

University of Connecticut



University Libraries

Faculty Survey Final Report

Submitted by USER Team

August 6, 1997

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EXECUTIVE SUMMARY

In November 1996, the University of Connecticut Libraries conducted a system-wide survey of full time university faculty. Surveys were distributed to faculty at each campus: Storrs, Greater Hartford, Stamford, Waterbury, Avery Point and Torrington. The purpose of this survey was to determine the faculty's use of and satisfaction with library collections, services and equipment. The survey also furnished demographic information about faculty respondents and gathered their preferences for funding priorities.

Of 1093 surveys distributed to faculty, three hundred ninety two were returned, generating a 36% response rate. The faculty responding matched characteristics such as campus affiliation, rank, tenure status, age, years at UConn in approximately the same proportions as those reported by the University's Office of Institutional Research. The typical respondent was a Storrs-affiliated tenured professor, over 51 years old with 21 or more years of service. The typical faculty respondent engages in sponsored and/or non-sponsored research and taught upper level undergraduate and graduate courses. Faculty respondents indicated they visit the library at least once per week or month (79%) and search HOMER, the Libraries' online information system, with approximately the same frequency (82%). The Libraries' book, journal and reference collections were considered important for undergraduate and graduate teaching and research purposes. Respondents reported electronic databases especially useful for research and graduate teaching. Services particularly important to faculty include HOMER, Interlibrary Loan/Document Delivery, and in-person reference, and for teaching faculty—course reserve.

When asked to rate their "overall satisfaction" with the Libraries, faculty respondents averaged a rate of 3.67 on a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) with faculty from the Schools of Family Studies, Nursing, Pharmacy, Allied Health, and Education posting the highest overall satisfaction levels.

Specifically, when asked to rate satisfaction with an extensive list of the Libraries' collections, services and equipment, the items receiving highest satisfaction ratings included the liaison program, interlibrary loan/document delivery, library instruction, in-person reference, course reserve, and telephone reference. Journal collections, audio collections, reshelving speed, study/research space, photocopiers, and microfilm/fiche readers received lowest satisfaction levels.

Generally, faculty are satisfied with library services, and moderately satisfied with collections. The dissatisfaction with equipment and facilities may be due in part to the extensive building renovation and construction currently underway at the Homer Babbidge Library.

Faculty priorities for funding collections indicated an overwhelming funding preference for journal collections (80%), followed by book collections (58%), and remote access to electronic databases (30%). Faculty priorities for funding services included: interlibrary loan/document delivery (28%), HOMER (26%) the Libraries' information system, and library hours (22%). Public photocopiers (58%), computer workstations (47%) and study/research space (27%) received top priorities for equipment and facilities funding.

Anecdotal comments generally support and clarify statistical findings indicating strong support for library staff, interlibrary loan services, improved equipment and better access to electronic resources. However, new technology has not diminished faculty demand for excellent traditional printed resources.

Indeed one comment seems to summarize this sentiment quite well. “Inevitably, high tech service will become more important in libraries, but my concern, perhaps a minority emphasis, would be to ensure that the traditional library core—books, journals, archival materials—remains the central funding priority.”

INTRODUCTION

The mission of the University of Connecticut Libraries is to provide high quality collections and information services in support of the University's research and educational programs. *Strategic Initiatives*, the Libraries' strategic planning document, challenges the library to learn more about the information and service needs of our constituencies and to integrate this into the Libraries' decision-making at all levels. As a result, the USER Team was formed and charged to conduct appropriate activities to gather evaluative data from users on a systematic basis. The team decided on a number of activities to be conducted at the Storrs main campus and each of the regional campuses.

The Faculty Survey represents the team's first major initiative and is significant as the Libraries' initial system-wide effort to gather data from university faculty. The purpose of the survey was to learn faculty attitudes and satisfaction with the Libraries' collections and services. The survey data represents an important advance in our knowledge and understanding of issues and areas important to faculty. Given the limitations of staff and fiscal resources, the information is critical to the University Libraries system-wide planning efforts. This data, along with staff experience and expertise, can be integrated into decisions to assist the Libraries in providing collections and services that best assist our faculty in the accomplishment of their research and academic pursuits.

METHODOLOGY

Survey Instrument

During Fall 1996, the USER Team designed and drafted a 20-question survey instrument. The instrument included a section on demographics and separate sections on faculty use of, satisfaction with, and funding priority choices for library collections, services and equipment. One open-ended question provided an opportunity for remarks. The draft survey was submitted to the Roper Center and the Bureau of Educational Research for review, suggestions and technical assistance. A pre-test of the survey instrument was conducted by a random interval sample of 25 faculty members. Twelve faculty returned the survey with minor suggestions for revision. Based on those suggestions, a final version of the questionnaire was prepared. Prior to mailing, the survey was numbered to assist in follow-up with non-respondents.

Distribution

The USER Team decided to survey faculty by census. The target population consisted of all system-wide, full-time faculty. Surveys were mailed to 1093 individuals via interdepartmental mail on the Storrs campus and via US mail at the regional campuses. Each survey was accompanied by a letter from the University Chancellor and the Director of the University Libraries describing the purpose and importance of the survey. Pre-addressed envelopes were provided for the return of completed surveys. A follow-up letter was sent to all faculty and, in several cases, a second copy of the questionnaire upon request.

Data Analysis

The total number of questionnaires returned was 396 for a response rate of approximately 36%. The survey instrument and data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). The input of survey data was contracted out to an independent company. Data analysis yielded frequency distributions and percents for each question. Cross-tabulations for specified questions were also conducted. Responses to the open-ended question were collected and organized by departmental affiliation. The USER Team was assisted by the Bureau of Education Research in this phase of survey data analysis.

FACULTY SURVEY RECOMMENDATIONS

The Faculty Survey generated important information about university faculty and their use of and satisfaction with the Libraries' collections, services, equipment and facilities. Armed with this valuable data, the USER Team makes the following recommendations for implementation and further action:

Applying the Data

Leadership Council should develop an action plan responsive to survey results thus completing the survey process. Particular attention should be paid to the data illustrated in Table 8, which relates satisfaction to user demand, and to items indicated as top funding priorities as shown in Chart 5.

Communicating the Findings

Leadership Council should provide guidance to the USER Team on how they wish the final report and major findings to be communicated to the university community and beyond.

Comparing Survey Data

Design the undergraduate and graduate student surveys to be undertaken in 1997/1998 with a view to allowing as much direct comparison with faculty survey data as is possible and appropriate.

Archiving the Data

Archive the faculty survey data for future use as comparative data, benchmarking, and planning.

Collating Usage Statistics

Commission the USER Team in 1997/1998 to investigate the collection of internal statistics relating to use of the libraries, including statistics that are currently collected as well as those that are deemed useful but are not being collected.

MEMBERSHIP AND ACKNOWLEDGEMENTS

The USER Team includes:

Francine DeFranco, Acting Head, Harleigh B. Trecker Library, Greater Hartford Campus (leader)

Brinley Franklin, associate Director for Administrative Services

Lisa Hendricks, Collections Services

David L. Kapp, Associate Director for Library Advancement

Karen Logan, Dodd Research Center (to January 1997)

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William Uricchio, Dodd Research Center (January 1997-)

Michael Vertefeuille, Culpeper Library

The Team also wishes to acknowledge John Barry of the Roper Center, Fran Archambault of the School of Education, and Dr. Robert Gable of the Bureau of Educational Research, all of whom provided expertise critical to the success of this effort. And finally the Team expresses its gratitude to Laura Gunther, a doctoral student from the Bureau of Educational Research, for the provision of various data reports and for help with data interpretation.

UNIVERSITY OF CONNECTICUT LIBRARIES

Faculty Survey Data Analysis

OVERVIEW

The survey was divided into three sections:

- Demographics
- Use of library collections and services
- Satisfaction with library resources

This report summarizes responses relating to these areas with analysis and a series of tables (located in the text) and charts (provided as an appendix).

In some cases, (e.g., demographics), information is combined for the sake of brevity. In other areas, a more detailed analysis has been provided—especially where results relate to satisfaction with collections, services and equipment/facilities, or in cases where results show high use or significant deviation from average responses.

FINDINGS

Validity of the Sample

Our target population for the survey was the total full-time faculty population—1093 individuals. Of this population, 392 faculty, 37%, responded. Using a standard formula applied to Question 13, "Overall satisfaction with a faculty member's primary library," the error rate was calculated to be + or - .07 with a 95% confidence level.

- **Discussion** A primary objective of any survey is to provide valid, reliable results. In determining our error rate we focused on Question 13, which asked for "overall satisfaction" and which was answered by 92.5% of the respondents. The error rate derived from the validity calculation suggests that the survey has provided results of sufficient accuracy for planning purposes.

Demographics (Questions 1-8)

Of faculty responding, 89% are located on the main campus in Storrs and 10% work at the regional campuses. (Chart 1) The largest group of respondents are professors (47%), followed by associate professors (32%), and assistant professors (20%). Tenured professors comprise 77% of the respondents, and 33% have been at UConn for more than 21 years. The great majority of respondents (79%) are over 41 years old.

Respondents indicate their current research activity as independent (38%), sponsored (20%) or both (27%). Teaching assignments are reported as graduate (61%), undergraduate/upper level (60%), and undergraduate/lower level (34%).

It is useful to compare the survey's demographics to statistics reported by the University's Office of Institutional Research (OIR) as a test of the correlation of the survey's population to the entire faculty population. The following OIR statistics are from the 1996-97 *Annual Fact-Book*.

Table 1
Survey Sample Population
Compared to Total University Faculty Population

Campus Affiliation	Survey Sample	Office of Institutional Research
Storrs	89%	86%
Regional Campuses	11%	12%
Rank		
Lecturer	>1%	3%
Assistant Professor	20%	17%
Associate Professor	32%	33%
Professor	47%	44%
Tenure Status		
Tenured	77%	79%
Non-Tenured	23%	21%
Years at UConn		
Between 0 and 5	23%	19%
Between 6 and 10	21%	22%
More than 11	23%	24%
More than 21	33%	44%
Age		
Less than 30	1%	<1%
Between 21 and 40	19%	16%
Between 41 and 50	34%	31%
Over 51	45%	54%

- **Discussion** Because responses to the demographic questions resulted in several obvious groupings, it is possible to describe a "typical" respondent as employed at the Storrs campus, a full professor holding tenure, who has worked at UConn for more than 21 years and is over 51 years old. The survey did not ask about the respondent's gender. In addition, the "typical" respondent is conducting both sponsored and unsponsored research and teaching both graduate and undergraduate courses.

The early to mid-1970's were a time of tremendous growth on the Storrs campus. New programs were started, existing programs were expanded, and faculty were hired in corresponding numbers. Demographics represented by the survey, as confirmed by the OIR data, are in keeping with the general demographics of the faculty population at large.

Of particular interest is the fact that teaching is relatively equally split between graduate and upper-level undergraduate course-work, suggesting that it is important for the Libraries to provide services and collections that are adequate for both levels of instruction.

Use of Collections and Services (Questions 9-10)

A "typical" pattern of usage shows the Homer Babbidge Library in Storrs to be the primary facility for survey respondents, who either visit in person at least monthly or search HOMER (the library's catalog and electronic journal indexes) from their offices at least monthly. See Charts 1 and 2.

- **Discussion** Respondents indicate they visit the Libraries once per month or once per week (79%) and search HOMER from office or home with the same regularity (82%). Since the resources listed in HOMER must, under most circumstances, be retrieved physically from one of the libraries there is a relatively close correlation between the two activities. It may suggest that remote use of HOMER has enhanced, or at least encouraged, faculty use of the Libraries' facilities.

Use of Collections (Question 11)

Chart 3 shows the percent of respondents who say they use one of the eleven collections listed in the survey. The chart also indicates the purposes for which collections are used and which collections respondents do not use or which they do not know about. Table 2 shows lists the most heavily used collections and the purposes for which these are used.

**Table 2
Purposes for Which Collections Are Used**

Undergraduate Teaching		Graduate Teaching		Sponsored Research		Non-Sponsored Research	
Books	58%	Journals	68%	Journals	55%	Journals	72%
Journals	50%	Books	67%	Books	47%	Books	65%
Reference	32%	Reference	43%	In Library use of Electronic Databases		In Library use of Electronic Databases	54%
In Library use of Electronic Databases	29%	In Library use of Electronic Databases	42%	Reference	36%	Reference	48%

- **Discussion** Teaching activities rely heavily on book, journal, and reference collections. Research activities also use journal and book collections but rely more on library use of electronic databases than on reference collections. Chart 3 shows that no collection is completely unknown, but specialized format collections—Audio, Video, Maps, and Archives—represent the least used materials. In general, books, journals and reference collections continue to be essential for the faculty. The advent of electronic databases with library, campus and remote access have proved to be valuable—especially for research purposes and graduate teaching.

Use of Services (Question 12)

Chart 4 shows the percentage of respondents who use one of the twelve services listed on the survey—and the purpose for which the services are used. Two categories, "Don't Use" and "Don't Know About," offer additional useful indicators. Table 3 provides information about the top five most heavily used teaching and research services.

Table 3
Purposes for Which Services are Used

Undergraduate Teaching		Graduate Teaching		Sponsored Research		Non-Sponsored Research	
Course Reserve	49%	HOMER UCAT	50%	Interlibrary Loan	49%	Interlibrary Loan	62%
HOMER UCAT	41%	HOMER JREF	45%	HOMER JREF	41%	HOMER UCAT	55%
HOMER JREF	32%	Course Reserve	39%	HOMER UCAT	41%	HOMER JREF	54%
Reference (In-Person)	26%	Interlibrary Loan	37%	Reference (In Person)	32%	Reference (In-Person)	47%
Liaison librarian	21%	Reference (In-person)	29%	Liaison Librarian	21%	Liaison Librarian	26%

- **Discussion** Unlike the fairly uniform usage of collections reported above, services show a more varied use pattern. HOMER UCAT (library catalog) and HOMER JREF (journal indexes) are important services for all teaching and research activities. Course reserve is used heavily to support undergraduate teaching and moderately for graduate instruction, while interlibrary loan/document delivery is very important for faculty engaged in research and moderately used for upper division instruction. Reference is used moderately in all cases, and heavily with those doing non-sponsored research. About one quarter to one fifth of the faculty appear to consult with the liaison librarian assigned to their academic program.

Low use services include electronic workshops, library instruction, telephone reference, and SuperHOMERs (access to the World Wide Web). Two services eliciting high "Don't Know About" responses are SuperHOMERs and in-person reference. The former is not surprising, since SuperHOMERs are a relatively recent development and are used primarily by students. The indication that some faculty do not know about in-person reference is puzzling since this traditional service is both high profile and of long standing.

Overall Satisfaction with Primary Library (Question 13)

The five point scale provided for this question ranged from 1—very dissatisfied to 3—somewhat satisfied to 5—very satisfied. Analysis shows the "average" response to be 3.67, between "somewhat satisfied" and "satisfied" but closer to the latter.

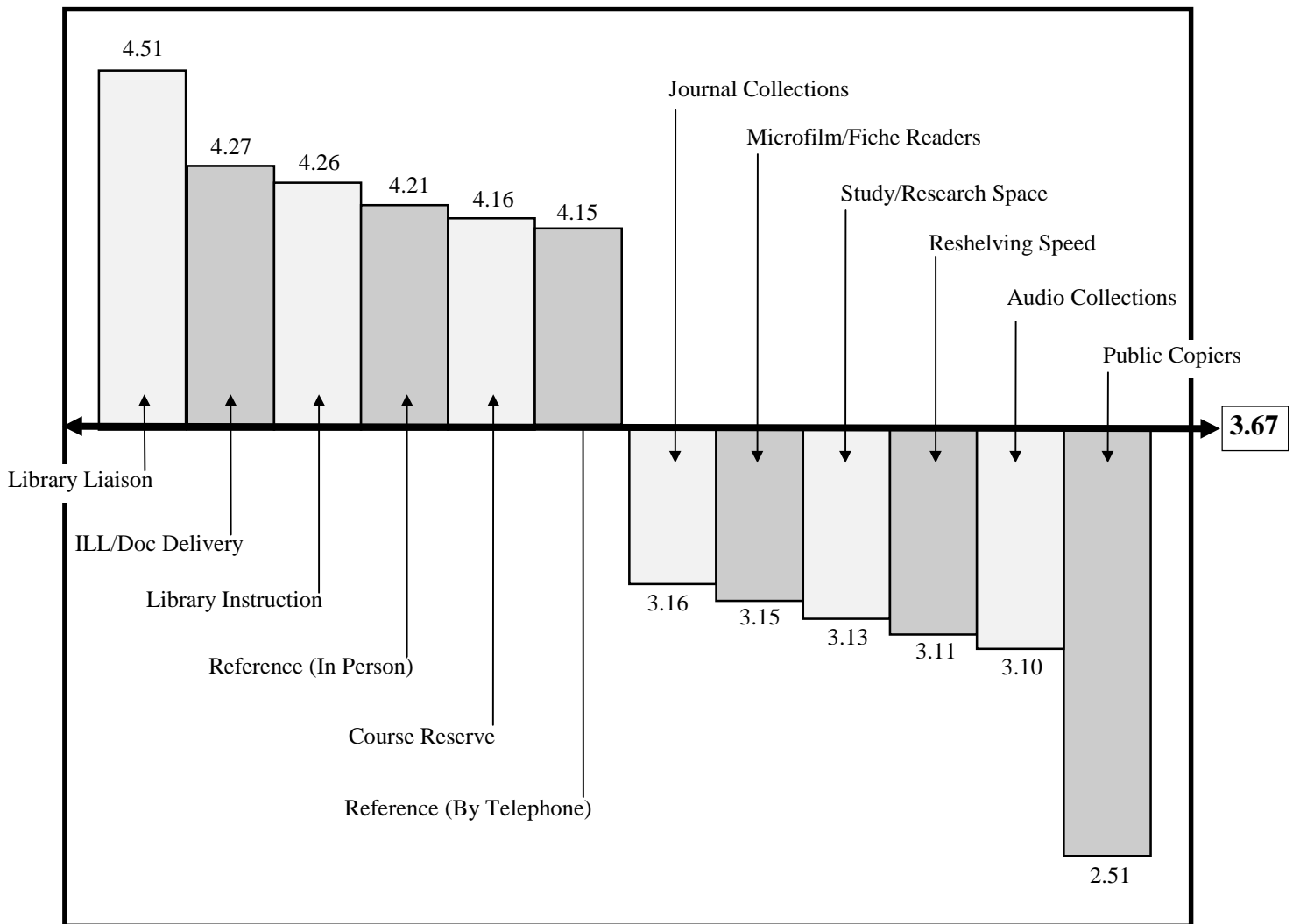
- **Discussion** Since this question is general in nature, responses to the specific satisfaction questions which follow are more illuminating in regard to the specific sources of satisfaction or dissatisfaction. The overall rating of 3.67 suggests that there is room for improvement.

Satisfaction with Collections, Services, and Equipment/Facilities (Questions 14-16)

Questions 11 and 12 (see above) allowed for a "Don't Use" response to collections and services as related to usage patterns. Questions 14-16 also allowed for a "Don't Use" response but as part of an evaluation of satisfaction. These two sets of questions resulted in discrepancies in the responses received. For example, in relation to course reserve, 7% of those answering Question 12 indicated that it was not used. For question 15, however, 31% indicated they did not use this service. Relative to the

library liaison program, 29% reported non-use in Question 12, while 37% reported non-use in Question 15. It is difficult to determine why this discrepancy occurred. It is interesting to note, however, that the general trends in the two sets of questions are reasonably consistent.

Table 4
Satisfaction Levels Related to Average of 3.67
Collections, Services, & Equipment/ Facilities



By breaking down user satisfaction into three categories: collections, services and equipment/facilities, it is easier to discover where the highest and lowest levels of satisfaction occur. Table 4 compares each element in relation to the average satisfaction rate of 3.67, setting an arbitrary variance of .5 above or below this figure for identifying the items with highest and lowest values. Highest and lowest levels of satisfaction are show in Tables 5 and 6.

Table 5
Highest Satisfactions (In Descending Order With Variance from Average of 3.67)

Library Liaison Program	4.51	+ .85
Interlibrary Loan/Document Delivery	4.27	+ .6
Library Instruction	4.26	+ .59
Reference in Person	4.21	+ .55
Course Reserve	4.16	+ .50
Reference by Telephone	4.15	+ .49

Table 6
Lowest Satisfactions (In Ascending Order with Variance from Average of 3.67)

Public Photocopiers	2.51	-1.15
Audio Collections	3.10	-.56
Reshelving Speed	3.11	-.55
Study/Research Space	3.13	-.53
Microfilm/Fiche Readers	3.15	-.52
Journal Collections	3.16	-.51

- **Discussion** Except for a small number of items that deviate by some significant measure from the "average," most areas listed for collections, services and equipment/facilities fall very close to "somewhat satisfied" on the overall scale.

Some interesting patterns emerge. For example, only library services are represented among the highest satisfactions. Services characterized by a high degree of personalization predominate in this group.

In general, lowest satisfaction ratings occur for elements which come as no surprise. The library has received many complaints about the reliability of photocopiers and microfilm/fiche equipment. Continuing reconstruction of the Babbidge Library and deficiencies at the regional campus libraries have resulted in problematic study and research space. Faculty dissatisfaction with the Libraries' journal collections, which have been reduced by cancellation projects and budget constraints, are also well known.

The reasons for dissatisfaction with the speed of reshelving are less clear since there are many possible explanations why a user may fail to find an item in its proper shelf location. Dissatisfaction with audio collections is also difficult to explain. The survey did not differentiate between music and non-music collections—the two exist in different specialized libraries and serve diverse clientele. There is no known history of complaints or other existing measures of dissatisfaction in this area.

Funding Priorities for Collections, Services and Equipment/Facilities (Questions 17-19)

Chart 5 (appendix) shows funding priorities for all items in the three categories. Table 7 highlights the top three funding priorities by category. The lowest satisfaction item—journals—tops the list of desired funding priorities. Books and public photocopiers tie for the second priority. There is a drop of 11 percentage points to the third choice item—computer workstations, and then another 17 points to electronic databases (remote use). Lowest priorities for additional funding, with under 10 %, include some of the services ranked highly under user satisfaction, such as library liaison program and course reserve. Audio collections posted a low funding priority probably due to the limited number of users/respondents.

Table 7
Highest Priority Items for Strengthened Funding

Collections			Services			Equipment & Facilities	
Journals	80%		Interlibrary Loan	29%		Public Photocopiers	58%
Books	58%		HOMER JREF	26%		Computer Workstations	47%
Electronic Databases	30%		Improved Library Hours	22%		Study/Research Space	27%

- **Discussion** Responses to these questions suggest that faculty place their highest value on and are primarily interested in funding familiar, basic, traditional library services: books, journals, and equipment to make photocopies. Because this survey is the first ever undertaken by the Libraries, it is impossible to know if the figures for newer services such as electronic databases and computer workstations represent growing or static numbers. Subsequent surveys may show these numbers to be higher as technology becomes more central to the curriculum than it is now. At present, however, paper-based resources and related technologies garner the most support

CROSS-TABULATIONS

Satisfaction Levels Related to Use

Table 8 plots use and satisfaction as paired coordinates, showing their relative position vis-à-vis the average satisfaction rating of 3.67. It also shows which items fell above or below a 50% usage rating. By placing symbols representing collections, services, and equipment/facilities in quadrants, it is possible to define four categories of items: high use/high satisfaction, high use/low satisfaction, low use/high satisfaction, and low use/low satisfaction.

Discussion Table 8 provides a very useful, if somewhat simplified, overall view of the relationships among collections, services, and equipment/facilities both in terms of use and satisfaction. Virtually all library services fall into the high satisfaction area although some are not heavily used. Conversely, equipment/facilities tend to have high use but low satisfaction. Collections are grouped more closely around the mid-point of satisfaction and show a broad range of use.

8. Matrix: Use/Satisfaction Ratings of Collections, Services, Equipment/Facilities • Faculty All Campuses

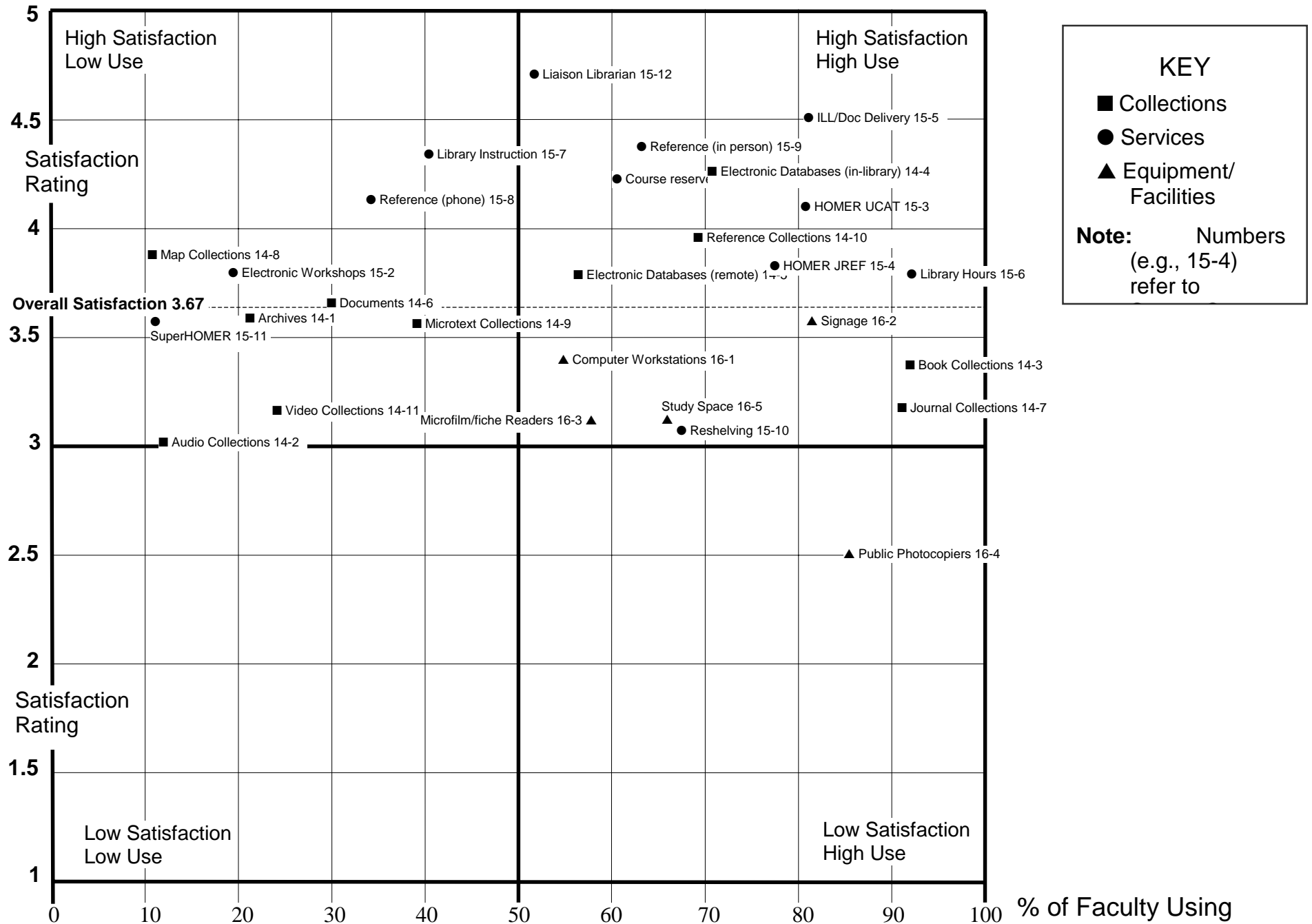


Table 8 suggests that faculty appreciate the services provided by the Libraries, are lukewarm in regard to their satisfaction with the collections, and are generally dissatisfied with equipment and facilities. Approximately half of the indicators are located near or below the 50% use level indicating that the Libraries need to do more to promote the value of collections and services that are underused. The results of this cross tabulation can be particularly useful in helping library staff decide where human and other resources can be applied to best effect.

Overall Satisfaction Related to College/School Affiliation

Chart 6 cross tabulates responses to Question 13, overall satisfaction with the library, with the respondent's university college or school affiliation. Faculty provided information about their departmental affiliation and these responses were then grouped into one of eleven Colleges or Schools: Agriculture, Allied Health, Business Administration, Education, Engineering, Family Studies, Fine Arts, Liberal Arts and Sciences, Nursing, Pharmacy, and Social Work. Responses that could not be linked to one of the aforementioned were omitted from the analysis. Caution should be exercised in applying the information since data has not been tested for statistical precision.

- **Discussion** Chart 6 ranks schools and colleges in a descending order of satisfaction. All responses are grouped around the overall average of 3.67 without significant variation from the range between somewhat satisfied and satisfied. However, five of the colleges or schools—Family Studies, Nursing, Pharmacy, Allied Health, and Education—are located closer to satisfied than the others. Finally, it should be noted that the overall satisfaction level for faculty identified with colleges and schools is 3.71, slightly higher than the average for all respondents when taken together.

Use, Satisfaction, and Funding Priorities Related to College/School Affiliation

The Libraries are pursuing a number of strategic initiatives in areas that show up in the survey as being generally important to the faculty: journal collections, interlibrary loan/document delivery, and the library liaison program. Charts 7, 8, and 9 group faculty responses by college or school affiliation and cross tabulate these responses with questions about use, satisfaction, and funding in these three significant areas.

- **Discussion** In relation to use, Chart 7 demonstrates that journals are used by 90% or more of faculty in virtually every university college or school. Use of interlibrary loan/document delivery generally ranges from 70% up, with the School of Education and Fine Arts falling slightly below that mark. Use of the library's liaison program ranges widely, from a high of 80% to a low of 20%. This may indicate differing needs in differing academic programs, or it may indicate that a greater effort needs to be made by the library.

Chart 8 ranks satisfaction with these three significant collections/services as represented by college or school. In this case, the liaison program ranks as satisfactory or very satisfactory in every school and college—even the school whose use is represented by 20% in Chart 7. Satisfaction with interlibrary loan/document delivery ranks nearly as high. And surprisingly, satisfaction with the journals collections ranks mostly between somewhat satisfied and satisfied.

In regard to funding priorities, Chart 9 indicates faculty in all colleges and schools prefer to strengthen the journals collections more than they wish to improve funding for either interlibrary loan/document delivery or the liaison program.

Friday, November 15, 1996

Dear Colleague:

The University of Connecticut Libraries continually strive to maintain and improve the quality of their services. In continuing efforts to meet this goal, the Libraries are now seeing to determine how well their services, collections, staff and facilities are meeting the needs of the UConn faculty. The Libraries' USER team, in collaboration with the Chancellor's Library Advisory Committee, is therefore undertaking this faculty survey.

We encourage you to complete the enclosed questionnaire and return it to "User Survey, Administrative Offices, U-5A" by Friday, December 6. The Library assures the confidentiality of your response. Identification numbers on the surveys are only to assist in follow-up with non-residents to assure statistical validity.

In our environment of constrained resources, your participation will significantly assist the libraries in understanding your present and future needs and address your concerns. The results of this survey will receive wide distribution.

Thank you for your cooperation.

Sincerely,

Marck A. Emmert
Chancellor

Paul Kobulnicky
Director of Libraries

Enclosure

University of Connecticut Libraries

Faculty Survey • Fall 1996

The University of Connecticut Libraries are conducting this faculty survey to review existing collections and services, to plan for the future, and to assist us in identifying faculty needs and interests. Please take fifteen minutes to complete the survey and return it in the enclosed envelope by **December 6, 1996**.

I. Demographics

1. Please indicate your primary UConn campus affiliation. (Check one only)

- | | | | | | |
|----------------|--------------------------|-------------|--------------------------|---------------|--------------------------|
| 1. Storrs | <input type="checkbox"/> | 3. Hartford | <input type="checkbox"/> | 5. Torrington | <input type="checkbox"/> |
| 2. Avery Point | <input type="checkbox"/> | 4. Stamford | <input type="checkbox"/> | 6. Waterbury | <input type="checkbox"/> |

2. Please indicate your academic rank. (Check one only)

- | | | | |
|------------------------|--------------------------|---------------------------|--------------------------|
| 1. Lecturer | <input type="checkbox"/> | 4. Associate Professor | <input type="checkbox"/> |
| 2. Instructor | <input type="checkbox"/> | 5. Professor | <input type="checkbox"/> |
| 3. Assistant Professor | <input type="checkbox"/> | 6. Other (Please specify) | _____ |

3. Do you have tenure? 1. Yes 2. No

4. Please indicate your primary academic department affiliation. _____

5. How many years have you been on the faculty at UConn?

- | | | | |
|---------------------------|--------------------------|----------------------------|--------------------------|
| 1. Between 0 and 5 years | <input type="checkbox"/> | 3. Between 11 and 20 years | <input type="checkbox"/> |
| 2. Between 6 and 10 years | <input type="checkbox"/> | 4. More than 21 years | <input type="checkbox"/> |

6. What is your age?

- | | | | |
|----------------------------|--------------------------|----------------------------|--------------------------|
| 1. Less than 30 years | <input type="checkbox"/> | 3. Between 41 and 50 years | <input type="checkbox"/> |
| 2. Between 31 and 40 years | <input type="checkbox"/> | 4. 51 or more years | <input type="checkbox"/> |

7. Which of the following best describes your current research activity? (Check one only)

- | | | | |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. Sponsored (i.e. funded) | <input type="checkbox"/> | 3. Both (sponsored and independent) | <input type="checkbox"/> |
| 2. Independent (i.e. non-funded) | <input type="checkbox"/> | 4. Not currently doing research | <input type="checkbox"/> |

8. What level of student are you teaching during the fall 1996 semester? (Check all that apply)

- | | | | |
|-----------------------------------|--------------------------|-------------------------------|--------------------------|
| 1. Undergraduate (lower division) | <input type="checkbox"/> | 3. Graduate | <input type="checkbox"/> |
| 2. Undergraduate (upper division) | <input type="checkbox"/> | 4. Not teaching this semester | <input type="checkbox"/> |

II. Your Use of the UConn Libraries Collections and Services

**9. Please indicate the primary UConn library you use.
(Check one only)**

- 1. Homer Babbidge Library (Storrs)
- 2. Art and Design Library (HBL)
- 3. Map & Geographic Info. Center (HBL)
- 4. Cookson Music Library (Storrs)
- 5. Dodd Research Center (Storrs)
- 6. Pharmacy Library (Storrs)
- 7. Avery Point Library
- 8. Harleigh B. Trecker Library (Hartford)
- 9. Jeremy Richard Library (Stamford)
- 10. Torrington Library
- 11. Waterbury Library

- 12. I do not use any UConn Library
(If you check number 12, complete question 9A)

**9A. Please indicate why you do not use the UConn Libraries.
(Check all that apply, then skip to question 17)**

- 1. I use another library more convenient to me.
- 2. The monograph collections are inadequate.
- 3. The journal collections are inadequate.
- 4. My work does not require library resources.

**10. How would you characterize your current use of the UConn Libraries collections and services?
(Check one box on each line)**

	At least once a week	At least once a month	At least once a semester	Don't know about	Don't use
1. I visit a UConn library in person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I search HOMER from home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I search HOMER from my office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I connect (remotely) to the Library's WWW site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I connect (remotely) to LEXIS-NEXIS or other electronic databases offered by the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. Please indicate for what purposes you use the following collections.
(On each line, check all that apply)**

	Undergraduate teaching	Graduate teaching	Sponsored research	Non-sponsored research	Don't know about	Don't use
1. Archives & special collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Audio collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Book collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Electronic databases (library use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Electronic databases (remote use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Federal and state documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Journal collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Map collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Microtext collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reference collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Video collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Other (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please indicate for what purposes you use the following services. (On each line, check all that apply)

	Undergraduate teaching	Graduate teaching	Sponsored research	Non-sponsored research	Don't know about	Don't use
1. Course reserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Electronic workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. HOMER UCAT (online catalog)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. HOMER JREF (journal indexes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Interlibrary Loan/Document Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Library instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reference (by telephone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Reference (in person)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. SuperHOMER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The departmental liaison librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Other (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Satisfaction with Library Resources, Services and Facilities

13. Overall, how satisfied are you with your primary UConn library? (Check one only)

1. Very dissatisfied 2. Dissatisfied 3. Somewhat satisfied 4. Satisfied 5. Very satisfied

14. How satisfied are you with the following library collections? (Circle one number on each line)

	Not satisfied	Somewhat satisfied	Very satisfied	Don't use		
1. Archives & special collections	1	2	3	4	5	8
2. Audio collections	1	2	3	4	5	8
3. Book collections	1	2	3	4	5	8
4. Electronic databases (library use)	1	2	3	4	5	8
5. Electronic databases (remote use)	1	2	3	4	5	8
6. Federal and state documents	1	2	3	4	5	8
7. Journal collections	1	2	3	4	5	8
8. Map collections	1	2	3	4	5	8
9. Microtext collections	1	2	3	4	5	8
10. Reference collections	1	2	3	4	5	8
11. Video collections	1	2	3	4	5	8
12. Other (Please specify) _____	1	2	3	4	5	8

15. How satisfied are you with the following library services? (Circle one number on each line)

	Not satisfied	Somewhat satisfied	Very satisfied	Don't use		
1. Course reserve	1	2	3	4	5	8
2. Electronic workshops	1	2	3	4	5	8
3. HOMER UCAT (online catalog)	1	2	3	4	5	8
4. HOMER JREF (journal indexes)	1	2	3	4	5	8
5. Interlibrary Loan/Document Delivery	1	2	3	4	5	8
6. Library hours	1	2	3	4	5	8
7. Library instruction	1	2	3	4	5	8
8. Reference (by telephone)	1	2	3	4	5	8
9. Reference (in person)	1	2	3	4	5	8
10. Reshelve materials more quickly	1	2	3	4	5	8
11. SuperHOMER	1	2	3	4	5	8
12. The departmental liaison librarian	1	2	3	4	5	8
13. Other (Please specify) _____	1	2	3	4	5	8

16. How satisfied are you with the following library equipment and facilities? (Circle one number on each line)

	Not satisfied		Somewhat satisfied		Very satisfied		Don't use
1. Computer workstations	1	.....	2	.....	3	.....	4
2. Informational/directional signs.....	1	.....	2	.....	3	.....	4
3. Microfilm/fiche readers.....	1	.....	2	.....	3	.....	4
4. Public photocopiers.....	1	.....	2	.....	3	.....	4
5. Study and research space	1	.....	2	.....	3	.....	4

17. Your choice of two funding priorities for strengthening library collections over the next three years would be: (Check two only)

- | | | | |
|---------------------------------------|--------------------------|----------------------------------|--------------------------|
| 1. Archives & special collections | <input type="checkbox"/> | 7. Journal collections | <input type="checkbox"/> |
| 2. Audio collections | <input type="checkbox"/> | 8. Map collections | <input type="checkbox"/> |
| 3. Book collections | <input type="checkbox"/> | 9. Microtext collections | <input type="checkbox"/> |
| 4. Electronic databases (library use) | <input type="checkbox"/> | 10. Reference collections | <input type="checkbox"/> |
| 5. Electronic databases (remote use) | <input type="checkbox"/> | 11. Video collections | <input type="checkbox"/> |
| 6. Federal and state documents | <input type="checkbox"/> | 12. Other (Please specify) _____ | |

18. Your choice of two funding priorities for strengthening library services over the next three years would be:

(Check two only)

- | | | | |
|--|--------------------------|--|--------------------------|
| 1. Course reserve | <input type="checkbox"/> | 8. Reference service (by email) | <input type="checkbox"/> |
| 2. Electronic workshops | <input type="checkbox"/> | 9. Reference (by telephone) | <input type="checkbox"/> |
| 3. HOMER UCAT (online catalog) | <input type="checkbox"/> | 10. Reference (in person) | <input type="checkbox"/> |
| 4. HOMER JREF (journal indexes) | <input type="checkbox"/> | 11. Reshelve materials more quickly | <input type="checkbox"/> |
| 5. Interlibrary Loan/Document Delivery | <input type="checkbox"/> | 12. SuperHOMER | <input type="checkbox"/> |
| 6. Library hours | <input type="checkbox"/> | 13. The departmental liaison librarian | <input type="checkbox"/> |
| 7. Library instruction | <input type="checkbox"/> | 14. Other (Please specify) _____ | |

19. Your choice of two funding priorities for library equipment and facilities over the next three years would be: (Check two only)

- | | |
|------------------------------------|--------------------------|
| 1. Computer workstations | <input type="checkbox"/> |
| 2. Informational/directional signs | <input type="checkbox"/> |
| 3. Microfilm/fiche readers | <input type="checkbox"/> |
| 4. Public photocopiers | <input type="checkbox"/> |
| 5. Study and research space | <input type="checkbox"/> |
| 6. Other (Please specify) _____ | |

20. Would you be willing to participate in a follow-up to this survey? (Check one only)

1. Telephone interview 2. Focus group 3. Both 4. Neither If yes, complete the following:

Name _____ Telephone _____ Email _____

21. Do you have any additional comments? _____

Thank you very much for your help! Please return the survey in the enclosed pre-addressed envelope by **December 6, 1996**. If you have questions about the survey, please contact Francine DeFranco at 860-241-4869 or hbtadm08@uconnvm.uconn.edu