IAS Implementation Team – Services Working Group

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Present: Anthony Orta, Kenneth Cuno, Yoo-Seong Song, Lynne Rudasill (Convener)

Absent: Shuyong Jiang, Elizabeth Oyler, Helen Sullivan

The group reviewed and finalized the summary of the survey results, appended below.
The International and Area Studies Working Group implemented a survey directed at faculty from the various related Centers and Programs that received 55 responses (an actual count of 56 was listed by the software, but there was one duplicate response). The information below summarizes the results of the survey. To view the detailed responses from the survey please go to: https://www.surveymonkey.com/sr.aspx?sm=omIt3Bg1yqlUDHIlbKiMnkuYL4KvfMQ0qwrI3hFVxYM_3d

The Directors and Associate Directors of the following Centers were contacted and the request was made for them to forward the survey link to their faculty members:

* Center for African Studies
* Center for East Asian and Pacific Studies
* European Studies Center
* Center for Global Studies
* Center for Latin American and Caribbean Studies
* Russian, East European, and Eurasian Center
* Center for South Asian and Middle Eastern Studies

The survey link was not forwarded to the Women and Gender in Global Development group despite its appearance on the first page of the survey. The survey closed on November 30.

Question 1. - The first question related to the ways in which respondents had accessed reference services in their related libraries. Overall, in the course of the semester the most popular means of receiving reference assistance were e-mail (41%), in-person service at a reference desk (35%), and in-person reference/consultation in a librarian’s office (30%). Detailed percentiles can be seen on the following chart:
Question 2. – This was a free text opportunity to find out what other services might be desired. The use of library websites was mentioned several times as helpful. There was a rather unique suggestion that once-a-semester tutorials delivered to individual faculty members would also be helpful. Although not suggestions for new or other services, several respondents strongly emphasized the importance of the subject specialist for delivering reference assistance. A Wordle diagram (Q2Wordle) is attached with visualization of words used in response. (Remember the more often the word is used the larger it will appear.)

Question 3. – In response to the question regarding increasing the hours of the related libraries a surprising number did not endorse the concept.

![Would you like to see the hours the IAS libraries are open expanded?](chart.png)

Question 4. – In a related area, respondents were asked to name the services that should be available if hours were expanded. Access to reference collections (8 times) was most frequently mentioned. In addition, respondents noted a desire for reference assistance (5 times) as well as informed staff, information about relevant new sources, direct support services for area studies courses (copies of assignments, class resources available), access to ... current periodicals, in-house electronic data bases, microfilm/fiche readers, archival guides, stacks access, access to databases, and an indication that chat services are a good idea. An additional response was “All possible ones” and one individual desired weekend mornings, especially Sunday mornings.

Question 5. – This related to the types of instructional services the respondents had used in the past calendar year.
Question 6. – What were other ways in which library instruction was provided to students? Answers included bibliography courses taught by librarians, bibliography courses taught by classroom faculty with various input from librarians, and a librarian teaching a session in the target language. One respondent indicated class specific web-pages were a good idea but didn’t realize this was possible.

Question 7. – In response to a request for other ways in which library instruction might be delivered, respondents indicated an interest in integrating the instruction with courses, more workshops for graduate students, exercises where students were expected to deliver some sort of project as part of a competition, and in person in a computer space, hands on with print material in the library.

Question 8. – Respondents were asked what types of access to collection services they had used in the past calendar year.
Question 9. – When asked what other types of services respondents had used, interlibrary loan was a consistent answer. In addition, the curation of an exhibit and digitization of materials were also mentioned.

Question 10. – Other collection services mentioned included more microfilms of Chinese newspapers published in the U.S., more access to Japanese databases, expanded collections in services in general, neater stacks, more seminars for faculty and senior library users, that offered knowledge of library information technology that improves scholarship and scholarly communication, an area studies library web site (none exists for Middle East), regular notices of new acquisitions, and an annual meeting with area studies faculty.

Question 11. – This question asked respondents about other related services. The following chart indicates responses compiled for the last calendar year in sum:
There is very little variation in numbers regarding both materials and the unit’s website.

Question 12. – Knowledge of audio-visual collections was evenly split between those who knew whether such a collection existed and those who did not. A few responses indicated that the related Center did not have this type of material.

Question 13. – Responses regarding the services offered about these materials was so mixed that we do not consider them valid.

Question 14. – The next question related to scholarly communication services as seen in the following chart:
Question 15. – 58.5% of respondents knew that their related Center provided support for visiting scholars, while 41.5% were uncertain.

Question 16. – Most respondents who knew their Centers supported visiting scholars indicated that they believed visiting scholars enjoy the full benefits of the Library.

Question 17. – When asked what services the respondent would like if they were a visiting scholar at Illinois answers included full access to all services, more amenable work space, more reliable access to the collections, and reference services. An additional suggestion was that when foreign graduate students return to their homes with a Phd from the institution they should be able to access at least some of the databases they used while on campus, even if it was for a fee.

Question 18. – Additional services mentioned by respondents included more and better workspace in the Library, collaboration with another university that has very strong holdings in a language and regional area on which we have little or no library support (e.g. NIU’s Southeast Asian Studies area), continue to purchase all material requested by faculty, better information about the kinds of services that are available, continuation of area studies subject specialists, good reference collection; current periodicals now in the stacks put on display; development of microform collection including historical periodicals; a good web site, more copies of important works, and many outlets, a quiet working space; a closed off working area where small groups of people can work and discuss projects; wi-fi and good internet connections via cable, attractively designed space with plenty of natural light, expert librarians with a deep knowledge of the field located in the space.

There are definite worries about the loss of institutional identity concerning area studies collections and subject expertise.

Question 10. – The chart below indicates the libraries respondents indicated as the one(s) they are currently using that are related to their self-identified international or area studies unit: