

**Lloyd Sealy Library
John Jay College of Criminal Justice
Faculty Library Survey Spring 2016
Report**

The Library Department surveyed the John Jay College faculty on their library use in the Spring semester of 2016. 216 people responded to the survey. 114 full-timers responded out of our list of 417 names, giving us a response rate for full-time faculty of 27%, just barely satisfactory. **Of those responding, a surprising number took the time to write comments;** e.g. 88 wrote answers to the question “How could the Library better serve you and/or your students?”

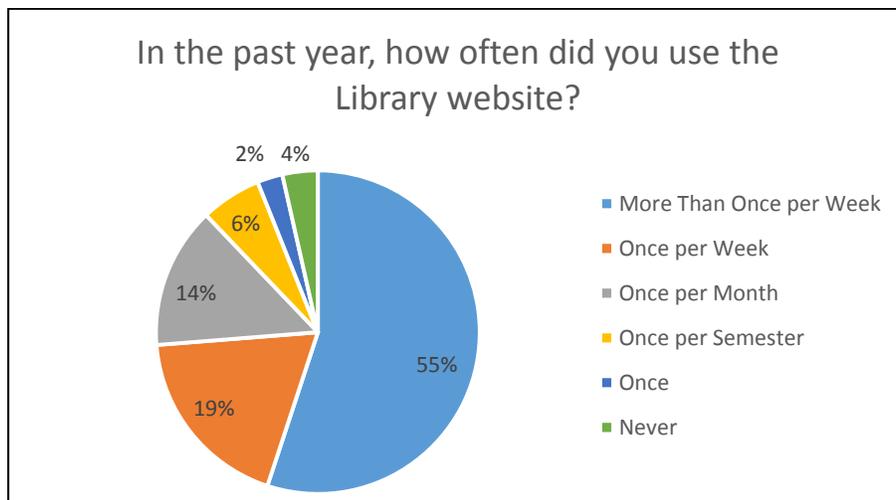
HIGHLIGHTS:

- Most importantly, **87.5% of respondents were satisfied or very satisfied with the Library.** If we assume that those who responded to the survey were those who cared most about the Library (either positively or negatively) then the fact that our users are pleased with the Library was confirmation that we have generally been serving their needs well.
- The respondents were not just fans of the Library but were very heavy users. **74% use the Library’s website at least once a week.**
- The investment that John Jay and CUNY have been making in online journal collections, databases and linking is paying off. **89% can usually or always access the electronic journal articles they need.**
- **Too many faculty are unaware of many of the resources and services we currently offer,** but were pleased to learn about them and want to know more.
- Faculty want **more** services from the Library—especially with navigating the new publication landscape. **125 wanted individual reference consultations, 121 asked for assistance with copyright and author rights and 110 wanted guidance on measures of journal quality.**

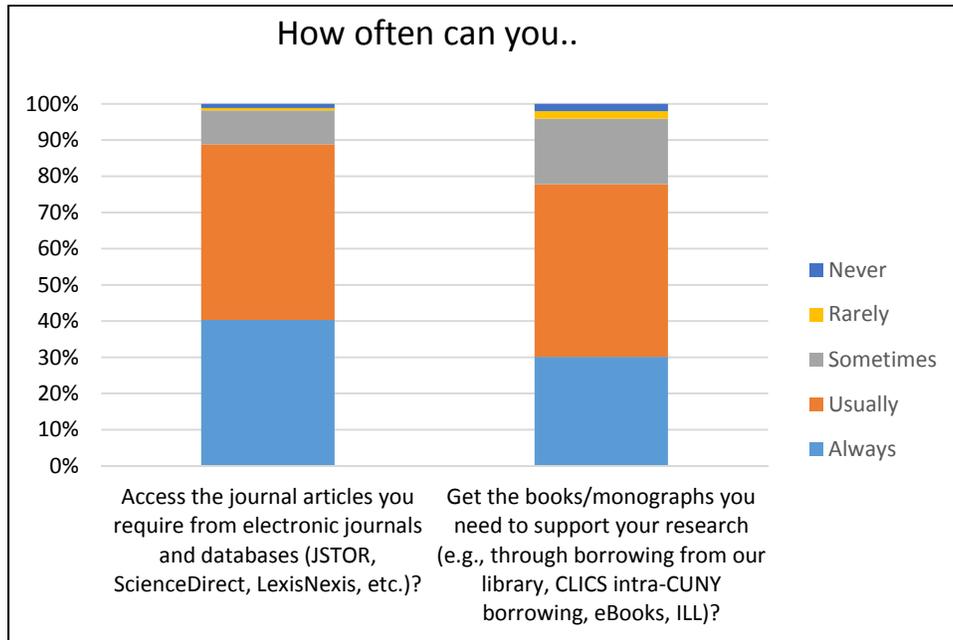
WHAT DID WE LEARN?

Library Resources

These John Jay faculty are very heavy users of the Library:



Faculty are also successful users of library resources. **71% accessed electronic journals, books, and/or databases at least once per week and 87% accessed them at least once per month. 89% can usually or always access the journal articles they need and 78% can usually or always get the monographs they want.**



But access to digital materials is not perfect and—particularly for electronic books-- there is room for improvement, as some comments point out:

- Books are often difficult to access. Articles are easier but more could be made available online.
- While the system sometimes states that a digital hardcopy is available, the system will not give access to it, or makes it so difficult that it seems pointless (even to faculty not to mention undergraduates with less patience).
- Some eBooks are limited in number of users?! That's hard. Especially when using an Ebook for a class.

Still, they want more. When asked how they would allocate \$100 to library expenses, the top vote getters were **“Provide more content in electronic form”** (137 responses for a total of \$6,095) and **“Buy more books”** (117 responses for a total of \$4,411). **35 of the 88 answers to the open-ended question “How could the Library better serve you and/or your students?” asked for more resources.** A sample:

- More electronic resources
- Access to more journals
- Acquire more of the core criminal justice/criminology literature
- Order more humanities and social science based books that are NOT about crime, criminality, or deviance.
- By providing even more databases.
- I find that not all documentaries are available for online streaming.
- buy more books and hire more staff

Yet we found that faculty were often not aware of the resources that we do have, as exemplified by these comments:

- I'm sure I could find ways to use the resources I don't know much about, and would love to learn more

- I checked no opinion/not applicable for resources of which I hadn't been aware. They all sound valuable and interesting, however. I will certainly explore them and incorporate into research and teaching.
- I am impressed at the array of information that the John Jay Library has. I am going to try to attend future workshops in the summer (if they are available) with the intent of learning how to access more areas of research.

Of the resources we asked about, the three most valued by far were electronic books, OneSearch (multi-database discovery/search) and the free subscription to the digital New York Times:

	% Aware	Critical or Very Important
Electronic books	85.3%	55.6%
OneSearch	70%	56.2%
Free subscription to digital New York Times	68.9%	45.7%

We were gratified at the value placed on OneSearch and the digital New York Times, since these are both relatively recent and we were unsure if faculty members knew of them and used them. Implementing OneSearch has been a long-term goal of CUNY libraries and has involved considerable collaborative work and expense.

It must be pointed out here, though, that only a small sampling of library resources were presented in the survey, since we could potentially list hundreds of resources. Those we selected to survey were the ones we thought were less well-known and we hoped to raise awareness of their existence. In this we feel we succeeded (see the comments above), but at the risk of confusing some of our respondents, who felt obliged to tell us about the resources that **they** considered important:

- I am a big user of Hein Online
- I am unclear why you singled out Elsevier. Taylor&Francis, Sage, and journals published by academic associations are at least as important if not more so.
- I rely on, and use, Lexis/Nexis extensively. It's the most important information resource for me at the College.

More thought will have to be given, if we repeat this survey, about how to structure this question to clarify why we are asking it.

Throughout the survey in various comments sections, respondents noted perceived gaps in our collections, requesting more materials in digital format, specific databases, class texts, and more coverage of specific disciplinary areas, e.g. area studies, forensic science, music.

Library Services

Unsurprisingly, John Jay faculty are all very much aware of the existence of traditional library services like course reserve (91%), interlibrary loan (83%), and reference (66%), and rated those services as the most important for their research or teaching. It was somewhat surprising, though, that our relatively new service, CLICS, which delivers books from other CUNY libraries, was known by only 54% of the faculty and yet was considered critical or very important by 50% of the respondents and was the 4th most valued service:

How important are/would these John Jay Library SERVICES be for your research or teaching?	Critical or very important
Interlibrary loan from non-CUNY libraries	59.70%
Course Reserves	58.40%
Immediate access to a reference librarian in person, via phone, via chat	50.90%
CLICS (CUNY library books delivery service)	50.30%
Library workshops for students (30 minute, informal)	47.70%
In-class library instruction	46.10%
Providing online instruction and/or remote consulting to support student research	45.30%
Consulting with a librarian on assignment design and integration of research skills into the curriculum	44.60%
Research Guides (webguides on specific topics)	44.30%
Integrating library resources into Blackboard	43.70%
Creating library resource guides for specific courses/research assignments	37.00%
Departmental liaisons	35.80%
Guidance on loading papers and other publications into Academic Works (CUNY Institutional Repository)	29.70%

It is hard to know what conclusions to draw from the least valued services. Is help with Academic Works least valued simply because it is least known? Should we give up on the idea of departmental liaisons or just promote them more? Only 37% of respondents thought that library resource guides were critical or very important and yet two faculty members specifically mentioned in the comments how helpful they are.

The comments on library services were revealing. Of the 31 comments, five specifically talked about library services for teaching online, such as integration with Blackboard and online library instruction. Four were variants of “I was not aware that too many of these services was offered,” thus validating our assumption that the survey could be used to raise awareness of library services. We were delighted to receive praise, e.g.:

- The library services are outstanding. Our librarians are incredibly helpful, always willing to work with anyone and an exemplar.
- I heavily use both ILL and in-class instruction services, and I couldn't be happier with them!
- Since my research specialty falls outside the main holdings of the library, CLICS and ILL have been essential tools. Thanks for all the help!!

Critical feedback is extremely useful, although, since overall satisfaction is so high, it is difficult to know whether some of the more negative comments are valid in general or are just a result of one bad experience—possibly years ago:

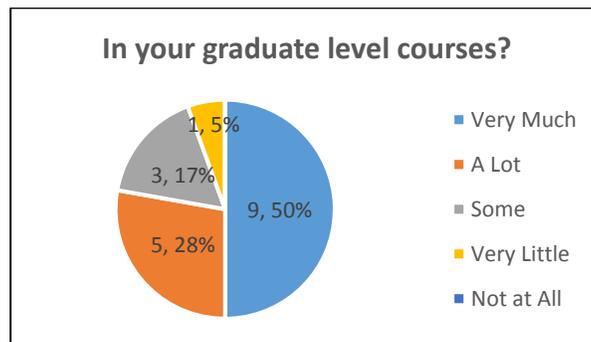
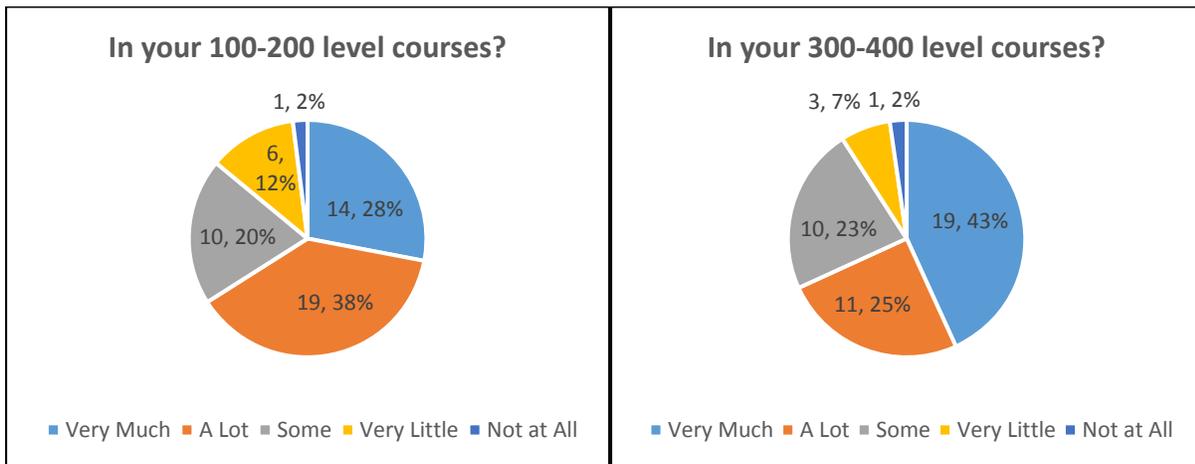
- Inter-library loan is not something I tend to use because my experience is that it takes too long.
- Some of these resources, such as library department liaisons and workshops are very poor

Library Instruction

Six questions on the survey asked about faculty members' feelings about their students' use of the library, and how librarians affect that use. Only 23% of those teaching 100-200 level courses and 38% of those teaching 300-400 level courses felt that their students always or usually discovered and used appropriate information sources (see Appendix II), yet only 32% and 23% (respectively) scheduled library classes for their students.

But those that do schedule such sessions find that they contribute significantly to the course objectives:

How much do library instruction sessions contribute towards students' achievement of the course objectives?



Some of the comments about students' use of the library were quite revealing:

- I find that our students are getting increasingly better at using the information resources at their disposal. I do also always incorporate instruction to that end into my courses, syllabi and assignments
- More needs to be done integrating library skills into coursework than exists now. Students in 400 level courses do not have the library skills they should have when graduating.
- This is part of the reason why I have librarians visit my classes--because the students don't always understand the resources available.
- despite my reminders/demonstrations of filters and labels and the 101 library sessions students continue to assume everything in the databases are scholarly/peer reviewed. This is particularly true for Academic Search Complete because "it says academic right in the title, so what's up with that?"

And in their comments about library instruction, some faculty members expressed regret that they do not schedule classes:

- But I should schedule an instruction session since I teach a 100 level course. I guess I never feel there is enough time. I'll try to change that.
- But I should!
- I will look into this.
- When - some time ago - the Library cut sessions to critical classes/sections within the major, I stopped using it. Would love to again!
- Will schedule such sessions, or employ embedded resources in Blackboard in future.

Again, the survey clearly raised awareness of the availability of a vital library service.

Others commented on how useful such classes are:

- I have found the library sessions to be critical to the students achieving the research goals that I have placed, both in teaching them how to search and how to think about sources. In addition, the availability of the librarian to answer questions, both in on-line and in-person workshops, has made a big difference.
- these classes are wonderful-- a rare example of CUNY competence in action!

CUNY Academic Works (CAW)

Most respondents were unaware of the existence of CUNY Academic Works (CAW), our new institutional repository for faculty publications; only 43% knew of it. This indicates a need for outreach to inform the majority of faculty that are not yet aware of the existence of CAW. 53% of respondents consider CAW at least somewhat important for their research and teaching; but when we asked about allocating cash amongst competing library resources, CAW was awarded the least value in dollars. Faculty familiar with CAW would like the Library to take on the job of posting materials to CAW; 104 (60%) said having library staff post papers and other publications to CAW would be at least a little useful, including 59 (34%) who considered it very or extremely useful. **An argument for the Library to focus scarce resources on CAW can be made by framing the job of posting materials as a means of providing access to more content, as well as increasing the exposure of the research of the John Jay faculty.**

Bibliographic Management Software

57 respondents out of 216 reported using the CUNY-financed and supported Refworks bibliographic management software, more than use any other product. There were 143 reports of use of at least one of nine other products, though none appeared as an overwhelming favorite. Refworks is quite dated at this point, but moving away may be difficult given the relatively high number of users.

Proposed Services

Of our list of proposed new library services that might help faculty with their research, the clear winner was "Scheduled appointments with a library faculty member for research guidance." Also highly valued were help with copyright and author rights, help with measures of journal quality and, to a lesser extent, posting publications to CUNY Academic Works and support with research data management. **If the Library had sufficient library faculty lines, a very strong case could be made for devoting resources to individual one-on-one consultation to assist faculty with the increasingly difficult library-related problems they face as researchers and published authors.**

Please rate the following additional services on their (potential) usefulness to your research and scholarly activity		
	Extremely or very useful	Extremely to somewhat useful
Scheduled appointments with a library faculty member for research guidance	50.00% 89	70.20% 125
Assistance with questions and issues concerning copyright and author rights	42.40% 75	68.40% 121
Guidance on determining journal impact factor and other measures of journal quality	41.60% 72	63.60% 110
Posting of papers and other publications to CUNY Academic Works by library staff	33.90% 59	59.80% 104
Support in managing, archiving and preserving research data and related materials	44.10% 75	57.60% 98
Support for development of data management plans	38.90% 67	54.60% 94
Provision of information related to journal publisher pricing and open access policies	36.20% 63	54.60% 95

It's also important to note that **the actual numbers of faculty members who desire these services are not small**: 89 thought that scheduled appointments with librarians would be extremely or very useful, and 75 felt the same about assistance with copyright and author rights.

How could the Library better serve you and/or your students?

As noted earlier, 88 of the survey's respondents took the time to write answers to this open-ended question and we value their input. Beyond the 35 requests for more resources or building up particular subject areas (already discussed above), there were other interesting trends.

- Nine people asked for better or longer hours.
- Four asked for more staff
- Three wanted improvements in the physical facility; e.g.,
 - Better physical conditions. The Library looks terrible and does not serve students well.
 - The library space needs to be redesigned. It is a difficult place to work... Our library should be our "jewel in the crown". The librarians fit that description. The library itself does not. We should have quiet places for students to read and do their work... Less time and money on "lounges" where students sleep and more on the library which is integral to our students' future success.
- Four had complaints, two of which were particularly concerning.:
 - Actually care about reaching out to students and faculty.
 - it should distinguish between faculty and students and show respect to all. It is not a welcoming place. Faculty are treated no different from fast food customers at the counters
- Nine thought we were just great and wouldn't change a thing; e.g.,
 - The Library is the best-run department in our college. The librarians are always willing to assist faculty and students with patience and with a smile. Many thanks for their years of great service.
 - I am extremely satisfied with the library.
- But 18 thought we should be doing a better job of letting people know about what we offer:
 - Efforts to raise awareness of all of these resources that are available, with specific focus on the ability of students and faculty to use the electronic and web-based resources available.
 - More outreach-many students do not know the services the library provides

- This survey suggests library services that could help my teaching and research that I never knew of before. Provide faculty tutorials on services.
- better announcement and support messages
- advertise services to students (beginning of semester, around midterms, finals week)

This last trend is the most problematic. The survey shows that faculty are unaware of many of our resources and services and are pleased to learn about them, but the various attempts we have made over the years to hold workshops and send announcements seem to have produced little return for the efforts.

CONCLUSIONS:

- Faculty place a high value on the resources they know about and want to learn about what else we have to offer.
- We should not reduce our efforts in traditional services like reference, ILL, and reserve. Our faculty consider them critical.
- The effort we have put into our online presence—the Library website, electronic resources, linking resources with metadata, providing services to online classes—has been worthwhile and has been noticed by the faculty
- Ease of accessing and navigating some digital resources (particularly ebooks) has room for improvement
- We do need to focus more on marketing/outreach. Respondents were much more aware of the New York Times digital subscription service than of many other library resources – this was one resource we had marketed a lot, in various different ways, and the effort clearly paid off (this is a service with very broad appeal that visibly saved people money – people apparently have been very receptive to this marketing). CLICS is one service we might want to target for more marketing.
- Faculty would appreciate more help navigating the new digital/publication/research landscape. They would like one-on-one consultations with a reference librarian, help in learning about newer resources, assistance with questions about copyright and authors' rights, help in managing and archiving their research data, guidance in understanding impact factors and measures of journal quality. **All of these supports would enhance the scholarly productivity of our faculty and are now being provided by better-staffed libraries.**

WHAT DO WE DO NOW?

- Schedule a discussion with Library colleagues about the survey and the conclusions of the authors of this report. Do they draw other conclusions? Should we be putting more resources into some areas and less into others?
- Discuss how to improve the marketing of our resources and services. Which ones do we want to push? How do we want to publicize them?
- Discuss whether we can manage to offer any additional services to faculty with current limited library faculty lines. How do we help the Provost understand that both faculty satisfaction and faculty productivity can be improved by empowering the Library department—with additional faculty lines—to expand services.
- Continue to lobby for a complete library renovation.

-B. Nelson and E. Sexton
8/24/16

Appendix I

Background

The idea to survey the John Jay College faculty about their use of the Library had its origin in a special Library Department meeting on assessment in Fall, 2015. It was pointed out that it had been many years since faculty were last surveyed about their library use, although some surveys of students are occasionally undertaken. We decided that we wanted to know what faculty thought of our resources and services and wondered if they knew about all that the Library had to offer. We realized also that such a survey might serve to inform faculty about some of our lesser-known resources and services.

Ellen Sexton and Bonnie Nelson volunteered to develop the survey and oversee its distribution. They reviewed surveys conducted at other colleges and universities—especially the well-known ones at the University of Washington and MIT. Ric Anzaldúa, Director of Institutional Research, enthusiastically partnered with us in converting the instrument to Survey Gizmo, distributing it to the John Jay faculty, providing help with analysis, and generally offering advice and support. Jennifer Dobbins of the Provost's Office provided the necessary list of email addresses for both full-time and part-time faculty. The survey was open from March 11, 2016 to March 31, 2016.

We would like to thank everyone who participated; your feedback is invaluable.

Appendix II

Instructors are very concerned about whether their students use appropriate information resources, but see improvement as students progress through their college careers. Eliminating the “Not applicable” responses, we get:

13. When you review the assignments your students hand in, do you feel that they are discovering and using appropriate information resources?							
	Always	Usually	Sometimes	Rarely	Never	Total applicable	Always or usually
In your 100-200 level courses?	7	24	61	39	6	137	
In your 100-200 level courses? (percent)	5.11%	17.52%	44.53%	28.47%	4.38%		22.63%
In your 300-400 level courses?	11	34	61	9	2	117	
In your 300-400 level courses? (percent)	9.40%	29.06%	52.14%	7.69%	1.71%		38.46%
In your graduate level courses?	12	37	23	4	1	77	
In your graduate level courses? (percent)	15.58%	48.05%	29.87%	5.19%	1.30%		63.64%

A minority of instructors regularly schedule library instruction sessions for their classes. Eliminating “Not applicable” we get:

15. How often do you schedule a library instruction session for the classes you teach?								
	Always	Usually	Sometimes	Rarely	Never	Total applicable	Always or usually	
In your 100-200 level courses?	29	16	12	28	57	142		
In your 100-200 level courses? (percent)	20.42%	11.27%	8.45%	19.72%	40.14%		31.69%	
In your 300-400 level courses?	16	12	17	20	55	120		
In your 300-400 level courses? (percent)	13.33%	10.00%	14.17%	16.67%	45.83%		23.33%	
In your graduate level courses?	8	7	6	16	48	85		
In your graduate level courses? (percent)	9.41%	8.24%	7.06%	18.82%	56.47%		17.65%	