2016 Student Literacy Report_The Faculty_FINAL 05.16.16

University Relations
Information Literacy
Online Bulletin Board: Faculty
April 20-21, 2016
OBBJECTIONS & METHODOLOGY

Research Objectives

The overarching objective is to determine if the WVU Library is meeting students’ and faculty’s needs. Specifically:

• To understand faculty’s perceptions of student information literacy skills
• To identify ways in which to address shortcomings in this area
• To determine faculty’s awareness of the Library’s resources
• To determine faculty’s level of engagement with and degree of support from the Library staff

Target Audience

• A current faculty member
• A mix of those who teach undergraduate and/or graduate courses

Methodology

• Faculty participated in a two-day online bulletin that consisted of approximately 15 questions each day. The asynchronous environment allowed faculty to respond to the questions at their convenience. Twenty-four faculty members were awarded a $50 Amazon gift card for their two-day participation.
EXECUTIVE SUMMARY

Areas of Discussion

Faculty were asked about their students’ information literacy skills and the role the Library does/can play in students’ education, as well as their own knowledge of and relationship with the Library.

Information Literacy Skills

Students have a difficult time when tasked to think critically about ideas and information. Overall, faculty members do not feel confident in their students’ information literacy skills (i.e., efficiently locating, accurately evaluating, effectively using, and clearly communicating information).

Their challenges can be categorized into two fundamental areas:

- Inability to conduct research
- Inability to analyze and critically assess what they read

Faculty attribute these problems to students not having learned the fundamentals of information literacy in high school, and/or having learned to rely too heavily on the Internet. Regarding the latter, the use of new resources dictates the need for teaching new information literacy skills.

The Library’s Role

Faculty view the Library, first and foremost, as a resource that houses the widest possible range of information. Some believe the Library’s secondary role is to teach students how to find appropriate information and evaluate it.

Many faculty acknowledged they try to encourage students to visit the Library, but some feel they fall short in promoting it. This lack of advocacy, the Library’s lack of visibility around campus, and students’ indifference towards the Library, are compelling reasons the Library should take a more proactive role.
EXECUTIVE SUMMARY

Proposed Solutions
There is little consensus as to who is responsibility for improving students’ information literacy skills. Many faculty members do not believe it is their role to provide one-on-one training in this area, and most do not incorporate library instruction and research services in their classes. However, some faculty require students to complete a library session (e.g., ENGR 101, etc.), or take a course that directly relates to information literacy (e.g., Legal Research & Writing, etc.). Other faculty establish instructional guidance (i.e., rubrics for assignments) intended to provide direction to those students who lack critical research skills.

Having a guest librarian speak in class is not deemed an effective way to engage students in the topic. Faculty contend that the Library should be an integral part of the first year experience because students need to understand the resources and services WVU Libraries offers. Faculty also acknowledged that their doing a better job of incorporating Library instructions or integrating links to Library resources in their assignments may help improve students’ information literacy skills. Key in doing so would require faculty and librarians to work collaboratively to provide students with library instruction.

Faculty & the Library
Faculty members spoke very favorably about the Library’s resources, as well as the accessibility, responsiveness, and helpfulness of the librarians. That said, they have a low level of awareness about the Library’s available resources. In fact, faculty’s actual usage of the resources are, for the most part, minimal. Some faculty members mentioned the Library is not always a top of mind resource, so it would be helpful if the Library could send them a reminder about the services they offer.

There is currently little actual collaboration between faculty and the librarians, but the level of communication between the two groups is deemed very good. Faculty do not typically consult with Library to coordinate acquisitions; most believe the Library’s current collection in their particular subject matter is sufficient. Those who do research find the Library an invaluable resource, but it appears to contribute little to their actual day-to-day teaching success.
Information and Acquisitions
The Library’s current method of informing faculty about a new database it acquired is by posting it on their website and, on occasion, emailing the Library’s liaison departments. While this seems adequate, many would also welcome receiving a personal email from the Library or being able to read it on eNews. This would eliminate the need for faculty to check the Library’s website.

Faculty were asked their level of interest in the WVU Library developing an institutional repository. Most were receptive of the idea and believe it has great potential. One faculty member seemed to sum it up best by saying that this online archive would create “a learning community.”

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STUDENT INFORMATION LITERACY
EXPECTATIONS VS. RESULTS

Faculty members said their students typically lack at least one of the following information literacy skills: the ability to find, evaluate and analyze information sources, distinguish between scholarly and popular articles, evaluate websites, etc., or properly cite information. Most agree that students have trouble discerning scholarly and popular articles and evaluating source credibility.

- Failure to establish a level of questioning
- Inability to refine an online search
- Failure to use search tools outside of the defaults in their browsers
- Inability to recognize high quality information sources
- Not motivated to visit the Library to access specialized databases
- Inability to clearly and concisely summarize or organize findings
- Failure to completely address every aspect of the question or provide a complete answer
- Inability to search for reliable sources
- Unfamiliarity with the Library’s tools
- Inability to use the Internet for research purposes (i.e., solely relying on Wikipedia and Google)
- Difficulty connecting statements with facts and making logical arguments
- Failure to use a variety of sources (i.e., rely on a single source)
- Inadequate writing skills

“I do not feel our students are skilled at finding information sources or evaluating those sources. They have proven time and again they do not see the difference between a scholarly article and popular articles. They tend to be naive and think everything published on the Web is true and that Wikipedia is foolproof, and Google is the only way to research. Heaven forbid you should ask them to properly cite information or use APA style.”

“...For one of my courses students have to write a bunch of lesson plans for use in a high school setting. I have found that the students often struggle with the diverse content knowledge they need to write these lessons, and can fall prey to the ‘everything on Google is reliable’ idea. I have to purposefully teach them about valid and reliable resources, as well as how to move beyond Google.”
Some faculty members contend that students do a much better job preparing research papers once they’ve received fundamental information literacy training. Students who are not able to master the basics of researching, writing, and organizing information are subsequently unable to present a meaningful analysis.

“When I have assigned research papers and projects the results have been mixed. Some have never set foot in a library, and others had a decent grasp of how to research. I was surprised that many used Wikipedia and just Google searches and called it research. I found that I had to lay it out for them that they had to use resources that were not Google information or Wikipedia and gave them tools on how to do research, how to use the Library search, and what were appropriate resources for writing a research paper. This helped some, and I did see some improvement. I’ve found that even though they had the info, some would still just copy and paste from news articles or info they found on the Internet. I did have them do the plagiarism models, but it did not seem to have any effect on the work.”

It’s expected that students will have developed some basic information literacy skills before they enter college, though faculty don’t often find this to be the case. In light of this, some faculty believe it is their role to help students develop these imperative skills. Others encourage students to meet with librarians for assistance.

“I expect students to acquire information literacy skills by being rigorously guided--read as, advised, but harshly graded--in the process of writing a research paper or the like product. I have also resorted to working with them solely on the research part, and NOT on the writing part. I have done so by reserving 100 books at the Library and assigning 5 per student. Their assignment was to go through the 5 books for their particular country and construct a timeline of events linked to each source material. The final product was a chronology produced by the student that was source-valid, and rather clear evidence that the student had had to go through written materials to identify important information. I think it is very important for students to develop these skills before graduating. In the 21st century, information flows faster than ever, but it is also diluted by false information. As a teacher, to think that I would send out an accredited individual without them knowing how to find out what they may want to know would seem like my biggest failure.”

“I repeatedly direct students to the librarians, and to the campus writing center. Mine is a 300 level course, and I’m always surprised that the basic skills are still lacking after two or three years of college level work. This said, there are some students who do meet expectations and whose work is reflective of good high school and early college work. The weaker students are probably the majority, I fear. I suppose that’s one main reason we are all here doing this.”
Faculty members were asked what students struggle with most when tasked with writing a research paper. Their answers covered a broad spectrum, but the overarching problem appears to be a lack of critical thinking.

a) Getting started: inability to define their research question; cannot provide a rationale for research on a topic
b) Identifying sources: lack of effort in going outside of a Google search
c) Integration: inability to adequately weave an argument based on a variety of sources
d) Citations: copying "chunks of information" or paraphrasing without citing the source
c) Formulating an opinion: tendency to repeat what they read rather provide an in-depth, thoughtful response
d) Presentation: inability to organize the most relevant information into a coherent and meaningful way

“I always emphasize the need to go from broad to narrow with research papers, and students sometimes struggle with that. They will often throw a smattering of statistics and facts in the paper, not really moving towards a cohesive argument or strong point. I find that providing rationale for research on a topic is something that is often missing from their papers. Some students might perceive that because they have heard something is a big issue, (e.g. obesity) that everyone agrees with them, when in fact, their writing still needs to strongly convince the reader of the importance of the issue. They often have trouble convincing me.”

“From my experiences, I find our students struggle to critically think about the ideas and information throughout the process. They struggle to find the appropriate resources, to vet those resources, to process the information and form their own opinions, and then to discuss the information in an appropriate manner and give credit to the appropriate sources.”
Some faculty believe students’ ability to determine information needs, as well as understand how their assignment will be evaluated, is a two-way street. Faculty need to do a good job laying out their expectations and students need to clarify any questions they may have. Some faculty members provide rubrics that seemingly eliminate any possible misunderstanding about deliverables. A few others allow students to submit a first draft (before the final paper) to ensure they are on the right track.

“In general, I feel with research projects students have many information needs, whether they know it or not. I find this a major part of my teaching to lay out what those needs and expectations are. I feel both student and faculty need to invest in the project to produce a high quality, high impact product.”

“I feel like my students are competent for the most part. I provide them rubrics in advance for how their assignments will be graded and try to be clear about the number and types of sources expected. Not all students are paying attention to these materials, so they would be less competent.”

“I introduce a research assignment with an explanation of the assignment, guidelines and expectations for submission with suggested readings, resources, and online databases that may be helpful. I also prepare a rubric that provides specific information about the criteria that will be used for grading. I have also started giving students the option of submitting a draft of their research paper for review prior to submitting the final paper. Having all three of these procedures in place helps me present a clear articulation of the assignment and has helped students submit higher quality work.”
FORMING BAD HABITS

Several faculty members are concerned that students’ use of the Internet is beginning to create poor research habits among undergraduates. Those who teach graduate level courses feel a student’s accessibility to free databases has somewhat diminished their ability to find appropriate information.

“Has the Internet, and Wiki in particular, made it too easy to be lazy? Out of 42 research papers this term, I think I had about 5 total bibliography documentations of print books. Five! And there sits the array of wonderful books on library shelves, easily accessible.....should we just knock down the library buildings and make room for more computer centers? Of course this is a preposterous notion, but we have to wonder why students don’t use the library as one of their main resources. (It might be fun to put a people counter at the library entrance to clock how many visitors come through the doors daily.) I’ve asked for a minimum of three different sources for the research papers. Sometimes I get 3 different Wiki sites! Not good.”

“I feel like our students have been spoiled with our legal databases. It is fairly easy to determine the difference between legal sources since our database breaks everything down for the students. However, in private practice these searches can be very costly if not narrowed from the onset (sometimes one keyword search will cost the client up to $1,500). The problem is that as a student, they are given access to these databases for free, so they really are not discriminatory in how they do their searches.”
"The most important role of academic libraries is ‘access to information’—but access includes both PROVIDING a large mass of information but also assisting the user in FINDING the most appropriate resource for the current project."

"In this new Internet age, I think it is to help students navigate the Internet to find scholarly and other works to support their coursework, research, and writing. I was amazed that some librarians at my institution do all of this and more. They will help with formatting, literature reviews, and more. I think librarians are an excellent source of knowledge on information literacy, and they are natural teachers of how to navigate the Web, find relevant information, weed out non-scientific literature from what is scholarly/credible and assist with how to organize and synthesize this information...it can be overwhelming to search for information, and librarians most likely have better systems than the average person that they can share and teach.”

"First and foremost to be an access point and clearinghouse for the widest possible range of information, especially but not exclusively those not available through a cursory Web search. This role includes having and sharing the expertise necessary to take full advantage of the sorts of resources most individuals do not encounter on a frequent basis. Librarians are absolutely educators, and they often encounter students at vulnerable points. I would hope that they could walk the fine line of helping students to develop information access, evaluation, and organization skills as appropriate for each individual without being drawn into the trap of doing the hard bits of a student’s work for him or her. In my experience, they tend to be very good at that, though students often do not seem to appreciate the point.”
TEACHING INFORMATION LITERACY

Many others argue that libraries and faculty have a shared role in teaching students information literacy skills.

“Most important role: acquisition and distribution of resources. Regarding the responsibility of helping students develop info lit skills: partially responsible in conjunction with instructor. All research is contextual, so the library must work with the instructor in determining info lit skills and needs. The library and faculty should reach out to each other. Faculty need to identify research needs and, ideally, team with a library liaison (e.g., We have a library liaison in English, so faculty know whom to contact, who can then pair the faculty with a reference librarian. Also, the librarians can offer support to the faculty.’’

“The library here is great, and very valuable. (I am also really good friends with some librarians here.) I think the library should foremost be a resource for student research, which it is. However, the most important skills the library is responsible for in terms of my students’ information literacy (I think) is how to do research. On that front, it does not do much. That said, departments should be teaching their students this skill, but considering how important the skill is across disciplines, I wish that the university—through the library—would take a more proactive role in teaching this skill.”

“...I too, fear that students see the library as just another building, or a hang-out place, or at best, a superfluous source of academic aid. Of course the campus libraries are vital to the academic experience, and to ultimate learning outcomes. The fact that this is being questioned means that we veteran professors are not doing enough to reinforce library use. It’s clear that the physical campus library, and even the online campus library, is in direct competition with the World Wide Web. Maybe we all need to simply require library assignments as part of our syllabus.”
### INFORMATION LITERACY INSTRUCTION

Faculty list a number of things librarians and faculty can do to provide information literacy instruction to students. That said, most believe the faculty’s role should be limited because it is not their area of expertise.

#### Librarians
- Help students understand the search process
- Teach students different ways to approach a problem
- Be visible, approachable and non-judgmental
- Identify non-standard materials
- Hold small workshops/seminars
- Work with faculty to develop specific info lit instruction tailored to the curriculum
- Make library science a requirement
- Help students at the beginning of the research process
- Take the lead in this topic area in terms of where it fits in curriculum

#### Faculty
- Help students understand how to find the field-specific resources that cannot be found online
- Understand what the campus library can and cannot (will and will not) do for students, and to design learning activities for their classes that take these realities into account
- Explain how information literacy skills and abilities are embedded in course activities to increase student awareness
- Introduce a library instruction day
- Promote the Library’s services

“Working on CRAAP tests and providing alternative ways to view a problem. In addition to having the business librarian come to my class to overview the website she created for my class, she also comes to my class as the students are developing their research questions and helps student develop interesting ‘doable’ projects and kick-starts the resources that can help them.”

“Workshops or short seminars for students? We have students in our program attend a mandatory library workshop.” - Alice

“I think having one or more librarians VERY visible with a visible indication—a sign or a large name tag—that they welcome student questions is a good start. (So, I’m recommending one-on-one help at the point a student has a need.)”

“I think it depends on the course. I believe that business writing and communication courses should give a brief overview of library databases and point students in the right direction. However, no amount of hand-holding will teach students how to research. They simply need to practice.”

“It needs to go beyond a guest lecture or an asynchronous webcast. Looking at integrating the content and library sciences into the curriculum could be one approach to this issue.”

“Most teachers do not have the time to manage courses, as well as library instruction.”
Despite that fact that many faculty do not see teaching information literacy as their role, they do acknowledge that they address it in a number of ways.

- Students are required to write technical reports and annotated bibliographies
- Students attend Library OCE and seminars
- Discuss the initial steps of an assignment together and talk about where they can find relevant information
- Require students to participate in an out of class experience at the Library
- Demonstrate live searches and how to evaluate the reliability and validity of a source
- Compare sources
- Provide a link to the WVU Library Instructional Design & Technology study guide
- Include a critical reading component to assignments

“(1) comparing a journal article with press accounts and with pro and con blog posts
(2) showing how I’ve found the answer to a question  (I frequently quote from the Oxford English Dictionary)
(3) recommending Wikipedia as a way of finding original sources”

“My favorite activity in this area is to pose a specific discipline-related question in class, and then walk through the process of locating and evaluating appropriate resources live -- with plenty of commentary, questions, and discussion.”

“I use critical thinking skills in the discussion board assignments. I have small group projects where students have to work together and present their information as a group. I also have a research paper that I give them a main topic but they can choose which direction they want to go base on different units or themes in the course. As part of the research paper they have to submit resources that they feel are appropriate and explain why.”
PERCEPTIONS OF THE WVU LIBRARY
INCORPORATING LIBRARY INSTRUCTION

The vast majority of faculty do not incorporate Library instruction and research services in their classes. However, several have requested in-class Library instruction for their classes. A few faculty members weren’t even unaware this service was available.

“I usually request library instruction once per semester for each class. I do not have a specific section on instruction beyond that but do through class handouts identifying the need to consistently research new areas of information.”

“I didn’t know that was an option - to embed a librarian. That would be useful in our capstone course to have a dedicated person a couple hours a few time a semester.”

FORMING PARTNERSHIPS

Given the class(es) they teach, most faculty members do not feel it makes sense for them to form a partnership with librarians, though some believe it’s critical. However, reaction from faculty who engaged a librarian in some capacity is mixed. Some believe it helped students achieve the objectives related to information literacy; others do not.

“Indeed. In all areas of skill development, collaboration with a librarian in three classes per semester gave students greater confidence in exploring information. More students understood where to locate resources (databases v Google, for example).”

“I am not really sure, I feel like my students would have gotten the same information from reading a handout or having the instructor do a lecture about info literacy. I guess it didn’t hurt my students and probably did help them achieve the objectives related to information literacy.”

Most choose not to consult with WVU Libraries to coordinate acquisitions or for curricular needs. However, those who have were very satisfied with the outcome.

“No, I haven’t. I guess I have always assumed that I had to find a different way to get access to a resource, if it was not available at the library. Making the process of requesting an acquisition more easily accessible to faculty would be nice.”
GRADUATE STUDENTS’ INFORMATION LITERACY

There is no consensus as to how skilled graduate students are in terms of being to conduct literature reviews, use citation managers, and understand the significance to journal acceptance rates.

“Most graduate students need guidance to conduct literature reviews. Most have limited, if any, experience with citation managers (including me). I don’t think journal acceptance rates are thought about in nursing research. I direct students more toward the purpose of the journal and the fit of the student’s work to that journal. On a topic not mentioned in this question - predatory journals and conferences - students have a challenge with understanding and evaluating this area.”

“I’ve been teaching graduate students for 15 years. Our students are good to excellent in this area. Many use citations managers in their work, and our students are required to submit two data-based manuscripts for publication prior to graduation so they are intimately familiar with journals and acceptance rates.”

“Grad students need instruction in conducting literature reviews, using citation managers and understanding journal issues. Most have no idea about these things.”

“I feel that about half of my students are skilled at literature reviews and the other half might pick the first two sources they find and structure their entire paper based on those. I do not feel that most of my students know how to use citation managers and do not understand journal impact factors or acceptance rates. They might know some ‘good’ journals, but not much else about journals or the publishing process.”
SATISFACTION WITH LIBRARY SERVICES

Faculty are very satisfied with WVU Library Services. They specifically cited the following:

- Extremely helpful and responsiveness
- Knowledgeable librarians
- Excellent accessibility
- Reliable
- Robust databases
- Great job handling interlibrary loans/BookExpress
- Impressive resources
- Exceptional grant resources available

Note: They primarily use eCampus, SOLE, and eReserves for their online class instructions.

RECOMMENDATION OF LIBRARY SERVICES

Faculty heartily recommend WVU Library resources/services to their students and often recommend it. It’s thought to provide a healthy environment for studying and getting help with assignments, offers guidance to weaker writers/researchers and aid with computer resources, provides a vast array of resources (e.g., research paper clinic, academic journal search engines, electronic resources, etc.), and helps expand curiosity.

“I definitely do not assume that students know about these resources, it seems to escape them or they ignore it and rely too much on Google. I find many juniors and seniors who have not been more than 1 time to a library, and they cannot find the stacks where our field specific material is stored. So, do recommend ILL and the resource librarians but I don't think they use the services feeling they ‘know how to find information’. . which is often not true.”
## AWARENESS & USAGE

Faculty were asked to indicate their familiarity and use of nine WVU Libraries resources. They acknowledged not being familiar with many of its resources, and they don’t utilize many of those they are aware of.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Familiar with</th>
<th>Used</th>
<th>Not familiar with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction sessions</td>
<td>11</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Libguides</td>
<td>6</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Embedded librarianship</td>
<td>6</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Embedded library resources into eCampus/SOLE</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Research consultants</td>
<td>7</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Ask a Librarian</td>
<td>9</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Researching journal impact factors/bibliometrics/altmetrics</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Determining journal acceptance rates</td>
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<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Citation managers</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
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*Number = number of faculty members who responded*
Faculty were asked to rate their satisfaction with the resources and services they used:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Extremely satisfied</th>
<th>Very satisfied</th>
<th>Somewhat satisfied</th>
<th>Not very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>6</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Citation managers</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Two faculty mentioned being less than satisfied with RefWorks:

“I explored use of the RefWorks tool recommended by one of the WVU library guides. I was not satisfied with this tool and found that it had technical glitches, but since it was developed by another university, there was no technical support through WVU. Here is the guide I used to explore use of this citation manager tool:  http://libguides.wvu.edu/RefWorks”

“I have attended, and had graduate students attend the RefWorks workshops and come away feeling that it is not worth the time.”
COMMUNICATION WITH LIBRARIANS

Communication between faculty and librarians is strong, and faculty described librarians are described as “available,” “helpful,” “attentive,” and “responsive,” “friendly,” and “approachable.”

Suggestions for improving communication between faculty and the Library include the Library doing more outreach with faculty and better promoting its services.

“For the most part I have found the librarians to be very helpful. Marvin Dunlap has been my go to person for a number of years for course eReserves because we started working together several years ago and I really do not know who else to ask about eReserves. I would like to see more personal outreach to departments and colleges about what they do offer and how they might assist our students and programs. We get emails, but often at our busiest times so they get forgotten. I do not find the library web-page to be helpful in finding personal contacts to help in various areas. I often revert to ask a librarian to find the right connection or get the information I need. Better communication to faculty of services available and the contact.”

“It might be nice to see emails with announcements or flyers advertising the services that the library offers more frequently. Honestly, sometimes I forget all of the wonderful services they offer and could use a reminder.”

The libraries feels anonymous to me, and it would help me use services more and send students there more if I felt a personal connection to 1-2 resource librarians.

“I would like to interact with librarians more about resources for grants! Finding grants to support first year programs would be great! I personally don’t mind reaching out to learn more about grant resources available to faculty.”

IMPROVING LIBRARY SUPPORT

Few suggestions were made in terms of how the Library could better support faculty with the research or teaching efforts. To reiterate an earlier point, one faculty member indicated it would be helpful if faculty were able to learn more about the Library’s offerings and how to best utilize them. Another suggested that it might be helpful to have a “brown bag” lunch 2-3 times/semester where librarians spoke to students about the latest databases or research methodologies. She also proposed offering those student some type of incentive to attend.
Faculty Information Sources

Faculty were asked what sources they typically rely on when doing their own research work. The sources they mentioned include:

- Personal library (books, articles, periodicals, music scores, documentaries, essays)
- Professional Journals/organizations
- News articles
- Google Scholar
- Digital resources
- Various databases (ERIC, SportDiscus, and PSYCinfo)
- Interlibrary loan
- Media services
- PubMed and EbscoHost
- Citation managers

With few exceptions, faculty believe the library’s collection in their subject area is adequate.

“It could be better. That said, many useful materials for my subjects (Dan History) are out of print. Interlibrary loan is very useful.”

“I’m very disappointed that the computer science books appear to be in off-site storage. I’ve requested books from storage and they’ve arrived the next day. But I’m impatient. When I want a book I want it now. I’m guessing that is also the case with my students.”
IMPORTANCE OF COLLABORATION
Several faculty members believe that faculty’s collaboration with the Library is important. They also feel it’s best left up to the college.

“I agree with others, it would be difficult to collaborate on an individual faculty level. It would be great if some of these resources continue to be integrated into WVU Portal, eCampus, and other systems we use. It would also be useful if the GEF courses had some sort of information literacy requirement so you could make assumptions about student experiences by their junior year.”

“I feel it's important to collaborate with WVU librarians on teaching and research. I think our college should collaborate with the library on information literacy before they get to my class. I have no interest in collaborating on curriculum development.”

IMPORTANCE OF THE ACADEMIC LIBRARY
Most faculty members who have a research component to their job have found the Library’s resources invaluable. Only a few others acknowledged that WVU Libraries and its resources contribute to their teaching success.

“Quite important, although my use has changed. Thirty years or so ago I would go to the Health Sciences library to use the printed version of Science Citation Index and then go to either Evansdale or Main/Wise/Downtown to find the print copies of the journals. Now I can almost all of than online from campus or from home.”

“Having access to a high quality academic library that is oriented to serve researchers is very important to my research and career interests. I must need access to current and high impact research publications to be able to produce high quality research and scholarly publications. I also see the integration of library research capabilities as an important component of my teaching. Teaching in an online graduate program, I realize that students can choose any university from around the world. Having access to a high quality academic library online helps our program a competitive edge. On a personal level, access to the academic library helps me stay up to date with my field and allows me to continue to expand my career and personal interests.”
NEW DATABASES & RESOURCE

Lastly, faculty were asked how satisfied they were with the way they learn about the Library’s acquisition of a new database. Also, they were asked for feedback regarding the Library’s possible adoption of an institutional repository.

Half the faculty find it acceptable to learn about the library’s purchase of a new database via the library’s website or, on occasion, through the library’s liaison departments. The other half would opt to receive a personal email. Several suggested that including it in eNews would be helpful as well. Only a few who answered indicated they’d welcome instruction or a link as to how to use a new database so they could quickly get up to speed.

“It seems like the current system might be acceptable as long as the liaison department then forwards the information. Otherwise, perhaps you could ask for a “spotlight on the library” section in either news or in WVU’s weekly newsletter. You could post new database acquisitions in there with a link for people who wanted to know more.”

When presented with the idea of the WVU Library having an institution repository to ensure the published work of scholars would always be available to the academic community, the majority believed it would be beneficial.

“I think this would be something worth exploring. When I see graduate students or faculty receiving awards for their research work, it would be great to be able to have easy access to read their original work. As a prospective faculty or student, I’d like to see the kind of research produced at this institution. Creating an institutional repository would be building an institutional research story that students, faculty, and alumnai may have access to as a learning community. It would be a valuable resource in my opinion.”

“I like this idea, and recently came here from an institution that was implementing such a repository. I was an early adopter there and would be happy to participate here; it would be beneficial to me.”