

Executive Summary Political Science

During the Fall of 1997, all of the faculty and graduate students in Political Science (PS) were surveyed by the Library to determine their use patterns and their levels of satisfaction with The Library's collections and information services. Fifty-nine percent (59%) of the faculty and 53% of the graduate students participated in the survey.

A few points to keep in mind when reviewing these results: first, the survey was designed to collect faculty and graduate student self-reported use and levels of satisfaction. For a more complete picture, these results should be viewed in conjunction with actual use figures, as reported in the Library's annual use statistics and as will be reported within the quantitative portion of the final CLR 6601 report. Secondly, return rates varied substantially from department to department, from a low of 23% (Business graduate students) to a high of 61% (Classics graduate students). A return rate of 50% or higher is necessary in order to say with confidence that the results reported are likely to apply to the group as a whole.

Activities and outcomes

Nineteen percent (19%) of PS graduate students and 20% of the PS faculty report they are daily users of the library. An additional 71% of graduate students and 70% of faculty report that they use the library weekly. A majority of faculty (67%) say they browse in the stacks sometimes or often, while even more graduate students (77%) report browsing.

Interestingly, one third (33.3%) of the faculty and nearly one quarter (23%) of PS graduate students report they rarely or never browse, an unusually large percentage among those surveyed. Nearly all faculty (95%) and graduate students (97%) report they sometimes or often come to the library to find, borrow, or copy materials. Seventy-nine percent (79%) of the faculty report reading and borrowing journals, as do 89% of the graduate students.

Considerably more faculty than graduate students (86% of faculty, 58% of graduate students) report searching print indexes or bibliographies sometimes or often. On the issue of seeking the advice of a librarian, 41% of the faculty do so sometimes or often, while 86% report asking a colleague for research advice with the same frequency. A larger number of graduate students (64%) report seeking librarian advice and recommendations, yet this is still lower than the number who seek the advice of colleagues (89%).

Faculty and graduate students alike are heavy searchers of the Library's online catalogs, although 18% of faculty report they rarely or never do. Both faculty and graduate students report searching electronic abstracting and indexing (A and I) databases, though graduate students report doing so in larger numbers (73% report searching electronic A and I databases sometimes or often, v. 62% of the faculty). Searching the World Wide Web (WWW) is far more popular among PS graduate students than among PS faculty. Sixty-nine percent (69%) of graduate students report searching the WWW sometimes or often, while fewer than half (45%) of

faculty do. Over half (57%) of the faculty report they delegate searching functions to a research assistant, and 38% report doing this often. Seventy-six percent (76%) of faculty say they make assignments requiring undergraduates to use the library. An even greater number – 86% – report sending their graduate students to the library to get help in formulating or carrying out their research projects.

Very few faculty (6%) or graduate students (11%) report attending Library Research Workshops sometimes or often. Yet, graduate students – in particular – are relatively heavy users of the library's electronic services: 49% report browsing the Melvyl® Table of Contents databases, 69% access journal article databases on Melvyl®, and 43% download articles from Melvyl®. One third (33.3%) access the library's CD ROM databases either sometimes or often. Interestingly, 17% of these same graduate students report they do not access library resources remotely, even though 82% of them report having a computer with modem at home. Sixty-five percent (65%) of graduate students also have a computer with modem in their office.

Over half (57%) of the faculty report using the library in preparing grant applications, though none report attending faculty seminars. Less than half (41%) of the faculty rely on librarians to help teach research skills to their students.

Collections

Fifty-five percent (55%) of the faculty and 68% of graduate students rate the library's collections of books as good or excellent. Interestingly, 9% of responding PS faculty reported "insufficient experience" with the library's collection of circulating books to evaluate it. Nine percent (9%) of graduate students and 4.5% of the faculty rated the circulating books collection as poor. Larger numbers of both faculty (64%) and graduate students (75%) rated the journal collection as good or excellent, though 9% of the faculty rated the journal collections as poor.

PS faculty and graduate students appear to use a wider range of materials, including newspapers and documents, than do their counterparts in some other departments. Still, PS faculty and graduate students reported "insufficient experience" with special collections, conference proceedings, slides, maps, sheet music, recordings, videos or the Center for Research Libraries collections to evaluate them. The same held true with respect to the library's stand alone and networked CD-ROMs. Seventy-seven percent (77%) of the faculty and 52% of the graduate students reported "insufficient experience" with the library's stand alone CD ROM databases to evaluate them. Seventy-seven percent (77%) of faculty and 57% of graduate students also reported "insufficient experience" with the Library's networked CD ROM databases. Relatively large numbers of PS faculty (when compared with other departments surveyed) similarly reported "insufficient experience" with GLADIS (18%), the Melvyl® catalog (18%), and Melvyl's journal article databases (31.8%) to evaluate them.

Use & satisfaction with Library services

Eighty-six percent (86%) of faculty and 89% of graduate students reported "insufficient experience" with the BAKER service to evaluate it, and sadly, another 48% of graduate students were similarly inexperienced with the Berkeley/Stanford

Cooperative Program. Forty-one percent (41%) of the responding faculty rate Interlibrary Borrowing Service (IBS) as good or excellent, as did 46% of graduate students. Over one third of the faculty (36%) and 27% of responding graduate students reported insufficient experience with IBS to evaluate it.

Faculty are somewhat less satisfied with Circulation and Reference Services than are graduate students (55% v. 67% for Circulation Services, 52% v. 57% for Reference Services) rating them as either good or excellent. A full 68% of faculty and 62% of graduate students reported "insufficient experience" with Instructional Services to evaluate them, while close to one third of PS faculty said the same for Reference Services. A majority of both faculty (52%) and graduate students (52%) were unfamiliar with NRLF services.

Like their counterparts in several other departments, PS faculty and graduate students expressed little interest in several of the proposed new fee based library services. Seventy-one percent (71%) of faculty and 77% of graduate students said they would rarely or never use an expedited library-provided document delivery service and even higher numbers of faculty (80%) and graduate students (89%) said the same for commercial fee for documents delivery service. Greater interest was expressed in desktop access to information from outside vendors and publishers. It was something that 55% of the faculty and 46% of the graduate students reported they would use sometimes or often.

The majority of those who are remote users of library resources report sometimes or often searching the library's online catalogs (100% of faculty, 94% of graduate students), browsing Melvyl® Table of Contents databases (70% of faculty, 54% of graduate students), accessing journal article databases on Melvyl® (88% of faculty, 76% of graduate students), and searching the WWW (71% of faculty, 91% of graduate students). Forty-one percent (41%) of faculty and 38% of graduate students report they search the Library Web remotely either sometimes or often.

Forty-nine percent (49%) of graduate students rated the library's hours as good or excellent and 15% rated them as poor, while 32% of the faculty rated Library hours as good our excellent, and 23% rated them as poor. These were among the highest levels of dissatisfaction with hours reported by those surveyed.

Summary – Free-text Questions

FACULTY

No. of surveys returned: 22

(59% return rate)

Note: Numbers following specific comments indicate the number of times the comment was made.

1.B. Please describe any recent trends or changes in scholarly communication ... describe how the Library could help you integrate these changes into your teaching or research.

- I understand everyone now does internet, WWW, e-mail and lives in virtual reality. Not me. I read and write books.
- Online research reports and daily news from the area. I get some of these in my office. Library should subscribe to them all.
- Listservs are increasingly being used ... also, home pages to obtain working papers have emerged as useful way to obtain them. Finally, online journal storage (JSTOR) is very useful to obtain articles.
- Lots of activity occurs on homepages -- I don't really know how to use the WWW without wasting a lot of time. Maybe the Library can help?
- Web-based indexes and search tools have become very important in my area.

3.E. Any specific suggestions for prioritizing quantity or quality of services?

- Circulation
 - Main Checkout should have more personnel during busy hours.
 - Do not debit users for circulation materials as overdue when already returned or mis-shelved.
 - Notice of overdue books, recalled books, interlibrary loan often arrive in my mailbox so late that they are not useful. For example, last semester I received a notice for a book that I requested from Interlibrary Loan. I went to pick it up that day only to find out that it was due back the same day. This was not the first time something like this happened.
 - Please computerize receipts for returned library books; many other university libraries have this -- the very first book I returned was not checked in and I later found it on the shelves in the Main Library when it should have been shipped to another library that had recalled it.
- I hate the NRLF & storage systems, since I rely a lot on browsing.
- If research collection purchases are to decline, it is essential that interlibrary loan be fast and reliably acquire the needed material, i.e., we don't have long delays while one source after another is checked. My research has always been damaged by this -- I had to guess on what a source said in a revision of an encyclopedia proof because I couldn't get it fast enough ... I find it outrageous that with budget cuts you both would force us to expand our use of interlibrary loan and charge us for making it timely.
- It is OK with me if journals are available online but books must be available in hard copy.
- Most important: an excellent journal collection, non-circulating; excellent search procedures & databases (MELVYL, etc.); better hours for meeting faculty needs, especially when school is not in session.
- My concern about hours is especially that hours are greatly reduced during the week before classes begin which is precisely when I am usually doing the most course preparation.

5.B. Which electronic resources have you used the most?

- MELVYL (6)
 - CC (4)
 - GLADIS (4)
 - MAGS (2)
 - Online catalogs (2)
 - ABI Inform
 - Business Disk
 - Compustat
 - Encyclopedia Britannica
 - Journal articles index
 - Lexis-Nexis
 - NEWS
 - Socrates
 - U.S. Census
-
- Prefer electronic -- can access from office. (4)
 - Prefer electronic -- generally easier to search.
 - Prefer electronic -- more flexible and quicker. Only complaint re: GLADIS + MELVYL is that much of the language (e.g. "pa", "xt") differs between the two and is non-intuitive.
 - Prefer electronic -- ease of access, keyword searches are useful for me (& for some purposes, searching by name). I like emailing references for easy printing. I learned how to do all this at a MELVYL seminar at the Library.
 - Prefer electronic -- less paper; can access from desktop.
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- I am 66 years old and hate the new electronic world that is coming into being among the rich, and the new troubles it is causing for the poor in this world. I want no part of it. See also Nicholson Baker article on what is lost with the file card catalogues.
 - Prefer print -- easier to read and use repeatedly for multiple purposes without having to go online.
 - Prefer print -- easier on my eyes. Text on screens is hard to read. Uncomfortable too.
 - Prefer print -- the technology for getting them never changes.
 - Prefer print -- no electronic skills.
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- Like both print and electronic -- I find through electronic, then print out to study, underline, and research.
 - Like both -- I like being able to do bibliographic work from my hard wired office. I would strongly prefer print for books and to a lesser extent for articles.

9. Qualities most important in a library or information service supporting scholarly research?

- Comprehensive (5)
- Accessible (4)
- Ease of access (4)

- Availability (3)
- Speed of access (3)
- Current (2)
- Efficiency (2)
- Depth
- Ease of reproduction
- Ease of use
- Fairness
- Flexibility
- Historical
- Intelligence
- Knowledge
- Organized
- Reliable
- Reliable, prompt reference service

10.A. Unmet library needs?

- Collections
 - I'd like to see the census of India (1991) and other key government publications from South Asia. Often I am forced to obtain my own copies directly from the relevant governments -- a costly task.
 - I often use Rosberg Library for ease of access to very recent newspapers, journals, translation services, and ephemera that the Library does not order.
 - Acquisitions. I could never persuade you to hold English language daily, weekly publications such as OMRI (sp?), REF/RL, English sources published in East Central E, newspapers on microfilm; I find Stanford superior in my own field.
- Circulation
 - The compact shelving system is the best disincentive to use the library! Many changes of the last two years are unimaginative and unconstructive. It is hard to believe that budget constraints alone can explain so many negative aspects!
 - The new stacks-on-tracks are horrible for us browsers.
 - Many books I want are missing or "out" or not here and recalls are slow. Ditto on Interlibrary Loan.
- I am concerned about:
 - Degradation in collections of books;
 - Degradation in services, re-shelving books, things which are allegedly available not being on shelf;
 - Decreasing access to reference librarians;
 - Loss of specialized services for undergraduates.

GRADUATE STUDENTS

No. of surveys returned: 66

(53% return rate)

Note: Numbers following specific comments indicate the number of times the comment was made.

1.B. Please describe any recent trends or changes in scholarly communication ... describe how the Library could help you integrate these changes into your teaching or research.

- I use web sites more often. Any guidance towards superior sites – perhaps organized by category – is helpful.
- List groups are useful for information sharing. If the library organizes these around topics so that all grads working on issue X can find out the latest materials available and make suggestions too.
- I end up using LEXIS/NEXIS for everything I do for myself and for professors. I wish I could access it from my home computer through BIK. //
- Email and web-based research; I'm having an interactive, data gathering web site created by the Computer Assistance Program for my dissertation respondents. The program needs a higher profile and better funding; it took me forever to find them, and I have to pay \$15/hour for their services.
- The increased use of CD ROM for data collection in social sciences makes access to these databases important. The more that is accessible the better.
- More data is being included in research in political science – I would love help on downloading information from the web & how to use CD-ROMs (for census data, etc.)

3.E. Any specific suggestions for prioritizing quantity or quality of services

- Availability of books/journals (12)
- I am surprised to find that older journals are available mostly only in the stacks and that they are allowed to circulate. I would prefer to have all journals in centralized locations and to have them non-circulating or only available for overnight check-out; recalling does not help much. It is easier to browse for articles if all journals are together.
- Priorities: 1) books (circulating), 2) books (reference), 3) journals, 4) CD-ROMs – no one could show me how to use them!
- I am horrified by how often I find a book or journal in GLADIS but not on the shelves (and not checked out). Books and journals are lost, missing, to be shelved, with no recourse, who knows – in the bindery forever. Also, we've stopped getting important journals (Russian law) and yearly reference books (World Bank annual report).
- 3 months is too long for a book to be checked out.
- I'd say that in theory the UCB lib. is excellent! In practice, however, books are often missing & never found or replaced. And too often, there is too much demand for one or two copies of a book so it is checked out & already recalled by someone else. This is why I regularly use the library at Stanford and even UC Davis

- I rarely find the books I'm looking for on the shelves. Sometimes others are using them. Sometimes they are just lost. Eventually, through the various services, I get a hold of these books. I'm not sure if the problem is a shortage of copies of often-read books or the fact that faculty can hoard books with impunity. (3)
- Seems to be an overly long time lag in re-shelving books.
- I've noticed a decline in the number of copies of new books purchased; sometimes there is only 1 copy of a very important book.
- I frequently run into problems trying to locate books/journals that are listed as in the stacks but are not there and do not turn up during a search. It would help tremendously if a record of these missing books were kept and replaced in a timely fashion.
- The periodical section needs to be beefed up and maintained. It's the one service I think has been most neglected.
- GLADIS/MELVYL
- Improve the library's service provisions via the Web and GLADIS. More specifically, what I would like most would be 1) to be able to request Interlibrary Loan books via e-mail like the Berkeley/Stanford Fastbook program, 2) simplify the GLADIS and MELVYL Web pages. They take so long for my computer to load. Plus I often need to click to the next page to get availability, info, etc.
- The GLADIS and MELVYL databases are the most important research tools the library has. However, the software is terribly inadequate. It can't perform Boolean searches or combine search categories. Also, the "help" screens are not very helpful.
- Listing email services on GLADIS would be nice.
- If possible, it would be great to get more abstracts and/or full text listings of journal articles/book reviews on MELVYL. It does it already, but only sporadically.
- Non-web access to MELVYL should indicate if the holdings are on the shelf or checked out.
- Services need to be more integrated, at least electronically. It is frustrating to have to make numerous searches in order to "cover the bases".
- Hours (6)
- Keeping the library open late at night would be very helpful
- Library hours should be round the clock
- Circulation services should be open until 10:30 p.m.
- Staff
- More reference staff is needed.
- I have not found the reference librarians to be especially knowledgeable or able to help me.
- I've been disappointed with government documents reference services – the librarians seem as confused by the system as their clients. Several times I have been given incorrect information or non-helpful advice. I now call the government dept myself where they are invariably more helpful. I encourage G.D. librarians to do the same.
- Interlibrary services, Berkeley/Stanford, Circulation, Reference, Instructional Services, NRLF, and hours all seem crucial.

- I would very much appreciate it if the library could finish magnetizing books and stop checking my bag when I exit. I felt that my privacy is invaded each time when the technology exists to avoid doing so.
- More computer databases would certainly be helpful. Perhaps not just more databases but ones that are easier to negotiate and find texts.
- Stanford card should be on a long-term, not a per semester, basis.
- IGS sets the standard for circulation and reference service; they are the best of any campus library I've used.
- Perhaps the library could do a better job of consulting (with?) the departments regarding what to buy. If all professors were required to put their syllabi online, you might get a better idea of what to buy.
- Occasionally, I am unable to locate a recently published book in either the UC collection or through the ILL services. I wish newer titles were available sooner.
- ILL is absolutely essential in filling gaps in the UC collection.
- I think anything that enhances our ability to use library services from home is the way to go, and would be my top priority. In addition to being more efficient and more convenient for me, it places less demand on the library staff and on the physical facilities. To that end, therefore, I would like to see GLADIS and MELVYL made more user-friendly, and I'd also like to see the library offer training courses on online searching. I'd like to see courses offered in the department, so that it could be tailored to the particular department's needs.
- I realize there are classes, but sometimes I don't have time to take them. I would love handouts for some of the more advanced searches – the basics were helpful when I first got here, but now they aren't very useful to me.

5.B. Which electronic resources have you used the most?

- MELVYL (26)
- GLADIS (23)
- LEXIS/NEXIS (4)
- MAGS (4)
- MELVYL databases (4)
- CC (3)
- WWW (3)
- ABI (2)
- CD-ROMs (2)
- Online catalogs

- Prefer electronic; quicker to search. (13)
- Prefer electronic; remote access. (13)
- Prefer electronic; ease. (8)
- Prefer electronic; more accessible. (5)
- Prefer electronic; cheaper than photocopying. (2)
- Prefer electronic; more organized (standardized; centralized). (2)
- Prefer electronic; allows me to email sources and print them out; saves time.
- Prefer electronic, but I still really like browsing in the stacks.
- Prefer electronic; more comprehensive than print.
- Prefer electronic; multiple patrons can use simultaneously (no waiting)
- Prefer electronic; usually more updated.

- Prefer electronic; easier to get a free computer than find the one or two print copies.
- Prefer electronic; can do things like keyword search.
- Prefer electronic; convenience.
- Prefer electronic; can see if things are checked out & get abstracts, etc.

- Prefer print; easier to read and file.
- Prefer print; easier to browse.
- Prefer print; easier to copy for course reader.
- Prefer print; don't depend on specialized knowledge to access.

- Electronic resources are great for doing searches when tied to a good search engine, but are not yet comprehensive enough. Abstracts can be read online, but anything longer is easier to handle in hard copy. (2)
- CC is annoying to use because it does not allow keyword searches and use of author's first name in searches. Also, CC does not have article texts.

9. Qualities most important in a library or information service supporting scholarly research?

- Comprehensive/extensive/diverse (20)
- Current (13)
- Access/accessibility (12)
- Availability (9)
- Ease/Easy (8)
- Fast/ Speed (7)
- Knowledgeable librarians/ clever librarians (7)
- Efficiency (6)
- Convenience (6)
- Available resources (5)
- Knowledgeable (5)
- Electronic (4)
- Organized (4)
- Thorough (4)
- Clarity (3)
- Accurate information (3)
- Books
- Browseable
- Centralized (2)
- Consistent
- Decentralized
- Depth
- Downloadable
- Flexible
- Foreign materials
- Free
- Helpfulness (2)
- Hours
- In and out
- Insightful

- Integrated (2)
- Instructive
- Journals
- Less forms to fill out
- Loan period (length)
- Magazines
- Multiple copies (2)
- Open late (2)
- Polite (2)
- Professional
- Quality
- Reliable
- Remote accessibility
- Responsive
- Search-ability
- Specificity
- Straightforward
- Supportive (2)
- Unified
- User friendly (2)
- Well maintained resources

10.A. Unmet library needs?

- Availability of books/journals
 - I have been very dissatisfied with the library's decision to withdraw extra copies of monographs and periodicals which had been available in several libraries and are now only found in 1 or 2 libraries. At an enormous university like this, one copy is not sufficient for many popular books.
 - I am interested in data from international lending institutions, multilateral organizations. More access to such resources would be useful.
 - Books are often mis-filed, although this situation has improved in the last few years.
 - Often, books are not listed as checked out, but are missing from the stacks.
 - Not enough new books & journals.
 - Lack of certain journals such as Security Studies.
 - Dispersal of various journals in distant libraries such as the Business School.
 - We need a larger collection of books and journals from other countries.
 - Having enough copies of sources that are in demand.
 - Far too often books supposed to be on the shelf are missing (also true of journals). This has become a worse problem since the stacks began to be shared by undergrads. Also, it sometimes takes too long for returned materials to be checked in, and occasionally it has not been. (2)
 - Journals and books often not on shelf when supposed to be.
- GLADIS/MELVYL
 - GLADIS/MELVYL are often difficult to access from home.
 - In general, need services like CC to go back further. Ideally, should be able to search journal and edited volume table of contents/abstract with a word search engine.

- Getting started in MELVYL is annoying, I am never sure where to start given the type of information I want.
- The renew function on GLADIS has been working not very efficiently for me. I have asked the people at the Circulation desk to clarify and the responses have not been too helpful.
- Ability to make Interlibrary Loan and NRLF requests online.
- Thank you for online renewal. How about online notification (as an option) for recalls and overdues? It would save \$\$ on postcards.
- LEXIS/NEXIS
 - It would be great if LEXIS/NEXIS was more widely available. I often have the feeling that there's lots of good stuff in there, but how do you find it?
 - More info/material on using Lexis/Nexis.
 - Make LEXIS/NEXIS more accessible! When I was an undergrad at Stanford, students had dial in access to NEXIS-LEXIS; this would be ideal.
- Librarian staff
 - The lack of adequate support from reference personnel should be addressed. Sometimes the reference person provides excellent help. But when trying to do more than simple MELVYL searches or accessing UN documents, the reference personnel have inadequate knowledge to support my research needs.
 - Generally good, though more librarians would be useful.
 - Librarians are so often central to my research. Most of my experiences with Berkeley librarians have been positive – very much so.
 - I would like to email address of a contact person or persons to whom I can direct my questions about library services and training.
 - I would like someone to answer the phones. When I call with a question, it is not a standard or predictable one, and it is important that I talk to a person. I do not want voicemail, and I do not want to leave a message because it is my experience that messages are returned (sic). Some one should be around to respond to phone calls or email in a timely manner.
 - I think every department should have a library liaison – someone assigned to field questions from a particular department, probably via email. (P171)
- Hours
 - Number of hours open (esp. Fridays and Saturdays)
 - Hours, especially at Doe and Moffitt, need to be lengthened on weekends and during holidays and summer, when those of us who are faculty and graduate students continue to work full time. Very frustrating to have limited access during these times when we are most able to pursue our research.
- Undergraduates at circulation are often untrained and surly.
- Students and faculty should be forced to go through an annual "library licensing" process in order to use the facilities and resources. They would be given some basic skills and then tested periodically to make sure they were up-to-date; and would also be kept abreast of new resources ... otherwise, like me, you just never get around to it.
- The more resources are digitized, the easier they'll be to move in and out of.
- I have no idea how to use BAKER.

- Given the limited resources available, I think the library does a very good job! I'm very impressed with the online search engines and with the efficiency, ease of the check-out, hold, recall system. Thanks!
- As you know, due to budget constraints, service has declined.
- When I first came to Berkeley, I would have ranked Berkeley's libraries as better than the University of Chicago's services. Now, I feel the service is comparable – if not worse – than my undergraduate college. The problem is not the service per se but the consistency and availability of service, especially in Government Documents.
- Not enough space in the stacks.
- I would gladly support a student-led lobbying campaign to increase UC Library \$. Our libraries are so much worse than Harvard's or Stanford's. (P016)
- The more scholarly full-text articles and books available electronically the better!
- I utilize the IGS Library which provides excellent resources and assistance.
- I view the library as a big untapped resource, obviously. There are basic things about it that I don't know. But part of the problem may be in my perception – I see the library as serving me (I am the client), and for that reason I think it is the library's responsibility to keep me informed about what it can do for me. Others I'm sure perceive the library as an institution to serve those with the initiative to come in and make use of it ...I would be curious to find out how the library hierarchy views its mission and its responsibility to the larger University community.