# *SUBJECT LIBRARIAN CONTRIBUTIONS TO FACULTY TEACHING AND RESEARCH*

**Project of Pius/Medical Center Libraries Assessment Committee, Fall 2013**

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# Subject Librarian Contributions to Faculty Teaching and Research


## Abstract

The Pius and Medical Center Libraries Assessment Committee surveyed members of the Saint Louis University teaching faculty about their awareness of subject librarians and their roles, their use of services provided by subject librarians, and the effectiveness and impact of those services. The strongest results were the high ratings given for effectiveness and impact of all services named. The most troubling result was the degree of non-use of subject librarians' services, both by faculty who were unaware of them and by those who were aware but chose not to use them. These results suggest a more concerted effort to inform faculty about the range of subject librarians' services is necessary.


## Introduction

This study gathered and analyzed data from full-time teaching faculty members about their awareness and use of the services of subject librarians as well as their perceptions of the effectiveness and impact of those services in Pius Library and the Medical Center Library (MCL). Those referred to collectively in the study as "subject librarians" are known within their respective libraries as research and instruction librarians, liaison librarians, and special collections librarians. Research and instruction librarians at Pius Library and liaison librarians at MCL serve as "go-to" library resources for their respective academic departmental faculty and students; this system of subject-focused support was developed at the two libraries 30 and 15 years ago respectively. Special collections librarians do not have academic unit assignments, but instead provide format expertise to any faculty members and students who engage with archives, manuscripts, or rare books. All subject librarians also provide research consultation services for faculty and students, offer instructional support for courses, provide expertise in the use of the library's resources and collections, and work with the faculty in developing those collections. Appendix A lists the subject librarians for each library, their academic credentials, and their associated subject areas.

This initiative follows a 2013 report on collections usage and expenditures, and will be followed, in turn, by a 2014 study of subject librarian contributions to student learning. All three projects were undertaken at the request of the Dean of Libraries.

## Method

### Participants

Full-time faculty in the University's St. Louis schools, colleges, and centers were recruited separately to participate in each of the three stages of this study. The first stage consisted of two pilot focus groups, of three and four faculty respectively, who met with Assessment Committee members to review the

structure of a survey draft and the clarity of the items developed for inclusion. These focus group members, who represented seven different schools and colleges, were invited by their units' subject librarians because of their demonstrated interest in and support for the libraries.

For the second phase of the study, an anonymous online survey, subject librarians emailed the full-time faculty in their areas--a total of 1,335 persons--a prescribed text alerting them to the availability of the survey for a two-week period and inviting them to complete it. Surveys were completed by 320 participants, a 24% response rate, representing twelve of the thirteen schools, colleges, and centers targeted. Appendix B provides a breakdown of the unit affiliations of the faculty respondents. It also shows that 32% of the respondents were new faculty (0-5 years) while 19% had worked at the University for more than 20 years.

Finally, post-survey focus groups and an individual interview (for a faculty member unavailable at focus group times) were conducted to delve further into topics raised in the completed surveys. The online survey included a Committee contact for those participants interested in participating in a follow-up session. This recruitment strategy was supplemented by subject librarian email invitations to the faculty. Three focus groups and two interviews for a total of 28 faculty were conducted by library staff and non-public service librarians.

## Materials and Procedure

Assessment Committee members drew upon the expertise of University faculty in developing the data collection aspects of the study, from the initial pilot focus groups whose feedback helped finalize the survey, to constructing the survey and focus group questions, and training in conducting focus groups for the library faculty and staff who volunteered to lead them. One of the faculty consultants required her graduate-level industrial/organizational psychology students to present survey design guidance to the Committee as a course project. Three methods of data collection were used to measure full-time faculty perceptions of subject librarians' contributions to their teaching and research: the online survey, focus groups, and in-person interviews for faculty unavailable at the times focus groups were conducted.

## Online Survey

The online survey (Appendix C), anticipated to require 10 minutes to complete using the web-based survey software Qualtrics, asked faculty to consider their experiences of the last five years when answering the questions. All responses were guaranteed to be anonymous although they would be "used for tabulation and analysis in the aggregate." Important points made in the survey's introduction were a description of the types of librarians who were referred to as subject librarians in the survey, as well as instructions of the types of library services that were and were not addressed in the survey.

The General Information section requested demographic information of the respondents. It also established whether they were aware of subject librarians in their areas and whether they had referred faculty colleagues to these librarians. The remainder of the survey consisted primarily of questions in these four categories:

- Research Services
- Student Referrals and Consultations
- Library Instruction Services
- Course Support

The questions in each category collectively addressed faculty awareness, use, and perceived impact of subject librarian services.

An open feedback question, soliciting both positive and negative comments, concluded each category. A total of 329 comments were submitted. To facilitate analysis of the collected data, Assessment Committee members coded and aggregated these responses under headings such as “research services for faculty,” “positive student learning outcomes,” and “how to encourage students to use libraries.”

The last question on the survey asked respondents to comment on any additional services they would like to see offered by subject librarians. It garnered 69 responses.

### Focus Groups and Interviews

Faculty were offered the choice of participating in a focus group as a follow-up to the survey. Twenty-eight faculty indicated a willingness to participate in a focus group. Two of those 28 were unable to do so because of schedule conflicts but agreed to give individual interviews that employed the focus group questions. The three focus groups and two interviews were conducted by library staff and non-public service librarians to avoid potential conflicts of interest. Identical questions were used (Appendix D). The facilitators recorded the focus groups and interviews and took notes in which the anonymity of all participants was maintained.

## Results

Results from the survey and focus groups are categorized by topic, with quantifiable survey results, where available, given first, along with relevant trends and comments from open feedback questions. Comments drawn from focus groups are provided or summarized where further elaboration is needed, or for topics that the survey did not cover.

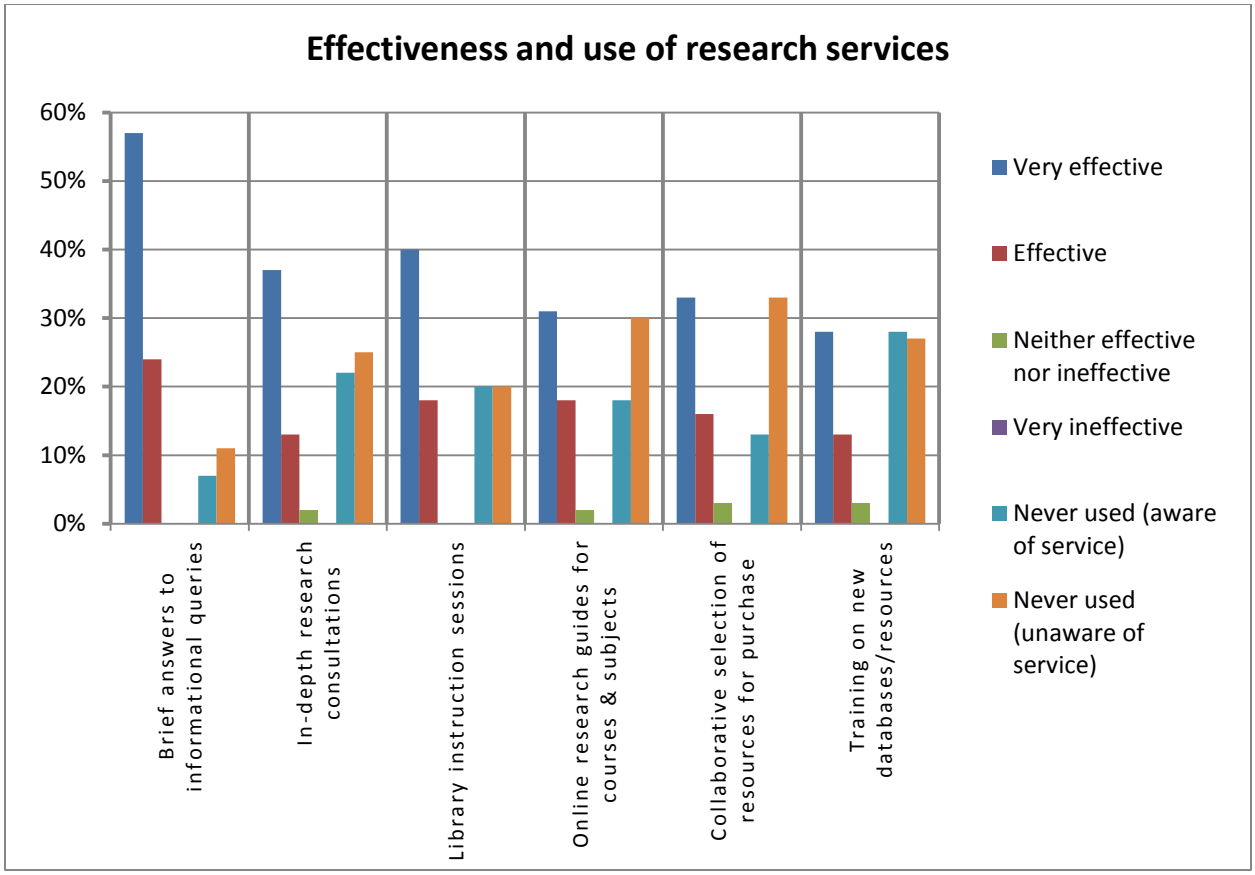
### Research Services

The first section of the survey sought to establish awareness, understanding, and use of subject librarians, as well as valuation of their core services, by the faculty respondents.

Eighty-five percent were aware that their academic unit had a designated subject librarian, and 58% reported referring a colleague to a subject librarian. Responses to the open feedback question for this section also demonstrated a strong awareness of subject librarians as well as their roles by the fact that the most frequently occurring type of comment was a commendation of a named individual.

The following six core research services offered by subject librarians were presented for rating on a Likert scale: brief answers to informational queries; in-depth research consultations; library instruction

sessions; online research guides for courses and subjects; collaborative selection of resources for purchase; and training on new databases/resources.



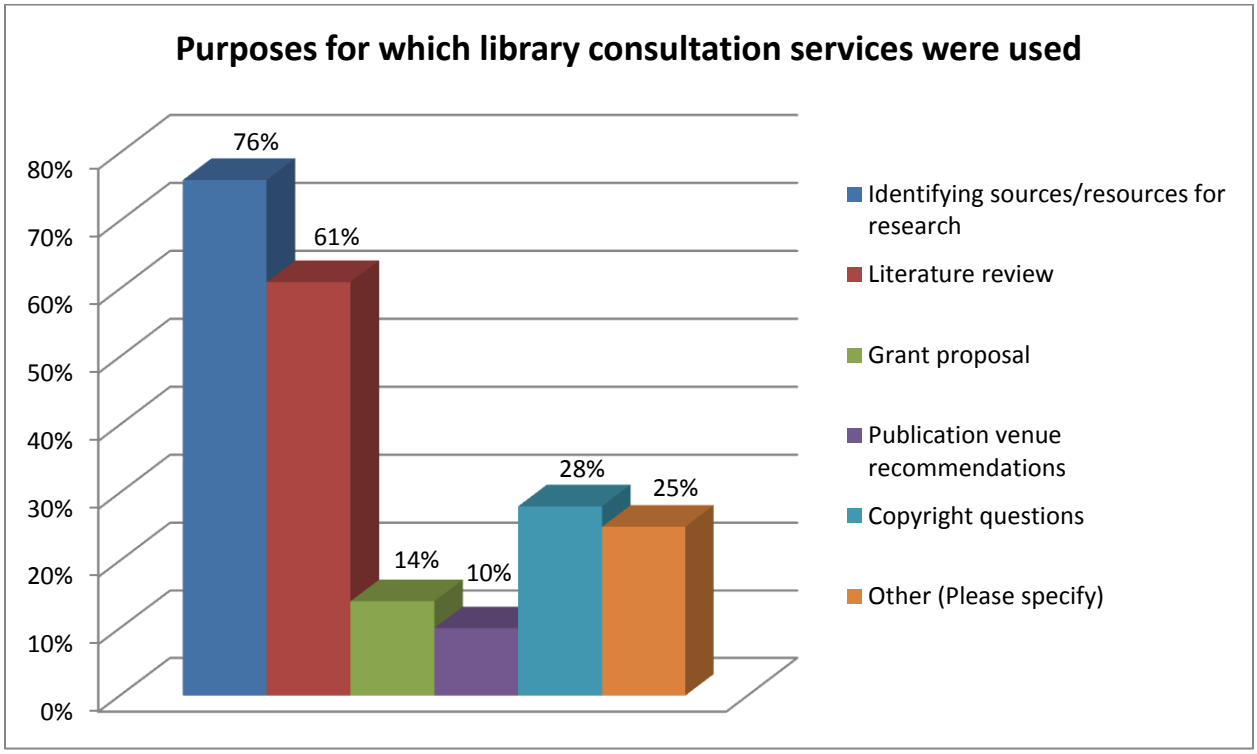

A strong majority averaging 75% of respondents were aware of these services. Rates of use ranged from 45-82% for individual services, with a mean of 57%. All services were rated as either "very effective" or "effective" by 90-99% of respondents who used them. The top ratings were given to "brief answers to informational queries" and "library instruction sessions."

Overall non-use of various research services ranged between 18% and 55%, the mean falling at 42%. The rate of non-use due to lack of awareness ranged from 11-33%, the least-known services being "collaborative selection of resources for purchase" and "online research guides for courses and subjects." The rate of non-use of services *despite* faculty awareness of them ranged from 7-28%, the least-used services being "training on new databases/resources" and "in-depth research consultations."

The survey then sought to inquire further into the purposes for which faculty used library consultation services. The following five options plus "other" were offered: identifying sources/resources for research; literature review; grant proposal; publication venue recommendations; and copyright questions.

While all five were indicated, the most frequently occurring purposes by a large margin were "identifying sources for research" (77%) and "literature reviews" (61%); "copyright questions" followed

at 28%. For those who selected "other" and provided their own answer, the majority related to student instruction and referrals--a separate category of service addressed later in the survey. Eighty-seven respondents gave additional feedback about research services that was overwhelmingly positive in tone, including comments such as "outstanding resource," "terrific service," "very helpful," and "I have always found our reference librarians to be extremely helpful."




Focus group participants were also asked how well they thought librarians were supporting faculty research. This forum brought forth significant expressions of uncertainty about the potential range of application of research services for faculty, and revealed an imprecision in the survey's use of the word "research." Several participants doubted a librarian's ability to assist faculty members beyond the bibliographic level, one saying, "Our research is very specific, but the librarian assists when I'm not sure about a citation or how to cite something." Another commented that faculty have the necessary research skills based on their doctoral programs and so do not require any assistance from the librarian. One respondent was not sure that faculty colleagues would have much use for librarians' assistance with research since faculty research is so specialized. Another said, "While liaison help is generally very helpful, I don't suggest that one's subject librarian would be effective regarding actual research." However, many other responses cited specific examples in which librarians successfully gave disciplinary research assistance. Two comments called librarians "crucial" and one cited an instance of a librarian being named as co-author of a paper.

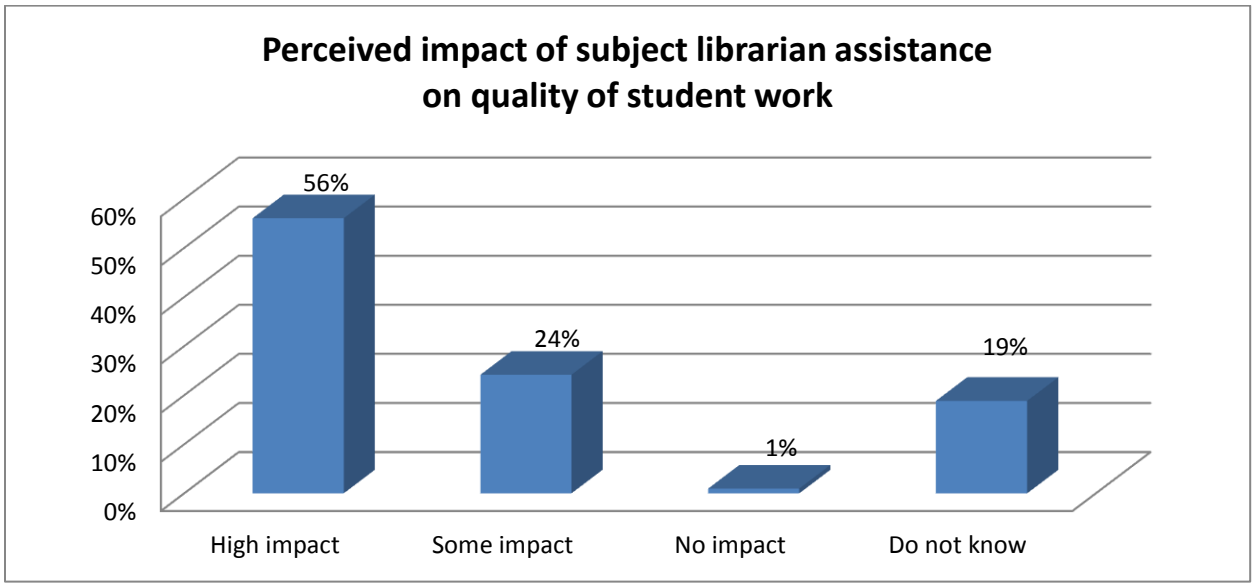
## Student Referrals and Consultations

In the second section of the survey, faculty were asked about the mechanics of referring students to subject librarians and the impact of consultations on the quality of student work. A minority of

respondents always (12%) or sometimes (20%) included the name and contact information of the subject librarian in course syllabi. A slightly higher proportion of respondents always (19%) or sometimes (25%) included that information or a link to it in their course websites.

Sixty-eight percent of faculty respondents referred their students to librarians for assistance with research and course projects either frequently (31%) or occasionally (37%), while 32% never referred.

Cross tabulation allowed us to compare data on the frequency of student referrals with their perceived impact on the quality of student work. Of those faculty who referred individual students to a subject librarian, 80% believed individual assistance to have a degree of positive impact--either a high impact (56%) or some impact (24%). One percent believed there was no impact and 19% did not know.




The 62 responses to the open feedback question for this section offered 17 positive comments on individual subject librarians, 18 positive comments on services, and 15 statements of intent to use their librarian's name more in syllabi and on course pages. One respondent commented, "I do not always know who follows through. What I DO know is that the students who come to me and get referred do better than others in the class."

The focus groups engaged faculty on the question of how best to motivate students to use library services. A variety of suggestions were given for strategies that could be employed by both faculty and librarians; some are already in practice. They included the following:

- Faculty making student interaction with librarians a strong recommendation, a requirement, or a component of an assignment
- Faculty inviting librarians to teach and visit classes
- Librarians promoting themselves among faculty so that faculty will, in turn, promote them to students ("If we don't know the services, I doubt our students do")
- Librarians integrating their presence into the online course management system

- Librarians marketing their services using signage, posters, a television screen with scrolling services, video testimonials
- Pius Library making the first floor a showcase for library services ("It's a book-free and librarian-free environment…. The first floor should say 'this building is occupied by professional researchers--it's not just a study hall!'" and "subject librarians are hidden which makes it seem like a less inviting atmosphere for research")
- The library website featuring information about librarians' services more visibly

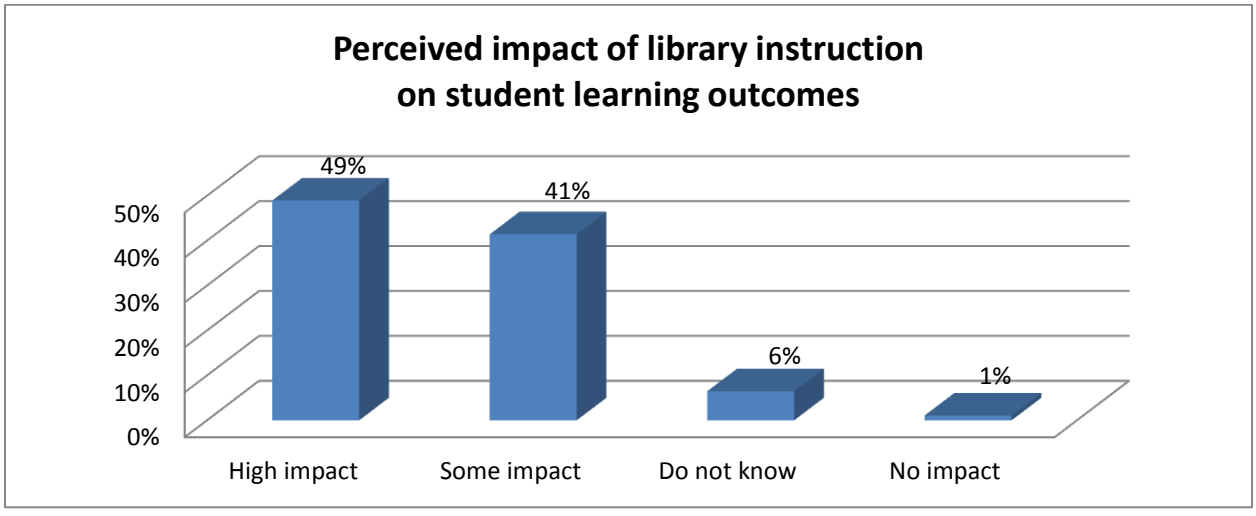
## Library Instruction Services

The third section of the survey gathered further information on the use and effectiveness of library instruction. This service was earlier given an effectiveness rating by respondents under the Research Services section along with the other five core services; the results from that scale showed 79% awareness and 59% use, with 97% of respondents who used it calling it either very effective (40%) or effective (17%). In this section, 64% reported using at least one type of library instruction for their classes.

The survey sought to examine the frequency with which different types of library instruction were used. Here, a solid majority (64%) of respondents claimed to have used at least one type of library instruction for their classes--more than the 59% reported earlier. The "library/information resources and research strategies" session type was by far the most utilized at 54% with "tour/orientation" following at 30%. Twelve percent of respondents had taken advantage of sessions on archives, manuscripts, or rare books.

Those who indicated "other" session types often mentioned the content of those sessions (e.g., how to cite references, do literature reviews, instruction on EndNote) rather than specifying a different "type" of session. The main alternative session type indicated was individualized instruction.

Cross tabulation allowed us to compare data on the use of library instruction services with its perceived impact on student learning outcomes. Of those who took advantage of instruction sessions, 89% believed them to have some degree of positive impact--either a high impact (47%) or some impact (42%). Two percent believed there was no impact and 9% did not know.

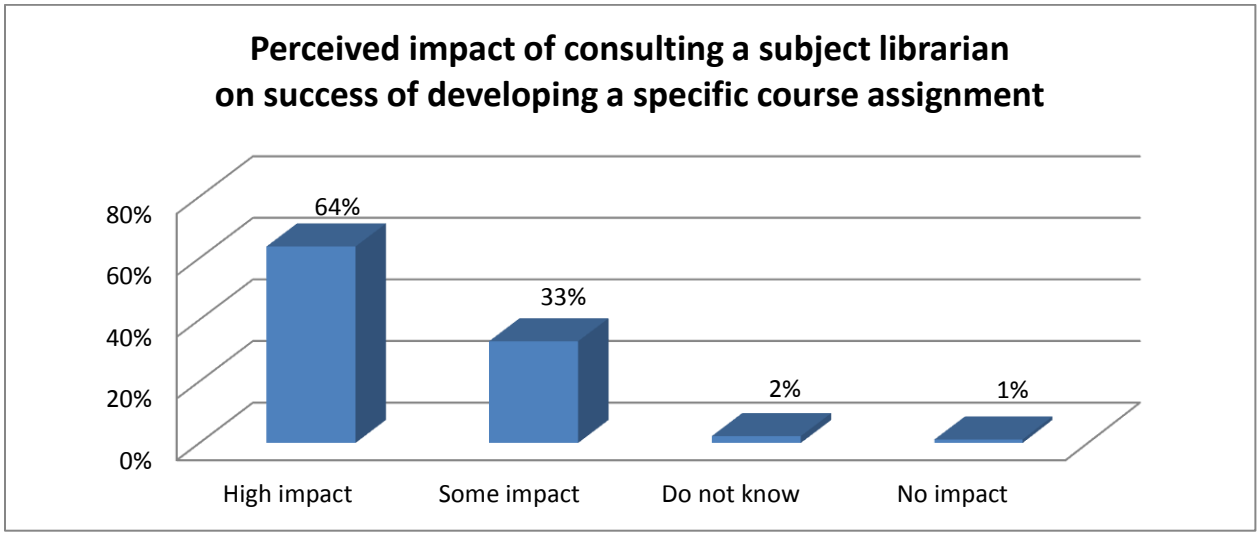


The theme of an overwhelmingly favorable attitude toward library instruction services dominated the results from the open feedback question, with several respondents remarking on the positive value of these services for students. One respondent commented "There is a measurable difference in quality of assignments between students who utilize library instruction services and those who do not." However, another respondent commented "The services offered are always good quality, but it is difficult to assess the actual impact of library instruction." Also, several comments mentioned the particular value of these services for graduate students.

## Course Support

The fourth section of the survey gathered information concerning course-related subject librarian services other than instruction. Thirty-nine percent of respondents indicated they had consulted with a subject librarian to determine what library resources might be available for a specific course. Twenty-nine percent reported consulting a librarian to develop a specific course assignment.

Cross tabulation allowed us to compare data on the involvement of subject librarians in course assignment development with perceived impact on the success of the assignment. Of those who used the service, 86% believed it to have some degree of positive impact--either a high impact (64%) or some impact (33%). One percent believed there was no impact and 2% did not know.




Results from the open feedback question on course-support-related services were mostly positive and several referred to specific instances of assistance received from a librarian with respect to resource support or developing assignments. One respondent stated, "I think of the research librarians as co-teachers and co-researchers in all that we do. Our work would be impossible without them." Some expressed lack of awareness: "I had no idea that these things were options" and "It never occurred to me to get help for course support." Others commented that now that they are aware of these services, they intend to make use of them: "I am now also going to ask about resources for a course, as I had not considered [the librarian] to help with that up front" and "I regret not knowing about this service before and plan to use it in the future." Several comments suggested that librarians should take steps to make sure that these services are better known.

Further input was gained from post-survey focus group discussion, in which participants were asked about their opinions on librarian involvement in assignment development and course development itself. Several commented positively on librarian assistance with developing assignments, e.g., "I have changed many assignments after working with a subject librarian. I send a draft to the subject librarian so they can collaborate on the research assignment." However, there was a degree of hesitation about the librarians assisting with courses. Reasons for this included the belief that librarians do not have the necessary subject expertise and that this would be seen either as encroaching on faculty turf or casting some doubt on the ability of the faculty to develop their own courses, e.g., "A generalist shouldn't be able to help with [course development]--don't see how they could; our field demands great currency." It is worth noting that several comments suggested that some faculty were unclear as to exactly what kind of "subject librarian assistance" was being asked about with this question relating to assistance with assignments or courses.

## Other Services Called For

The final survey question called for respondents to name any other services they would like to see offered by subject librarians. Fourteen said there were none. Twenty-seven made positive comments on services currently offered, or praised individual librarians. Eight reiterated the lack of awareness of services already offered. Four remarked on the need for additional resources to support the activities of librarians.

Respondents made 33 specific suggestions. Most were either components of services already offered (such as tours of the library) or services that would not fall under the aegis of the libraries (such as those offered by Center for Transformative Teaching and Learning). Others represented a new service, a new component of a service, or a service not consistently practiced across library units. One respondent suggested that librarians teach mini-courses of 3-5 sessions each for graduate students on various more complex areas of library research. Multi-session instruction for a particular course is sometimes arranged between a librarian and a teaching faculty member, but is always the result of close collaboration. Another suggestion was for a general research paper workshop once a semester. Open sessions not linked to particular courses have been offered in the past but had trouble attracting participants; for that reason they are no longer offered. Another request was for librarians to perform literature searches. These are performed at the discretion of individual subject librarians, and are considered most feasible and beneficial when the faculty member is present to provide immediate feedback. There were also requests for additional librarians, expanded hours, and "Reference" [i.e., subject librarians in the Research and Instruction Department] to be located on the ground floor of Pius Library.

Overall, however, in terms of trends emerging in favor of particular new services, there were none. The weight of responses fell on the side of satisfaction with the services currently offered.

# Conclusions

Significant trends, patterns, and practical implications emerged from survey data and focus group contributions about the range of services offered, their quality and impact, and the respondents' levels of awareness and use of them.

## Range of Services

- **No additional services are needed.** No trends emerged pointing to services that are desired but not provided.

## Quality and Impact of Services

- **Subject librarians are delivering effective services on all fronts.** All six core services were considered effective by 90-99% of those who used them.

- **Faculty see a positive impact upon students from librarian involvement.** The three questions that measured impact--of individual assistance for referred students, of library instruction, and of faculty consultation with a librarian in planning a course assignment--resulted in positive impact ratings of 80%, 89%, and 86% respectively. These results make it clear that faculty are consistently achieving benefits from our services for themselves and their students, including a higher quality of student work and improved student learning outcomes.

- **Success still leaves room for improvement in the delivery of service.** When offered two choices in the positive range such as "very effective" vs. "effective," or "high impact" vs. "some impact," respondents selected the higher rating more frequently for every service named. However, enough respondents chose the lower rating to indicate that the highest performance levels are not being attained consistently. This result was expected, as "perfect" service suiting every individual can never be achieved. Nevertheless, it is the responsibility of every subject librarian to continue to seek opportunities for improvement.

- **It is difficult to measure the impact of librarians' services on student work.** At a rate of 19% and 9% respectively, faculty who referred students for individual assistance or arranged library instruction indicated that they did not know what level of impact these services had. These rates are low but not insignificant. The uncertainty may be due to the fact that there is no basis for comparison between the actual result achieved and the theoretical result that would have been achieved had a student *not* consulted a librarian for a particular assignment, or *not* attended an instructional session.

## Awareness and Use of Services

- **Overall non-use of services is significant.** Rates of non-use of individual services range from 18-55%, with a mean of 42%.

- **Some faculty do not use services because they are unaware of them.** While a strong majority of respondents indicated awareness of subject librarians' services, 11-33% did not. Least-known of the six core services are "collaborative selection of resources for purchase" and "online research guides for courses and subjects." The survey did not measure awareness of course support services, but comments indicated that many respondents did not know about them. Those faculty represented by this significant minority should be the focus of outreach efforts.

- **There is a gap between the awareness and the use of services.** The average awareness of core services versus the average use of them is 75% vs. 57%. Those faculty represented by the 18% of respondents who knew about our services but did not use them may have preconceptions or prejudices that need to be overcome through special efforts in marketing and promotion.

- **The scope and potential of research and course support services is unclear to faculty.** Some participants expressed skepticism that subject librarians could assist them with upper-level courses and research. While not all subject librarians have graduate training in their subject areas, some do, and could potentially participate more often in specialized research or course and assignment development if their qualifications were better known to faculty. This could be an area of potential growth for individual librarians based on their backgrounds, but pursuing it would necessitate a better articulation to constituent faculty of what is meant by "research" services.

- **Successfully increasing the use of services should trigger further assessment.** The high proportion (average 42%) of respondents who did not use subject librarians' services represents a great opportunity to expand our active patron base. The very size of this pool of potential new patrons, however, means that new outreach measures should also be accompanied by a realistic, ongoing assessment of the consequences of higher patron demand.

## Future Action

With respondents expressing strong approval of the range, quality, and impact of subject librarians' services, the clear target of future action to emerge from the survey and focus group results is the high proportion of faculty unaware of or simply not making use of those services. The Assessment Committee recommends that subject librarians in the Medical Center Library, Special Collections Department, and Research and Instruction Services Department work together to form a comprehensive strategy for promotion of our services. Following are proposed goals and methods of implementation for such a strategy.

### Goals

- Intensify the promotion of subject librarians' services to faculty
- Provide a clearer articulation of the range and scope of services offered
- Emphasize the link between use of librarians' services and improved student learning outcomes

## Implementation

Suggestions for methods to raise awareness of our services were gathered from survey comments and focus group participants. These can be considered along with outreach measures already used and known to be effective. Taken as a whole, they can be categorized as follows:

Methods for libraries and subject librarians

- Direct marketing of services (via email, flyer, personal attendance at departments, classes, meetings)
- Emphasizing services on libraries' websites
- Enhancing onsite signage in the libraries
- Increasing visible physical presence of subject librarians in the libraries
- Enlisting academic departments and teaching faculty to assist in promotion of services

Methods for academic departments and teaching faculty

- Connecting new faculty to subject librarians via faculty mentors, candidate tours, required meetings
- Increasing student referrals
- Increasing integration of librarian contact information into course materials
- Increasing use of instructional services

# Appendix A

## Pius XII Memorial Library and Medical Center Library Subject Librarians

### Pius XII Memorial Library

| | |
|---|---|
| Timothy P. Achee, M.A., M.L.I.S., C.A. | Archives and Manuscripts |
| Martha Allen, M.L.I.S. | African American Studies |
| Georgia Baugh, M.A.L.I.S., M.A. | Chemistry; Educational Leadership and Higher Education; Educational Studies; Mathematics and Computer Science |
| Debra Cashion, Ph.D., M.L.I.S. | Medieval and Renaissance Manuscripts |
| Ronald W. Crown, D. Phil., M.S.L.S., M.A.R. | Classical Languages; Philosophy; Theological Studies |
| Jamie Emery, M.S. | English; Film Studies, History; Honors; Russian and East European Studies |
| Susan L'Engle, Ph.D., M.A. | Medieval and Renaissance Manuscripts |
| Sarah E. Fancher, M.S. | Cook School of Business |
| Jane Gillespie, M.S.L.I.S. | Biology; Earth and Atmospheric Sciences; Medical Family Therapy; Social Work (except Criminology…) |
| Patricia Gregory, Ph.D., M.L.S., M.A. | American Studies; Modern Languages |
| Rebecca C. Hyde, M.L.I.S. | Political Science; Public Policy Studies; School for Professional Studies; Government Information |
| Shuqin Jiao, M.C.Ed., M.S.L.I.S. | English for Academic Purposes (EAP); International Studies |
| Miriam E. Joseph, Ph.D., M.L.S. | Communication Sciences and Disorders; Criminology and Criminal Justice; Psychology; Sociology and Anthropology; Women's and Gender Studies |
| Mikael Kriz, M.S., M.A. | Art History; Communication; Music; Studio Art; Theatre Arts |
| Jennifer Lowe, M.A., M.S. | Rare Books |
| John Montre, M.L.S., M.A. | Parks College of Engineering, Aviation, and Technology; Physics |
| Gregory A. Pass, Ph.D., M.A.LS. | Medieval and Renaissance Manuscripts |
| John Waide, M.A., C.A. | Archives and Manuscripts |

## Medical Center Library

| | |
|---|---|
| W. Gregg Clark, Ph.D., M.S. | School of Medicine |
| Assako Holyoke, M.D., Ph.D., M.S.L.I.S | School of Medicine |
| Mary Krieger, R.N., M.L.I.S | Doisy College of Health Sciences; School of Nursing |
| Donghua Tao, Ph.D., M.A.L.I.S., M.S | College for Public Health and Social Justice (except School of Social Work) |

# Appendix B

## Participant Demographics

### Survey

| *Length of Time as Faculty Member at SLU* | *# of Respondents* | *% of Respondents* |
|---|---|---|
| 0 – 5 years | 107 | 32% |
| 6 – 10 years | 77 | 23% |
| 11 – 15 years | 41 | 12% |
| 16 – 20 years | 42 | 13% |
| 21 or more years | 63 | 19% |

| *College/School/Center of Primary Appointment* | *# of Respondents* | *% of Respondents* |
|---|---|---|
| College of Arts and Sciences | 149 | 45% |
| School of Medicine | 65 | 20% |
| College for Public Health and Social Justice | 34 | 10% |
| Doisy College of Health Sciences | 29 | 9% |
| School of Nursing | 24 | 7% |
| John Cook School of Business | 5 | 2% |
| College of Education and Public Service | 8 | 2% |
| Parks College of Engineering, Aviation and Technology | 5 | 2% |
| School for Professional Studies | 6 | 2% |
| Center for Sustainability | 2 | 1% |
| Center for Advanced Dental Education (CADE) | 1 | 0% |
| Center for Outcomes Research (SLUCOR) | 1 | 0% |
| Albert Gnaegi Center for Health Care Ethics | 0 | 0% |

### Focus Groups (Post-Survey)

| *College/School/Center of Primary Appointment* | *# of Respondents* |
|---|---|
| College of Arts and Sciences | 9 |
| Doisy College of Health Sciences | 9 |
| School of Nursing | 7 |
| College for Public Health and Social Justice | 2 |

# Appendix C

## Survey Questions

### *Subject Librarian Contributions to Faculty Teaching and Research*

**INTRODUCTION**

**Purpose**

The purpose of this survey is to gather feedback from SLU's full-time faculty members on services offered by librarians at Pius Library and the Medical Center Library. The library faculty who perform these services are known as research and instruction librarians, liaison librarians, or special collections librarians, but this survey refers to them collectively as "subject librarians." Survey results will be analyzed by the Libraries' Assessment Committee, reported to Dean of Libraries David Cassens, and used to improve the quality of services to faculty and students. The survey will take approximately 10 minutes to complete.

**Instructions**

- Consider your experiences of the last five years when answering these questions.
- Use the survey's internal navigation rather than your browser buttons.
- You may save your progress and return at another time to complete the survey.

**Scope**

- The survey includes questions about research services, student referrals and consultations, library instruction services, and course support.
- The following services are outside the scope of the survey: interlibrary loan, document delivery, circulation, and cataloging.

All survey responses are anonymous. Your responses will be used for tabulation and analysis in the aggregate.

For questions about this survey, please contact Dr. Patricia Gregory, Assistant Dean for Library Assessment, 314-977-3107 or gregorypl@slu.edu.

**GENERAL INFORMATION**

Are you a full-time or part-time faculty member at SLU?

- ❍ Full-Time
- ❍ Part-Time - Thank you for your interest. This survey is targeted at full-time faculty. We anticipate surveying SLU's part-time faculty separately, at a later date, because your service needs may differ from those of your full-time colleagues. We look forward to receiving your feedback at that time.

How long have you been a faculty member at SLU?

- ❍ 0-5 years
- ❍ 6-10 years
- ❍ 11-15 years
- ❍ 16-20 years
- ❍ 21 or more years

What is the college/school/center of your primary appointment? (Choose one)

- ❍ Center for Advanced Dental Education (CADE)
- ❍ College of Arts and Sciences
- ❍ John Cook School of Business
- ❍ College of Education and Public Service
- ❍ Parks College of Engineering, Aviation, and Technology
- ❍ Albert Gnaegi Center for Health Care Ethics
- ❍ Doisy College of Health Sciences
- ❍ School of Medicine
- ❍ School of Nursing
- ❍ Center for Outcomes Research (SLUCOR)
- ❍ School for Professional Studies
- ❍ College for Public Health & Social Justice
- ❍ Center for Sustainability
- ❍ Other (Please specify) _____

What is your department? (Optional)

Are you aware that your college/school/center/department has a designated subject librarian?

- ❍ Yes
- ❍ No

Have you ever referred other faculty to a subject librarian?

- ❍ Yes
- ❍ No

**RESEARCH SERVICES**

Please rate the overall effectiveness of the following research services:

| | Very Effective | Effective | Neither Effective nor Ineffective | Ineffective | Very Ineffective | Never Used (Aware of Service) | Never Used (Unaware of Service) |
|---|---|---|---|---|---|---|---|
| Brief answers to informational queries | O | O | O | O | O | O | O |
| In-depth research consultations | O | O | O | O | O | O | O |
| Library instruction sessions | O | O | O | O | O | O | O |
| Online research guides for courses and subjects | O | O | O | O | O | O | O |
| Collaborative selection of resources for purchase | O | O | O | O | O | O | O |
| Training on new databases/ resources | O | O | O | O | O | O | O |

For what purposes have you used library consultation services? (Choose all that apply)

- ❍ Identifying sources/resources for research
- ❍ Literature review
- ❍ Grant proposal
- ❍ Publication venue recommendations
- ❍ Copyright questions
- ❍ Other? (Please specify) _____
- ❍ Not Applicable

Any additional positive or negative feedback on research services?

**STUDENT REFERRALS AND CONSULTATIONS**

How often do you include the name and contact information of your subject librarian(s) in course syllabi?

- ❍ Always
- ❍ Sometimes
- ❍ Never

For courses in which you use a course website, how often is information about the subject librarian or a link to such information included?

- ❍ Always
- ❍ Sometimes
- ❍ Never
- ❍ No course website(s)

How often do you refer individual students to your subject librarian for assistance with research/course projects?

- ❍ Frequently
- ❍ Occasionally
- ❍ Never

In your overall experience, what impact does individual assistance from a subject librarian have on the quality of student work?

- ❍ High impact
- ❍ Some impact
- ❍ No impact
- ❍ Do not know
- ❍ Not applicable

Any additional positive or negative feedback on student referrals and consultations?

**LIBRARY INSTRUCTION SERVICES**

What types of course-related library instruction have you used? (Choose all that apply)

- ❍ Library tours and orientations
- ❍ Sessions on library/information resources and research strategies
- ❍ Sessions on archives, manuscripts, or rare books
- ❍ Other? (Please specify) _____
- ❍ None
- ❍ Not applicable

In your overall experience, what impact has library instruction had on student learning outcomes in your courses?

- ❍ High impact
- ❍ Some impact
- ❍ No impact
- ❍ Do not know
- ❍ Not applicable

Any additional positive or negative feedback on library instruction services?

**COURSE SUPPORT**

Have you ever consulted a subject librarian to determine what resources might be available for a specific course?

- ❍ Yes
- ❍ No

Have you ever consulted a subject librarian on the development of a specific course assignment?

- ❍ Yes
- ❍ No

In your overall experience, what impact has consultation with a subject librarian had on the success of a course assignment?

- ❍ High impact
- ❍ Some impact
- ❍ No impact
- ❍ Do not know
- ❍ Not applicable

Any additional positive or negative feedback on course support?

**FINAL COMMENTS**

Any other services you would like to see offered by subject librarians?

# Appendix D

## Focus Group (Post-Survey) Questions

### *Subject Librarian Contributions to Faculty Teaching and Research*

1. We had several survey responses on the need to make subject librarians' services better known to faculty.

   1a. What can subject librarians do to accomplish this?

   1b. What can faculty do to help accomplish this?

2. Seventy-one percent (71%) of survey respondents reported that they had not consulted a subject librarian on the development of a specific course assignment, but those who did reported positive results.

   2a. What are your opinions about the involvement of subject librarians in the development of course assignments?

   2b. What are your opinions about the involvement of subject librarians in course development itself?

3. The survey asked about subject librarians' services in relation to faculty research. How do you think the librarians are doing in this regard?

4. Did the survey give you any new ideas about how you can use subject librarians' services? Tell us more.

5. How can students be motivated to use the services of subject librarians more frequently?

6. Has this discussion changed your views on the possible roles of subject librarians?

7. Do you have any other advice for us?