

2014 Library Survey of ECU Faculty

During the spring of 2014, the ECU Libraries conducted a survey of ECU faculty. Academic Library Services had previously surveyed faculty in the Division of Academic Affairs in 2008 and 2011. The combined survey was administered jointly by Academic Library Services and Laupus Health Sciences Library and was created in conjunction with the ECU Faculty Senate Libraries Committee. This document presents general information about the survey administration and response, then provides an analysis of the results specific to faculty who identified as primarily using Joyner Library, either in person or virtually.

Survey Administration and Response

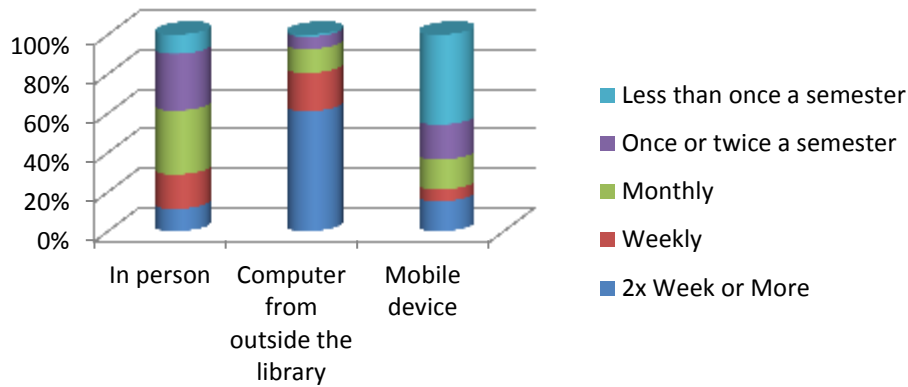
The 20-question survey was administered using Qualtrics. It was open from February 18 through March 31, 2014. Information about the survey, including the survey link, was posted on the FACULTY-L@LISTSERV by the Faculty Senate Secretary and was distributed to approximately 2000 faculty members. Deans in each college were asked to send information about the survey to their faculty and encourage them to complete it. The survey was also promoted via emails from subject liaisons, the library e-newsletter, an announcement and flier distributed at the ECU Faculty Senate meeting, emails from department chairs and members of the ECU Faculty Senate Libraries Committee to their colleagues, as well as reminders to faculty who used the ILLiad interlibrary loan system during the time the survey was conducted.

339 faculty members participated in the survey, for a response rate of approximately 17%. 190 (56%) of respondents indicated that they used Joyner Library most often. 135 (40%) indicated that they used Laupus most often, while 10 (3%) individuals selected Music Library and 4 (1%) selected non-ECU libraries. Tenured faculty represented 53% of respondents (180), probationary term constituted 24% (80) of respondents, fixed term were 17% (58), and 6% (21) selected "other." The analysis that follows is limited to the responses from faculty who indicated that they used Joyner or Music Libraries (Academic Library Services or ALS) most often.

Joyner/Music Library Use Patterns

Faculty are more likely to access these libraries via computer than in-person or by mobile device. In 2014, 80.5% of faculty indicated that they access the library via computer from outside the library at least weekly, with an additional 12% reported that they access the library via this method at least once a month. The number reporting that they visited the library in person at least once a month dropped slightly from 63.4% in 2011 and 67.6% in 2008 to 59.8% in 2014. Access using a mobile device increased significantly, with 36% of faculty indicating that they access the libraries via this method at least once a month, compared to 14% in 2011, and at least twice weekly mobile access increasing from under 4% in 2011 to 14% in 2014. The increase likely reflects the rapid growth of mobile devices, improvements in the functionality of library websites, and enhancements in the accessibility of library resources on mobile devices.

Library Use by Faculty: Frequency and Method



Satisfaction Levels

Faculty were asked to rate their satisfaction with 10 services on a scale of 1 “Low” to 5 “High.” In general, satisfaction levels were slightly higher than in 2011. The greatest increases in mean scores were for equipment loaned by the library (4.36 in 2014, 3.37 in 2011) and the ECU Libraries website (4.21 in 2014, 3.58 in 2011). The highest rated service, delivery of library materials, will be furthered expanded in the fall of 2014, with a pilot project offering office delivery of books and other other physical materials to faculty offices on East Campus. A suggestion tha more fields be added to the course reserve form will be investigated.

Service	2014 Mean Score
Delivery of library materials (Interlibrary Loan, Pull & Hold, PDFs of articles from print journals owned by ECU)	4.57
Online access to content, collections, and services	4.52
Individual assistance in the library or remotely	4.42
Liaison/subject librarian services for your subject area	4.41
Equipment loaned by the ECU Libraries	4.31
Library instruction (including presentations or workshops)	4.32

Physical and online course reserves	4.32
ECU Libraries website	4.21
Research Guides (LibGuides)	4.04
Library integration in Blackboard	3.87

A separate question asked faculty to rate their satisfaction with various types of collections on a scale of 1 “Very Dissatisfied” to 5 “Very Satisfied” and to provide additional comments, if desired. The satisfaction scores ranged from a low of 3.75 for e-books to a high of 4.25 for e-journals.

Collection	Mean Score
Electronic journals	4.25
Streaming video	3.91
Print journals	3.81
Print books	3.90
Electronic books	3.75

Many of the comments pointed out a need for additional streaming video in a variety of subject areas. Streaming video was also one of the top requests in the 2011 survey and in the intervening three years numerous streaming video resources in a variety of subject areas have been acquired from Alexander Street Press to complement Films on Demand, which was acquired in 2010. Streaming video databases are listed at <https://www.lib.ecu.edu/databases/format/videos>. The ECU Libraries will continue evaluating additional streaming video databases and acquire those that support the university’s mission as funds allow.

ALS has received increasing requests from instructors for the acquisition of streaming access to videos shown in ECU courses. These acquisitions enable the instructor and all students enrolled in a course to have immediate streaming access to course-required videos. Such access is particularly valuable in distance education courses where group viewing of videos is not possible. The acquisitions reduce student costs in acquiring access to the video through Netflix, Amazon or another service and significantly decrease the likelihood that students will attempt to acquire access to videos through unauthorized means (e.g., piracy). In response to this need, ALS has initiated pilot projects with two major platforms that provide streaming video access, Swank Digital Campus and Kanopy. To the extent that funding permits, ALS will allocate discretionary funds in the acquisitions budget to attempt to use

these platforms to meet instructors' requests for streaming video access. ALS included a request for \$10,000 in recurring funds in its FY2015 budget request in order to better enable ALS to meet instructors' requests for streaming video on an ongoing basis.

Several comments advocated for more electronic books, while others noted problems with e-book access. NC LIVE recently announced a statewide subscription to Proquest's ebrary Academic Complete, which contains more than 86,000 scholarly titles supporting student and faculty research. This resource, which will become available by January 1, 2015, will vastly increase the number of e-books immediately available to the ECU community. ALS will make all efforts to ensure that access to this resource as well as to other e-book resources is easy and reliable.

Several comments noted the important role Interlibrary Loan Services plays in getting needed materials that are not available at the ECU Libraries. In addition to interlibrary loan, ALS will increase its reliance on demand-driven acquisition programs to meet faculty and student collection needs. Because records are already loaded in the library catalog, this process is often invisible to the user.

The impact of budget cuts on collections was mentioned in numerous comments. The FY2015 Joyner Acquisitions and Virtual Library combined budgets are approximately \$1.5 million less than in FY2008. Additionally, an annual six percent inflation rate for library materials continues to erode buying power. ALS will continue to try to minimize the impact of the budget cuts on faculty and students through new acquisition models and data-informed decisionmaking. ALS submitted a request for recurring funds in the amount of expected inflationary increases in an attempt to stabilize the buying power of the Acquisitions and Virtual Library budgets.

Several faculty members noted that they use Google Scholar regularly. The new Library website will feature a proxied link to Google Scholar on the home page. The proxied link will ensure that ECU Libraries' subscribed and licensed content, including the fulltext of articles, will be accessible through Google Scholar searches.

Faculty were asked to rate how effectively the ECU Libraries' collections meet their research and teaching needs on a scale of 1 "Very Ineffective" to 5 "Very Effective." The mean score was 4.06, with 85% of faculty agreeing that the collection were either "Effective" or "Very Effective" in meeting their needs.

Faculty were also asked to rate their satisfaction with various aspects of the ECU Libraries on a scale of 1 "Very Dissatisfied" to 5 "Very Satisfied." The mean scores are shown below:

Aspect	Mean
Services	4.26
Staff interactions/customer service	4.43
Website/Online presence	4.00

Physical space	4.00
Overall satisfaction level	4.21

Effectiveness of Outreach Efforts

For the first time, the survey included an item asking faculty to rate the effectiveness of several Library outreach efforts. Faculty indicated that emails sent via the “ECU Official Faculty” list were the most effective outreach method, followed by the e-newsletter. ALS will continue to post emails of broad interest to the ECU Official Faculty list and will publish the e-newsletter every two months during the academic year. Social media and the annual report were rated as less effective. Based on the survey result and other feedback, ALS has decided to cease distribution of print copies of its annual report to all faculty on campus. Faculty will be sent a link to the electronic version of the annual report and will be able to request a print copy. ALS’s social media presence was recently revamped and consolidated. ALS will continue to use social media to engage with students primarily but also with faculty and external audiences when appropriate.

Research & Teaching Services

Fostering research activity at ECU is one of ALS’s priorities. The survey listed 14 relatively new services and asked faculty to indicate how likely they are to use these services to support their research and scholarly activity. The services with the most interest overall are shown below. It is important to note that there are clear differences in interest by discipline, by whether the respondent received grant funding, and the type of grant. Analysis of the responses by these variables will help ALS determine potential audiences for each type of service.

Services to support research & scholarly activity	Mean
Assess the impact of my work following its publication	3.24
Assist with copyright, fair use, and author rights questions and issues	3.21
Provide information about publishers’ open access policies and publishing fees	3.15
Expand digitization and online availability of unique materials in the ECU Libraries Special Collections & Archives that I can use in my research and scholarly activity	3.08
Make a version of my publications freely available online	3.02

Comments from faculty members indicated enthusiasm for finding out more about these services and the need for more publicity about them. They also suggested other possible services:

- *I would love to know about many of these new services. Have they been advertised? If so, this is the first I've heard of many of them.*
- *Would like further help in identifying credible journals and publishers.*
- *Much of the above questions do not represent the type of research that I engage in. My work is small-scale, qualitative, and usually unfunded. I would be interested in more service related to my type of scholarship. Access to literature, transcription services, and qualitative data support are my greatest needs.*
- *I honestly haven't considered how the library can help me in this capacity. I am rethinking it now.*

The survey also asked faculty to indicate how likely they are to use eight services that support teaching. The services that garnered the most interest are listed below:

Services to support teaching	Mean
Online modules and/or instruction dealing with plagiarism and ethical use of information	3.57
Online instruction and/or remote consulting to support student learning	3.49
Streaming media resources for instruction and e-reserves	3.45
In-class instruction to support student learning	3.42
Class research guides for specific research assignments	3.40
Integration of library resources into Blackboard and other campus courseware	3.40

Importance of Information Literacy Skills for Students

Survey questions asked faculty to assess undergraduate and graduate student performance in several areas related to information literacy. On a scale of 1 “Low” to 5 “High,” faculty assessment of undergraduate performance ranged from 2.36 for “evaluating sources critically” to 2.87 for “ethical use of information, including knowing what constitutes plagiarism.” For graduate students, assessment of performance ranged from 3.04 for “managing research data” to 3.70 for “ability to find and use information related to their field.”

Teaching undergraduate students how to critically evaluate information sources will continue to be an area of focus and of increased collaboration with faculty as the QEP and University Writing Portfolio requirement are implemented. The new Graduate Research Series is one step the ECU Libraries have taken to help graduate students improve their research skills. Expansion of this series, ensuring that a recording of the series is available on the Libraries’ websites and on the Graduate School website, and providing discipline-based information literacy/scholarly communication sessions for students in introductory graduate research courses are ways ALS can help graduate students improve their skills. ALS provides a number of online tutorials dealing with information literacy, critical thinking, and research skills that faculty can incorporate into their courses and that students can use for self-directed

learning. A plagiarism module for Blackboard is under development by Research & Instructional Services with a target rollout date of October 2014. In addition, two repurposed faculty positions (Evening Research & Instructional Services librarian and Teaching Resources Instructional Technology librarian) will focus on course-integrated instruction, student consultations, and integration of library resources and skills into the curriculum.

Library’s Contribution to Faculty Work and Success

One survey question attempted to measure the impact of the ECU Libraries on faculty work and success. The results help show the centrality and value of the Library to the University. Faculty were asked whether they agreed or disagreed that the ECU Libraries helped them accomplish these items on a scale of 1 “Strongly Disagree” to 5 “Strongly Agree.” The mean for each item is shown below:

The ECU Libraries help me	Mean
Be a more productive researcher	4.37
Keep current in my field	4.32
Find information in related fields or new areas	4.29
Make more efficient use of time	4.16
Enrich student learning experiences	4.15
Be a more effective instructor	4.02
Provide quality clinical care	3.60
Get research funding/grants	3.21
Recruit faculty and students to ECU	3.13

ALS’s contributions to helping faculty keep current in their fields, find information in related or new areas, and be more productive researchers were also rated most important in the 2008 and 2011 surveys. Items concerning research funding and clinical care were new in 2014.

In comments, faculty mentioned the contributions provided by specific areas of ALS, including the Teaching Resources Center, Research & Instructional Services, the North Carolina Collection, Manuscripts & Rare Books, Circulation, Interlibrary Loan, Collection Development, and the Music Library. RefWorks, online tutorials, resource guides, e-resources, and knowledgeable staff were also mentioned. Suggestions included improving the library catalog and website, better integration with Google Scholar, providing tutorials on more topics, purchasing more books, and subscribing to additional e-journals. The new library website, currently available in beta, will include a link to Google Scholar on the front page as well as clearer information on how to configure Google Scholar to provide

off-campus access to licensed content. A new interface for the library catalog will be deployed in beta during fall semester.

Conclusion

The 2014 faculty survey confirmed that faculty value the Joyner and Music Libraries and recognize their importance to the research and teaching missions of the University. Despite the significant budget cuts that occurred between 2008 and 2014, faculty indicated that ALS is making significant contributions to their success and that, in general they are satisfied with Library services and collections. ALS will strive to make further improvements in services and collections to help achieve the mission of the University.

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Academic Library Services

July 31, 2014