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Uncovering the Evidence: Faculty Perceptions of Distance Library Services

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Uncovering the Evidence: Faculty Perceptions of Distance Library Services

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Abstract

Usage statistics are a regular part of assessment but the lack of context leaves librarians pondering the reasons for fluctuations in use. Through development of an online survey, we examined faculty perceptions, knowledge, and use of distance library services to support online courses. Responses provided much needed context and helped to determine priorities and direction for services. While this survey was a useful marketing tool, results emphasized that the greatest need was for ongoing communication with faculty to increase awareness of services provided.

Keywords: academic libraries, faculty, distance library services, assessment

With the persistent need for academic libraries to justify their services in the context of the university's wider mission, it is imperative that individual units routinely assess their services to ensure they support the unit goals, the larger goals of the library, as well as the university and the patrons for whom they are providing these services.

Since its inception, the University of Victoria's (UVic) Distance Learning and Research unit has regularly collected usage statistics around reference, instruction, and material delivery; however this only tells part of the picture. Usage statistics are not evaluative. Taken on their own, they do not reveal the impact a unit has on its main user group or its contribution to the larger library and university goals. Solicited feedback from service users can provide nuanced feedback on the unit's value and bolster funding or staffing decisions when it is apparent that well-regarded, high quality services are being provided, regardless of fluctuations in use. Regular assessment of services, along with usage statistics, is just good practice, and can provide a more fulsome picture of what a particular unit does, why they are doing it, and how well they are doing it in the eyes of their main user groups. To complement a survey of distance students at UVic conducted in 2009¹, the authors decided to utilize an evidence-based form of inquiry to explore faculty perceptions of our services.

Distance library services at UVic

The Distance Learning and Research team at UVic Libraries currently consists of two full-time librarians and one administrative staff member. Distance Education programming at UVic was initiated by the Division of Continuing Studies (DCS) in the late 1970s in partnership

¹ As this was an internal survey that did not go through the University's ethics review board, details cannot be publicly shared.

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with academic departments in the Faculty of Education, the Faculty of Human and Social Development (HSD), and the Faculty of Fine Arts.

In 1979-80, DCS piloted a library service called Infoline to provide off-campus students with access to the UVic Libraries. At that time, services were limited by available technologies, and consisted primarily of delivery of print reading packages and books, and limited reference service by phone, fax or mail. Over the years, with improvement to technology, Infoline, now Distance Learning and Research, has updated its service model to match the needs of UVic's distance education students and the requirements of their academic programs of study. Its mandate is to provide library services to distance students enrolled in UVic courses and to faculty and staff involved in the development and delivery of those courses. This entails assisting faculty with the procurement of online resources for course readings, the provision of instruction sessions both face-to-face and online (via Blackboard Collaborate), the creation of online, asynchronous instruction materials (LibGuides, animated PowerPoints, YouTube videos), and assistance with faculty research. For students, the unit provides citation and research assistance via phone, email, and Blackboard Collaborate, and facilitates the delivery of library materials remotely.

Our primary client is the Faculty of Human and Social Development (including the Schools of Child and Youth Care, Nursing, Public Administration, Social Work, Health Information Science, Public Health and Social Policy). Their programs represent 193 faculty and 1,111 students at both undergraduate and graduate levels of study. Program delivery is variable: Schools deliver much of their programs online, but some Schools have on-campus and online versions of a course running concurrently, others online only, and a few include some

hybrid offerings. Most of the graduate level programs include a short one or two week residency at the beginning of the first and second years of study.

Literature review

The ACRL's *Standards for Distance Learning Library Services* (2008), which has been around in various forms since 1963, and its Canadian counterpart, the Canadian Library Association's (CLA) *Guidelines for Library Support of Distance and Distributed Learning in Canada* (2000) are the established standards for providing library services to distance education. Both emphasize the importance of conducting needs and outcomes assessments on an ongoing, regular basis and recommend a variety of measurement tools depending on the type of research being conducted, including surveys, interviews, and tests, where appropriate.

For a general overview on how to develop a research methodology for assessment, Jerabek, McMain, and Van Roekel's *Using Needs Assessment to Determine Library Services for Distance Learning Programs* (2002) provides researchers with practical guidance on the pre-assessment process, methods for data collection, question construction, and methods of analysis and dissemination which is still relevant over a decade after its publication.

While there are numerous studies that critique distance library services from the students' point of view, research looking at the faculty point of view is more limited. Many of those who have published in this area included their survey instrument in the appendix of their publication which is very useful to those looking for practical examples (Cahoy & Moyo, 2006; Ismail, 2010; Kvenild & Bowles-Terry, 2011; Hines, 2006; Shaffer, Finkelstein, & Lyden, 2004; Thomsett-Scott & May, 2009).

While some studies may incorporate other methods in their research, the survey is commonly the key component to inquiries of this nature. Shaffer, Finkelstein, & Lyden (2004) started their inquiry with a small focus group of distance faculty and used the resulting feedback to assist in developing the survey questions and identifying faculty who would serve as participants. In a similar vein, a later study by Kvenild and Bowles-Terry (2011) first conducted phone interviews with known distance faculty to help develop their survey tool, then combined these faculty responses with questions identified through the instrument used by Shaffer et al. In both studies, the investigating researchers enlisted a focus group facilitator and interviewer who was external to the study and had no prior interaction with the targeted faculty members. In doing so, the investigators felt they were able to elicit more honest responses, leading to a better survey instrument.

The research method used by Cahoy and Moyo (2006), Hines (2006), Thomsett-Scott and May (2009), and Ismail (2010) was more straightforward; in each case an online survey instrument was designed and then distributed to distance learning faculty.

The Cahoy and Moyo (2006) study was developed as a follow-up to an earlier study that explored distance student needs. In the Hines (2006) study, the investigator noted that she had reviewed previously published studies and was curious to see whether or not the demand for services identified by distance faculty in those studies were the same at her institution. In the Thomsett-Scott and May (2009) study, their survey questions were influenced by comments obtained through a LibQual survey their library had recently undertaken. Similarly, in the Ismail (2010) study, the investigator developed the survey instrument based on data garnered from two previous surveys conducted at her institution. While these studies did not use the more formal

research methods identified above, they used information gleaned from previously published

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studies, surveys, as well as anecdotal comments and feedback to help inform their choice of survey questions.

There are many methods researchers can employ to inform the creation of their survey instrument. Examining the aforementioned studies, it seems that institutions that had previously run some form of study or survey used that data to build upon. Institutions that wanted to do a more formal assessment opted to start with the focus group or interview approach to help situate their questions.

While all of the studies listed above used the survey methodology, not all of the studies used an online survey tool, probably because a robust online survey tool did not exist at the time of inquiry. Nowadays the online survey is ubiquitous. Any librarian who is a member of a library listserv will agree that it is rare to go more than a week without encountering a request to participate in an online survey of some description. The value of using online surveys for geographically distributed populations is mainly one of convenience and efficiency. Researchers are able to target potential respondents instantly, and thanks to analytical features included in online survey software, turnaround time for collection and analysis of responses is minimized (Evans & Mathur, 2005; Hardré, Crowson, & Xie, 2012).

Research methodology

In line with the methods and benefits identified in prior studies, we chose to use an online survey. We selected the survey tool, FluidSurveys, because it is hosted in Canada, UVic Libraries retains a corporate subscription to this online survey tool, and we had support from an Assessment Resource Office with staff who have expertise in using it.

Beginning with the topics on which we sought feedback, and drawing from the questions used in the survey instruments provided in earlier studies, we ended up with a twenty-two question survey, broken down into six sections, which addressed the following:

- Demographics;
- Faculty perceptions of current distance services;
- Services faculty regularly used and made available in their courses;
- Services faculty perceived to be of most use to students;
- Barriers faculty encountered; and
- Suggestions faculty had for any new services which were not currently offered.

At UVic, librarians are only embedded in a course by invitation, for example, to monitor an “Ask a Librarian” discussion forum. Thus for many courses, we cannot access the learning management system, and do not know what library information individual faculty may have put into their courses. So, beyond gathering evidence around what faculty think of our services and which services they currently use, the other part of this survey was meant to uncover what kind of library information faculty think students need, and where they expect them to get it.

To try to obtain the best possible response rates, we limited the number of questions within each section to ensure the survey could be completed in 15 minutes or less. The questions themselves were a combination of yes/no, multiple choice, and open-ended questions.² Because we were surveying faculty, our survey was submitted to, and approved by, the University’s Human Research Ethics Board.

² See Appendix for the full survey tool.

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The survey remained open for a one-month period from April 4, 2016 – May 2, 2016. This timeframe was chosen in order to recruit as many faculty as possible during the final exam period. The initial survey invitation was distributed directly to all School listserves in the Faculty of Human and Social Development (HSD).³ To help with the response rate, a reminder email was sent at the midpoint when the survey was active, as well as one final reminder the day before the survey closed.

Results and discussion

The response rate was lower than we had hoped. Of the 193 faculty who received an invitation to participate in the survey, only 30 actually completed it, for a response rate of 16%. While the response rate was not ideal, we were happy to discover that we had received responses from all of the online programs except for one, Public Health and Social Policy. Figure 1 outlines the proportion of faculty respondents from each of the HSD programs.

³ While the Libraries' Distance Learning and Research unit serves other divisions, such as diploma and certificate programs offered through Continuing Studies, these courses tend to provide most of the materials and readings so our unit is rarely called upon for assistance. The core of our service is the degree-granting programs in HSD. The Version of Record of this manuscript has been published and is available in the Journal of Library & Information Services in Distance Learning, published online 26 July 2017, <https://doi.org/10.1080/1533290X.2017.1347121>

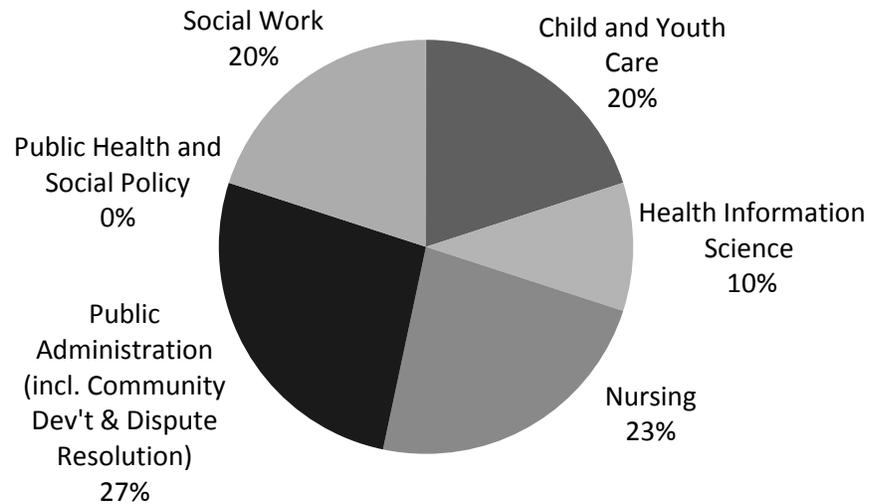


Figure 1. Percentage of faculty responses by program of instruction.

With regards to the demographics of the respondents, 23% (7/30) had taught for 0-2 years; 10% (3/30) had taught 3-5 years; 30% (9/30) had taught 6-10 years; and 37% (11/30) had taught more than 10 years. Sixty-three percent (19/30) of respondents taught in both graduate and undergraduate courses, 33% (10/30) taught undergraduate courses only, and 3% (1/30) taught graduate courses only.

Even though the number of respondents is not statistically significant, it covers faculty in almost all of the programs, at various stages of their online teaching careers, and teaching at a variety of levels. Consequently we feel that it can be viewed as representative of the programs and faculty we serve.

Lack of awareness was a resounding problem reported in previous studies (Cahoy & Moyo, 2006; Ismail, 2010; Kvenild & Bowles-Terry, 2011; Shaffer et al., 2004; Thomsett-Scott & May, 2009) so we were anxious to learn what percentage of faculty even knew there was a

dedicated unit within the library to support distance education programs. It was a relief to see that 73% (22/30) did know of our existence. When we investigated this further, cross tabulating awareness with years of faculty experience, we found that most of the faculty who were unaware of our unit were relatively new to UVic. This confirmed our suspicions and strengthened our resolve to target marketing and advocacy to new and continuing faculty.

Because promotion of library services for distance education occurs through various university departments, there are many ways in which information about distance library services might get communicated to faculty; therefore we asked faculty to select the avenues that provided them with information about our services. Figure 2 shows a breakdown of where information was communicated from along with specific numbers.

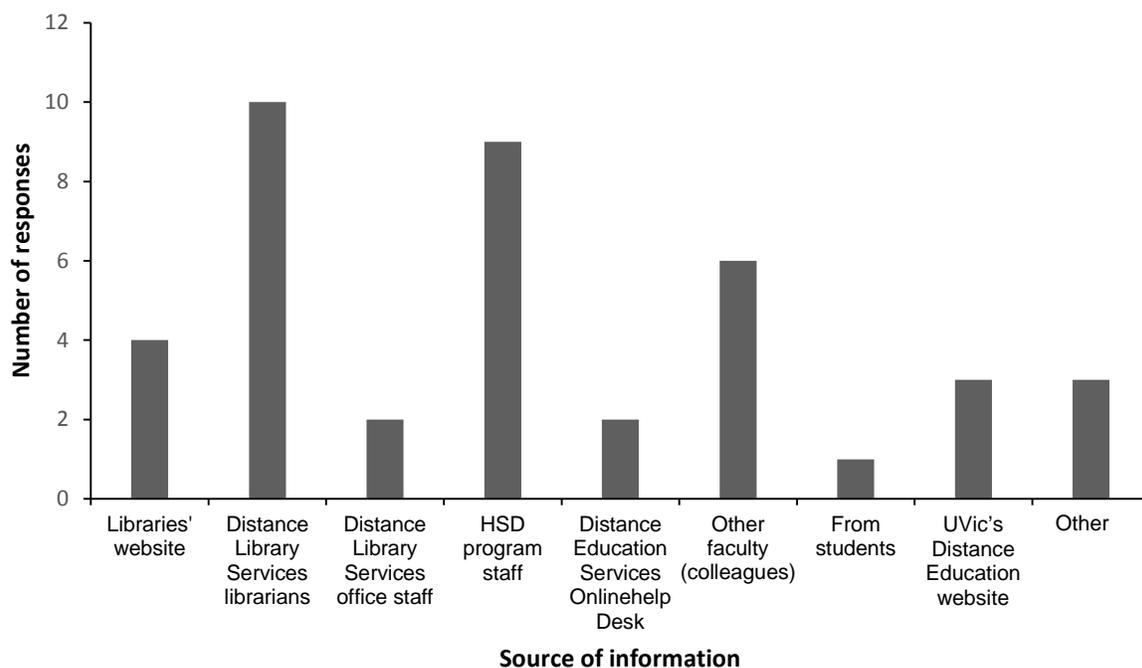


Figure 2. How did you learn about our services? Total numbers exceed 30 because respondents were able to select multiple modes of communication.

The majority of respondents reported learning about our unit directly through us, followed closely by the HSD program staff, and their colleagues. It is interesting, and perhaps a little ironic given these are online teaching faculty, that the majority of faculty knowledge of our services came via person-to-person communication. Non-personal, static communication methods, such as information found on websites or through the online helpdesk had less impact. This reinforces the importance of timely, personalized communication with faculty and program staff about library resources and initiatives.

The next portion of the survey was designed to elicit deeper insight into faculty perceptions of our services, which ones they used, and their experiences using distance library services for their courses. As faculty have to spend time preparing and revising their courses before they go live, they were first asked to identify and rank which services were most beneficial for those tasks. The ability to link to online resources (journal article and ebook content) was understandably ranked the highest because of the ease of making course readings available. The electronic reserves system which serves the same purpose was ranked lower and had an even 50-50 split between those that found it “very beneficial” and those that “had not used” it. Given the point of linking online resources is to make readings readily available, it is surprising that electronic course reserves was not ranked equally high. One possible explanation, pointed out in previous studies (Kvenild & Bowles-Terry, 2011; Shaffer et al., 2004), is that copyright clearance is often seen as a barrier by faculty and they are less inclined to use a more formal electronic course reserve system as a result. In our study, one faculty member commented, “the ARES online course list is very cumbersome,” showing there may also be a general lack of uptake on faculty’s part, particularly if using an e-reserves system requires more effort.

Librarian research assistance was ranked much higher than the Libraries' collection of online guides and videos, which again shows faculty preferences for person-to-person assistance over static, online help. Table 1 shows a more thorough breakdown of preferences along with specific numbers.

Table 1

As you prepare for and/or revise your online course(s), how beneficial are the following?

	Very beneficial	Beneficial	Somewhat beneficial	Not beneficial	Have not used
Libraries' collection of online instructional guides and videos	5 (17%)	8 (27%)	2 (7%)	1 (3%)	14 (47%)
Linking to online resources in CourseSpaces (moodle)	19 (63%)	8 (27%)	1 (3%)	1 (3%)	1 (3%)
Electronic course reserves (ARES)	11 (36%)	7 (23%)	1 (3%)	0 (0%)	11 (36%)
Librarian research assistance	13 (43%)	3 (10%)	1 (3%)	0 (0%)	13 (43%)

Note. Boldface text highlights the column with the most responses. In some cases, there is a tie.

Rounding out faculty's overall perception of our current services, 90% (27/30) found the Libraries to be either "very helpful" or "helpful," one respondent found the Libraries to be "not helpful," and two chose not to respond. Positive comments were many, and included sentiments such as: "I rely on UVic Library for all my course development and research activities. This service is the most important resource to me as a faculty member." When faculty were asked to select all the areas they perceived libraries played a role in distance education, most respondents

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(29/30) chose educating students on how to use the library and its resources first, followed very closely by providing access to library resources (28/30), general reference help (26/30), and general technical help (18/30).

While not every online course has a literature search component, the survey uncovered that 90% (27/30) of the courses recently taught included some sort of requirement for students to conduct literature searches. The most common types of assignments identified by faculty were literature reviews, essays or papers, and requirements for students to seek out supplemental information. Expecting to see faculty report some level of research requirement for their courses, we asked them where they required students to obtain their research information. Figure 3 shows that the majority of faculty expect students to collect their information using a variety of sources, but the library was the preferred choice.

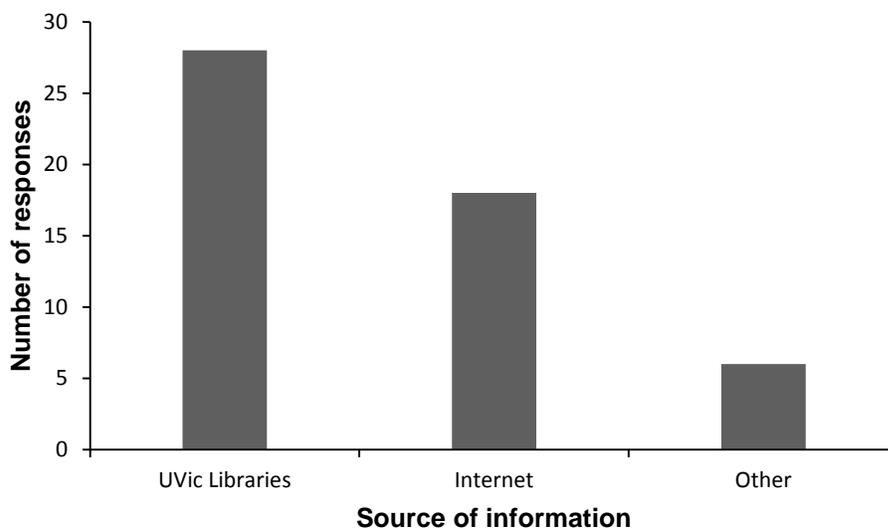


Figure 3. Where do you require students to obtain information for their research assignments? Total numbers exceed 30 because respondents were able to select multiple answers.

With a high number of courses requiring literature searches, and a high expectation that students use library resources, it was advantageous that a series of subsequent questions asked faculty (1) whether or not they actually provided any information about library services or resources in their courses, (2) whether or not they referred students to UVic libraries, and more specifically, (3) whether or not they referred students to the Distance Learning and Research unit. To the first question 83% (25/30) of faculty said “yes,” and 14% (4/30) said “no.” For the second question, 83% (25/30) said “yes,” and 17% (5/30) said “no.” For the final question, around specifically directing students to the Distance Learning and Research unit, only 37% (11/30) said “yes,” and 57% (17/30) said “no.” While it may seem a bit repetitive, by drilling down through these consecutive questions we discovered that while the majority of faculty provide library information within their courses and refer students to the library, they are not always referring them to the specific unit within the library that best supports their students. This harkens back to the issue of lack of awareness that permeates distance library services.

For faculty that provided library information within their courses, the most common response was that they provided links to relevant sections of the library website, followed by posting comments that students should use the library. For those that did not provide any information about the library, it was their expectation that students would simply ask for research assistance if necessary -- a sort of “laissez-faire” approach. Many faculty also noted that they directly referred struggling students to the library by “suggesting,” “encouraging,” and in some cases even “urging” that they contact the library or their librarian. The dichotomy between faculty who regularly refer students to a librarian versus those who took the more “laissez-faire” approach is exemplified in a separate question where we asked faculty to select *all* the avenues through which they expect distance students to get their library skills. While the vast majority

(26/30) identified the option “I direct students to contact a librarian for help” the next two most popular responses were “I believe students will ask a librarian for help if needed” (15/30) and “I believe that students at this level already have the skills they need” (10/30). Combining the latter two responses (25/30), you have almost the same number of responses as for the first option. Perhaps this tension in choosing opposing responses highlights faculty expectations that students should already have skills or at least the ability to ask for help, recognizing this is not always the case.

When asked if faculty were willing to allocate class time to library research skills training, 83% (25/30) said “yes,” and 14% (4/30) said “no.” Several faculty noted that a librarian was either already providing an online seminar specific to their course assignments or expressed interest in such an offer. On the opposite end of the spectrum were concerns around “fitting it all in” with courses so full with curriculum requirements. Others noted that their programs already provide incoming students with a library orientation and expressed some hesitation around duplication of content.

Faculty concerns over time constraints and duplication of content were mirrored in a separate question around which delivery methods they preferred for library sessions. Asynchronous tutorials were by far their preferred choice, likely because they are something students can self-select to use on-demand, and they do not require additional class time. Figure 4 shows the breakdown of delivery methods by preference along with detailed numbers.

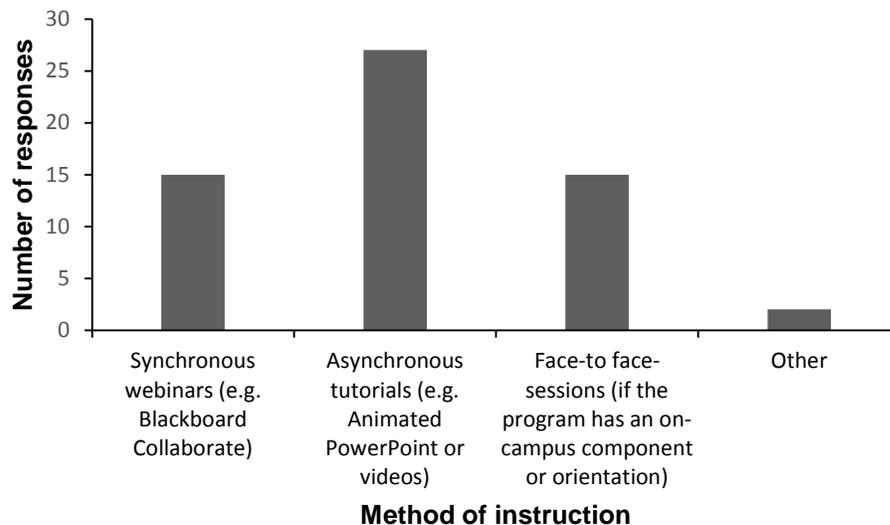


Figure 4. What delivery methods would you prefer for librarians to teach research skills to your distance students? Total numbers exceed 30 because respondents were able to select multiple answers.

Faculty were also asked to report their perceptions of the usefulness of the services the Distance Learning and Research unit offers for their students. Table 2 shows their ranking. Delivery of materials topped the list, followed by research consultations and instruction.

The final parts of our survey asked faculty to comment on any barriers that either they themselves or their students experienced, as well as any suggestions or recommendations they had for new services. The majority of respondents said they did not experience any barriers but a few noted that there was ambiguity around who faculty should contact for various course-related issues, particularly as it pertained to navigating the ARES e-reserves system, and who to contact for technical issues. With support for online programs divided between UVic Libraries, Technology Integrated Learning, and University Systems, it is hard to determine who is responsible for what within a course, particularly if one is new to the University or online teaching. To this end, one faculty member recommended the creation of an “orientation manual”

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for new teachers. With regards to barriers students experience, the majority of respondents said they only heard of “good things” or “praise” for the library, but a few did echo faculty concerns notably around the ARES e-reserves system and knowing who to contact.

Table 2

Please rate the usefulness of the following services for your students

	Extremely useful	Useful	Somewhat useful	Not useful at all	Have no idea
e-reserves	15 (50%)	8 (27%)	2 (7%)	1 (3%)	2 (7%)
Library instruction/tutorials by distance librarians	12 (40%)	10 (33%)	2 (7%)	0 (0%)	5 (17%)
Delivery of books and articles from other institutions (interlibrary loan)	15 (50%)	6 (20%)	4 (13%)	0 (0%)	4 (13%)
Delivery of books and articles from UVic Libraries' collection	17 (57%)	7 (23%)	1 (3%)	0 (0%)	4 (13%)
General information on distance library services	8 (27%)	14 (47%)	2 (7%)	0 (0%)	5 (17%)
Research or reference consultation with a distance librarian	16 (53%)	8 (27%)	0 (0%)	0 (0%)	5 (17%)

Note. Boldface text highlights the column with the most responses.

Suggestions or recommendations for new services were few, but centred around the addition of tutorials for topics such as citation management software and conducting systematic reviews. One respondent admitted to linking to tutorials created by librarians at other universities for topics not covered in our materials.

Conclusion

It is clear from the survey responses that our services are positively regarded by distance faculty, and that they see many of our core services as being instrumental to their course delivery and student support. The feedback we have collected helps to provide further context, and insight into the statistics we regularly gather. That being said, one of the major hurdles that needs to be addressed is making ourselves and our services more visible to faculty. While there was a lot of positive feedback received regarding the services we currently provide to faculty, there were respondents who also ticked off “have not used,” “have no idea,” or simply left boxes blank in a few questions. This was confirmed when faculty were asked whether or not they were aware of *all* the individual services provided through the Distance Learning and Research unit and only 53% (16/30) said “yes,” and 47% (14/30) said “no.” In many ways, filling out this survey provided a bit of an education to faculty who admitted that while they knew our unit existed, they were not fully aware of the variety of services we provided.

There also needs to be more clarity around who faculty should contact for support. To improve our visibility we are already planning to make a more concerted effort to identify new faculty, and in particular sessional faculty who might not receive the same level of orientation as continuing faculty. We are looking at ways we can participate in larger orientation sessions put on by colleagues in Technology Integrated Learning, offering our own in-house orientation

sessions, sending out email reminders to our programs prior to every term, and reducing ambiguity of our services by regularly reviewing the content on our website.

With regards to supporting students, we need to focus on improving our asynchronous resources so that students can acquire assistance in a way that does not impinge on valuable class time. We are reviewing our LibGuides and have recently purchased software that will allow us to build animated tutorials to replace our more static web content. Some of these new materials will also provide better guidance around who to contact.

As more and more programs move to online course delivery, we need to ensure that our services meet the needs of faculty. By conducting this assessment we have a better understanding of how we are doing, which in turn allows us to have more robust conversations with the faculty we serve, library administration, and our online learning partners who provide support around design and delivery of online course content and manage the University's learning management system.

This project has made us realize that there is much work still to be done and has also given us some ideas for how to move forward. Once we have made some of the aforementioned changes, our next project will be to survey our online students. In an effort to inform their own services, other librarians who are looking to better understand the faculty population they serve may consider using a similar methodology to explore faculty perceptions of their services and the impact they are having. In fact, doing such a study allows engagement with faculty as partners and more meaningful conversations around how improvements in services can be made. Faculty are much more receptive to changes in services when the changes come as a result of their input.

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Appendix

Distance Library Services – Faculty Survey

Letter of Information for Implied Consent

Welcome!

We are Carol Gordon, Head, Distance Learning & Research at UVic Libraries, and Jessica Mussell, UVic's Distance Learning & Research Librarian. We invite you to participate in this survey to share your opinions of services provided by the Libraries' Distance Learning & Research unit (formerly Infoline). The primary research will consist of the data from this survey which should take approximately 15 minutes to complete.

The results from this survey will be used to improve the Libraries' distance education services for faculty and students. Our credentials with the University of Victoria can be established by contacting Jonathan Bengtson, University Librarian at University of Victoria Libraries, ulo@uvic.ca or 250-721-8211; and UVic Research Ethics, ethics@uvic.ca or 250-472-4545.

The research findings will be shared with the Libraries' administration and will form the basis of a future presentation and/or academic paper. The information you provide will be summarized, in anonymous format, in the body of the final report. At no time will any specific comment be attributed to any individual. All documentation will be kept strictly confidential and held on a Canadian server.

Participation in this survey is completely voluntary. If you do choose to participate, you are free to withdraw at any time without prejudice. If you choose to withdraw from the survey it will be logistically impossible to remove your data as it was submitted anonymously.

By clicking 'next' you are consenting to participate in this questionnaire.

****If you have never taught online at UVic, please disregard this survey****

Tell us a little about yourself:

1. What program do you teach in? (If you teach in more than one program, choose the program where you do most of your teaching)

- Child and Youth Care
- Health Information Science
- Nursing
- Public Administration (including MACD and MADR)
- Public Health and Social Policy
- Social Work

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- Other, please specify TEXT BOX

2. How many years have you taught in an online environment here at UVic?

- 0-2 years
- 3-5 years
- 6-10 years
- More than 10 years

3. Did you know that the UVic Libraries has a unit dedicated to supporting distance education programs?

- Yes (please continue to Question 4)
- No (please continue to Question 5)

4. If you answered YES to the previous question, how did you learn about our services? Please select all that apply.

- Libraries' website
- Distance Library Services librarians
- Distance Library Services office staff
- HSD program staff
- Distance Education Services Onlinehelp Desk
- Other faculty (colleagues)
- From students
- UVic's Distance Education website
- Other, please specify... TEXT BOX

5. I teach:

- Graduate courses only
- Undergraduate courses only
- Both graduate and undergraduate courses
- Other, please specify... TEXT BOX

6A. Think about your typical annual course-load. What ratio best describes your teaching environment?

- Online only
- Face-to-face only (If you have never taught online at UVic, please disregard this survey)
- Face-to-face courses and online courses
- Blended (courses predominantly taught online with brief face-to-face portions)

6B. Comment TEXT BOX

Tell us your experiences using distance library services:

7. As you prepare for and/or revise your online course(s), how beneficial are the following?

	Have not used	Not beneficial	Somewhat beneficial	Beneficial	Very beneficial
Librarian research assistance					
Electronic course reserves (ARES)					
Linking to online resources in CourseSpaces					
Libraries' collection of online instructional guides and videos					

8. Think back to the most recent course(s) you taught. Did your course(s) include an assignment that required students to conduct library research (for example, look for journal articles)?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

9A. Did you provide information about library resources and services in your course?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

9B. Did you refer any students to UVic Libraries?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

9C. More specifically, did you refer any students to UVic Libraries' Distance Learning and Research (formerly Infoline) unit?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

10. Where do you require students to obtain information for their research assignments? Check all that apply.

- UVic Libraries
- Internet
- Other, please specify... TEXT BOX

11. Would you be willing to allocate class time to library research skills training?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

12. What delivery methods would you prefer for librarians to teach research skills to your distance students? (Choose all that apply.)

- Synchronous webinars (e.g. Blackboard Collaborate)
- Asynchronous tutorials (e.g. Animated PowerPoint or videos)
- Face-to-face sessions (if the program has an on-campus component or orientation)
- Other, please specify... TEXT BOX

13A. How helpful is UVic Libraries in providing support or assistance to you when finding and getting what you need for your course?

- Very helpful
- Helpful
- Not helpful
- Most unhelpful

13B. Comment TEXT BOX

14. What role(s) do you perceive UVic Libraries plays in distance education in general? Check all that apply.

- Providing access to library resources
- Educating students on how to use the library and its resources

- General reference help
- General technical help
- Other, please specify... TEXT BOX

Tell us about your perceptions of the usefulness of the following services for distance students:

15. Please rate the usefulness of the following library services for your students.

	Have no idea	Not useful at all	Somewhat useful	Useful	Extremely useful
Research or reference consultation with a distance librarian					
General information on distance library services					
Delivery of books and articles from UVic Libraries' collection					
Delivery of books and articles from other institutions (interlibrary loan)					
Library instruction/tutorials by distance librarians					
e-Reserves					

16. Where do you expect your distance students to get their library skills? Choose all that apply.

- In-class orientations by librarians

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- I teach library skills to my students
- I believe that students at this level already have the skills they need
- I believe students will ask a librarian for help if needed
- I direct students to contact a librarian for help
- Students don't need special library skills for my classes
- Other, please specify... TEXT BOX

17. Were you aware of all the services provided through distance library services?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX

Barriers to using library services:

18. Describe any barriers you have experienced integrating library services or resources into your online course(s): TEXT BOX

19. Describe any barriers you have heard from your students while trying to use library services or resources to complete assignments for your online course(s): TEXT BOX

Improvements or changes to library services:

20. Are there services not currently offered by UVic Libraries that could facilitate your distance teaching?

- Yes, please comment TEXT BOX
- No, please comment TEXT BOX
- Don't know, please comment TEXT BOX

21. Please list any recommendations you have for how library services could be improved to serve your needs as well as your students' needs: TEXT BOX

22. Do you have any additional comments you would like to share? TEXT BOX

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Cahoy, E. S., & Moyo, L. M. (2006). Faculty perspectives on e-learners' library research needs. *Journal of Library & Information Services in Distance Learning*, 2(4), 1-17.
doi:10.1300/J192v02n04_01

Ismail, L. (2010). Revelations of an off-campus user group: Library use and needs of faculty and students at a satellite graduate social work program. *Journal of Library Administration*, 50(5-6), 712-736. doi:10.1080/01930826.2010.488957

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Kvenild, C., & Bowles-Terry, M. (2011). Learning from Distance Faculty: A faculty needs assessment at the University of Wyoming. *Journal of Library & Information Services in Distance Learning*, 5(1-2), 10-24. doi:10.1080/1533290X.2011.548239

Shell, L. B., Duvernay, J., Ewbank, A. D., Konomos, P., Leaming, A., & Sylvester, G. (2010). A comprehensive plan for library support of online and extended education. *Journal of Library Administration*, 50(7-8), 951-971. doi:10.1080/01930826.2010.488996

Closing:

Thank you for taking our survey. Your responses will help us to improve UVic Libraries' services for distance students and faculty!