Claremont Colleges Library Faculty Library Survey: 2013

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

Executive Summary

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Based on initial survey areas, this is an abbreviated characterization of survey responses.  

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 Survey 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. [Figure 1] However, there were some negative comments about space.  

Figure 1: Satisfaction with Library Instruction and Library Learning Spaces

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1 Special thanks to Char Booth and Maria Savova for content and data analysis of the full report from which this abbreviated report is based.
4 See pages 6-13 of full report for detailed analysis of questions.
2. Information Literacy Perceptions

There were parallel 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. [Figure 2]

*Figure 2: Faculty and Student Perceptions of Students’ Information Literacy 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.5

[See Figure 3 for breakdown by discipline.]

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5 See pages 13-18 of full report for detailed analysis of questions.
3. Library Collections

Overall, faculty find the Library’s collection in their subject areas adequate for teaching. The collection is adequate, but less so, for their research needs. [Figure 4] 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.

Figure 4: Library Collections Adequate for Teaching & Research
Regarding e-books, as might be expected Arts & Humanities faculty expressed lower use of and preference for e-books than Social Sciences faculty. [Figure 5] 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.

Figure 5: Purpose for Using E-Books by Discipline

![Bar chart showing purpose for using e-books by discipline.](chart)

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.6 [Figure 6]

Figure 6: Purchase of Course Adopted Books

![Bar chart showing purchase of course books.](chart)

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6 See pages 18-27 of full report for detailed analysis of questions.
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. 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.

There is less faculty awareness of the wide range of skills and services librarians provide. In Scholarly Communication, 79% of faculty responded they had no service (from the library or anywhere else) making a version of their research outputs freely available online, 97% responded that help navigating publishing contracts so they can retain control of their intellectual output was not available to them. In fact, the library offers both of these services.

In the area of Instructional Design, 33% responded that their institution offers excellent training and support to help them adopt new pedagogies or instructional approaches, and 13% responded they rely on library for instructional support. There are librarians on staff that can help faculty now in this area.

Data Curation is an area where the library is a natural fit, having managed resources since first created. Eighty-four percent of faculty preserve their own data. In all areas, 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.

Finally, there is the continuing struggle to define the Claremont Colleges’ Library. Is it a good undergraduate library or a research-level library? Ninety-eight percent of faculty responded performing academic research is part of their professional responsibilities and 57% are completely dependent on the library for the research they conduct. However, as stated in section 3, 27% of faculty respondents don’t feel the electronic journals are adequate for their research and 46% don’t feel the print books are adequate. More research needs to be done to determine if faculty want and/or expect the CCL to be a research-level library.