**Some *general observations* from the *faculty* survey. Not a verbatim list of concerns:**

This summary is not a verbatim repetition of the responses to Library of the Future survey conducted over the 2008-2009 school year. What I have attempted to do here is, as much as possible, succinctly summarize the main points and perhaps highlight a comment or two.

There were a total of 122 responses to the survey (15 of which were repeats), which works out to be approximately 23% of the faculty. According to the 2008-2009 Common Data Set available off NMU’s Office of Institutional Research page, there are 457 instructional faculty. Taking the 122 and subtracting 15 leaves us with 107. 107 divided by 457 is approximately 23%.

The survey consisted of 16 questions.

1.  What is your department or affiliation?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 31 | Academic Information Services |

|  |  |
| --- | --- |
|  |  |

 | 6 | 5% |
| 1 | Art & Design |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 2 | Biology |

|  |  |
| --- | --- |
|  |  |

 | 5 | 4% |
| 3 | Business |

|  |  |
| --- | --- |
|  |  |

 | 11 | 9% |
| 4 | Chemistry |

|  |  |
| --- | --- |
|  |  |

 | 3 | 2% |
| 5 | Clinical Lab Science |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 6 | Communication |

|  |  |
| --- | --- |
|  |  |

 | 8 | 7% |
| 7 | Criminal Justice |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 8 | Economics |

|  |  |
| --- | --- |
|  |  |

 | 3 | 2% |
| 9 | Education |

|  |  |
| --- | --- |
|  |  |

 | 11 | 9% |
| 10 | Engineering Technology |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 11 | English |

|  |  |
| --- | --- |
|  |  |

 | 12 | 10% |
| 12 | Environmental Science |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 13 | Geography |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 14 | Health, Physical Education, and Recreation |

|  |  |
| --- | --- |
|  |  |

 | 7 | 6% |
| 15 | History |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
| 16 | International Studies |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 17 | Mathematics and Computer Science |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
| 18 | Military Science |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 19 | Modern Languages and Literatures |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
| 20 | Music |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 21 | Native American Studies |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 22 | Nursing and Practical Nursing |

|  |  |
| --- | --- |
|  |  |

 | 11 | 9% |
| 23 | Philosophy |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 24 | Physics |

|  |  |
| --- | --- |
|  |  |

 | 5 | 4% |
| 25 | Political Science |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 26 | Psychology |

|  |  |
| --- | --- |
|  |  |

 | 5 | 4% |
| 27 | Sociology/Social Work/Anthropology |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
| 28 | Speech, Language, and Hearing Sciences |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
| 29 | Technology and Occupational Science |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
| 30 | Anonymous |

|  |  |
| --- | --- |
|  |  |

 | 4 | 3% |
|  | Total |  | 122 | 100% |

As you can see, not all departments responded.

Questions 2 (“Have you taken this survey previously”) and 3 (Name) were removed for this summary.

4.  If I can use the library any way I like for my academic purposes, I would like to use it (pick as many as apply):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 2 | For teaching classes, giving public lectures, or conducting meetings |

|  |  |
| --- | --- |
|  |  |

 | 62 | 52% |
| 3 | For a variety of exhibitions |

|  |  |
| --- | --- |
|  |  |

 | 22 | 18% |
| 4 | As a scholarly playground containing high tech facilities |

|  |  |
| --- | --- |
|  |  |

 | 63 | 53% |
| 5 | For individual research, or as a quiet place to study |

|  |  |
| --- | --- |
|  |  |

 | 107 | 89% |
| 7 | Other |

|  |  |
| --- | --- |
|  |  |

 | 12 | 10% |

The faculty would prefer the library to be a place of scholarly pursuits: teaching, research, studying, or a meeting place. Exhibition space is as not important. Once comment from this question stands out (emphasis mine):

Not sure what you mean by "use the library". Choices seem to imply "use the physical facilities." Frankly, I very seldom use the physical setting, other than when I am compelled to pick up an interlibrary loan book that can't be emailed to me. *I use the library mainly through the on-line system to access electronic articles* for writing a textbook, for sources related to research and to find current readings for my students.

This is an important point that not everyone might understand entirely. Using the physical facilities or using the online resources that the library subscribes to are so very closely related to one another. The electronic databases and journal subscriptions and electronic books, through paid tuition at NMU, allow users to access (use) “the library” constantly. It’s as if the building is open all the time. It is not uncommon for a faculty member to call the reference desk asking why they are being prompted to purchase an article online, when they know NMU subscribes to the journal. Often in a situation like this, the journal had been accessed directly through the Internet rather than through the library website (where access would have been granted). Many database providers know NMU’s many IP addresses and access may appear to be “free”.

5.  If every printed material in the library collection (including books, periodicals and archival materials) becomes digitally available, would you:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 5 | Still like to have the hardcopies available as well as the library building in which to keep those materials |

|  |  |
| --- | --- |
|  |  |

 | 58 | 47% |
| 2 | Not need the hardcopies but would still like to keep the library building to be used for different purposes |

|  |  |
| --- | --- |
|  |  |

 | 30 | 24% |
| 3 | Not need the library at all. The LRC should be contain other academic entities |

|  |  |
| --- | --- |
|  |  |

 | 6 | 5% |
| 4 | There is no way all resources would ever become digital |

|  |  |
| --- | --- |
|  |  |

 | 20 | 16% |
| 10 | Other |

|  |  |
| --- | --- |
|  |  |

 | 9 | 7% |
|  | Total |  | 123 | 100% |

Clearly, the building and hardcopies of materials are preferred. The next question shows that more online would be preferable, but whatever can be made available would certainly do.

6.  Would you like to see more online publications or more print?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 5 | More online |

|  |  |
| --- | --- |
|  |  |

 | 52 | 43% |
| 2 | More print |

|  |  |
| --- | --- |
|  |  |

 | 9 | 7% |
| 3 | Both: whatever can be made available |

|  |  |
| --- | --- |
|  |  |

 | 59 | 48% |
| 8 | Other |

|  |  |
| --- | --- |
|  |  |

 | 2 | 2% |
|  | Total |  | 122 | 100% |

One comment from question 5 can be used for 6 as well:

There is no way all library materials \*should\* become digital. While I understand the temptation of efficiency in digitalizing the library materials, as a young instructor (i.e. not tradition-bound) I strongly oppose this move for a variety of ethical and physiological reasons including the fact that no comprehensive study has yet been done on the health impacts of VDTs, etc. In addition, not everyone using the LRC has frequent access to high-speed internet. While this is likely a minority, many who live outside the Marquette-area have access only to dial-up - this has a history of making downloads of digital library material difficult and time-consuming to the point of being impossible. If digital materials were all that were available, things could become difficult indeed for those wishing to research off-campus, something that is currently possible simply by checking out print publications and bringing them to the destination of choice.

*Generally speaking*, whatever can be made available in any format will be appreciated.

7.  Would you like to have more classroom space adjacent to the library collection?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes. This would place the instructor and the students closer to the resources |

|  |  |
| --- | --- |
|  |  |

 | 40 | 33% |
| 2 | No. This is not important |

|  |  |
| --- | --- |
|  |  |

 | 82 | 67% |
|  | Total |  | 122 | 100% |

This was an interesting response. AISAC assumed the opposite would be true. But, those wanting classroom space adjacent to the library indicated that the resources available in these classrooms should at least be equal to (or better than) classrooms across campus.

8.  Should the LRC be completely renovated inside and out (which may include an additional floor added to the building), to house additional academic services and serve as an attractive centerpiece of campus? Or should a completely new library building be constructed with underground/skyway access to all other buildings on campus?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 3 | Yes. Renovate the LRC: no need to build a new library. |

|  |  |
| --- | --- |
|  |  |

 | 48 | 40% |
| 10 | Yes. Build a new library and renovate the LRC anyway. |

|  |  |
| --- | --- |
|  |  |

 | 20 | 17% |
| 8 | No. This is all unecessary. |

|  |  |
| --- | --- |
|  |  |

 | 31 | 26% |
| 9 | It's more than a simple yes or no (selecting this response will provide a text box) |

|  |  |
| --- | --- |
|  |  |

 | 22 | 18% |
|  | Total |  | 121 | 100% |

One comment sums it all up:

I like either option, but something should be done rather than nothing.

Here is where the Learning Resource Center and AIS blend together into one and the same. Darlene Walch, AIS Dean, has been at NMU for over 15 years. That entire time, the LRC has been on the list for some kind of capital improvement or upgrade. And it has always been bumped down for something else. The infrastructure of the building is showing its age.

9.  Should additional (or enlarged) food venues and commercial activities (such as an enlarged Starbucks, Fieras, campus bookstore or the bank) be moved to the LRC?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 3 | Yes, this makes sense |

|  |  |
| --- | --- |
|  |  |

 | 58 | 48% |
| 2 | No. Keep them as they are, where they are. |

|  |  |
| --- | --- |
|  |  |

 | 48 | 40% |
| 6 | It's more than a simple yes or no (selecting this response will provide a text box) |

|  |  |
| --- | --- |
|  |  |

 | 15 | 12% |
|  | Total |  | 121 | 100% |

Generally, most appreciate that there is food and drink available in the LRC. Some wonder why they are there at all, others would like to see more.

10.  Has the library been supportive of your department's needs when changing/adding a class or developing a new program?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes |

|  |  |
| --- | --- |
|  |  |

 | 73 | 60% |
| 2 | No |

|  |  |
| --- | --- |
|  |  |

 | 1 | 1% |
| 3 | Neither, really. We have just assumed that the resources were there. No formal evaluation has taken place. |

|  |  |
| --- | --- |
|  |  |

 | 38 | 31% |
| 5 | I would like to elaborate a little bit on this answer (opens a text box). |

|  |  |
| --- | --- |
|  |  |

 | 10 | 8% |
|  | Total |  | 122 | 100% |

A very reassuring response. Two comments, though, were interesting ones:

Speaking as a librarian, it would have been great over the years if departments really examined the library resources regarding this topic. It's nice to know they all think highly of us, but to be honest, we are lacking resources in disciplines. A critical look over the years might have opened the door for additional funding for a particular database.

And

The willingness to help has always been known, however few faculty take advantage of it.

There were a lot of responses to the following open-ended questions, and many of them repeated what had been written earlier. For specifics, please see the unedited attachments.

11.  What kind of support do you see the library providing to you and your department in the future that is different from today?

Very generally: The same (or increased) level of support and the same (or increased) access to more print and electronic resources. There were requests for specific resources and assistance from the library/librarians.

12.  What kind of support do you see the library providing to your students in the future that is different from today?

The responses for this one were interesting. More online assistance, or instruction, for students was repeated over and over again, access to more digital materials, and longer hours.

13.  What additional services would you like to see in the LRC?

I cannot possibly repeat them here. Please see the attachment.

14.  What publications and/or databases would you like to have access to that we do not currently have access to?

Again, I cannot possibly repeat the responses here.

15.  Is there a service the library provides that does not meet your expectations?

Overall people were content.

16.  And finally, what have you seen at another library that you wish NMU's library had?

Another list of responses that cannot possibly be summarized, although, the appeal of a nice, attractive building with nice amenities was something people took away from other libraries.

The responses of this survey (and the responses from the one sent to the staff) have been sent to all of AIS. Anyone reading them will know immediately what they could do to remedy a situation that falls within their areas of responsibility. The individual liaisons have also been sent the *specific* responses from their departments (of those departments that responded—not all did) so specific issues can be more easily addressed.

*Respectfully Submitted,*

*Bruce Sarjeant, Chair, AISAC*