Literatures and Languages Planning Survey

JoAnn Jacoby
Coordinator, New Service Model Programs
University of Illinois Libraries

NSM Session – Planning Surveys and Assessment
September 2010
Why a survey?

Literatures and Languages Planning Team charge:

Develop "a broad-based understanding of the existing and emerging information needs of students and scholars engaged in the study of languages, linguistics and literatures; and then to make recommendations on how to best support these areas of study in the current environment"
Survey methods

Survey ran November 6-16, 2009

Invitations to:

– English Department
– School of Literatures, Cultures and Linguistics
– Humanities Council
– Cinema Studies mailing list
– Arts & Humanities Division and Special Collections Division in the University Library
How often do you visit these libraries in person?

English

Modern Languages
Why do you visit the library in person?

- Browse shelves around a book I might need for a wider understanding of publications on the topic
- Pick up books I've just discovered of interest to my teaching that wouldn't arrive in time via campus mail
- I take students to visit the library and learn to make use of its resources
- Use reference collections ... though certainly less ... as more material goes on line
- Specialized library staff!
Q11. What is your preferred mode of access to the following types of resources:
The University of Illinois has access to a growing body of digitized texts, as well as computational resources for analyzing these texts.

Do you anticipate that this will have an impact on your research, study, and/or teaching?
Some trepidation and distrust...

I feel like digitization is being forced upon us, so obviously it's going to change things, it's just hard to envision how. I also do not at all trust Google.

I may be simply forced to access texts electronically, though I have no inclination to do so and do not see the advantage in doing so.

and specific concerns...

I have actually had trouble using texts in Google Books because of missing pages and badly scanned images that make text unreadable. Since only one version of a book is available through Google Books, if that version is corrupted, the book is useless.

It depends on whether there is cross-searchability within the repository and the ability to search content, not just metadata. Currently OCA offers search of metadata, but content can only be searched within one item at a time. This drastically reduces the utility of the Internet Archive. It seems as if the promise of digitization is not being fulfilled. Having digital surrogates for individual works is nice, but until search capabilities are improved, it's not transformative change.
Convenient access to older material

I already use Google Books almost daily because they have old first editions readily available that would take forever to order by ILL. The more that's available on them the better.

I frequently use online, open access books and journal articles in my research, particular for 19c editions of medieval literary texts and for journals that the Library doesn't own.

I've used digitized texts for my research, especially for older or hard to find texts. For example, if I'm looking for a particular edition of a book of poetry from the 1870s,

Discovery of new sources

Google Books and Google Scholar (especially when combined with access to the full text of articles through the University Library online) are essential to discovering new research sources for me.
Different affordances

I already use a great number of digitized texts for my research, which demands access to out-of-print 19c. texts. I use them for research, though the limit is always in not being able to see how they look and their marginalia in person.

I use digitized texts constantly and consider them to be an asset to my research. They are particularly useful when I am working on novels which have been out of print for 150 years, and I am afraid I'll hurt the library's copy by physically looking at it. I also use journals almost exclusively online.

Digitized texts are great since they allow 24-hour access, as well as access to popular books that may already be checked out of the library and through the ILCSO system. They also save a significant amount of paper and, of course, are much more portable.

I use online databases for searching through massive amounts of information but I still require a paper copy of a book or article that I really want to read and understand.
New Questions and Approaches

...with Google Books you can search for, say, Joyce and dentistry and find out if anyone has put these things together: they have!

Allow me to cull a large corpus of material looking for specific terms or themes that might not appear as keywords, to retrieve a specific quotation or reference, and--in some cases--to assign or share materials with students.

I would be able to absorb and use much more information than I can currently, and using attributes such as searchable databases and text-search functions would potentially objectively improve the quality and robustness of my work.
use

them

for research

texts

digitized

in the same way i used print books now, it's just that the access would be easier.

more

from anywhere as long as i have my laptop and makes for more organized studying.

constantly

in my research - - not just by reading them, but because i have been collaborating with people here

to enhance my research experience.

journal articles for all my classes.

open access books and journal articles in my research, particular for 19c editions of medieval literary texts and for journals nearly exclusively, but only in pdf format.

'find' function of pdf files in my research to help me find key words faster.

thesaurus linguae graecae.

digitized texts, however, will depend on the quality of the digitization and the text edition.

of the internet.

google books almost daily because they have old first editions readily available that would take forever to order by ill.

great number of digitized texts for my research, which demands access to out of print 19c.

much more information than i can currently, and using attributes such as searchable databases and text-search functions would potentially much easier.

journals almost exclusively online.

hard copies of texts rather than digitized forms.

proquest to find which journals are most relevant.

that both for research and instruction purposes.

computers to better access both print and on line materials is extremely useful to my research and teaching.

gateway access to proquest and other digitized databases very frequently in my teaching and research, but i find i must exhort students every
If the services and collections in the English and Modern Language Libraries were brought together, that would make my research:
Describe how the current configuration makes it easier or harder to accomplish your work. ...Would a different configuration improve your experience?

• Whenever I make a trip to the library to gather books or articles, I spend time moving between the Main Stacks, English, Modern Languages, Classics, and History Philosophy & Newspaper...merging English with Modern Languages would make materials I use frequently more conveniently located for me
• While most of the resources I need for my literary research are at MLLL, a great many are at the EL, especially those on Arthurian literature.
• At times, the distribution of materials across several libraries makes things challenging
• DO NOT GET RID OF THE BOOKS!
What will success look like? the user perspective

access to multiple knowledgeable subject specialists

the expertise of the subject-area librarians in these related, but very different, fields
What will success look like? the user perspective

*instructional sessions where students are trained to conduct library research...*

*This feature of our libraries should be better advertised!*

*specialized librarians assist with research projects... facilitating access to databases and materials elsewhere (especially outside the U.S.) for me and for my graduate advisees*
What will success look like?
the user perspective

readily available, relevant resources

access to the current journals, reference works, and basic collections that are currently available in these two libraries.

[more] journals in my field...I have to rely on the individual subscriptions by my unit, the Center for Writing Studies.
What will success look like?
the user perspective

Space to work, computers, tables, comfortable chairs, online access to materials

spaces that 'seduce' the reader to linger, study, or read...
a welcoming and social space

Coffee (Espresso near undergrad too far and crowded)

More desks and lights in the stacks.

Easier access to the stacks
What will success look like?
the user perspective

extended hours → evening and weekends

Most people need to do research and studying on weekends and evenings
The following would improve my Library experience

- Hours
- Environment
- Materials
- More Onsite/Browsable
- Knowledgeable Staff
- Purchase Response

**English**

- Hours
- Environment
- Materials
- More Onsite/Browsable
- Knowledgeable Staff
- Purchase Response

**Modern Languages**
What will success look like?

the user perspective

adoption of tools of digital scholarship (advanced help in conceptualizing and executing projects incorporating GIS and other tools)

browsing is a major feature of a research library, and it is shockingly difficult to do here. Dewey instead of Library of Congress? Really?
What will success look like?

• Impact
  What difference do we make?
  Harder to quantify, but can be demonstrated

• Relationships/partnerships
  Library seen as essential partner in the research process
With thanks to the Literatures Planning Team:

Robert Cagle, English Library
Kathleen Kluegel, English Library
Bruce Swann, Acting Head, Modern Languages & Linguistics Library
Caroline Szylowicz, Modern Languages & Linguistics Library
John Wagstaff, Music Library (Team Leader)

Miles Efron GSLIS and I ³
Doug Kibbee, Director, School of Literatures, Cultures and Linguistics; Professor of French
Carl Niekerk, Associate Professor of Germanic Languages and Literatures; Comparative and World Literatures
Curtis Perry, Professor and Department Head, Department of English
Charles Wright, Professor of Medieval Studies in the Department of English School of Literatures, Cultures and Linguistics