Faculty Satisfaction of Electronic and Technological Resources offered through the Marvin K. Peterson Library.

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Executive Summary

The mission of the Marvin K. Peterson Library is to support the academic programs of the University by providing "information, materials, and a wide range of library services to our faculty, students, and staff." The availability of databases and collections are imperative as teaching aides for faculty and research tools for students. In fact, one of the core values of the Marvin K. Peterson Library, henceforth known as the UNH Library is to "provides instruction in information literacy for the entire UNH community in order to facilitate success in all teaching, learning, and scholarly pursuits." To accomplish this, a number of amenities have been added over the past year, including seventeen desktop computers, an additional printer, wireless printing, and extending library hours. The addition of these technological resources is deemed necessary to aid in the success of the UNH community.

The Marvin K. Peterson Library promotes itself as an "academic hub" being able to provide "high quality information resources." Thus, Hanko Dobi, the Chief Librarian of the Marvin K. Peterson Library, has requested a needs assessment specifically for faculty of the University of New Haven. The last survey designed for faculty was during the Spring semester of 2010. Needless to say, there have been many changes put forward from that time. Over the past few years the Marvin K. Peterson Library (henceforth known as the UNH Library) has made great advances to variety and availability of resources offered to both faculty and students.

The availability of databases and collections are imperative as teaching aides for faculty. However, if there are discrepancies with the available technology or faculty are simply unaware, this may impact students in a negative fashion. According to the Spring 2010 report, " as ratings of students' information literacy skills increases, perceived quality of papers increases; as information literacy skill ratings decreases, perceived

quality of research papers decreases." The ability to correspond with librarians is an important resource that can help faculty with improving student literacy skills. Interestingly enough, the Spring 2010 report asked if faculty requested librarians to run classes on research. The results indicated, "this service is by and large underutilized. Nearly half the number of respondents is unaware of the service, 42.6%. Of those who are aware of in-class research tutorials, 33.7% opt not to run such classes. 23.8% report enhancing their classes with librarian tutorials." Overall, the Spring 2010 survey found that faculty members were not utilizing the resources offered by the UNH Library to their full potential possibly because they were simply unaware of the service. This study will determine if faculty are more aware of the resources offered and if they are incorporating them more within their curriculum. Responsiveness to community needs is extremely important as the UNH library enhances the academic career of its students as well as personal research of faculty members.

The method of data collection will be based on one survey distributed to all faculty by the University of New Haven email system. In addition, Baseline, a new computer system, will be incorporated to analyze responses from students.

Overall, faculty members are satisfied with the UNH Library and its resources. Faculty members appreciate the operational hours enforced by the library, especially during this past winter. Faculty members also are very satisfied with the customer service offered by the members of the UNH Library. Faculty members are highly satisfied with the ease of finding materials within the library. The café was also ranked highly by faculty and is often used by those that are not given office space to meet with students.

Some faculty choose to visit other libraries because they also work at that specific

university so it is more convenient. Also, rather than using the Interlibrary Loan Service, they find it easier to visit other libraries. Some faculty members believe that the UNH Library does not have a wide variety of journals and electronic resources so they visit neighboring libraries. However, faculty members rank the resources offered through the UNH Library highly on importance and satisfaction. These results certainly confirm the notion that faculty utilize electronic resources more often than in-house resources. The resources aid to enhance their personal research and curriculum development.

Compared with the Spring 2010 survey, more faculty use the library assistance resources like the Embedded Library Program and Library Instruction Program. Currently, faculty members are more aware of these resources and try to incorporate them more within their curriculum. It may be imperative for the UNH Library to continue offering information possibly through email to the faculty about these programs so participation continues to grow.

Introduction

Hanko Dobi, the Chief Librarian of the Marvin K. Peterson Library, has requested a follow up survey focusing on the needs specifically for faculty of the University of New

Haven. The last survey designed for faculty was during the Spring semester of 2010. Over the past few years the Marvin K. Peterson Library (henceforth known as the UNH Library) has made great advances to increase the plethora of resources offered to both faculty and students. The UNH Library has added seven-teen desktops, twelve laptops, IPADs, a printer, a scanner, and wireless printing from both personal and library laptops. The café within the UNH Library began offering hot meals and Starbucks coffee for patrons. The café also offers a great space that can provide meeting areas for faculty that may not have office availability.

The aim of this study will try to recognize if faculty members are using the library's resources and to pinpoint ways to make them more aware of services. It is also important for the library to recognize how to make resources available for the convenience of the faculty. The values of the UNH Library are embracing change, pursuit of knowledge, and responsiveness to community needs. Technology and electronic resources are essential tools for the pursuit of knowledge. Libguides is a tool that can easily increase student literacy, but according to the Spring 2010 the majority of faculty were not aware of the resource. However, with the faculty that did utilize Libguides, the majority found it to be very helpful with their curriculum. This survey will help to determine if faculty are using these resources more, compared to those participating in the last survey that was conducted.

There is an Embedded Librarian Program offered to faculty that allows librarians to customize research guides into the Blackboard site for their courses. Each guide is specifically designed to for the research needs of the course. Tegrity videos and PowerPoint tutorials are also offered on the site to enhance students' knowledge of

research concepts and resources. A discussion board can also be created to enable students to ask the librarians specific questions about class-related research. This is an important resource for both faculty and students. It is imperative that faculty are aware of this tool offered by the UNH Library. Graduate programs, especially, are heavily based on research and students should have the ability to utilize different databases and journals. The ability to correspond with librarians will assist the faculty to ensure that the students are performing with proper research methods.

 The key questions of this study are:

* Does the faculty utilize the UNH Library for personal research/classroom development? (Do they use outside resources/libraries from other universities?)

*Does the faculty prefer to use in-house resources or electronic resources offered through the library's website? How important are the various electronic collections to faculty?

* Are faculty members aware of resources like the Embedded Librarian Program, Reference Services and Interlibrary Loan Services?

* Are faculty members satisfied with the UNH Library and its resources? Are faculty members satisfied with the availability and type of resources?

The outcome will help to generate knowledge as well as monitor the services of the UNH Library. Many faculty, aside from teaching classes, also take part in research projects. It is imperative that the UNH Library is providing the necessary tools and that they are available for use.   The UNH Library has a mission and is dedicated to serving the faculty and students. If awareness has to be made of the resources, then changes must be

implemented to assist in this task. Overall, the results of this survey will aid in fulfilling

the mission of the UNH Library. The information will be presented to the Chief Librarian

Hanko Dobi. New ideas will be discussed and possibly further explored to improve the

quality of the faculty's experience.

Methodology

To complete the goals of the assessment in an efficient manner, a survey was

constructed. The survey was open to faculty via email, which would allow for maximal

amount of responses. It is imperative to find out if professors have access to adequate

tools for both their research and classroom needs. If one area is lacking whether it be in

the variety of resources or availability, this would be a focus for improvement to enhance the faculty's' experience at the UNH Library.

The graduate assistant devised the survey with a few factors in mind. The factors involved the length of the survey and the time it would take a student to complete it. The graduate assistant devised the survey so that at most it would take a faculty member at most ten to fifteen minutes to complete. There are a total of 54 questions. Questions 1-5 are primarily related to demographics, particularly asking about titles, affiliation and assignments worked on in the past year. Questions 6-8 are meant to determine how often the faculty members visit the library, the website and the cafe. Questions 9-15 ask the faculty members to rate their satisfaction for ease and accessibility of finding materials as well as the availability of resources. Question 16 asks faculty members if they utilize online resources. Questions 17-27 follow up with faculty opinions on their level of importance of various resources utilized primarily for their research. For the faculty members using the resources from questions 17-27 as it relates to their research, Questions 28-38 follow up by asking about their level of satisfaction with these resources. Question 39 asks the faculty using resources for personal research if they are aware of the interlibrary loan service. Question 40 asks whether faculty members if they use other libraries aside from the UNH Library. Question 41 surveys why faculty chose not to use the UNH Library and provides a "check all that apply" option. Questions 42-48 ask how faculty receive support from the UNH Library and follow up by asking their satisfaction regarding these services. Questions 49-53 ask if faculty members are aware of the various interactive programs and if they are being utilized. Finally, question 54 asks faculty to leave any comments or suggestions.

The graduate assistant attended the Library Committee Meeting on 10/30/14 to receive any suggestions on the focus of the survey and had to specifically gear the questions for the faculty. Before submitting the proposal to the IRB Board, there were three revisions. The survey was first submitting on 11/10/14 and Chief Librarian edited the first draft. The graduate assistant made necessary changes and had constant correspondence with the Chief Librarian throughout the duration of the composition of the survey. The graduate assistant attended the Library Committee Meeting on 11/20/14 and received constructive suggestions for revision. The survey was sent to Campus Labs on 1/22/15 and received edits, which the graduate assistant used to revise the survey. The survey was then submitted for review on 3/4/15 and was approved on 3/22/15 based on Exempt status under 45 CFR 46.101(b)(2).   After approval, the survey was submitted to Campus Labs Baseline Survey Instrument. The survey was posted online through Campus Labs. An email notification was sent to faculty members with an incentive of a $25.00 Amazon gift card to encourage participation. The survey was open from 3/26/15-4/20/15. Any questions about the survey were directed to the graduate assistant who answered students in a timely manner to ensure reliable answers.

Once the survey closed, Campus Labs Baseline Survey Instrument analyzed the answers from students. The graduate assistant requested access to view the results of the survey from Campus Labs. *See Appendix A for a copy of the final draft of the survey.*

Results

A total of 90 respondents participated in the survey. Figure 1 displays the various titles held by those that completed the survey. Adjunct professors represented the majority,

which constituted about 27.78% of the population (Figure 1). The majority of the

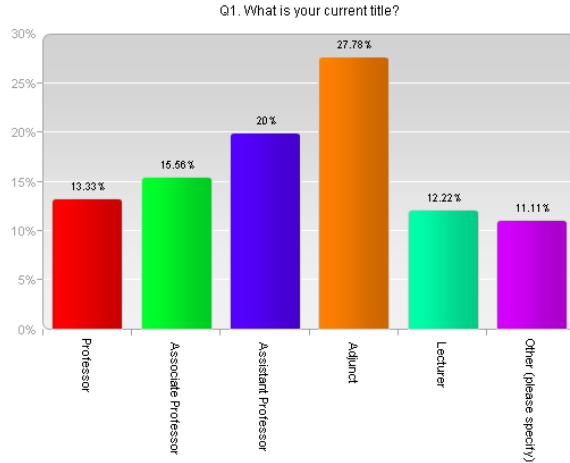participants, about 54.44%, were affiliated with the College of Arts and Sciences.

Figure 1: Title Information

Figure 2 represents the assignments that faculty participated in during the last 12

months. The majority of faculty, 88.89%, teaches undergraduate classes. Figure 3

represents how long faculty members were employed at the UNH. The majority,

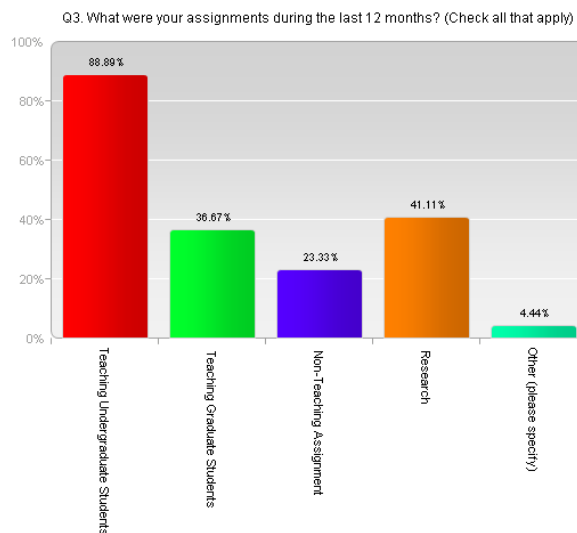55.56%, have been employed with University of New Haven from 1-5 years.
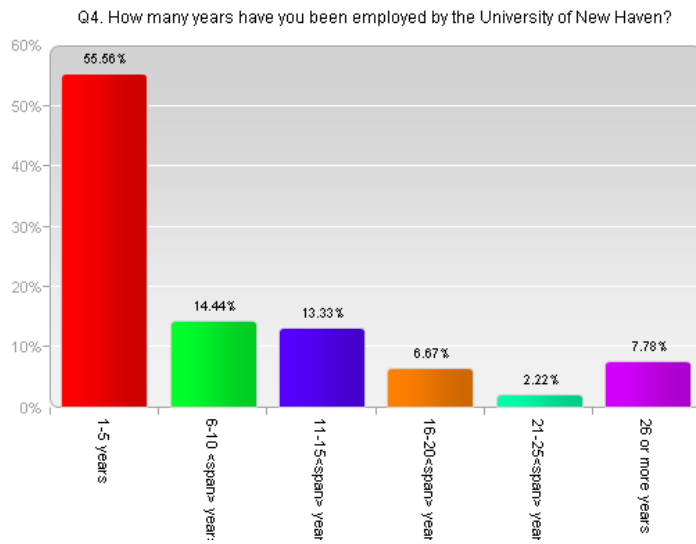
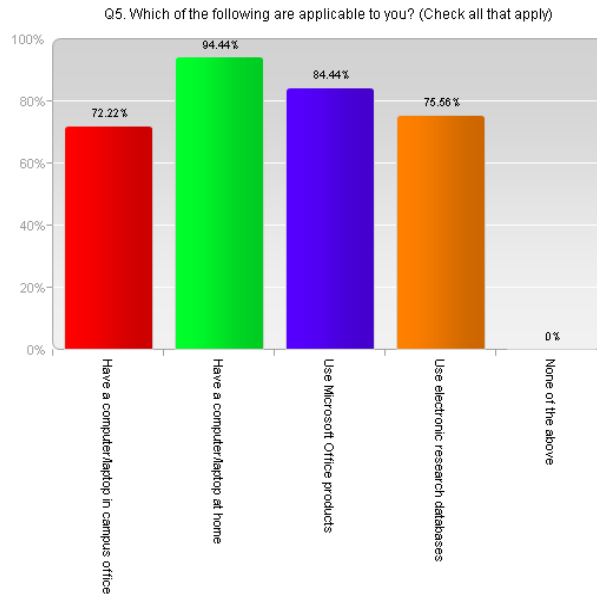Figure 2: Assignments during last 12 months

Q4. How many years have you been employed by the University of New Haven?

Figure 3: Years employed at UNH

Q5. Which of the following are applicable to you? (Check all that apply)

- Have a computer/laptop in campus office: 72.22%
- Have a computer/laptop at home: 94.44%
- Use Microsoft Office products: 84.44%
- Use electronic research databases: 75.56%
- None of the above: 0%

Figure 4: Accessibility to Computer and Use of Electronic Program

Figure 4 represents the accessibility to a computer/laptop in the office and at home. Microsoft products and electronic databases are both heavily utilized by faculty.

Q6. How often do you visit the Marvin K. Peterson Library (excluding café services)?

- Daily: 1.11%
- 4-5 times per week: 5.56%
- 1-3 times per week: 12.22%
- Less than once per week: 57.78%
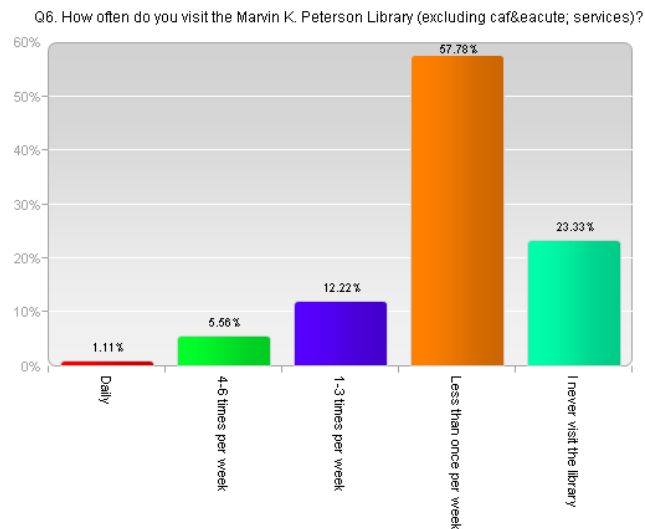- I never visit the library: 23.33%

Figure 5: Frequency of visitation to UNH Library

Figure 5 represents the frequency of faculty visitation to the UNH Library. The results demonstrate that the majority of participants, 57.78%, visit less than once per week. About 23.33% of participants never visit the library. Figure 6 represents how often

faculty visit the Library's website. The results indicate that 50% visit the website less than once per week while 24.44% visit 1-3 times per week and 15.56% never visited.
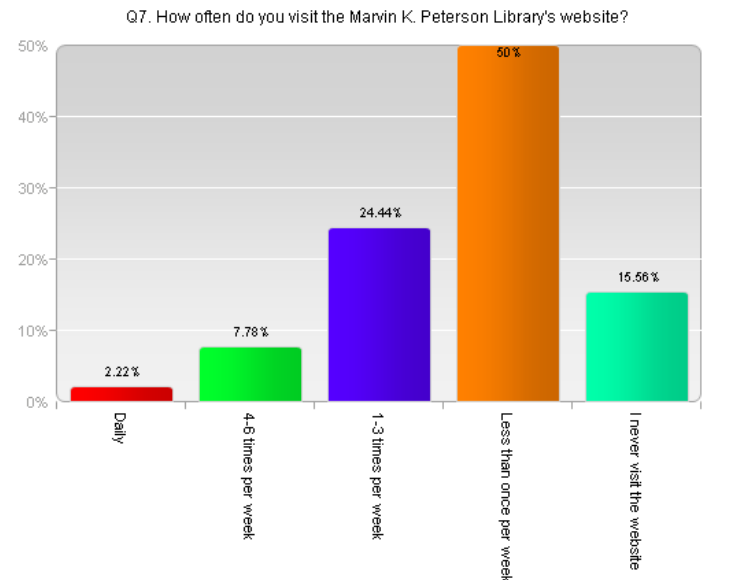

Figure 6: Frequency of visits to the UNH Library's website

According to Figure 7, 58.89% of participants have never visited the café located inside the UNH Library, while 24.89% visit less than once per week.
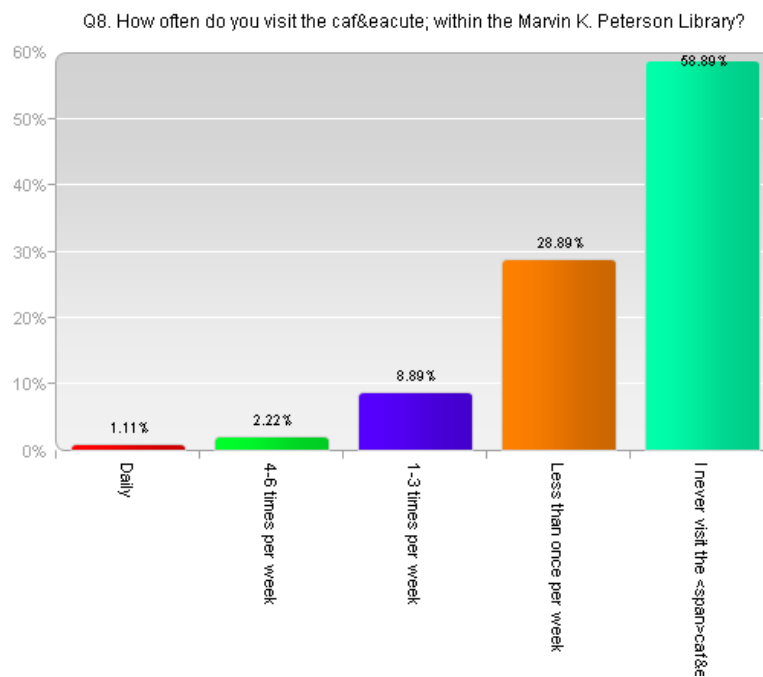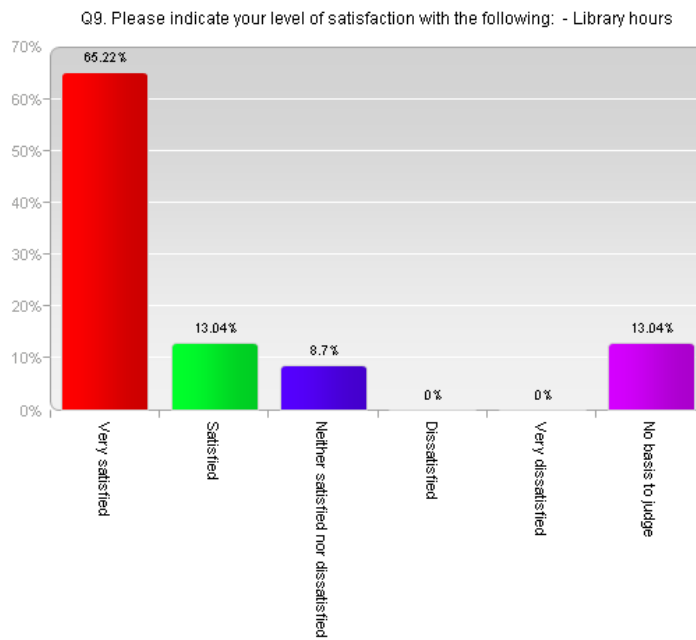

Figure 7: Frequency of visits to the café
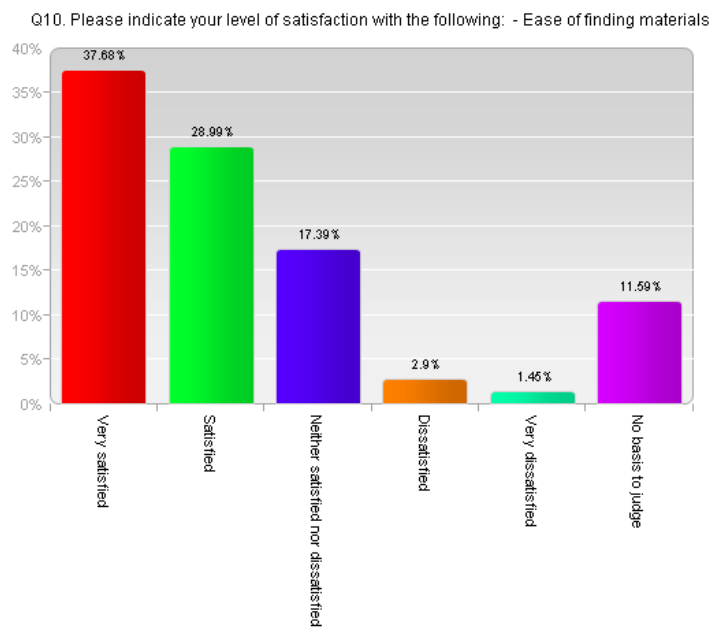
14

Figure 8: Satisfaction with Library hours
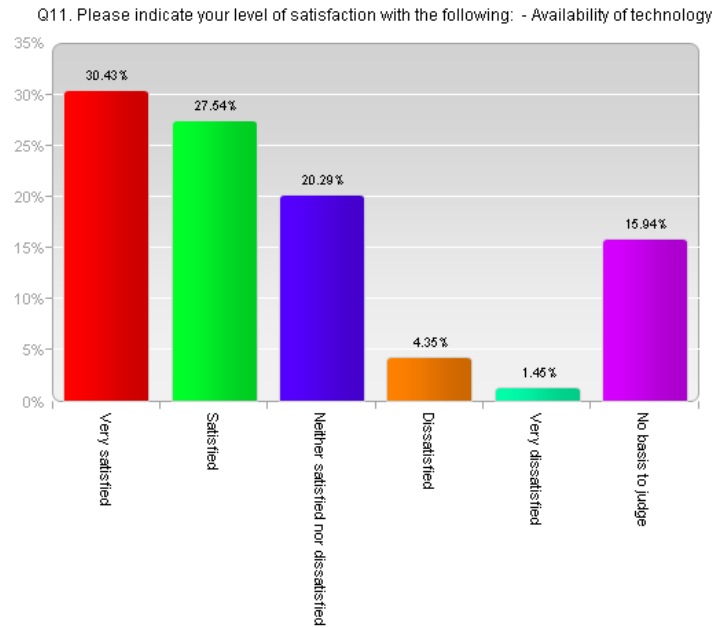

Figure 9: Satisfaction with ease of finding materials

Q11. Please indicate your level of satisfaction with the following: - Availability of technology

Figure 10: Satisfaction of availability of technology

Q12. Please indicate your level of satisfaction with the following: - Availability of a variety of online journals
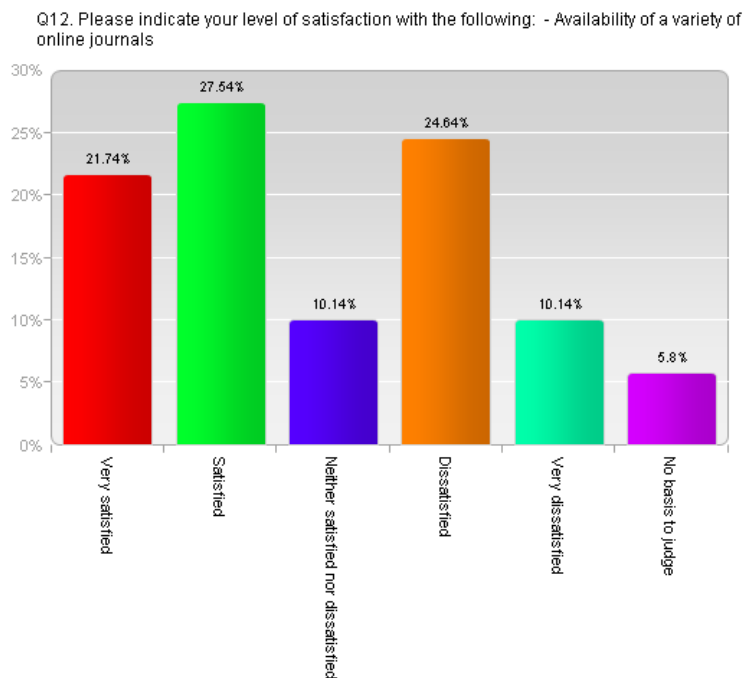

Figure 11: Satisfaction with online journals offered

Figure 8 represents the level of satisfaction regarding the library hours. About 65.22% of participants are very satisfied with the library hours and 0% dissatisfied. Next, faculty were asked to rate their level of satisfaction for ease of finding materials. Results indicate that 37.68% were very satisfied, 28.99% were satisfied, 2.9% very

dissatisfied and 1.45% dissatisfied.   Figure 10 demonstrates that the majority of faculty

are satisfied with the availability of technology within the UNH Library. There is a small

percentage that is dissatisfied or feel they have no basis to judge. Figure 11 reveals a

close tabulation of faculty that are satisfied with the availability of online journals versus

those that are dissatisfied. Altogether, those that are satisfied constitute about 49.28%

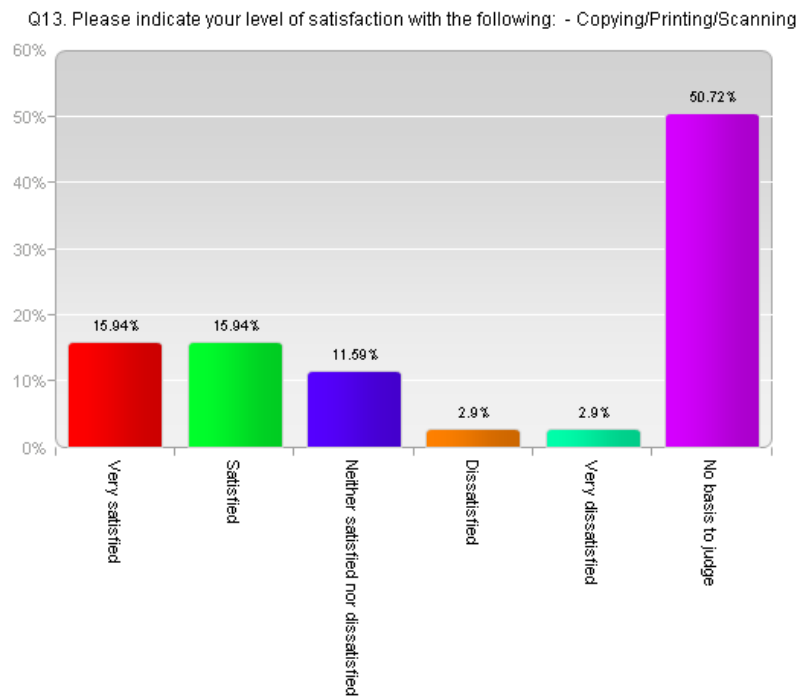compared to the 34.78% that are dissatisfied.

Q13. Please indicate your level of satisfaction with the following: - Copying/Printing/Scanning

Figure 12: Satisfaction with Copying/Printing/Scanning services

Q14. Please indicate your level of satisfaction with the following: - Customer Service

53.62%

28.99%

7.25%

2.9%

0%

7.25%

Very satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Very dissatisfied | No basis to judge
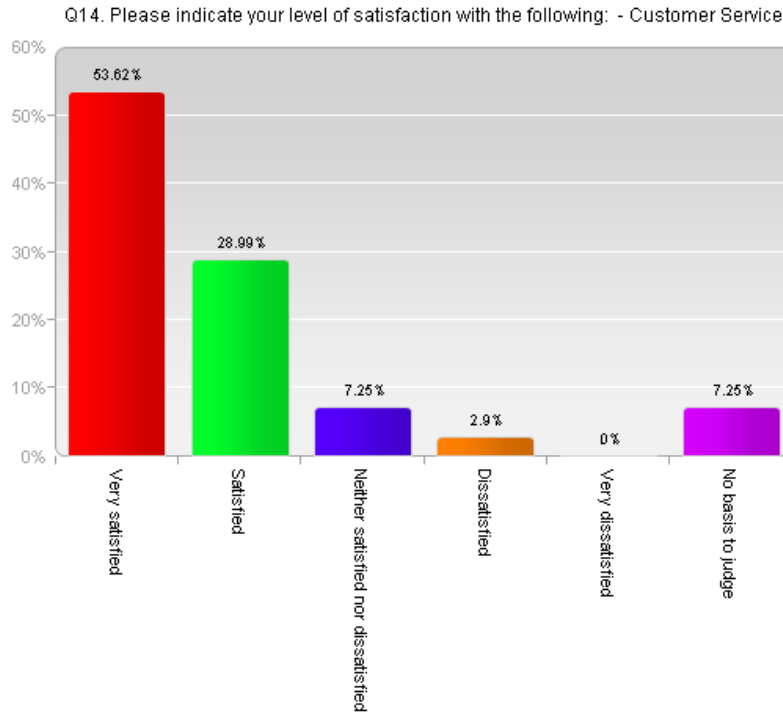
Figure 13: Satisfaction with Customer Service

Q15. Please indicate your level of satisfaction with the following: - Library café

32.43%

40.54%

18.92%

0%

2.7%

5.41%

Very satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Very dissatisfied | No basis to judge
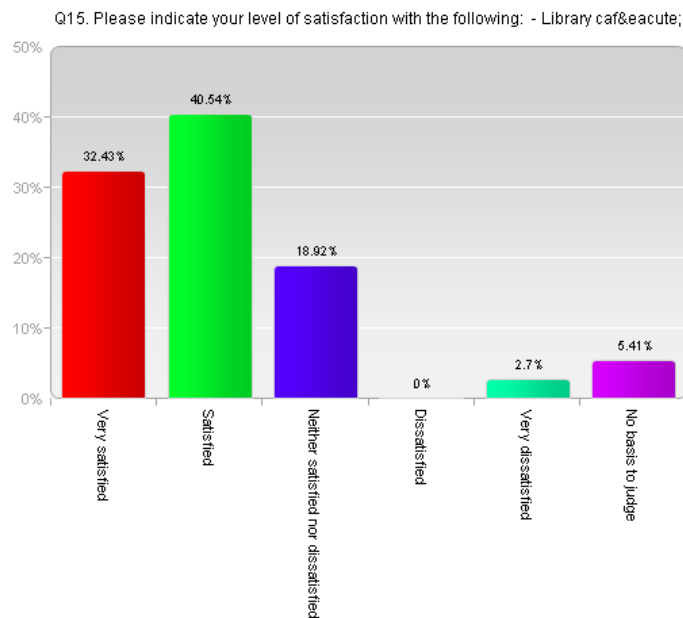
Figure 14: Satisfaction with Library cafe

Next, faculty were polled about their satisfaction with the

copying/printing/scanning services. Figure 12 demonstrates that the majority, 50.72%,

believed they had no basis to judge. Those that did rate their level of satisfaction were

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primarily satisfied with the services offered. Figure 13 demonstrates that the majority, 53.62%, are very satisfied with the customer service of the UNH Library. There was a small percentage dissatisfied. Figure 14 represents the satisfaction with the library café. Overall, faculty are satisfied with this service.

Faculty members are then polled on question 16 whether they utilize any of online resources offered through the UNH Library. It appears that overall, the majority 78.89% do in fact utilize the online resources. This coincides with Figure 15, as 75% of faculty rated electronic journals as extremely important. In terms of electronic textbooks, there appears to be a similar distribution of faculty members finding the resource important versus not important (Figure 16). Figure 17 demonstrates that the majority of faculty members, 23.86%, found circulating books to be very important. According to figure 18, it appears that electronic abstracts are viewed as extremely important by faculty (37.5%). Regarding full text databases, the majority of participants, 64.77%, rated them as extremely important (Figure 19). Figure 20 demonstrates that 25% of participants felt they had no basis to judge the importance of archived texts. Closely following, 21.59% believed that archived texts were extremely important enhancing to their research. About 32.95% of faculty believe they have no basis to judge the importance of archived photographs while 21.59% believe they are not important at all related to their personal research (Figure 21).

Q17. Please indicate your level of importance with the following collections or services as it relates to your research: - Electronic Journals
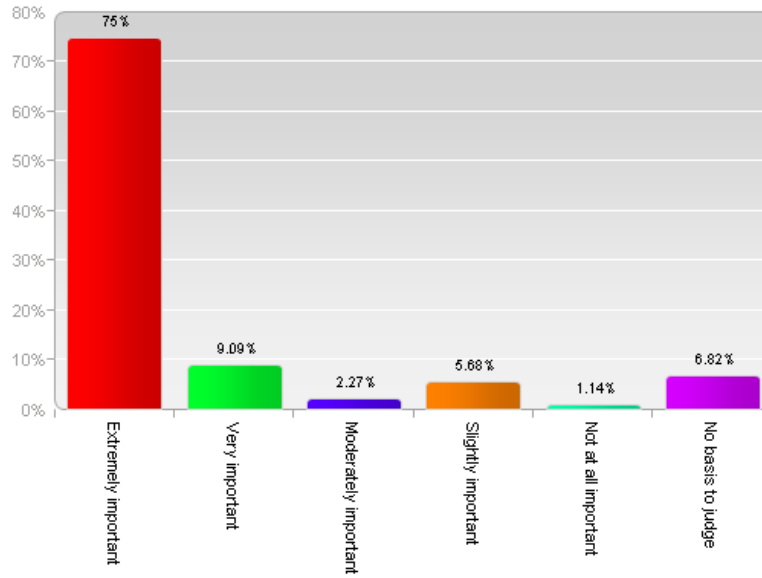

Figure 15: Level of Importance of Electronic Journals

Q18. Please indicate your level of importance with the following collections or services as it relates to your research: - Electronic Textbooks
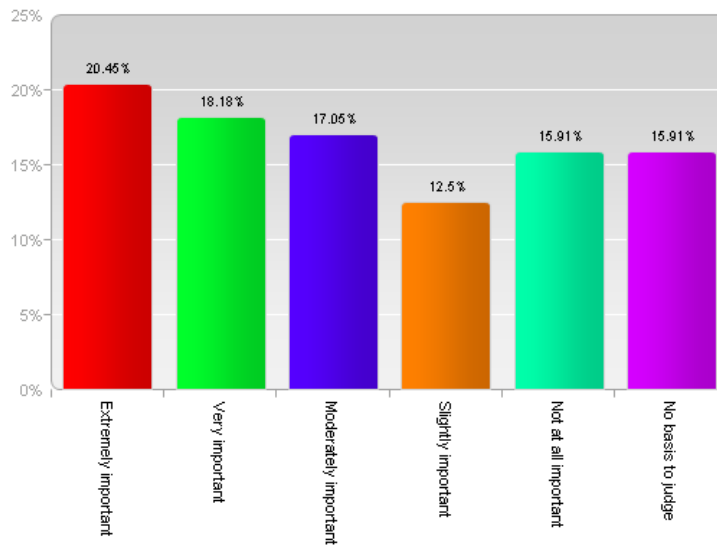

Figure 16: Level of Importance of Electronic Textbooks

Q19. Please indicate your level of importance with the following collections or services as it relates to your research: - Circulating Books
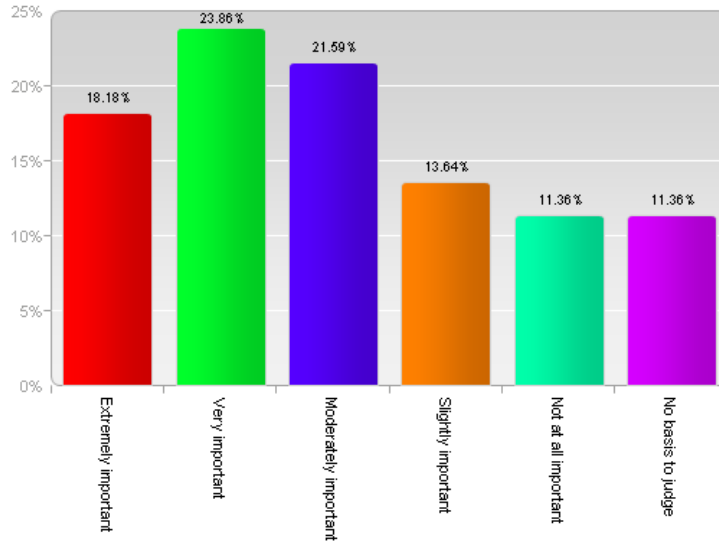

Figure 17: Level of Importance of Circulating Books

Q20. Please indicate your level of importance with the following collections or services as it relates to your research: - Electronic Abstracts
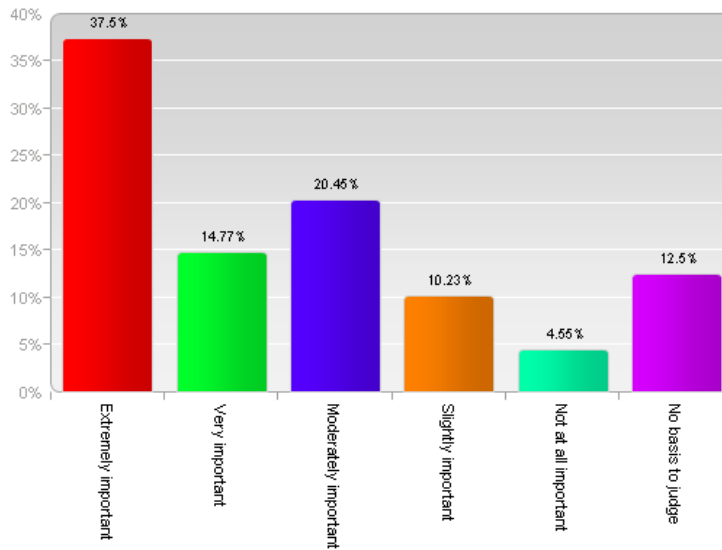

Figure 18: Level of Importance of Electronic Abstracts

Q21. Please indicate your level of importance with the following collections or services as it relates to your research: - Full-Text Databases
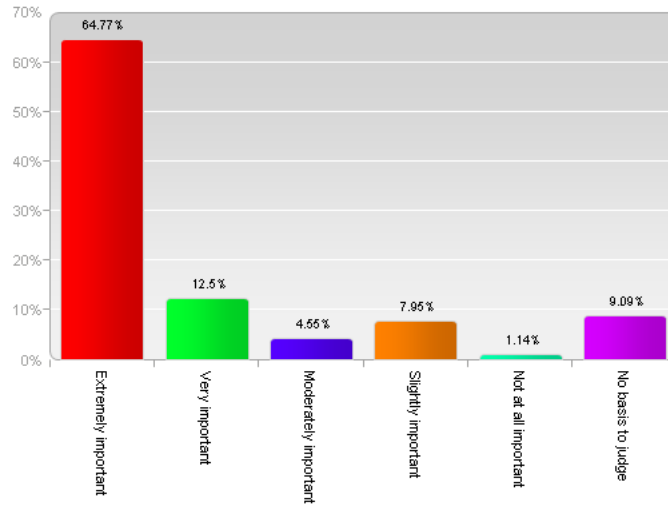
Figure 19: Level of Importance of Full Text Databases

Q22. Please indicate your level of importance with the following collections or services as it relates to your research: - Archived Texts
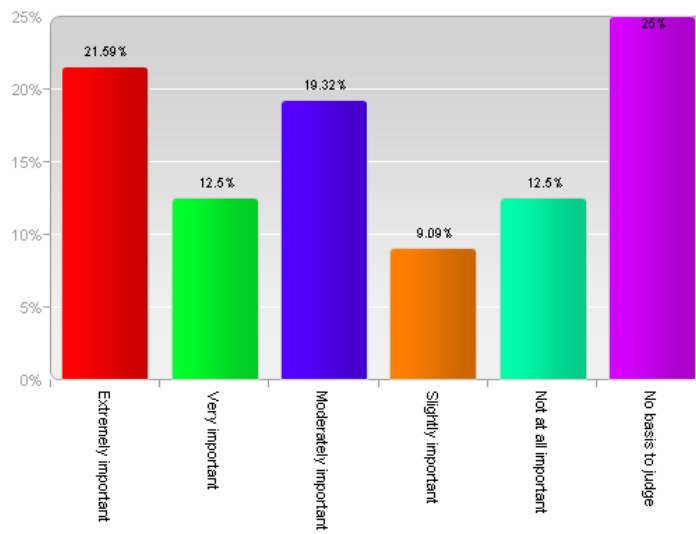
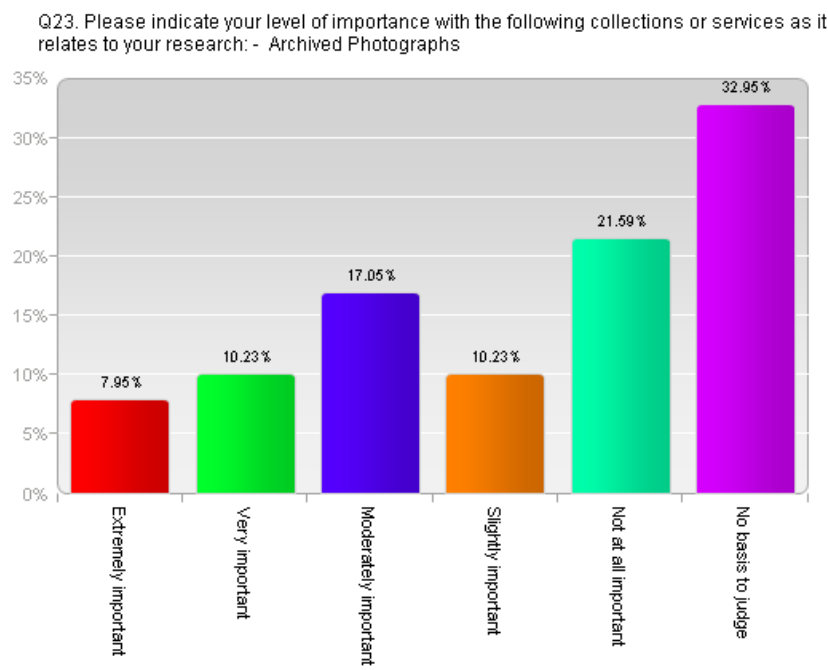Figure 20: Level of Importance of Archived Texts

Figure 21: Level of Importance of Archived Photographs

Faculty were next asked to indicate the importance of U.S. Government documents as it relates to their personal research. The majority, about 26.14%, felt that U.S. Government documents were moderately important, while 23.86% rated that they had no basis to judge (Figure 22). Figure 23 demonstrates that 21.59% of faculty believe they have no basis to judge the importance of audio/visual resources. About 19.32% found audio/visual resources not to be important related to their research. Faculty rated course reserve as very important (21.59%) for their personal research (Figure 24). Lastly, faculty rated library tours/instruction sessions in importance for their personal research. The majority, 23.86%, rated the resource as very important (Figure 25).

Q24. Please indicate your level of importance with the following collections or services as it relates to your research: - U.S. Government Documents
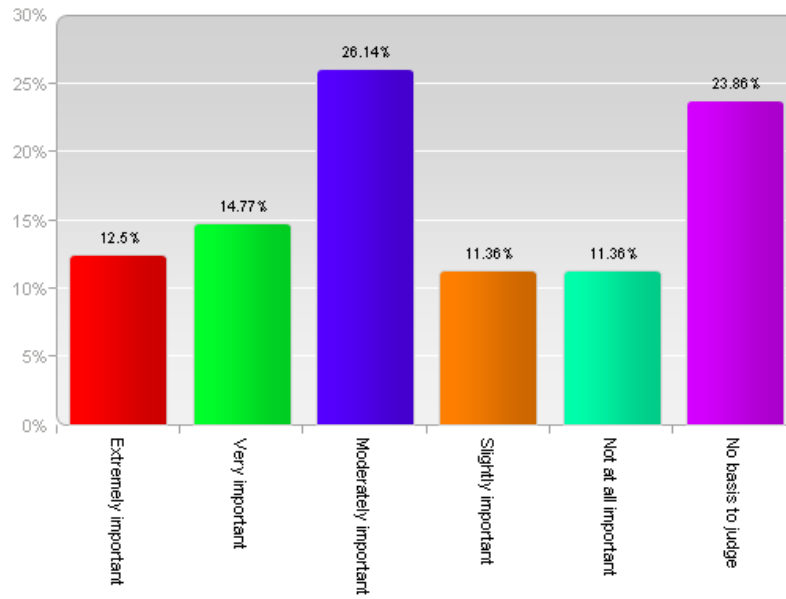

Figure 22: Level of Importance of US Govt Documents

Q25. Please indicate your level of importance with the following collections or services as it relates to your research: - Audio/Visual Resources
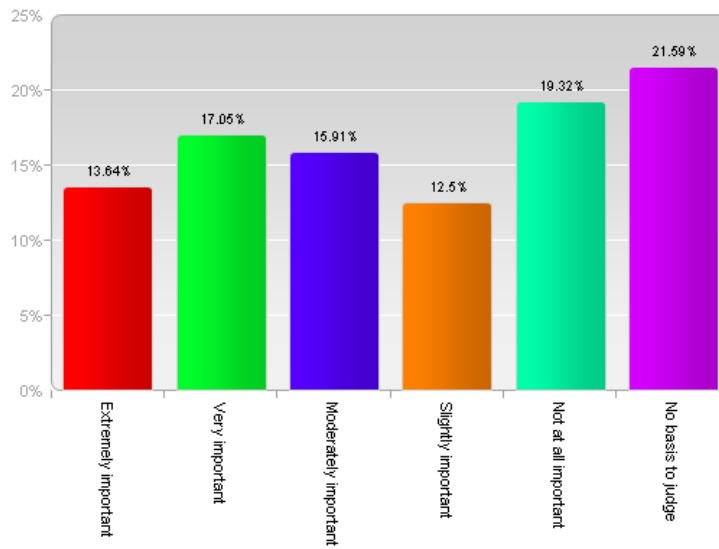

Figure 23: Level of Importance of Audio/Visual Resources

Q26. Please indicate your level of importance with the following collections or services as it relates to your research: - Course Reserve

- Extremely important: 19.32%
- Very important: 21.59%
- Moderately important: 17.05%
- Slightly important: 6.82%
- Not at all important: 14.77%
- No basis to judge: 20.45%
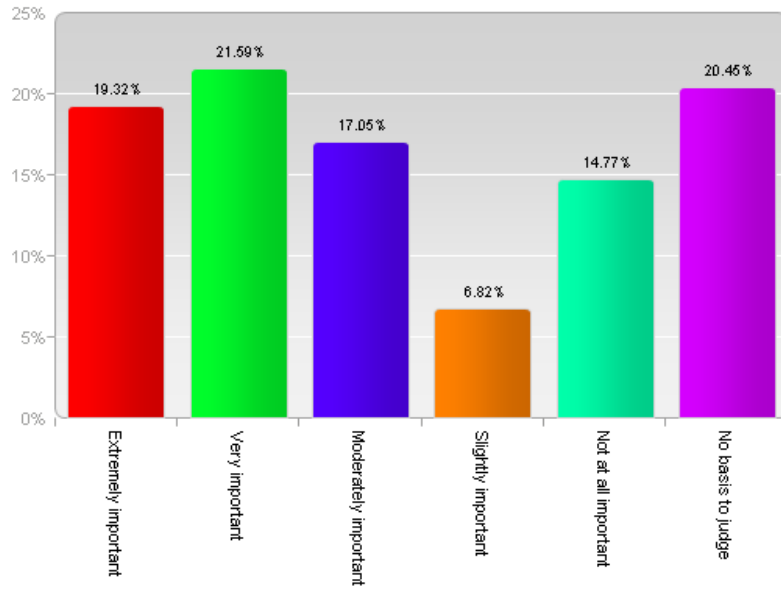
Figure 24: Level of Importance of Course Reserve

Q27. Please indicate your level of importance with the following collections or services as it relates to your research: - Library Tours or Instruction Sessions

- Extremely important: 15.91%
- Very important: 23.86%
- Moderately important: 18.18%
- Slightly important: 11.36%
- Not at all important: 11.36%
- No basis to judge: 19.32%
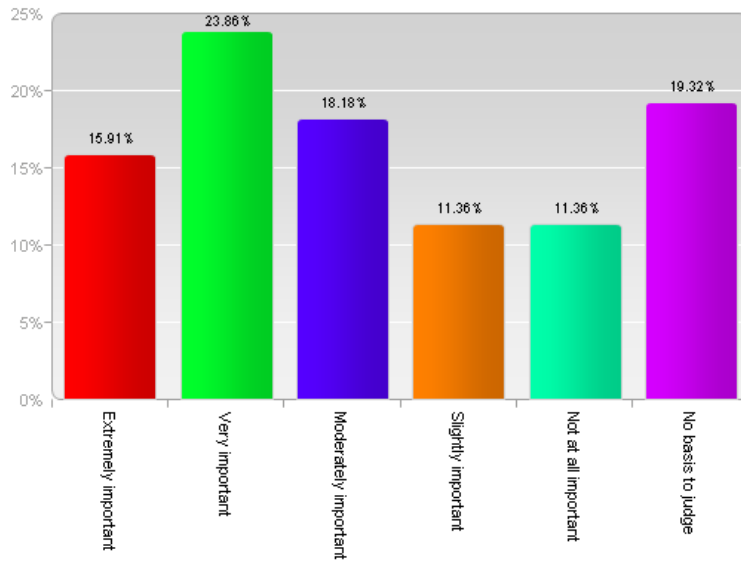
Figure 25: Level of Importance of Library Tour/Instruction Session

After rating the importance of the resources offered, the survey next asked faculty to rate their level of satisfaction for the respective resources. Figure 26 represents the response regarding the satisfaction of electronic journals relating to research. The majority, about

27.27%, is satisfied with electronic journals. Regarding satisfaction of electronic books, about 40.91% felt they had "no basis to judge" (Figure 27).   Similarly, faculty also rated "no basis to judge" regarding circulating books as it pertains to research (Figure 28).
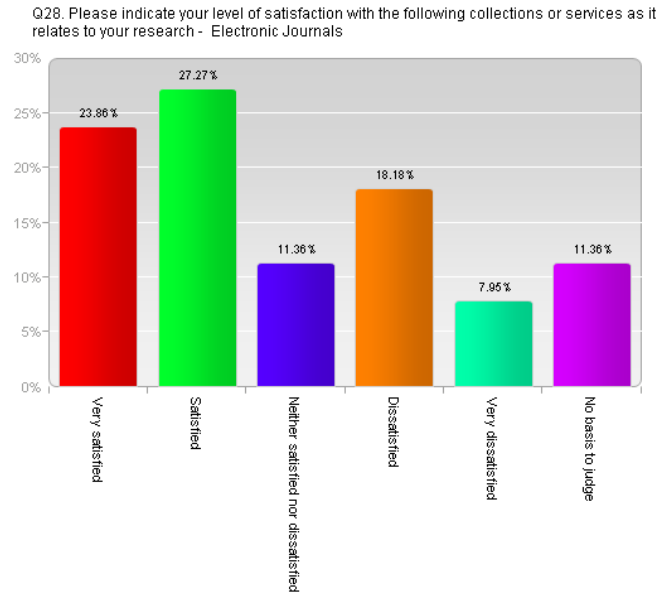
Figure 26: Level of Satisfaction of Electronic Journals
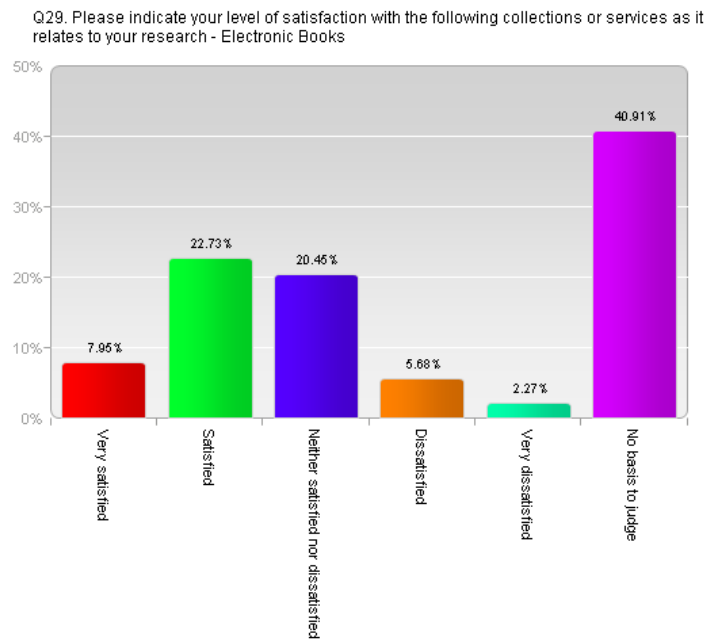
Figure 27: Level of Satisfaction with Electronic Books

Q30. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Circulating Books
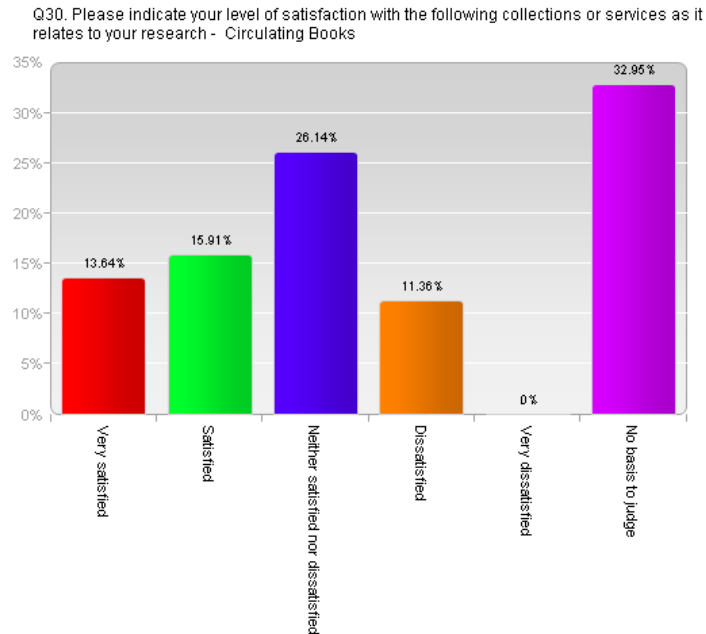
Figure 28: Level of Satisfaction with Circulating Books

Faculty members were then asked to rate their satisfaction with electronic abstracts offered by the UNH Library. Figure 29 demonstrates the majority felt they had no basis to judge (28.41%), but closely following was those that were satisfied (27.27%). Figure 30 shows that faculty members are overall satisfied with full-text databases.

Q31. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Electronic Abstracts

Figure 29: Level of Satisfaction with Electronic Abstracts

Q32. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Full-Text Databases
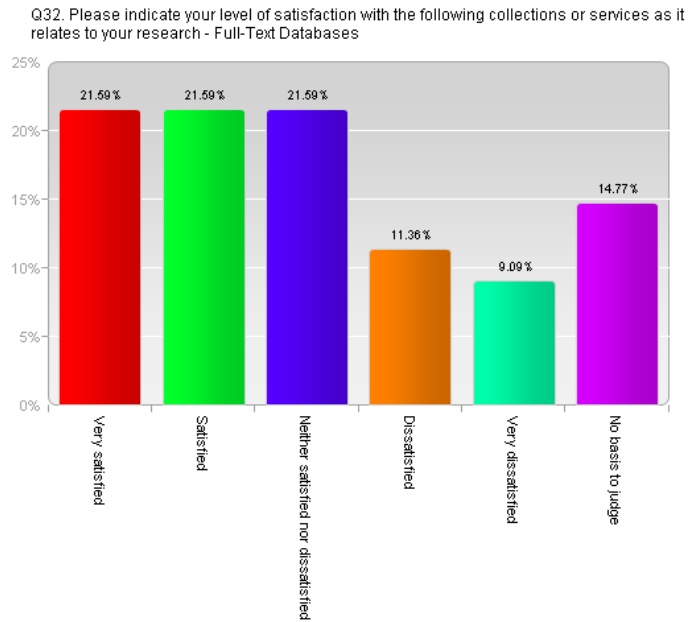
Figure 30: Level of Satisfaction with Full-Text Databases

Faculty members were next polled on archived texts and photographs. It appears that 54.55% of faculty believe they have no basis to judge their level of satisfaction with archived texts (Figure 31). Similarly, with archived photographs 63.64% believe that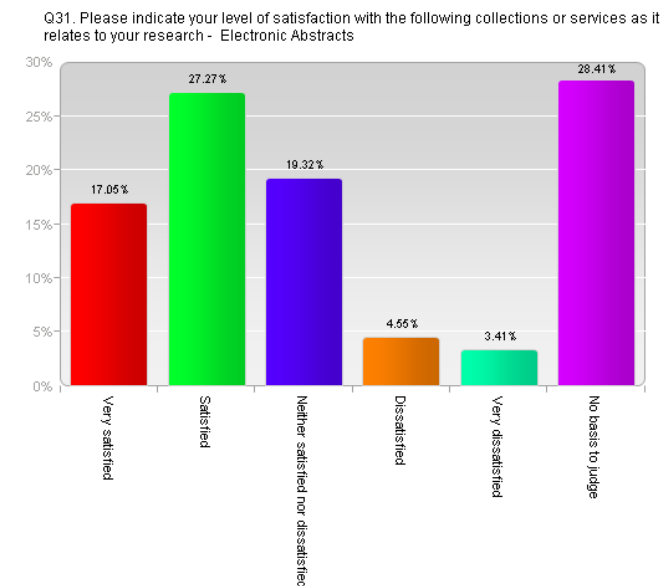 they had no basis to judge their level of satisfaction (Figure 32). Faculty were polled about their level of satisfaction relating to US Government documents. The majority, 53.41% felt they had no basis to judge (Figure 33). Next, faculty were asked about audio/visual resources in which 56.82% believed they had no basis to judge their level of satisfaction (Figure 34). Lastly, faculty were asked to rate their satisfaction for course reserves and library tours/information sessions. About 43.18% felt they had no basis to judge about course reserves (Figure 35) and 38.64% felt they had no basis to judge about library tours/information sessions (Figure 36).

Q33. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Archived Texts

Figure 31: Level of Satisfaction with Archived Texts

Q34. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Archived Photographs
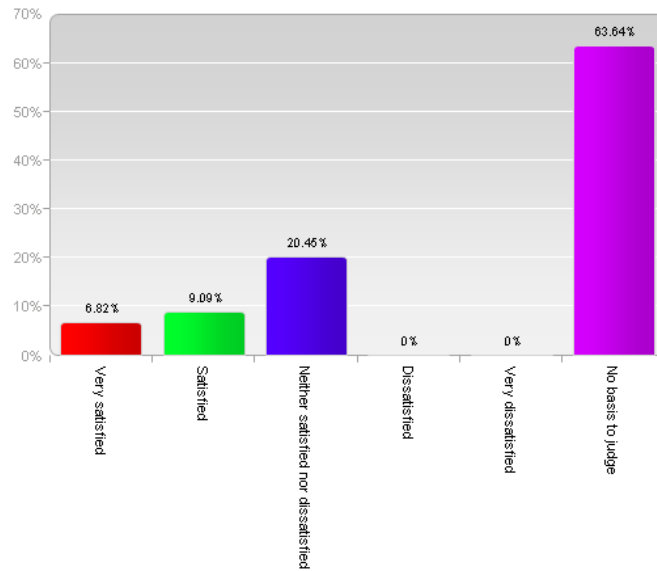
Figure 32: Level of Satisfaction with Archived Photographs

Q35. Please indicate your level of satisfaction with the following collections or services as it relates to your research - U.S. Government Documents
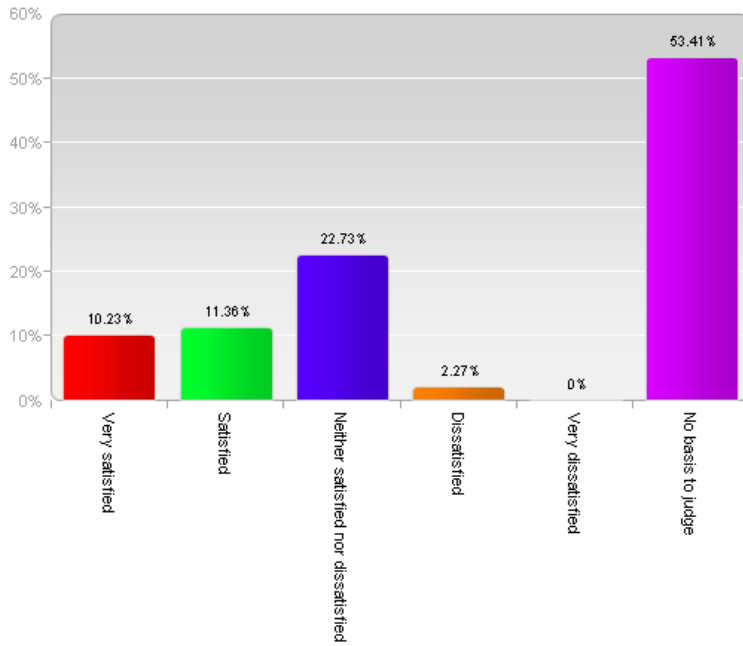
Figure 33: Level of Satisfaction with U.S. Government Documents

Q36. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Audio/Visual Resources
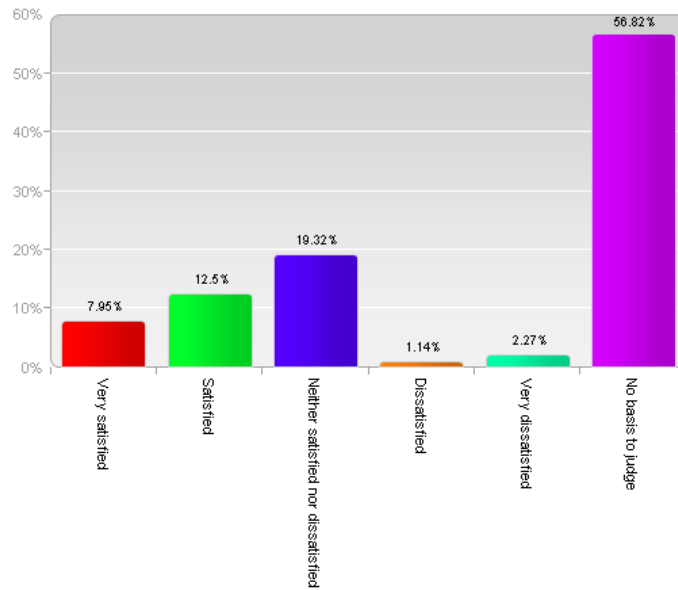
Figure 34: Level of Satisfaction with Audio/Visual Resources

Q37. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Course Reserves
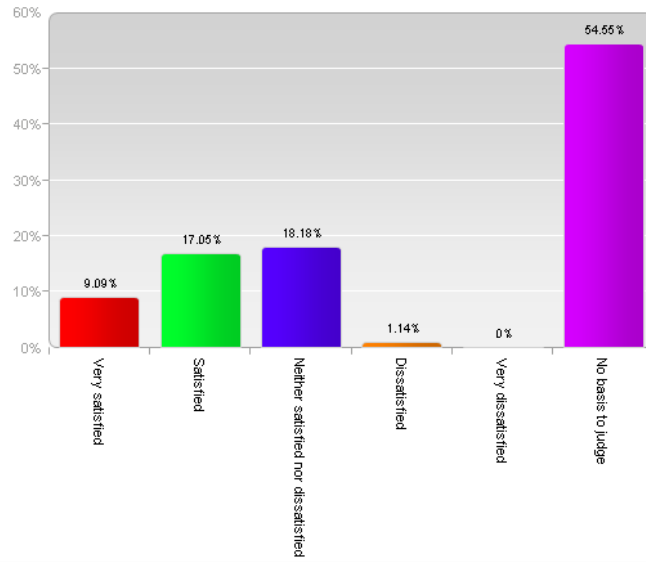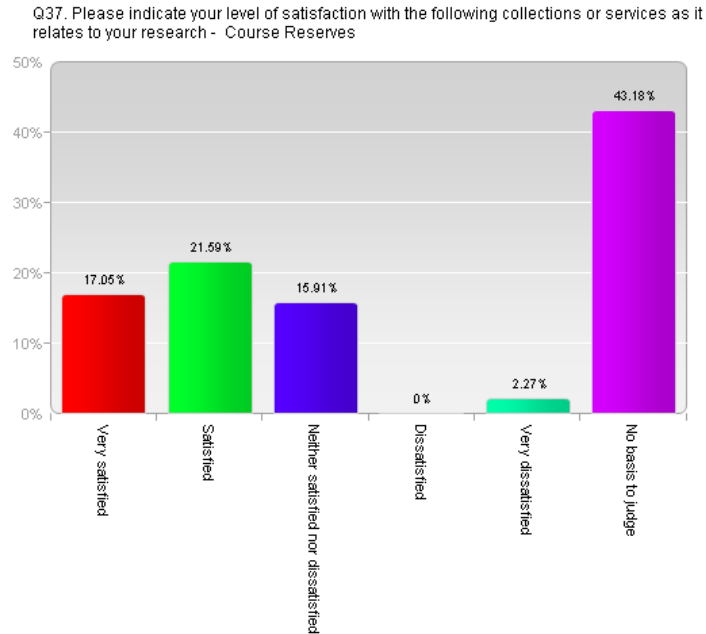
Figure 35: Level of Satisfaction with Course Reserves

Q38. Please indicate your level of satisfaction with the following collections or services as it relates to your research - Library Tours or Information Sessions
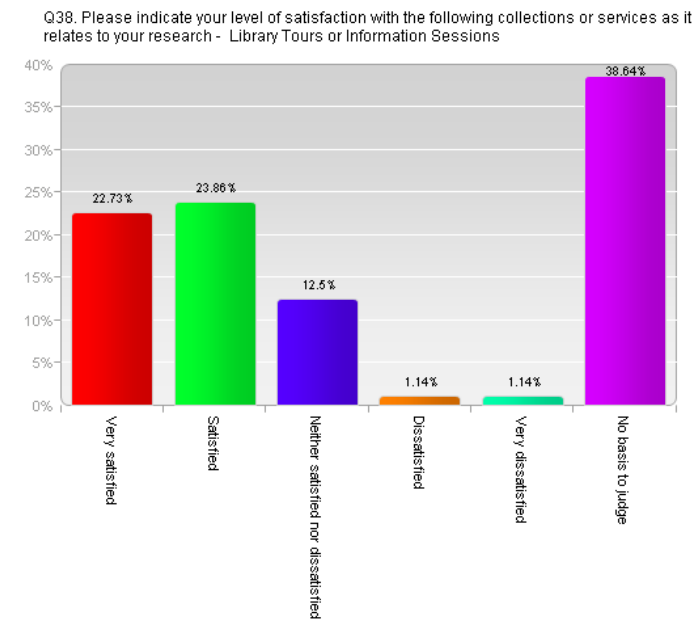
Figure 36: Level of Satisfaction with Library Tours/Information Session

Faculty members were asked whether they were aware of interlibrary loan services and document delivery services. The majority, 73.86% are aware of these services offered. Faculty were then asked if they visited neighboring libraries rather than using the UNH

Library. The majority, about 55.68% of faculty, do not visit neighboring libraries. There

is about 44.32% of faculty that do use neighboring libraries. These faculty members

were asked why they chose not to use the UNH Library. Figure 37 demonstrates that the

majority, 65%, simply use other online resources. About 35% of faculty members do not

need the library to complete their task and 30% feel that the UNH Library lacks the

necessary materials (Figure 37).

Q41. For which of the following reasons did you not use the library? (Check all that apply)
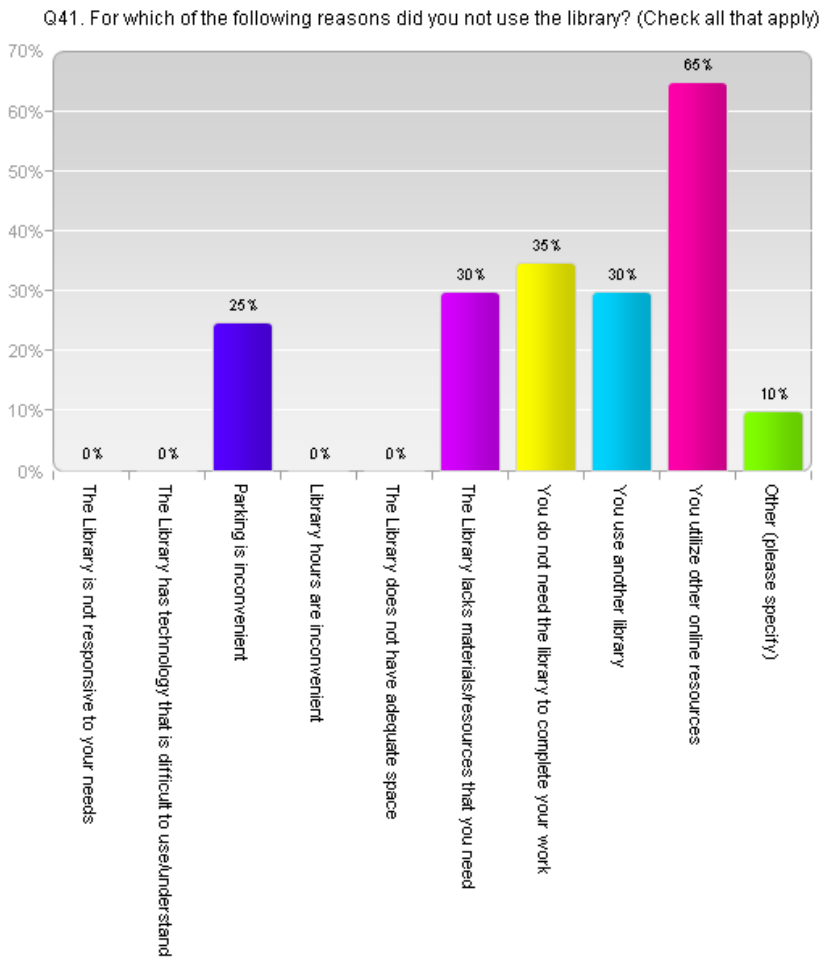
Figure 37: Reasons faculty members did not use UNH Library

The next series of questions focused on how faculty members sought general library support. Figure 38 demonstrates that the majority utilize email and in-person reference services while 0% used 24/7 chat sessions and appointments. Regarding In-Person services, an overwhelming majority of faculty members are very satisfied/satisfied (Figure 39). Figure 40 demonstrates a similar result with the telephone reference services. With email services, the majority was satisfied with this resource but there was still about 3.12% dissatisfied (Figure 41). Figure 42 demonstrates that faculty members were neither satisfied/dissatisfied with "other" type of reference resources.
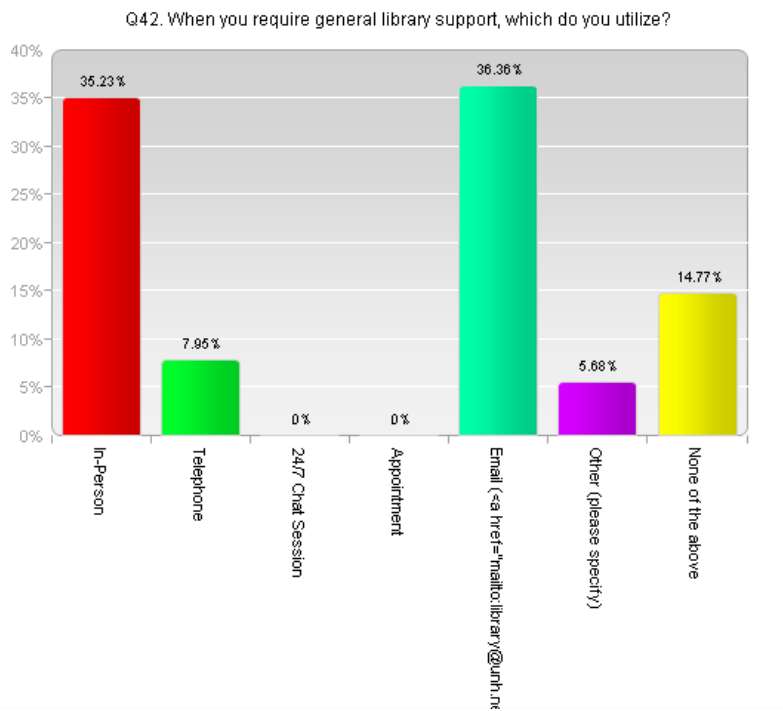
Figure 38: Faculty use of general library support
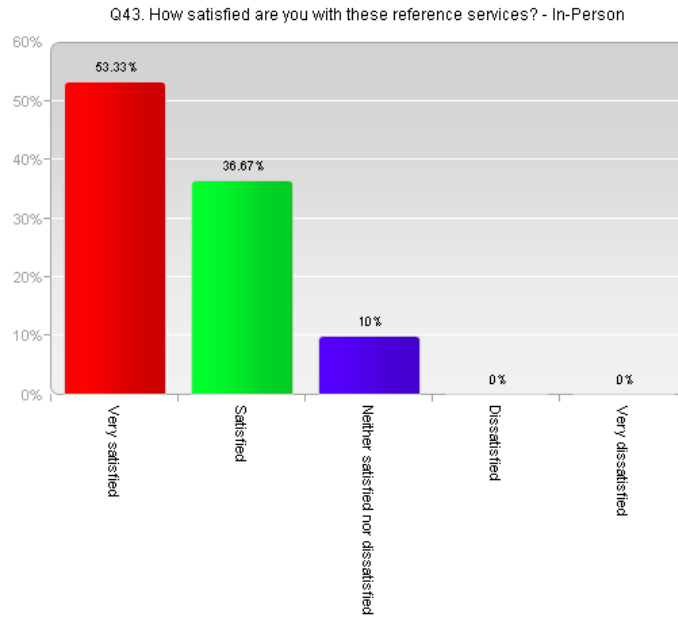
Figure 39: Satisfaction with In-Person Reference Services
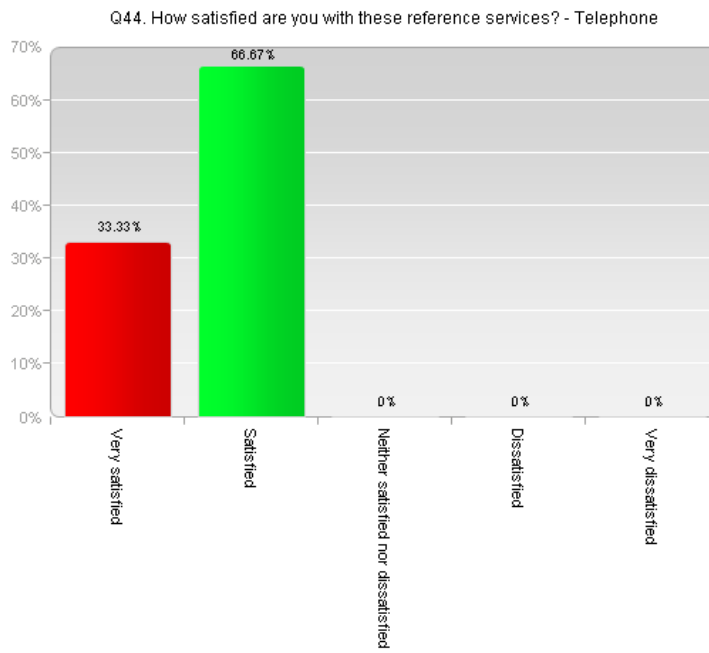
Figure 40: Satisfaction with Telephone Reference Services
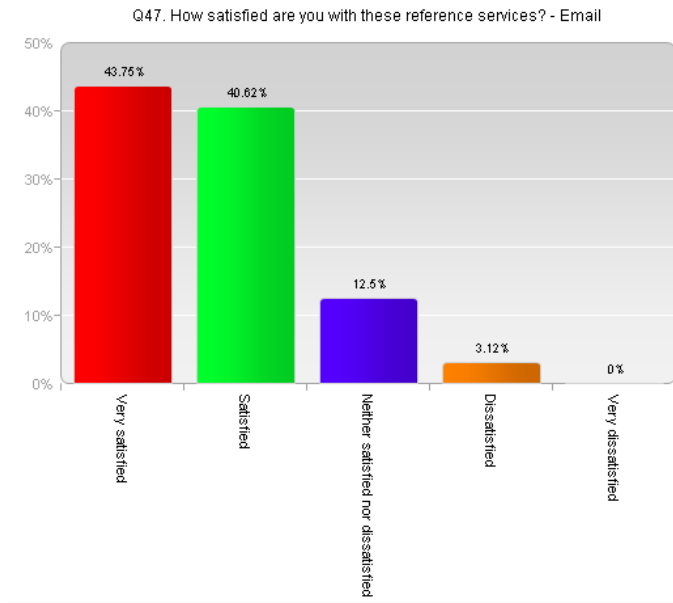
Figure 41: Satisfaction with Email Reference Service
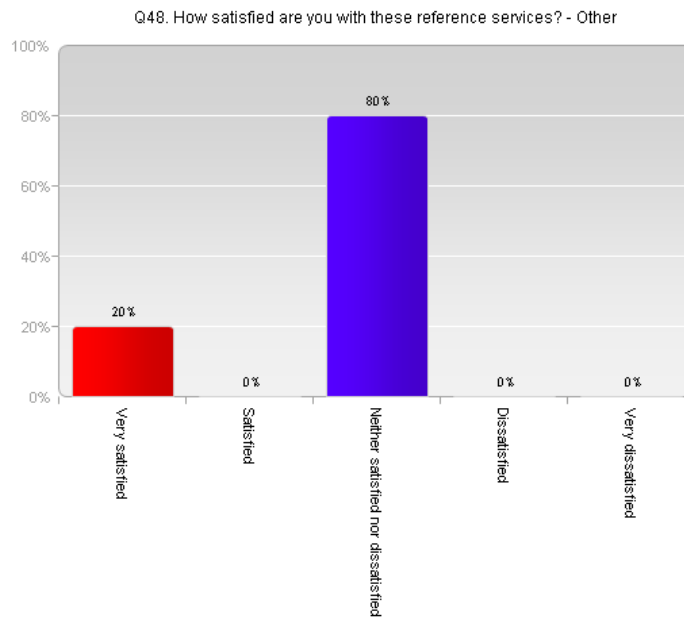
Figure 42: Satisfaction with Other Reference Services

Next, participants were asked if they utilize the Embedded Librarian Program.

According to Figure 43, about 39.39% of faculty members were not aware of the service.

About 36.36% of faculty that were aware of the resource utilized the Embedded Librarian

Program (Figure 43). Faculty members were asked whether they use the Library

Instruction program. Although 36.36% of faculty utilize the resource, about 31.82% was

not aware of this service (Figure 44). A response to this question was, "I tell students to

seek library Instruction on their own" (Appendix I). Regarding the Interlibrary Loan

Services for curriculum use, about 54.55% utilize the resource, while 9.09% are unaware

of it being offered (Figure 45). A few responses to this question were, "No need for it,"

"It's easier to go to another Library," "I use Yale's online journals" (Appendix J). Figure

47 demonstrates that faculty slightly use the Interlibrary Loan service more for their

personal research than for their curriculum (56.06%). Lastly, faculty members were

asked if they use course reserve for their curriculum. Figure 46 demonstrates that

45.45% utilize the resource for their curriculum. Some faculty choose not to use course

reserves because they rather assign online readings (Appendix K). Faculty also

mentioned that the textbooks are unavailable through the library sot hey are unable to use

the course reserve resource (Appendix K). For additional comments, see Appendix M.

Q49. Do you use the Embedded Librarian Program? (Librarians embed customized research guides (Called LibGuides) into the Blackboard site for your course. Each guide is developed for a specific class' research needs; develop Tegrity videos or Powerpoint tutorials explaining research concepts and resources; and monitor a discussion board in the class Blackbaord site to enable students to ask the librarian specific questions about research relating to the class.))
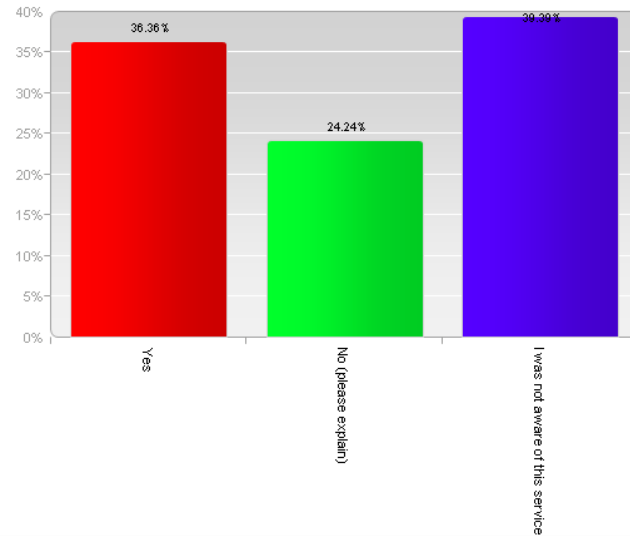
Figure 43: Awareness of Embedded Librarian Program

Q50. Do you use the Library Instruction Program?
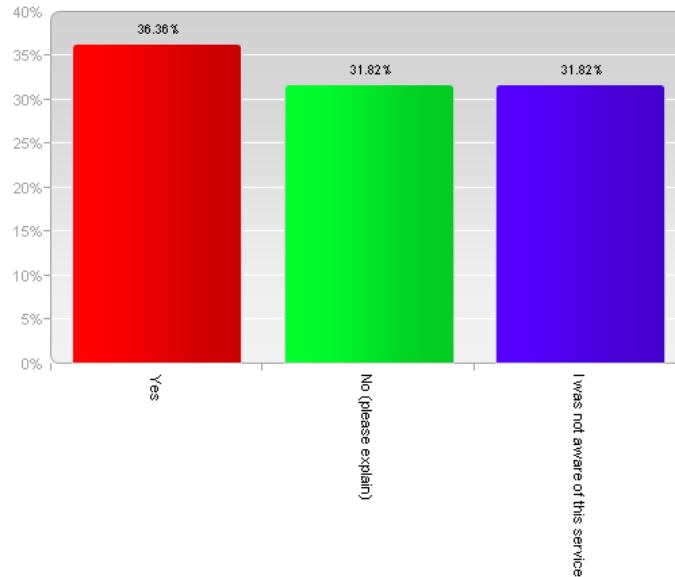
Figure 44: Utilization of Library Instruction Program

Q51. Do you utilize the Interlibrary Loan Services?
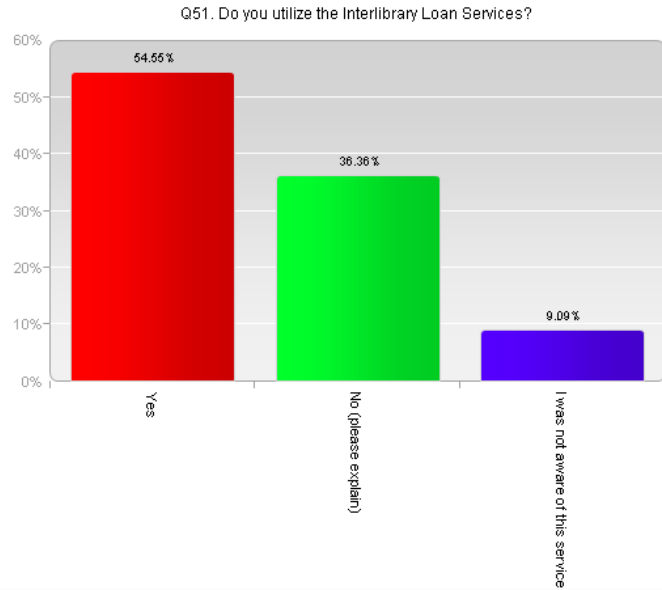
Figure 45: Utilization of Interlibrary Loan Services

Q52. Do you utilize the course reserve services for your curriculum?
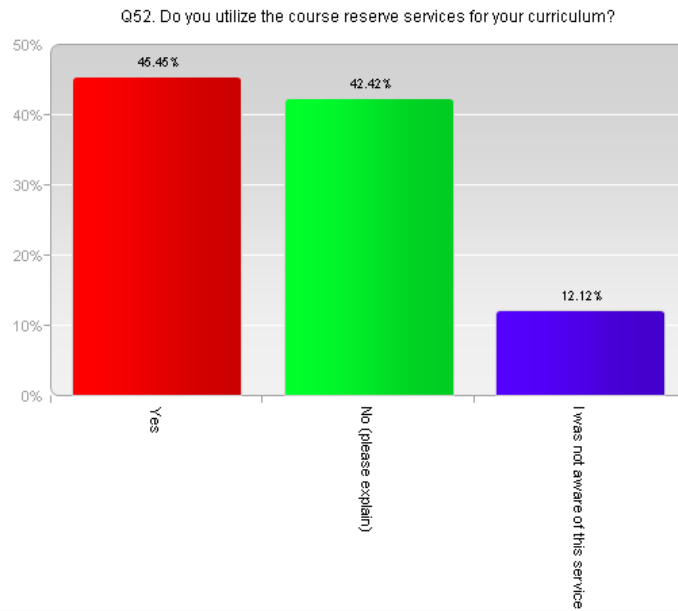
Figure 46: Utilization of Course Reserve for Curriculum
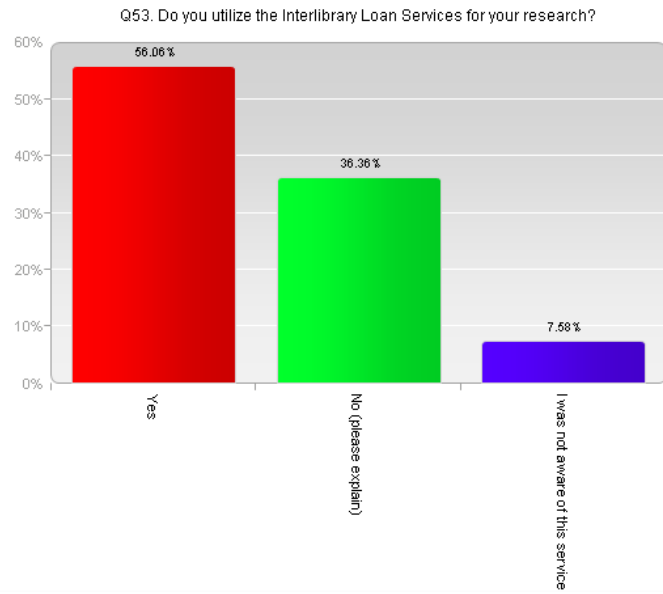
Figure 47: Utilization of Interlibrary Loan Services

Discussion

Does the faculty utilize the UNH Library for personal research/classroom development? (Do they use outside resources/libraries from other universities?)

The results generated from this study demonstrate that the majority of faculty members possess personal computers/laptops, which they use both at home and at their campus office. Thus, faculty have access to computers if their research needs to incorporate online articles. Faculty heavily rely on their personal technology and Microsoft products to complete their personal research and for development of classroom curriculum.

The survey questioned faculty on the frequency of visitation to the UNH Library and the café services. Only 1% visited the UNH Library on a daily basis (Figure 5). It appears that the majority of faculty members have either visited the UNH Library once per week or never visited the library (Figure 5). Similarly, the majority of faculty members visited the café within the library once per week or never visited (Figure 5). In-house resources appeared to be utilized less by faculty employed by University of New Haven. It appears that 44% of faculty visit neighboring libraries, including Yale, Branford, Seymour, West Haven and Guilford (Appendix E). Faculty stated in their responses that UNH "doesn't have full text journals" (Appendix E). Many comments stated that other libraries have a wider range of full-text databases, printed books, journals and DVD/CDs (Appendix E). Some faculty choose to visit other libraries because they also work at that specific University so it is more convenient. According to Figure 37, popular reasons for not visiting UNH was because "they simply use another library," "UNH lacks resources needed to complete research," "use other online

resources" and "you don't need the library to complete task." Parking was a minor inconvenience that caused faculty not to visit the UNH Library as well.

Faculty certainly value the importance of circulating materials at the UNH Library for their personal research/curriculum. The results show that 18% find circulating materials extremely important and 24% view the resource as very important. Unfortunately, archived texts and archived photographs are two resources that faculty feel they have no basis to judge their importance (Figure 20 and 21). Certain faculty do not find archived photographs or texts important. There is a small percentage that finds the resources important for their research/curriculum. The majority of faculty also do not utilize audio/visual resources and feel they don't have the basis to judge their importance (Figure 23).   Those that were utilizing course reserve believe the resource is very important for their research/curriculum (Figure 24). Overall, it appears certain in-house resources are valued more importantly than others. The library tours is another resource that faculty use and find it extremely important towards their course development (Figure 25). Though other University libraries are visited more often, those faculty members that visit UNH library find the materials offered to be satisfactory in their personal research/classroom development.

Does the faculty prefer to use in-house resources or electronic resources offered through the library's website? How important are the various electronic collections to faculty?

Overall, the results demonstrate that faculty members utilize the UNH Library website more frequently than actually visiting the library itself (Figure 6). In fact, faculty are very satisfied with the availability of technology offered (Figure 7). An overwhelming majority of faculty members use the technology to complete research and

to enhance their curriculum. The results from question 16 show that 78.89% use online resources offered through the UNH Library website. Generally, the faculty did not have an opinion regarding copying, scanning and printing services. It appeared that they felt they had no basis to judge their satisfaction with regards to the services (Figure 12). The resource that had an overwhelming rate of importance was the full-text databases and electronic journals (Figure 19 and Figure 15). Next, faculty rated that electronic abstracts as being extremely important (Figure 18). Government documents were moderately important and there was a close distribution regarding the importance of electronic textbooks (Figure 33 and Figure 16).

Are faculty members aware of resources like the Embedded Librarian Program, Reference Services and Interlibrary Loan Services?

The Embedded Librarian Program, Reference Services and Interlibrary Loan Services are three programs offered through UNH Library. This survey is intended to find out if faculty are aware these programs and if they are satisfied with the resources. It appears that 39.39% of faculty are unaware of the Embedded Librarian Program, while 36.36% utilize the resource and 24.24% chose not to use it (Figure 43). Some faculty believe they don't have time to incorporate the resource or they choose to use their own resources (Appendix H). Some faculty members they believe it will have minimal benefit on their curriculum and they are unclear/unaware on the program itself (Appendix H). In terms of the Library Instruction Program, 36.36% of faculty members actively use this resource (Appendix 44). Some faculty choose not to use the Library Instruction Program because they don't have a need for it or tell students to seek assistance on their own (Appendix I). A faculty member suggested that information literacy should be offered as a possible core class for students (Appendix I).

When assistance is required, there are various types of reference services offered. Faculty were questioned if they use in-person, telephone, 24/7 chat, appointment, email and other reference services. According to Figure 38, it appears that in-person assistance and email are the two services used most often by faculty. A small percentage call the library for assistance and some prefer to figure out the issue on their own (Appendix G). Faculty are very satisfied with both in-person and email services (Figure 39 and Figure 41 respectively). Faculty are also satisfied when they have to call the library for assistance (Figure 40). Although faculty members only choose to use a few of the reference services, these resources were rated very highly.

According to question 39, about 73.86% of faculty are aware of the Interlibrary Loan Service and document delivery services. However, a small percentage (15.9%) found the resource not applicable to their personal research. About 54.55% of faculty do utilize the Interlibrary Loan Service for their curriculum development and 56% use the resource for personal research (Figure 45 and Figure 47 respectively). Those faculty members that choose not to use this resource stated that it is simply easier to go to another library. The e-journals and collections at Yale University are a popular alternative that is used often by faculty of the University of New Haven (Appendix J). Other faculty members believe they have no need to use the resource.

Are faculty members satisfied with the UNH Library and its resources? Are faculty members satisfied with the availability and type of resources?

Overall, faculty members are satisfied with the UNH Library and its resources. Faculty members appreciate the operational hours enforced by the library, especially

during this past winter. Faculty members also are very satisfied with the customer service offered by the members of the UNH Library. If assistance is required, there are many convenient methods to contact the library, which is appreciated by the faculty. Interestingly enough, faculty do not use the 24/7 chat or appointments, but prefer in-person contact or email. Faculty members are highly satisfied with the ease of finding materials within the library. The café was also ranked highly by faculty and is often used by those that are not given office space to meet with students.

Faculty members tend to use electronic resources more so than in-house resources. The website is visited more frequently than the UNH Library by faculty. Resources like circulating books, archived texts, archived photographs, U.S. government documents, audio/visual and course reserves seem to be used less frequently by faculty. When faculty rated satisfaction and importance, these resources tended to rank lower than the electronic resources such as full-text databases, e-abstracts, and e-books. An overwhelming majority of faculty members use the technology to complete research and to enhance their curriculum. Although there was a high level of satisfaction with electronic resources, there was still a percentage of faculty that feel UNH does not have a variety of journals or abstracts. Some faculty also feel that some databases are unclear or difficult to use. Generally, faculty are satisfied with the type of resources offered through the UNH Library and incorporate those tools for developing their personal research and curriculum

APPENDIX A

Marvin K. Peterson Library Faculty Assessment

The staff at the Marvin K. Peterson library is inviting you to participate in a survey to share your thoughts with us! This survey is meant to evaluate how effective our initiative has been to further enhance your experience. It is part of our vision to provide you with the necessary tools for teaching aides and for your own personal research.

Your participation in the survey is voluntary and you may withdraw at any time. In total, the survey should take about 10-15 minutes. All participants will remain anonymous. As our small way of saying "Thank you," we would like to offer you the opportunity to enter to win a gift card to Amazon.com.

The results generated from the study will be presented to the Head Librarian, Hanko Dobi, and strictly used for research purposes. New ideas will be discussed and possibly further explored to improve the quality of your experience.

This survey was reviewed and received IRB Approval on 3/22/2015. If you have any comments/questions about the research conducted, or for specific questions on the survey, please send us an email at: cpatt1@unh.newhaven.edu. The chief investigator is Christina Patti, a graduate student of Forensic Science, under the supervision of Hanko Dobi, University Librarian.

1. What is your current title?
       A. Professor
       B. Associate Professor
       C. Assistant Professor

D. Adjunct

E. Lecturer

F. Other (Please Specify): _____

2. What is your primary college affiliation?

A. College of Arts and Sciences

B. College of Business

C. Tagliatela College of Engineering

D. Henry Lee College of Criminal Justice and Forensic Sciences

E. Lyme Academy College of Fine Arts

F. Other: _____

3. What were your assignments during the last 12 months? Check all that apply?

A. Teaching Undergraduate Students

B. Teaching Graduate Students

C. Non-Teaching Assignment

D. Research

E. Other: _____

4. How many years have you been employed by the University of New Haven?

A. 1-5

B. 6-10

C. 11-15

D. 16-20

E. 21-25

F. 26+

5. Which of the following are applicable to you (Check all that apply):

A. Have a computer/laptop in campus office

B. Have a computer/laptop at home

C. Use Microsoft Office products

D. Use electronic research databases

6. How often do you visit the Marvin K. Peterson Library (excluding café services)?

A. Daily

B. 4-6 times per week

C. 1-3 times per week

D. Less than once per week

E. I never visit the library

7. How often do you visit the Marvin K. Peterson Library's website?

A. Daily

B. 4-6 times per week

C. 1-3 times per week

D. Less than once per week

E. I never visit the website

8. How often do you visit the café within the Marvin K. Peterson Library?
- A. Daily
- B. 4-6 times per week
- C. 1-3 times per week
- D. Less than once per week
- E. I never visit the café

Please indicate your level of satisfaction with the following:

	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Unsatisfied
9. Library Hours					
10. Ease of Finding Materials					
11. Availability of Technology					
12. Availability of a variety of Online Journals					
13.Copying/Printing/Scanning Services					
14. Customer Service					
15. Library Café					

16. Do you utilize any of the library's online resources?
- A. Yes
- B. No
- C. Not applicable

Please indicate your level of importance with the following collections as it relates to your research.

	Extremely Important	Very Important	Moderately Important	Slightly Importance	Not at all important	No basis to judge
17.Electronic Journals						
18. Electronic Textbooks						
19.Circulating Books						
20.Electronic Abstracts						

21. Full-Text databases					
22.Archived Texts					
23.Archived Photographs					
24.U.S. Government Documents					
25.Audio/Visual Resources					
26.Course Reserve					
27.Library Tours or Instruction Sessions					

Please indicate your level of satisfaction with the following collections as it relates to your research.

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
28.Electronic Journals					
29.Electronic books					
30.Circulating Books					
31.Electronic Abstracts					
32.Full-Text databases					
33. Archived Texts					
34.Archived Photographs					
35.U.S. Government Documents					
36.Audio/Visual Resources					
37.Course Reserves					
38.Library Tours or Information Sessions					

39. For those that utilize the library for personal research, are you aware of the Interlibrary Loan Services and document delivery services?
  A. Yes
  B. No
  C. Not applicable

40. Have you visited neighboring libraries instead of utilizing the University of New Haven?
  A. Yes
  B. No

If you answered yes to question 40, please state which library you visited and why:
_____

41. For which of the following reasons did you not use the library? Check all that apply:
  The Library is not responsive to your needs
  The Library has technology that is difficult to use/understand

Parking is inconvenient
Library hours are inconvenient
The Library does not have adequate space
The Library lacks materials/resources that you need
You do not need the library to complete your work
You use another library
You utilize other online resources
Other: _____

42. When you require general library support, which do you utilize?
    A. In Person
    B. Telephone
    C. 24/7 Chat session
    D. Appointment
    E. Email (library@unh.newhaven.edu)
    F. Other (please specify)
    G. None of the above

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
43. In Person					
44.Telephone					
45.24/7 Chat Session					
46.Appointment					
47.Email					
48. Other					

49. Do you use the Embedded Librarian Program? [Librarians embed customized research guides (Called LibGuides) into the Blackboard site for your course. Each guide is developed for a specific class' research needs; develop Tegrity videos or Powerpoint tutorials explaining research concepts and resources; and monitor a discussion board in the class Blackboard site to enable students to ask the librarian specific questions about research relating to the class.]
    A. Yes
    B. No (please explain)
    C. I was not aware of this service

50. Do you use the Library Instruction Program?
    A. Yes

B. No (Please explain: _____)
C. I was not aware of this service

51. Do you utilize the Interlibrary Loan Services?
    A. Yes
    B. No (Please explain: _____)
    C. I was not aware of this service.

52. Do you utilize the course reserve services for your curriculum?
    A. Yes
    B. No (Please explain)
    C. I was not aware of this service

53. Do you utilize the Interlibrary Loan Services for your research?
    A. Yes
    B. No (Please Explain: _____)

54. Do you have any additional feedback or suggestions?
    Yes, Please Explain: _____
    No

Thank you for your participation!!
If you would like to be included in the drawing for a $25.00 amazon.com gift card, please
contact Christina Patti at cpatt1@unh.newhaven.edu upon completion of the survey.

Appendix B
Question 1 Responses
Adjunct
FT PIR
pIR
PIR
Practitioner in Residence
Professional in Residence
ProProfessional in Residence
Teaching Fellow
Visiting Assistant Professor

APPENDIX C

Question 2 Responses
UCONN ROTC

APPENDIX D

Question 3 Responses

Administration
Coaching and Mentoring
Sabbatical leave

APPENDIX E

Question 40 Responses

Blackstone, Branford

Gateway because I also teach there

Guilford Free Library, Guilford, CT

I have access to Yale University library resources. I have not investigated UNH resources. The most important library resource for conducting my research is "Web of Science"

I regularly use resources at SCSU and Quinnipiac. They have better access to databases than we have. Truthfully, the library at UNH does not have adequate resources (access to databases) to support my research.

I use the libraries at other Universities where I teach; this gives me a wider range of available material.

I utilize UCONN Health Center's library because I have library privileges there. Unh does not allow for the comprehensive e-data base and full text journal articles that I need for my research.

Local libraries

Local library Mitchell pleasure reading

Lyme Campus Library. Its on the same campus I work at.

My old institution, because they have better access to databases.

Old Lyme Phoebe Griffin Noyes Library

Public libraries in New Haven and Hamden. I like their atmosphere.

SCSU Buley Library - has current volumes of journals

Seymour library. Check out books.

UNH does not have full text of many journals I use. I'll is quick but not immediate when looking for sources and wanting to see more than abstract. Also UNH databases are difficult to search because of no software that directly links search to correct database and article. Too many steps involved in searching UNH databases.

Univ Ct - larger selection of journals

Univ. of CT

west haven public library

West Haven Public Library. Rarely.

Yale

Yale - far larger selection of printed books and journals

Yale - greater access to full-text of journal articles online

Yale- has infinitely better collection of books/journals, articles and DVDs /CDs

Yale- I have affiliation and can more easily find what I need.

Yale Medical Library for larger selection of materials.

Yale Music Libraries. Research

Yale University

Yale, access to online journals in neuroscience

Yale, more convenient when I'm there anyway.

Yale, to access journal articles

Yale, Wesleyan

Yale--had books we don't have that I needed quickly.

APPENDIX F
Question 41

I don't do research any more

Im at Galvanize

APPENDIX G
 Question 42

email to an individual

give up

I check things online

ILL

Library website

APPENDIX H
 Question 49

Don't have time to do the planning to work this in yet.

have not had time to incorporate into courses

I create my own resources.

I did once, but wasn't particularly helpful for my specific courses.

I have tried using this 3 times. Minimal benefit if at all.

No research required for courses

Not entirely clear what this does, what it would require on my part.

UNH has more special services than I have time to learn and to use.

APPENDIX I
Question 50 Responses

Don't know what this is. Same concerns over what would be required to make it worthwhile likely apply.

haven't had need to as of yet. May do so next fall.

Haven't had the need

Haven't used to date.

I do my own instruction.

I have, but not every semester

I only teach an introductory course that doesn't allow for in-depth research!

Look into offering some info literacy for credit course, team with a faculty member. Have the course added as a CORE course so students can count the course as one of their required core courses. It could be as simple as a one-credit course, but make it a requirement. Students could fulfill requirement either by taking a course that has an embedded literacy component OR by taking the stand-alone core course team taught with a faculty member. Get the literacy info outcomes into the UNH accreditation assessment plan.

Not sure which programs are for what.

tell students to seek library instruction on their own

APPENDIX J
Question 51 Responses

At least not recently

Easier to just go to another library.

Haven't had the need yet

Haven't needed it.

I have not yet had a need for it; however, I recommend it to all of my students.

I mostly need online journal articles, so I just access them through Yale.

I use Yale's

No need to as of yet.

No need to at this moment

Not yet

There hasn't been a need recently.

APPENDIX K
Question 52 Responses

Don't need it

Extra reference materials available from personal reference collection

Give my students online reading assignments.

I do not have spare or extra books to provide the library to put on reserve. I received one free desk copy from the publisher, which I need to use - when I requested a second copy to put in the library I never received it.

I do not put materials on reserve anymore

I have had no need.

I have, but not every semester

Most of m resources are available online

never thought about that

No need.

No readings for reserve available.

not necessary

Nothing to explain -- I don't need this.

Students are overwhelmed keeping up w/ just textbook reading!

The books that I would put on reserve are not available in the library.

Unclear as to what this is
I was not aware of this service

APPENDIX L
Question 53

Easier to go to another library.
Haven't had the need yet
I haven't done any research.
No current need.
No need to
Not necessary, as I have a personal subscription to the leading journal in my field.
Not needed
Not recently
Not yet
same as above
There are adequate resources here at UNH to use for the student assignments.
I was not aware of this resource

APPENDIX M
Question 54 Responses

The Interlibrary Loan process needs to be more transparent. There should be a webpage on which patrons can track all of their requests, listing them by date requested, status in process, date of arrival, and date due, all on one site. Renewal requests should also be possible through the website, which the current practice of listing patrons' ILL books with UNH books does not allow. If such a website cannot be implemented, a helpful improvement to the current system would be to indicate the title and author of the ILL book in the email notifying a patron of the book's arrival. The handwritten due date on the front of the book needs to be clear. Clicking on the Interlibrary Loan link from the library homepage leads to another link for Interlibrary Loan forms, which leads to another link for Interlibrary Loan forms. Then there is the log-in, and then there is the list of databases. The Interlibrary Loan form links are, in tiny font, at the top of this page. This is astonishing.

A significant number of journals I need for my research are in the Project Muse database. Currently the only journal we have full access to in that database is Theater Journal--would like to have access to journals such as Theatre Topics, Comparative Drama, Dance Research, Dance Research Journal, Journal of Dramatic Theory & Criticism, Modern Drama, PAJ, TDR, Theater History Studies--for not only my research but also my students' research.

Access to research journals is critical for me and my students, especially back issues. This is where the library really fails in its mission.

Excellent service and assistance

Hanko Dobi for president!!! Joe Scollo for Governor The library system here is outstanding

I am on campus 2x week as an adjunct. Since adjuncts are not provided work space, I depend on the library as my primary place to work and meet with students. I wish there were more appropriate spaces my work and my student meetings to occur.

I am very happy with the services the library provides

I stated this earlier, but it is worth repeating: The most important library resource to me is access to online publications through Web of Science. I see that this database is currently not

offered by UNH, and neither is Scopus. Without at least one of these comprehensive databases, UNH library services are a "non starter" for my research activities.

I would be nice if more computers were provided JUSt for staff in the Library and MORE Rooms AVAILABLE for Conferencing with students

I would love more cyber crime related journals

interlibrary form is difficult to find and fill - alternative methods to make this easier should be made available.

It would be nice to have large academic database subscription like scopus or web of science at UNH.

Keep up the good work :-)

Library staff too nosey. Library is messy and load.

More computers are needed in the library. Plus more places to sit.

more E Journal

More electronic full access journals if possible / budget permitting

Need to get pub med for new programs but not if UNH loses other important resources. These should be additions not substitutions. easier said than done, but if UNH wants to be known for strong undergraduate research across all disciplines, the library has to be strong enough to support it. Experiential is fine, and skills are fine, but the are different kinds of research and most research studies I have read start with a review of the literature, not an experiential tour of the world. I have seen so many student projects that are called experiential research, with questions that could be answered even by a quick Google search. Students should have to see what has already been learned and studied about their topic and the. Be pushed farther. Even UGs can do this on some level

See feedback stated above.

Thanks for staying open through all those snow storms. You are truly dedicated.

The ILL website is useless and cumbersome. I generally just email directly and receive very good service; however, it would be nice to have an easy to use website (esp. for students). Also, I often put in a number of requests, but it's hard to keep track of if I have received what I requested. A website with a list of my requests and the status of each request would be useful.

The in-person support continues to be outstanding.

We desperately need Project Muse if we are going to continue offering English as a major/minor on campus.

You provide exceptional services with the resources available to you. I would like to see your budget increase.

No