journal coverage.*
- *... search engine for the library catalog. It is poor in finding books/resources based on partial information ... or by subject.*
- *The interface to some of the remote resources still needs improvement.*
- *Penn and Bryn Maw have excellent research libraries and have strong graduate programs. Villanova's library is pretty good for a general college library...*
- *Easier integration between the library and Blackboard.*
- *... all the text I need are now in the basement [of Falvey West], where the lights go out to save energy if I stop moving for any length of time ... one of the only PhD programs at the University in the basement.*
- *Demolish the old one and build a new one – it's the only solution.*

Appendix – To put our faculty’s responses in perspective, we offer selections from a US national survey at <http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012>.

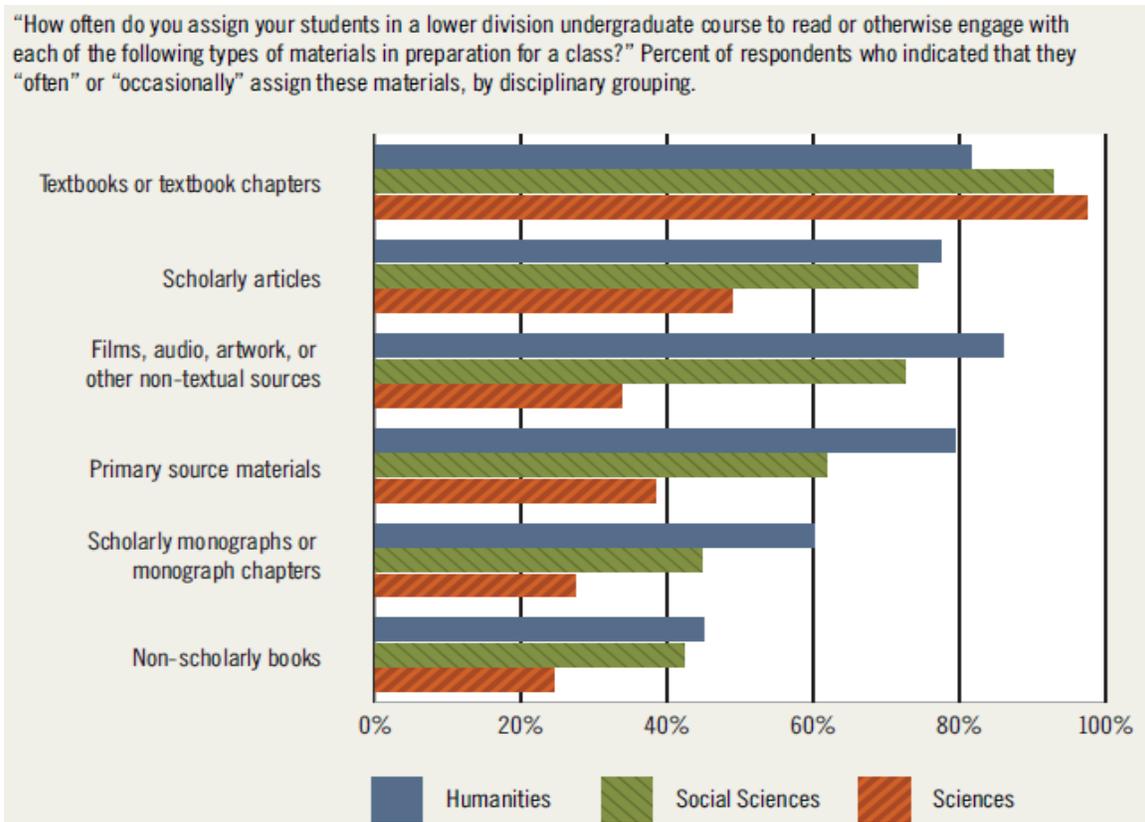
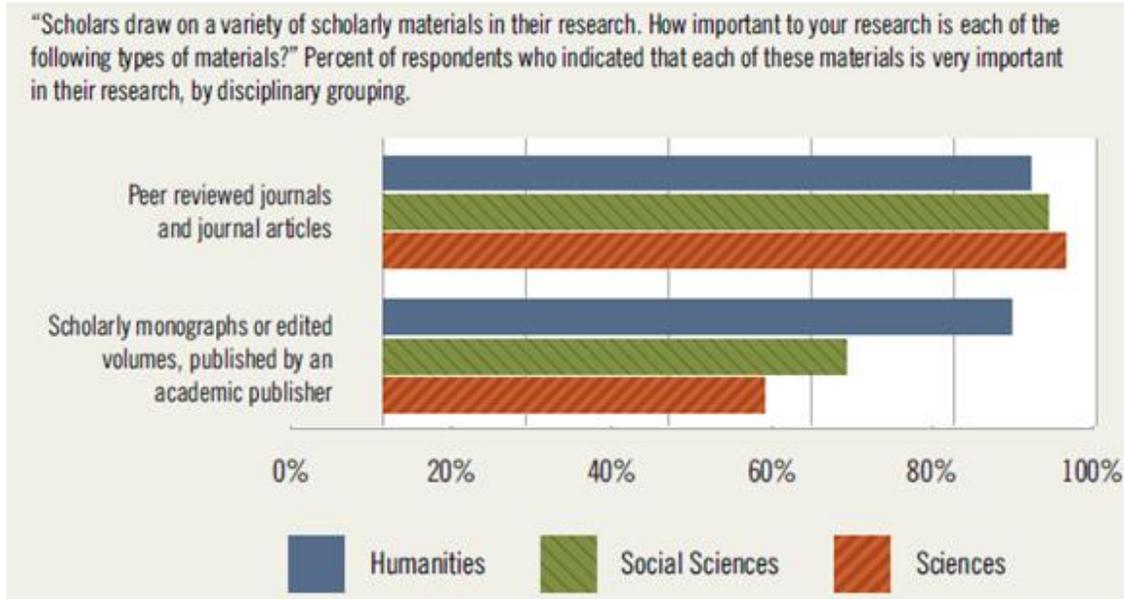


FIGURE 13

"You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as standalone e-books. How often have you used scholarly monographs in digital form in the past six months - often, occasionally, rarely, or never?" Responses from all respondents

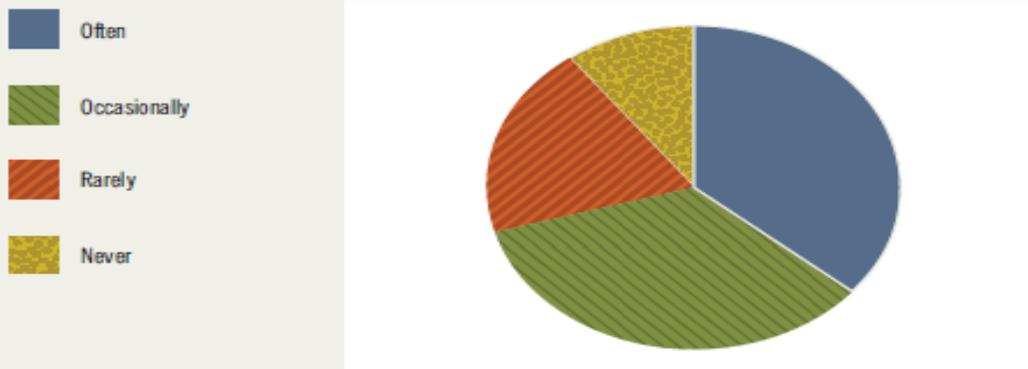


FIGURE 17

"When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources?" Percent of respondents who indicated that each of the following is a very important source for journal articles and scholarly monographs.

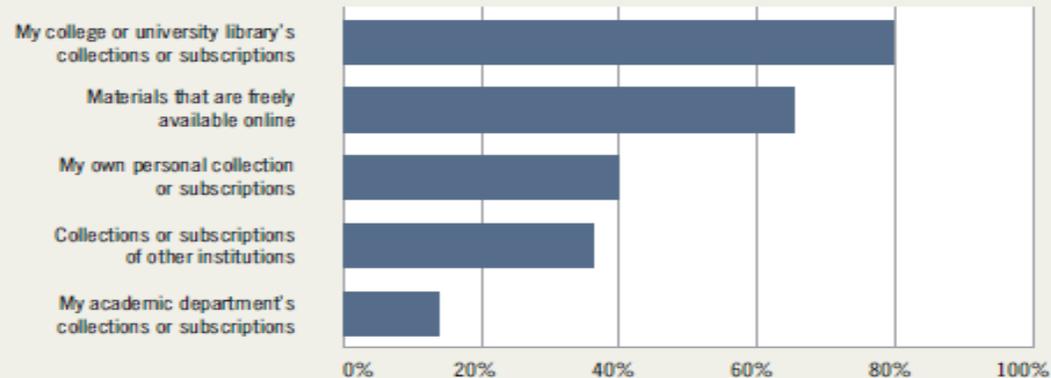


FIGURE 25

"How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach?" Percent of respondents indicating that each type of coursework is assigned often or occasionally, by disciplinary grouping.

