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Claremont Colleges Library Faculty Library Survey Summary Report: 2014

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Claremont Colleges Library

CCL Faculty Library Survey Summary Report: 2014

Comprising the Fall 2013 Faculty Library Survey & Fall 2012 Ithaka S+R
Faculty Survey

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3/20/2014

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Introduction

The Claremont Colleges Library (CCL), and higher education in general, is undergoing immense change in areas including governance, technology, library collections, the role of librarians in pedagogy, and the library's place in the life of the seven colleges to which it is affiliated.

This report will primarily highlight findings from the Fall 2013 Faculty Library Survey with information from the Fall 2012 Ithaka survey included where relevant. The Fall 2012 Ithaka S+R Faculty Survey focused broadly on research and teaching practices as well as the "dissemination, collecting, discovery, and access of research and teaching materials."¹ The Fall 2013 Faculty Library survey was designed to gauge the Claremont Colleges faculty's familiarity with, use of, and views about: a) Library educational services; b) student's Information Literacy (IL) competencies; and c) Library collections. Both the Fall 2012 Ithaka and Fall 2013 Faculty Library surveys represent aspects of a larger environmental scanning and strategic planning process intended to give the library insight into the characteristics of its users.

Executive Summary

1 - Library Educational Services

Faculty are largely aware of library services, especially those related to collections such as library databases and journals. Faculty are less knowledgeable about services such as phone, email, and IM/chat reference. This follows a trend identified in the Spring 2012 Student Library Survey² where these services were also less well-known. Both surveys indicate the need for greater marketing to the 7Cs about the services available to faculty and students. Overall, faculty are satisfied with library educational services and library learning spaces. However, there were some negative comments about space.³

2 - Information Literacy Perceptions

There were similar Information Literacy questions on the Fall 2013 Faculty Survey and Spring 2012 Student Survey. This allowed for a comparison of faculty and student perceptions of students' IL skills. As might be expected, faculty rank students' IL skills lower than students' rank their own skills. We were also able to compare faculty and student impressions of how much faculty emphasized a range of IL skills. While the two track remarkably similarly, there is some discrepancy in the areas: using peer-reviewed sources; using practices of a field of study; appropriately citing; and questioning the quality of sources. Faculty state they are emphasizing these more than students think they are being emphasized. Finally, 30% of faculty in both the Ithaka and Library Faculty Survey state that students' research skills do not meet their expectations.⁴

3 - Library Collections

Overall, faculty find the Library's collection in their subject areas adequate for teaching. The collection is

¹ <http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012>

² See <http://libguides.libraries.claremont.edu/content.php?pid=432471&sid=3667963> for the Fall 2012 Student Library & Technology Engagement Survey report.

³ See pages 6-13 for detailed analysis of questions.

⁴ See pages 13-18 for detailed analysis of questions.

adequate, but less so, for their research needs. Twenty-seven percent of respondents don't feel electronic journals are adequate for their research and 46% of respondents don't feel the print books are adequate. This is reflective of the undefined purpose of the library. The 7Cs have always found it difficult to decide if the CCL is a good undergraduate library or a research-level library. Faculty responses to the survey would indicate that we are a good undergraduate library, but not a research-level library. More research needs to be done to determine if faculty want and/or expect the CCL to be a research-level library.

Regarding e-books, as might be expected Arts & Humanities faculty expressed lower use of and preference for e-books than Social Sciences faculty. Social Sciences faculty indicated higher use of e-books than Science faculty, which is consistent with e-book usage statistics. Both Social Science and Science faculty responses to e-book questions are consistent with usage statistics. Interestingly, Arts & Humanities faculty responses show a difference between faculty preferences and students' actual use of e-books.

Finally, last year the library instituted a policy of purchasing all required course books. Sixty-four percent of faculty would like us to purchase course books either in print or electronic format.⁵

4 - Role of the Library

Faculty perceptions of the library tend towards a more traditional view, where the library is primarily a repository for collections and librarians work towards building collections. There is less awareness of the wide range of skills and services (e.g., pedagogical, instructional design, technology, publishing) librarians provide. Better communication and marketing is required in addition to librarians actively selling their skill-sets rather than waiting for faculty to come to them with requests.⁶

Methodology

The Ithaka S+R Faculty Survey is a national survey administered triennially.⁷ The survey is run by the consulting and research arm of the nonprofit Ithaka group. On invitation, the Claremont Colleges' Library participated in Fall 2012 for the first time. The survey was administered between November 6 and December 15, 2012 using the web-based survey management platform, Qualtrics.⁸ About 40% of total faculty completed the survey, or n=287 (total 7Cs faculty is about 712). A total of 392 began the survey, a 73% rate of completion.

The Fall 2013 Faculty Library Survey was created and revised by Claremont College Librarians from summer 2012 through summer 2013 and administered between October 14 through November 15, 2013 again using Qualtrics. Response rates for this survey were lower than the Ithaka survey. About 20% of total faculty completed the survey, or n=140. A total of 207 began the survey for a 68% rate of completion.

⁵ See pages 18-27 for detailed analysis of questions.

⁶ See pages 27-28 for detailed analysis of questions.

⁷ More information about the Ithaka S+R Faculty Survey can be found at <http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012>.

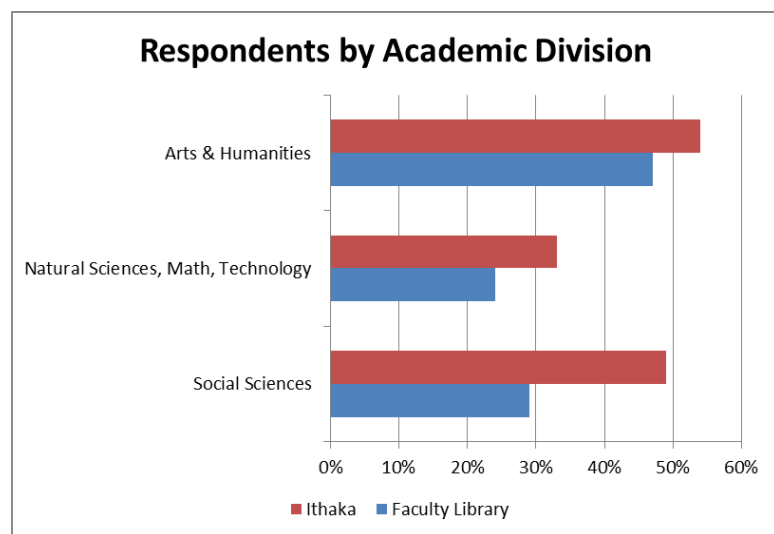
⁸ <http://www.qualtrics.com>

Demographics

Respondents by Academic Division

Broken down into three broad academic divisions: Arts & Humanities; Natural Sciences, Math, Technology; and Social Sciences, the two surveys had the following respondents: Arts & Humanities - Faculty Survey 47% (n=61), Ithaka Survey 54% (n=147); Sciences - Faculty Survey 24% (n=32), Ithaka Survey 33% (n=92); Social Sciences - Faculty Survey 29% (n=38), Ithaka Survey 49% (n=153). [See Table 1⁹] In both surveys the highest percentage of respondents was from Arts & Humanities faculty, followed by the Social Sciences. Sciences faculty were the lowest percentage of participants.

TABLE 1: SURVEY RESPONSES BY ACADEMIC DIVISION



Respondents by Faculty Status

For the Fall 2013 Faculty Library Survey, 71% (n=132) of respondents identified as tenured, 19% (n=36) tenure-track. Only 6% (n=12) were non-tenure track, and 2% each (n=3 for each) identified as adjunct or visiting.

The Ithaka Survey asked about faculty titles rather than status. Forty-two percent (n=121) identified as Professor, 31% (n=97) Associate Professor, 21% (N=59) Assistant Professor. One percent each identified as Adjunct or Lecturer (n=4 and 3, respectively) and 4% (n=11) indicated Other. Assuming tenure for Associate and Full Professor, then the breakdown is 73% tenured, 21% tenure-track, and 6% non-tenure/other. This is a similar proportion to the Fall 2013 Faculty Library Survey.

Findings

Library Educational Services

Library Educational Services comprises three main units: Instruction Services; Reference & Research Services;

⁹ The Ithaka Faculty Survey totals 136% because respondents could choose more than one discipline.

and Embedded Services.

Instruction is the branch that collaborates with faculty to teach Information Literacy skills within the context of existing courses. Importantly, the unit coordinates instruction for all five undergraduate colleges' first-year courses (CMC Freshman Humanities Seminar, Harvey Mudd HSA 10, Pitzer First-Year Seminar, Pomona ID1, and Scripps 50). It also offers a series of drop-in workshops on a variety of research, citation, and technology topics.¹⁰ One-on-one research appointments with subject specialist librarians are also included under the broad umbrella of instruction.

Reference coordinates the staffing of the library's on-call reference services. During the regular academic year, librarians are available to answer drop-in reference and research questions 64 hours a week.

Embedded Services includes the group of librarians who are "embedded" at each of the seven campuses, with campus Writing Centers and with some classes. As of Spring 2014, faculty embedded librarian activities primarily include membership on Curriculum and Teaching & Learning Committees (among others) and attendance at faculty meetings. The purpose of the embedded program is to facilitate communication between the library and the colleges' and vice versa.

The Fall 2013 Faculty Library survey attempted to gauge faculty knowledge and use of Library Educational Services including physical library spaces used for educational services.

Faculty Recommendations & Awareness of Library Educational Services

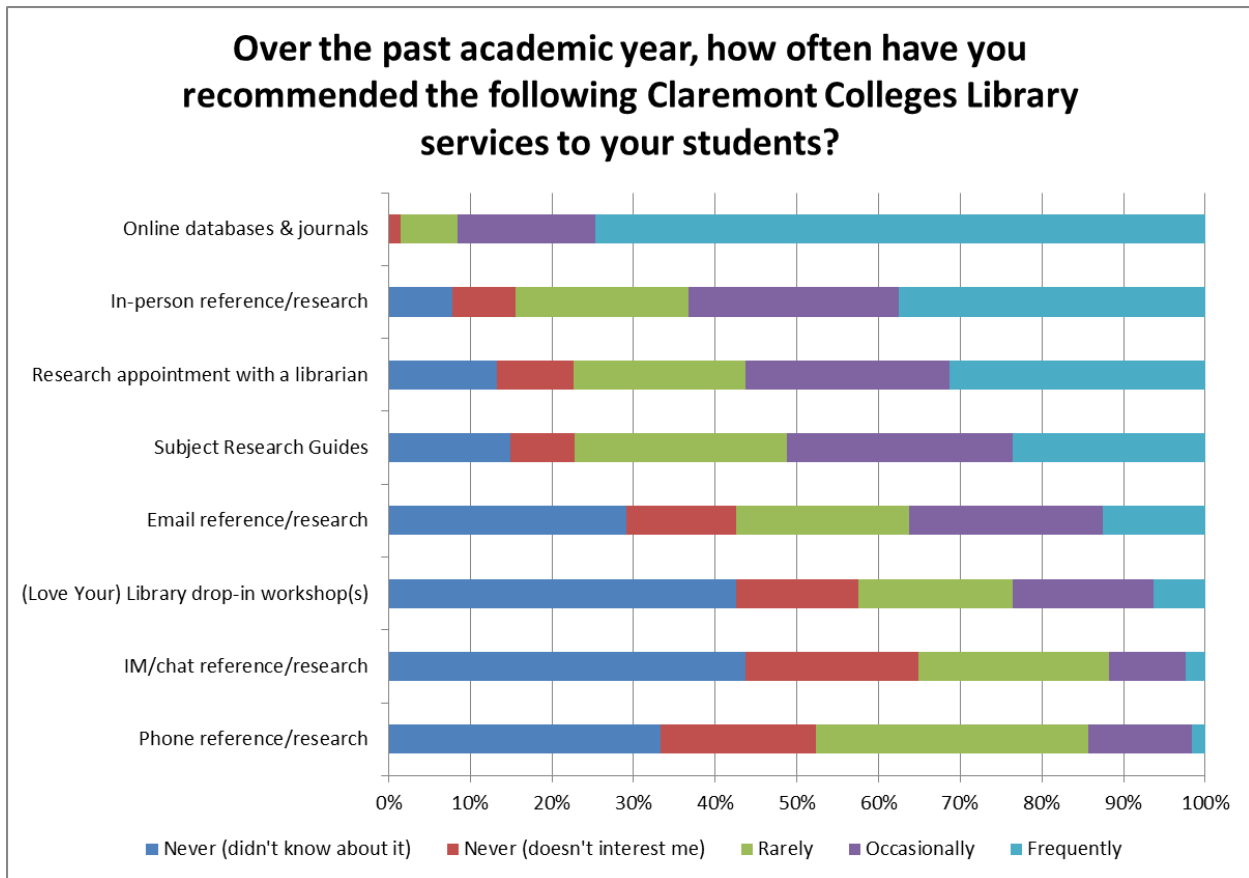
When asked, "Over the past academic year, how often have you recommended the following Claremont Colleges Library services to your students?" results indicate a faculty body familiar with many library services and a willingness to direct students to them. As might be expected, online databases & journals were the resources most recommended to students, 75% *frequently* and 17% *occasionally*. Happily, in-person reference/research, research appointments with a librarian, and subject research guides were also recommended by over 50% of respondents either *frequently* or *occasionally*. Librarians spend a lot of time creating and maintaining subject research guides, so it is heartening to know faculty are aware of and recommending them.

Resources that are less known are email, phone, and IM/chat reference/research (29%, 33%, and 44% respectively responded they *didn't know about* the services). These responses mirror those of the Fall 2012 Student Library Survey where students were also less aware of these services.¹¹ Unfortunately, while fairly well-attended by students, faculty also seem unaware of our (Love Your) Library drop-in workshops (43% responded they *didn't know about them*). [See Table 2]

¹⁰ For more information on Instruction Services, see <http://libraries.claremont.edu/informationliteracy/teaching.asp>.

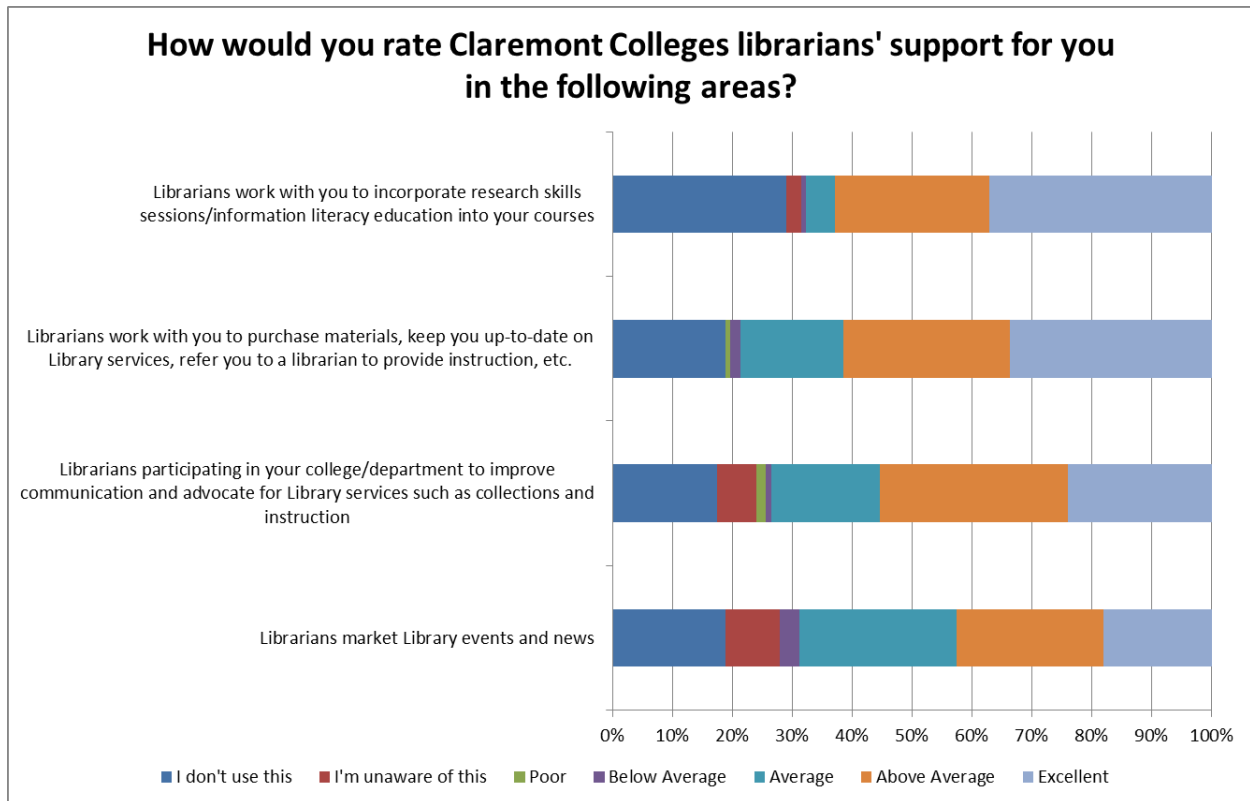
¹¹ See <http://libguides.libraries.claremont.edu/content.php?pid=432471&sid=3667963> for the Fall 2012 Student Library & Technology Engagement Survey report.

TABLE 2: FACULTY RECOMMENDATION OF LIBRARY SERVICES TO STUDENTS



These results, as in the case of the student survey, suggest a need for better marketing of library services and resources. In fact, when asked, “How would you rate Claremont Colleges librarians’ support for you in the following areas?” the two areas related to communication received the lowest results. Instruction was the highest ranking, followed closely by collection development. [See Table 3]

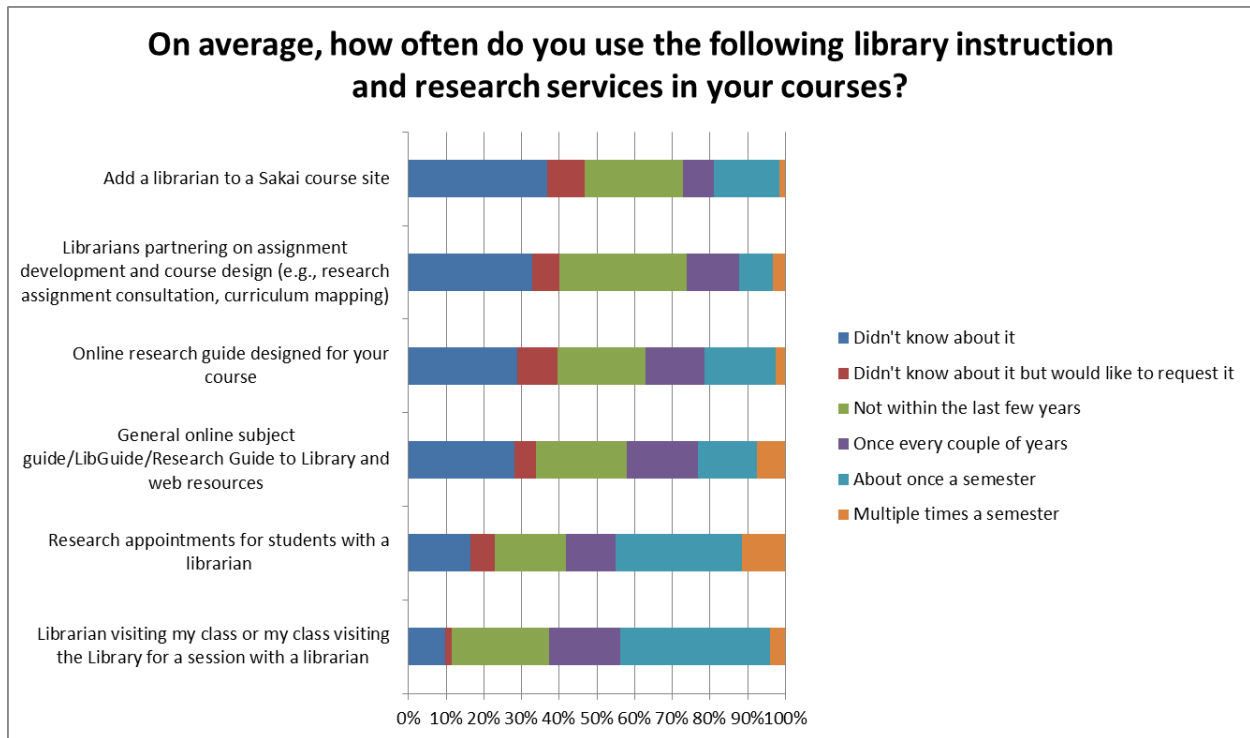
TABLE 3: LIBRARIAN SUPPORT IN EDUCATIONAL SERVICES AREAS



When asked how often faculty use or request a range of library instruction and research services in their courses, more heavily used services are librarians teaching a class and research appointments. *About once a semester* 40% of respondents have a librarian visit their class and 34% suggest students schedule research appointments with librarians. Supporting data from an earlier survey question, *about once a semester* faculty recommend general research guides (16%) and course-specific guides (19%).

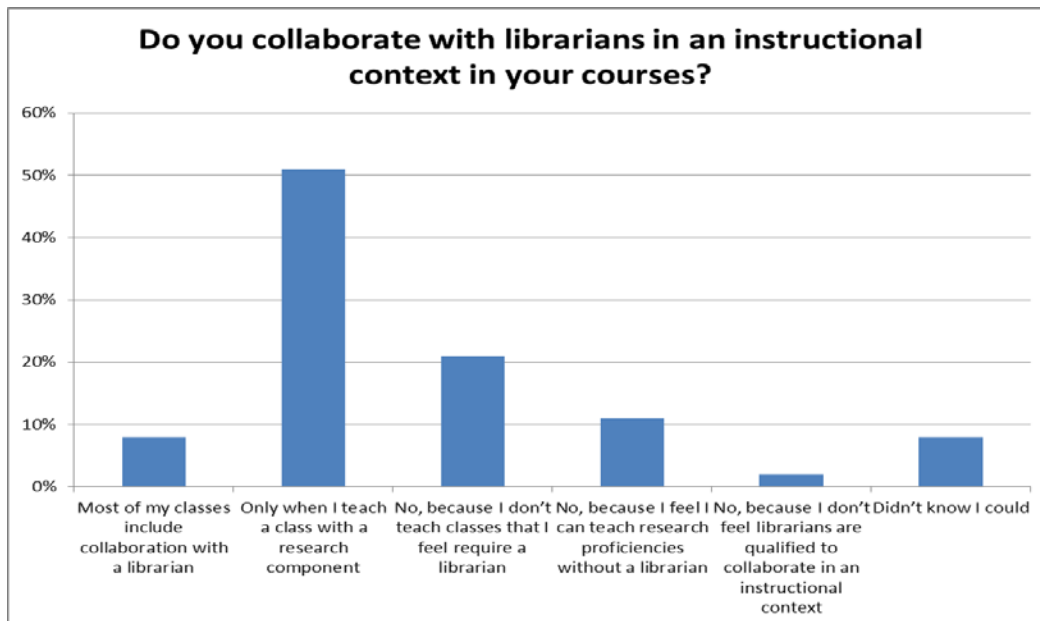
Speaking to the need for better communication, many faculty (40%) are unaware that librarians are available to help faculty with assignment development and course design. Similarly, faculty don't know librarians can be added to course Sakai sites to participate in the course (47% *didn't know about it*). [See Table 4] Interestingly, when broken down by discipline, Sciences faculty were much more likely to have *not used any of these services within the last few years*.

TABLE 4: HOW OFTEN ARE INSTRUCTION & RESEARCH SERVICES USED



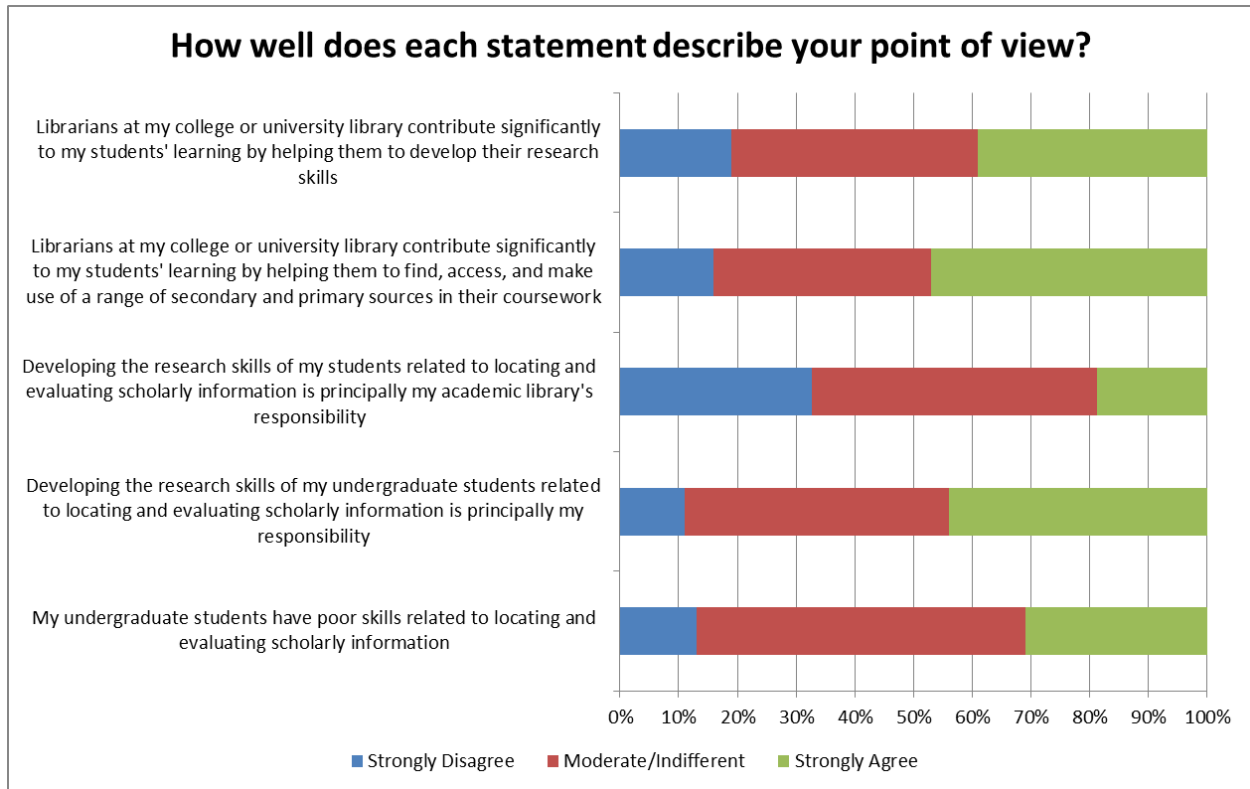
Following the theme from the last question, asked “Do you collaborate with librarians in an instructional context in your courses?” the majority of faculty (51%) only do so *when they teach a class with a research component*. Twenty-one percent *don't teach classes they feel needs a librarian collaboration* and 11% feel *they can teach research proficiencies without a librarian*. [See Table 5]

TABLE 5: COLLABORATION WITH LIBRARIANS IN AN INSTRUCTIONAL CONTEXT



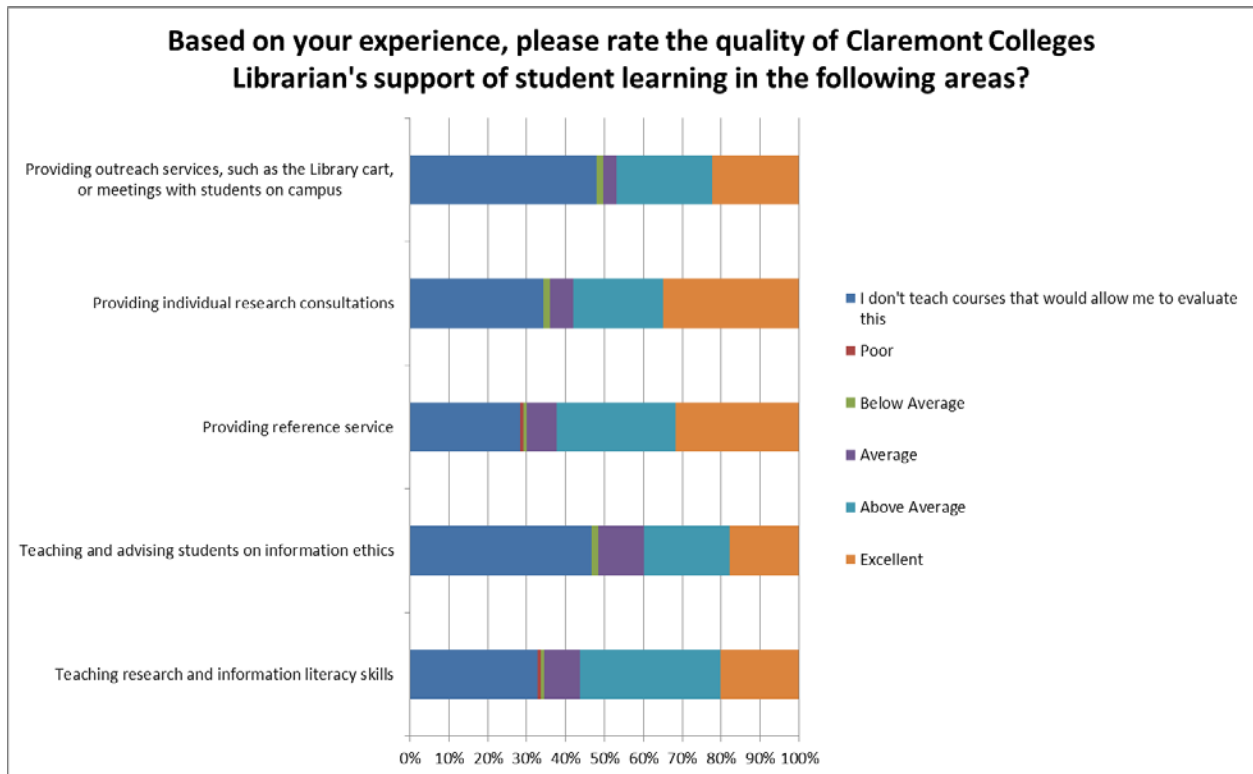
The Ithaka survey asked related questions. Thirty-nine percent *strongly agreed* that librarians contribute to students' learning by helping them develop research skills and 47% *strongly agreed* that librarians help students' learning by helping them to find and use primary and secondary sources. However, building off the last question, 44% of faculty believe building their students' research skills is their responsibility, only 19% believe it is the librarians' responsibility. [See Table 6]

TABLE 6: ROLE & EFFECTIVENESS OF LIBRARIANS



We also asked, "Based on your experience, please rate the quality of Claremont College Librarian's support of student learning in the following areas." Providing reference service ranked the highest (62% *excellent* or *above average*). This was followed by providing individual research consultations (58%) and then, teaching research and information literacy skills (56%). [See Table 7]

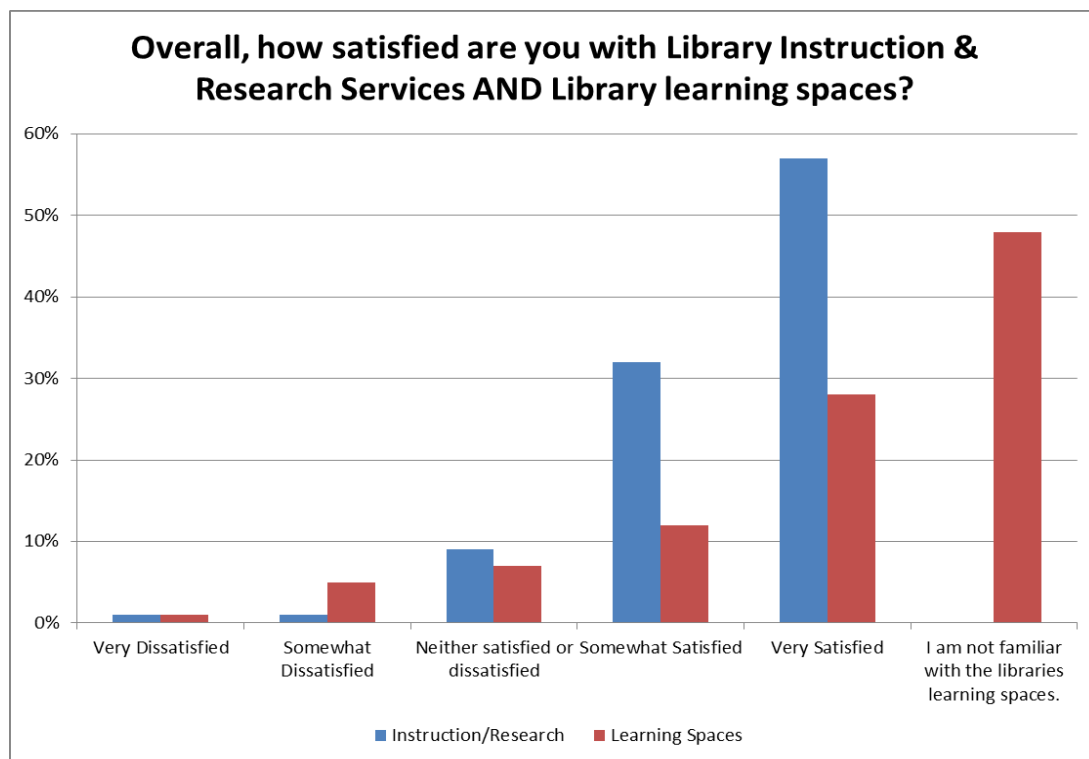
TABLE 7: LIBRARIAN SUPPORT OF STUDENT LEARNING



Overall, faculty are satisfied with Library Instruction and research services. Fifty-seven percent are *very satisfied* and 32% are *somewhat satisfied*. [See Table 8]

Faculty are less satisfied with Claremont Colleges Library learning spaces/instructional classrooms (e.g., Keck Learning Room (KLR), Keck 2, Honnold Conference Room). Only 28% are *very satisfied* and 12% *somewhat satisfied*. Almost half of respondents (48%) are *not familiar with library learning spaces*. [See Table 8]

TABLE 8: SATISFACTION WITH INSTRUCTION & RESEARCH SERVICES AND LIBRARY LEARNING SPACES



Faculty were able to give follow-up comments to their answers regarding satisfaction about instruction & research services and library learning spaces.

Overall, comments about instruction and research services were positive and faculty expressed appreciation for the work librarians do. However, there were multiple comments that the library needs a larger budget primarily for collections. Also, there were a couple of comments that indicated a lack of understanding about what librarians do and the services and skills they provide. For example, “It’s not clear why we *have* library instruction and research services.”

Several comments about library learning spaces expressed a less-than-glowing assessment. For example:

“I’ve taught in KLR, Keck 2, and the Honnold Conference Room. Keck 2 is the only one with a screen that can actually be seen by everyone in the room when the librarian is clicking around on things, but it’s usually booked when I try to reserve it and those puffy chairs are more appropriate for the Pee Wee Herman TV show. How about some adult, functional decor that doesn’t treat students like 8th graders?”

“The KLR is so alienating with its computer-focused instruction -- let’s get rid of it and put collections there instead. The best instructional space in the library is the Rare Books Room -- I’ve taken students there with good results.”

“I’ve only used KLR -- brought my freshman writing students in for a session on research. Very useful session! The space is a bit dark, though, and the desks are really far away from the screen, so it’s hard to see what’s being projected. I’m not familiar with the other spaces.”

“We have many facilities on our campus that are as good as or better than KLR or Keck 2. I don't see why we need to take up space in Honnold-Mudd for computer-based instruction.”

Information Literacy Perceptions

Student's IL & Technology Skills

One exciting aspect of the Fall 2013 Faculty Library Survey was the chance to compare faculty responses to student responses on similar questions in the Spring 2012 Student Library Survey. This allowed us to compare two areas: student and faculty perceptions of students' IL skills; and, how much faculty emphasize IL concepts.

We asked faculty, “Relative to your expectations, how would you rate Claremont Colleges students enrolled in your courses in the following skills?” and compared this to student responses to the question on the Spring 2012 Student Library Survey asking students to rate their abilities in a number of areas related to research skills. As might be expected, students have a much higher opinion of their abilities than do faculty. Faculty primarily rate students' abilities as *average* to *above average* in all areas with a much lower percentage ranking students' skills as *excellent*. However, students are more likely to rank their own abilities as *very high* to *high* (corresponding to *excellent* and *above average* on the faculty scale). [See Table 9] It is well documented in the education literature that people have a tendency to overestimate their skills.¹² Still, faculty should be aware of this discrepancy among Claremont students and collaborate with librarians on teaching students how to find, use, and evaluate information even when students themselves don't think they need this education.

In most areas, faculty perceptions are similar across disciplines except in three areas: evaluating sources to determine if they are authoritative; using sources to further an argument; and writing an annotated bibliography. In all three of these areas, Social Sciences faculty ranked their students' skills as lower than Arts & Humanities and Science faculty. [See Table 10] When broken down by college, faculty from CMC, Pitzer, and Scripps rank their students slightly lower in all areas than the other colleges (a larger percentage rank students as *average* in areas whereas the other four colleges are more evenly split between *average* and *above average* or lean towards *above average*).

¹² See for example, Lotta Haglund and David Herron, “Students with Non-Proficient Information Seeking Skills Greatly Over-Estimate Their Abilities,” *Evidence Based Library & Information Practice* 3, 2 (2008): 48-51; Amy Gustavson and H. Clark Nall, “Freshman Overconfidence and Library Research Skills: A Troubling Relationship?” *College & Undergraduate Libraries* 18, 4 (2011): 291-306.

TABLE 9: RATE STUDENT INFORMATION LITERACY SKILLS (FACULTY V. STUDENT SURVEY RESPONSES)

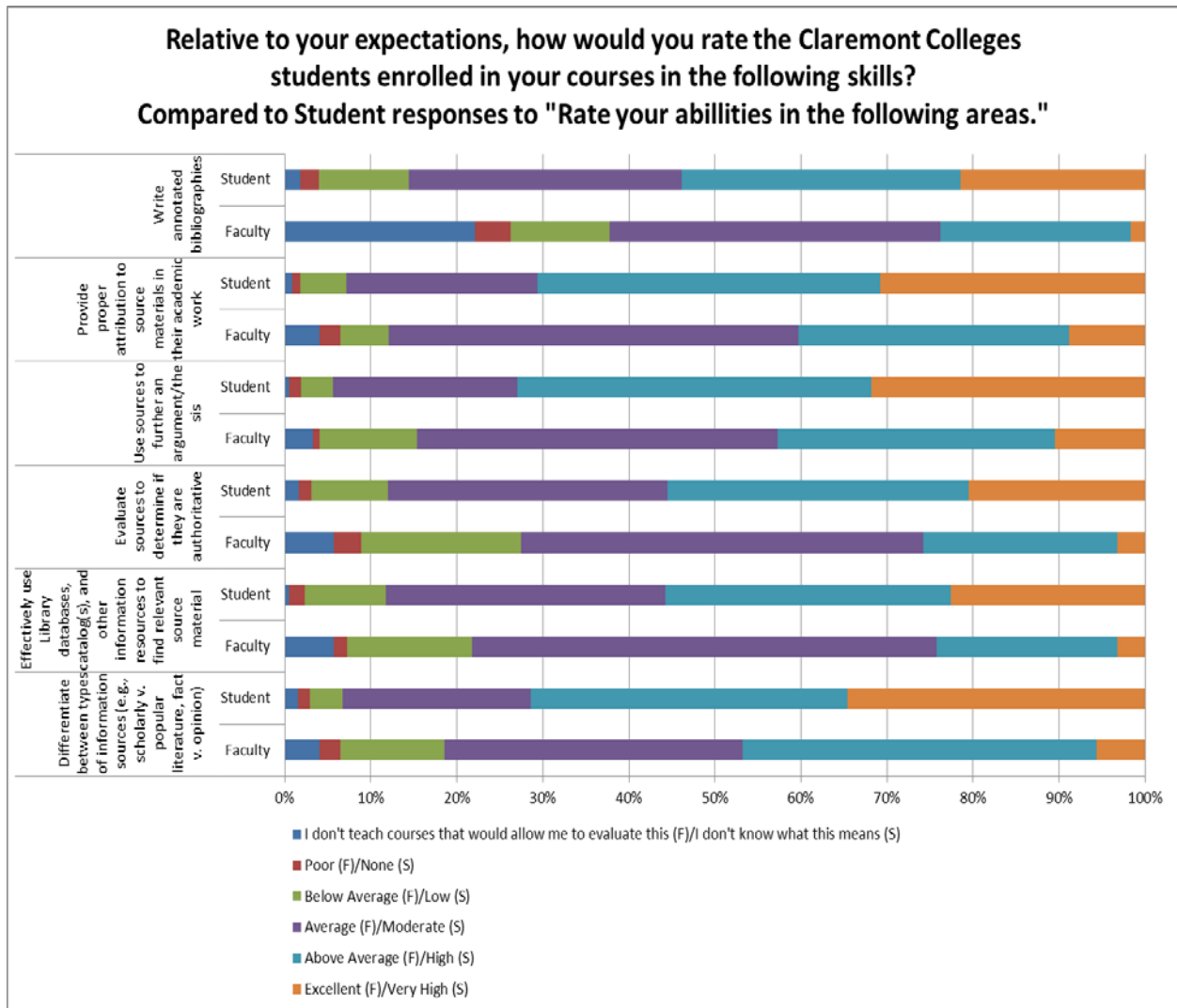
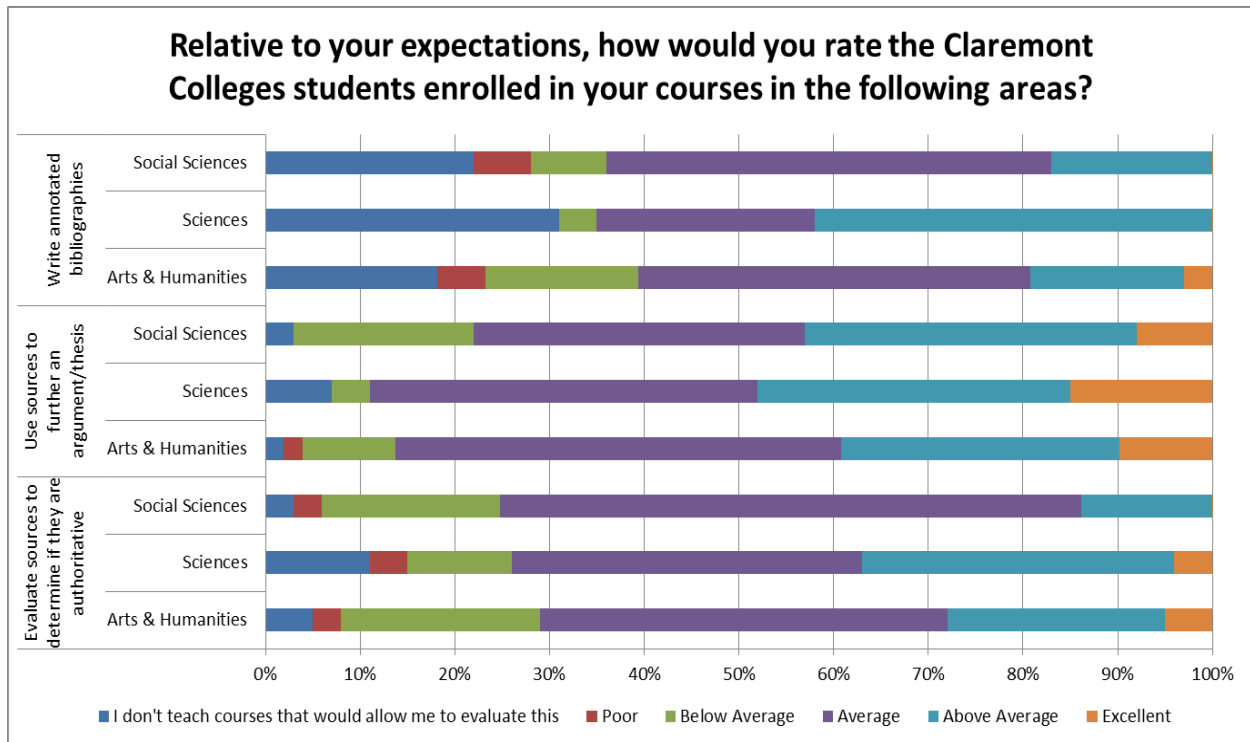


TABLE 10: RATE STUDENT INFORMATION LITERACY SKILLS BY DISCIPLINE



We wanted to know how well students’ research and technology skills meet faculty expectations. Overall, students’ technology skills either *meet* or *exceed* faculty expectations. However, 32% of faculty responded students’ research skills *don’t meet their expectations*. [See Table 11] Responses mirror a question from the Ithaka survey where 31% of faculty *strongly agreed* with the statement, “My undergraduate students have poor skills related to locating and evaluating scholarly information.” Just over 10% of faculty *strongly disagreed* with this statement. [See Table 6]

When broken down by discipline, interesting variations appear. Forty-four percent of Arts & Humanities and 27% of Social Sciences faculty stated students’ research skills *don’t meet their expectations*. While 15% of faculty in the Sciences responded that research skills *didn’t meet their expectations*, and a higher percentage (22%) said students’ research skills *exceeded their expectations*. Only 5% of each Arts & Humanities and Social Sciences faculty said research skills *exceeded their expectations*. [See Table 12]

An interesting aside is that, as mentioned earlier, 21% of faculty responded they do not collaborate with librarians in an instructional context because they don’t teach classes they feel require a librarian. However, only 5% of faculty responded that they haven’t observed their students’ research skills. We wonder what kinds-of classes and interactions are occurring the other 16% of the time and if there is an opportunity for faculty/librarian collaboration?

TABLE 11: STUDENT RESEARCH & TECHNOLOGY SKILLS MEET EXPECTATIONS

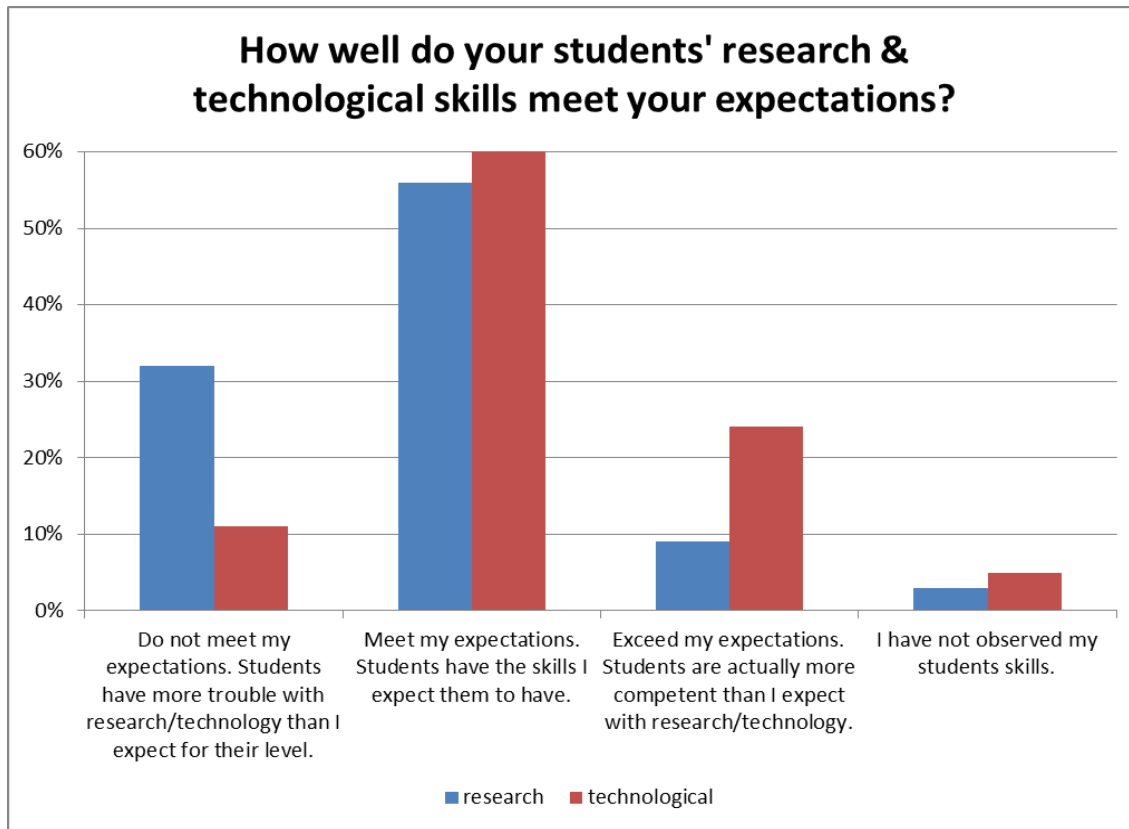
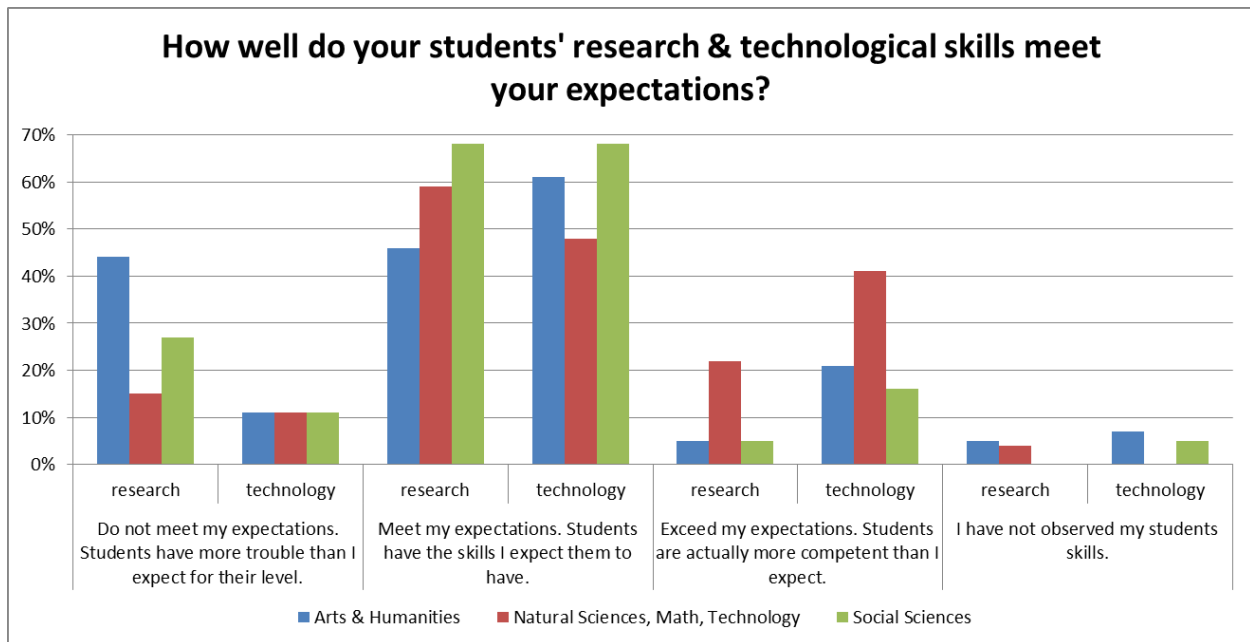


TABLE 12: STUDENT RESEARCH & TECHNOLOGY SKILLS MEET EXPECTATIONS BY DISCIPLINE

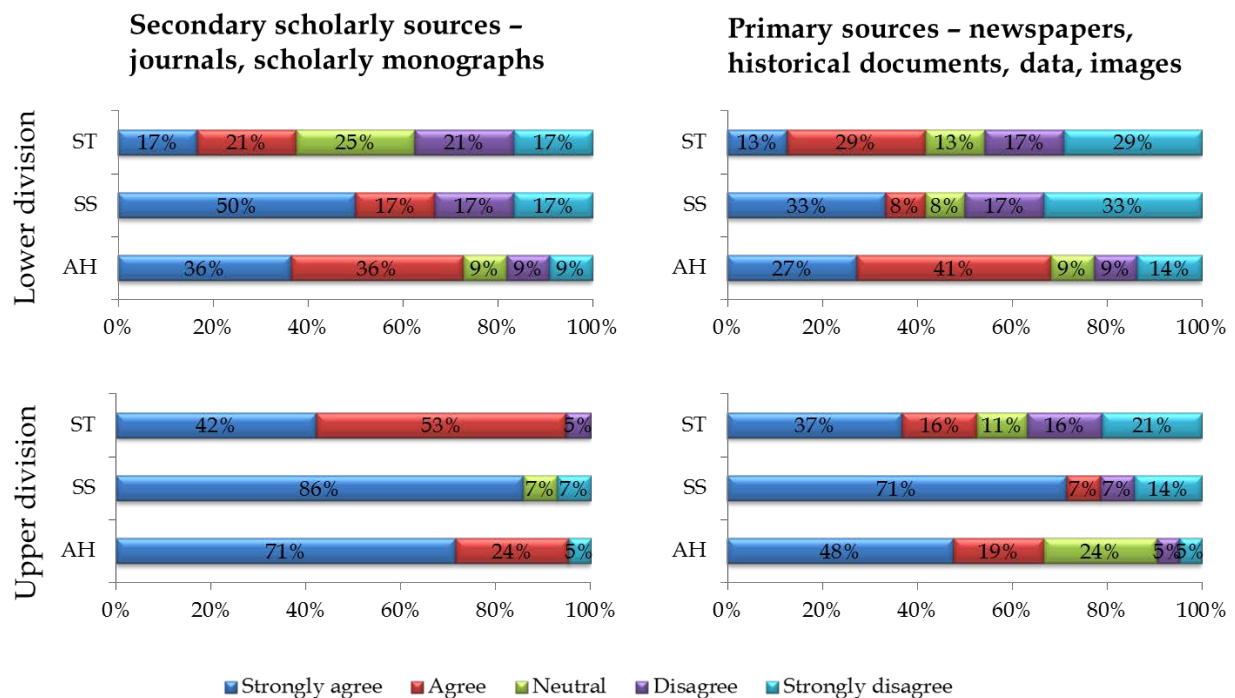


Student and Faculty perceptions of students' Information Literacy skills are especially important in light of

Ithaca survey results related to faculty expectations for undergraduates locating and using secondary and primary sources in their coursework and research projects. Among all faculty, 48% *strongly expect* lower division undergraduates to locate and use secondary sources, 41% *strongly expect* them to use primary sources. For upper division undergraduates, 84% of faculty *strongly expect* them to use secondary sources, and 62% *strongly expect* use of primary sources. See Table 13 for discipline breakdown.

TABLE 13: STUDENT USE OF SCHOLARLY & PRIMARY SOURCES BY DISCIPLINE

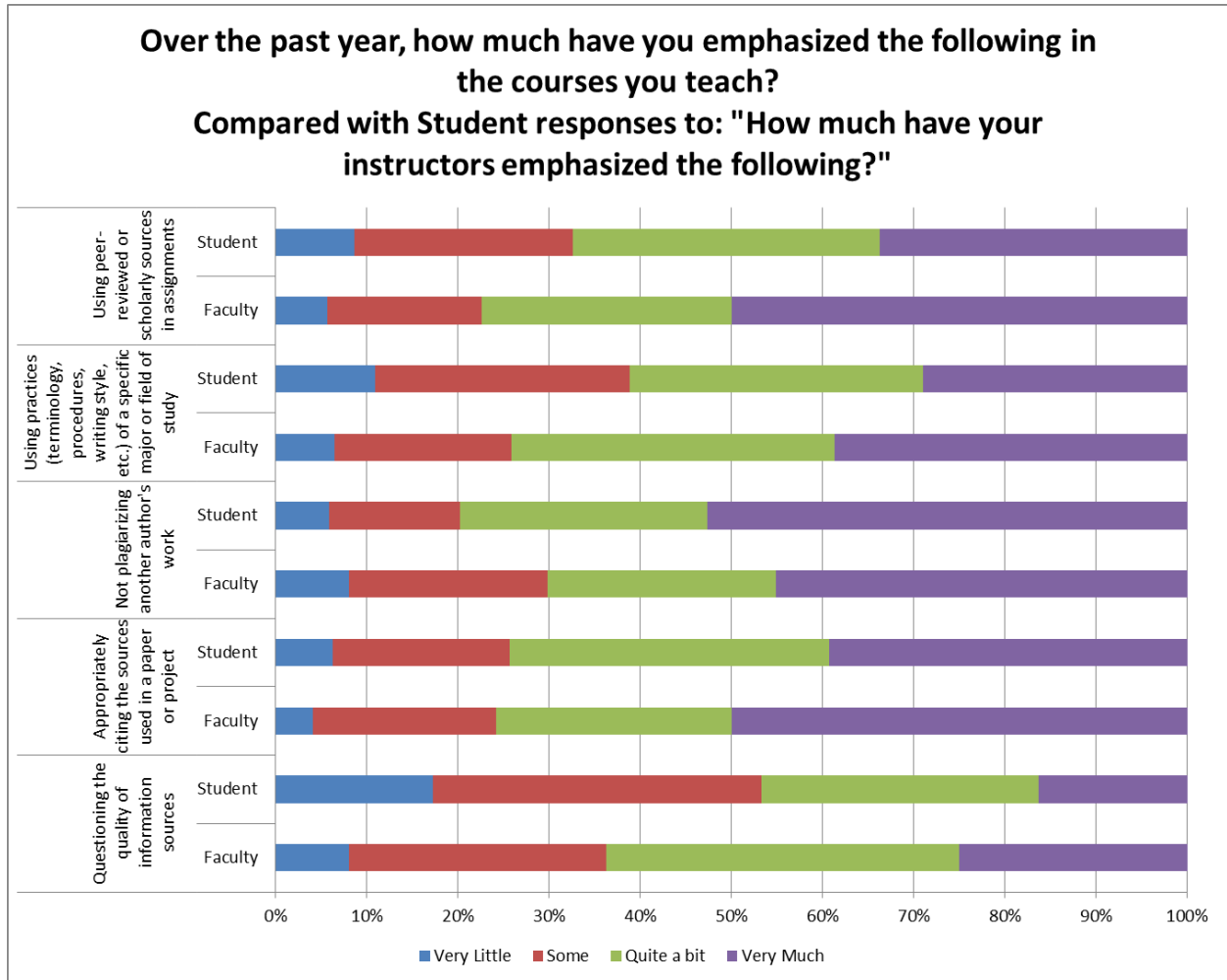
I expect the undergraduate students I teach to locate and use sources in their coursework and student research projects beyond the readings I directly assign them



Faculty Teaching IL Skills

We were also able to compare faculty and student responses to the question “Over the past year, how much have you emphasized the following in the courses you teach?” The comparable question on the Spring 2012 Student Library Survey was, “Over the past year, how much have your instructors emphasized the following?” Faculty should be pleased to learn that, while there is some expected variation, overall the answers track together. There is some discrepancy in the areas: using peer-reviewed sources; using practices of a field of study; appropriately citing; and questioning the quality of sources. In these areas, the percentage faculty state they are emphasizing *very much* is higher than students’ rankings. Interestingly, students think faculty are emphasizing not plagiarizing more than faculty responded they were. [See Table 14]

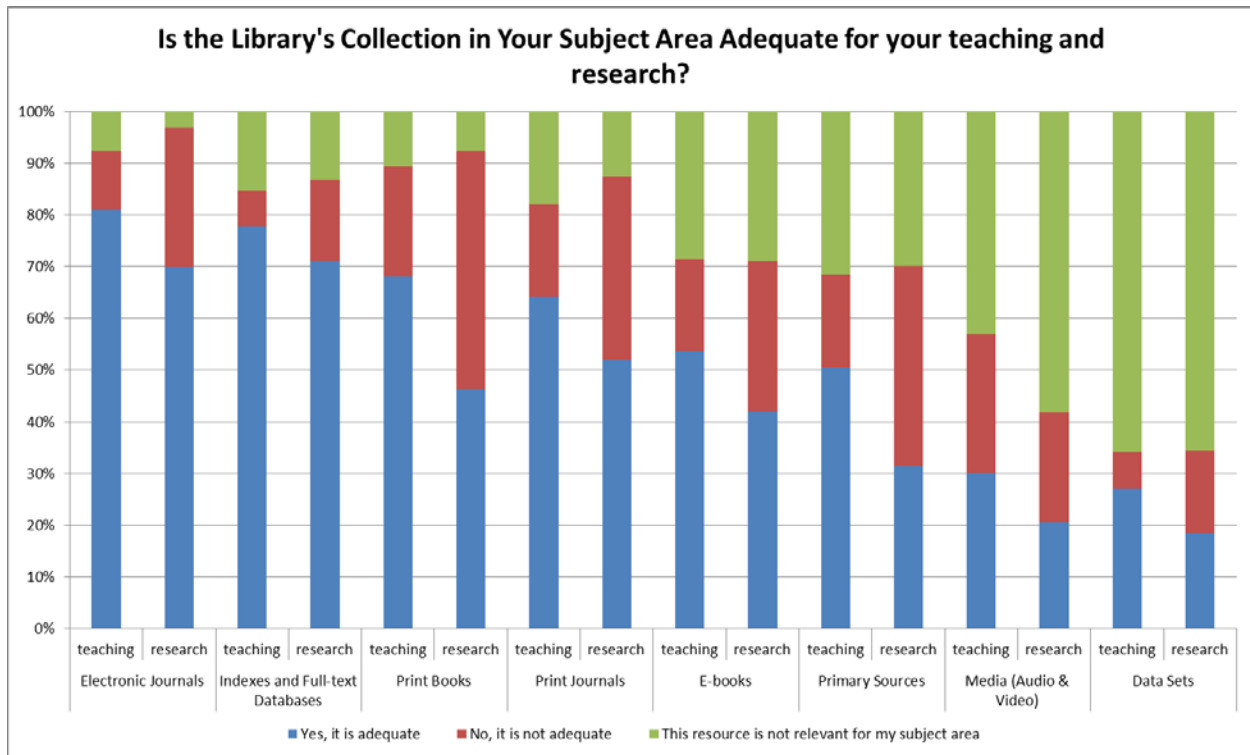
TABLE 14: FACULTY TEACHING INFORMATION LITERACY SKILLS (FACULTY VS. STUDENT SURVEY RESPONSES)



Library Collections

The second part of the survey asked questions about library collections and faculty perceptions and use of e-books. Overall, faculty find the Library's collection in their subject areas adequate for teaching. The collection is less adequate for their research needs. [See Table 15]

TABLE 15: LIBRARY COLLECTIONS ADEQUATE FOR TEACHING & RESEARCH



The Ithaka survey asked faculty to rank different types of materials in relation to their importance to their research. Not surprisingly, peer-reviewed journals were *strongly important* to 99% of respondents. Scholarly monographs were *strongly important* to 78%.

These two questions combine to show that the 27% of respondents to the library faculty survey who don't feel the electronic journals are adequate for their research and the 46% of respondents who don't feel the print books are adequate need to be investigated to determine what solutions might be available (with a static library budget always in mind).

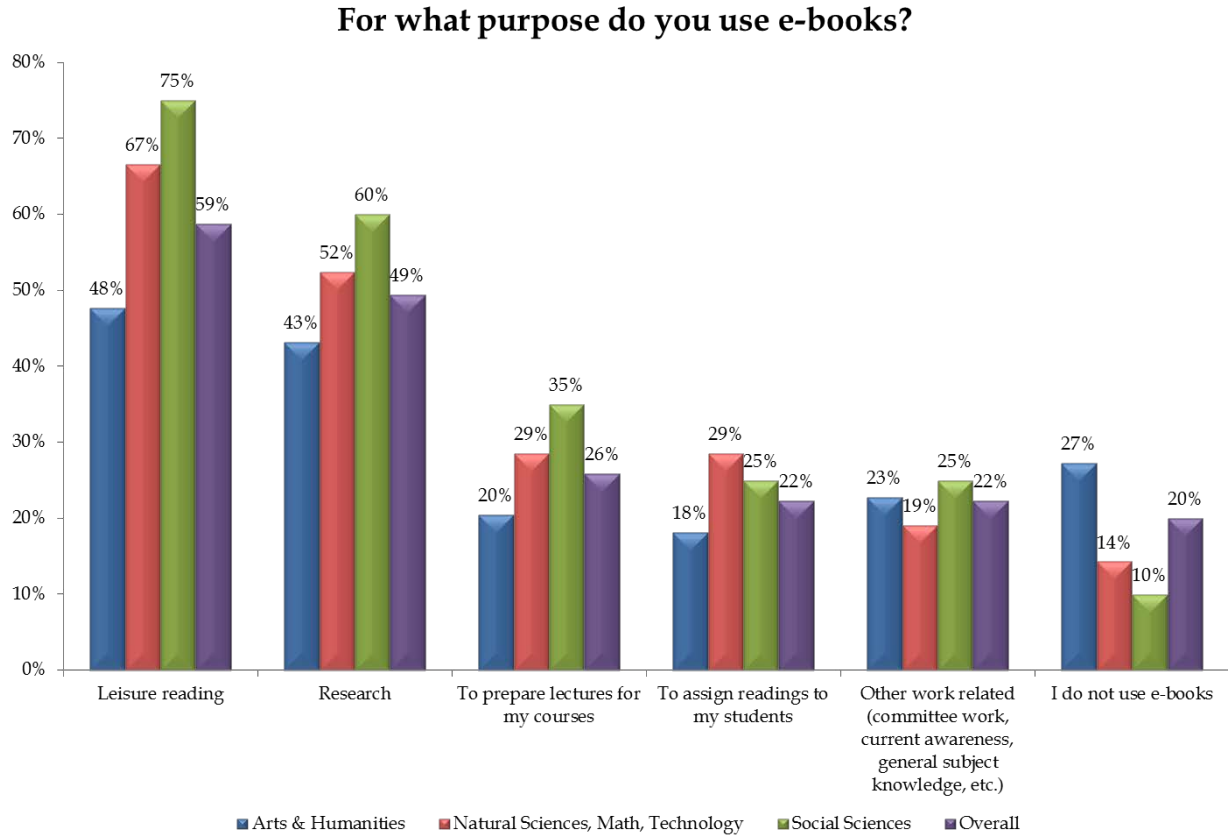
E-book & E-Journal Perceptions

An important aspect of this survey was to begin to understand faculty use and perceptions of e-books. This has been a sometimes contentious area of discussion between faculty and the library so it was vitally important we understand how faculty are, or are not, using e-books.

When asked "For what purposes you use e-books?", when broken down by broad discipline areas, Arts & Humanities faculty used e-books at two-thirds the rate of Social Science faculty in almost every area. Social Science faculty indicated higher use of e-books than Science faculty, which is consistent with e-book usage statistics. Both Social Science and Science faculty responses to this question are also consistent with usage statistics. Interestingly, Arts & Humanities faculty responses show a difference between faculty preferences

and students' actual use of e-books.¹³ [See Table 16¹⁴]

TABLE 16: PURPOSE FOR USING EBOOKS BY DISCIPLINE



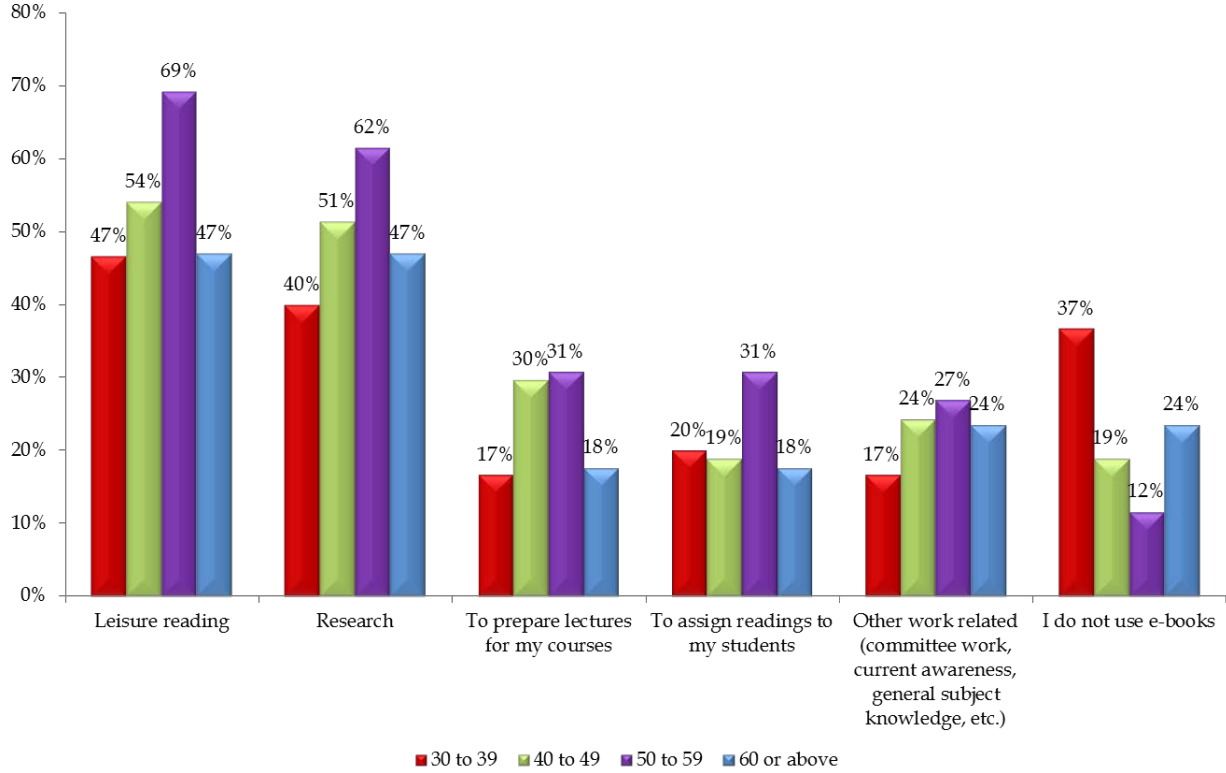
When broken down by age of respondents, there was no important age significance in preference regarding using e-books for different purposes. If anything, respondents age 50-59 are the most active everywhere, and the *least* likely to *not* use e-books. [See Table 17]

¹³ For example, from October 2013 through February 2014, 89% of usage of Demand Driven ebooks came from students, 8% from faculty, 3% from staff. And, when Demand Driven ebooks are broken down by broad discipline, although ebooks in the Social Sciences dominate use (61%), 18% are from Arts & Humanities subjects, and 21% are from Science disciplines.

¹⁴ Note: Totals will be more than 100% as respondents were asked to pick all that apply.

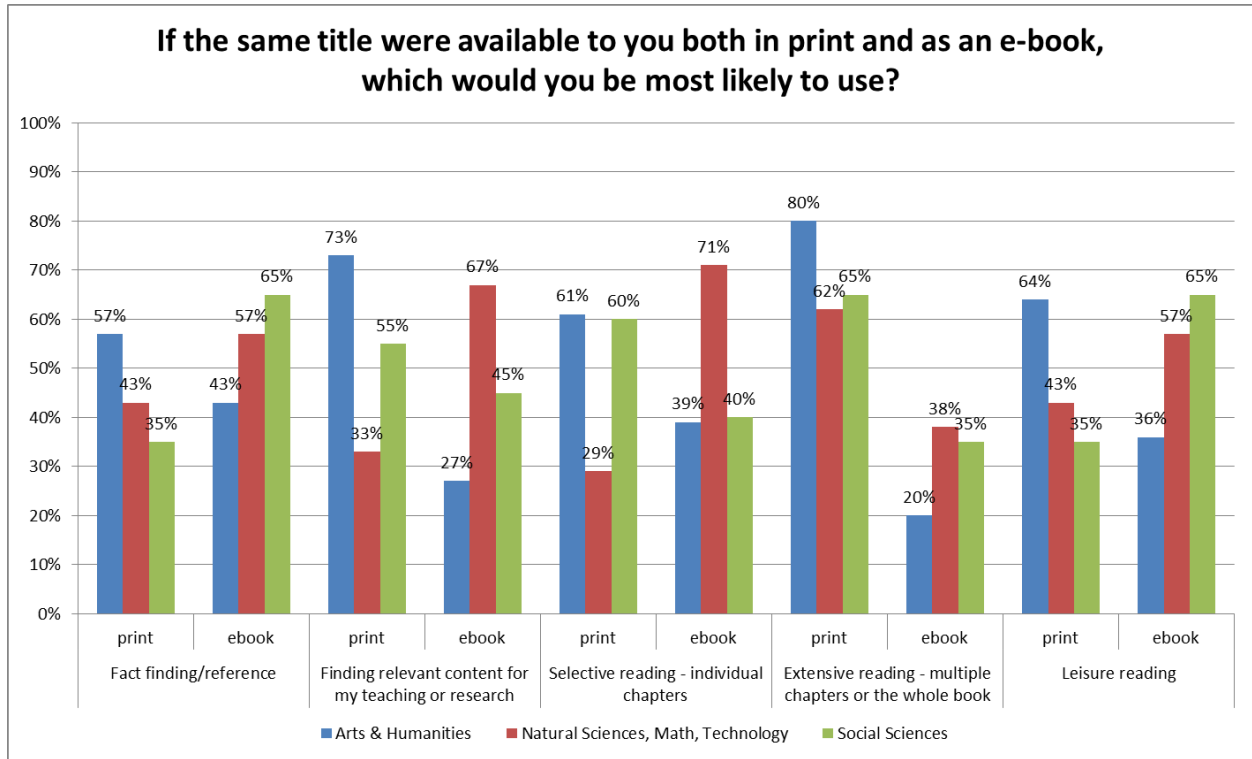
TABLE 17: PURPOSE FOR USING EBOOKS BY RESPONDENT AGE

**For what purpose do you use e-books?
(by age of the respondents)**



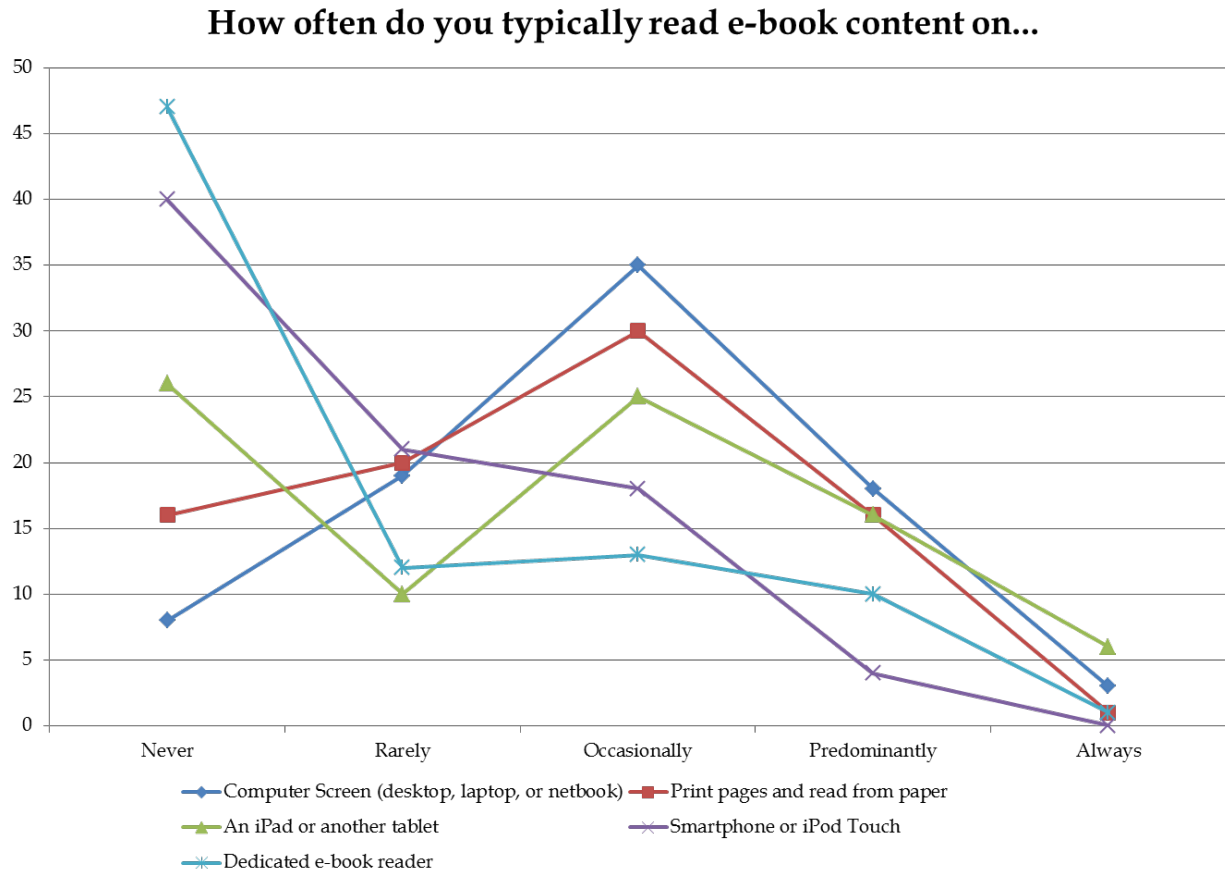
When asked “If the same title were available to you both in print and as an e-book, which one would you be most likely to use?” The discipline breakdown and e-book preference was similar to the previous question. Social Sciences and Sciences faculty are much more likely to prefer e-books than Arts & Humanities faculty. Arts & Humanities faculty preferred print over e-books in every category. [See Table 18]

TABLE 18: PREFERENCE FOR PRINT OR EBOOK BY DISCIPLINE



And when reading e-books, faculty are *never* reading on a dedicated e-reader or handheld device (e.g., a Smartphone or iPod Touch). More often they are reading content on their computers or printing it off and reading from a paper copy. [See Table 19]

TABLE 19: READING EBOOK CONTENT BY DEVICE



When asked “How often do you use scholarly/academic e-books?” for a variety of tasks, respondents are more frequently using them to do research than: other work related reading; assigning readings to students; or preparing lectures. When broken out by disciplines, there is some variation using e-books to do research. Perhaps not surprisingly because of their journal heavy disciplines, Science faculty use e-books for research much less than Social Science and Arts & Humanities faculty. [See Tables 20 through 23]

TABLE 20: USE OF EBOOKS FOR OTHER WORK RELATED READING BY DISCIPLINE

How often do you use scholarly/academic e-books for other work related reading (committee work, current awareness, general subject knowledge, etc.)?

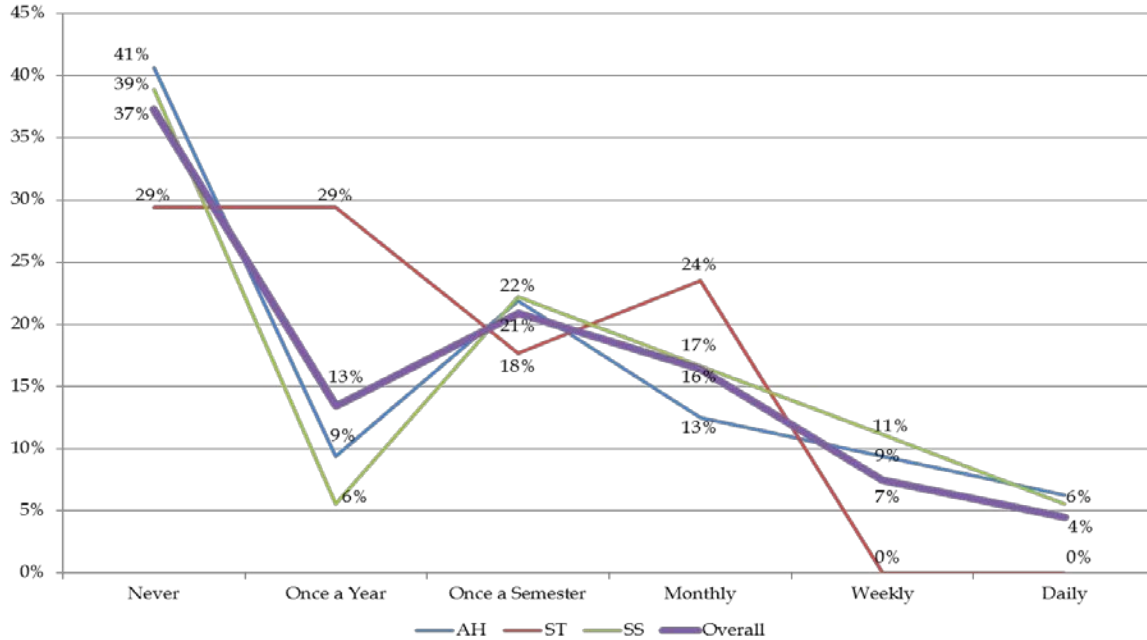


TABLE 21: USE OF EBOOKS FOR ASSIGNED READINGS BY DISCIPLINE

How often do you use scholarly/academic e-books to assign readings to your students?

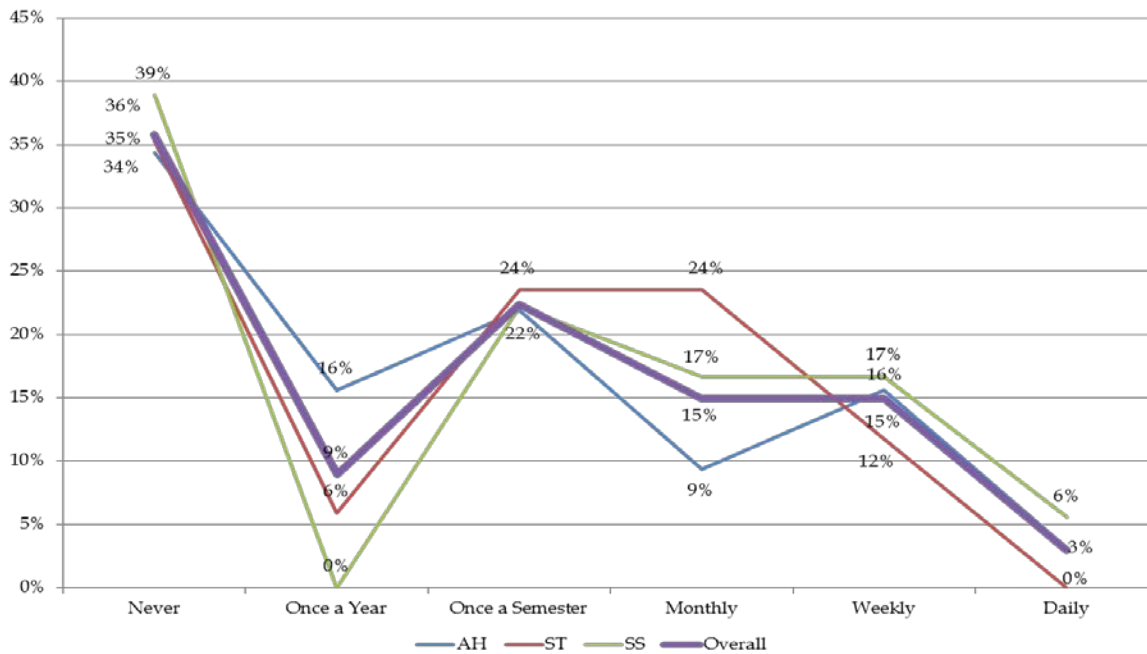


TABLE 22: USE OF EBOOKS FOR RESEARCH BY DISCIPLINE

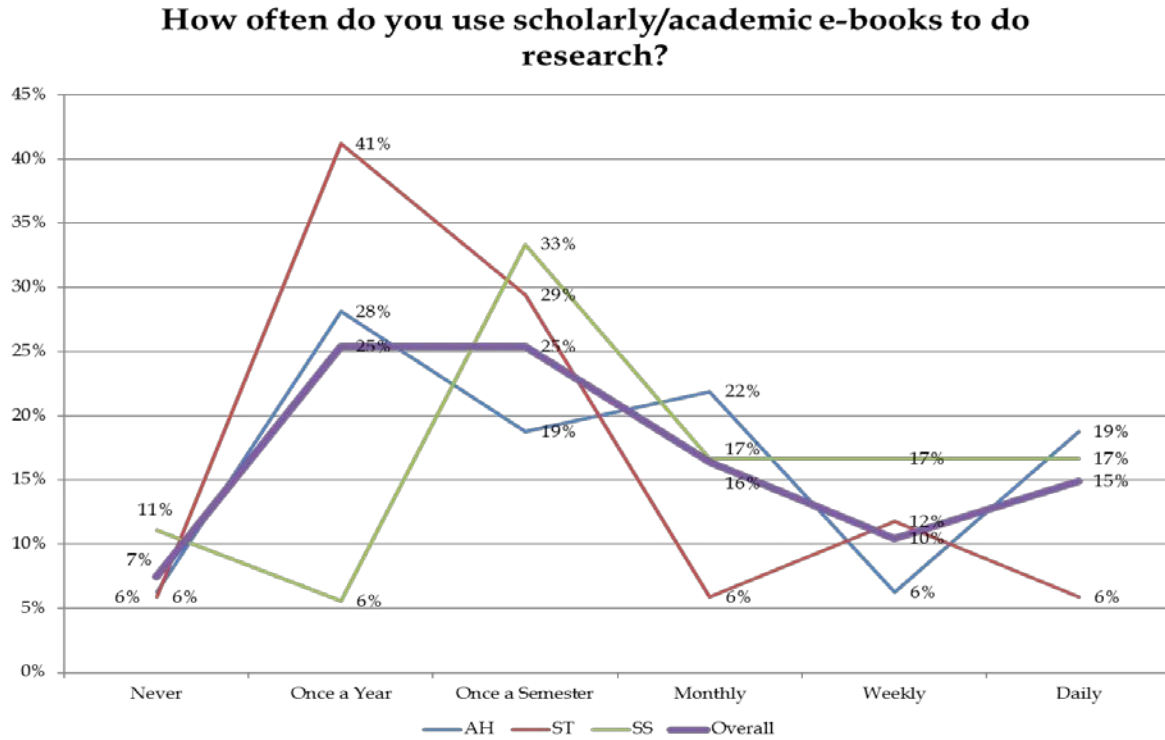
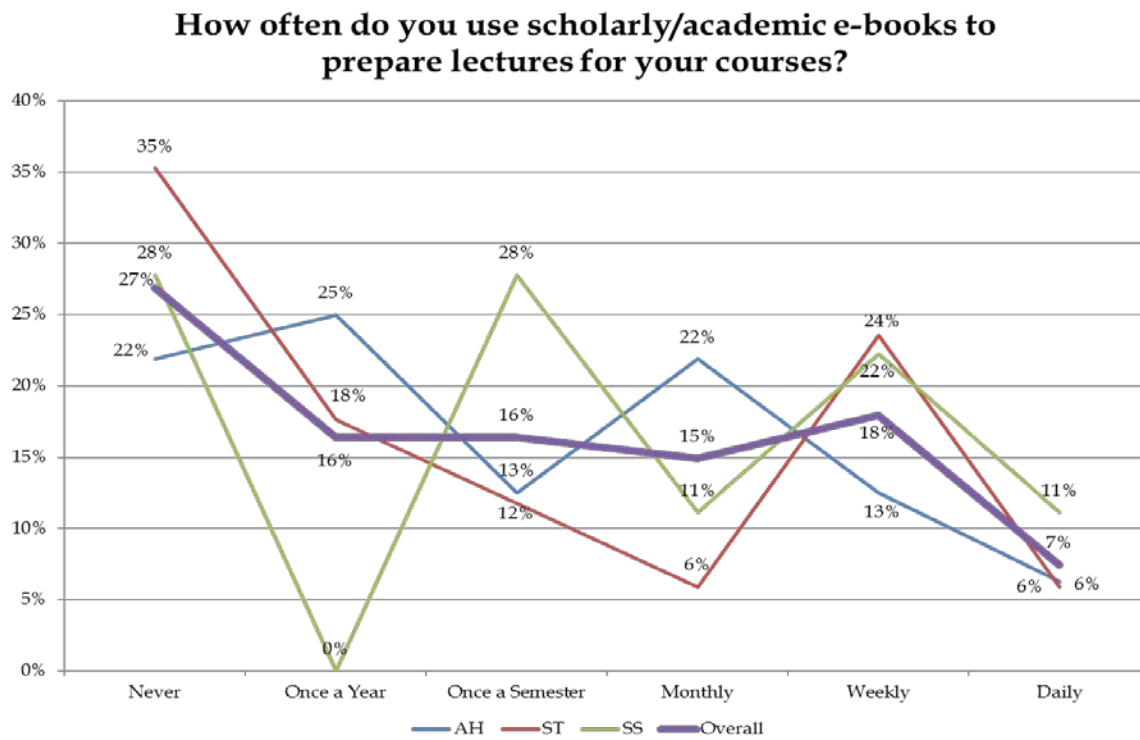


TABLE 23: USE OF EBOOKS FOR COURSE PREPARATION BY DISCIPLINE



The Ithaka survey asked a related question about the ease of reading various monographic materials in print versus electronic. As might have been expected, reading a book cover to cover was judged easier in print than digital (62% *much easier*, 20% *somewhat easier*) as was reading a section in depth (36% *much easier*, 27% *somewhat easier*), skimming (32% *much easier*, 15% *somewhat easier*), and comparing treatment of ideas between monographs (32% *much easier*, 19% *somewhat easier*). Tasks judged easier in digital format than print were searching for a particular topic (44% *much easier*, 20% *somewhat easier*) and exploring references (32% *much easier*, 19% *somewhat easier*).

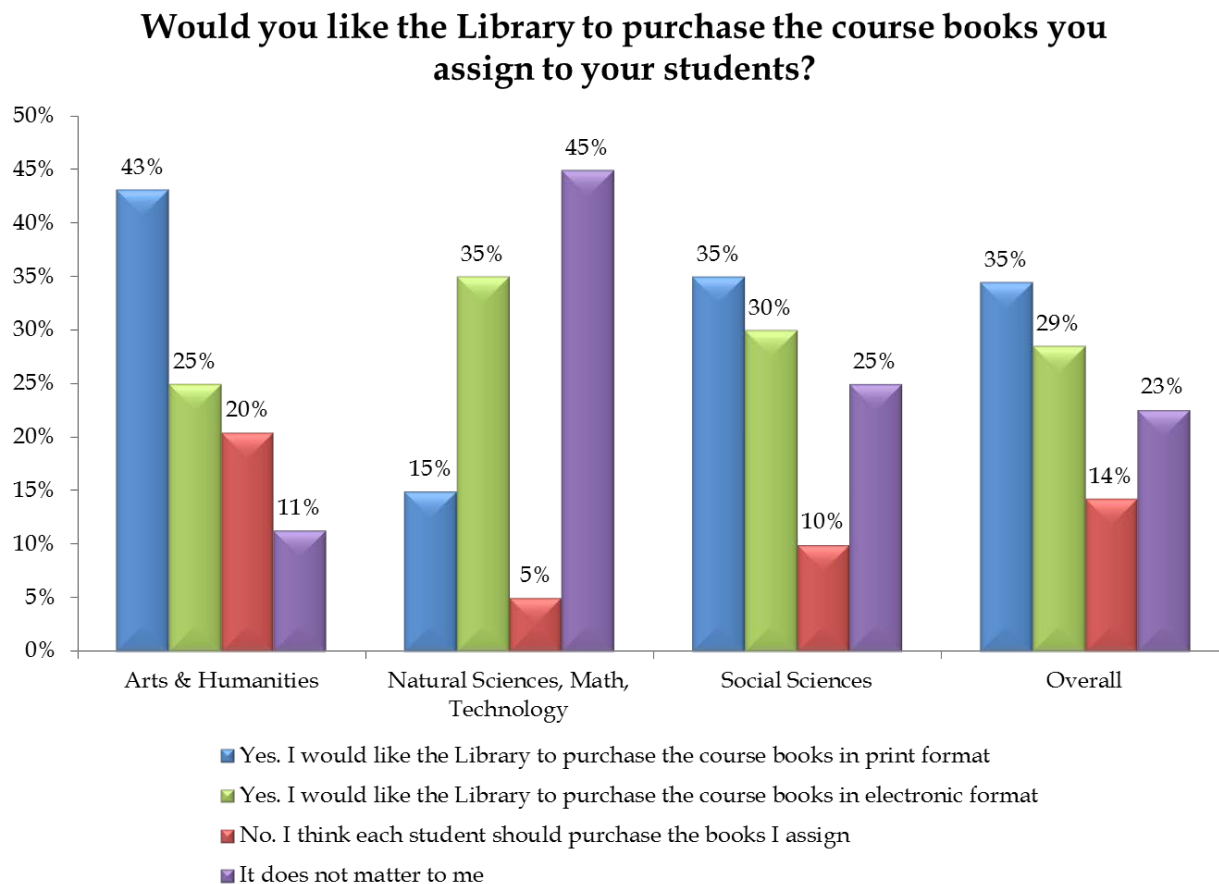
The Ithaka survey also asked questions to determine how receptive faculty are to electronic journals. Overall, 54% of faculty are completely comfortable with the journals they regularly use moving to an online-only publishing form. Twenty-nine percent *strongly agree* that the library should always maintain hard-copy collections of journals. Forty-one percent of faculty *strongly agreed* with the statement “Assuming electronic journal collections are proven to work well, I would be happy to see hard copy collections discarded and replaced with electronic collections.” This tracks with national Ithaka survey results where 40% *strongly agreed* with this statement.¹⁵

Course-Adopted Books

In Fall 2013, the library implemented a policy of purchasing all course books assigned at the 7Cs. We wanted to know if faculty supported this area of collection development. Asked, “Would you like the Library to purchase the course books you assign to your students?” overall 64% of faculty would like us to purchase course books either in *print* or *electronic format* (35% print and 29% electronic). When broken down by discipline, Arts & Humanities and Social Sciences faculty (68% and 65%, respectively) are more likely than Sciences faculty (50%) to want the library to purchase course books either in *print* or *electronic* format. Sciences faculty have the highest proportion of faculty (45%) who don’t really care one way or the other about this issue. [See Table 24]

¹⁵ Jennifer Howard, “Scholars Increasingly Use Online Resources, Survey Finds, but They Value Traditional Formats Too” *Chronicle of Higher Education* (April 8, 2013). <http://chronicle.com/article/Scholars-Increasingly-Use/138407>

TABLE 24: LIBRARY PURCHASE OF COURSE ADOPTED BOOKS



Role of the Library

Multiple questions on the Ithaka survey attempted to gauge faculty perceptions about the role of the library. Two questions asked about faculty perceptions of the primary responsibility of the library. Seventy-three percent *strongly agreed* that the primary responsibility should be facilitating access to materials needed for research and teaching. Forty-eight percent *strongly agreed* that the primary responsibility should be supporting student learning by helping students develop research skills and find and use information. This indicates a faculty population with a more traditional view of the work of librarians.

As with library educational services, responses to the Ithaka survey indicate that faculty are unaware of other services we provide, especially in areas of digital scholarship. When asked if their library (or any other service) provided assistance with “Making a version of my research outputs freely available online in addition to the formally published version,” 79% said *no* (and 35% of all respondents *strongly agreed* that they would find that service useful). But the library does provide that service, in the form of Scholarship @ Claremont (S@C).¹⁶ S@C librarians can also help with navigating publishing contracts so that faculty can retain control of their intellectual output. Sadly, 97% of respondents said this was not a service available to them but 25% of

¹⁶ <http://scholarship.claremont.edu/>

all respondents *strongly agreed* that they would find that service valuable.

When thinking about areas in which the library might serve as a logical hub, for example, data curation or instructional design, answers to the Ithaka survey identified a need for such services but perhaps not the understanding of how the library would fit into to such areas. For example, in the area of data curation, 84% of faculty responded that they preserve their own collections of data. This is an area where libraries are natural fits as they have traditionally served as repositories of information.

Regarding instructional design another area where many libraries play a role on their campuses, only one-third (33%) of faculty responded that their institution offers excellent training and support to help them adopt new pedagogies or instructional approaches to take advantage of digital technology. There does seem to be a need for more avenues of pedagogical development. Thirty percent stated it was *extremely important* to them that the library offer services (e.g., resources and facilities) for instructional design, media creation, etc. However, faculty do not associate the library with these roles. Only 13% *strongly agreed* that they rely on their library for instructional support or introducing new pedagogies (81% rely on their own ideas and 47% rely on other scholars in their personal network). In addition to our annual research design workshops,¹⁷ the library is attempted to raise awareness and meet growing demand with a new Instructional Design & Technology Librarian position, created summer 2013.

Conclusion

Overall faculty are satisfied with library collections, especially for their teaching needs, and library educational services (e.g., reference, research appointments, instruction). Regarding library collections, responses to both the Ithaka and Faculty surveys highlight the tension over what kind-of library the CCL is: high-quality undergraduate or research-level? It is an issue that needs to be resolved, as 98% of faculty stated in the Ithaka survey that performing academic research is part of their professional responsibilities and 57% responded they are *completely dependent* on the library for the research they conduct.

As with the Spring 2012 Student Survey, results of the Fall 2012 Faculty Survey indicate a user population that is satisfied, but also unfamiliar with, library services and resources currently available to them. Perhaps most importantly for the future direction of the library, they are a population also unfamiliar with the services and resources that the library *could* provide with adequate 7C support. This is true with library educational services, but goes beyond that into areas such as instructional design, data curation, etc.

Finally, there is tension between faculty and librarians over what the library and librarians should be doing: curating a collection of resources or supporting student learning. Faculty tend to fall on the more traditional side of the issue - curating resources. The answers highlight issues many libraries are facing but especially the Claremont Colleges Library which supports a faculty that historically has viewed the library as a repository for collections. While libraries do still serve this purpose, modern libraries, including the CCL have evolved far beyond this. The modern library is so much more than a warehouse for books and journals. It acts as a student union, research space, collaborative environment, incubator of innovation. Librarians are highly skilled professionals with a depth of subject, teaching, and research expertise. Librarians are passionate

¹⁷ See, for example, <http://libguides.libraries.claremont.edu/2013facultyworkshop>.

about educating students so that when they graduate they are equipped to navigate a world where there is always too much information. Being able to find and evaluate the right information is a skill that is vitally needed and something librarians can teach. Faculty and librarians need to resolve these tensions to keep the CCL vital in the future.

Appendices

Appendix A: Fall 2013 Faculty Library Survey

This survey was designed to gauge the Claremont Colleges faculty's familiarity with, use of, and views about two areas: a) Library educational services / Information Literacy competencies (developed by Sara Lowe and Char Booth), and b) Library collections (developed by Maria Savova and Jason Price). Following some demographic questions, you will be randomly assigned a survey module in one of these focus areas. At the end of the first survey module, you will be given the option to complete the other.

Your participation is voluntary and your honest, thorough responses will inform strategic planning and help the Claremont Colleges Library better meet your needs.

Each module should take you about 15 minutes to complete. Should you choose to complete both modules it should take about 30 minutes total.

Note on privacy and confidentiality: This is an anonymous survey. If published or reported, responses will be in aggregate or summary form. Your individual responses will be kept confidential, only those who request follow-up will be contacted after completion of the survey.

Thank you for taking the time to respond. This survey will be open between Oct 15 – Nov 15. If you have any questions or concerns, please contact Sara Lowe at sara_lowe@cuc.claremont.edu.

Demographic Questions

1. What is your faculty status?
 - a Tenured
 - b Tenure track (not yet tenured)
 - c Non-tenure track
 - d Adjunct
 - e Visiting

2. What is your age?
 - a 20 to 29
 - b 30 to 39
 - c 40 to 49
 - d 50 to 59

- e 60+
3. How many years has it been since you earned your last degree?
- a 1 year or less
 - b 2-5 years
 - c 6-10 years
 - d 11-20 years
 - e 21-30 years
 - f More than 30 years
4. With what college are you affiliated?
- a CGU
 - b CMC
 - c Harvey Mudd
 - d KGI
 - e Pitzer
 - f Pomona
 - g Scripps
5. What is your primary academic division?
- a. Arts & Humanities
 - b. Natural Sciences, Math, Technology
 - c. Social Sciences

Survey Section Focused on Library educational services

- 1 Over the past academic year, how often have you recommended the following Claremont Colleges Library services to your students?

RESPONSES: never (didn't know about it) / never (doesn't interest me) / rarely / occasionally / frequently

- a Online databases & journals
 - b Subject Research Guides
 - c In-person reference/research
 - d Phone reference/research
 - e Email reference/research
 - f IM/chat reference/research
 - g (Love Your) Library drop-in workshop(s)
 - h Research appointment with a librarian
 - i Other (please specify) (*will be excluded from analysis*)
- 2 Relative to your expectations, how would you rate Claremont Colleges students enrolled in your courses in the following skills?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor / Below Average / Average / Above Average / Excellent

- a Differentiate between types of information sources (e.g., scholarly v. popular literature, fact v. opinion)
 - b Effectively use Library databases, catalog(s), and other information resources to find relevant source material
 - c Evaluate sources to determine if they are authoritative
 - d Use sources to further an argument/thesis
 - e Provide proper attribution to source materials in their academic work
 - f Write annotated bibliographies
- 3 Over the past year, how much have you emphasized the following in the courses you teach?

Responses: very little / some/ quite a bit / very much

- a. Questioning the quality of information sources
 - b. Appropriately citing the sources used in a paper or project
 - c. Not plagiarizing another author's work
 - d. Using practices (terminology, procedures, writing style, etc.) of a specific major or field of study
 - e. Using peer-reviewed or scholarly sources in assignments
- 4 How well do your students' research skills meet your expectations?
- a Do not meet my expectations. Students have more trouble with research than I expect for their level.
 - b Meet my expectations. Students have the skills I expect them to have.
 - c Exceed my expectations. Students are actually more competent than I expect with research.
- 5 How well do your students' technological skills meet your expectations?
- a Do not meet my expectations. Students have more trouble with technology than I expect for their level.
 - b Meet my expectations. Students have the technological skills I expect them to have.
 - c Exceed my expectations. Students are actually more competent than I expect with technology.
- 6 How would you rate Claremont Colleges librarians' support for you in the following areas?

RESPONSES: I don't use this / I'm unaware of this / Poor / Below Average / Average / Above Average / Excellent

- a Librarians work with you to incorporate research skills sessions/information literacy education into your courses

- b Librarians work with you to purchase materials, keep you up-to-date on Library services, refer you to a librarian to provide instruction, etc.
- c Librarians participating in your college/department to improve communication and advocate for Library services such as collections and instruction
- d Librarians market Library events and news

7 On average, how often do you use or request the following Library Instruction and research services in your courses?

RESPONSES: didn't know about it / didn't know about it and would like to request it / not within the last few years / once every couple of years / about once a semester / multiple times a semester

- a Librarian visiting my class or my class visiting the Library for a session with a librarian
- b Add a librarian to a Sakai course site
- c Librarians partnering on assignment development and course design (e.g., research assignment consultation, curriculum mapping)
- d Online research guide designed for your course
- e General online subject guide/LibGuide/Research Guide to Library and web resources
- f Research appointments for students with a librarian

8 Overall, how satisfied are you with Library Instruction and research services?

- a Very dissatisfied
- b Somewhat dissatisfied
- c Neither satisfied or dissatisfied
- d Somewhat satisfied
- e Very satisfied
- f N/A

9 OPTIONAL: Please elaborate on your response to the previous question.

10 Do you collaborate with librarians in an instructional context in your courses?

- a Most of my classes include collaboration with a librarian
- b Only when I teach a class with a research component
- c No, because I don't teach classes that I feel require a librarian
- d No, because I feel I can teach research proficiencies without a librarian
- e No, because I don't feel librarians are qualified to collaborate in an instructional context
- f Didn't know I could

11 Based on your experience, please rate the quality of Claremont College Librarian's support of student learning in the following areas?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor/ Below Average / Average / Above Average / Excellent

- a Teaching research and information literacy skills
 - b Teaching and advising students on information ethics
 - c Providing reference service
 - d Providing individual research consultations
 - e Providing outreach services, such as the Library cart, or meetings with students on campus
- 12 Overall, how satisfied are you with Claremont Colleges Library learning spaces/instructional classrooms (e.g., Keck Learning Room (KLR), Keck 2, Honnold Conference Room)?
- a Very dissatisfied
 - b Somewhat dissatisfied
 - c Neither satisfied or dissatisfied
 - d Somewhat satisfied
 - e Very satisfied
- 13 **OPTIONAL:** If you have suggestions for Library learning spaces/instructional classrooms, please elaborate on them here. Include suggestions for special software, upgraded equipment, etc...
- 14 **OPTIONAL:** What additional Claremont Colleges Library resources or services would help you to teach more effectively?

Survey Section focused on Library Collections

- 1 What is your primary research subject area?
- a. Africana Studies
 - b. American Studies
 - c. Anthropology
 - d. Art & Art History
 - e. Asian American Studies
 - f. Biology
 - g. Business
 - h. Chemistry
 - i. Chicano/a & Latino/a Studies
 - j. Classics
 - k. Community & Global Public Health
 - l. Computer Science
 - m. Dance
 - n. Economics
 - o. Education
 - p. Engineering
 - q. English/Literature
 - r. Environmental Analysis
 - s. Financial Economics
 - t. Gender Studies

- u. Geology
- v. History
- w. Information Science
- x. International Relations
- y. Languages (Modern)
- z. Law/Legal Studies
- aa. Linguistics & Cognitive Science
- bb. Management
- cc. Mathematics
- dd. Media Studies
- ee. Middle East Studies
- ff. Music
- gg. Neuroscience
- hh. Philosophy
- ii. Physics/Astronomy
- jj. Political Studies/Politics/Government
- kk. Psychology
- ll. Public Policy Analysis
- mm. Religious Studies
- nn. Russian & Eastern European Studies
- oo. Science, Technology & Society
- pp. Sociology
- qq. Theater
- rr. Other _____

- 2 Do you find that the Library's collection in your subject area is adequate for your **teaching** (answer separately for each type of resource)?

Responses: Yes, it is adequate / No, it is not adequate / This resource is not relevant for my subject area

- a. Print books
- b. E-books
- c. Print journals
- d. Electronic journals
- e. Indexes and Full-text Databases
- f. Data sets
- g. Primary sources
- h. Media (audio & video)

- 3 Do you find that the Library's collection in your subject area is adequate for your **research** (answer separately for each type of resource)?

Responses: Yes, it is adequate / No, it is not adequate / This resource is not relevant for my subject area

- a. Print books

- b. E-books
 - c. Print journals
 - d. Electronic journals
 - e. Indexes and Full-text Databases
 - f. Data sets
 - g. Primary sources
 - h. Media (audio & video)
- 4 **OPTIONAL:** If there are areas of the collections, print or electronic, that are not adequate (e.g. greater variety, more titles needed), please elaborate.
- 5 Please rank the following types of resources by importance for your teaching. Drag and drop each item to rank them and the list will re-number itself automatically.
- a. Print books
 - b. E-books
 - c. Print journals
 - d. Electronic journals
 - e. Indexes and Full-text Databases
 - f. Data sets
 - g. Primary sources
 - h. Media (audio & video)
- 6 Please rank the following types of resources by importance for your research. Drag and drop each item and the list will re-number itself automatically.
- a. Print books
 - b. E-books
 - c. Print journals
 - d. Electronic journals
 - e. Indexes and Full-text Databases
 - f. Data sets
 - g. Primary sources
 - h. Media (audio & video)
- 7 Which of the following do you own? (select all that apply):
- a. A web-enabled mobile phone, smartphone, or handheld device (ex. iPod Touch)
 - b. A tablet (ex. iPad, Android Tablet, BlackBerry PlayBook, etc.)
 - c. An e-book reader (ex. Kindle, Nook, Kobo, etc.)
 - d. I do not own any of these.
- 8 For what purposes do you use e-books (select all that apply):
- a. Leisure reading
 - b. Research
 - c. To prepare lectures for my courses

- d. To assign readings to my students
 - e. Other work related (committee work, current awareness, general subject knowledge, etc.)
 - f. Other (please specify) _____
 - g. I do not use e-books
- 9 If the **same title** were available to you both in print and as an e-book, which one would you be **most likely** to use?
- a. I would be most likely to use the print. (specify reason) _____
 - b. I would be most likely to use the e-book. (specify reason) _____
 - c. It depends on the purpose I need the book for (Please specify)
 - i. Fact finding/reference Print E-book
 - ii. Finding relevant content for my teaching or research Print E-book
 - iii. Selective reading – individual chapters Print E-book
 - iv. Extensive reading -- multiple chapters or whole book Print E-book
 - v. Leisure reading Print E-book
 - vi. Other (please specify): _____ Print E-book
- 10 Would the ability to download an e-book impact your decision on whether to prefer it to the print?
- a. Yes
 - b. No
- 11 How often do you **typically** read e-books on [skip logic if they answers “I do not use e-books in question 8]

Responses: Never / rarely / occasionally / predominantly / always

- a. Computer screen (desktop, laptop or netbook)
- b. Print pages and read from paper
- c. An iPad or another tablet
- d. Smartphone or iPod Touch
- e. Dedicated e-book reader
- f. Other (please specify)

- 12 How often do you use scholarly/academic e-books: [skip logic if they answers “I do not use e-books in question 8]

Responses: Never / Once a year / Once a semester / Monthly / Weekly / Daily

- a. To do Research
- b. To prepare lectures for my courses
- c. To assign readings to my students
- d. For other work related reading (committee work, current awareness, general subject knowledge, etc.)

- 13 Would you like the Library to purchase the course books you assign to your students?
- Yes. I would like the Library to purchase the course books in print format.
 - Yes. I would like the Library to purchase the course books in electronic format.
 - No. I think each student should have the books I assign.
 - It does not matter to me.
- 14 Do you feel there are effective ways available to you to recommend purchases/subscriptions to **library materials** (books, e-books, journals, databases, etc.)?
- Yes
 - No
 - I don't know
 - I am not interested in recommending purchases/subscriptions for the Library
- 15 If you wish to be contacted for follow-up conversation regarding the library's collections in your subject area, please provide your e-mail address. _____
- 16 **OPTIONAL:** Do you have any additional comments or suggestions?