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Beyond Satisfaction: Understanding and Promoting the Instructor-Librarian Relationship

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This article reports upon the assessment and research activities undertaken by a research group of faculty librarians at Hunter College regarding the perceptions, awareness, and usage of library services by non-librarian faculty members. Given the initial directive to measure faculty satisfaction with library services, the research group developed an ongoing action-research protocol to pursue more meaningful assessments of faculty awareness and use of library services and resources. The researchers employed both qualitative and quantitative methodologies, gathering data through informal information groups with faculty members and through an online survey measuring faculty awareness of library resources and services (Faculty Awareness of Library Services (FALS)). The findings show that while Hunter faculty value relational engagement with the library, they are more frequently aware of non-relational, self-service library resources. Further, the data suggest that tenured faculty members are aware of library services at a higher rate than tenure-track faculty. This data forms the foundation of an on-going action-research protocol to assess long-term trends, the products of which will continue to inform faculty services, outreach, and programming.

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INTRODUCTION

Impetus

The four library centers that comprise the Hunter College Libraries (HCLs) serve over 22,000 students and 1,800 full- and part-time faculty members in the heart of Manhattan's Upper East Side. The HCLs provide access to resources and services covering the academic information needs of over 170 undergraduate and graduate programs of study as well as four professional schools. In September of 2011, a group of HCLs faculty received a request to assess the satisfaction of Hunter's instructional faculty with library resources and services.

Such a request is consonant with the academic milieu in which institutions of higher education are increasingly compelled to produce evidence of their impact by way of program assessment and outcome evaluation. In turn, this climate has propelled the academic library community to direct focus toward the assessment and articulation of the value of the library within academe in holistic, tangible, and incontrovertible ways (Davis and Hinchliffe 6; Kaufman and Watstein 227). Oakleaf posits that "One way to work toward a positive vision of the future is to engage in the demonstration of library value, recognizing that the process is not one of *proving* value, but rather continuously *increasing* value" (140). It was within the spirit of demonstration, of action, that the HCLs group seized the request as an opportunity to move beyond measures of perceived satisfaction alone.

Over the past 2 years, the HCLs group has followed a structured work plan consisting of three interrelated components: Faculty Outreach Programming, Marketing and Valuation of Faculty Services, and Research and Assessment of Faculty Services. The group seeks an understanding of what instructional faculty know about library resources, of how instructional faculty use library resources, and of the impact of library engagement upon instruction and research. The HCLs group is particularly interested to examine the role of library engagement with tenure-track faculty members. The group's goal is the evolution of a robust instructor-librarian liaison program within a sustainable, reciprocal framework that continually gathers research data, assesses procedural efficacy, and responds programmatically.

Contextualizing Discussion and Review of the Literature

THE LIBRARY VALUE MOVEMENT VIS-À-VIS INSTRUCTIONAL FACULTY

The literature emerging from the library value movement advances a compelling rationale for the importance of a project such as this and explicates

research agendas and assessment methodologies related to demonstrating the value of librarian–instructor engagement. This project draws inspiration from three significant players in the movement.

I. Association of College and Research Libraries' Value of Academic Libraries Initiative

Megan Oakleaf's *The Value of Academic Libraries: A Comprehensive Research Review and Report* is the seminal output of the Association of College and Research Libraries' Value of Academic Libraries Initiative (acrl.ala.org/value/). Oakleaf considers several substantive definitions of "value," suggesting that the academic library would likely benefit most from studies that employ an impact value model and/or a financial impact model (20–24). The report provides an in-depth literature review of the topic, offers practical guidelines for real life application, and suggests research agendas.

While encouraging academic libraries to pursue assessment within the local context of institutional mission (Davis and Hinchliffe 8), the *Value of Academic Libraries* report recommends "Next Steps" that specifically include tracking contributions to faculty research, the grant funding process, and instruction (15–16). The corresponding research agendas that Oakleaf outlines promote the identification of distinct products, which she describes as surrogates, upon which librarians have direct impact (129–36).

The Value of Academic Libraries Initiative is a multi-year project. Its other significant outputs include Staley and Malenfant's *Future Thinking for Academic Librarians: Higher Education in 2025* and *Connect, Collaborate and Communicate*, Brown and Malenfant's report on the 2011 summits "Demonstrating Library Value: A National Conversation." The Values of Academic Libraries listserv and blog sustains a national network of interested individuals. A principal ethos throughout pertains to the academic library's potential in promoting institutional mission through the expansion of collaborative activities with varied stakeholders, central among whom would certainly be instructional faculty.

II. LibValue: Value, Outcomes and Return on Investment of Academic Libraries

Led by Carol Tenopir and Paula Kaufman (libvalue.cci.utk.edu/content/lib-value-project), LibValue is a collaborative effort toward establishing manualized, evidence-based strategies to assess library value (Mays, Tenopir and Kaufman 36). Moreover, LibValue asserts that in order to employ the diverse data collection methodologies recommended for such projects (Price and Fleming-May 198), such resources must be readily accessible. Toward this end, Lib-Value has produced a

comprehensive, open source, searchable bibliographic database of materials pertinent in the assessment and articulation of library value (Kim 256–57; libvalue.cci.utk.edu/).

Tenopir delineates three categories within which to measure library value: 1. Implicit value, which constitutes those measures which are routinely collected as part of standard library practice such as door counts and usage records; 2. Explicit value, which constitutes data collected in a qualitative model, in other words: what the users tell us; and 3. Derived value, which constitutes those measures that express library resources and services in financial terms such as the return on investment (ROI) model (Tenopir, “Beyond Usage,” 6). The LibValue project champions the ROI approach and it is the hallmark of their endeavors as a whole.

The LibValue collaboration is engaged in a comprehensive research agenda including the use of e-journal collections and grant funding (Tenopir et al. 183–84), the use of information commons spaces (Mays, Tenopir, and Kaufman 38), the impact of library instruction (Mays, Tenopir, and Kaufman 39), and in vivo demonstrations of a broad application of the Lib-Value concept covering all aspects of an academic library at Bryant University (King) and Seton Hall (Tenopir, Volentine, and Christian). The Lib-Value team has presented widely including update reports at the 2012 ALA Conference (Kingma; Tenopir, “Lib-Value Project”).

The LibValue Team reports several efforts to assess library value by way of interaction with instructional faculty. Of particular note is Lib-Value’s effective use of the critical incident methodology in assessing the patterns of faculty scholarly reading of journal articles and books as well as faculty use of reference interviews and librarian consultation on specific research projects (King; Tenopir, Volentine, and Christian).

III. Working Together: Evolving Value for Academic Libraries

Working Together: Evolving value for academic libraries (library-value.wordpress.com/about/) is a six month study completed in June 2012 commissioned by Sage Publications. The stated goal of the project was:

...to provide the academic library community with a better understanding of the connections between academic libraries and academic departments and to identify practical ways to enhance their working relationship. (Creaser and Spezi 2)

Creaser and Spezi adopt a value impact approach, seeking to measure the explicit value of library services within the context of the relationship between instructor and librarian. The study targeted several specific objectives:

to identify the degree to which librarians understand the needs of instructional faculty; to identify how librarians promote library services; and to understand how promotion methods influence perception of the library. Using eight international volunteer case studies that represented institutions with optimal practices, the researchers used qualitative methodologies to interview librarians and instructional faculty and distributed quantitative surveys recruiting participants from other institutions in the three geographical areas of the case study sites (Creaser and Spezi 2–3).

Creaser and Spezi found that, while there was an institutional acknowledgement that libraries ought to collect data assessing the value of library resources and services to instructional faculty, none have yet implemented a standard or systematic way to do so. Further, they note that US libraries tend to prefer “success stories” rather than statistically driven studies (3).

Several of the Working Together findings are of particular interest to the HCLs group: First, while there was a general finding of satisfaction with library services, librarians and faculty alike perceived that not all instructors were as aware of library resources as they would like to be or even ought to be. Creaser and Spezi note therefore that any programmatic efforts toward engagement need to meet the “real-time” perception and knowledge-base of the faculty cohort regarding library resources (4).

Secondly, the findings suggest that faculty currently experience the most value in their interaction with librarians around student instruction services. In contrast, research support and collaborative research appear less well developed despite the library’s natural abilities to facilitate advanced research support, including expertise in open-access publishing, the use of institutional repositories and literature review (Creaser and Spezi 8). Creaser and Spezi encourage librarians to advance their value as research collaborators, citing systematic reviews as a natural pairing, and to do so by directly expressing the value of librarian participation in such research projects as part of the grant finding and funding processes (9).

Assessment of Faculty Awareness and Use of Library Services

To provide context as to how faculty use of libraries has been studied and written about in the library literature, the HCLs group looked at fourteen studies of faculty use of academic libraries published in 2000 or later selected from among 100 articles in the databases, *Library & Information Science Source and Library, Information Science & Technology Abstracts* that were indexed with the subject heading, “Academic Libraries – Use Studies” and that contained the word “faculty” in either the title or the abstract.

Self-reported usage surveys were the most commonly described means of assessing faculty use of library resources; a questionnaire about self-reported usage was the main instrument of data collection in eleven of

the articles reviewed (Ijirigho 1–13; Ismail 712–36; Israel 158–65; Korobili, Tilikidou and Delistavrou 91–105; Ovadia 332–40; Parameshwar and Patil 1–10; Prabakaran et al.; Robbins, Engel and Kulp 515–33; University of Iowa Libraries 625–46; Weingart and Anderson 127–34; Wisneski 119–33). Two articles described using citation analysis of faculty publications (Dewland 145–58; Wilson and Tenopir 1393–408). One article describes computer-assisted analysis of circulation data (Hughes 110–26).

The treatment of data gathered from questionnaires by library researchers has recently been criticized from within the profession. Hightower and Scott describe the under-use of inferential statistics in reports on library surveys and encourage library researchers to adopt more sophisticated methods of handling survey data by promoting the availability of online resources for calculating margin of error and confidence level.

Robbins, Engel, and Kulp introduce their study with a lengthy criticism of the trend in library research to produce descriptive statistics of individual libraries that are not generalized to predict or explain conditions in other libraries. Robbins et al. characterized articles reporting descriptive statistics as examples of “practitioner research” and called for a segregation of practitioner research from basic research in the journal literature (515–33).

The articles examined in this review serve as an example of the trend identified by both the Robbins and Hightower articles. The majority of articles reported descriptive statistics. Only four of the articles made use of inferential tests to describe the significance of their data (Ijirigho; Korobili, Tilikidou and Delistavrou; Robbins, Engel and Kulp; University of Iowa Libraries). However, the fact that these studies making use of inferential statistics found significant variation in patterns of library usage between institutions (Ijirigho; Robbins, Engel and Kulp), between user groups (Korobili, Tilikidou and Delistavrou; University of Iowa Libraries), and between local patterns of use and discipline-wide patterns of use (Dewland 145–58) underscores the importance of practitioner researchers carrying out local, descriptive studies in order to better understand the particular characteristics of their own institutional contexts.

HCLs group found particular interest in Steven Ovadia’s analysis of his survey of faculty at LaGuardia Community College. Ovadia sought to test the hypothesis that tenure-track faculty at LaGuardia Community College would be more likely to use the LaGuardia college library for personal research due to the publishing expectations of tenure review. The responses he received to his survey did not support this hypothesis: 17% of his tenured respondents reported using the LaGuardia College Library for personal research, compared to 8.7% of the untenured respondents. Considering that 16% of the untenured faculty reported enrollment in a graduate program, Ovadia speculated that untenured faculty may be more likely to have an existing affiliation with another library (338).

Faculty Outreach and Liaison Programs

The conduit between meaningful assessment and successful intervention is bi-directional and relies upon an actively reciprocal connection between librarians and instructors. Thus, a major theme of interest to the HCLs group pertains to the shifting nature of academic library liaison programs over the past 10–12 years from a traditional materials-focused endeavor toward a proactive, service-oriented model (Cooke et al. 5–30; Donham and Green 314–21; Elteto and Frank 495–501; Frank et al. 90–96; Pinfield 32–38; Reeves et al. 57–68; Rodwell and Fairbairn 116–24; Taylor and Corrall 298–314). The existing HCLs liaison program follows a subject bibliographer model with a focus on purchasing materials for a program or department. This model does not focus on conducting broad, structured outreach to faculty, making it a good candidate for programmatic developments aimed at outreach through a proactive, service-oriented model of librarianship.

Shifting toward the proactive, service-oriented model requires librarians to break out of passive roles and to address the teaching and research needs of the faculty members to whom they are responsible. Echoing this theme, Cooke et al. state that the role of the liaison librarian must shift “from one with an emphasis on knowledge and expertise of the resources of a particular subject domain, to a role that prioritizes making connections with *people* and that *promote* the work of the library to its potential users” (6).

Successfully shifting out of passive roles will require communication strategies for dealing with what the literature describes as an essential disconnect between librarians and instructional faculty regarding both the perception of the role of the library liaison as well as what each party views as important in the faculty-librarian relationship (Cooke et al. 5–30; Arendt and Lotts 155–77; Christiansen, Stompler, and Thaxton 116–21). Christiansen et al. call this phenomenon an “asymmetrical disconnect” : although it may seem that the work of liaison librarians and teaching faculty would be highly connected and interdependent, in reality the work of these two groups is only “loosely coupled,” meaning that changes in the work of one group does not necessarily impact the other (117).

Christiansen et al. note:

... what is surprising is the disparity between the two groups in terms of how each perceives this disconnection ... Librarians are aware of faculty and the work that they do, and are continually striving to increase contact with them ... By contrast, faculty do not have a solid understanding of librarians' work and are not seeking similar contact. (118)

Christiansen et al. attribute this disconnect to differences in organizational culture: librarians are taught to be collaborative and to focus on outreach; faculty can be proprietary and tend to work independently or in

collaboration with other researchers in their discipline. Librarians are seen more in a service capacity and not as collaborators or partners in the production of new research (118). Yang also found that faculty placed a high importance on the purchasing role of the liaison librarian and did not think of their liaison first when encountering a research problem (126). Similarly, Arendt and Lotts found that liaison librarians placed a high importance on providing information literacy instruction for faculty members, whereas faculty members placed much less importance on this particular service (169).

The etiology of this disconnect is not well-understood, although Christiansen et al. posit a general prejudice in academia against fields in which the terminal degree is Masters as opposed to Ph.D. level as a potential contributory factor (118). A drawback of this study is that the researchers do not extend this conversation to consider the impact of an academic community in which librarians have faculty status (as they do at Hunter) upon the phenomenon of “asymmetrical disconnect.”

Strategies for addressing this disconnect may hinge on approaches that seek to re-align perception of the librarian’s role by increasing the visibility of liaison librarians on campus and positioning librarians as active participants in the academic milieu who work closely and individually with instructors to address their teaching and research needs outside of the library (Reeves et al. 57–68; Rodwell and Fairbairn 116–24).

Emphasis on the importance of communication between librarians and faculty members tends to follow discussion of shifting librarian roles in the library literature. In their recent study, Arendt and Lotts found a significant correlation between contact with a liaison librarian and faculty satisfaction, with both parties counting communication as a high priority. Interestingly, they found that liaisons perceived this communication as relationship-building, whereas faculty viewed the liaison more as a conduit for information rather than a partner (174). Other studies simply mention that ongoing communication is an important aspect of these programs without elaborating on the most effective forms of communication (Cooke et al., 5–30; Reeves et al., 57–68; Ryans, Suresh and Zhang 121–30). The HCLs group’s experience suggests that there is no one mode of communication that works universally across a cohort. Therefore, it seems that a varied combination of communication methods between liaisons and faculty members could maximize effective contact.

In tandem with the question of how best to communicate with faculty is the question of how and when to market and promote new and existing services and programs (Cooke et al. 5–30; Frank et al. 90–96; Reeves et al. 57–68; Rodwell and Fairbairn 116–24; Yang 124–28). Yang found that a number of faculty members who responded to a library survey commented that the survey itself increased their awareness of library services and resources (128). The lack of prominence on library websites about liaison programs

as well as lack of clarity in the language describing the role of the liaison was cited as additional issues needed in effective marketing and promotion (Reeves et al. 57–69; Rodwell and Fairbairn 116–24).

The over-arching theme regarding communication, marketing, and promotion of liaison programs is that levels of commitment from liaisons will vary, as will faculty willingness to participate in such programs. Implementing, marketing, and assessing a proactive liaison program, within a relationship-oriented model, is not a one-time event; it requires an ongoing commitment from all parties, the employment of varied approaches and a willingness to develop capacity over time (Cooke et al. 5–30; Frank et al. 90–96).

ASSESSMENT AND RESEARCH

In order to assess faculty awareness, use, and opinion of the importance of library resources, the HCLs group developed a two-stage assessment plan. The first stage employed a quasi-qualitative data collection method on informal information groups in order to investigate themes and core precepts regarding library services and resources. The HCLs group used these themes and precepts to develop a questionnaire for collecting quantitative data in a second stage of the assessment. Both efforts supported the implementation of the New Faculty Orientation Event offered in August of 2012 and 2013.

Informational Groups: Methodology

The qualitative phase of data collection was implemented in two, ninety-minute focus groups involving nine faculty members from the natural sciences, social sciences, humanities, and arts. The HCLs group sought faculty experiences and opinions related to six themes: in-person library use, on-line library use, use of non-Hunter College libraries, location of research, information literacy, and overall work experience.

For each of the six themes, the group sought to elicit three different categories of response: behavioral (factual descriptions of a specific experience); affective (how a faculty member felt); and speculative (what a faculty member thought the library could do in order to improve resources). This combination of responses was sought in order to draw out a blend of evidence, opinion, and suggestion.

In each information session there were three to four HCLs group members designated as scribes who use various modes of note-taking. The combined notes were then distilled into a single excel document covering the six themes and highlighting the categories of response.

Informational Groups: Findings and Discussion

The output echoed themes prevalent in the liaison literature. First, faculty believed that neither they nor their colleagues are as well oriented to library resources and services as they would like to be or ought to be. Junior faculty noted they had not experienced a meaningful introduction to the HCLs and specifically suggested that the library offer instruction with regard to resources that would support their research. Secondly, faculty appreciate collaborative instruction support through episodic and in embedded instruction formats as well as supportive materials like LibGuides. Lastly, while the faculty encouraged the use of multiple communication strategies, they re-iterated that they most valued personalized outreach, in-person communication and the development of a personal relationship with a librarian.

The data produced by the Informational Groups was balanced and reflective of both positive and negative experiences and opinions. While it contributed to the bedrock of the HCLs group's subsequent efforts, this assessment approach is limited in that the cohort was very small and consisted of faculty members all of whom had pre-existing relationships with the library.

Faculty Awareness of Library Services (FALS) Survey: Methodology

The FALS Survey is designed to explore the following queries:

- What do faculty instructors know about the HCLs resources and services?
- What HCLs resources and services do faculty use in their instruction?
- What HCLs resources and services do faculty use in their research?
- Are there differences in awareness and use of HCLs resources and services between pre-tenure and tenured faculty, faculty of varying rank or academic status and/or by years of employment?

The FALS Survey was conducted in May 2012 and May 2013. The 2012 FALS survey instrument is a questionnaire consisting of 24 questions: 17 of which are multiple choice and 7 of which are open-ended. The 2013 FALS survey is identical with the addition of one question which uses a 5-point Likert scale to elicit perceived level of satisfaction.

The questionnaire has three basic sections: faculty awareness and use of library resources, collection of demographic data, and critical, open-ended questions about faculty use of and opinion about library resources.

Prior to each distribution, the FALS survey was submitted to the Hunter College Internal Review Board and received an Exempt status. The survey was designed using open-source SurveyMonkey software, it is anonymous and no IP addresses are collected. Recruitment is via email from the Hunter

College Communications Office giving all faculty members equal opportunity to participate. Participants who complete the survey have the option to enter a raffle to win a \$50 Amazon gift certificate, administered by a third-party.

Faculty Awareness of Library Services (FALS) Survey: Findings and Discussion

I. Demographic Data:

Faculty respondents are asked to supply demographic information related to academic status: tenure status, faculty rank, duration of service to Hunter College, and departmental affiliation.

The 2012 FALS survey generated 240 valid responses and the 2013 FALS survey generated 227 valid responses. Figures 1 and 2 represent the demographic breakdown of the responses for the 2012 and 2013 FALS surveys across tenure, rank, employment and years of service. Respondents were able to skip questions, hence the discrepancy between the total number of respondents in each category.

In aggregate, the majority of the respondents are untenured, hold the rank of Lecturer or Assistant Professor, are employed full-time, and have fewer than 5 years of service at Hunter College.

The results of the survey are limited in that the cohort of both surveys is small and does not represent a scientifically random sample as the participants are all self-selecting. Therefore, the FALS survey data cannot reasonably be generalized to the larger population.

II. Quantitative Data:

The section of the questionnaire devoted to faculty awareness and use of library resources asks about the following library resources: instruction, course reserves, online reference services, in-person reference services, research consultations, CUNY's intercampus delivery of books and articles, interlibrary loan delivery of books and articles, online research databases, librarian-created online research guides, the Information Literacy Commons (an online collection of Information Literacy instructional modules compiled by librarians), citation management software, liaison librarians, and archives and special collections.

For each of the aforementioned named resources, respondents have the option to indicate whether they have utilized the resource, referred a student to the resource, or would like to know more about the resource; the respondent can select as many options as apply or skip any item entirely.

In order to simplify comparisons and maintain the intent of the survey as a measure of awareness of services, the HCLs group created

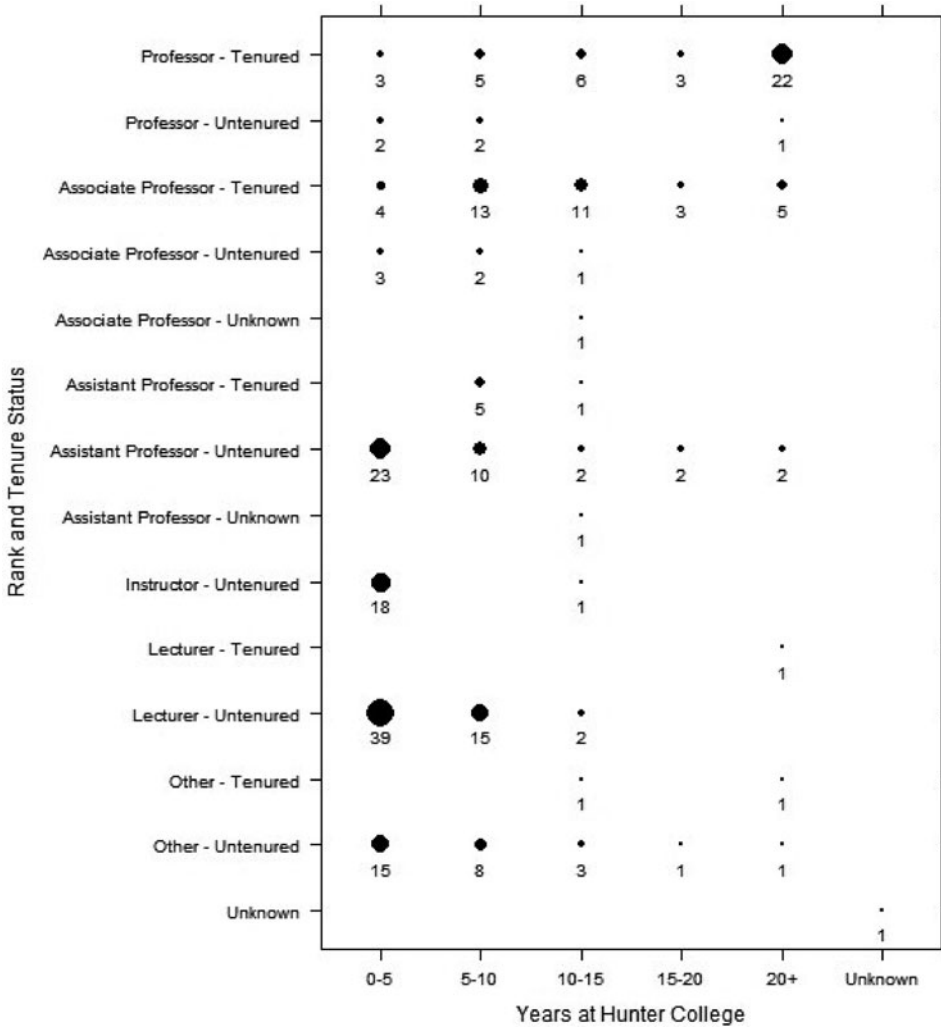


FIGURE 1 Demographic breakdown of the 2012 FALS survey respondents, $n = 240$.

a general “awareness” variable from the existing responses. The variable consists of those individuals responding in the affirmative “I have utilized this service” or “I have referred a student” or both, with the logic being that one must be aware of a service in order to either use or refer to it. Table 1 presents frequency counts of the responses indicating awareness of services.

It is noteworthy that the top 4 items each year can be considered self-service while the following 3 items are relational. This relates to the discussion by Christiansen et al. on the “asymmetrical disconnect” (117–18) in that it suggests instructors’ perception of “librarian work” as primarily service-based rather than as collaborative. While the informational

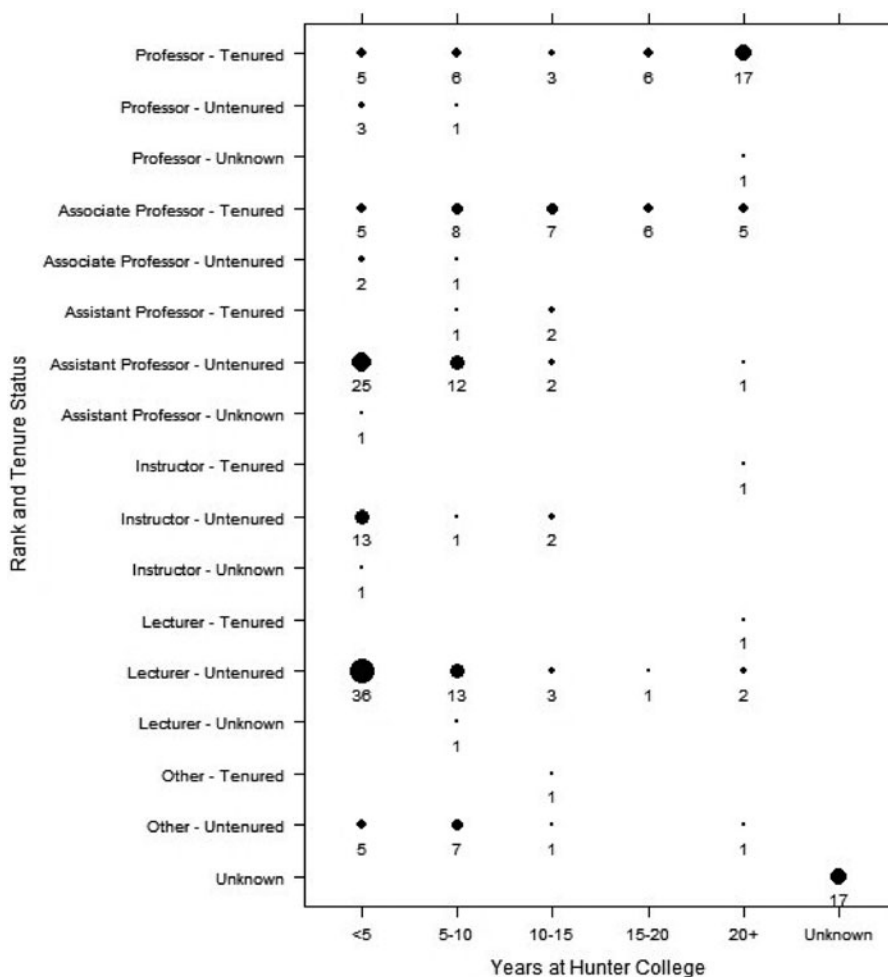


FIGURE 2 Demographic breakdown of the 2013 FALS survey respondents, $n = 227$.

group data suggest that faculty value relational engagement with the library, the survey data in turn suggests that they are more aware of self-service resources.

Following interest in the needs of junior faculty, the initial data analysis focused on determining if a relationship exists between awareness of selected library services and tenure status. The variables of interest are categorical in nature; therefore the HCLs group conducted a chi-square test for independence.

The null hypothesis for the chi-square test for independence is: for the faculty members who replied to the question of tenure status, there is no relationship between tenure status and awareness of services. Because this initial analysis is exploratory in nature, the HCLs group selected four services to look at through this lens: reserves, databases, reference, and

instruction. These services generated some of the highest numbers of responses and they represent fundamental library services in both the self-service and relational categories.

The test revealed a significant relationship between tenure status (tenured vs. untenured) and awareness of reserves (aware vs. unaware) for both 2012 $\chi^2(1, n = 237) = 10.98, p < .05$ and 2013 $\chi^2(1, n = 206) = 12.516, p < .05$. This implies that tenured faculty members are more likely to be aware of reserves than untenured faculty. The phi coefficient for the above results (2012, $\phi = .2067$ and for 2013, $\phi = .246$) indicate a small- to medium effect size for each data set (Gravetter, 603).

Of the remaining comparisons, the only other one to highlight a significant relationship was the 2013 data set for the question of tenure status and awareness of databases, $\chi^2(1, n = 206) = 19.2093, p < .05, \phi = .3054$ suggesting that tenured faculty members are more likely to be aware of databases than untenured faculty members with a medium effect size.

The results of these exploratory chi-square tests bear further investigation to sort out the truly significant relationships, as well as post-hoc tests to adjust for alpha inflation due to multiple comparisons. Nevertheless, the initial exploration related to tenure status and awareness indicates a similar pattern to Ovadia's results that tenured faculty members actually use the local library more than those on the tenure track (338).

III. Qualitative Data:

The final section of the FALS Survey contains 5 open-ended questions: What other library/resources do you use? Why do you use these

TABLE 1 Frequency counts for awareness of services

FALS 2012		FALS 2013	
Service	Frequency	Service	Frequency
Reserves	182	National Interlibrary Loan	153
National Interlibrary Loan	178	Reserves	151
Databases	177	Databases	145
CUNY Intra-library Loan	165	CUNY Intra-library Loan	140
Instruction	140	Ask a Librarian Chat	117
Reference	120	Reference	116
Ask a Librarian Chat	115	Instruction	108
Bibliographic Managers	91	Liaisons	82
Liaisons	90	Bibliographic Managers	79
LibGuides	73	LibGuides	64
Research Consultation	71	Research Consultation	62
Archives	55	Archives	49
Info Lit Commons	20	Info Lit Commons	20

other libraries? What is the most valuable library resource or service for your research? What are the most valuable library resources or services for your students? Do you have any other comments or suggestions regarding library services at Hunter College?

An analysis of the HCLs group's ranking of the responses to open-ended questions yielded the following observations:

Of the 448 respondents across the 2012 and 2013 FALS surveys who answered the query "Do you use library resources outside of Hunter College", 80.4% responded in the affirmative. New York City presents an especially rich array of library resources, and it seems likely that this environment influences the patterns of outside library usage seen in this survey's results. The New York Public library was most commonly reported (249 mentions) as the library used outside of Hunter, noting the use specific collections and/or access to materials unavailable at Hunter for research. Of these, approximately 102 (41%) indicated the respondent felt either underserved by Hunter's collection or could not find needed materials in Hunter's collection.

The HCLs group ranked comments related to convenience or ease of access as the second most common category of responses related to the use of other libraries. It is notable that many expressions of convenience co-occurred with expressions of affiliation; as in, "I used to teach there, so it's convenient for me," or "I used to be a student there so I know how to use it." This suggests that the perceived convenience of the library may not always be as straightforward as its location; there may be some interplay with the respondent's relationship to the library and familiarity with its resources and services. This interplay and the relatively high number of respondents who indicated using another library due to some form of affiliation supports Ovadia's interest in the influence that a previous or current affiliation with another library may have on library usage (340).

Most faculty respondents indicated that the most important resources for their research were online, followed by the print collection. The difference between these categories was substantial: 314 online resources affirmative responses compared to 67 print collection affirmative responses. Interlibrary loan services emerged as the third largest category of responses, with 64 mentions. These results may make it tempting to conclude that online resources are inherently more important than the print resources at Hunter College; however, taking together the high number of respondents who stated dissatisfaction with the size and quality of Hunter's print collections and the relatively high importance respondents placed on interlibrary loan services, the possibility that Hunter's online resources are relatively more expansive and better promoted than the print resources also seems reasonable.

In considering the most important resource for their students, some interesting differences emerged. With 220 mentions across the 2012 and 2013 FALS surveys, online resources were the most frequently mentioned.

Librarians emerged as the second most important resource for students receiving 64 mentions, in comparison to 19 mentions as the most important resource in faculty research. This finding echoes the observations of Christensen et al. that librarians may be perceived more as supportive instructional resources than as collaborative research partners (119) and reinforces the idea that instructional faculty experience some of the greatest value in librarians during instructional encounters with students (Creaser and Spezi 6–7).

When asked to supply additional comments or suggestions, the most frequently mentioned topics were the online and print collections (95), librarians and library staff (32), and student knowledge of libraries (29).

Many of the comments about the collections were complaints that online resources were not fast or responsive enough, that the libraries did not subscribe to enough journals, or that the library did not purchase enough books in a certain subject area. The contradictory nature of many comments ranged from, “the library does not support its print collection enough” to “the library should do more online,” highlighting the fact that there is no “one size fits all” formula for library services and resources.

Comments about librarians were exceedingly positive, with many examples of comments like, “the librarians are wonderful,” or “my students and I learned so much from the librarian who visited my class.” In light of the relatively high importance of librarians as a resource for students indicated by faculty responses, the many comments such as “students should be REQUIRED to take a library class” and “I wish my students knew more about the library” highlight a distinct need and opportunity for library instruction: a possible candidate for what Oakleaf described as a surrogate, over which librarians have direct impact (129–36).

Overall, it is the consensus of the HCLs group that our findings are formative rather than summative. It is for this very reason that research such as ours benefits most from an on-going, progressive action research approach. This methodology provides the opportunity to follow the formative paths suggested by initial findings, while simultaneously providing service and creating value for library services in higher education.

New Faculty Orientation Luncheon

In keeping with our own findings and with themes in the literature, the HCLs group hosted a New Faculty Orientation Luncheon in August 2012 and 2013 with the goal of engaging new faculty within a relational instructor-librarian model from their first contact with the Library Department.

The content of the orientation session is organized using LibGuides software. In addition to modeling an existing, easily accessible and adaptable instructional library resource of which our findings show there is little faculty

awareness, the guide is designed to highlight services specifically relevant to both instruction and personal research. The New Faculty Orientation Guide is available at <http://libguides.library.hunter.cuny.edu/NewFacultyOrientation>.

Evaluation responses submitted immediately following the orientation have been vastly positive and feedback suggests that the relationship-focused model is well-regarded.

CONTINUING DIRECTIONS FOR PROGRAM DEVELOPMENT AND RESEARCH

The HCLs group will continue to offer the New Faculty Orientation Luncheon and intend to develop similar “refresher” or “what’s new” faculty events both through the library and via inter-departmental liaison. Moreover, consistent outreach strategies may enhance the value and visibility of librarians as partners in a wide range of research activities, including co-authorship of systematic reviews and other projects requiring sophisticated information management skills.

The HCLs group research agenda includes continued yearly use of the FALS survey to create a robust longitudinal dataset from which to assess long-term trends concerning awareness of library services and the impact of outreach and marketing. We hope to apply further statistical analysis to such a dataset, which may include logistic regression and possibly to expand the distribution to other CUNY campuses. An immediate goal for 2014 is to employ marketing strategies to boost the survey’s response rate so as to lower the margin of error and increase the confidence level, thus reinforcing the validity of our findings.

Lastly, the hypothesis that the library relationship has comparatively higher relevance to tenure-track versus tenured faculty would benefit from continued, targeted research. In addition to the FALS survey, the HCLs group is exploring the use of other lines of inquiry including quantitative citation analysis, qualitative focus groups, and ethnographic critical incident interviewing approaches.

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