

## Report on the Fall 1993 Library Instructional Activities Survey

### Background

On August 25, 1993 the Teaching Library distributed a survey to gather information about library-wide instruction activities. The survey was distributed via selectors, public service unit heads, and RSCD reflectors. All Library staff participating in library instruction, exclusive of GLADIS/MELVYL sessions, were asked to report on their activities.

The number of potential librarian respondents was approximately fifty-six. In all, twenty-two library staff from thirteen public service units responded to the survey. Nineteen of the respondents were Librarians; three Library Assistants responded to the survey. Broad subject break-downs were as follows:

7	Humanities/Social Sciences
7	Research Services & Collection Development
5	Sciences
2	Acquisition Public Services
1	Bancroft/Rare Book
2	

### Summary of results

In all, some twenty academic departments or colleges were listed as currently being reached by library staff offering bibliographic instruction. A total of seventy-four courses employed course-integrated library instruction.

Some 1,520 students were reached through the thirty-five course integrated classes in which enrollment figures were captured by the librarian-instructor. Further, an annual total of nearly 645 "tier three" (a.k.a. one-on-one instruction) sessions were reported by public service staff. Beyond this, a variety of other instructional activities were enumerated by staff though no staff reported providing any form of "phased instruction" (for definition, see Question 2 below).

Among the eleven library staff that responded to the question regarding faculty interest in bibliographic instruction, a list of some twenty-four faculty who are "particularly supportive" of bibliographic instruction was generated.

Close to one-third of library staff responding to the survey questioned the need to maintain library instruction statistics or were unsure which statistics would be useful to collect.

About half of the respondents expressed interest in meeting with other campus instruction librarians to discuss library instruction; about one-half reported they *may* or would be interested in being on a Library-sponsored, library instruction reflector.

Many suggestions were made pertaining to useful services and activities that could be provided by the Teaching Library in support of library-wide instructional activities. These appear in the DETAILED ANALYSIS section, following Question 9.

## Detailed analysis

**Question 1: Please describe your bibliographic instruction activities in the last two years, including:**

**A. Academic departments for which you are responsible for bibliographic instruction**

Eight respondents did not reply to this portion of Question 1. In all, some twenty different departments or colleges were identified as currently being covered by library staff offering bibliographic instruction. They are:

Architecture  
Business  
City Planning  
Comparative Literature  
Dramatic Arts  
Dutch  
Economics  
Engineering, all departments in the College  
English  
German  
History/Slavic Interest Group, German Interest Group  
Landscape Architecture  
Music  
Political Science/Slavic Interest Group, German Interest Group  
Scandinavian  
School of Public Health  
Slavic Language and Literatures  
Social Welfare  
Sociology/Slavic Interest Group  
Visual Studies

**B. Specific courses for which you have done or are doing Bibliographic Instruction**

Six respondents did not reply to this portion of Question 1. Those responding listed some seventy-four courses in which bibliographic instruction was provided by UCB librarians. Enrollment figures were provided for less than half of these seventy-four classes.

A total of 1,520 students were reached by the thirty-five classes where enrollment figures were captured by librarian-instructor. A full list of course names follows:

African American Studies 1A (40 students)  
African American Studies 1B (2 sections; 46 students total)  
African American Studies 4B: African History (2 sections; 50 students)  
African American Studies 98: Introduction to the University, 1991-92 (30 students)  
African American Studies 98: 1992-93 (30 students)  
African American Studies 98: Fall 1993 (30 students)  
African American Studies 98: Blacks and Comics -- The Comic Vision of Black Graphic Artists and Illustrators (6 students)  
African American Studies 143B: Drama (25 students)  
African American Studies 159: African Theatre (15 students)  
African American Studies 192: Senior Seminar (26 students)  
African American Studies 192A: Senior Thesis Class (15 students)  
African American Studies: Negritude (14 students)  
African American Studies Senior Thesis Class (20 students)  
Arch 110/210: Social Aspects of Architecture and Urban Design (annually)  
Arch 170 (annually; 300+ students)  
Arch 200 (biannually)  
Arch 201 (irregularly; 15+ students)  
Arch 259 (biannually; 15-20 students)  
Arch 280: Architecture Seminar (once)  
Arch 209: Thesis Preparation (annually)  
Arch 243: Natural Cooling and Ventilating (annually)  
BA 133: Investments  
BA 161 & 261: Marketing Research (annually)  
BA 188: Introduction to International Business (annually)  
BA 228 & 128: Federal Taxation (annually)  
BA 295: Entrepreneurship & Business Development  
BA 296: Investment Strategies and Styles  
BEHS 253: Environmental Toxicology (40 students)  
BEHS 255: Chemical Carcinogenesis (20 students)  
Bib I (3 sections per semester, 25 students per class)  
CP 115: Urbanization in Developing Countries (annually)  
CP 204A/B: Introduction to City Planning Methods (annually)  
CP 220  
CP 225: Methods of Regional Research (occasionally)  
Conservation and Resource Economics/Freshman Seminar (10 students)

Conservation and Resource Studies 10: Environmental Issues (3 sections; 45 students)  
Developmental Studies: Senior Thesis Class (9 students)  
Developmental Studies H195A-B  
ED 1 (Environmental Design) (200+ students)  
Econ 113: Economic History (annually)  
Econ H195: Library Skills Workshop for the Senior Thesis Course  
English 200 (3 sections, enrollment varies)  
Graduate Seminar in Riemannian Geometry  
History 15: Europe and its Others since 1492 (35 students)  
History 101  
History 101: Black History 1880's to the Present (11 students)  
History 101: Latin American Studies  
History 103: US history topics  
IDS 195  
LA 201 (once; 14 students)  
LA 252: Landscape Architecture Thesis Research  
LA 225: Urban Forestry  
LIS 252  
Music 200A (annually); 5-7 students)  
Native American Studies: Indian Laws and Treaties  
PACS 10, 40, 149 (occasionally)  
PEIS 195 (annually)  
Pol Sci I  
Pol Sci 163: Religion and Politics  
Public Health-SPH classes (6 sessions annually; 80-90 students)  
Public Health 222: Health Care Finance  
Public Policy 101  
Public Policy 164 (semiannually; 60-100 students)  
Public Policy 173: AIDS and Public Policy  
SAHS 251: Public Health Nutrition  
SAHS 270: Cultural Diversity/Health (30 students)  
SAHS: Public Health Nutrition (16 students)  
SAHS 276: Human Genetics (8 students)  
SLIS Health Sciences Bibliography (12 students)  
SLIS International & Comparative Librarianship (15 students)  
Social Welfare 100 (100 students)  
Social Welfare 287: Introduction to Library Resources (annually)  
Sociology 98  
Women's Studies 195: Senior Thesis

**C. One-on-one instruction (known as "tier three" reference)**

An annual total of nearly 645 one-on-one instruction sessions were reported. They break down by subject division as follows:

40	(Architecture and Landscape Architecture)
50	(Business)
20-30	(City Planning)
30-35	(Education)
10-12	(Engineering)
50-100	(English, dramatic arts, history)
145	(German, Dutch, Scandinavian, Law, GTU and various Humanities)
20	(Music)
60	(Public Health)
4	(Rare Books)
70	(Slavic)
70-77	(Slavic Language and Literatures)

**D. Any other instructional activities, including but not limited to training on GLADIS, MELVYL, or other electronic resources.**

One unit reported being unable to undertake such activities because of staff shortages. Others reported the following variety of activities:

Dow Jones News/Retrieval weekly sessions (Business)  
Drop-in classes in library research, including catalog use and electronic indexes (offered twice weekly) (Engineering)  
ESTC demonstrations (English)  
GLADIS/MELVYL Teaching Blitz (various participants)  
How to use the Internet for Business & Economics Research (Business)  
"How to Prepare for a Job Interview Using the Library" (Business)  
Individualized instruction with doctoral students (German, Dutch, Scandinavian)  
Introduction to New Electronic Resources in Business (Business)  
Library instruction for incoming graduate students (German, Dutch, Scandinavian)  
Library Research component of the "Summer Preparatory Program" (Public Health and Social Welfare)  
Library Research Guides publication series (Public Health)  
Music CD ROM Training (Music)  
Nexis/Lexis weekly sessions (Business)  
Seminars on electronic resources (Engineering)  
Summer group seminars (Engineering)  
Tours with introductions to the primary paper and electronic reference sources to Summer Institutes for Women and Minorities in Mathematics (Mathematics)

Tours to new incoming graduate students (Social Welfare)

**Question 2: For the departments that you serve, do you provide a phased instructional program that continues throughout the curriculum? That is, instruction is given at the lower division level, then another session at the junior or senior level, then another for beginning graduate students. Please describe.**

None of the respondents reported providing a phased instruction program.

**Question 3: Please list courses or departments that you feel should receive BI but which are not receiving any at this time.**

Thirteen respondents did not reply to this question.

Those who did identified the following departments and groups in need of bibliographic instruction:

Engineering courses offered as freshman seminars  
History, Journalism and undergraduate courses that make extensive use of newspapers  
All humanities students  
All PhD candidates prior to beginning their thesis work

**Question 4: Please list any faculty or any particular departments you have encountered which are particularly supportive of bibliographic instruction.**

Twelve of the respondents did not reply to Question 4.

Peggy Anderson, History  
Russ Beatty, Landscape Architecture  
Michael Buckland, SLIS  
Mary Comerio, Architecture  
VeVe Clark, African American Studies  
Ruth Collier, Political Science  
Sam Davis, Architecture  
Charles Faulhaber, Spanish  
Gerry Feldman, History  
Kathleen James, Architecture  
Abdul Janmohamed, English  
Thomas Kavanaugh, French  
John Landis, City Planning  
Leon Litwack, History  
Mary Ann Mason, Social Welfare

Anne Saxenian, City and Regional Planning  
Johan Snapper, Dutch  
Michael Southworth, Landscape Architecture/City Planning  
Elaine Tennant, Scandinavian  
Roy Thomas, African American Studies  
Ralph Weber, Architecture  
Alan Weinstein, Mathematics  
Margaret Wilkerson, African American Studies  
W. Daniel Wilson, German

**Question 5: What categories of librarywide BI statistics do you feel should be gathered on an annual basis?**

Six respondents did not reply to Question 5.

Of those who did reply, 6 respondents were either not sure about what statistics to maintain or questioned whether BI statistics should be kept at all.

Some librarians noted that they considered library instruction to be part of their primary jobs and use statistics only to improve their efficiency by more effective scheduling instructional efforts.

Three respondents suggested collecting statistics on the number of sessions, number of students reached, and general type of BI.

Two others suggested statistical breakdowns by course-related instruction, non-course specific instruction, tier three consultations and/or Tours and Orientations

Two respondents suggested reviving or revising the former Library Education Officer's statistical packet.

Finally, one respondent requested that whatever statistics are maintained that the process be kept simple.

**Question 6: Would you be interested in meeting twice a year with other campus instruction librarians to discuss instruction?**

12 - Yes

**Qualifying comments:**

Yes, if planned agenda proved worthwhile

Four respondents preferred a once-a-year meeting schedule, and suggested meeting prior to fall instruction to gain maximum benefit

4 - No (Two respondents mentioned they had no time for an additional meeting)

2 - Perhaps

4 respondents did not reply to Question 6

**Question 7: Would you be interested in being on a library listserv dealing with library instruction topics?**

8 - Yes (One respondent was interested only if the reflector dealt specifically "with journals or newspapers"; another noted current difficulty in keeping up with existent e-mail and other communication devices)

6 - No (One respondent noted the present array of communication devices is sufficient)

4 - Perhaps

4 respondents did not reply to Question 7

**Question 8: What types of instruction would you like to see/do?**

Seven respondents mentioned wanting to continue and expand current activities, which include introductions to basic search techniques and tips for deciphering unfamiliar databases, faculty seminars, GLADIS/MELVYL blitz sessions, graduate day orientations, tours, etc.

Others expressed a desire to focus on basic catalog searching for undergraduate courses (1 respondent); more instruction on networking, electronic mail and cd-rom use, downloading to remote pc's (2 respondents); class sessions tailored to specific majors or courses, particularly those with seminar papers (2); and Gladis/MELVYL search strategies and techniques for rare books and manuscript materials (1).

One respondent mentioned the Library's need to explore modes of communication that do not require the repetitive involvement of a personal instructor; and to develop online tutorials for catalog instruction which would include more specialized problems as well as basic, routine searching

8 respondents did not reply to Question 8.

**Question 9: What services or support might the Teaching Library offer to facilitate your unit's bibliographic instruction activities (e.g. generic scripts/outlines, standard overheads, etc.)?**

Respondents suggested the following support functions which could be provided by the Teaching Library:

Developing generic scripts for Gladis/MELVYL instruction and for instruction on the use of indexes

Promulgating guidelines for referral to the Teaching Library

Accepting referrals for instructional services to sections of large undergraduate courses

Mounting on the Library gopher the complete contents or an index to the Library Clearinghouse of Instructional Materials

Developing online tutorials or videos on Gladis/MELVYL instruction

Compiling and distributing bibliographic instruction tips (Do's and Don'ts for BI, for handout preparation)

Publicizing methods for evaluating the success of BI sessions

Serving as an equipment clearinghouse for BI sessions

Preparing a librarywide template for BI handouts

Providing well equipped teaching space and scheduling services

Preparing and making available generic A/V materials

Micropublishing support

Preparing and updating standard handouts on Gladis, MELVYL, Current Contents, MAGS, etc.

Providing more effective and routine revisions of the GLADIS help screens

Coordinating BI for large courses with many sections and topics, such as History 101

Preparing generic advertising and publicity (which would highlight major and new research tools/databases, the range of routine library instruction services, and available handouts), preparing generic handouts, faculty letters, and appointment forms, (templates) which could be "completed" appropriately by library staff across the system and distributed among the different disciplines and departments

Four respondents did not reply to Question 9.

**Question 10: Are there any other comments you would like to make regarding your unit's library instruction activities?**

*Librarywide comments:*

Every student should be REQUIRED to attend an introductory session on the catalogs

More suitable lecture or seminar rooms and/or more instructional space are needed, including space which is more accessible to the branches

Gladis/MELVYL blitz session should be lengthened, allowing 30 minutes each for Gladis and for MELVYL

We need campus-side encouragement of library bibliographic instruction; if Chancellor Tien is indeed concerned about undergraduates, he should be encouraged to insist that faculty make BI a part of their classes

One librarian is working on getting BI required by the national accreditation board in her discipline

*Unit specific comments:*

BANC reports that they expect users to do preliminary work with secondary sources and reference tools elsewhere in The Library before reaching BANC; many BANC users come to the library already knowing what they want/need to use.

BUSI/ECON reports having a well defined clientele and has been able to target library instruction to their clientele's needs, reaching many of them through a combination of course-related and non course-related instructional sessions

ED/PSYCH is in the process of revising ERIC and PsychLIT on CD-ROM and ERIC on MELVYL handouts

14 respondents did not reply to Question 10