

# 2022 GSU Library Faculty Survey

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## Methods

A survey adapted from Duke University on faculty use of library services was constructed in Qualtrics. Data were collected on library usage, opinions about library resources and services, communication preferences, and faculty needs, as described below.

### Faculty Demographics

Data were collected on participants' college or unit at school, faculty status (tenured, tenure-track or non-tenure track), and length of employment at Georgia State University.

### Perceptions of library resources and services

Participants were asked 16 questions about library use and perceptions of library resources and services. Participants rated: the extent to which the library meets their needs (1 = does not meet; 4 = completely

meets), which of 11 listed library resources and services are most important to their work (1=least important; 4 = most important), their overall satisfaction with the GSU Library (1=very dissatisfied; 4 = very satisfied), their level of engagement with their subject matter librarian (1= very unengaged, 4 = very engaged), and which services offered by the Research Data Services were most relevant to their work (1 = not relevant; 4 = very relevant).

### Communication Preferences

Participants were asked one question about how they would like to be informed about library services, events, workshops, and other library resources. Response options included library brochures, signage, and flyers; in-person, directly from library staff; library newsletter or email; library website; library blog; social media (Facebook, Twitter, Instagram); digital signage (flatscreens); or I don't want to be informed of these things. Respondents also had an option to fill in an open-ended response.

### Faculty Publishing Perceptions

Participants were asked two questions about academic publishing. These included questions about preferences for academic journals and library services in support of open access.

### Open Educational Resources (OER)

Georgia State University was recently accepted as one of 11 schools to participate in the 2022-23 OpenStax Institutional Partnership. Four optional questions were asked about open educational resources (OER), as part of GSU's affiliation with the OpenStax Institutional Partnership. These included questions about past experience using OER in courses, reasons and motivation for using OER, potential hurdles in adopting OER in courses, and how the library can potentially support OER efforts.

### Open-Ended Questions

Five open-ended questions were included:

- Are there any other library services or resources you consider important, not listed above?
- Are there any other services you would find valuable that aren't listed above?
- What additional services, materials, or spaces would you like the GSU Library to provide to you to support your work?
- Please list any other services Research Data Services could provide, not listed above.
- Do you have any additional comments about GSU Library?

### Analysis

For open-ended questions, responses were grouped by topic by the author and illustrative quotes are presented.

Most questions requested responses, meaning the user was prompted to answer but could proceed to the next part of the survey without answering. The only mandatory question was "Please rate your satisfaction level with GSU Library." A full list of questions can be found in the Appendix.

### Survey Distribution

The survey was emailed via this link: <http://lib.gsu.edu/facultysurvey22> by the Office of Institutional Effectiveness to all GSU faculty (excluding library faculty and those classified as graduate instructors), a total of 3,168 faculty members. An initial email was sent on October 11, 2022, with follow up emails

sent on October 18, and 25, 2022. Participation was voluntary and participants were not offered an incentive for participating.

## Findings

As of November 17, 2022, the survey received 543 responses, a 17.14% response rate. Of those who responded, 381 (66.5%) completed the full survey.

### Faculty Demographics

The highest percentage of respondents (38%) came from the College of Arts & Sciences, and the second highest response (20.29%) came from Perimeter College faculty.

Most respondents were tenured or tenure-track faculty who have been at GSU for over 10 years.

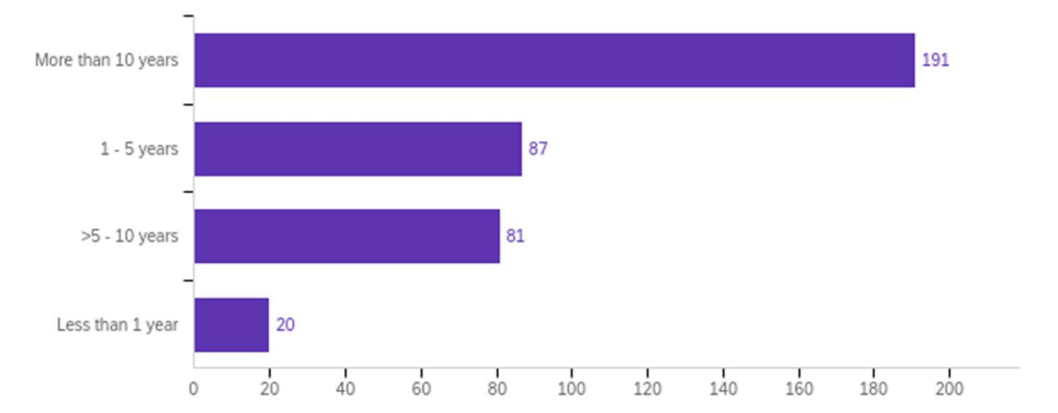
*Table 1. College affiliation of respondents (n=389)*

<b>What is your college?</b>	<b>Percentage of respondents (%)</b>
College of Arts & Sciences	38.00%
Perimeter College	20.29%
Education & Human Development	9.71%
College of the Arts	9.43%
Robinson College of Business	6.86%
A. Young School Policy Studies	6.57%
Col of Nursing & Health Prof.	5.43%
School of Public Health	2.57%
Inst. for Biomedical Sciences	0.86%
Unknown (Left Blank)	0.29%
College of Law	0.00%
Honors College	0.00%
University Wide / Other	0.00%

*Table 2. Faculty affiliation of respondents (n=377)*

<b>What is your faculty status?</b>	<b>Percentage of respondents</b>
Non-Tenure Track	31.03%
Tenured	50.66%
Tenure-Track	18.30%

Figure 1. Length of employment of respondents (n=379)



Participants were asked how often they visit their GSU campus library, either in-person or online. Results can be found in Tables 3 and 4.

Table 3. Use of library in-person in descending order

	In-Person
At least once a semester	116
Never	102
At least monthly	99
At least once a year	87
At least weekly	35
Other	15
<b>Total</b>	<b>454</b>

Table 4. Use of library online in descending order

	Online
At least weekly	247
At least monthly	111
At least once a semester	46
Never	22
At least once a year	19
Other	8
<b>Total</b>	<b>453</b>

### Perceptions of library resources and services

Participants were asked to rate their level of satisfaction with GSU Library for in-person usage and online usage. The mean response was 3.40 for in-person usage and 3.25 for online usage.

Participants were asked to select a list of library resources and services considered important to their work. “Online journal and articles” were rated as most important (mean rating: 3.87), followed by “eBooks” (mean rating: 3.14), “Delivery of materials from non-GSU libraries” (mean rating 3.11), and “delivery of books or materials from other GSU libraries” (mean rating: 2.90). Full results can be found in Table 5.

*Table 5. Perceived importance of library services (n=444)*

<b>Library Service</b>	<b>Average rating</b>
Online journals / articles	3.87
eBooks	3.14
Delivery of books or materials from non-GSU libraries	3.11
Delivery of books or materials from other GSU libraries	2.90
Print library materials (e.g., books, print journals)	2.72
Library web pages for a subject area or course	2.60
Scheduled assistance from library staff (e.g., research help or data support by appointment)	2.53
In-class research sessions led by a librarian or data services specialist	2.50
Print books, textbooks, and articles on reserve for classes you teach	2.39
Drop-in assistance at a library service desk	2.39
Access to GSU Library's special collections (e.g., manuscripts, primary sources, rare materials)	2.29

Participants were asked to rank their overall satisfaction with GSU Library and their level of engagement with their campus or department librarian. The average satisfaction level of respondents with GSU Library overall was 3.4 out of 4. The average level of engagement with their campus or department librarian was 2.5 out of 4.

Respondents were asked to rank library services considered important to their work in terms of strategic planning goals for GSU library. “Increased support for use of library resources and services within iCollege” (mean rating: 3.05) ranked the highest, as well as “Increased support for using or creating Open Educational Resources like open textbooks and open course materials” (mean rating: 2.95). Full results can be found in Table 6.

*Table 6. Importance of library services (n=412)*

<b>Library Service</b>	<b>Average rating</b>
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Increased support for use of library resources and services within iCollege	3.05
Increased support using or creating Open Educational Resources like open textbooks and open course materials	2.95
Increased instructional support to design research assignments and develop course-integrated research sessions.	2.88
Promoting my academic scholarship	2.86
Increased support for understanding how my scholarship is read, cited, and used online	2.60
More opportunities to integrate GSU Library's manuscripts, primary sources, rare materials into my research and teaching	2.50

Respondents were asked to provide a ranking of various data analysis and software tools. Qualtrics ranked the highest (mean rating: 2.87) and “Survey Design and Administration” (mean rating: 2.61). The full list of results can be found below in Table 7.

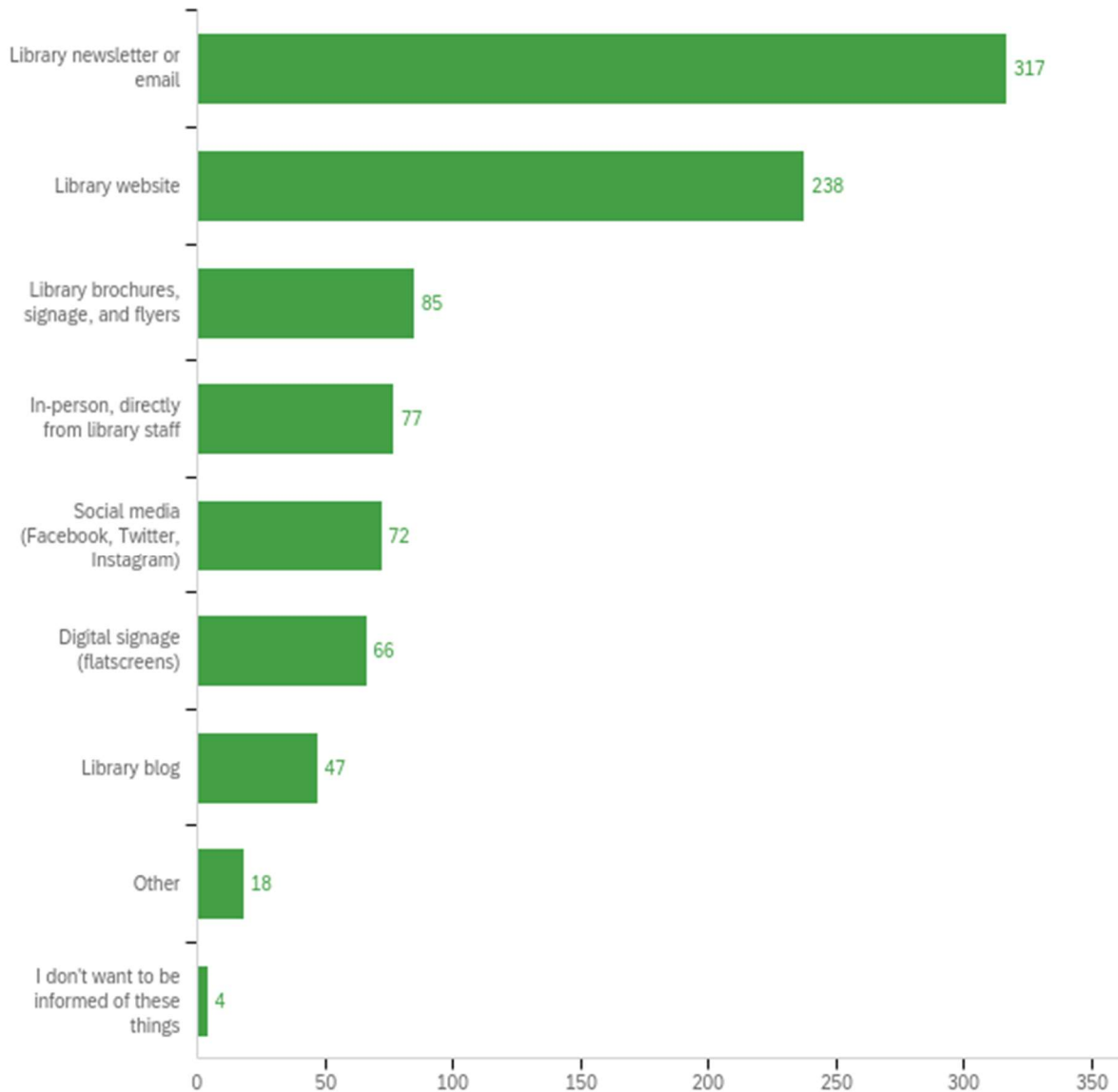
*Table 7. Research Data Services tool and methods interest, by average level of importance (n=365)*

<b>Data Tool</b>	<b>Average Rating</b>
Qualtrics Survey Tool	2.87
Survey Design and Administration	2.61
NVivo / Qualitative Data Analysis	2.34
Teaching with Data & Statistics	2.34
SPSS	2.32
Data Talks & Events (e.g., Data in the ATL talks, Data Empowered Events)	2.21
R / RStudio	2.11
Python	2.06
GIS (Geographic Information Systems) / ArcGIS, etc.	1.93
SAS	1.93
Digital badge micro-credentials	1.91
Stata	1.86
Tableau	1.81
SQL	1.70
Power BI	1.49

## Communication Preferences

The most popular communication option for those responding to this question about the preferred way to receive information was a library newsletter or email (84%). The second most popular option was information delivered via the library website (63%). Four participants (0.43%) reported not wanting to be notified about library services, events, workshops, or other resources.

Figure 2. Preferences for library communications (n=377)



## Faculty Publishing Perceptions

Participants were asked if they published regularly as part of their faculty role. Two hundred and sixty respondents (66%) indicated that they published as part of their faculty role, while 134 (34%) selected “no.”

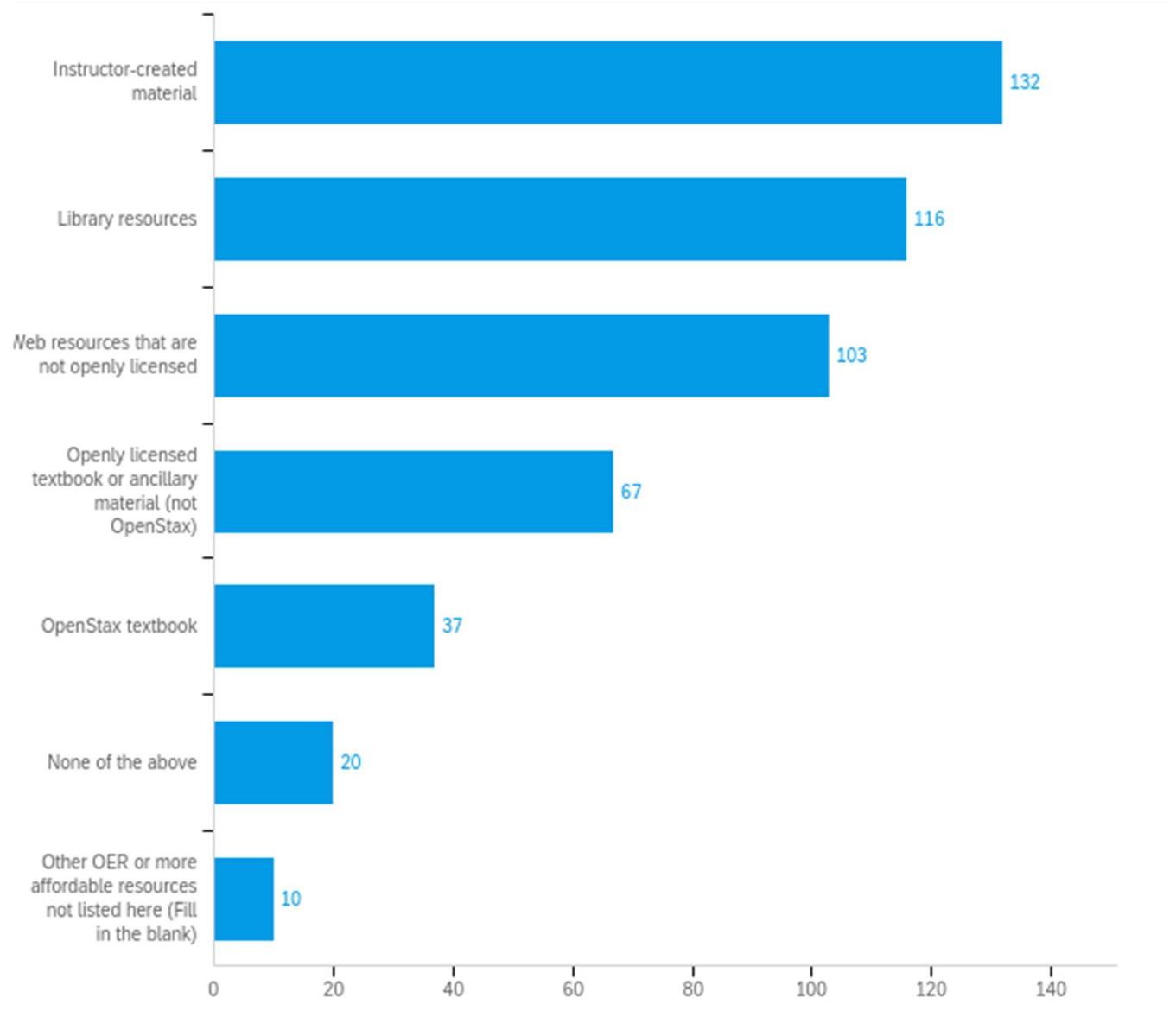
When asked about the importance of open access, at least 31% of faculty considered all five options to be "very important." The items which faculty valued the most were 1) continuing to pay for traditional subscriptions (62%), 2) paying publishers to support open access by paying for GSU author article processing fees (52%), and 3) investing in open journal platforms and infrastructure (43%).

### Open Educational Resources (OER)

Participants were asked if they were interested in responding to questions about usage and opinions about Open Educational Resources. One hundred and ninety-three respondents opted in to answer the Open Educational Resources oriented questions, while 200 responded no and opted out.

Participants were asked to select which kinds of open-educational resources they had experience using. The most used were "Instructor-created material" and "library resources." Full results can be found below in Figure 3.

*Figure 3. Experience in types of OER (n=132)*

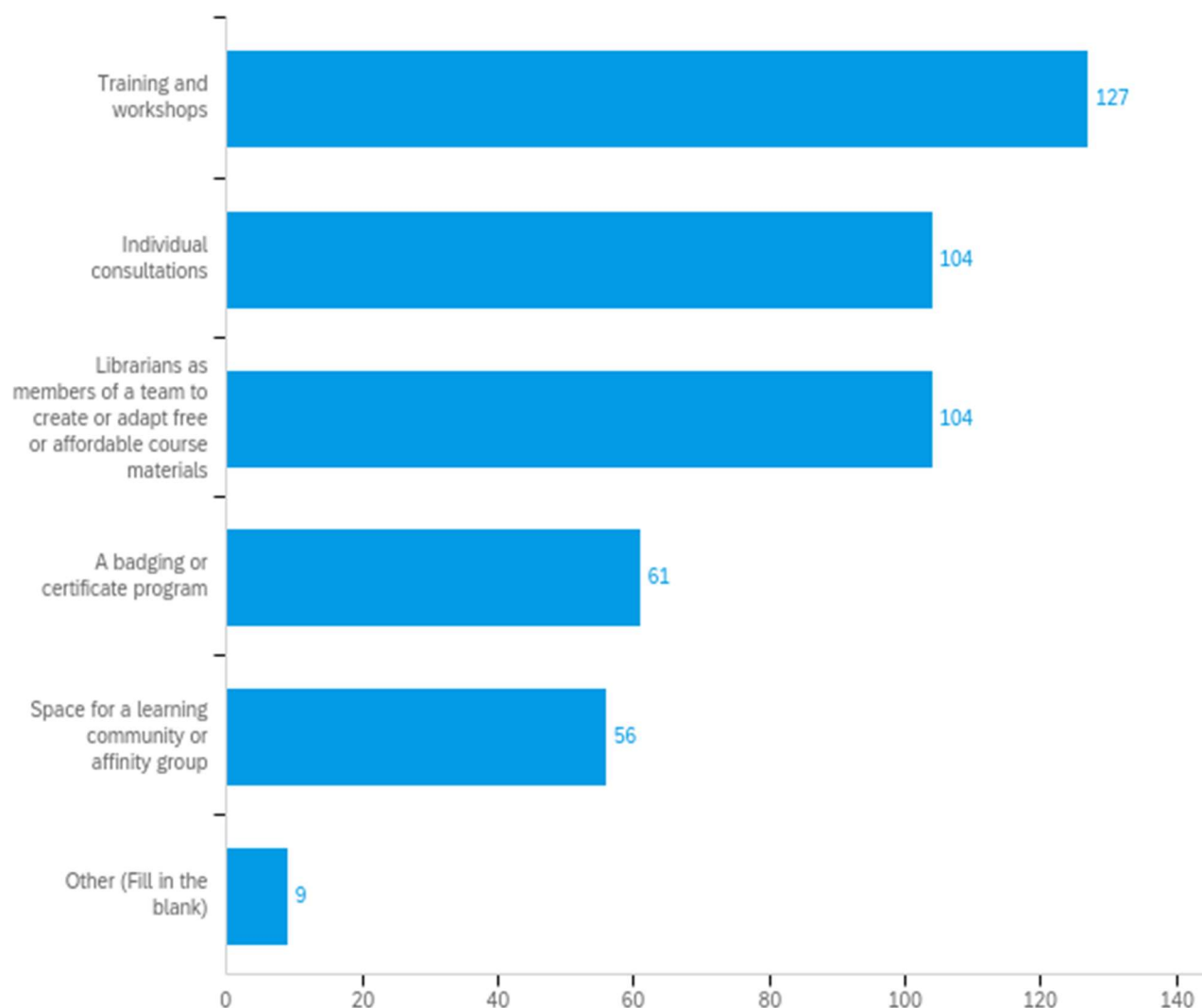




Participants were asked about their interest in using open educational resources. The highest-rated responses were “increasing affordability for students” (172 responses), “the ability to adapt materials to their course” (131 responses), and “having access to course materials on the first day of class” (128 responses). The lowest selected response was the “improved quality of material” (68 responses), and 7 participants selected “None of the above.”

In terms of OER services the library can provide, respondents indicated the most interest in “training and workshops” (127 responses), “individual consultations” (104 responses), and “librarians as members of a team to create affordable course materials” (104 responses). The full list of results can be found below in Figure 4.

*Figure 4. Interest in library support for OER (n=127)*



### Open-Ended Questions

The question “Which of the following library resources and services are important to your work?” allowed respondents to put in open-ended comments. We received 143 other comments on this question, which were then coded by subject. The most common response type (43 comments) in this part of the survey was requests for more journal access or specific databases, such as LexisNexis, ACM, IEEE, and others. There were also 19 comments about library space, and 16 responses asking for streaming film or DVD access. Library leadership will review all open-ended comments and reply to many of the suggestions and questions raised.

The final question on the survey, “Do you have any additional comments about GSU Library?” was also open-ended, and comments in this field were coded as either compliments or critical comments.

About 79 comments were coded as compliments and 47 were coded as critical. The most common compliments involved the library in general, specific librarians, or the library staff in general. The most critical comments involved journal and database access.

#### Sample compliments:

- I have a lot of confidence that GSU libraries will continue to make great choices. When I have retired, the library and the great folks there are what I will miss the most.
- I know that Libraries are under a lot of financial pressure; I appreciate the excellent services and collections you provide for me and my students. Thank you! (The ATL downtown library is where I feel most at home on campus.)
- GSU Library is one of the strongest units in the institution. Its staff is excellent, efficient, helpful, and pleasant to work with. It does innovative programing. It is proactive and successful in generating grants that support our students. It should, however, receive much stronger GSU and USG funding. The library is CRITICALLY important to the mission of GSU, I would like to see that more clearly reflected in how GSU brands itself.
- I've always thought it was a solid resource, dependable, staffed by really dedicated librarians. In tough (budgetary) times, it does the very best it can. I feel lucky to have access to the resources I do. Not sure what access I'll have when I retired in a few years, but I VERY MUCH HOPE I can still have full access.

#### Sample critical comments:

- The PC libraries need the same level of resources, events, and outreach to students as the Atlanta campus!
- I wish we were informed each time a subscription in our field is cancelled or somehow modified. I would like the Library to purchase more inclusive versions of databases such as JSTOR and Project Muse.
- Please expand your hours on weekends to accommodate working faculty and students (undergrad and MBA)
- Please, please, please consider relations with open access journals so that individual faculty do not pay very expensive article processing charges. Interestingly, I notice that when students are

required to cite primary sources for class assignments, they overwhelmingly choose open access journals, even though students have access to journals that the library has subscriptions to. I also very much appreciate the services of the library liaison with my department. There has been quite a bit of turnover, which makes it difficult to develop a relationship with that person, who is in the best position to educate us on what library services can offer. You all offer a lot, but I imagine it is vastly underutilized.

## Conclusion

In general, the faculty members who responded to this survey are very satisfied with library services. The most common issue they have with the library is appropriate funding for subscriptions and access to databases, journals, or films.

## Appendix- Full Survey

The following is a survey soliciting opinions of GSU faculty on library services and resources. This survey should only take 10-15 minutes to complete and is completely voluntary. Please don't hesitate to reach out to Dean Jeff Steely at [jsteely@gsu.edu](mailto:jsteely@gsu.edu) if you have any comments or concerns. Thank you!

How often do you visit your GSU campus library in-person?

- At least weekly
- At least monthly
- At least once a semester
- At least once a year
- Never
- Other

When you use the library in-person, to what extent does it meet your needs? (1 = does not meet; 4 = completely meets)

How often do you use online library resources?

- At least weekly
- At least monthly
- At least once a semester
- At least once a year
- Never
- Other

When you use the library online, to what extent does it meet your needs? (1 = does not meet; 4 = completely meets)

Which of the following library resources and services are important to your work? (1 = not important; 4 = very important)

- Print library materials (e.g., books, print journals)
- Online journals/articles
- eBooks
- Print books, textbooks, and articles on reserve for classes you teach
- Drop-in assistance at a library service desk
- Scheduled assistance from library staff (e.g., research help or data support by appointment)

In-class research sessions led by a librarian or data services specialist

Library web pages for a subject area or course

Delivery of books or materials from non-GSU libraries

Delivery of books or materials from other GSU libraries

Access to GSU Library's special collections (e.g., manuscripts, primary sources, rare materials)

Are there any other library services or resources you consider important, not listed above?

Please rate your overall satisfaction with the GSU Library. (1 = very dissatisfied; 4 = very satisfied)

Each faculty member has a librarian assigned as their primary point of contact based on their department or campus location. Please rate the level of engagement you have with your assigned librarian. (1 = no engagement; 4 = lots of engagement)

The Library would like to better understand faculty needs as we prepare for strategic planning. How important would these services be to your work? (1 = not important; 4 = very important)

More opportunities to integrate GSU Library's manuscripts, primary sources, rare materials into my research and teaching

Promoting my academic scholarship

Increased support for understanding how my scholarship is read, cited, and used online

Increased support using or creating Open Educational Resources like open textbooks and open course materials

Increased instructional support to design research assignments and develop course-integrated research sessions.

Increased support for use of library resources and services within iCollege

Are there any other services you would find valuable that aren't listed above?

What additional services, materials, or spaces would you like the GSU Library to provide to you to support your work?

The Library has created a Research Data Services department which provides support for a range of quantitative and qualitative data research strategies and tools. As we set priorities for the unit, help us by indicating relevance of the following tools or services as they pertain to supporting you and/or your students. (1 = not relevant; 4 = very relevant)

GIS (Geographic Information Systems) / ArcGIS, etc.

R / RStudio

Python

Tableau

Power BI

SAS

SPSS

Stata

SQL

Tableau

NVivo / Qualitative Data Analysis

Qualtrics Survey Tool

Survey Design and Administration

Digital badge micro-credentials

Teaching with Data & Statistics

Data Talks & Events (e.g., Data in the ATL talks, Data Empowered Events)

Please list any other services Research Data Services could provide, not listed above.

How would you like to be informed about library services, events, workshops, and other library resources? Please select all that apply.

Library brochures, signage, and flyers  
In-person, directly from library staff  
Library newsletter or email  
Library website  
Library blog  
Social media (Facebook, Twitter, Instagram)  
Digital signage (flatscreens)  
I don't want to be informed of these things  
Other

Do you publish regularly as part of your faculty role? (Yes / No)

Approximately 45% of articles with a Georgia State author published between 2020-2022 in journals indexed in Web of Science were open access. How important are the following potential library services in support of open access? (1 = not important at all; 4 = very important)

Invest in open journal platforms and infrastructure (e.g., Open Library of the Humanities, UbiquityPress)  
Continue to pay for traditional subscriptions  
Pay publishers to support open access by paying for GSU author article processing fees (APCs)  
Invest in a new or existing repository where pre-prints or post-prints are made available  
Help faculty select external repositories where pre- or post-prints are made available

When making a decision about where to submit an article for publication, how important is each of the following academic journal characteristics to you? (1 = not important at all; 4 = very important)

The journal's area of coverage  
Current issues of the journal are circulated widely and read by scholars in my field  
The journal has a high impact factor or an excellent academic reputation  
If accepted, the journal will publish my article quickly  
The journal publishes articles for free, without assessing page or article charges  
The journal makes its articles freely available online  
The journal is highly selective  
The journal allows me to link to the dataset(s) or digital primary sources(s) associated with my article  
The journal allows me to pay a fee to make my article freely available online

Georgia State University was recently accepted as one of 11 schools to participate in the 2022-23 OpenStax Institutional Partnership. This program provides a learning community, free coaching, and strategic planning to

help GSU advance initiatives toward adopting open educational resources (OER). Are you interested in responding to some brief questions about OER? It should only take a few minutes to respond. (Yes / No)

IF YES - Do you have experience in using any of the following resources in your teaching? Select all that apply.

- OpenStax textbook
- Openly licensed textbook or ancillary material (not OpenStax)
- Web resources that are not openly licensed
- Library resources
- Instructor-created material
- Other OER or more affordable resources not listed here
- None of the above

What interests you about using OER? Select all that apply.

- Increasing affordability for students
- Having access to course materials on the first day of class
- The ability to adapt to the materials to my course
- Being able to incorporate diverse voices and representation into the course
- Having more accessible formats
- The improved quality of material
- Other
- None of the above

What are potential hurdles to adopting OER in your courses? Select all that apply.

- There are not enough resources on the subject I teach
- My administration mandates adoption of non-OER text
- I have concerns about the quality of OER
- The lack of ancillary resources such as homework modules and test banks
- The amount of time it takes to create or adapt them to my course
- Other
- None of the above

How can the library support your OER efforts? Select all that apply. GSU Library can offer:

- Training and workshops
- A badging or certificate program
- Space for a learning community or affinity group



Individual consultations

Librarians as members of a team to create or adapt free or affordable course materials

Other

What is your college? (primary assignment)

College of the Arts

College of Arts & Sciences

Inst. for Biomedical Sciences

Robinson College of Business

Education & Human Development

Honors College

College of Law

Col of Nursing & Health Prof.

Perimeter College

A. Young School Policy Studies

School of Public Health

University Wide / Other

What is your department? (Selections based on college selected above)

How long have you worked at Georgia State University (including any time at Georgia Perimeter College)?

Less than 1 year

1 - 5 years

>5 - 10 years

More than 10 years

What is your faculty status?

Tenured

Tenure-Track

Non-Tenure Track

If Non-Tenure Track, are you full-time or part-time? (Full-Time / Part-Time / Other)

Do you have any additional comments about GSU Library?