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This study describes a questionnaire sent to History faculty at the University of North Carolina at Chapel Hill. The survey was conducted to determine from the faculty's perspective what levels of bibliographic instruction are currently being provided to their students, whether they believe such instruction is necessary, and with which types of the library's History resources they believe students should be familiar. While librarians often lament the small number of classes brought to the library for bibliographic instruction, the survey shows that faculty say that they do provide some research instruction, that the quality of student research could be improved, and that their students should be familiar with a number of library resources. Findings also suggest that librarian-led bibliographic instruction sessions can improve the quality of student research. Recommendations are made to help close the disconnect between faculty and librarians. Next steps are also suggested for further study.

Headings:

College and university libraries – Bibliographic instruction

College and university libraries – Relations with faculty and curriculum

Bibliographic instruction – History students

INFORMATION LITERACY BEYOND THE LIBRARY:
A STUDY OF THE ATTITUDES AND PRACTICES OF HISTORY FACULTY
AT UNC

by
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Approved by:

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Introduction

Academic librarians have been instructing their patrons in the use of library resources for over a century. Because institutions of higher learning are places of education, there is no more natural function for academic librarians than teaching their student patrons to locate and to evaluate library materials as an extension of their general education and to meet the requirements of their specific coursework. Librarians have often conducted these instruction sessions one-on-one as students required help. However, in the 1980s, many libraries began implementing group instruction as a way to meet the needs of students altogether, often arranged through individual courses, which simultaneously saved valuable staff hours for librarians and increased the number of students receiving instruction in how to conduct research in the library. (Farber 171-173)

At the University of North Carolina at Chapel Hill, such formalized group library instruction is integrated into the existing English Composition program. In this program, incoming students are placed into English 10, 11, or 12, or, on the basis of their writing proficiency, they can place out of the classes entirely. The courses are sequential, so that students who begin in English 10 or 11 move on to the next course after successfully completing the course into which they placed. The classes are taught by doctoral students in the English department at the University, and each class is strictly structured to meet certain requirements. As part of these requirements, each teacher must bring his or her

students to the library for instruction at least one time per semester. Generally these sessions are scheduled to coincide with an upcoming assignment.

This general bibliographic instruction program forms the basis for most library instruction held at the University. There have been efforts to further the cause of information literacy on campus, including the Academic Affairs Task Force on Information Literacy, whose final report, "Enhancing Library Support for Teaching and Learning," was published in 1999. This task force was created in response to and in recognition of the "proliferation of electronic resources and information technologies" that was "profoundly altering the landscape in which the entire University community lives and works." The goals of the new information literacy program were to reach a large number of students, to enhance the library's existing instruction program, to be well-integrated within and responsive to the University community, and to continue to emphasize the personal interactions of the library with its patrons. (1)

Now, five years later, it is easy to assess some positive effects of the Library's information literacy program push. Some accomplishments are clear: an Information Literacy Coordinator was hired, and the newly renovated House Undergraduate Library, which features a fully wired classroom in the reference area, was designed with the needs of modern instructional technologies in mind. The instructional staff (which, with graduate students from UNC's School of Information and Library Science, number around 20) still work closely with teachers and students from the English Composition program. But it is more difficult to measure how much information literacy goals have caught on. Are other faculty working to create information literate students? How much

instruction takes place outside the library's purview? Are students outside the English 10-12 program conducting thorough research for their classes?

This paper seeks to assess how a department outside the traditional reach of the library's instruction program prepares its students for conducting successful research projects. The History department was chosen for its scope: not only are there are over 80 History classes scheduled to be taught in Fall 2004, not including recitation sections and independent studies, but there are also over 50 History faculty, five of whom are jointly-appointed with another department on campus. History courses, more so than social science, applied science or more critique-oriented liberal arts classes, tend to require research projects that can be completed with the use of materials from the library or from special collections (which here include manuscripts, rare books, and archives.) Because many of UNC's General College perspective requirements can be filled by taking History classes, most undergraduate students take a History class at some point during their studies at UNC.

Currently, there is already some interaction between the library and the History faculty as documented by the library. According to the library's bibliographic instruction statistics database, which is updated by the end of each semester, there were approximately 200 course-related instruction sessions taught in the Fall semester 2003. In the database, course-related instruction is defined as instruction that is given for one specific class, not a K-12 tour or workshop, not a lecture or presentation to visitors or organizations, and not a general tour or orientation for new faculty, etc. Of these classes, 27 were outside the English 10-12 program and 4 were instruction sessions for History classes. Fall semester is usually heavier than the Spring semester.

A reference librarian at Davis Library leads the majority of the instruction classes for History. Classes are scheduled by History faculty both for a general introduction and for a specific project that requires library research. One class that is particularly active in scheduling library instruction is History 90, or “Special Topics.” These classes often reflect an active research interest of the professor leading the class, and students often complete a major paper about something within the constraints of the class (for example, The Family in Renaissance Italy.) In the past, the History department also asked reference librarians at Davis to lead sessions for History 200, which is an introductory methodology / historiography class for new graduate students. Generally, the History department no longer asks the library to lead these sessions.

The Manuscripts department and the North Carolina Collection at UNC attempted to reach these new History graduate students with an open house in October 2003. Scheduled with the help of an assistant in the History department, the catered event was held on a night on which few classes are taught. However, attendance was abysmal and the event was seen as a frustrated attempt at increasing instruction and interaction between the library and graduate students in the History department. Still, instruction sessions are held in the special collections. The Head of Public Services in the Manuscripts Department, said that she, as the only instructional presence in the small department, leads about 10-15 presentations a semester. These presentations are often made to classes in Journalism, Political Science, Sociology, English and History, among other departments. Most frequently, professors schedule these sessions to get their students into the special collections departments so that they can get their hands on something original.

Naturally, content of these instruction sessions differs for those held at the library and those in special collections. At Davis, the instructor introduces the History students to a wide range of print and electronic sources, from background materials to secondary sources and published primary sources. An example of a guide that was made for a History class shows sources listed by type (i.e., encyclopedias, chronologies, government documents) with annotations and locations for important sources. In the Manuscripts department, where holdings are less transparent, the archivist provides an overview of the collections holdings and the process for locating and requesting archival materials. A Manuscripts tutorial, developed in conjunction with the reference and instruction staff at the Undergraduate Library, went live in September 2003 in an effort to teach a wider range of students than can visit the department on how to conduct primary source research.

This study was developed both to measure the level, if any, of research instruction that History faculty are currently providing to their students and to assess their attitudes and perceptions about the quality of student research in general. There is more at issue in this case study than how many times a History class visits the library. It is often stated that faculty and librarians must collaborate to create a successful information literacy program. Is that collaboration taking place at UNC? Is it possible? Is information literacy, in thought and deed, a librarian-only concept? Who, in the end, is responsible for instructing students in research? It is also important to explore the relationship between faculty and the library and to consider how faculty perceive the quality of the research conducted by their students. Do information literacy and bibliographic instruction programs inform or shape these relationships?

Literature Review

Bibliographic Instruction and Information Literacy

Librarians as a whole have clearly embraced the related concepts of bibliographic instruction and information literacy. A great deal has been written on both, and library literature is full of articles that provide definitions, call for change, and describe implementation programs. There is, however, some ambiguity and overlap in the terms. Until the late 1990s, bibliographic instruction, or BI, was the standard phrase used to describe librarians' instruction to patrons on how to use library resources. The phrase information literacy begins to appear more frequently in the mid- to late 1990s, as the proliferation of computers and networks throughout libraries and college campuses raised concerns that that students should be literate with technologies as well as research processes.

Information literacy, which generally had been used to discuss knowledge and comfort with information technology, arose as a broader concept that could address the need for students to be able to navigate all forms of information, whether bits or books. In 2000, the Association of College and Research Libraries (ACRL) provided a definition for the new concept in their Competency Standards. Information literacy is not only the set of abilities that allowed an individual to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information,” but it also “forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and

extend their investigations, become more self-directed and assume greater control over their learning.” (2-3)

Information literacy’s broader connotation and application may benefit librarians: as Jacobson and Vallely pointed out in their 1992 article, “A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction,” librarians may write about bibliographic instruction, but few other members of the campus community do. A search and analysis of articles on bibliographic instruction in non-library journals over ten years yielded only 74: twenty of these were written by faculty and only three were considered “positive” by investigators. (360) If the broader notion of information literacy directly effects the work of more people across campuses, then those people, perhaps professors, information technologists and administrators, have a more deeply vested interest in the concept and may be more receptive to programs that work to make students more information literate. While some may see bibliographic instruction as an outmoded program that has been replaced by information literacy (Thompson 224), for the purposes of this paper, bibliographic instruction will be treated as an information literacy program in which librarians or faculty instruct patrons in the proper retrieval, evaluation and use of library-owned resources.

Information literacy is increasingly viewed as a necessary part of higher education. In “Information Literacy as a Liberal Art” by Jeremy J. Shapiro and Shelley K. Hughes, the authors contend that information literacy is “as essential to the mental framework of the educated information-age citizen as the trivium of basic liberal arts (grammar, logic and rhetoric) was to the educated person in medieval society.” (3) In a separate article, Edward Owusu-Ansah argues that it is librarians, who have experience

with organizing, retrieving and evaluating information, that are the best equipped on campus to “produce students capable of dealing with the realities of the societies they are destined to face and operate in.” (282) While Shapiro and Hughes take an enlightenment view, Owusu-Ansah believes that colleges must help its students become information literate and research savvy because of the historically utilitarian mission of American colleges and universities. Librarians, as the most relevantly-trained members of the academic community, must therefore answer the call to action and incorporate instruction into their mission. (291)

So how is a bibliographic instruction program implemented? Many libraries have written about their own BI programs, and most examples generally follow one of two models: either the BI is integrated into another class or it is offered separately as its own credit-bearing class. Anecdotal evidence overwhelmingly points to integrating BI into an existing curriculum. Carlson and Miller were early advocates for the integrated model of BI in their 1984 article, “Librarians and Teaching Faculty: Partners in Bibliographic Instruction.” Integrated BI is first defined as having three major characteristics: instruction is delivered within subject-specific classes already in the curriculum, faculty must be at least minimally involved in the BI process because librarians are delivering instruction to their existing classes, and instruction is delivered to a group of students at once. (484) The integrated model can exist within an entire series of classes, as it is in the English composition program at the University of North Carolina at Chapel Hill, or the BI could be woven into just one class, as it is at a senior level class on the social psychology of dress at the University of Delaware. (Stein and Lamb 30) While individual integrated BI programs can vary, all share some advantages. Librarians are able to reach a

large number of students at once, students are often more motivated to learn the material so that they can accomplish the work of their course, and the roles and missions of the librarians and the academic library achieve a higher profile on campus. (485)

Additionally, Carlson and Miller discuss three critical factors that bear on the BI program's success. In an integrated model, librarians must be deal with students of variable library knowledge, because students in any given class may or may not have had previous BI sessions with other classes. The transference of library knowledge can similarly be a problem, because students may not return for further BI sessions with future classes in a different subject, and it would be impossible for a librarian to give students the skills they need to conduct library research across a number of disciplines in just one session. Finally, the most important factor bearing on the BI's success is faculty involvement, which can take many forms, from the librarian "babysitting" the class while the faculty member is at a conference to the librarian and faculty member working together to design assignments that can teach and enforce library skills to a curricular end. (486-489)

Gary Thompson notes that because many regional accreditation commissions now mandate that colleges and universities integrate information literacy programs into the educational process, a high level of collaboration between faculty and librarians is necessary. (220-221) In these programs, both faculty and librarians are responsible for ensuring that students acquire information competencies. To accomplish this, "faculty must accept some level of responsibility for teaching these skills," and "librarians must become more acquainted with the courses' objectives, pedagogy, and content." (228) If faculty and librarians collaborate to incorporate information literacy instruction into the

curriculum, then they could solve the problems cited by Carlson and Miller. Librarians, working with a class over the course of the semester, would teach specific, course-related skills to the same group of students, thus assuring that they each meet the information literacy goals established for the course. Thompson lays out the new roles that librarians and faculty members must play. Traditionally seen as information experts, librarians must also become educators and developers of curricula, and must study and adopt new pedagogical skills. They should also transform the library into a “gymnasium for the mind,” possibly through symposia, readings or other educational programming. Faculty must begin to look at themselves as a main, rather than the “sole educator” of students. They must also become learners as well as teachers so that they can gain skills in new resources that they can then model and teach to their own students. (229-234)

The Faculty, Students and the Library

Before turning to how successful faculty – librarian collaboration can be created, it is necessary to look at faculty culture and faculty approaches to research. Not only are these often seen as roadblocks to collaborative efforts, but they also affect the students who currently interact more with the teaching faculty than with any other academic figures on campus. Thompson’s ideal image of collaboration between faculty and librarians places a heavy burden on faculty, including asking them to give up classroom and teaching autonomy, to rethink curriculum goals and to adjust existing relationships with librarians. Larry Hardesty argues that there is a modern faculty culture, emphasizing on research and content at the cost of teaching, that impedes this integration of bibliographic instruction into most classrooms:

The result is a highly autonomous, often isolated, faculty faced with considerable pressures, including lack of time, to perform in areas in which its members are not particularly well-trained (teaching) or well-supported either by their institutions or the other members of the profession. The result is a culture characterized by a resistance to change, particularly a change promoted by those (such as librarians) who are not perceived as sharing fully in the culture and are not promoting values (bibliographic instruction) compatible with it. (354)

McCarthy sees a second impediment to the full cooperation of faculty in information literacy programs, bluntly stating that “few university professors know very much about bibliographic research, even in their own disciplines.” (142) While her 1985 article “The Faculty Problem” is perhaps best used as an illustration of the frustration that many librarians experience as they fight for the integration of BI into the curriculum, it does also raise some questions about how faculty conduct research and about how their research model affects students. Because the student – faculty relationship often reflects the dynamics of an apprentice – master model, how a faculty member conducts research can greatly effect how his or her student approaches research. (Blandy and Libutti 283)

In “Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process,” Gloria Leckie portrays faculty researchers as “expert researchers,” because of their status as the campus experts in their fields. Leckie’s expert researcher model demonstrates “a long process of acculturation, an in-depth knowledge of the discipline, awareness of important scholars working in particular areas, participation in a system of informal scholarly communication, and a view of research as a non-sequential, non-linear process with a high degree of ambiguity and serendipity.” (202) For a faculty member deeply enmeshed in his or her discipline and already familiar with key authors and journals, the library may not play a large part in the research process. This expert model does not transfer to the undergraduate novice, who, when presented with a research project to complete, may think more in terms of a coping

strategy than a research strategy. (202) Faculty may not be aware that students do not possess the research skills necessary to complete a project, or they may believe that because they were able to learn their way around a library in graduate school, their students should be able to figure out the system as well. If a faculty member does not attempt to clarify the research process for students, then they are passively stating that their research model should suffice for the novice student researchers.

If, as Leckie proposes, faculty research follows a model of behavior learned while in graduate school and reinforced in years of belonging to a cohort of academics, it raises the question of how faculty adapt to new library resources. A few studies have been done on faculty use of electronic resources, though the arena of available electronic resources is evolving so rapidly that many studies are out-of-date by the time they are published. A study of the UNLV faculty's adoption of electronic technologies using the innovation diffusion theory showed that some faculty could be considered early adopters and that others were late adopters, but there were no innovators. (Starkweather 648) In 1995, Adams and Bonk discovered that the strongest obstacle to faculty use of electronic information is a lack of knowledge about available resources. (119) Quite simply, faculty do not use what they do not know about or what they lack the training to use. These findings have implications for students who may look to faculty for research advice and modeling if they are not otherwise provided bibliographic instruction. If faculty, who primarily learned to conduct research before the advent of CD-ROMS and online databases, are not literate in electronic library research, then their students, without other guidance, are not likely to be literate in proper electronic research either.

Unlike faculty who most likely did not grow up using computer technology on a daily basis, today's undergraduate has come of age in the era of the World Wide Web. It may seem that undergraduate students would naturally take to electronic databases and other online library technologies; however, their experience with finding information on the Internet may actually hinder their research skills. Students used to retrieving information instantly through a search engine may be willing to settle for whatever they are able to find quickly, never considering that everything might not be online, and that everything may not be indexed under the one or two keywords they used. Students have also "picked up from the culture a large semi-faith in the printed word and much faith in the online report ... Finding the information they want on the Internet, they are often unwilling to subject it to the canons of scholarship." (Blandy and Libutti 295)

Leckie lists many additional obstacles to the success of the average undergraduate research process. Without bibliographic instruction or guidance from the "expert" or "master" faculty member, students cannot be expected to understand the nature of scholarly communication. Few students know how to determine whether a work is by an expert in the field, and even fewer would think to follow a citation trail from that work. Some might even consider following citations as a form of cheating. Moreover, evidence has shown that if a student has successfully used one research method in the past, e.g., a library catalog, then he or she is likely to use it again, even though it may not be relevant to current research endeavors. (204-205)

Another large obstacle to successful student research is student anxiety about the library. Students often see the library as a place of mystery, steeped in academic tradition. McCarthy argues that this view of the library impairs students' confidence to tackle

research. She argues that the “tweedy professor myth” and “every student who brags that the dusty volume he or she is using hasn’t circulated since 1906” only encourage students to think that the library is for a select few. (144) A study of undergraduate students’ library recollections shows that many students are also overwhelmed by the size and abundance of what the library contains. (Kracker 1113) While many students recalled late night studying as a time of camaraderie and academic immersion, descriptions of information seeking were more troubling. One student recalled, “I was so scared that I had one of my friends to go with me. We both had no clue of where to start. We had to ask for help many times. I was so glad I had someone with me because I didn’t want to get lost and look stupid.” (1111) Another student recounted being sent from one desk to another, finally “leaving the library empty-handed and had been there for 2-3 hours. I was extremely frustrated and ever since then I have had this hate for the library.” (1112)

On a more positive note, recent research has shown that bibliographic instruction programs can help students become more confident and more successful researchers. In “Reducing Library Anxiety in First-Year Students,” Anna M. Van Scoyoc compares the effectiveness of computer-based tutorials against librarian-led classroom instruction in reducing the library anxiety, measured by Bostick’s Library Anxiety Scale, felt by first-year students. The study concludes that librarian-led instruction alone is successful in decreasing students’ library anxiety. In a separate study of undergraduate usage of the library during their four years in college, Etheline Whitmire found that “if students had successful library experiences during their early college years, they continued engaging in these activities over time. Good initial academic library experiences were crucial for encouraging subsequent library use.” (384) The implications here are strong: if

bibliographic instruction can lower library anxiety, then students may be more likely to use the library. Even a first positive experience in a librarian-led instruction session can establish a pattern of greater library usage.

Models of Collaboration

In order to teach, model, and encourage students to become information literate, faculty and librarians must work together to design integrated bibliographic instruction programs. Because faculty and librarians each have unique skills to contribute *and* hurdles to overcome, the process of collaboration is often best begun with an examination of current roles and attitudes.

Much of the library literature demonstrates a presumed reluctance of faculty to be involved in BI programs, from Hardesty's description of faculty culture to a 2003 analysis of librarians' attitudes toward faculty on a bibliographic instruction-oriented listserv. This analysis, presented by Heidi Julien and Lisa Given, examines librarian perceptions of the faculty-librarian relationship on the Bibliographic Instruction / Information Literacy Listserv (BI-L / ILI-L) from September 1995 through December 2002. The authors indicate that the postings show evidence of "librarians' self-positioning as dedicated, caring individuals, who constantly strive to meet students' needs. By placing themselves in opposition to faculty members' uncaring, questionable attitudes towards information literacy, these librarians are also deliberately positioning faculty with an overtone of moral reproach – and consequently, positioning librarians as of a higher moral order" regarding student needs. (77) While the listserv undoubtedly provides librarians a place to vent their frustrations to colleagues and may not represent

librarians' rational attitudes, this analysis demonstrates an inclination for librarians to position the faculty as the "other," a view that can easily impede or prevent collaboration. The authors also note that the faculty-librarian relationship is complicated by a discussion of equality and whether librarians provide a service or support to faculty. Ironically, this has led many librarians to view faculty as not being clients of the library even though they view students as such clients. (83)

The faculty-librarian relationship is further explored in two surveys carried out at the University of Manitoba. The first, done in 1985, indicated a low faculty acceptance of librarians as "full-fledged academic colleagues." (Divay 27) The follow-up survey, conducted in 2000, sought to measure any change in faculty perceptions and to determine potential future collaborations. Results of the second survey showed that when faculty interacted with librarians in different ways (teaching/instruction, research, information technology, collections and information services), faculty felt that librarians had a positive impact on them and their students. (Ducas 67) The study also showed that large numbers of faculty were unaware of librarians' capabilities, and that faculty were open to interacting further with librarians at a higher level. (72) Clearly, there has been an important positive shift in the faculty's perceptions of librarians since the first survey took place. In the time between the surveys, the bibliographic instruction movement evolved to the more national and inclusive information literacy movement. Perhaps this, combined with innovative library technologies such as the online catalog and electronic databases, helped faculty gain an appreciation – and need for – the skills of librarians.

Librarians at York University carried out a study of faculty that was more focused on bibliographic instruction. The study, documented in Anita Cannon's "Faculty Survey

on Library Research Instruction,” was conducted when the librarians were faced with mounting budget concerns and an increasing demand for instruction services to determine faculty views on student research instruction needs and possible instruction solutions that faculty would support. (525) Faculty, particularly those in the social sciences and humanities, indicated that their students do need research instruction, and demonstrated a high level of support for library research instruction. (528) While 83% of faculty stated that they currently use at least one method of library research instruction, only 25% had a librarian teach such a class. (535) The study also showed that faculty “require more support than ever in keeping up in their subject specialties” as new forms of research materials continue to be developed. Cannon concludes that “it would be more efficient, effective and cost-effective for librarians to devote more time to sharing their knowledge and expertise with faculty and working together with them to reach the students than for each to be going his or her own way. (538) The circumstances of the survey also point out that faculty attitudes are not often taken into account when librarians begin instruction programs, perhaps because faculty are already presumed to be indifferent toward BI programs. While librarians often lament a lack of faculty involvement in these programs, they also often forget to elicit ideas and input from faculty at the very start, something that might ensure a higher level of support as the program develops. At York University, the BI program had been running for a number of years before the faculty were brought into the discussion through the survey. However, Cannon’s findings show great promise for future collaboration.

Advice for beginning collaboration between faculty and librarians is common in the literature, as are librarians’ documentations of successful collaborations. Risë Smith

is one of the few librarians to argue that librarians should focus their efforts on a “teach the teacher” approach of encouraging and preparing the faculty to teach research instruction themselves. (1) In most examples of collaboration, librarians continue to provide instruction directly to students while also cultivating strong interpersonal and professional relationships with faculty. Patricia Iannuzzi argues that librarians should play a “leadership role in faculty development efforts,” offering faculty workshops and consultation on library services and bibliographic instruction. (102) In fact, faculty may prefer to receive instruction on information technology from librarians rather than from computing center staff. (Thompson 235) Faculty development and other efforts that establish a closer working relationship with faculty can make collaborating on BI programs simpler.

Two examples of successful collaborations between faculty and librarians demonstrate the tremendous rewards possible from the difficult work of “negotiation, a submission of egos, and a merging of agendas” that working together brings. (Iannuzzi 100) At Towson University, librarians maintain strong relationships with faculty through brainstorming sessions, one-on-one meetings, workshops, newsletters and updates on key resources of interest to individual faculty. The result is “an environment where librarians feel a sense of achievement in furthering information literacy goals on campus, and faculty feel empowered to locate, evaluate, and synthesize information in their discipline effectively.” (Black et al. 219) Librarians not only teach research skills in a general education course required of all freshmen, but they also work individually with several faculty members to tailor assignments and instruction sessions. At the University of Delaware, faculty and librarians have collaborated on senior-level class to “incorporate

progressive research skill development into the structure of the course.” (Stein and Lamb 31) In this class, librarians teach research skills as projects are assigned, and students turn in worksheets containing their research strategies and early references to the librarian to evaluate. (34) As a result of this well integrated program, students are more confident researchers and their projects have improved. Additionally, librarians and faculty communicate more frequently and share a vested interest in the education of the students.

Methodology

While some studies have focused on faculty and librarian attitudes towards one another and towards bibliographic instruction, this study looks at existing behaviors within the History department. The initial step in assessing how the department prepares its students to conduct research is to determine, from History faculty, how much bibliographic or library research instruction is currently being given in each of their classes. This data is gathered so that it may be correlated with the quality of student research as perceived by those responsible for grading it, the faculty. Looking at current practices allows librarians at UNC to see deficits, successes and, most importantly, opportunities both in bibliographic instruction programs and in faculty – librarian collaboration.

A paper survey was developed for History faculty that would measure both faculty member's behaviors and attitudes for each class she or he teaches within the History department. Faculty were asked to fill out one survey per class they teach, as practices may vary by different classes. The survey (Appendix A) asks faculty to note the level of the class and whether a research project or paper is required for the class. Faculty were also asked whether they introduce students to library materials, whether they take their students to the library or to special collections, and how they perceive the current quality of their students' research by rating the quality of student citations, writing, and thoroughness of research. Faculty were also asked how familiar they believed students in the class should be with various library materials specific to History, including History databases, journals, reference materials, special collections at UNC and special

collections elsewhere. Finally, faculty were asked what might lead them to bring the class to the library or to special collections, and what the most helpful thing a librarian could do for them, either for personal research or for the class. Respondents were given ample room for additional comments as well as the option of being contacted further about the survey questions or about the library in general.

Permission to distribute the surveys to faculty was obtained from Dr. Lloyd Kramer, History department chair. Dr. Kramer sent an email to all members of the History faculty to let them know that the surveys would be distributed to their campus mailboxes the following day. A total of fifty-one survey packets were then dropped off to all current faculty members. Teaching assistants and adjunct faculty were not included in the survey, as they are not full-fledged members of the department. Faculty who are jointly appointed with History and another department were included. Respondents were provided with two surveys each and an addressed envelope in which to return them through campus mail.

Survey results were received through campus mail over a period of approximately a week. Only 24 surveys were returned, initially seen as a disappointing percentage of the 102 delivered. However, the 24 surveys represent 24 classes in the History department taught by faculty members in the current semester. Using the History department web site faculty list and the Spring 2004 Directory of Classes (and eliminating recitation sessions and independent studies, I determined that the actual number of classes offered in Spring 2004 that are taught by History faculty is 62. As faculty loads vary by semester and since the surveys had been sent anonymously, more surveys than necessary had been distributed, and the return of 24 surveys out of 62 offered classes reflects a 39% return

rate. Once received, survey results were coded and entered into SPSS software to determine correlations among the variables.

Respondents who gave permission to be contacted about the questions were sent a follow-up email. The email offered faculty the opportunity to meet briefly or to have a short telephone interview with me, or to respond directly to questions contained within the email. The follow-up questions seek to elicit further detail about faculty attitudes toward the library and instruction programs on campus. The questions asked are:

1. What do you think is the library's current role on the UNC campus? For students? For faculty?
2. What do you think is the library's ideal role on the UNC campus? For students? For faculty?
3. Information literacy is defined as the "ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." From your experiences, is there much discussion of information literacy for students amongst the faculty at UNC? Do you see much effort to incorporate information literacy into the curriculum?

The phrase information literacy had been intentionally withheld from the original survey to avoid librarian jargon, but was used here to measure how the concept may be viewed from those outside the field. Despite a follow-up email, only one response to these questions was received. The respondent chose to write more generally about the library rather than answering the questions.

Results

Faculty Survey Results by Question

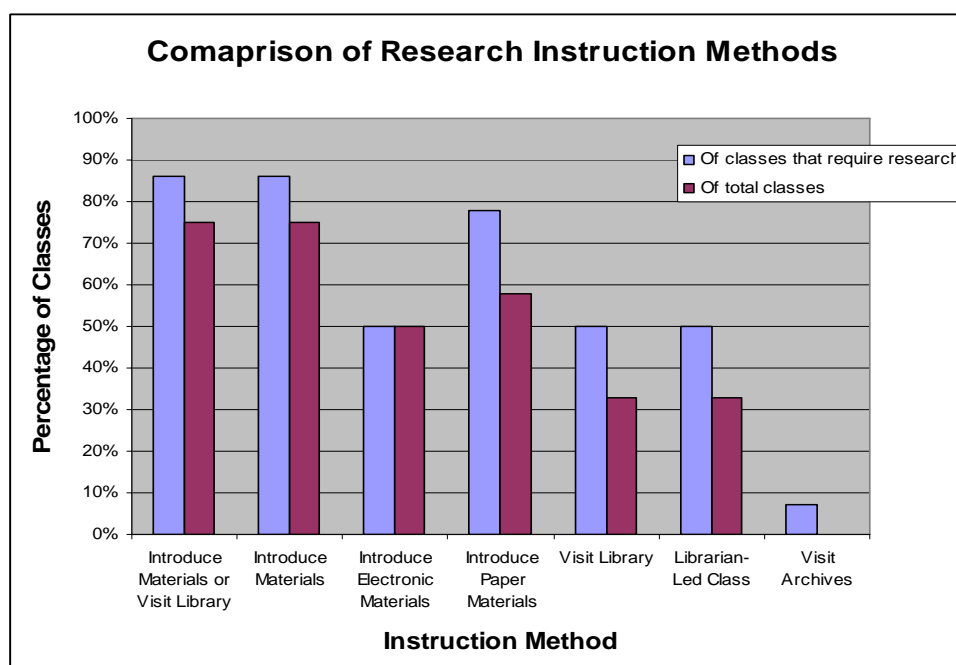
Question 1: Faculty were asked to describe the type of course for which they were completing the survey. Twenty-four percent of the courses were considered a survey or introductory course, 29% were described as being for undergraduates who are majoring in History, and 50% were described as being for advanced undergraduates or graduate students. Of the courses described, 25% were cross-listed with another department, such as Peace War and Defense or Asian Studies.

Question 2: Faculty were asked whether a research project or paper was required for the students in the class. Fifty-eight percent of the classes reported that a research project or paper is required. Research projects are required, on a whole, for more advanced courses: only 20% (one out of five) of the survey courses require such a project.

Question 3: Faculty were asked whether they introduce their students in the course to library materials and, if so, whether those materials were electronic resources (for example, article databases, electronic journals, web sites) or paper materials (for example, reference books, archival collections, important books or journals). Seventy-five percent of all faculty said that they do introduce their students to materials, 67% of these faculty discuss electronic materials with their students and 77% discuss paper materials. (However, the numbers for particular materials are smaller out of all the classes reported on: only 50% of faculty introduce their students to electronic materials, and 58% of faculty introduce their students to paper materials.) Classes that require

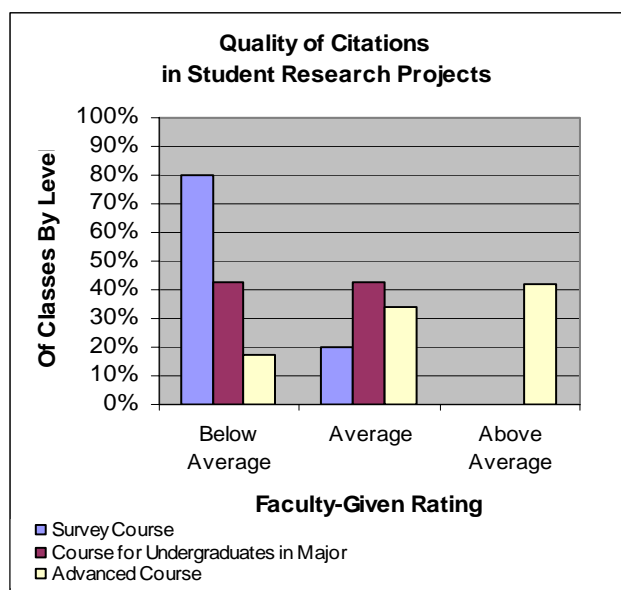
research projects have a higher rate of introducing materials to the students: 93% of the professors in these classes said that they introduce their students to some form of library materials.

Question 4: Faculty were asked if they take their students to the library and, if so, what they do there. Faculty were asked whether they lead a formal class on library research themselves, whether they show students relevant resources, whether they have a librarian lead a class on library research, or whether they hold a class in the library for another reason, such as a film screening. Only 33% of all classes and only 50% of those classes that require students to complete research projects, visit the library. Once at the library, faculty rely on librarians to lead instruction sessions for the students: 100% of those faculty that take their students to the library use a librarian to lead the class on research. In only 1 out of 24 classes (4%) does the professor him/herself lead a class on research, in this same class, the professor also shows resources to students directly and has a librarian lead a session on research.



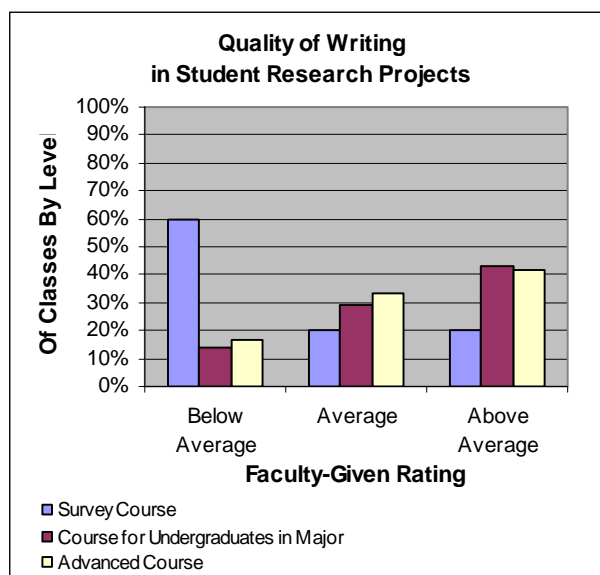
Question 5: Faculty were asked a similar question about whether they take their classes to special collections, the North Carolina Collection, or the University Archives, and if so, the methods that they use there to deliver research instruction. In only one class out of the twenty-four responses (a class which does require students to complete a research project) does the professor take his/her students to the archives. That one professor has an archivist lead the class on research.

Question 6: Faculty were asked to rate the average quality of student research in general in the classes they teach. Using a scale of 1 (poor) to 5 (excellent), they were asked to rank the quality of citations, the quality of writing, and the thoroughness of research in student papers. Answers of 1 and 2 were combined as “below average” and answers of 4 and 5 were combines as “above average.” Ratings of 3 were described as “average.”



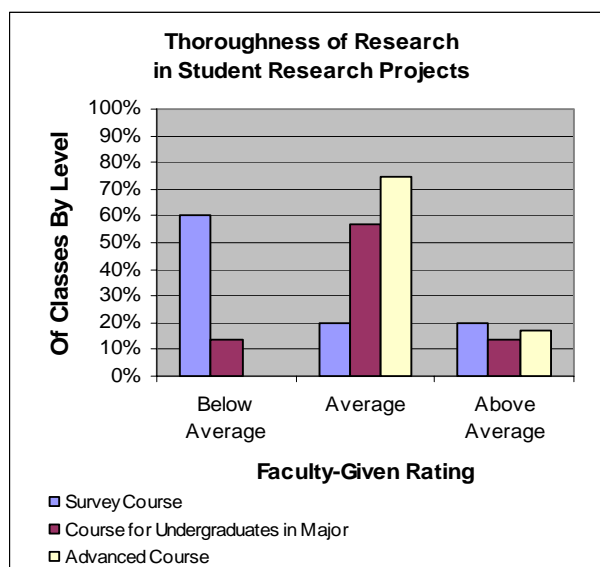
In the quality of citations, in 41% of the classes, professors gave a below average rate, 36% gave an average rate, and 23% gave an above average rate. Of these, only 5% (1 out of 22 responses) rated student citations as “poor” (a 1), and 9% (2 out of 22

responses: a graduate class and an honor's thesis class) rated student citations as "excellent" (a 5). The quality of student citations in survey classes was rated the worst: 80% were given a below average and 20% were given an average rating. Student citations in classes for undergraduates majoring in History were rated slightly higher: 43% were rated below average and 43% were rated as average (missing data accounts for the discrepancies in adding up to 100% in this and in some of the following results). Student citations in advanced classes were rated the highest: only 17% were rated below average, while 34% were given an average rating and 42% were rated as above average. This could be because students in advanced classes may be more familiar with the research process and with well-regarded History resources than those students in survey classes. More advanced students may also know that research is important to their success; they may have an affinity for the subject and have the professor's close attention.



Professors thought more highly of the quality of the student writing in their classes. Within all the class levels, only 27% rated writing as below average (in 0 cases,

writing was ranked as “poor”), 32% rated writing quality as average, and 41% rated writing as above average. In survey classes, professors rated writing quality higher than they did citation quality: 60% gave a below average rating, while 20% each gave an average and above average rating. In classes for undergraduate History majors, professors also ranked student writing more highly than they did citations: 14% gave a below average, 29% gave an average, and 43% gave an above average. Student writing quality in advanced classes followed a similar pattern, with 17% below average, 33% average, and 42% above average. Student writing in one graduate course was rated with a 5 for “excellent.” Increases in writing quality could be explained by students becoming more familiar with academic writing as they move towards more advanced classes. More advanced classes also tend to be smaller, and may provide more guidance to students in writing quality and research expectations.

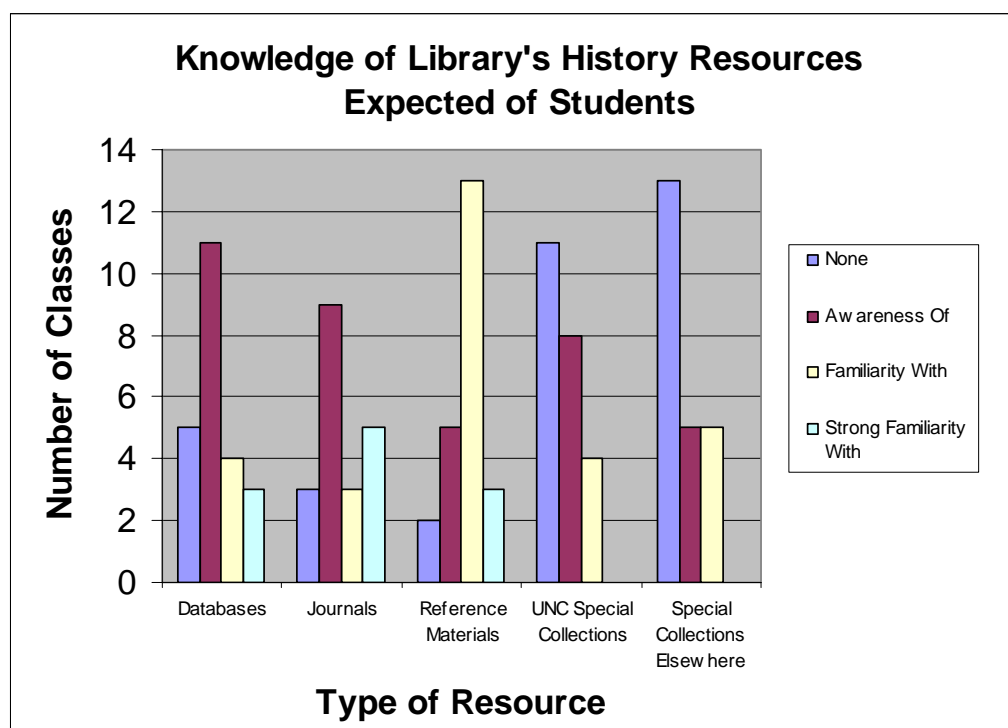


Professors largely assessed the thoroughness of student research as average. Nineteen percent of all classes, regardless of level, rated student research in their classes as below average; 62% rated it as average, and another 19% rated it as above average. In

only one course (a survey course) was the thoroughness of student research given a “poor” rating of 1; in no courses was an “excellent” rating of 5 given. In survey courses, professors gave more ratings of below average (60%) than average or above average (20% each). However, in classes for History majors and in advanced classes, professors overwhelmingly rated the thoroughness of their students research as average. In classes for majors, 57% gave an average rating, while only 14% each gave below average or above average. In advanced classes, 75% gave an average while only 17% gave an above average. Here it is clear that professors do not feel that students in survey courses, in particular, are conducting thorough research. While students may become better researchers or, at least, better acquainted with their professor’s expectations, students in few classes received a rating of above average. This presents a tremendous opportunity for librarians to assist students in expanding their research skills to increase the depth of their research projects.

Question 7: Faculty were asked what level of knowledge students in the class should have about History literature and the use of the library for research in History. They were asked to select the appropriate level for five resources: History databases, journals, reference materials, special collections at UNC and special collections elsewhere. The levels were “none,” “an awareness of,” “a familiarity with,” and “a strong familiarity with.” There were strong correlations between the levels of knowledge professors expected of their students for one resource with the levels of knowledge they expected of their students for other resources, suggesting that those professors who believe their students should be familiar with library sources see all sources to be important. Results for individual resources are given below.

History databases: In 22% of the classes, professors believe that students needed no knowledge of databases. In 47% of the classes, they believe that their students should have an awareness of databases. In 17% of the classes, professors believe that their students should be familiar with the databases, while in only 13% of the classes students should have a strong familiarity with the databases. There was not a strong correlation between the level of class and the level of knowledge expected of students; nor was there a strong correlation between whether a class required research and the level of knowledge of databases expected of students. No examples of databases were given to faculty respondents, and it is possible that some faculty were unfamiliar with those electronic databases that index articles from History-related journals. Or, they may wish that students not rely on the databases, instead cultivating a knowledge of the journals themselves.



History journals: Professors on whole believe students should have a higher awareness of journals than databases. In 13% of the classes, professors believe that students needed no knowledge of journals within the History discipline. In 39% of the classes, students should have an awareness of journals, while in 26% of the classes, students should be familiar with journals, and in 22% students should have a strong familiarity with journals in the field. Again, there was little correlation between the level of class and the level of knowledge of journals expected; however, there was a strong positive correlation (correlation of .511 with a significance of .013) between classes for which research is required and the level of knowledge of journals expected.

Reference Materials: In 91% of the classes, professors felt that students should at least have an awareness of reference materials. In 22% of the classes, students should have an awareness of the reference tools, in 57% of the classes, professors believe that students should be familiar with them, and in 13% of the classes, professors believe that their students should be strongly familiar with the reference tools. There was little correlation between the level of the class and how familiar professors felt those students should be with reference materials. This finding is perhaps surprising, as reference books, in general, are not directly required by the course, cannot be cited and are not assigned as course readings. Often, things that are seen as extraneous are also seen as unnecessary. Clearly that is not the case here. This finding illustrates that professors value those library resources that are both complementary to the course and that can further students' knowledge of the course subject.

Special collections at UNC and elsewhere: The faculty surveyed did not feel that students in their classes needed much familiarity with special collections. Regarding

collections at UNC, in 47% of the classes, professors feel students needed no knowledge of the collections, in 35% of the classes, professors believe students should have an awareness of them, and in 17% of the classes, professors believe students should have a familiarity with them. For special collections outside of UNC's holdings, in 57% of the classes, professors feel students needed no knowledge, in 22% of the classes, professors believe students should have an awareness, and in another 22% of the classes, professors believe students should be familiar with the collections. The only correlation between the type of class and the level of knowledge expected of students for special collections was that cross-listed courses had a strong negative correlation with the level of knowledge students should have with UNC's collections (-.597, with a significance of .003) and with special collections elsewhere (-.487, with a significance of .021). This implies that professors who teach cross-listed courses do not believe that their students need to know about materials in special collections.

Question 8: Faculty were asked if they do not currently take students from this class to the library or special collections, what might lead them to do so. Faculty provided responses to the question for 64% of the classes that are not currently being taken to the library or special collections. For 33% of these classes, the response was that the class would need to be smaller for faculty to be able to bring them to the library. While there are many History classes that number above 100 students, most of these classes require weekly recitation sessions that have a limited enrollment of only 20. It may be possible for librarians to work with professors to include a library session as part of the required recitation.

Other comments could also be productive for librarians seeking to increase the number of classes brought to the library. For two of his classes, one professor wrote that a “tour of the reference materials by a reference librarian” would get him to bring them to the library. Other requests were for “decentralized hands-on instruction,” and “a specialized session by library staff to acquaint students with resources for research purposes.” Another professor wrote, “In the future I shall seriously consider having a librarian lead a class on research. I did not know that this service was available.” Library staff may be frustrated to learn that some professors were not aware that these instructional sessions are available, but they should also be encouraged by these potential new instructional clients.

Question 9: This second open-ended question asked faculty, “What would be the most helpful thing a librarian could do for you?” Respondents were not limited to the subjects addressed by the survey, and the cover letter encouraged faculty to consider both their teaching and personal research needs when answering this question. However, few answers were given. Responses included a few compliments to the reference staff at Davis Library and one complaint about the E-Reserve system, a department of the library that is unaffiliated with instruction.

Correlations Among Faculty Survey Data

A number of strong correlations exist in the survey data that can further illustrate the current environment of library instruction within the History department and the benefits that come from such instruction. The tables below list the strongest correlations between variables by type.

Course Type and Method of Research Instruction:

Variable	Variable	Correlation	Significance
Advanced course	Professor introduces electronic materials	-.477	.021
Course requires research projects	Professor introduce print materials	.555	.006
Course requires research projects	Professor takes class to visit library	.418	.042

It appears that there is little relationship to the type of course and to whether the professor uses some method of research instruction. The strongest correlations between these variables is between those classes that require research projects – regardless of course level – and whether the professor introduces print materials to the course. It appears that in those classes that require students to complete research projects, the professor is making an effort to at least introduce the students to research materials. The negative correlation between advanced courses and the professor introducing electronic materials could imply that in advanced classes, a higher importance is placed on students' learning about print materials, for which there is a greater depth of resources since electronic holdings generally only cover 1995 to the present. An alternate scenario is that professors, who are leading the research instruction here, are less familiar with electronic resources and are therefore less likely to introduce them. If this were the case, it would offer a good opportunity for librarians, who are more familiar with newer electronic resources, to provide instruction to students AND to faculty.

Use of Multiple Research Instruction Methods:

Variable	Variable	Correlation	Significance
Professor introduces electronic materials	Professor takes class to visit library	.633	.001
Professor introduce print materials	Professor takes class to visit library	.53	.009

Very strong correlations exist between research instruction methods. It appears that those professors that introduce their students to library materials, whether electronic or print, are also more likely to take their class to visit the library. It makes sense that those professors that value research instruction would utilize a number of methods to assure student awareness and understanding of research methods. This correlation also suggests that professors are not using their introduction to library materials in the classroom as a substitute for getting their students to the library itself. This should be seen as a very positive thing by librarians who are eager to get students into the library in structured groups.

Course Type and Quality of Student Research:

Variable	Variable	Correlation	Significance
Survey course	Quality of student citations	-.433	.039
Survey course	Thoroughness of student research	-.424	.049
Advanced course	Quality of student citations	.526	.01
Cross-listed course	Quality of student citations	-.522	.013
Cross-listed course	Quality of student writing	-.467	.033
Course requires research projects	Thoroughness of student research	.551	.008

The correlations between the quality of student research, as perceived by the professors surveyed, and the type of course appear to show that student research is significantly stronger in more advanced courses. Strong negative correlations exist between survey courses and student citations and thoroughness of student research, suggesting, perhaps, that students who are either less advanced in the History program or less advanced in their academic careers are conducting poor to below average research. This could be because they are less familiar with History resources and methodologies, or that they are less familiar with research in general. As these classes are often large,

students could also suffer from a lack of individualized attention for their projects. In advanced classes, which are often smaller and which contain students who are more integrated within the History discipline and department (as well as more advanced in their academic careers; some of whom also would have received library instruction during English 10, 11 or 12), it appears that the quality of student citations is much higher, though that is not the case for the thoroughness of the students' research. Students in advanced courses may have a better knowledge of appropriate journals and authors to cite. In support of the fact that professors generally rated student writing quality more highly, there were no correlations between writing quality and class level.

The quality of student citations and the quality of student writing were both negatively correlated to cross-listed courses. In these classes, students and professors may not come from the same discipline or department. It is possible that students may not be familiar with the expectations of a History professor for research projects. The History professor, too, may have unreasonable expectations for the research abilities of students from other disciplines.

Method of Research Instruction and Quality of Student Research:

Variable	Variable	Correlation	Significance
Professor takes class to visit library	Thoroughness of student research	.609	.003
Librarian leads class on research	Thoroughness of student research	.569	.007
Professor introduces print materials	Quality of student citations	.395	.069
Professor introduces print materials	Thoroughness of student research	.427	.053
Professor takes class to visit library	Quality of student citations	.398	.06
Professor takes class to visit library	Quality of student writing	.378	.083

While all relationships between the method of research instruction and how highly the professor rates his or her students' research are noteworthy, the most promising for librarians are the strongest correlations on the list. Other correlations among these variables support the idea that providing research instruction improves student research. However, the correlations between both the thoroughness of student research and whether the professor takes the class to the library and the thoroughness of research and whether a librarian leads the class appear to demonstrate that the direct involvement of the library improves the depth and quality of student research, which was the consistently lowest rated aspect of student research products across course levels. If this is true (and indeed, for all classes that visited the library, 50% of professors rated the thoroughness of student research as average and another 50% rated it as above average), then librarians have a powerful argument for an increased role in the research instruction of students. This finding is reasonable as library instruction sessions teach students how to use a variety of resources available at the library. Without the session, many students are never taught about library research methods, and may rely on those that they are able to teach themselves.

Level of Knowledge of Library Resources Expected of Students and Method of Research Instruction or Class Type:

Variable	Variable	Correlation	Significance
Professor introduces materials (print or electronic)	Expected knowledge of databases	.458	.028
Professor takes class to visit library	Expected knowledge of databases	.455	.029
Course requires research projects	Expected knowledge of journals	.511	.013
Professor takes class to visit library	Expected knowledge of journals	.491	.017
Professor introduces materials (print or electronic)	Expected knowledge of reference materials	.429	.041

Professor takes class to visit library	Expected knowledge of reference materials	.456	.029
Professor introduces materials (print or electronic)	Expected knowledge of UNC's special collections	.597	.003
Professor introduces materials (print or electronic)	Expected knowledge of special collections elsewhere	.5	.015
Cross-listed course	Expected knowledge of UNC's special collections	-.597	.003
Cross-listed course	Expected knowledge of special collections elsewhere	-.487	.021

The correlations found between the type of course or research instruction method and the knowledge levels professors expect of their students for certain library resources are most helpful to librarians planning instruction sessions for faculty. These correlations, together with the raw data on the types of resources professors want their students to be familiar with, demonstrate which resources librarians should focus on in classes. Within those courses that require students to complete research projects, it appears that professors want their students to be at the minimum familiar with journals. This could be because students are often required to cite journal articles (more so than reference books or primary sources) in their bibliographies. The correlation with journals is stronger than that with databases, perhaps because many professors may not associate databases with articles, even though the databases contain articles. Perhaps professors also want students to use older source articles than are available through the online databases or want students to be familiar with the significant titles in History journal publishing. Strong negative correlations exist between cross-listed courses and the knowledge students are expected to have of special collections at UNC and elsewhere. This could be because the course does not cover subjects that are contained within collections or because the multi-disciplinary nature of the class, students and professor lead to a less intensive research requirement (primary source research is often the province of students well-advanced into a discipline).

The correlations here also appear to demonstrate that professors who do introduce their students to materials or take them to visit the library for instruction expect their students to be familiar with many types of library resources. These professors apparently place a high value on research: they take the time to incorporate research instruction into their classes and they expect their students to be familiar with the appropriate resources for History research. This appears to be true for all resources: History databases, journals, reference materials, UNC's special collections and special collections elsewhere. This suggests a potential deficit in the existing instruction methodologies: few professors (5% of those who returned surveys) take their students to the special collections or archives. If professors expect students to be familiar with special collections, then they should also introduce their students to primary source materials or take them to the archives.

Discussion

The results of this survey provide not only a picture of how research instruction is currently being delivered within the History department at UNC, but it also shows how well that instruction is working, and points to opportunities for librarians to increase the reach of existing instruction programs.

While librarians at UNC often note that few non-English 10-12 classes schedule sessions with the library (27 out of 200, or 13.5% of all sessions in Fall 2003), responses from this survey show that faculty do provide some instruction to their students (75% introduce their students to some materials and 33% take their students to the library for a session). On a whole, their participation in the survey, at the very least, indicates that they do recognize the value of the library and of such instruction. While no direct responses were made to the emailed questions about the library's role on campus and about "information literacy" specifically, the responses on the survey indicate that professors, as a whole, believe that knowledge of library resources is important for their students. It is particularly positive to see that the rates of instruction increase for those classes in which students are required to complete research projects or papers (93% of faculty in these classes introduce their students to resources).

Faculty also stated that they believe their students should be familiar with a number of library resources, even those, like reference materials, that may not have a direct use in their syllabi. Perhaps it is too much for librarians to expect the term "information literacy" to provoke a flurry of discussion from faculty; that they do expect

their students to be resource-literate is, in essence, an approval of the information literacy cause.

However, the survey response rate and the general lack of elaboration on the survey do illuminate some of the frustrations librarians showed in the literature on working with faculty. Librarians I spoke with at UNC all expressed a wish to get more classes across all disciplines into the library for instruction sessions. They mentioned passing out brochures whenever possible, yet there were still faculty who were unaware that the library offered research instruction sessions for classes. This points to a large disconnect between faculty members and librarians (who are not considered faculty members at UNC). While both work to provide and improve upon the education of students at the university, in general, there is little awareness of ways to coordinate and collaborate on even a basic level.

While faculty and librarians both share an interest in having students become more information literate, it is the librarians who must speak to faculty about BI programs in terms of faculty goals. It is the faculty that retain the primary teaching role and the primary responsibility for students' educations at the University. While librarians often reach students one-on-one at the library, integrated bibliographic instruction cannot be successful without the cooperation and support of the faculty. The Academic Affairs Library Task Force on Information Literacy noted this fact in their Final Report: "The greater degree of coordination, networking, and partnership which can be cultivated, the more likely it is that students will master information literacy skills alone." (10)

Because analysis of the data reveals that research instruction sessions lead to an improved quality of student research, librarians have a way to market their existing

instruction programs. They must point to tangible successes that can motivate faculty to give up valuable class time for something that is often seen as being outside the curriculum. The fact that library research instruction sessions appear to improve the quality of the thoroughness of student research is even more powerful based on the low ratings that faculty gave this aspect of their student's research. Librarians must reach out to faculty with these kinds of statistics and success stories in order to motivate faculty to incorporate research instruction in terms of their own goals. Faculty will be less enthusiastic about giving up class time if they do not see how it benefits the classroom experience directly.

Librarians must learn to advertise their services to increase their client base. Many examples in the literature suggested that librarians participate in faculty development and campus committees as a way to increase their profile (and that of their information literacy programs) on campus. This would undoubtedly help create more opportunities for interaction between faculty and librarians and would, in part, help institutionalize the concept of information literacy. The University Librarian also needs to be a powerful advocate who can represent the library to the highest levels of the administration.

Information sharing, another form of outreach and marketing, should be a natural extension of the library's mission. Librarians could offer faculty a new perspective on the variety of sources that are available for student and professional research. On the survey, one faculty member asked that librarians inform him about new resources that he could use in developing new classes. Indeed, as the library is often viewed by faculty as one unit rather than a collection of disparate departments (one instruction, one electronic reserves, one acquisitions), it may benefit the instruction librarians' cause if they can

build a relationship with faculty as part of the library as a whole. Those librarians that work with a specific department in instruction could send out notices of new resources, books and special collections to faculty in the appropriate departments. (This model is followed at many universities, where a librarian may be titled Science Librarian, and be a liaison to faculty in related departments in addition to working as a reference librarian). These reports could be developed easily from acquisitions or collection development weekly or monthly reports. While many may fall on deaf ears, such notices (via email, or perhaps newsletter) would certainly personalize the library as an institution and might also help to create more good will towards it and its causes.

Next Steps

Surveys such as this one are important first steps to expanding bibliographic instruction programs because they draw faculty into the conversation and assess current faculty needs and attitudes. New bibliographic instruction programs should be created with input from faculty if they are to gain the support of those faculty members. While this survey only reached the History department, future surveys at UNC should target professors across disciplines. Surveys should also be followed with focus groups of faculty members from various departments. The conversations that could grow out of these focus groups could help librarians plan instruction sessions to meet the needs of a variety of faculty and could also inspire faculty members to think outside their own departmental culture.

Further explorations should also be made into how faculty view the quality of current student research. The findings that library instruction improves the depth of

research and those on how faculty rate the thoroughness of their students' research require more investigation: how do faculty define thoroughness? Is there an ideal, and if so, what does it look like? I believe a qualitative case study that examines faculty expectations for student research would be helpful for all parties involved. Librarians could learn how to prepare students to conduct such research and students would be able to work toward specific goals. Knowing more about faculty expectations for research projects would benefit librarians. Librarians do not often see the research projects that students create and therefore do not have a point of reference for what needs improvement. Yet librarians are often the first line of support for students who approach the reference desk with the familiar, "I need two articles on this subject." With increased input from faculty, librarians can guide students to appropriate sources and challenge them to dig deeper.

The case study could also look at how current research instruction efforts impact the thoroughness of research by interviewing faculty, librarians and students before and after instruction sessions and completion of the students' research projects. Librarians should seek input from faculty on the content and structure of the research instruction sessions themselves. Faculty should share how the material covered in the session may have impacted student research quality so that librarians can adapt their teaching strategy and content accordingly. Likewise, librarians, who are more familiar with the collections, should be able to make suggestions on how assignments can best be completed using the library's resources. If true collaboration is to be achieved and if faculty are to support more instruction, the input from both faculty and librarians is necessary.

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Appendix A: Survey Instrument

1. Please describe the level of this class:

- Survey or Introductory Course
 Undergraduates in Major
 Advanced Undergraduates / Graduates
 Other (*please explain*): _____

If this course is cross-listed with another department outside History, please name the other department: _____

2. Are the students in this class required to complete a research project or paper?

- yes no

3. For this class, do you introduce your students to library materials? yes no

If yes, please check the methods you use:

- Discuss electronic resources (i.e., article databases, electronic journals, web sites) that pertain to the subject matter
 Discuss paper materials (i.e., reference books, archival collections, important books or journals, areas of the library) that pertain to the subject matter
 Other (*please explain*): _____

4. For this class, do you take your students to the library? yes no

If yes, please check the methods you use:

- Lead a formal class in the library on library research.
 Show students where relevant resources are.
 Have a librarian lead a lesson or class on library research.
 Hold a class in the library for another purpose, e.g., film screening.
 Other (*please explain*): _____

5. For this class, do you take your students to Special Collections, the North Carolina Collection or the University Archives? yes no

If yes, please check the methods you use:

- Have a librarian or archivist lead a lesson or class on conducting research in archival materials.
 Lead a class in the special collections on conducting research in archival materials.
 Hold a class in special collections for another purpose, e.g., to view an exhibit.
 Other (*please explain*): _____

6. How would you rate the average quality of student research in general in classes of this level? Please rank the following on a scale of 1 (poor) to 5 (excellent).

Citations in student papers: 1 2 3 4 5

Quality of writing in student papers: 1 2 3 4 5

Thoroughness of research in student papers: 1 2 3 4 5

Comments (*optional*) _____

7. In your opinion, what level of knowledge should a student in this class have about history literature and the use of the library for research? Please check the appropriate level for each resource.

History databases:

none an awareness of a familiarity with a strong familiarity with

Journals:

none an awareness of a familiarity with a strong familiarity with

Reference materials:

none an awareness of a familiarity with a strong familiarity with

Special collections here:

none an awareness of a familiarity with a strong familiarity with

Other special collections elsewhere:

none an awareness of a familiarity with a strong familiarity with

Comments (*optional*) _____

8. If you answered no to questions 4 or 5, what might lead you to bring this class to the library or special collections?

9. What would be the most helpful thing a librarian could do for you?

10. Do you teach courses in another department? yes no

If so, which department? _____

11. May I contact you about these questions? yes no

Contact information (*Please provide only if I may contact you*):

Name: _____

Email address: _____

Phone: _____

Thank you very much for your time!!