

Faculty Responses to Library Service Innovations:

A Case Study

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Abstract

The University of Illinois at Urbana-Champaign closed its Library & Information Science Library and replaced it with a virtual library and an embedded librarian. A year later, a survey of the faculty and staff of the Graduate School of Library and Information Science (GSLIS) and the University Library assessed how well the new service model meets faculty needs. The data provide a snapshot of how LIS scholars discover and access new publications, how they seek reference assistance, and what they desire from the library. The survey also captured faculty attitudes toward the realignment of library support for their research and teaching. GSLIS faculty and Library faculty reported similar attitudes and behaviors in some areas, while divergent opinions and practices were found in other areas. The survey results have prompted new directions for LIS library services at Illinois, including an increase in e-book acquisitions and virtual reference service.

Keywords: library services; assessment; faculty; survey; change; information seeking behavior

Background

Academic libraries function in a highly competitive environment and are under constant pressure to become more cost effective. Information, personnel, and infrastructure costs continue to rise, while other campus units and programs clamor for more funding too. In a time of shrinking budgets, libraries are challenged to reallocate from existing resources in order to fund new initiatives, acquire digital content, and renovate aging facilities.

All too often, cost-saving innovations in academic libraries are greeted with dismay by faculty because they eliminate or displace traditional services or collections upon which faculty rely. Arguably, faculty members in library and information science are better informed about the pressures on libraries today and can be expected to welcome innovation in library services or, at least, not assume a reactionary stance toward change. This was indeed the case at the University of Illinois, Urbana-Champaign, where the Library & Information Science Library (a full-service unit of the University Library housed in the Main Library building) was closed in May 2009.

Evidence of declining on-site use, notably hourly head counts and periodic samples of reference activity, was the precipitating factor. The interdisciplinary nature of LIS inquiry and the rapid evolution of online information sources also influenced the decision. The decision to close the LIS Library was reached after a series of discussions, open forums, and a user survey. The Associate Dean of the Graduate School of Library and Information Science (GSLIS) served on the planning team for the transition, and several aspects of the plan were tweaked to accommodate faculty concerns. On the whole, the faculty's attitude can be characterized as "accepting." Some opposed the change; some applauded it; most accepted it as inevitable and foresaw that they would have to modify their information-seeking practices.

The new service model

The LIS Library's print collections were dispersed among other departmental libraries, the Main Library book stacks, and a high-density storage facility. Several staff and student positions were reassigned, leaving only three people with designated responsibilities as subject specialists in LIS: a full-time librarian (co-author Susan Searing), a full-time member of the support staff, and (for one year only) a part-time graduate assistant (co-author Alison Greenlee).

The new service model is double-pronged. It is intentionally both *more digital* and *more personal* than the traditional model. Although the LIS Library, like all departmental libraries at Illinois, had its own website since the 1990s, an effort has been made to transform the site into a robust gateway to LIS-focused library collections, both print and digital. This effort entails the creation of new original content as well as the licensing of content. The second prong of the new service model involves locating a subject librarian at the GSLIS building. Again, this service was offered previously, but only a few hours per week. Now subject experts are available at the GSLIS building for several hours every day, Monday through Friday, in a highly visible office near the IT Help Desk and the faculty mailboxes. During "librarian's office hours," students and faculty receive assistance with their research needs on a walk-in or appointment basis.

Literature review

The University of Illinois is hardly alone in designing new models for services and collections in the 21st century. Large academic libraries, especially those with a history of decentralized, department-focused services and branch libraries, are re-examining their priorities in light of new demands and steady or shrinking budgets.

With the growth of digital information and the decline of on-site use, Lessin (2001) discusses the options for merging or closing academic branch libraries, specifically those for the sciences/technology.

Referring to the battle of centralized services versus departmental libraries, Lessin presents embedded librarianship as a way to achieve proximity to the user community. He recommends, “Librarians who work in a centralized environment can arrange to be available to the faculty and students in a college or department on a regular part-time basis if that is found to benefit users,” (Lessin, 2001, p. 7). According to Shumaker (2009, p. 240), a leader in this area of research, the move toward embedded librarianship is “both driven and enabled by the increasingly digital, networked, and mobile society we live in.” These driving forces have led other institutions to follow suit and establish a range of embedded librarian programs.

A number of other university libraries have also closed smaller branch libraries and instituted various forms of embedded librarianship in the corresponding affected departments. After the University of Southern California closed its Education and Social Work libraries in 1998, Weber and Britton created their new Library Information Centers within the respective professional schools. The new “subject information specialists in residence” became integrated within the schools, participating in faculty meetings and school-related functions (Weber and Britton, 2000). Their initial goal was promoting themselves and their services to their constituents. “One of the most important early assignments was the selling of the person and service to its target audience,” (Weber and Britton, 2000, p. 56). Without the proper marketing, the breadth and quality of services becomes inconsequential. Building relationships with constituents can assist with promoting and advertising embedded librarian services. “We need to build relationships so we can gain deeper insights into what our customers are doing and how they will use the information we provide. We need the background knowledge about them and their work that will enable us to perform successfully and establish our credibility,” (Shumaker, 2009, p. 240). Similar rank and tenure for academic librarians help establish credibility with departmental users.

Five librarians at Murray State University in Kentucky were appointed to embedded positions. In their experiences, faculty status and location were key. Bartnik (2007) asserts that librarians who have faculty status, as the LIS Librarian at Illinois does, have an easier time building rapport in their new embedded position. “[Faculty status] provides us with entrée into levels of collegiality not afforded staff and I appreciate that difference. This status has been useful as an embedded librarian,” (Bartnik, 2007, p. 4). The librarian is no longer an outsider teaching a few class sessions a semester. She or he becomes an integral part of the department or school. Bartnik, Farmer, Ireland, Murray, and Robinson (2010) also extol the importance of visibility and location. Having an office in a high traffic area of the department will help guarantee use and support. As discussed previously, the LIS Librarian’s office is in a prime location.

A critical part of the new service model is providing services for the user in whichever medium she or he prefers. Kesselman and Watstein (2009, p. 385) define what it means to be embedded accordingly: “...with the dramatic increase in electronic resources and technological capabilities, bringing the library and the librarian to the user, wherever they are—office, laboratory, home, or even on their mobile device—is at the forefront of what it means to be embedded.” The innovative LIS library services at Illinois operate with a physical presence in two locations, a virtual gateway, and mobile applications to meet the needs of faculty, staff, and students. “What’s really critical here is not just getting out of the library. It’s that the very nature of our service, and the relationship we have with our customers, changes—or can change, and must change—when we start roaming” (Shumaker, 2009, p. 240). The new service model is more than simply what was left after the physical library closed. The service and relationship with users changed.

Information seeking needs and behavior influence users’ expectations of library services. Writing about social scientists in particular, Case (2002, p. 238) says, “...recent consensus seems to be that all kinds of scientists and scholars satisfy much of their information needs through contact with

their colleagues in the workplace and at conferences.” The survey results support this claim. As expected, the responses from GSLIS faculty and Library faculty vary in some respects. “Practitioners make highly variable use of knowledge generated by academic disciplines, with some...more tightly linked to formal channels and others...making little use of research findings,” (Case, 2002, p. 239). There is a difference in the information seeking behaviors of LIS professors and library practitioners, which is reflected in the survey responses.

Pre-closure survey

In fall of 2008, weeks before a final decision was made to close the LIS Library, its users, including all students and faculty affiliated with GSLIS and with the University Library, were surveyed. Because librarians at the University of Illinois hold tenure-track faculty positions with high research expectations, they are a major constituency for LIS library services and were included in the planning and assessment of the new service model. The survey garnered 329 responses from LIS students and from faculty and staff of GSLIS and the University Library (University of Illinois at Urbana-Champaign, 2008). The survey confirmed that users overall were making heavier use of electronic collections and services than of the physical library. In other words, the downward trend in on-site usage did not indicate a waning interest in LIS-focused materials and services, but rather reflected a shift in the mode of access. GSLIS users were more digitally inclined than University Library users. The location of the LIS Library within the Main Library building, about three blocks away from the GSLIS building, was probably a contributing factor in higher on-site use by Library faculty and staff.

When asked which virtual services they valued most, students expressed a strong appreciation for access to licensed e-content, especially LIS-specific indexing and full-text databases, as well as locally developed content, such as resource guides for specific courses. Faculty, on the other hand, rated the LIS Library’s online new books list as their most valued service, with access to databases in second place.

Looking beyond these frequently mentioned services, interesting differences were observed between GSLIS faculty and University Library faculty. GSLIS faculty often mentioned the role of the LIS Library and its website as a gateway to disciplinary information. They also stressed the importance of their relationships with LIS subject experts on the Library faculty and staff. Library faculty, conversely, most often mentioned aspects of ease and convenience, such as the ability to browse LIS print materials shelved together in the LIS Library.

Survey respondents were also asked to identify what they valued most about the traditional physical library. The most frequent responses included: “one-stop shopping”; the ability to browse; an environment conducive to research and study; and access to knowledgeable, helpful librarians. Respondents also touched on the affective and symbolic meanings of the physical library, which to them signaled the stature of LIS as an academic field and contributed to a sense of community. One of the challenges in transitioning to a new service model was to translate these strengths into a new, largely virtual environment.

Post-closure survey

The LIS Library closed in May 2009. In summer 2010, faculty members were surveyed again to determine how well the new service model is meeting their needs. Although several other libraries have been closed or merged as part of the University of Illinois Library’s wide-ranging New Service Models initiative, the LIS users were the first to participate in a formal post-closure assessment (University of Illinois at Urbana-Champaign, 2010b). The post-closure survey targeted faculty and staff for two reasons. First, because it is possible to complete a master’s degree at GSLIS in a single year if enrolled full-time, student turnover is rapid. From summer of 2009, entering students never knew the old LIS Library. Faculty and staff are a more stable population, most of whom experienced LIS library services both before and after the closure and were therefore better able to assess what has been lost and

gained. Second, the faculty are very important stakeholders in the university library. It is essential that the evolving model for LIS library services be attentive to, and responsive to, faculty needs.

Before creating the survey, the investigators sent out interview invitations to Library faculty in order to gain insight into how librarians as researchers have been impacted by the new service model. Whereas face-to-face interactions with GSLIS professors had increased due to the LIS Librarian's expanded presence in the GSLIS building, the LIS Librarian sensed that face-to-face interactions with Library faculty had diminished. She wanted to test that perception and discover the causes. Four librarians who were currently conducting research were selected for interviews. Their comments offered a more nuanced look at the changes and helped shape questions for the subsequent survey.

The interviewees revealed that none of them used the LIS Virtual Library website regularly, even after the physical library closed, except perhaps to quickly access electronic databases. They did, however, regret losing the space to meet with colleagues and browse new materials. The interviewees also noted that, although the LIS Library Services staff is friendly and approachable, retrieving materials and getting help is now at least a two-step process.

Building on the interviews, a web-based questionnaire was developed (See appendix.) After a small pre-test, the survey was released to GSLIS faculty and staff and University Library faculty and staff. Existing email lists were used to invite participation and send reminders.

The 105 people who responded to the survey included faculty, academic professionals, civil service staff, and a few graduate student assistants (Figure 1). Overall, about two-thirds of the respondents were affiliated with the University Library and about one-quarter with GSLIS. Eighteen respondents were GSLIS faculty and forty were Library faculty – corresponding to a response rate of 29% from GSLIS faculty and 34% from Library faculty. The survey population included visiting and adjunct faculty as well as tenure-line faculty. Because participants were not asked to indicate their employment status, possible differences in responses between permanent and temporary faculty cannot be

distinguished. Possible differences between on-campus faculty and faculty at a distance cannot be ascertained either. Lacking more granular data, this analysis necessarily treats the responses of GSLIS faculty as a whole. Comparisons are drawn to Library faculty responses when there are interesting differences. However, because of the small populations, statistical measures of significance are not applied to these differences. The present study does not investigate differences between faculty and other user categories. However, it is worth noting that library support staff are the most traditional in their attitudes and report more print-based information seeking practices than any other category of user.

[Figure 1 here]

Discovery and access: Collections

Before and after the closure of the LIS Library, a number of users expressed fears that the University was withdrawing support for the discipline of library and information science and would no longer allocate a designated fund for the acquisition of LIS materials. This is not true. The LIS materials budget was not cut and remains under the control of the LIS librarian. Moreover, additional one-time funds were allocated during the transition to acquire more electronic resources. Because the commitment to a strong collection underpins the new service model, it was important to evaluate users' continuing ability to discover new materials and access them.

Current awareness

Two survey questions inquired about current awareness: "How do you stay aware of new LIS publications in the UI libraries?" (Figure 2) and "How do you stay aware of new publications in LIS generally?" (Figure 4). The investigators were gratified to learn that GSLIS faculty members use the new titles list on the LIS Virtual Library website as their primary means of keeping up with new publications in the library. Browsing e-journals is the second most common method of keeping up with what's in the

library, though less than a quarter of the respondents reported engaging in online browsing. Getting information about new materials from blogs, RSS feeds, and online alerts came in third place. Browsing print collections is a seldom-used strategy.

[Figure 2 here]

Library faculty also rely on the online new titles list, but they show a greater propensity to browse new print resources in the library. Equal numbers of GSLIS and Library faculty, around ten percent, report that they make no effort to stay abreast of new acquisitions.

The online new titles list has been a component of LIS library services at Illinois since 1998. The online list co-existed with a traditional new book shelf in the former LIS Library. As new books arrived in the library, a staff member created the online list by scanning or downloading images of book covers and tables of contents and adding links to online catalog records. With each monthly update, an email announcement was sent to GSLIS and Library internal email lists. After the library was closed, continuing this popular service when books were no longer flowing into one central location proved challenging. Working with a library programmer, the LIS Librarian devised a dynamically updated search that retrieves records for books bought on the LIS budget line along with records in selected call number ranges – regardless of physical location or funding source. Rotating records from the new book list, covering the last thirty days, are displayed on the home page of the LIS Virtual Library, and updates are available via an RSS feed and an iPhone app.

The survey asked, “If you use the LIS New Titles list, how do you access it?” Most respondents go directly to the LIS Virtual Library website (Figure 3).

[Figure 3 here]

When it comes to staying abreast of new LIS publications generally, less formal means of discovery predominate (Figure 4). “Professional/scholarly email lists” and “interacting with colleagues at work, conferences or workshops” are the top means by which GSLIS faculty keep up with the literature.

Book reviews are still important for some, while direct contact from publishers in the form of email or printed catalogs is not a significant strategy for current awareness. On this question, GSLIS and Library faculty responses are quite similar, although Library faculty are more likely to learn of new publications via RSS feeds, blogs, and alert services.

[Figure 4 here]

Access to collections

How do users access materials from the UI collections once they become aware of them (Figure 5)? Professors have the option, through the online catalog, to request delivery of library books to their offices, and 39% of GSLIS faculty reported using this method. A minority, 22%, retrieve the book themselves from the library shelves. The picture is somewhat different for Library faculty, who, probably because their offices are convenient to the collections, are more likely to retrieve their own books. However, the most important finding here is the sizeable number of faculty who look for an online copy first, suggesting that a priority should be placed on enhancing the collection of e-books.

[Figure 5 here]

Discovery and access: Expertise

The closure of the LIS Library means that there is no longer a single service point within the Main Library dedicated to assisting LIS users. The LIS Librarian, who holds a faculty position, and her full-time assistant, who holds a high-level staff position and possesses a master's in LIS, provide daily office hours at the GSLIS building. In addition, they are readily available by email and telephone. Users have the option, of course, to seek in-person assistance at other campus library reference desks or through the general email and chat services. In assessing the new model, the investigators sought to understand, first, how reference interactions between library subject experts and users have been impacted and,

second, to what degree virtual services that build on the librarian's and staff member's expertise (i.e. components of the LIS Virtual Library) have been embraced by users.

Obtaining reference help

Most GSLIS faculty still turn to the LIS library specialists for answers to their reference questions, suggesting that the personal relationships have survived the closure of the LIS Library (Figure 6). Their second favorite strategy is to utilize web search engines. The LIS Virtual Library website is under-utilized; barely 10% considered it part of their strategy in a reference situation. Library faculty members also turn to the LIS subject experts and likewise seldom seek answers from the LIS Virtual Library. However, Library faculty differ considerably from GSLIS faculty in that they are more than twice as likely to seek an answer in the professional literature. Whether this stems from librarians' high comfort levels with literature searching or from a fundamental difference in the nature of the questions cannot be determined from the survey data. Library faculty are less likely than their GSLIS colleagues to turn to web search engines or online discussion lists for help in answering questions.

[Figure 6 here]

When asked how often they seek help from the library's LIS specialists, half of the GSLIS faculty said they rarely do so, i.e. once a semester or less often (Figure 7). Another 44% seek assistance sometimes, i.e. approximately monthly. Library faculty report contacting LIS specialists far less often. Whereas no GSLIS faculty members reported *never* consulting a specialist librarian, 15% of the Library faculty did. The investigators hypothesize that librarians have more confidence in their information-seeking skills because they have earned MLIS degrees and are familiar with the literature and tools of the field, whereas GSLIS faculty come from a range of academic backgrounds and may feel less confident with LIS-specific tools or search strategies.

[Figure 7 here]

The survey also asked *how* faculty users seek reference help – the mode they use most often to connect with library experts (Figure 8). GSLIS faculty members split almost evenly between email and in-person contact. Library faculty, however, rely less on in-person contact, even though the LIS Librarian and staff member still spend the majority of their time at the Main Library. Email is the most popular mode for Library faculty as well, supplemented by the telephone.

[Figure 8 here]

The survey gauged the frequency of faculty visits to the LIS specialists during their office hours at the GSLIS building (Figure 9). “Rarely (once a semester or less often)” and “Sometimes (approximately monthly)” received an equal number of responses from GSLIS faculty. As expected, on this question the comparison to Library faculty is stark. Eighty-seven percent of the Library faculty never consult the librarian during her office hours, and the rest rarely do. Anticipating these results, we also asked, “If the LIS Librarian held regular office hours at the Main Library, would you visit her there?”(Figure 10)

[Figure 9 here]

[Figure 10 here]

Sixty-three percent of the Library faculty responded “yes” or “maybe,” compared to only 22% of GSLIS faculty. Clearly, convenient physical proximity is an important factor for uptake of librarians’ office hours by faculty. An open-ended question solicited feedback from non-users: “If you do not/would not use the LIS Librarian's office hours, why not?” The most common responses indicated either that the professors did not need reference help or felt that communication via email fits their personal schedules better than defined office hours. A separate question confirmed the impression that email is the favored mode for seeking help from librarians.

LIS Virtual Library

As part of the new service model, the old LIS Library website was redesigned and enhanced with new content and functionality (University of Illinois at Urbana-Champaign, 2010a). The online new books list was described above. Another major enhancement was a federated search tool, labeled “LIS Easy Search,” that cross-searches five major article databases as well as the online catalog, several sources for e-books, and Illinois’s institutional repository. In addition, the library LIS experts created new browsable content in the form of historical information about the library, lists of print journals and their new shelf locations, expanded links to online reference sources, resources for career planning, LibGuides for specific courses and for basic processes like finding articles, and expanded annotated listings of websites for nearly forty topics, such as bioinformatics, censorship, information literacy, and preservation.

The website requires a significant, ongoing investment of time and creativity. The survey asked, “How often do you use the LIS Virtual Library website?” (Figure 11). The responses from GSLIS faculty were encouraging. One third use it weekly or more often (“often”) and another third use it approximately one a month (“sometimes”). The final third rarely or never use it.

[Figure 11 here]

Library faculty members are far less likely to use the LIS Virtual Library. Sixty percent rarely or never use it; no one reported using it “often.” Admittedly, given its purpose as a gateway to information in the field, students are the primary intended audience for the LIS Virtual Library. Nonetheless, looking at these survey results, the investigators worry that faculty colleagues are missing out on valuable content and tools.

In an open-ended question, survey-takers who do use the LIS Virtual Library were asked to specify what parts of it they find most helpful and why. Consistent with the pre-closure survey data, faculty most often mentioned access to the LIS databases and the new books list.

Social networking

Based on informal user feedback, the LIS Librarian had been contemplating incorporating social networking technologies into LIS library services. So the survey asked, “Which social networking or communication tools would you like to see LIS library services adopt?” and offered the usual choices (Figure 12). The most frequent response was “None.” Among GSLIS faculty who supported the addition of social networking services, there was no clear consensus on where to begin. Facebook, Twitter, instant messaging, LinkedIn and “other” all have their advocates. Among Library faculty, however, there was a strong preference for instant messaging, no doubt due to the University Library’s long established and heavily used chat reference service.

[Figure 12 here]

Benefits and drawbacks of the new model

The last four questions on the survey were open-ended. These questions were included to elicit feedback on areas not covered in earlier questions, and to hear, in their own words, how users have reacted and adjusted to the new service model.

Asked to specify the benefits of the new model, GSLIS faculty most often stressed increased access to the specialist librarians:

“Convenience of a librarian just down the corridor”

“Having you guys in our building – wonderful!”

Librarians mentioned a wider range of benefits, including access to their specialist colleagues, monetary savings, increased flexibility, and enhanced virtual services.

Another question asked specifically about drawbacks to the new service model. Among GSLIS faculty, the most-mentioned downside is the lost ease of browsing print books and journals. Among Library faculty, the most frequently mentioned drawback is reduced interaction with the LIS Librarian

and staff member, and therefore less immediate assistance with research problems. The next-most-frequent responses from Library faculty echoed GSLIS faculty sentiments about the dispersal of the collection and impediments to browsing. A sizeable number of respondents in both groups asserted that there are no benefits to the new model, while another sizeable number perceived no drawbacks.

The final two questions – “What suggestions do you have for improving LIS library services?” and “Is there anything else you'd like to tell us?” – elicited quite a few responses, ranging from inventive ideas for new LIS-focused services to suggestions for improving the OPAC and other core, Library-wide services. Many respondents filled the text boxes with expressions of appreciation for the LIS Librarian and staff member, while others seized the opportunity to complain about the state of the Main Library book stacks, library funding, and other matters. The investigators’ favorite comment was the tongue-in-cheek advice to “Go rogue, get donations, build your own library!”

Further directions for library service development and research

The survey results prompted some new directions for LIS library services. Based on the high number of faculty members who said that their first strategy for accessing books in the collection is to seek an online copy, the LIS librarian now acquires monographs and reference sources in web-based e-book formats whenever possible. Based on the feedback about desired new services, including instant messaging, the LIS Librarian and staff member are now participating formally in the general library virtual reference service. Because the graduate assistant position was eliminated, they are recruiting GSLIS students to update content in the LIS Virtual Library as part of coursework or practicum experiences. Finally, there is clearly a need to reach out to Library faculty, in whose responses to the interviews and survey one senses an underlying feeling of abandonment and unmet needs for research assistance. Efforts to reconnect and rebuild trust are informal and ongoing.

Beyond its application to LIS library services, the survey data will be useful as the University of Illinois Library moves forward with the development of new services for other fields. The survey can be a model for assessment efforts within the University Library, which are widespread and diverse. Assessment is an ongoing process. The most important question is not, “How does the new model compare to the old one?” but rather, “How well are library services meeting the needs of those who seek LIS information?” With that in mind, it would be useful to survey GSLIS students, whose views are not prejudiced by experiences with the old model. It is time for another round of usability testing of the LIS Virtual Library website. In addition, other evidence, such as recorded reference transactions and logged website visits, is being analyzed on a routine basis to assess and refine services.

The survey results constitute a snapshot of how LIS scholars access information, what they desire from the library, and their attitudes toward a major realignment of library support for their research and teaching. Further research aimed at Illinois faculty in other disciplines would be useful for local library planning. Such research is already being conducted both systematically across disciplines, using the LibQual+® instrument, and in more discipline-focused ways as opportunities arise through library change processes and individual librarians’ research agendas. The Library faculty at Illinois recognize that increased attention to assessment and coordination of existing efforts is desirable.

This project suggests promising areas for future research of a wider nature as well. It would be interesting to discover whether LIS faculties at other institutions have similar information-seeking practices and similar relations to their campus libraries. In the latter half of the twentieth century, the majority of ALA-accredited library schools were served by separate departmental libraries (Kaser, 1964) and persuasive arguments were made for the value of such libraries (Lee, 1968). Today very few separate libraries remain. Targeted research to compare faculty information-seeking behaviors and satisfaction levels at LIS schools with and without separate libraries might reveal the overall strengths

and weaknesses of varied service models, although the investigators caution that local opportunities and constraints can make comparisons across institutions difficult.

Conclusion

At the start of this article, LIS faculty members were characterized as being more open to changes in library services than their colleagues in other disciplines. Fortunately, they are also enthusiastic about providing feedback to the library. As the new model at Illinois for library services to LIS faculty, students and practitioners continues to evolve, new opportunities for collaboration between users and library experts are emerging. Faculty members' thoughtful understanding of the change process and willingness to grapple with the pros and cons of new approaches make it all the more possible to experiment and grow.

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APPENDIX

Evaluating Library Services for LIS at the University of Illinois, Urbana-Champaign
Faculty survey, Summer 2010 - Web questionnaire**Why are we asking for your feedback?**

One year ago, the LIS departmental library closed and was replaced by a new service model. The current service model features a virtual library and a librarian embedded part-time at GSLIS. We want to learn (1) how this model is working for you, (2) how you discover and access LIS publications, and (3) what further innovations would enable us to serve you better.

Your responses will remain anonymous. Your NetID will not be stored with the results.

This survey is for faculty, staff, and academic professionals. Students will be surveyed at a later date.

1. Consent Form [not reproduced]**2. What is your primary job classification?**

- Library faculty
- Library staff
- Library academic professional
- Library graduate assistant
- GSLIS faculty
- GSLIS staff
- GSLIS academic professional
- GSLIS graduate assistant
- Other

3. How do you stay aware of new LIS publications in the UI libraries? *Check all that apply.*

- Browsing print books
- Browsing print journals
- Browsing electronic books
- Browsing electronic journals
- RSS feeds/blogs/alert services
- New LIS titles list
- I don't try to stay aware of new publications in the UI libraries
- Other

4. If you use the LIS New Titles list, how do you access it? (Please choose the mode you use most often.)

- LIS Virtual Library website
- RSS feed
- iPhone/iPod app
- I don't use the LIS new titles list

5. How do you stay aware of new publications in LIS generally? *Check all that apply.*

- RSS feeds/blogs/alert services
- Interacting with colleagues at work, conferences, or workshops
- Professional/scholarly email lists
- Direct email from publishers
- Printed catalogs and flyers from publishers
- Book reviews in magazines or journals
- I don't try to stay aware of new publications in LIS
- Other

6. Where do you seek answers to LIS reference questions? *Check all that apply.*

- LIS Library Services staff (i.e. Sue or Sandy)

- LIS Virtual Library website
- Other librarians
- Professional literature
- Discussion groups/listservs
- Web search engines (Google, Bing, etc.)
- I don't have any LIS reference questions
- Other

7. When you're aware of a publication you want from our local UI collection, how do you get it? (Please choose the method you use most often.)

- I retrieve it myself
- I request delivery to me or to the closest library
- I look first for an online copy
- Other

8. How often do you contact the LIS library services staff (i.e. Sue or Sandy)?

- Never
- Rarely (once a semester or less often)
- Sometimes (approximately monthly)
- Often (weekly or more often)

9. How do you contact LIS library services staff? (Please choose the mode that you use most often for non-urgent matters.)

- In person
- By phone
- By email
- I don't contact them

10. How often do you visit the LIS Librarian during her regular office hours at GSLIS?

- Never
- Rarely (once a semester or less often)
- Sometimes (approximately monthly)
- Often (weekly or more often)

11. If the LIS Librarian held regular office hours at the Main Library, would you visit her there?

- Yes, very likely
- Maybe
- No, probably not

12. If you do not/would not use the LIS Librarian's office hours, why not?

13. How often do you use the LIS Virtual Library website?

- Never
- Rarely (once a semester or less often)
- Sometimes (approximately monthly)
- Often (weekly or more often)

14. If you do use the LIS Virtual Library, which part do you find most helpful? Why?

15. Which social networking or communication tools would you like to see LIS library services adopt? *Check all that apply.*

- Facebook
- Twitter
- LinkedIn
- Instant messaging
- None
- Other

16. What are the benefits of the current service model?

17. What are the drawbacks of the current service model?

18. What suggestions do you have for improving LIS library services?

19. Is there anything else you'd like to tell us?

Done!

You've completed the survey. Please click the button to submit it. If you have questions or comments about the survey, please contact Sue Searing (searing@illinois.edu) or Alison Greenlee (abolla2@illinois.edu).

FIGURES

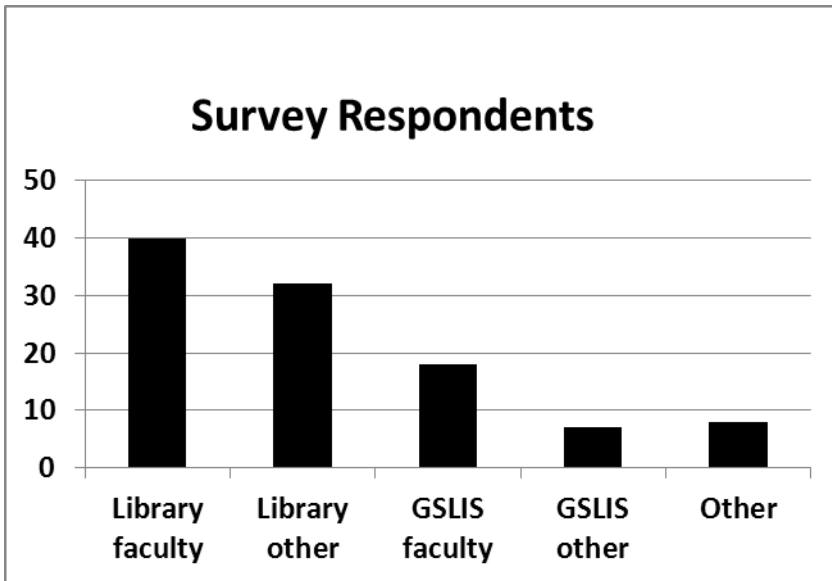


Figure 1

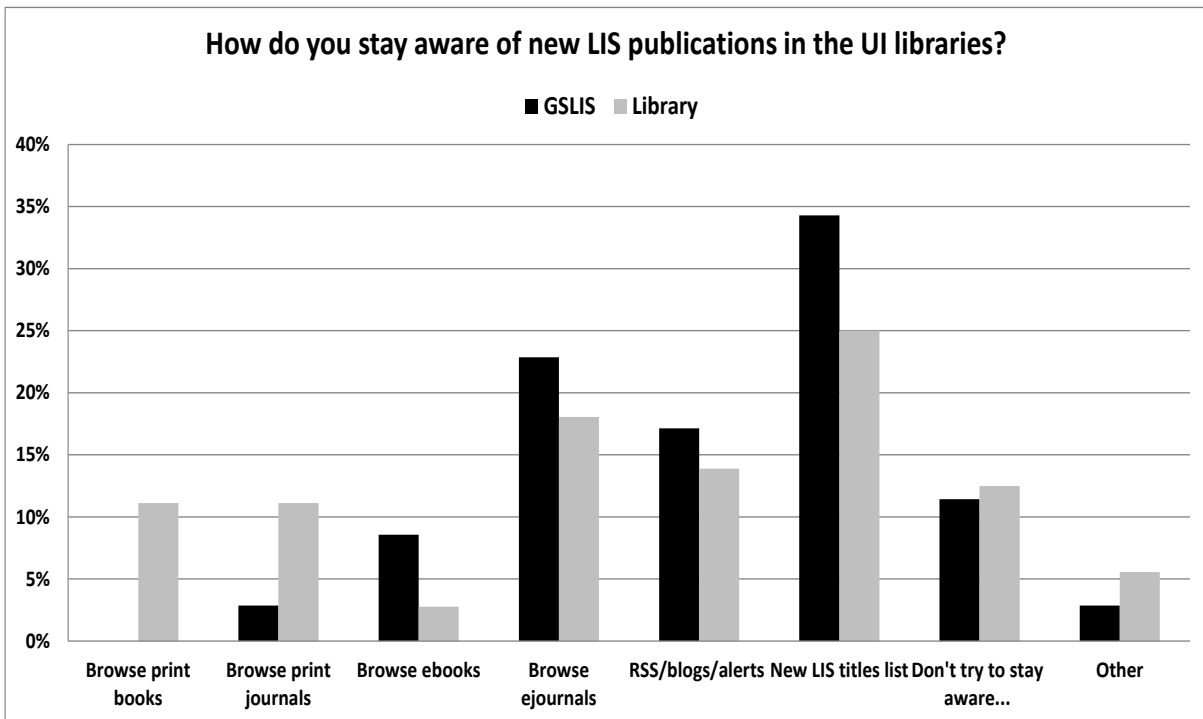


Figure 2

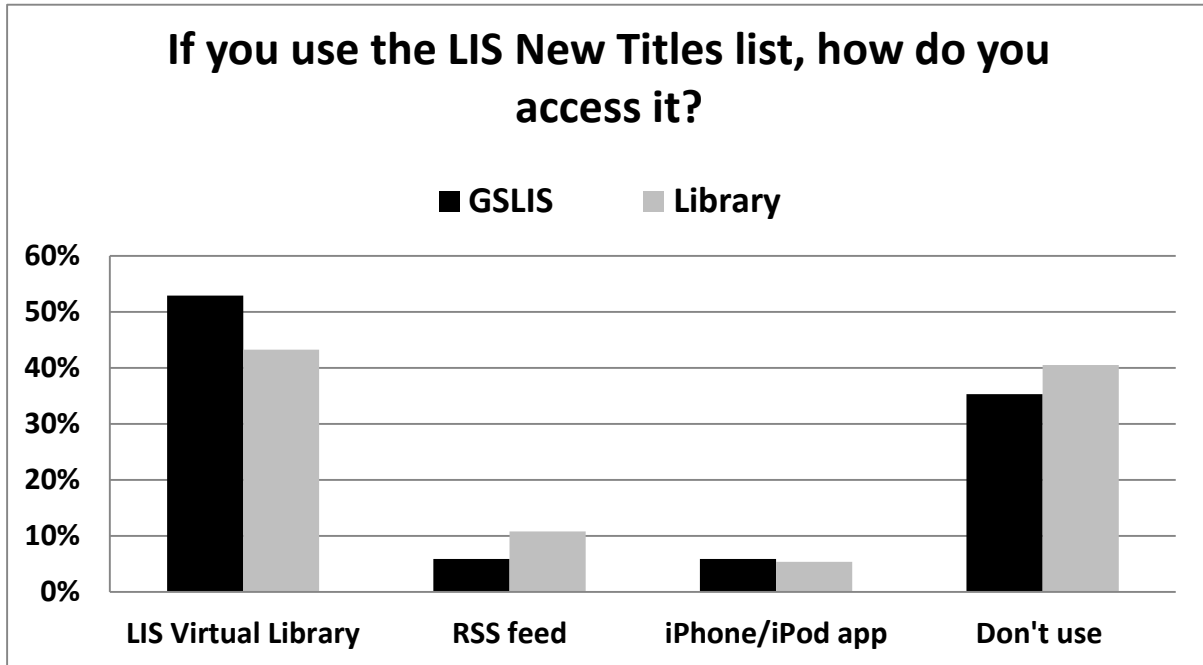


Figure 3

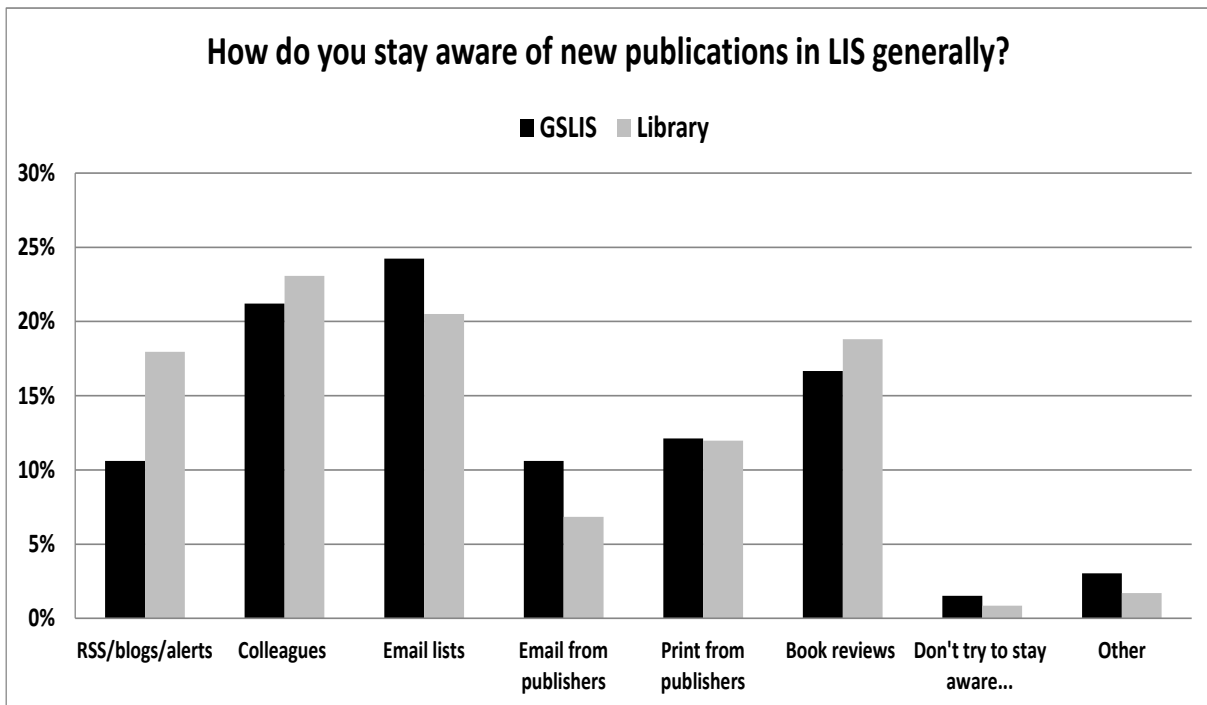


Figure 4

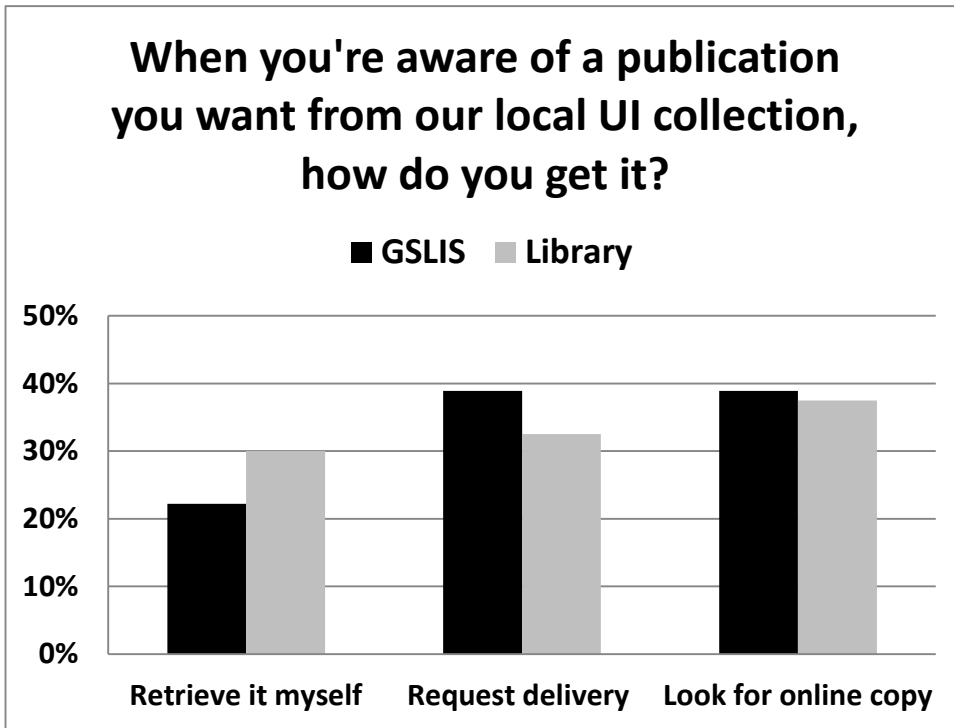


Figure 5

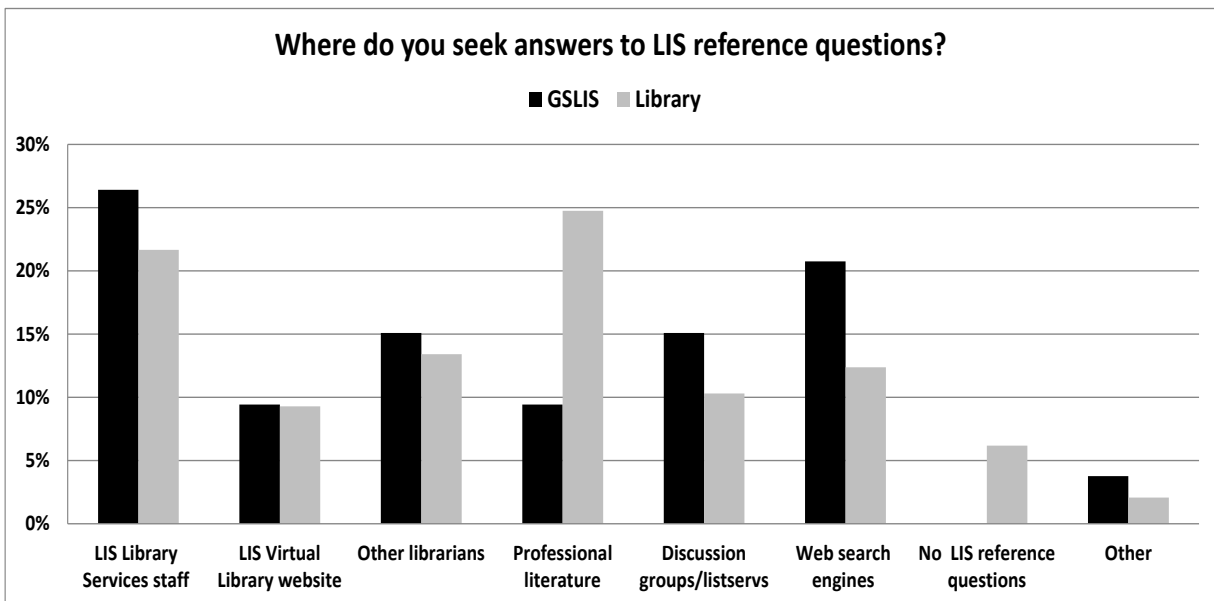


Figure 6

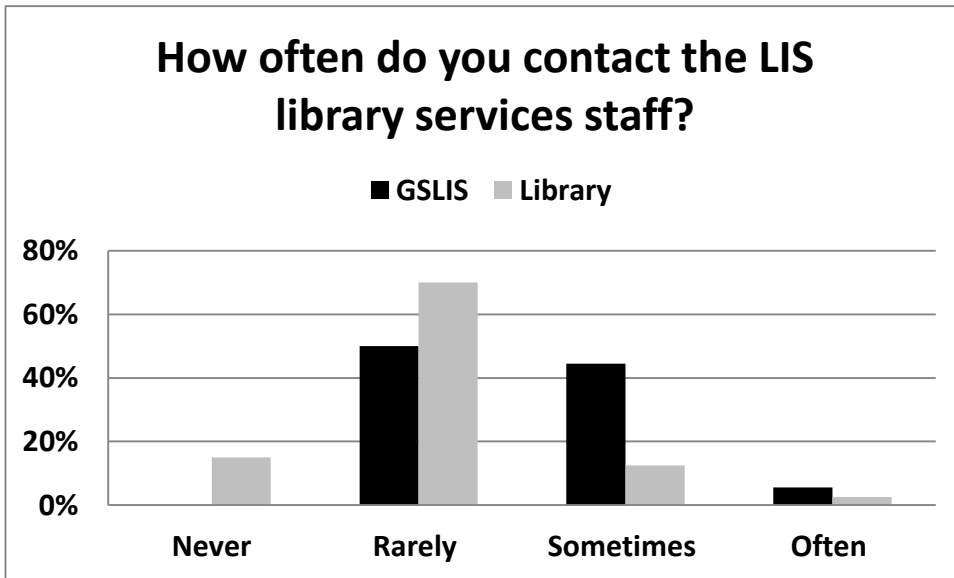


Figure 7

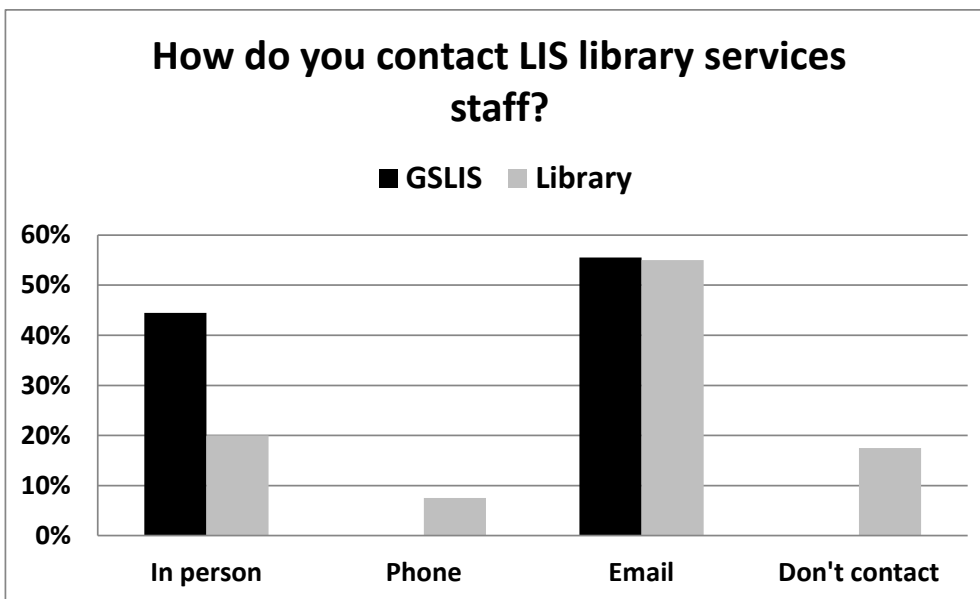


Figure 8

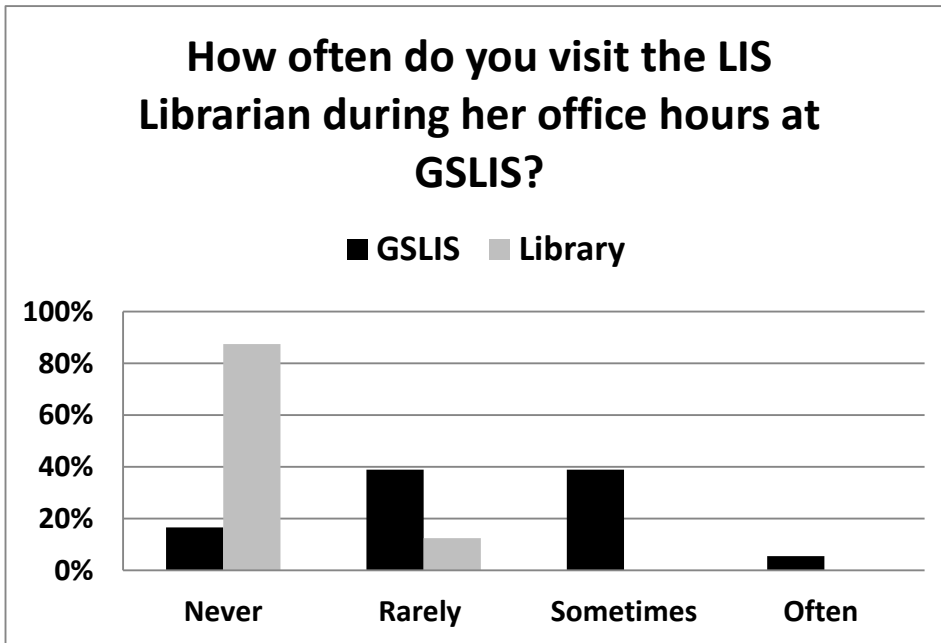


Figure 9

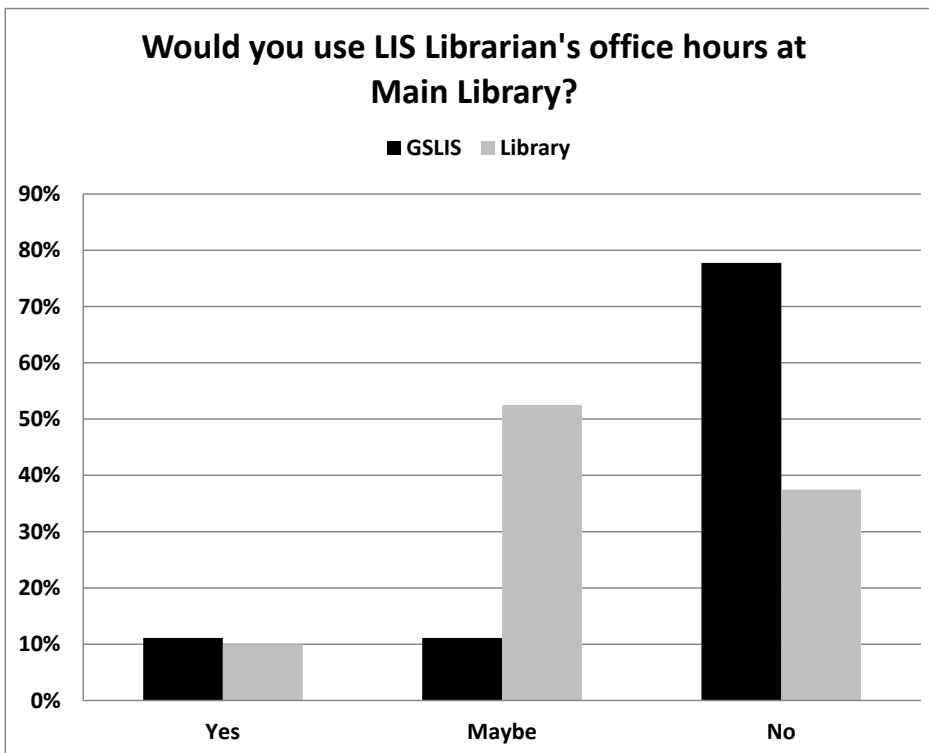


Figure 10

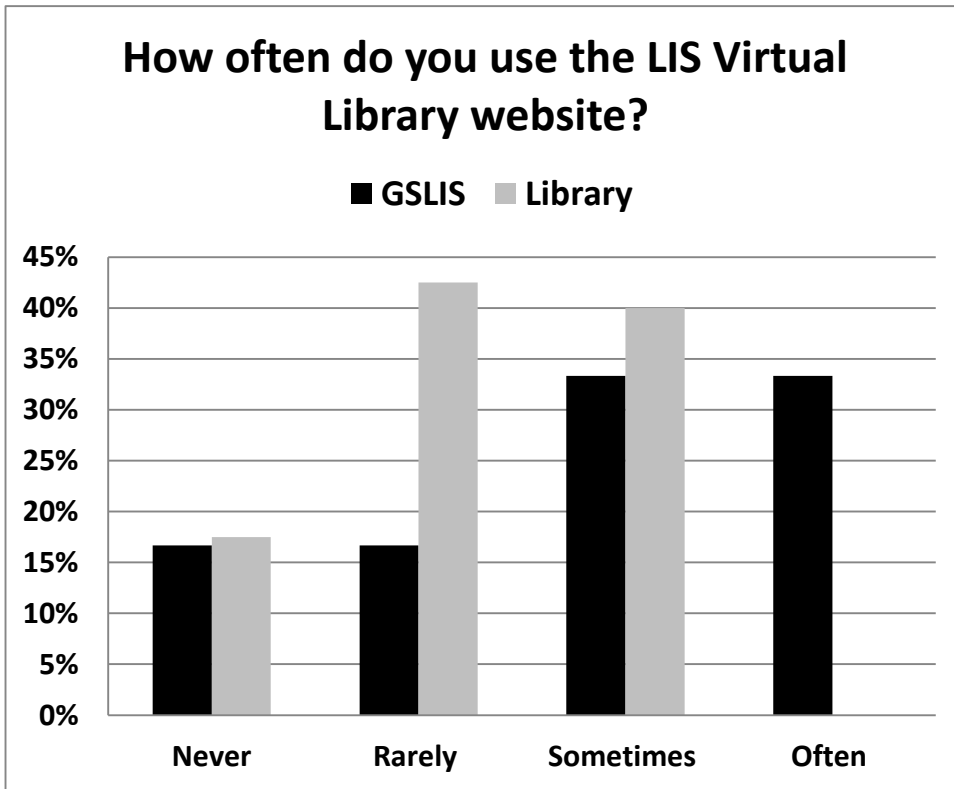


Figure 11

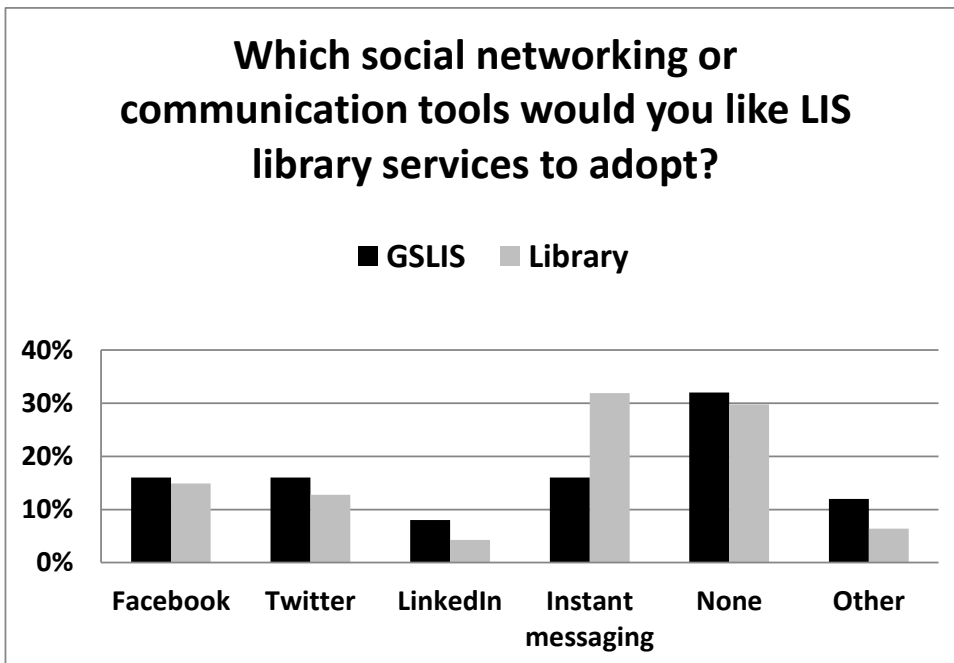


Figure 12