

Preliminary Report

Responses of Faculty to the Digital Initiative II Survey

**Prepared by the Coordinating Committee
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Summarized by
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From data provided by Liaisons from the Rutgers University Libraries
John Cotton Dana Library (Newark)
Paul Robeson Library (Camden)
New Brunswick & Piscataway campuses Libraries

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Executive Summary

Background of Information Gathering Processes for the Libraries' Long Range Plan

In March 1999, the Steering Committee for the Libraries' Long Range Plan published its report *A Bridge to the Future: The Rutgers Digital Library Initiative* (http://www.libraries.rutgers.edu/rul/about/long_range_plan.pdf).

The report was a five-year plan offering several scenarios to indicate what library technology could do for learning and research at Rutgers and a general outline of what the Libraries hope to accomplish within five years. Even with the university budgetary difficulties during the course of the plan, all the futuristic sounding scenarios imagined in that document have been realized and there has been tremendous progress in transforming the libraries with technology. It is now time to develop a plan for the next five years. While technology will have an impact, the plan will cover collections in all formats including print services, appropriate space, among other things.

The libraries initially began discussion with teaching faculty through the librarian liaisons to a division. The library liaisons gathered information about faculty ideas about the Libraries direction for the next five years based on their research and teaching needs. This initiating activity was seen as helpful in refining planning for the kinds of collections and services to enhance teaching, research and outreach activities.

To begin this discussion, library liaisons asked faculty to consider variations on the following questions:

- What library resources or services do you use in your work (teaching, research and outreach activities)?
- Have you have encountered barriers in using these resources and services?
- What are these barriers?
- What additional library resources (print and electronic) or new services would help you in your work (teaching, research and outreach activities)?
- What non-RUL information resources or services are important to your work (teaching, research and outreach activities)?
- In what ways is technology changing the way you do your work?
- [optional]Would you be willing to meet in a focus group to discuss these and other issues with your colleagues across the campus?

Liaisons emphasized that the thinking and input of teaching faculty was very important in the process of developing the second Digital Library Initiative

Information Gathering and Analysis Processes Across Broad Discipline Area and Campuses

Liaisons varied significantly in the tools devised to gather faculty information, but liaisons did prepare summary reports of the results of faculty responses. Both qualitative (open-ended questions, in-person interviews, textual analysis) , quantitative (ranking surveys, frequency data), and combination (percentages of responses by categories formed from responses) methodologies were used to gather information from faculty in *Humanities*, *Social Sciences* and *Sciences*. The data sources were sometimes commingled: e.g., Dana Newark Business was folded in with the survey that was done at New Brunswick Libraries, since the department comprises both Newark and New Brunswick faculty. The *Dana Library* in Newark also reported Humanities and Social Sciences. The *Paul Robeson Library* in Camden collated responses across all areas. This "summary of summaries" will use the broad topics seen in Table 1 that emerged as most important for further intensive exploration in focus groups. The next section has the collated summaries from each contributing liaison/library.

Responses Rates and Representation of Teaching Faculty

The number of responses from faculty difficult to determine, since the reporting of such was uneven across broad discipline areas. The Sciences, across all departments, had 263 responses, of which 176(66%) were full time faculty. The sciences had the most diverse range by type of respondent, including adjuncts, post-doctoral staff, graduate students and administrators. Their responses were collected through a web site devised by a committee. The total number of faculty for all departments in the Sciences was not included.

The Social Sciences differed in the inclusion of number of responses compared to number of faculty in the school or department. Arts and Humanities also had such a practice. Therefore, it is difficult to assess from the documentation the response rate across the broad disciplinary areas or campuses. The content emerging, however, provides the most important information, despite the lack of uniformity of approach or representation of faculty from departments.

Predominant Directions Seen Across All Campuses

Table 1 presents the broad categories that emerged as present activities of faculty in teaching and research for planning for DLI2. **Categories of responses** (Library resources used, Resources recommended, Library services used, Services recommended, Non-library information resources or services used, and Influence of technology) are highlighted. Tables 2, 3 and 4 tables used the data from initial summaries (from T. Kuchi, R. Marker, and M. Weber) to indicate the presence or absence of supporting quantitative or qualitative data by broad discipline and campus. The summaries from Campus and in the case of New Brunswick, individual disciplines, should be consulted for the nature of the data.

Table 1.

Preliminary Summary of Faculty/Graduate Students responses to DLI2 survey Feb-Mar 2004

The dominant responses are in **bold typeface**; less frequent responses are in *italic typeface*

Library resources used:

- Books**
- Print Journals*
- Online Journals**
- Government Publications*
- Video and other media*
- Statistical Data*
- Library Catalog*
- Subject research guides*
- Online databases – Full-text**

Resources Recommended:

- More books*
- More online journals + back issues of online journals**
- More media materials*
- More commercial electronic databases/digital product*
- Easy access to collections at other institutions, like E-Z Borrow*

Library services used:

- Library web site**
- Ask a Librarian Email service*
- Reference desk*
- Live Reference (Chat) service*
- Reserves: printed or online**
- Library orientation/instruction**
- Individual consultations**

- E-Z Borrow
- Interlibrary loan
- Delivery of books & other materials per request to a library near your office
- Campus library
- Access to services from Non-Rutgers libraries*
- Contact and consult your library liaison (subject or other librarian)
- Remote Access to online resources – [access library from home/outside campus]?*

Services Recommended:

- More computers in the library
- Better facilities at the library
- More materials we own represented in IRIS*
- Customized Web pages (by discipline, course, or...)*
- Information literacy materials
- Instructional technology support – software or hardware
- Guides or modules for your course web site or for use in WebCT or Blackboard*
- Digitization of text, images, or other media
- Web availability of images (Luna)*
- If we could store and organize your teaching materials and articles in a central repository, would you use it? (Digital repository with mass storage system and organization services for your text or data resources)
- Consultation on your digital project (organization, access, preservation, management)
- E-journal platform and publishing partnership (Scholarly Communication - Open Access publishing)

Non-library information resources or services used:

- Personal subscriptions to newspapers, magazines and journals
- Your own personal physical library/files/bookshelves
- Another library
- Physical bookstore
- Online databases
- Your department/institution's web site*
- Web directory/subject related web site
- Internet searches
- Online bookstore
- E-mail listservs*
- Your own personal electronic library/files*
- Colleagues inside your institution
- Colleagues outside your institution
- Professional meetings
- Another institution's librarian*

Influence of technology:

- Do not need to come to the library very frequently.
- Most of my students needs are now online or put on e-reserve.
- I organize all my teaching using WebCT*
- I can create my own databases
- I need more assistance in knowing what's available
- Digital collections make my work more efficient
- I use wireless access to the Internet

Analysis: Triveni Kuchi

Table 2.
Categories of Present Activities of Faculty in Teaching and Research
Across all Campuses and Disciplines

Campus Area & Discipline Area

Activity	New Brunswick Humanities	New Brunswick Social Sciences	New Brunswick Sciences	Newark Humanities	Newark Social Sciences	Newark Sciences	Camden Combined
<i>Go to Library</i>	Y	Y	Y	NA	N	NA	NA
<i>Do not come to library frequently</i>		Y	N	NA	Y	NA	Y
<i>Create own databases/web site</i>	N	y		NA	Y	NA	y
<i>Have Students use online services or reserves to meet their needs</i>	N	y	NA	NA	Y	NA	Y
<i>Use Remote Access</i>	Y	Y	Y	NA	Y	NA	Y
<i>Use digital collections</i>	Y	y	Y	Y	Y	Y	Y

Analysis: P. Libutti

Y= Data present to support category. **N**= No data in summary to support category **NA**= Not Asked or Not Available. To better understand distinctions on frequency and specific uses, the second section of this paper contains the summaries by campus and discipline, when available.

Table 3. Resources and Services Used Across Campuses and Disciplines
Campus Area

Resources/ Services Used	New Brunswick Humanities	New Brunswick Social Sciences	New Brunswick Sciences	Newark Humanities	Newark Social Sciences	Newark Sciences	Camden Combined
<i>Books</i>	Y	Y	Y	Y	Y	N	Y
<i>Online Journals</i>	Y	Y	Y	Y	Y	Y	Y
<i>Library Web Site/Databases Indexes</i>	Y	y	y	Y	Y	Y	y
<i>Print Journals</i>	Y	Y	Y	Y	Y	Y	Y
<i>Reserves: Print or Online</i>	Y	Y	Y	(Y)	Y	NA	y
<i>Library Orientation, Instruction</i>	Y	y	Y	(Y)	NA	NA	y
<i>Consultations with librarian liaisons</i>	Y	y	NA	Y	Y	NA	NA
<i>ILL, E-Z Borrow</i>	Y	y	Y	Y	Y	Y	y
<i>Delivery of Books on campus</i>	Y	y	NA	NA		NA	y
<i>Other Libraries</i>	Y	y	Y	Y	Y	NA	NA
<i>Personal</i>	Y	y	NA	Y	Y	NA	NA

<i>subscriptions</i>							
<i>Bookstores</i>		y	NA	Y	Y	NA	NA
<i>Personal Libraries</i>	Y	y	NA	Y	Y	NA	NA
<i>Colleagues Both Inside & Outside Rutgers</i>	NA	y	NA	N	Y	NA	NA

Analysis: P. Libutti

Y= Data present in summary to support category **N**= No data in summary to support category **NA**= Not Asked and/or Not Available.

Faculty teaching and research behaviors crosses many boundaries across campuses and disciplines. Further, more uniform survey work would be needed to see clear distinctions. The individual summaries flesh out the behaviors in ways that reflect the discipline inquiry methodologies, concerns, and social connectivity data available.

Table 4. Emerging Directions for Future Planning

Campus /Discipline Area

Resources/ Services Used	New Brunswick Humanities	New Brunswick Social Sciences	New Brunswick Sciences	Newark Humanities	Newark Social Sciences	Newark Sciences	Camden Combined
<i>More Online holdings</i>	Y	Y	Y	Y	Y	Y	Y
<i>Build up book collection</i>	Y	Y	Y	Y	Y	NA	Y
<i>Increased /Better technology equipment/</i>	Y	y	Y	y	Y	Y	NA
<i>Enhancement of physical library environment</i>	Y	y	N	Y	NA	Y	NA
<i>Availability o f Information Literacy Materials/Programs</i>	Y	Y	Y	NA	NA	NA	NA
<i>Instructional Technology Support</i>	Y	y	Y	Y	Y	NA	NA
<i>Scholarly Communication Partnership</i>	Y	y	NA	NA	NA	NA	NA
<i>Digitization of Text or other media</i>	Y	y	Y	NA	NA	NA	NA
<i>Storing of Teaching Materials in Repository (online)</i>	N	Y	Y	NA	NA	NA	NA
<i>Availability of Consultation on Digital /Other Projects</i>	y	y	Y	Y	Y	NA	NA
<i>Need assistance in knowing what is available</i>	Y	y	NA	Y	Y	Y	NA

Analysis: P. Libutti

Y= Data present in summary to support category **N**= No data in summary to support category **NA**=
Not Asked and/or **Not Available**.

Numerous suggestions for planning for the future are in the comments sections of summaries. The category of increased electronic access was predominant across all campuses. However, resource development included by book collection development, specifically in departmental areas needing depth (see summaries). A number of faculty requested consultation and collaboration, particularly evident on the New Brunswick campuses. Instructional technology support and provision of repository storage of teaching materials were also part of New Brunswick's responses. Soliciting faculty perception in Camden and Newark on these and other library support issues can emanate from second stage discussion in focus groups.

Summaries: By Campus and Discipline

CAMDEN LIBRARY
Faculty Survey for the Paul Robeson Library
March 2004

For the following categories please check off all the boxes that apply (bolded responses were most common)

What library resources do you use for your research?

Books

Printed journals

Electronic journals

Online indexes and databases that the library subscribes to

Table of Content services (such as Ingenta)

Citation Indexes (such as Web of Science)

What library services do you routinely utilize?

Rutgers Request Delivery Service for materials between campuses

Interlibrary Loan for materials outside the University

PALCI (E-Z Borrow) for Interlibrary Loan service with the Pa. Library Consortium

Desktop delivery of documents through Ingenta

Electronic reserve

Media requests for music and videos

The smart classroom (Room A/B) for instruction sessions

For which services do you contact the librarian who is the liaison for your department?

Bibliographic instruction for your classes

Information literary materials for your discipline

Customized web pages for research materials specific to your class

Library guides or modules specific to your class

Research help

Library and research instruction for Teaching and Research Assistants

Purchase requests for library materials in support of your teaching

Please let us know what additional resources or services the library could provide that would be important to your research and teaching:

Please indicate in what ways technology is changing the way that you teach and do research:

I do most of my research online

I do online research using Rutgers Libraries resources

I do online research using non-library resources

I teach using WebCT

I have my own Web page and put materials there for my students to use

I create my own databases

I visit the library less often in person and use resources online.

Please include any additional comments that could help us with our planning process:

it would be great (would save a lot of time when searching papers online) if you could integrate different search engines (e.g., Academic Search Premier, Ingenta, IRIS, ProQuest, etc.) into one or somehow centralize them..

Sample Response:

What courses are you currently teaching (optional):

The senior seminar (on Nazi Germany) and the second half of a survey of 20th-century Europe.

What library resources or services do you use in your work (teaching, research and outreach activities)?

Not only students in my senior seminar but also students in my survey lecture courses are told that they must use the library. The latter students are expected to pick pairs of books and write review essays on them.

I make considerable use of IRIS, RLIN, and inter-library loan in my research.

Have you encountered barriers in using these resources and services? What are they?

The main barriers is my own ignorance and laziness, which have so far prevented me from becoming as familiar as I should be with additional tools, such as J-Store and the Web of Science.

Whenever I ask for help from library staff with any of these resources, the help is always immediately forthcoming.

What additional library resources (print and electronic) or new services would help you in your work?

I can't think of any off-hand.

What non-RUL information resources or services are important to your work?

RLIN; also, I refer to the on-line catalogue of the Berlin Staatsbibliothek from time to time.

In what ways is technology changing the way you do your work?

I am writing out a lot fewer 3x5 cards than I used to.

Analysis: Vibiana Bowman

John Cotton Dana Library Faculty Responses-NEWARK

Condensed Comments and Observations

- Faculty in the humanities and social sciences still use books or want them for their students to use them.
- Faculty want more of everything-books, online periodicals, and even print periodicals-but the online periodicals are certainly a hit and have changed the way scholars work.
- There seems to be a disconnect on my campus as follows: Faculty come into the library less than ever, but have more need for information about our resources and how to use them because the resources are more varied than before. This indicates to me that we need to build good faculty pages by discipline and keep them up to date.

The completed Newark surveys so far consist of one social services department, one humanities department and three sciences departments. Newark business was folded in with the survey that Ryan

Womack did of that school, since the department comprises both Newark and New Brunswick faculty. In fact, most of the respondents to the business survey are Newark faculty.

The response rate has been consistently very low, and the samples are probably heavily biased in favor of people who know us personally and use the library. Nevertheless, here are some overall comments:

Dana—Faculty Survey Summaries—Humanities

1. *What library resources or services do you use in your research and teaching?*

100 percent__Rutgers Library collections (books, print and online journals, technical reports, government publications, the media, etc.)

80 percent__Dana Library, specifically

80 percent__Other libraries

80 percent__Interlibrary loan and document delivery

80 percent__Online databases

100 percent__Reference -- In person or telephone

80 percent__Your liaison or another librarian

2. *What additional library resources or new services would you like to use in your research and teaching?*

Resources

Services

80 percent__Customized Web pages (by discipline, course, or)

3. *What non-RUL information resources or services are important to your research and teaching?*

80 percent__Your own personal physical library/files/bookshelves

4. *In what ways is technology changing the way you do your work?*

80 percent__I need more assistance in knowing what's available

5. *Additional Comments?*

"The people are what make Dana great..."

"[Would like] course-specific assistance with plans for student projects."

[Would like to see more] online support for databases by subject or discipline...

"Dana Library is one of the few things at Newark that always work intelligently and well."

Dana—Faculty Survey Summaries—Social Sciences

Do you use in your research and teaching?

100 percent__Rutgers Library collections (books, print and online journals, technical reports, government publications, media, etc.)

100 percent__Dana Library, specifically
67 percent__Other libraries
100 percent__Interlibrary loan and document delivery
67 percent__Online databases
67 percent__Remote access to online resources

What additional library resources or new services would you like to use in your research and teaching?

Resources

100 percent__More books
100 percent__More online journals
67 percent__More print journals
67 percent__More commercial electronic databases/digital products
67 percent__Easy access to collections at other institutions, like
E-Z BorrowServices
67 percent__More materials we own represented in IRIS, the online catalog
67 percent__Guides or modules for your course website or for use in WebCT or Blackboard

What non-RUL information resources or services are important to your research and teaching?

100 percent__Personal subscriptions to newspapers, magazines and journals
67 percent__Your own personal physical library/files/bookshelves
67 percent__Online databases
67 percent__Search engine
67 percent__Internet searches
67 percent__Online bookstore
100 percent__E-mail listservs
100 percent__Professional meetings

2. In what ways is technology changing the way you do your work?

67 percent__Do not need to come to the library very frequently.
67 percent__Most of my students needs are now online or put on e-reserve.
67 percent__I organize all my teaching using WebCT or Blackboard
67 percent__I can create my own databases
67 percent__I need more assistance in knowing what's available
67 percent__Digital collections make my work more efficient

3. Additional Comments?

We always need more (subject area) books, handbooks, and encyclopedias. I know that (another campus library) is taking the lead in acquiring these, and it takes very little time to get them via interlibrary loan. Still, it would be nice to have them here for students.

Dana Library staff...(names) have always supported me in every way I've needed. With more money, they and the entire staff of Dana, could be the best in the country!

Analysis :Roberta L. Tipton

Dana—Faculty Survey Summaries—Social Sciences

Neuroscience

Faculty working in the Center for Molecular and Behavioral Neuroscience conduct research focused on Alzheimer's disease, Parkinson' Disease and movement disorders, memory, dyslexia, infant development as well as brain anatomy and physiology. As a department, they receive the highest amount of grant funding in the university. The doctoral program in integrative behavioral neuroscience is the only degree offered.

Three of the 13 full time faculty answered the survey via email. They indicated that electronic journals, interlibrary loan, and print copies of journal issues as the library resources of highest value to them. The faculty have not encountered any barriers to using the University Libraries' resources and services. As far as additional library resources are concerned, the faculty would like to have access to more electronic journals, especially in neuroscience and neurology. One professor wanted a detailed subject listing of electronic resources available. The suggestions for new services were directed to Dana Library; PCs on the second floor to search IRIS (at present, users must return to the Reference Room on the first floor to search the catalog) and a quiet area near the current journals for reading and reflection.

When asked about other information providers, the respondents mentioned PubMed and Internet browser searching. The faculty commented that the new technologies are speeding up retrieving, disseminating and storing information.

Biological Sciences

Eight of 22 biological sciences faculty responded to the survey which was administered as a print questionnaire. The faculty are engaged in research in ecology, immunology, neurobiology, parasitology, marine science, plant evolution and various plant and animal cellular mechanisms. The department offers baccalaureate, masters and doctoral level programs.

When queried about library resources and services they use, the faculty mentioned online journal, indexes, and interlibrary loan most often. They also use reference texts for coursework, recent print issues of journals, and reserves. Half of the respondents have had no problems in using the University Libraries' resources and services. The remaining faculty have encountered barriers which include remote access problems, very few print journals at Dana Library, and the limited number of electronic journal subscriptions. One professor said he could not tell which electronic journals were available through a University Libraries' subscription. Another professor commented that obtaining articles through interlibrary loan took a long time or did not take place. When asked about additional library resources, the faculty wanted more reference texts for courses and more online journals. They also suggested Current Contents for Agriculture, Biological and Environmental Sciences as well as additional medical electronic journals. The faculty recommended more staff and resources to make interlibrary loan a viable service.

The faculty included a wide range of information providers they use including table of contents notifications via email, Current Contents, AOL, Google, Internet/Web and the internet versions of Agricola and PubMed. One professor with an affiliation to Columbia University mentioned the importance of access to their library's online journal collection. The faculty commented that the new technologies have made information more available. They have integrated the electronic format into their teaching and research to the point where they rely on it almost completely.

Nursing

In May 2003 the faculty in the College of Nursing participated in focus groups to discuss their views on the current level of library support for their programs and how they would like to see it change. The focus groups were held during a faculty meeting and all 35 full time professors attended. Although the College of Nursing is based in Newark, the faculty also teach in New Brunswick, Camden, and

Western Monmouth. The College offers baccalaureate, masters and doctoral programs as well as a BSN program for RNs.

When asked about what library resources and services they use, the faculty enumerated print and electronic resources, particular journals, books, the research methods publications from Sage and research instruments in print and electronic formats. One professor mentioned using the Ask A Librarian service. During a discussion of barriers, the professors commented on remote access difficulties. They wondered why a diskette or CD-ROM with all the connection information was not available from the University Libraries. A professor said that Ebsco's 12-month embargo was an impediment to her work and another professor added that Elsevier, in some cases, offered an abstract only for a desired article. The faculty suggested that providing more electronic journals, easier remote access and greater desktop delivery would be helpful to them. In the focus groups, the faculty were also asked to make suggestions for enhanced library support to their students. They mentioned easier access, especially to e-reserves, increasing instructional services (through class instruction, web guides, and tutorials), increasing the collection of nursing related books and journals in New Brunswick and subscribing to MD Consult, an excellent source for medical journals of interest to nurse practitioners (i.e., the majority of the masters students).

Analysis: Ann Watkins

New Brunswick

Individual Summaries from Liaisons By Discipline

Arts & Humanities

DLI II Departmental Discussions: Departments of French Language and Literature, Art History, and Mason Gross School of the Arts (Sara Harrington)
Departments of Italian and Comparative Literature (Joe Consoli)

Summary

In discussions of the next phase of the Digital Libraries Initiative, faculty members raised issues including:

- The desire for access to expanded electronic serial holdings.
- The need for continued and increased support for the purchase of foreign language titles and English language and foreign language print reference titles.
- Suggestions for the Libraries homepage, online public access catalog, and regarding the presence of computers in the Libraries.
- The need for Libraries and departments to jointly explore issues including information literacy and distance learning.
- And department-specific concerns.

These issues are discussed in greater detail below.

Information Gathering Process

I began the information gathering process by sending an email to the graduate and undergraduate chairs of each department, and if applicable, to the department's designated library liaison/bibliographer. The email included the brief background document sent to all library faculty on January 20, 2004, and a request that the email be circulated to the department faculty. As a follow-up to this initial contact, I conducted interviews with faculty members (including graduate students with faculty status) via email, phone, and in person, in which I verbally summarized the philosophy of the DLI I and mentioned specific gains of interest to the department. I then explained the goal of the current information gathering process in preparation for the DLI II. This document summarizes

the responses received from faculty members regarding their ideas, thoughts, and concerns for planning the next phase of the Digital Libraries Initiative.

Faculty Feedback

To begin, the faculty expressed general satisfaction with gains of DLI I. Specifically, they pointed appreciatively to access to collections such as JSTOR and to services such as interlibrary loan article delivery to the desktop. For the purposes of clarity I have grouped the faculty responses regarding the DLI II into the following categories: serials, monograph and reference collections, RUL website and OPAC, technology and equipment, educational issues, and department-specific concerns.

- **Serials**

Most faculty members indicated a desire to have expanded access to electronic journal packages (such as JSTOR Arts and Sciences III and IV). However, they also expressed the importance of electronic access to older journal issues, while underscoring the necessity of the availability of one print copy of each journal run. While many stated that expanded numbers of serial subscriptions would be valuable, they also focused on the importance of subscriptions to interdisciplinary journals.

- **Monograph and Reference Collections**

Faculty members expressed a nearly unanimous and deep concern with the state of the book budget in general, and with foreign language book budgets in particular. As one faculty member wrote, "When the book budget sneezes, foreign books get pneumonia." He continued, "Commitment to digital resources should not be allowed to result in de facto relegation of Rutgers humanities resources to third rate" status. Some mentioned the utility of expanded holdings of electronic indices in areas of both department-specific and broader applicability. Advanced graduate students, who use the Art Library facilities with great regularity, seek expanded interdisciplinary reference collections in the Art Library in areas that duplicate the reference holdings of Alexander Library. Furthermore, many spoke of the need for continued support for enhanced print reference collections.

- **RUL Website and OPAC**

I also received a series of suggestions related to the Libraries' website and online catalog. Some strongly advocated the cataloging in IRIS of freely available scholarly electronic resources (such as those offered by the University of Virginia). A few recommended structural changes to the architecture of the Libraries website to reduce click depth, and to improve cross-referencing across the site.

- **Technology and Equipment**

Several faculty members commented on the desirability of a closer relationship between RUCS and the Libraries, and noted specifically that RUCS computers should be available in all Rutgers University Libraries in order to facilitate free printing, and thus, greater use of the Libraries resources.

- **Educational Issues**

Because the faculty are often deeply ingrained in their research processes, several faculty members spoke of the need for the Libraries to offer expanded information sessions and support services for the use of new resources and new technologies in order for faculty to be able to fully exploit the potential of new resources and new technologies. Other members of the faculty expressed a strong desire for the Libraries and the departments to work together to craft information literacy programs. Another expressed a desire for the Libraries to further explore distance learning options with the departments.

- **Department-Specific Concerns**

Additional concerns fell in department-specific areas. For example, the Art History faculty stated that more computer terminals were needed in the Art Library, as well as a better scanner for the provision of digital images. They stated the need for continued support for the development of the digital imagery software Luna insight, and the absolute necessity of the purchase of ARTstor (a library of digital images and related information that serves the needs of researchers, teachers and students) immediately upon availability. A newly arrived professor of Dance impressed upon me the necessity of expanding the dance and dance imagery collections, including monographs, videos, and digital imagery. He further advocated

the establishment of mixed-use space in the next phase of renovation of the Douglass Library, where library research could be conducted and the corresponding dance movements illustrated. Members of the French and Comparative Literature faculty also expressed a desire for space in the newly renovated Douglass Library, specifically for the use of networked CD-ROM monolingual (French-French) and bilingual (English-French) dictionaries, due to the proximity of these departments to Douglass Library.

- **Conclusion**

Faculty members expressed appreciation for the opportunity to discuss these important issues, and indicated a desire to continue the dialogue. More feedback from the faculty members of each department is likely to be forthcoming.

Departmental Liaisons: Sara Harrington and Joe Consoli

DLI-II Departmental Discussion- History

Tom Glynn and Jim Niessen conducted a Web survey of History faculty in 2002 and received thirteen responses. In February 2004 we sent out the DLI survey via the history faculty listserv and followed up with a reminder a week later, receiving a total of seven responses. In addition, we also met with the department's library committee together with the chair and the vice-chairs for graduate and undergraduate education. Then, we adapted the Web survey form for our purposes and sent that out, getting a total of twelve responses to the Web form by the time this report was completed. There was only partial overlap in the respondents to this survey and the email survey. There is considerable consistency in the views expressed across all these venues.

Here is a summary of the newest Web survey. On question 1 about resources and services used, 100% marked books and print journals, 92% marked Rutgers databases and ILL/E-Z Borrow, 83% marked e-journals and media, 75% marked government documents, reference services in the libraries, and libraries outside RUL, and two-thirds marked email to librarians; all other choices were marked by less than half. On question 2 about additional services, 92% marked linking to fulltext resources, half marked custom Web pages and collaborative grant writing, and less than half marked the other three choices. On question 4, half came into the libraries at least once a week, and half at least once a month. On question 5, half accessed the libraries remotely at least once a week, and 42% at least once a month. Among the more interesting special requests were online monthly lists of monographic acquisitions, and full RUL access to Law Library collections.

The professors appreciate the wealth of resources made available to them in the digital environment but insist that the Libraries continue to build strong collections in print. There is great interest in providing retrospective cataloging for government documents, Annex, publications held within microform sets, and other older materials not currently in IRIS. The department would also like to see annual budget requests that reflect the current needs of faculty and students. There must be funding to meet the needs of faculty and students in new areas. In history an excellent example of this is the extraordinary funds that we recently received for South Asian studies, but this principle applies to all disciplines at Rutgers. It is a recipe for failure for departments to establish new programs or hire P1's and P2's without proper planning for the library resources to meet their expanding needs.

In our meeting with the committee, we spent considerable time discussing ways that we can work with the department to make students, particularly undergraduates, more information literate. Some of the ideas suggested included requiring that the undergraduate research seminars visit the library for bibliographic instruction and introducing ourselves to the large survey classes so that incoming students realize that there is help available at the Libraries. The meeting reached consensus on the need to explore ways to make students not mere customers, consumers of information, but rather to help

them be scholars, active and intelligent participants in a scholarly community. The faculty would like to be valued constituents in the design of services that will serve our educational goals.

--Tom Glynn and Jim Niessen, March 22 2004

DLI2 Survey of the Department of Jewish Studies

The Department of Jewish Studies is a fairly young, interdisciplinary department with two full-time faculty lines, and a second to be added in the Fall, plus two other lines split with History. In addition, there are more than twenty affiliated faculty from departments including Political Science, Sociology (the current chair), English, German, and Communication.

There were six faculty respondents to an email survey. With respect to resources used, all marked books, print journals, e-journals, IRIS, and online databases, both bibliographic and full text. All would like to see more books and e-journals, and all but one wanted more print journals too. As for library services used, the biggest vote getters were the RUL home page, Reference Desk, and ILL; E-Z Borrow seems to be less well known. Four of the six want more computers in the library; one wrote "I find IRIS inefficient and difficult to use." The library liaison stated that "computers in the library are really critical. No (functioning) computer on 2nd, 3rd [stacks] floor!" He also asked if it would be possible to replace the library barcode with the easier-to-remember email address for purposes of library login, as some other universities reportedly do. All respondents make heavy use of their personal collections and other libraries as well as free Internet resources, and they report that thanks to technology they come to the physical library less frequently. The online resources of the Jewish National and University Library are very important for Jewish Studies. By far the most important periodical index for Jewish Studies is the freely available *RAMBI* database of the JNUL, which I have not yet managed to get into the RUL list of indexes and databases or into IRIS. --- Jim Niessen

DLI2 Survey of the Department of Germanic, Russian, and East European Languages and Literatures

This is a very small department, so the small response by three faculty members in all was not very different from that of the much larger History Department. All three respondents marked books, print journals, e-journals, media, IRIS, and online databases and regularly used resources. All wanted more books, journals, e-journals, and access to the holdings of other libraries. In the question about services used, all marked interlibrary loan and E-Z Borrow, and none marked live reference. One respondent expressed great enthusiasm for wireless access within the library, one expressed a strong interest in the establishment of a library café, while another was interested in more digitization of Rutgers resources and help with digital projects. It was suggested that the IRIS quick search be made available on *every* page within IRIS in order to speed up its use. All three respondents regularly use personal subscriptions and their own book and journal collections as well as other libraries for their teaching and research.

There has been great enthusiasm within the department and also in Camden for the online *Bibliographie der deutschen Sprach- und Literaturwissenschaft*, a citation database currently on trial through the German Resources Project. Therefore, at the end of the trial period I will likely initiate a subscription using the GRPA state fund. I hope to eventually shift the expense of this database to central funds.

I also visited a department meeting in German House on College Avenue. Most of the discussion among the six attendees focused on the possibility of organizing orientation sessions about library resources and services for faculty and students each Fall.--Jim Niessen, Librarian for Germanic and East European Languages

Anthropology/History/Spanish and Portuguese/Puerto Rican Studies and History

8 responses

Q1 Resources/services used for research/teaching?

Highest responses: Books, print journals, indexes/databases, primary documents, ILL/EZBorrow

What resources/services would you like to see offered to support your teaching/research?

Highest response: More print collections

Lowest responses: Information literacy; customized Web pages/portals

Q2 How often do you visit the library?

5 answered monthly; 2 answered weekly

Q3 How often do you use library resources remotely from your office or home?

All answered weekly.

--*Lourdes Vazquez, Liaison*

SOCIAL SCIENCES

DLI-II Department Survey- Political Science

In order to solicit the views of the political science faculty I sent out a simple survey via email that was based on the survey developed by the New Brunswick science librarians. Unfortunately, only about ten percent of the members of the department responded. However, even though the response rate was disappointingly low, I feel it did provide a reasonable sample representing those faculty who take full advantage of the online environment and others who are more wedded to traditional methods. Based upon the survey and supplemented by my own experience working with the department, I offer the following assessment of current and future needs.

Not surprisingly, the department wants more. Those who responded to the survey unanimously wanted more books, although none of them identified any specific subject in which our collections are especially deficient. Similarly, all of the respondents wanted more journals and most wanted more online journals. Without doubt we are hearing the same comments from other departments. However, for the Political Science Department access to online journals is a matter of particular concern. Since their offices are on Douglass campus and the political science collection is in Alexander Library, online access is a more critical issue than it is for faculty in other departments.

In terms of current services, I was gratified to learn that all of the respondents make use of our subject research guides. Most of them also use either paper or electronic reserves. In regards to potential services, some of the responses indicated an interest in the digitization of text, and there was strong support for the development of an institutional repository. I think these will be two important areas in which to focus our efforts in the future. There seems to be only minimal interest at this point in an e-journal platform and in publishing partnerships. However, I think this simply means that we need to spend more time and effort educating the political scientists and other faculty in the benefits of new paradigms for scholarly communication.

The written comments of one of the respondents mentioned the importance of Lexis Academic to his teaching and research. I know from my work with faculty members both before and after we initiated our subscription that many of the political scientists consider this an essential resource. The survey and my

own interactions with the department seem to indicate that there are no specific, pressing needs that the Libraries are not meeting at present. However, the meager response rate shows, I think, that political science faculty tend to focus rather narrowly on their own teaching and research and are not concerned with library matters unless they are directly effected. I think this is true of other departments as well. As the Libraries move in new directions in the next five years it will require some effort on our part to get faculty interested and involved in new initiatives.--Tom Glynn, March 15, 2004

Economics Faculty Survey Summary

Services used

High usage (>75% of respondents)

Books, govt. documents, electronic journals, indexes and databases, ILL

Medium usage (50-75%)

Print journals, e-mail reference, electronic reserves, web data sources

Some usage (25-50%)

Ask-A-Librarian, electronic reserves, other libraries, CD data sources

Little usage (<25%)

Reference services in the library, library instruction, telephone reference, media services

Ranking of usefulness of new services

1. Develop direct linking to additional full-text resources
2. Manage databases / electronic resources produced by Rutgers faculty / departments
3. Build library/information literacy instruction into the curriculum
4. Develop customized web pages / portals for your discipline
5. Collaborate on grants with librarians
6. Develop an open archive for articles and other resources published by Rutgers faculty

Frequency of use

	<i>In Library</i>	<i>Remote Access</i>
Daily	11%	33%
Weekly	0%	67%
Monthly	22%	0%
Rarely	67%	0%

Condensed comments

- need access to medical journals
- better cataloging of govt. docs, microfiche
- easier access to online newspapers for students
- more online data access for government and business statistics
- need access to business school's data resources
- more online journals

Business Faculty Survey Summary

Services used

High usage (>75% of respondents)

Books, print journals, electronic journals, indexes and databases, ILL

Medium usage (50-75%)

Reference services in the library, electronic reserves, web data sources

Some usage (25-50%)

Govt. documents, e-mail reference, telephone reference, media services, CD data sources

Little usage (<25%)

Library instruction, Ask-A-Librarian

Ranking of usefulness of new services

1. Develop direct linking to additional full-text resources
2. Build library/information literacy instruction into the curriculum
3. Develop customized web pages / portals for your discipline
4. Develop an open archive for articles and other resources published by Rutgers faculty
5. Manage databases / electronic resources produced by Rutgers faculty / departments
 - Collaborate on grants with librarians

Frequency of Use

	<i>In Library</i>	<i>Remote Access</i>
Daily	7%	21%
Weekly	21%	71%
Monthly	36%	0%
Rarely	36%	7%

Condensed Comments

7. need faculty study lounge/private work space in library (Newark)
8. need better microform readers (Newark)
9. intra-library borrowing for video and sound
10. need an easier system for locating online journals
11. more coverage of journals, more journals online, more purchases of new books
12. society journals are cheaper and of higher quality than commercial journals, and should not be sacrificed for commercial packages
13. coordination between library departments should be improved
14. several suggestions for particular journals, databases
15. several positive comments about the helpfulness of librarians and staff

--Ryan Womack, Business Liaison

Social Work-

[7 responses out of 23 faculty, 30% response rate]

1. What type of library resources do you use in your research and/or teaching?

For instance do you use? (You may check all that apply.)

Collections in the Library:

- 6 Books
- 7 Print Journals
- 7 Online Journals
- 1 Technical Reports
- 4 Government Publications
- 6 Video and other media
- 3 Statistical Data

Library Databases:

- 5 Library Catalog
- 1 Printed library catalogs
- 1 Finding aids
- 3 Subject research guides
- 4 Printed indexes and abstracts
- 7 Online databases – Full-text
- 6 Online databases – Bibliographic only i.e. without full-text

What other resources do you use (that libraries currently don't provide) that you would like to see in the libraries?

"Need more online journals/databases with full text."

" Social Work needs more videos-clinical practice, organizations"

For instance: Would you like to see

- 3 More books
- 5 More online journals
- 2 More print journals
- 5 More media materials
- Materials on other subjects _____
- More Archival/manuscript collections
- 3 More commercial electronic indexes/databases/digital products
- 1 Easy access to collections at other institutions, like E-Z Borrow

2. What library services do you use in your research and/or teaching?

For instance:

- 6 Library Web site
- 3 Ask a Librarian Email service
- 3 Reference desk
- 2 Live Reference (Chat) service
- 7 Reserves: printed or online
- 3 Library orientation/instruction

- 2 Individual consultations with your subject librarian
- 3 E-Z Borrow
- 6 Interlibrary loan
- 7 Delivery of books & other materials per request to a library near your office
- 6 Campus library
- 3 Access to services from Non-Rutgers libraries
- 2 Contact and consult Your library liaison (subject or other librarian)
- 8 Remote Access to online resources – [access library from home/outside campus]?

"Need quicker/speedier delivery of interlibrary loan articles and books. I often have to request twice"

"Ask a Librarian is good only if you can wait a few days. Often, I need help while I am at my computer working. I can call the liaison to my department and that works great. However, if on a weekend it's not easy to call a reference librarian directly and I often get a student who is unable to answer my questions."

What other services would you like to have libraries provide in the future?

"There should be no fee to have articles/books delivered from any RU library to my "home" library. That is, I get charged for material sent from Douglass/Busch to Art Library. Yet parking is so difficult! My work is trans disciplinary, so I use most all of the libraries-my resources are scattered w/in N.B, Newark, and Camden." For instance would you like

- 3 More computers in the library
 - Better facilities at the library
- 2 More materials we own represented in IRIS
- 2 Customized Web pages (by discipline, course, or...)
- 1 Information literacy materials
- 3 Instructional technology support – software or hardware
- 3 Guides or modules for your course website or for use in WebCT or Blackboard
- 3 Digitization of text, images, or other media
- 1 Web availability of images (Luna)
- 6 If we could store and organize your teaching materials and articles in a central repository, would you use it? (Digital repository with mass storage system and organization services for your text or data resources)
- 3 Consultation on your digital project (organization, access, preservation, management)
- 2 E-journal platform and publishing partnership (Scholarly Communication - Open Access publishing)

3. Have you have encountered barriers in using these resources? Please let us know what they are?

"sometimes not enough computers"

"sometimes difficult to access Lexis-Nexis from home, even though computer is configured properly"

"main webpage for RU should have a direct link to the libraries; library page should have more search options"

"Ingenta (i.e., "Table of Contents" that comes to my email) is very problematic. The info stated is not always accurate, e.g., it states RU has holdings, yet we do not-or we do, but they want to charge me. The links are very difficult and confusing and not one consistent way to obtain the article."

4. What non-library information resources or services are important to your work (teaching, research and outreach activities)?

For instance:

- 4 Personal subscriptions to newspapers, magazines and journals
- 4 Your own personal physical library/files/bookshelves
- 2 Another library
- 1 Physical bookstore
- 4 Online databases
- 1 Search engine
- 3 Your department/institution's website
- 3 Web directory/subject related websites
- 5 Internet searches
- 2 Online bookstore
- 3 E-mail listservs
- 3 Your own personal electronic library/files
- 2 Colleagues inside your institution
- 3 Colleagues outside your institution
- 4 Professional meetings
- Another institution's librarian

5. In what ways is technology changing the way you do your work?

For instance:

- 6 Do not need to come to the library very frequently.
- 6 Most of my students needs are now online or put on e-reserve.
I organize all my teaching using WebCT
- 2 I can create my own databases
- 3 I need more assistance in knowing what's available
- 3 Digital collections make my work more efficient
- 2 I use wireless access to the Internet

"changed dramatically, all for the better, can do all or most research from home or office"

"would like to use it more frequently to expand on course content"

"in all ways, but we need to bring this technology to the classroom; also need personalized syllabus with access only to the students in your class"

"I can't keep up! The best way to conduct lit searches seems to change everyday-I'm never sure that I've tapped all possible databases-and, if I can't do it, not sure that my students can!"

--Karen Hartman, Social Services Liaison

School of Communication, Information, & Library Service

In response to your request to survey our respective departments for their input, I chose to do an e-survey targeted at SCILS faculty and Ph. D students. I believe I have over 10% return rate; 51 faculty and doctoral students responded. I will be sending you the results of the survey via my next message so that your group can further analyze and integrate the SCILS responses in your larger report.

With the limits of this survey there are no great surprises. Almost 90% to 100% of this group used print book collections, electronic and print journals, IRIS databases and indexes (27.5% also used e-books). 75% used ILL/E-Z Borrow services and 41% used E-reserves. Almost 50% used reference services in one of the libraries and 40% emailed or telephoned for reference help. 30% used AAL services. 25% used libraries outside RUL.

The SCILS faculty and PH.D. students rated the increase of book/journal collections and of databases as very important. Next in importance was providing Ejournal platforms and publishing opportunities, and integrating information literacy into the classes they teach. An increase of media collections, the provision of portals customized for their courses/disciplines, the provision of consultation for their digital projects and collaboration on grants with librarians were all considered equally important.

44 respondents access libraries online at least daily and/or weekly where as only 24 respondents made in "in person" visits to the libraries on a daily and/or weekly basis. However, if we include the monthly visits, the difference is relatively small. No doubt this high occurrences of "in-person" visits to the library by SCILS faculty and doctoral students have a lot to do with the Alexander Library's physical proximity to SCILS. While none responded that they rarely/never make online visit to libraries, two responded that they rarely make in-person visits.

The names of individuals who are willing to participate in future focus groups appear at Q10. The individual who answered "yes" is Professor Tefko Saracevic at Tefko@scils.rutgers.edu, the Associate Dean of SCILS.

I appreciated your personal comments regarding library services for adjunct faculty members--that service has been on my "to do" list for the last several years. There is a handbook that Sydell Spinner developed for adjunct faculty members at SCILS in which I wrote a small introduction to libraries. Clearly we need to do more and your comments reminded me to move this item up on my "to do" list for the coming academic year.

Finally, I would like to take this opportunity to thank the members of SCILS faculty and PH.D. students who took their busy time to fill out the survey. My thanks also go to Shaun Ellis and Sam MacDonald who helped me to quickly assemble the e-survey questionnaire.

If you need additional information, please let me know.

Myoung C. Wilson, SCILS Liaison

Department of Sociology (New Brunswick/Piscataway) faculty responses to Library DL12 survey:

21% Response

(8 faculty members responded out of 38)

1. What type of library resources do you use in your research and/or teaching?

1	88%	Use	Books
2	100%	Use	Print Journals
3	88%	Use	Online Journals
4	50%	Use	Technical Reports
5	88%	Use	Government Publications
6	75%	Use	Video and other media
7	88%	Use	Statistical Data
8		Use	Other _____.
9	88%	Use	Library Catalog

10	37%	Use	Printed library catalogs
11	37%	Use	Finding aids
12	75%	Use	Subject research guides
13	88%	Use	Printed indexes and abstracts
14	88%	Use	Online databases - Full-text
15	75%	Use	Online databases - Bibliographic only i.e. without full-text

Comments:

Do not know what Finding Aids

1a. What other resources do you use (that libraries currently don't provide) that you would like to see in the libraries?

1	37%	Would like	More books
2	88%	Would like	More online journals
3	50%	Would like	More print journals
4	50%	Would like	More media materials
5		Would like	Materials on other subjects _____
6	12%	Would like	More Archival/manuscript collections
7	12%	Would like	More commercial electronic databases/digital products
8	12%	Would like	Easy access to collections at other institutions, like E-ZBorrow

Comments:

Online delivery of video and o

More Historic Newspapers; M

2. What library services do you use in your research and/or teaching?

1	88%	Use	Library Web site
2	62%	Use	Ask a Librarian Email service
3	50%	Use	Reference desk
4		Use	Live Reference (Chat) service
5	88%	Use	Reserves: printed or online
6	62%	Use	Library orientation/instruction
7	50%	Use	Individual consultations
8	88%	Use	EZ Borrow
9	62%	Use	Interlibrary loan
10	100%	Use	Delivery of books & other materials per request to a library near your office
11	50%	Use	Campus library
12	37%	Use	Access to services from Non-Rutgers libraries
13	75%	Use	Contact and consult Your library liaison (subject or other librarian)
14	88%	Use	Remote Access to online resources - [access library from home/outside campus]?

Comments:

was not aware of RDS service

2a. What other services would you like to have libraries provide in the future?

1	25%	Would like	More computers in the library
2	50%	Would like	Better facilities at the library
3	37%	Would like	More materials we own represented in IRIS
4	12%	Would like	Customized Web pages (by discipline, course, or...)
5	12%	Would like	Information literacy materials

6	12%	Would like	Instructional technology support - software or hardware
7		Would like	Guides or modules for your course website or for use in WebCT or Blackboard
8	37%	Would like	Digitization of text, images, or other media
9	37%	Would like	Web availability of images (Luna)
10	62%	Would like	If we could store and organize your teaching materials and articles in a central repository
11	37%	Would like	Consultation on your digital project (organization, access, preservation, management)
12	25%	Would like	E-journal platform and publishing partnership (Scholarly Communication - Open Access)

comments:

Delivery of books/articles critical
Some of the faculty were not aware of the library
and also about what kind of inst

3. Have you have encountered barriers in using these resources? Please let us know what they are?

Downtime of indexes and databases a problem;
More print sources needed in Social Sciences esp. in Jewish Studies, Immigration and Diaspora
Handicapped access to Media Center not convenient
Response time in Ask a Librarian SLOW
No Barriers
Pretty happy with the library

4. What non-library information resources or services are important to your work?

1	88%	Importance	Personal subscriptions to newspapers, magazines and journals
2	88%	Importance	Your own personal physical library/files/bookshelves
3	37%	Importance	Another library
4	88%	Importance	Physical bookstore
5	75%	Importance	Online databases
6	75%	Importance	Search engine
7	12%	Importance	Your department/institution's website
8	12%	Importance	Web directory/subject related website
9	88%	Importance	Internet searches
10	88%	Importance	Online bookstore
11	37%	Importance	Department Web page
12	50%	Importance	E-mail listservs
13	62%	Importance	Your own personal electronic library/files
14	75%	Importance	Colleagues inside your institution
15	75%	Importance	Colleagues outside your institution
16	75%	Importance	Professional meetings
17	25%	Importance	Another institution's librarian

Comments:

Amazon is very helpful in sug

5. In what ways is technology changing the way you do your work?

1	62%	Changes	Do not need to come to the library very frequently.
2	37%	Changes	Most of my students needs are now online or put on e-reserve.

3		Changes	I organize all my teaching using WebCT
4	25%	Changes	I can create my own databases
5	12%	Changes	I need more assistance in knowing what's available
6		Changes	Digital collections make my work more efficient
7	50%	Changes	I use wireless access to the Internet

Comments:

Teach from my own Web site; I j
 Website and intend to use for res
 Frequent uses of Searches
 Very little actual going to the libr
 Only to pick up articles or books
 Digital Collections make my work
 Changed my work to all of the m
 Doing literature reviews is much
 Use remote access all the time ar
 I spend more time on the Internete

Triveni Kuchi, Sociology Liaison

Graduate School of Education Responses to Digital Library Initiative Survey

N=20(~1/3 of GSE Faculty, all departments represented)

1. What library resources or services do you use in your work (teaching, research and outreach activities)?

Resources:

1. *Electronic journals and databases,*
2. *Print journals*
3. *Books*

Services:

1. *Reserves,*
2. *On campus delivery, ILL*
3. *Consultation,*
4. *instruction*
5. *Online outside Library holdings*

Sample comments

Resources:

Electronic journals and databases,

Journals (real and on the web),
 PsychINFO, IRIS, EBSCO, ERIC, Web of Science ProQuest, Jstor, Lexis-Nexis, and
 Ingenta.

Services: *On campus delivery, ILL, Reserves*

Inter-library loans, delivery to Art Library

Course reserves (i.e., having the library make and post PDF files of class reading assignments.
 pdf files of the papers for the students,

Consultation

Consultations with P. Libutti, when needed.
having librarians help teach these classes to my students
personal interactions

Online outside Library holdings

"I do most of my searching online. I don't use the library data bases too often because I find them difficult to use. Since I know most of the people in my field whose work I need to find, I mostly will do a Google search on their name to see what's new."

2. Have you have encountered barriers in using these resources and services? No

If so, what are they?

1. *Missing, or not available resources*
2. *Technical difficulties*
3. *Staff could not operate a database (1)*
4. *Student resistance*
5. *. Student resistance*

Sample comments

Student resistance

A student working for me is not allowed to pick up the books that I order, and I do not have time to go, so the books go back.(1)

Missing, or not available resources

Materials referenced are sometimes missing or difficult to find in the library.
Few of the journals in my area are subscribed to by the library (teacher education). If I need older editions (i.e., those not available online) I am often out of luck.

Sage publications has pulled out of Ebsco and is publishing its own electronic database. Unfortunately, since Alexander fails to own Sage, it makes doing educational research more problematic.

Only an issue when the resource isn't there!

The most important barriers are the lack of journals that are very central to my field and the incompleteness of book collections in my areas of study (psychology, cognitive science, education). One example of a journal that we do not get is Instructional Science. I would say, though, that with the advent of more online journals, this problem has decreased.

I'm particularly concerned about the discontinuation of ERIC Clearinghouse. I appreciate any updates that keep me abreast of the US Department of Education's initiatives, particularly those that restrict the information available to researchers and preservice/practicing teachers.

Technical difficulties

I am having trouble downloading an article from "Interactive Learning Environments". Other than that, no trouble.

Ingenta is a pain to use. Not very intuitive.

In all honesty, I find most of the library database search mechanisms to be very archaic and unfriendly. Also, most of my professional writing and research is done at home, which adds a bit of an additional

constraint.

Staff could not operate a database (1)

The only time I had trouble at the library was when I was seeking help to use the Social Studies Citation Index. The commonness of my name raised some difficulty. I sought help, but the folks I talked to couldn't work it out either.

Student resistance (1)

Students actively resist using library resources if they perceive that setting up home access is difficult--and many students find it very difficult. There are also issues with different browsers on different platforms.

3. What additional library resources (print and electronic) or new services would help you in your work (teaching, research and outreach activities)?

1. *Increased holdings that are electronic—Journals*
2. *Increased holdings in specific topic areas*
3. *Instruction*
4. *Wish List*

Sample comments

Increased holdings that are electronic—Journals

My first choices would be improved book collections and expanded online journals.

Some new index that will replace ERIC, which I understand is no longer being updated.
More journals available online without the 12 month embargo.

Instruction

I've been thinking of asking for a session that would help students identify instructional materials, especially short stories and poems and especially those that are in the public domain. Now that I've heard about electronic reserve, I'll probably use that.

. Increased holdings in specific topic areas/ Wish List

Ideally, and I know this doesn't exist, I would like a sort of uber search mechanism that would exist in natural language and search all of the data bases so that I don't have to go from one to another and learn the peculiarities of each.

Also, there will be good if we had a comprehensive library of science curricula - in all sciences.

Apparently, Sage publications is now going to have it's own database for journal articles. Some of the journals I use most (Education and Urban Society, Educational Policy, Educational Administration Quarterly) are published by Sage and access to them is very important for me.

As I'm sure you know, AERA now has a set of CDs with all journal articles up until 2000. This set - preferably on a server for easy access by all - would be of tremendous assistance for everyone in education.

The journal "For the Learning of Mathematics" is a fairly important journal in mathematics education, and is not in Alexander Library.

4. What non-RUL information resources or services are important to your work (teaching, research and outreach activities)?

1. *Outside resources from professional organizations.*
2. *Teaching technology*
3. *Desktop access*
4. *Other*

Sample comments

Outside resources from professional organizations.

Listservs, newsletters
The websites of my professional organizations.

Teaching technology

WebCT for courses.
I have a website on RCI to provide information about my research.

Desktop access

I use a printing service to print my course packet for my undergrad course, copy services on occasion for printing materials for studies Much of my library research is done from my desktop

Other

Google.

I confess, I need to do more of this on my own. Right now my grad asst. does it all and we are very satisfied.

5. In what ways is technology changing the way you do your work?

1. *Access to information*
2. *Instructional Preparation/practice*
3. *Organization of information*

Sample comments

Access to information

It seems that for all of us, faculty and students alike, the internet is the library of today. More and more stuff is available all the time, especially including government reports from governmental bodies at all levels: federal, state, municipal. So the traditional library might well serve to assist people in navigating the internet.

It's radically changed my work. Increasingly, historical archives are putting their holdings on line because of security issues and access.

As I mentioned, I do almost all of my scholarly work at home. I'm a department chair, and when I am

at RU, I can't get any scholarly work done. Therefore, the Internet has dramatically facilitated my ability to work at home.

I'm doing all of my initial literature searches via my home computer. This is a huge change in my "research style."

Instructional practice

The fact that I do not have to copy papers for my students any more.

Largely by the use of WebCT, which is an integral part of my classes.

It changes the way in which I teach and the ways that I interact with my students. However, more recently, it's been causing a lot of frustration. I have too many students and not enough access to fast Internet connections. Rooms for holding class in the library would be great.. with more computers... wireless access.. maybe we could have wireless laptops that could be checked out by professors who want to hold their class in the library. For example, I could use wireless laptops in large rooms (in the library) and integrate a lot of the library resources into to my teaching. The GSE building has wireless laptops that I can check out for my class, but it is so hard to find space in the GSE building to hold my class. Right now we are in Scott Hall... It's very frustrating because my research/teaching are closely connected to technology and I am unable to use technology with my current methods course. (It's hit and miss with reserving a large conference room in the GSE building and having laptops available...

Organization of information

I use websites often for teaching and research - since I study policy, very current information is critical.

I organize all of my work on the computer. I save it there, and back it up regularly. I wish I could download even more articles, and could make web page referrals to them available to students.

How can the Library support such changes?

1. *Expand electronic holdings*
2. *Instruction*
3. *Improvement of specific services*

Expand your electronic holdings.

Aggressively seek out historical archives database. educational journals (especially reading/literacy/technology & education related) that can be accessed online. continued availability of appropriate indexes. Full text journals online is crucial. I don't know if resources like Handbooks, Encyclopedia of ed are available electronically, but that would also be a boon.

. I would LOVE for the library to provide training for how to use the qualitative software program NVivo! It would be so nice to have a resource person available for training and answering questions related to using such software.

You do.
Better delivery of .pdf files (or alternative delivery system) when articles or journals are not available at Rutgers

6. Would you be willing to meet in a focus group with colleagues from different parts of the campus? [7 “yes” responses]

7. Are there any services you could see the library providing that would support your instructional practice

1. *Instructional and collaborative activities*
2. *Increased holdings: print, electronic, topical*
3. *Use of library space and equipment*
4. *Services: course materials*
5. *Use of library space and equipment*

Sample comments

Instructional and collaborative activities

Workshops have been very helpful.

Seminars for classes at the library re media use and resources.

Qualitative software training

Providing information (e.g., through online resources or short workshops) on writing and doing research according to APA guidelines. Students have a lot of difficult learning the difference between scholarly sources and popular media, between a research study and other types of articles, and citing references in APA format. We do some of this in class, but it would require a lot of class time to bring students to mastery on this. If the library offered something, students could be more self-directed in their learning.

More on-site technology training for doctoral students.

Providing more training on searching and writing literature reviews.

more k-12 materials/resources that can be used in methods courses

Increased holdings: print, electronic, topical

Could we get more electronic journals?

Special education journals- print or electronic

Access to educational software that teachers are using in the k-12 schools.

Ideally, I'd like it to be easy to search for and download full text journals articles at home. I would venture to say that the vast majority of people in my department would say the same thing. My field is journal article driven, and many of these journals have online capability, but usually you have to be a subscriber to get the full text.

Services: course materials

I like the idea of having the library put course readings online. This was students can choose whether

they'd rather buy course packets or download course readings.

Use of library space and equipment

Install "hot-spots" for wireless in Alexander and in buildings across campus.

Laptops available for class checkout?

I really like having class sessions in the library so that I can make use of larger classrooms and many computers.

--Patricia O'Brien Libutti, Education Liaison

I am summarizing from the *Sciences Library Survey* which our committee (a subcommittee of NBCG) developed (members: Marty Kesselman, chair, Mei Ling Lo, Laura Bowering Mullen and myself[Patricia Piermatti]). You are undoubtedly already aware of this survey which the science librarians felt more adequately addressed the library use patterns and needs of our science faculty.

In case you have misplaced the information, you and other members of the Coordinating Committee can review for yourselves:

1. <http://libserv4.rutgers.edu/phpESP/admin/manage.php>
2. User name: mkesselman
Password: m4rty
3. Then, select "View Results from a Survey",
4. Lastly, select "dli2" as the file name (245 results as of this moment) ...

Highlights (as of 4:15pm, March 11, 2004):

- 87.8% of science respondents (215) use books
- 89.9 % of science respondents (219) use print journals
- 90.2% of science respondents (220) use electronic journals
- 81.1% of science respondents (198) use networked indexes and databases
- 68.9% of science respondents (168) use ILL/ E-ZBorrow
- 31.1% of science respondents (76) use reference services in one of the RUL (on site)
- 29.5% of science respondents (72) email reference questions to a librarian
- 37.3% of science respondents (91) use electronic reserves
- 28.3% of science respondents (69) use libraries outside of RU

Pharmaceutical Sciences

Regarding my pharmaceutical sciences users, there were 17 respondents from Ernest Mario School of Pharmacy (EMSOP) departments.

Survey responses by and large mirror the comments of the EMSOP Library Committee at our Fall 2003 general meeting. There comments are also quite similar to those of faculty in the other science department as shown in the survey.

Highlights (as of 4:26pm, March 11, 2004):

- access to more journals electronically
- invest in AC receptacles throughout LSM to allow laptop use by students/faculty/staff ... Princeton libraries outdo RUL in availability of electrical outlets
- provide access to more databases
- RU faculty need access to RWJMS clinical journals
- why can't RUL have easier access to ejournals (i.e. like RWJMS system); RUL proxy server presents more complexity [???, <http://www.umdnj.edu/librweb/access/>]
- more backruns on networked indexes and databases and ejournals
- keep present lineup of networked resources
- purchase more books and print/electronic journals; too much research time spent on ILL

Patricia A. Piermatti

Pharmaceutical Sciences Librarian

We decided in the Science Libraries that a group effort would be best and that we would get much more valuable information by casting a wide net and developing a survey that would be easy to use and could be answered fairly quickly. There were few surprises, except for one particular issue.

In general all the science faculty are major users are journals, both print and electronic and from their comments, they want more electronic access. **The surprise was with books.** A significant number (over 88%) said that books were important to their research and teaching. Over the past decade we made the decision (which was the only one possible) to preserve our journal collections in the sciences, but we did it at the expense of not purchasing monographs. Now as we undertake a weeding project at LSM, we have discovered that there are significant gaps in years in our monograph collections. We know that our students want books too and we have felt the sting of that decision for a long time but were helpless to do anything about it. With meager funds, collection development for books in the sciences is a long process, as we can only purchase representative titles in each subject and these are used quite heavily. The survey results have demonstrated to us the need to locate additional sources of funding for monographs. We know it cannot come from the journal collection but possibly from new fund-raising approaches.

As you can see from the comments, the praise for RUL librarians and public services is quite high. Where there is any dissatisfaction is in the area of collections. You will note that many science faculty are interested in participating in focus groups.

One thing we hope to do, which will take more time, is to export the data into Excel and separate the results by department, but this might not be as effective as the results taken together. Many of the science faculty deal in interdisciplinary areas and some departments such as environmental sciences includes biologist, chemists, geologists, political scientists and other social scientists.

Although science faculty, staff, and others are not major in-library users, they are significant library online users. Well over one third use us on a daily basis and including this group, over 75% use us on at least a weekly basis! To me this signifies the great importance of our electronic resources plus the need to deliver more services to this major population of users to their desktop.

Martin A. Kesselman
Life Sciences Librarian

1. <http://libserv4.rutgers.edu/phpESP/admin/manage.php>
2. User name: mkesselman
Password: m4rty
3. Then, select "View Results from a Survey",
4. Lastly, select "dli2" as the file name (245 results as of this moment)

Library Survey - - Sciences

*[The quantitative data follows; the comments were edited to reflect unique areas of concern or interest.
-P. Libutti]*

1. Which of these library resources/services do you use for research and teaching.

Check all that apply:

Books

87.8%

(231)

Print journals

89.7%

(236)

Government documents (US, state, international)

20.5%

(54)

Electronic journals

90.1%

(237)

Indexes and Databases offered through Rutgers Libraries

81.0%

(213)

Interlibrary loans / E-ZBorrow

69.2%

(182)

Reference services in one of the Rutgers Libraries

31.2%

(82)

Library/Information Literacy Instruction

8.0%

(21)

Emailing questions to a Rutgers librarian

29.3%

(77)

Telephone questions to a Rutgers librarian

14.8%

(39)

Ask-A-Librarian services

17.1%

(45)

Electronic reserves

37.3%

(98)

Rutgers Libraries Media services – DVD, Video, audio

■ 13.7%

(36)

Use libraries outside of Rutgers University Libraries

■ 27.4%

(72)

2. Please rank the following activities you would like to see the Libraries involved with to support your research and teaching.

1 = useful

2 = may be useful

3 = not useful

N/A = not applicable/no opinion

Average rank

1
2
3

■ Build library/information literacy instruction into the curriculum (1.9)

■ Develop direct linking to additional full-text resources (1.2)

■ Develop customized web pages / portals for your discipline (1.9)

■ Develop an open archive for articles and other resources published by Rutgers faculty (2.0)

■ Manage databases / electronic resources produced by Rutgers faculty / departments (2.0)

■ Collaborate on grants with librarians (2.2)

3. Please list additional library resources / services you would find useful for your

research and teaching.

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Response

"Science" on line for Rutgers faculty is not available immediately on electronic publication only on print publication. Therefore, we are always 3 weeks behind Princeton, Yale and Harvard. Pity. This may be true for many other journals.

I would like to see a new system like IRIS installed but instead of random nonsense this new system will allow people to search Rutgers' libraries and find things that are in them. For example, when I type in a journal name, I would like the new system to list that journal first, not 21st on a list behind 20 other random items.

24 hour reference desk

A wider range of Journals such as Photosynth. Res.

Access to complete archives of Royal Society of chemistry journals Access to complete archives of Elsevier (Tetrahedron Information Service) journals

AGU journals as electronic journals available on-line. Currently have a personal subscription for access by my research group.

Agricultural commodity price data CME and CBOT futures and options data Share price data, historical daily and intraday

Allow faculty to take out journals for just one hour to make a copy of an article.

allow for more user friendly remote access from home.

An extensive video collection including Nova, Frontline, and the many excellent BBC shows.

An investment in AC receptacles throughout the LSM would be very welcome. It is now inconvenient to work at the library with a laptop. As more and more students/faculty/staff get lap tops, and now that wireless remote accessing is possible in the library, it makes no sense not to be able to use laptop because there is no place to plug in. I sometimes use libraries at Princeton, and it makes me weep to see the number of receptacles....every desk, every table, every carrel, every few feet on every wall.

Anything that would improve access for Rutgers Cooperative Extension personnel from our county offices.

Anything to enhance viewing electronic journal articles and articles put on reserve by a professor electronically.

Also, there should be a service to reserve a book found online for 12 hours until picked up.

At one time, one could get Xerox copies of journal articles from the Annex on Busch campus. I am not sure whether this is still true. If not, I strongly support its implementation.

At present I find it frustrating that electronic data bases do not go back far enough - many stop in

the mid-'70s.

Beilstein Crossfire Sci-finder These are critical to our being competitive, plus the client VPN network for home access to these search engines

Daily newspaper written versions and other printed magazines should be available in all Rutgers libraries

Develop a better way to search for journals which we have online full text access. I know I can use IRIS and see if there's a link but that's cumbersome because if I know the title of a journal and select Periodical Titles, but that also gives me everything similar--I'd like something that only gives an exact match in a different place where only people who recognize it limited to exact matches only (I realize some people find related stuff with the other method). Or possibly a way to search the list of online journals alphabetical list . The a-g, then c for instance is a very long list.

Easier access to dissertations. Eliminate microfilm and scan the material onto the computer so it can be gotten online.

Electronic delivery of "photocopied" articles requested on-line.

Find or Develop a method to Annotate Statistical Formulas

free access to best patent databases and ability to print out patents on demand.

Fuller coverage of published books, and accurate information in the catalog as to which years of journals are accessible in electronic form: frequently there are gaps (and there are also errors on some commercial web pages suggesting gaps where there are none).

I would be very helpful if a copy of a paper available at a library not located on a requester's campus can be made available to the requester. For example, I requested an article via ILL from Busch Campus and was asked to go to Alexander Library on College Ave Campus to get it.

In general I am very interested in electronic availability of documents. Eric Luhrs (IT staff in the math dept) is starting a project -- perhaps that could be integrated with the library.

Instruction on how to conduct patent searches

It would be most beneficial if the library had more on-line access to journals related to Gerontology; most notably, those published by the Gerontological Society of America.

It would be useful if the physics branch library were allowed some books useful for physics faculty that are not physics research books. For example, guides to using computer programs, undergraduate textbooks.

1

JSTOR is extremely useful, as is MathSci

like to have the APA journal article subscription of the library. contact Psychology department if you need more information. we have tried in the past to ask the library to work on this but it hasn't happened as yet. please do look into it.

Maintenance of the core list of marine sciences journals (preferably in hard copy)

more books and journals that Rutgers actually owns/subscribes! more than half my research is usually collected via interlibrary loan, which can take a long time, if the sources are even available. access to more journals electronically would also be really great. it is much needed.

more engineering textbooks and journals

Deliver books from LSM and Physics to Math branch.

More Psychiatric/Medical Journals with online access.

More Remote Sensing Journals on Cook

online access to Landolt Bornstein (would be EXTREMELY useful) rapid turnaround on requests for articles (usually old) from print journals in storage

post a .pdf file on current course website

Princeton has a great web-based resource for classes. Professors assign journal articles and the librarians post electronic copies of these articles on the course website. Students access them there to do their assigned reading.

1Rutgers faculty access to RWJMS clinical journal collection. Why does one not have to use a proxy server to get into their system which seems much simpler and accessible from anywhere in the world with a web connection!!!!

That librarians and students have the ability to make change when you are paying fees.

The idea of an open archive had not occurred to me but seems like it would be great -- open archives are certainly popular. There may be legal problems, though: I always post all my journal articles (or page proofs in PDF) on my web site but that I am willing to defy the legal requirements which I don't like, but the library may have to incur additional issues.

The library should subscribe to paper versions of all the major mathematical journals. Many discoveries used to be made accidentally while browsing the current periodicals. That is now much less likely to occur.

We do not subscribe to MANY journals in the field of ecology, which seriously limits the research and teaching we do. While I recognize the cost constraints on journal subscriptions, most of the

journals we need have very moderate costs (less than \$100/journal). Indeed, the costs of obtaining 3-4 papers through Ingenta from each of these journals is greater than the cost of subscribing to them. Our journals are NOT the \$3-4,000 costs of journals in some fields!!

We need more textbooks and reference books on environmental engineering.

WEB of Science for earlier years than now available.

What is the status of access to databases from my home? Are VPN's supported?

You do a great job of putting articles on-line for courses, and I just wonder if you would also be able to post the syllabi and link the articles to the syllabi (which we also submit to you) as opposed to putting them on the site in no particular order and no consistent headings/titles.

4. How often do you physically come in to one of the Rutgers Libraries? Check one:

Daily	<input type="checkbox"/> 1.1%	(3)
At least once a week	<input type="checkbox"/> 22.1%	(58)
At lease once a month	<input type="checkbox"/> 43.7%	(115)
Rarely	<input type="checkbox"/> 30.4%	(80)
Never	<input type="checkbox"/> 2.7%	(7)
TOTAL	<input type="checkbox"/> 100.0%	263

5. How often do you access library resources remotely from your office or home? Check one:

Daily	<input type="checkbox"/> 36.1%	(95)
At least once a week	<input type="checkbox"/> 36.1%	(95)

At least once a month	■ 21.7%	(57)
Rarely	■ 3.4%	(9)
Never	■ 2.7%	(7)
TOTAL	■ 100.0%	263
		(6)

Other comments/suggestions:

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1. The Mathematics Library in Hill Center is very convenient, though cramped, and having the print journals on hand is very helpful. The library is our main research tool (more than the computer). 2. It seems likely we will eventually lose a great deal of information when access to earlier issues of electronic journals is interrupted for any of the following reasons: (a) we drop the item; (b) the package it is part of becomes prohibitively expensive; (c) the publisher decides to discontinue the journal. This archival problem is likely to materialize with great force, and suddenly. 3. Finding relevant information remains a challenge for various reasons. The search engine on the main Iris page could be improved, and presumably will be. Some of the index pages are huge, which causes various problems, and the routes between them are not always clear (this is a challenging issue, and the interface has improved substantially over time). And of course, there are more kinds of information available. 4. Don't starve the print collections.

All Rutgers libraries should have restrict areas/places to use for group students.

Am most GRATEFUL that you have put all the GHCook theses on a web search. Useful for students, faculty AND alums. I get about 5 calls a year: Can you tell me who did a thesis on Atlantic white cedar around 1982???? (short answer used to be NO.)

Cancel all astronomy journals.

Develop on-line library further by including books.

Electronic journal that allow us to not only keep up with new information, but access the past publications are critical to our research.

I can't stress enough how important it is that the library hold aging related journals, it is frustrating to know that if my discipline was something different I could download articles for free instead of \$0.12 a page or waiting for ILL. With that said I am VERY impressed with the prompt, informative and helpful responses received from the Ask-A-Librarian feature. I haven't used the live chat yet but that is a great idea. I understand the librarians are as nice and helpful in person! Also, despite Rutgers lacking the resources I need personally, I have been impressed with the speed by which ILL books and articles arrive. The next best thing to actually being able to get them at my own library. Thank you for asking for our opinion.

I use SciFinder and on-line journals extensively. As long as they are both available, I am satisfied with library offerings.

I would come to the library more often if there were hard copies of the major marine sciences journals.

I'd like to learn more about the scientific community's thoughts on the role of the library in the Internet era.

1

increasing the availability of online resources ie textbook and full text journals would be helpful

1

Keep up the good work on making more Journals available on-line

1

Keep up the good work!

1

Libraries are the lifeblood of the research university! You have my full support and cooperation.

1

Library does an excellent job supporting my scholarly efforts

1

Library provides excellent service overall.

1

more help with configuring home computer for off site access would have been very helpful in completing my dissertation

1

Most of my use of the library is to check out books of particular interest to me, usually 8-10 at a time, to be read in turn and then returned at one time for a new selection. Some books relate to my professional interests, many relate to my personal interests. In addition, specifically as part of my job assignments, I will perform citation searches via Web of Science as part of the assessment of accomplishment of individual faculty members.

Personally, I manage my own list of publications (providing www access to the text of my papers). As long as I am an active researcher here at Rutgers, this is a good system. The question arises of what should happen after I die or leave. Of course, most of my papers are archived by the various journals where they were published, but it can be useful to have a page that has gathered all of my data. (The DBLP pages are useful in this regard, but they don't provide links to the papers themselves.) I assume that this is what you are talking about when you mention an "open archive".

It seems redundant as long as I am going to maintain my own list of publications -- but in general it might have some merit. It seems like it might be a HUGE job, however...

Please get subscription to all of the AIAA Journals

provide an Engineering Library - or at least resources commensurate with, e.g. Physics Mathematics Chemistry and other libraries which Engineering faculty have to walk past on the way to the "Engineering Library" Have librarians attend faculty meetings to obtain suggestions from faculty. e.g. the School of Engineering has a School-wide faculty meeting several times a year. There is nothing like hearing the customers directly. Provide scanners at the library - rather than just paper copying machines. A scanner would allow a RU user to copy the article to .pdf (e.g.) and then send to his/her machine. The user then has the option of printing. It should be cheaper and maybe even avoid the necessity of getting those silly cards that we leave in the machines. Other ideas will follow.

Also, make sure that the contracts with the online services are up to date so that some journals do not become unavailable. Lastly, please get another School Psychology Journal at LSM. Thank you!

A few journals I look for are not under your subscription though. Perhaps it would be useful to have chairs of each department survey their faculty to identify useful journals that are difficult to obtain or are not on your electronic subscription list.

My biggest complaint is that photocopying journal articles needs to be done in the lib. It would be nice if faculty could check the journals out briefly and take them upstairs. The copy machine upstairs is probably better on the binding, which in the long run would help the library.

The idea of working with you on grant is wonderful

The librarians at Chang have been very helpful over my almost four years at Rutgers, especially Dean Meister. It's only the distance that keeps me from using the facility more often. I took the training offered on Biosys a couple of years ago; though it was more detailed than I needed, it's helped me use Ovid more efficiently. I'm aware of the controversy over the cost of electronic text archives and journals, but they're indispensable to those of us who work and live a long way from campus.

We used to have a first-class Mathematics research library. In recent years, it has degenerated into a convenient place for undergraduates to hold study sessions and check their e-mails. It is noticeable how few faculty are now seen in the library. Of course, the fact that paper copies of many major journals are no longer available there is also a major factor in this.

You currently keep a large number of years of the ASTM volumes on the shelves. The only one that is needed is the current year. The rest can be either deposited or put in deep storage.

Your web site has been very helpful to me regarding basic library information and protocol. The ask-a-librarian feature is also fantastic.