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ITHAKA University of Northern Iowa Faculty Survey: Survey Comments

University of Northern Iowa

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Comments
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- I signed up for a consultation with Chris Neuhaus to help me learn more about digital scholarship and search strategies. He was patient, extremely helpful, and very knowledgeable. I know there have been many changes at Rod Library, and lots of services and resources that probably exist there that would help me even more, but haven't taken the time to explore them and wish I knew more.
- I would support student media services where students and instructors could have access and help to create media for instructional purposes.
- I see the role of university libraries as changing but still critically important- actually vital to the function of a university.
- I feel there is an epidemic of plagiarism in education today. Too many students, and some educators feel that any information they can find "on the Internet" is fair to "copy and paste" and use as their own. The Internet has made information access easier, but it has made cheating easier. I'm sorry, I don't have the solutions to this problem, but I feel it should be addressed.
- I tell people that we have one of the best libraries in the country for a university of our type. The services are excellent. My classes are such that they aren't needed often, but my classes are also rather non-traditional.
- As an adjunct instructor, I would love opportunities to integrate more digital resources and learning opportunities into my courses. But who's going to pay for my time?
- The research project that I have my students do requires that they only use books in our library because many of them have never used books for research. So the uses of digital technology has been over-emphasized and as we discuss the use of digital things, I'd like to see us develop an overall strategy that would place emphasize on books and paper sources in the student's first year (for example) before we have them do all this extra technological activity. If we don't do this kind of sequencing, they never see words as the prime technology for their own educational growth, and are always outer directed and then they really are internally and intellectually impoverished.
- I support open access research and scholarship, but some questions in this survey may not indicated it. Questions that asked if I supported my institution or other public universities *requiring* open access publishing received the lowest rating from me. I do not support any university *requiring* an author to publish their work in any way dictating by the state or university. I support *author controlled* open access, which was not an option. This survey tended to frame open access as an institutional directive rather than a matter of authorial voice and decision-making. I think authors who want

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to publish their research as open access should be able to do so without institutional barriers and without stigma from academic departments or the university.

- Our library staff have always impressed me as being helpful and dedicated. I graduated from UNI and am now faculty, and in both capacities I have benefited greatly from our library and our library staff. I would only suggest that the library's central problem with both faculty and students may be convincing both groups that the library IS relevant and beneficial. That is, I firmly believe that our library IS relevant and highly beneficial to both students and faculty but it may nevertheless be underutilized do to a misperception by students and faculty that it isn't as relevant or beneficial as it could be if used to its fullest capacity.
- Surveys that include professor feedback should also include questions about which specific resources Rod Library should invest in, what resources are required for area research that the library doesn't fund, etc. Rod Library's database subscriptions need increased investment. ILL fees should be a part of Rod Library's funding/budget and not charged to departments.
- In certain instructional computer labs on campus, current upkeep and technical support (just keeping machines operational so that they can be used for routine day-to-day classroom instruction) is the worst it's ever been. When reported, those in charge express understanding, but explain that current funding priorities are not sufficient to maintain Macintosh-platform labs (which are the industry standard in various career fields in which many UNI alumni have consistently excelled). Students (who pay for the upkeep of the labs) are frequently angry, and faculty are understandably frustrated. The technological "garden of delights" at the library are resources we escape to, as a way of trying to forget how poorly supported our own classroom teaching labs are now.
- re the survey: "about equally" is an inadequate descriptor of "somewhere in between""laboratories" seems the only alternative when for some disciplines "workshop" might be a useful descriptor PD for me as an older faculty member, especially in the area of digital communication/ instruction/research, is hindered when the skill level between where I am and where the provider is seems too disparate, and even more if/when the provider's tone is glib or condescending and the pace untenable.
- Psychology defines primary and secondary sources entirely differently than a librarian does (apparently), I had to keep reminding myself of your definition. In some places I was sad you didn't ask the question I wanted to answer: for example, I get a lot of teaching ideas from reading books about teaching - the one source of ideas you never asked about. :(
- Don't know if I did the first Likert scale correctly and couldn't go back to check.
- This is much too long.
- I appreciate the development of the Digital Media Hub. I don't have a use for it in the current courses I teach, but I know it has been very helpful to many other instructors

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who teach classes that can use these tools. I also appreciate the Library's many subscriptions to online journal services. These are indispensable for doing research at UNI. They broaden the scope of the collections immensely.

- I have heard positive things from my students about using Rod Library's services from a distance. I just want to remind you to keep distance education students in mind when changes are made to staffing and resource allocation. Thank you.
- Please add "Teacher Reference Center" and "What Works Clearinghouse" in the databases.
- I am unaware exactly what resources and instruction the library offers in research methods for undergraduate students.
- This survey is about digital technology not (my) professional development. We are too quick to embrace digital technology and typically focus of form rather than substance. I have never heard a technologist at UNI address "learning" first when discussing technology. They seldom, if ever, consider whether and how the technology actually could impact learning.
- I have found the library resources and the staff to be very helpful. Keep up the great work! I do occasionally use the physical library, but primarily interact with the online resources.

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