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<th>UBC</th>
<th>Simon F</th>
<th>U of Vic</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>23,036</td>
<td>55,772</td>
<td>77,792</td>
<td>170,932</td>
<td>87,499</td>
<td>239,071</td>
<td>93,364</td>
<td>54,516</td>
<td>801,982</td>
</tr>
<tr>
<td>1999-2000</td>
<td>20,842</td>
<td>51,201</td>
<td>88,275</td>
<td>169,135</td>
<td>103,818</td>
<td>230,266</td>
<td>82,367</td>
<td>62,514</td>
<td>808,418</td>
</tr>
<tr>
<td>2000-2001</td>
<td>18,230</td>
<td>47,951</td>
<td>85,635</td>
<td>152,519</td>
<td>100,871</td>
<td>200,987</td>
<td>52,079</td>
<td>54,326</td>
<td>712,598</td>
</tr>
<tr>
<td>2002-2003</td>
<td>14,630</td>
<td>49,181</td>
<td>87,931</td>
<td>129,434</td>
<td>90,752</td>
<td>181,504</td>
<td>46,508</td>
<td>41,653</td>
<td>641,593</td>
</tr>
</tbody>
</table>

**Difference**  
-9,544 -24,483 6,784 -40,336 8,289 -36,863 -11,912 -191,493

**% change**  
-41.43% -43.90% 8.72% -23.60% 9.47% -34.90% -39.48% -21.85% -23.88%

## Reference Transactions (taken from CARL and COPPUL Statistics) - 1999-2003

<table>
<thead>
<tr>
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<th>U of R</th>
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<td>1999-2000</td>
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<td>200,987</td>
<td>52,079</td>
<td>54,326</td>
<td>712,598</td>
</tr>
<tr>
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<td>14,630</td>
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<td>87,931</td>
<td>129,434</td>
<td>90,752</td>
<td>181,504</td>
<td>46,508</td>
<td>41,653</td>
<td>641,593</td>
</tr>
</tbody>
</table>

**Difference**  

**% change**  
-35.27% -38.89% -4.19% -22.79% -7.73% -32.41% -31.40% -31.85% -24.48%

Compiled by J. McKenna  
Dr. John Archer Library
## Library Presentations to Groups (taken from CARL and COPPUL Statistics)

<table>
<thead>
<tr>
<th></th>
<th>U of R</th>
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<th>Simon F</th>
<th>U of Vic</th>
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<tbody>
<tr>
<td>1998-1999</td>
<td>103</td>
<td>513</td>
<td>1,245</td>
<td>781 U/A</td>
<td>2,194</td>
<td>303</td>
<td>115</td>
<td></td>
<td>5,254</td>
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<tr>
<td>1999-2000</td>
<td>78</td>
<td>395</td>
<td>863</td>
<td>721</td>
<td>1,962</td>
<td>344</td>
<td>251</td>
<td></td>
<td>5,356</td>
</tr>
<tr>
<td>2000-2001</td>
<td>112</td>
<td>424</td>
<td>758</td>
<td>813</td>
<td>1,587</td>
<td>576</td>
<td>251</td>
<td></td>
<td>5,170</td>
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<tr>
<td>2001-2002</td>
<td>57</td>
<td>488</td>
<td>950</td>
<td>805</td>
<td>1,377</td>
<td>488</td>
<td>343</td>
<td></td>
<td>5,200</td>
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<tr>
<td>2002-2003</td>
<td>143</td>
<td>475</td>
<td>1,004</td>
<td>912</td>
<td>1,471</td>
<td>470</td>
<td>366</td>
<td></td>
<td>5,737</td>
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<tr>
<td>2003-2004</td>
<td>127</td>
<td>278</td>
<td>862</td>
<td>1,120</td>
<td>1,536</td>
<td>615</td>
<td>451</td>
<td></td>
<td>5,932</td>
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<tr>
<td>Difference</td>
<td>24</td>
<td>-235</td>
<td>-383</td>
<td>339</td>
<td>201</td>
<td>-658</td>
<td>312</td>
<td>336</td>
<td>678</td>
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<tr>
<td>% change</td>
<td>23.30%</td>
<td>-45.81%</td>
<td>-30.76%</td>
<td>43.41%</td>
<td>27.09%</td>
<td>-29.99%</td>
<td>102.97%</td>
<td>292.17%</td>
<td>12.90%</td>
</tr>
</tbody>
</table>

## Number of Participants in Group Sessions (taken from CARL and COPPUL Statistics)

<table>
<thead>
<tr>
<th></th>
<th>U of R</th>
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<th>UBC</th>
<th>Simon F</th>
<th>U of Vic</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>1,543</td>
<td>8,922</td>
<td>10,764</td>
<td>14,469</td>
<td>8,937</td>
<td>19,395</td>
<td>6,615</td>
<td>1,500</td>
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<td>1999-2000</td>
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<td>7,324</td>
<td>7,793</td>
<td>14,928</td>
<td>19,188</td>
<td>21,457</td>
<td>5,514</td>
<td>2,685</td>
<td>81,016</td>
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<td>2000-2001</td>
<td>2,822</td>
<td>8,230</td>
<td>8,260</td>
<td>17,720</td>
<td>19,084</td>
<td>21,411</td>
<td>10,027</td>
<td>3,669</td>
<td>91,223</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1,023</td>
<td>7,705</td>
<td>7,818</td>
<td>17,435</td>
<td>19,229</td>
<td>26,276</td>
<td>10,844</td>
<td>5,930</td>
<td>96,260</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3,428</td>
<td>8,063</td>
<td>10,138</td>
<td>22,737</td>
<td>21,385</td>
<td>28,230</td>
<td>10,588</td>
<td>6,051</td>
<td>110,620</td>
</tr>
<tr>
<td>2003-2004</td>
<td>2,598</td>
<td>5,192</td>
<td>10,225</td>
<td>21,737</td>
<td>19,733</td>
<td>31,383</td>
<td>15,104</td>
<td>7,269</td>
<td>113,241</td>
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<tr>
<td>Difference</td>
<td>1,055</td>
<td>-3,730</td>
<td>-539</td>
<td>7,268</td>
<td>10,796</td>
<td>11,988</td>
<td>8,489</td>
<td>5,769</td>
<td>41,096</td>
</tr>
<tr>
<td>% change</td>
<td>68.37%</td>
<td>-41.81%</td>
<td>-5.01%</td>
<td>50.23%</td>
<td>120.80%</td>
<td>61.81%</td>
<td>128.33%</td>
<td>384.60%</td>
<td>56.96%</td>
</tr>
</tbody>
</table>

Compiled by J. McKenna
Dr. John Archer Library
### Initial Loans (taken from CARL and COPPUL Statistics)

<table>
<thead>
<tr>
<th></th>
<th>U of R</th>
<th>U of S</th>
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<th>U of A</th>
<th>U of C</th>
<th>UBC</th>
<th>Simon F</th>
<th>U of Vic</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>190,932</td>
<td>445,517</td>
<td>517,544</td>
<td>967,293</td>
<td>346,668</td>
<td>820,672</td>
<td>372,486</td>
<td>401,197</td>
<td>4,062,309</td>
</tr>
<tr>
<td>2001-2002</td>
<td>181,997</td>
<td>409,140</td>
<td>509,293</td>
<td>969,058</td>
<td>363,551</td>
<td>818,143</td>
<td>381,942</td>
<td>396,082</td>
<td>4,029,206</td>
</tr>
<tr>
<td>2002-2003</td>
<td>181,326</td>
<td>401,717</td>
<td>582,681</td>
<td>1,030,979</td>
<td>377,793</td>
<td>810,750</td>
<td>388,367</td>
<td>395,424</td>
<td>4,169,037</td>
</tr>
<tr>
<td>2003-2004</td>
<td>169,334</td>
<td>378,892</td>
<td>527,334</td>
<td>1,030,975</td>
<td>351,550</td>
<td>821,585</td>
<td>482,492</td>
<td>387,176</td>
<td>4,149,338</td>
</tr>
</tbody>
</table>

**Difference**  

|        | -21,598 | -66,625 | 9,790    | 63,682  | 4,882   | 913    | 110,006 | -14,021  | 87,029  |

**% change**  

|        | -11.31% | -14.95% | 1.89%    | 6.58%   | 1.41%   | 0.11%  | 29.53%  | -3.49%   | 2.14%   |

### Renewals (taken from CARL and COPPUL Statistics)

<table>
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<tr>
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<th>Simon F</th>
<th>U of Vic</th>
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</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>47,009</td>
<td>36,672</td>
<td>101,160</td>
<td>U/A</td>
<td>1,058,158</td>
<td>3,757,832</td>
<td>42,676</td>
<td>146,031</td>
<td>5,189,538</td>
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<td>2003-2004</td>
<td>45,956</td>
<td>34,725</td>
<td>143,264</td>
<td>U/A</td>
<td>1,287,208</td>
<td>4,536,375</td>
<td>140,534</td>
<td>165,252</td>
<td>6,353,314</td>
</tr>
</tbody>
</table>

**Difference**  

|        | -5,629  | -8,950  | 41,853   | U/A     | 493,259 | 1,341,812 | 101,696 | -4,133   | 1,959,908 |

**% change**  

|        | -10.91% | -20.49% | 41.27%   | U/A     | 62.13%  | 42.00%   | 261.85% | -2.44%   | 44.61%   |

In 1998 and 1999 the measures were for total number of circulation transactions (with a question as to whether journals were included)

Compiled by J. McKenna  
Dr. John Archer Library
### Accessing Library Resources through the Library Web Page

<table>
<thead>
<tr>
<th>User Group</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>9%</td>
<td>32%</td>
<td>31%</td>
<td>19%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>37%</td>
<td>51%</td>
<td>9%</td>
<td>3%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Faculty</td>
<td>40%</td>
<td>37%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Use of Non-Library Gateways (Yahoo, Google, etc.) for Information

<table>
<thead>
<tr>
<th>User Group</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>63%</td>
<td>24%</td>
<td>7%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>75%</td>
<td>14%</td>
<td>8%</td>
<td>1%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Faculty</td>
<td>64%</td>
<td>25%</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Use of Non-Library Gateways (Yahoo, Google, etc.) for Information

Use of Non-Library Gateways (Yahoo, Google, etc.) for Information

- **Undergraduates**: 63% Daily, 24% Weekly, 7% Monthly, 4% Quarterly, 2% Never, Total 100%
- **Graduate Students**: 75% Daily, 14% Weekly, 8% Monthly, 1% Quarterly, 2% Never, Total 100%
- **Faculty**: 64% Daily, 25% Weekly, 5% Monthly, 2% Quarterly, 3% Never, Total 100%

LibQual™ 2006, U of R
Compiled by J. McKenna
Dr. John Archer Library
### Use of Resources on Library Premises

<table>
<thead>
<tr>
<th>User Group</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>16%</td>
<td>32%</td>
<td>28%</td>
<td>19%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>13%</td>
<td>45%</td>
<td>27%</td>
<td>14%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Faculty</td>
<td>5%</td>
<td>39%</td>
<td>36%</td>
<td>18%</td>
<td>3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Use of Resources on Library Premises**

- **Daily**: Use of resources on a daily basis.
- **Weekly**: Use of resources on a weekly basis.
- **Monthly**: Use of resources on a monthly basis.
- **Quarterly**: Use of resources on a quarterly basis.
- **Never**: Use of resources never.
- **Total**: Total percentage for each user group.

LibQual™ 2006, U of R
Compiled by J. McKenna
Dr. John Archer Library
Librarians’ Council  
Terms of Reference

1. Function

The Council is advisory to the University Librarian. It provides a forum for the discussion of library issues and policies such as budget and staffing. It considers and makes recommendations to the University Librarian. It considers future directions of library service and operations. It receives reports from Standing and Ad Hoc Committees.

2. Membership

All librarians/archivists who report to the University Librarian or his/her designate are members. The University Librarian is an ex-officio (non-voting) member.

3. Elected Officers

The officers consist of a Chair, Deputy Chair and Secretary, elected from the membership of the Council.

Chair
The duties of the Chair include setting the agenda, conducting meetings, and facilitating discussion.

Deputy Chair
The duties of the Deputy Chair include taking the place of the Chair in his/her absence and initiating election procedures.

Secretary
The duties of the Secretary include sending notification of meetings and calling for agenda items; sending out the agenda; recording and circulating minutes to members and the Vice-President (Academic); maintaining the records of the Council.

Rules of Order
Bourinot’s Rules of Order are the rules of order used by the Librarians’ Council.

4. Term of Office

The term for all Executive positions is two academic years (July 1 – June 30). Members are eligible for no more than two consecutive terms in a position.

5. Elections

Elections are held in May. A call for nominations must take place; nominations must have a seconder, and acceptance of the nominee. Nominations close after a (one) week interval. Contested positions are decided by secret ballot, with a (one) week interval. Two Council members not running for election count the ballots. If a position is filled by acclamation, no election is held. Ad hoc or Standing Committees, to be elected from members of librarians’ Council, may be established as directed by their Terms of Reference, which are passed at Librarians’ Council.
6. Reporting

The Council reports to the University Librarian.

7. Meetings

Meetings are held monthly for a maximum of two hours with a vote required to extend the meeting, if necessary. They are held at the discretion of the Chair, or if requested by five members. A quorum consists of fifty percent plus one, of librarians not on leave or sabbatical at the time.

8. Review

The Terms of Reference are reviewed annually at the October meeting, or as required.
March 2000

Dear Faculty Colleague:

Information technology is the driving force behind the changing roles and responsibilities of academic librarians. Developments in computer technology suggest that librarians will play an increasingly critical role in the evaluation, analysis and filtering of information flowing from networked resources and will become active partners with faculty in the educational process. It is in this context that we invite you to participate in a study which will examine the extent of the collaboration between librarians and faculty at the University of Manitoba and will identify the current and future roles of librarians which will enhance the librarian/faculty partnership. This is not a funding or job opportunity survey.

This survey will take 10 to 20 minutes to complete. We assure you that our process has been designed to protect confidentiality. To facilitate follow-up with non-respondents, the investigators have supplied numbered envelopes for the return of the questionnaires. Upon receipt of this envelope, the corresponding label from a master list will be discarded. The envelope will be separated from the survey and also discarded. Similarly, the follow-up form giving permission to be contacted and/or to request a copy of the research findings will be separated from the questionnaire and kept in a separate file. If, despite these precautions, you are still concerned about confidentiality, you can obliterate the number on the envelope before returning it. The only effect this will have is that you will receive follow-up letters.

Only aggregate data will be analyzed and reported. Participation is entirely voluntary and you may refuse to answer any question or to withdraw at any time. The study has been reviewed and approved by the Faculty of Arts Ethics Review Committee.

This study has the potential of contributing significantly to the University of Manitoba Libraries’ programs and priorities by providing well-founded information which can be used to develop and improve the partnership between librarians and faculty for the benefit of the institution. We count on your participation in this project. It would be most helpful if the survey could be returned by ______________.

Thank you for your time and anticipated participation in this study.

Sincerely,

A. Ducas
Associate Librarian, Neil John Maclean Health Sciences Library

N. Michaud-Oystryk
Associate Librarian, Elizabeth Dafoe Library
The Faculty/Librarian Partnership

Faculty Survey
Teaching/Instruction

1. Have you had a librarian teach a component of your course(s) or provide library instruction for your course(s)?
   a) _____ No (go to question #2)
   b) _____ Yes (go to question #3)

2. If you answered no to question #1, why did you not have a librarian teach a component of your course(s) or provide library instruction for your course(s)? Check as many as apply.
   a) _____ did not know that librarians do this
   b) _____ did not consider it appropriate
   c) _____ no time available in course
   d) _____ did not think librarians had sufficient background or expertise
   e) _____ librarians were not available when needed
   f) _____ other (please specify) _______________________________________________

   (go to question #7)

3. If you answered yes to question #1, what type of instruction/teaching? Check as many as apply.
   a) _____ research methods
   b) _____ Internet training
   c) _____ BISON or NETDOC training
   d) _____ database searching (bibliographic or statistical)
   e) _____ design and evaluation of library assignments
   f) _____ other (please specify) _______________________________________________

4. Did the librarian’s teaching have an impact on student performance? Check one.
   a) _____ very substantial impact
   b) _____ substantial impact
   c) _____ some impact
   d) _____ no impact (go to question #6)
   e) _____ can’t rate (go to question #7)

5. What type of impact did the librarian’s teaching have on student performance? Check as many as apply.
   a) _____ produced a better bibliography
   b) _____ conducted better reviews of literature
   c) _____ students had fewer questions about how to find information
   d) _____ student used a wider range of information sources
   e) _____ students were better able to evaluate information sources
   f) _____ other (please specify) _______________________________________________

   (go to question #7)

6. If there was no impact, why? Check as many as apply.
   a) _____ librarians don’t have subject background or expertise
   b) _____ librarians don’t have adequate teaching skills
   c) _____ time allocated to librarian was insufficient
d) _____ content was not appropriate  
e) _____ many students avoided coming to that class  
f) _____ other (please specify) _______________________________________________

7. How else could librarians contribute to your teaching? Check as many as apply.  
a) _____ providing assistance with course design  
b) _____ helping to integrate technology into curriculum  
c) _____ assisting with interactive instruction  
d) _____ teaching a full course on information literacy  
e) _____ assisting me with my own information retrieval skills so that I can better teach students  
f) _____ other (please specify) _______________________________________________

g) _____ would not consider any other type of contribution

Information Services

8. Have you ever requested assistance from librarians in finding information?  
a) _____ No (go to question #9) 
b) _____ Yes (go to question #10)

9. If you answered no to question #8, why have you never requested assistance from librarians in finding information? Check as many as apply.  
a) _____ did not consider it appropriate  
b) _____ did not think of it  
c) _____ did not require assistance  
d) _____ did not think librarians had sufficient ability or expertise  
e) _____ the reference desk was too busy and I didn’t have time to wait  
f) _____ rarely visit the library  
g) _____ other (please specify) _______________________________________________

(go to question #14)

10. If you answered yes to question #8, what type of information services did you seek? Check as many as apply.  
a) _____ enquiring about library services  
b) _____ finding a fact  
c) _____ researching a topic  
d) _____ conducting a literature search  
e) _____ using BISON or NETDOC  
f) _____ tracking down citations  
g) _____ searching for pedagogical materials  
h) _____ other (please specify) _______________________________________________

11. Did the information service have an impact on your work? Check one.  
a) _____ very substantial impact  
b) _____ substantial impact  
c) _____ some impact  
d) _____ no impact (go to question #13) 
e) _____ can’t rate (go to question #14)
12. What type of impact did the information services have on your work? Check as many as apply.
   a) _____ expanded my knowledge of subject
   b) _____ saved time
   c) _____ helped me identify more appropriate resources
   d) _____ other (please specify) ______________________________________________

(go to question #14)

13. If there was “no impact”, what was deficient in the information provided? Check as many as apply.
   a) _____ the information was not current
   b) _____ the information was not relevant
   c) _____ too much information provided
   d) _____ too little information provided
   e) _____ assistance was not provided within my time frame
   f) _____ librarian could not find anything useful
   g) _____ other (please specify) ______________________________________________

14. What other information services would help you? Check as many as apply.
   a) _____ current awareness service
   b) _____ citation searching
   c) _____ complete package (researching topic, conducting a literature search, retrieving and delivering documents)
   d) _____ identification of key Internet sites in my field
   e) _____ other (please specify) ______________________________________________
   f) _____ no other information services would be helpful

Information Technology

15. Have you ever requested a librarian’s assistance in dealing with information technology (i.e. Internet, computer software, electronic resources, computer problems)?
   a) _____ No (go to question #16)
   b) _____ Yes (go to question #17)

16. If you answered no to question #15, why have you never requested a librarian’s assistance in dealing with information technology? Check as many as apply.
   a) _____ did not know that librarians do this
   b) _____ did not think that librarians have sufficient ability or expertise
   c) _____ did not require assistance
   d) _____ librarians were not available when needed
   e) _____ do not have appropriate equipment
   f) _____ other (please specify) ______________________________________________

(go to question #21)

17. If you answered yes to question #15, what type of assistance have you received? Check as many as apply.
a) _____ assessing and recommending software
b) _____ providing instruction in the use of software
c) _____ creating web pages
d) _____ developing instructional web sites
e) _____ developing or managing databases
f) _____ resolving technical problems
g) _____ providing assistance with retrieving an electronic document
h) _____ helping me order materials online
i) _____ other (please specify) ______________________________________________

18. Did the assistance with information technology have an impact on your work? Check one.
   a) _____ very substantial impact
   b) _____ substantial impact
   c) _____ some impact
   d) _____ no impact (go to question #20)
   e) _____ can’t rate (go to question #21)

19. What type of impact did the assistance with information technology have on your work? Check as many as apply.
   a) _____ solved my technical problem
   b) _____ helped to integrate new technology into my research or teaching
   c) _____ taught me how to use electronic resources, e.g. databases, full-text materials, data resources (e.g. DLI), software packages (e.g. Reference Manager)
   d) _____ made me more efficient in using information technology
   e) _____ other (please specify) ______________________________________________

   (go to question #21)

20. If there was “no impact”, what was deficient in the assistance provided? Check as many as apply.
   a) _____ librarian did not have enough expertise
   b) _____ there wasn’t enough time to resolve problem
   c) _____ the problem was beyond control of librarian, e.g. server down
   d) _____ other (please specify) ______________________________________________

21. How else could librarians assist you in dealing with information technology? Check as many as apply.
   a) _____ assess and recommend software
   b) _____ teach me how to use software
   c) _____ create web pages
   d) _____ develop institutional web sites
   e) _____ develop or manage databases
   f) _____ resolve technical problems
   g) _____ provide assistance with retrieving an electronic document
Research

22. Have you ever collaborated with a librarian on a research project?
   a) _____ No (go to question #23)
   b) _____ Yes (go to question #24)

23. If you answered no to question #22, why have you not collaborated with a librarian on a research project? Check as many as apply.
   a) _____ not part of institutional culture
   b) _____ did not think of it
   c) _____ did not consider that librarians had sufficient ability or expertise
   d) _____ inappropriate for librarian to be part of research project
   e) _____ no time to develop collaborative research with librarians
   f) _____ other (please specify) ______________________________________________
      (go to question #28)

24. If you answered yes to question #22, how did you collaborate? Check as many as apply.
   a) _____ co-writing the proposal
   b) _____ creating or managing a database
   c) _____ working as a partner on research project
   d) _____ performing literature search
   e) _____ gathering data
   f) _____ analyzing data
   g) _____ publishing the results
   h) _____ other (please specify) ______________________________________________

25. Did the librarian’s involvement have an impact on the research project? Check one.
   a) _____ very substantial impact
   b) _____ substantial impact
   c) _____ some impact
   d) _____ no impact (go to question #27)
   e) _____ can’t rate (go to question #28)

26. What type of impact did the librarian’s involvement have on the research project? Check as many as apply.
   a) _____ provided additional expertise and skills
   b) _____ brought a different perspective
   c) _____ provided support for project
   d) _____ facilitated the completion of a research project
   e) _____ other (please specify) ______________________________________________
      (go to question #28)

27. If there was no impact, why? Check as many as apply.
   a) _____ librarians don’t have adequate research skills
b) _____ librarians don’t have sufficient subject background or expertise

c) _____ librarian’s contribution was minimal

d) _____ librarian did not have enough time to devote to project

e) _____ librarian’s role could not be clarified and therefore it just didn’t work

f) _____ other (please specify) ____________________________________________

28. In what other capacity would you consider collaborating with a librarian on a research project? Check as many as apply.

a) _____ co-writing the proposal

b) _____ creating or managing a database

c) _____ working as a partner on a research project

d) _____ performing literature search

e) _____ gathering data

f) _____ analyzing data

g) _____ publishing the results

h) _____ other (please specify) ____________________________________________

i) _____ would not consider collaboration in any capacity

Collections

29. Have you had any interactions with librarians in developing library collections?

a) _____ No (go to question #30)

b) _____ Yes (go to question #31)

30. If you answered no to question #29, why did you not have contact with a librarian? Check as many as apply.

a) _____ have not required a collection assessment for a course or program

b) _____ am not/have not been the departmental library liaison

c) _____ the library has adequate resources in my field

b) _____ I rely on personal resources

e) _____ I use other local resources

f) _____ other (please specify) ____________________________________________

(go to question #35)

31. If you answered yes to question #29, what type of interaction have you had? Check as many as apply.

a) _____ recommended titles for purchase

b) _____ am/was departmental library liaison

c) _____ requested collection assessment statement for course or program proposal

d) _____ consulted with librarians during journal cancellations

e) _____ consulted with librarian to develop reading list for course
32. Did your interaction with the librarian have an impact on the collections in your field? Check one.
   a) _____ very substantial impact
   b) _____ substantial impact
   c) _____ some impact
   d) _____ no impact (go to question #34)
   e) _____ can’t rate (go to question #35)

33. What type of impact did the interaction with the librarian have? Check as many as apply.
   a) _____ developed better collections
   b) _____ gained better understanding about the scope of collections management
   c) _____ improved communication between department and library
   d) _____ became aware of new resources in the field
   e) _____ learned that the collection was inadequate for the proposed course or program
   f) _____ other (please specify) ______________________________________________

   (go to question #35)

34. Why was there no impact on collections? Check as many as apply.
   a) _____ there was no follow-up from librarian
   b) _____ proposed program/course did not go forward
   c) _____ library statement confirmed that resources in field of study were adequate
   d) _____ there was inadequate funding to purchase resources needed
   e) _____ librarians don’t have subject background or expertise to build/evaluate collections
   f) _____ other (please specify) ______________________________________________

35. How else could librarians build library collections in your area? Check as many as apply.
   a) _____ provide access to resources on the Internet
   b) _____ be members of faculty/departmental curriculum committees
   c) _____ participate in the development of courses
   d) _____ investigate alternative funding opportunities
   e) _____ develop agreements with other institutions to share resources
   f) _____ other (please specify) ______________________________________________
   g) _____ would not consider other ways to build collections in my area

Overall, rate the librarian’s role in the university in terms of the following activities:

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<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>Can’t Rate</th>
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<td>Teaching</td>
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<td>37.</td>
<td>Info Services</td>
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<td>38.</td>
<td>Info Technology</td>
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39. Research

40. Collections

Please provide the following background information.

41. With which Faculty or School are you primarily affiliated?
   a) Agricultural and Food Sciences
   b) Architecture
   c) Art (School of)
   d) Arts (Faculty of)
   e) Dental Hygiene
   f) Dentistry
   g) Education
   h) Engineering
   i) Human Ecology
   j) Law
   k) Management
   l) Medical Rehabilitation
   m) Medicine
   n) Music
   o) Nursing
   p) Pharmacy
   q) Physical Education and Recreation Studies
   r) Science
   s) Social Work
   t) Continuing Education Division

42. What faculty rank do you hold?
   a) professor
   b) associate professor
   c) assistant professor
   d) lecturer
   e) instructor

43. How many years of experience have you had working in an academic institution (all universities including the U. of M.) as a faculty member?
   a) less than 5 years
   b) 5 to 10 years
   c) 11 to 20 years
   d) over 20 years

COMMENTS - If you have comments regarding any of the issues addressed in this survey, please provide them in the space below:
THANK YOU FOR COMPLETING THE SURVEY. PLEASE MAIL IT BACK IN THE BUFF ENVELOPE PROVIDED.

FOLLOW-UP FORM

Would you like to receive a copy of the research findings? _____ Yes _____ No

If you answered “yes”, please write your name, department/faculty, telephone number and e-mail address below, insert this form in the envelope provided and mail it to the investigators.
Name _______________________________________

Department/Faculty ____________________________

Telephone Number ____________________________

E-mail Address _______________________________