

AN ABSTRACT OF THE THESIS OF

Norma E. McWilliams for the Master's Degree in Library Science presented on November 10, 1983.

Title: Faculty Use of Interlibrary Loan in Six Colleges in Nebraska.

Abstract approved: Ronald P. Harshbarger

The purpose of this study was to investigate patterns in faculty use of interlibrary loan as related to geographical proximity to major libraries. A four-page questionnaire was mailed to a systematically drawn random sample of 116 faculty members from the six private colleges in Nebraska which resulted in 104 valid respondents.

The results of the study, with thirteen display tables, are as follows:

1. A total of thirty-six respondents answered the question concerning other types of libraries used for resources. Twenty-three persons (64 percent), indicated they use their own personal libraries while twelve persons (33 percent), use other university libraries.
2. Comparing the frequency of use of interlibrary loan services and the faculty use of the institution's library in general revealed that sixty-one of the eighty respondents use their interlibrary loan services more than ten times during the year. There was nearly an equal number of respondents that used the library and interlibrary loan services one or two times per semester.
3. The age of materials consulted by over one-half of the faculty was less than five years old. Forty-two percent of the respondents indicated they had no set pattern; age varied in the choice of materials needed.
4. All fifty-one faculty respondents overwhelmingly supported the library staff and praised their willingness to offer needed assistance. Thirty-five of the respondents indicated that the staff successfully located suitable materials to meet their needs.
5. Interlibrary loan activities could probably increase if the services were publicized more among the faculty.

FACULTY USE OF INTERLIBRARY LOAN IN
SIX COLLEGES IN NEBRASKA

A Thesis
Presented to
School of Library and
Information Management
EMPORIA STATE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
Master of Library Science

By
Norma McWilliams
November 10, 1983

Thesis
117
BA

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DATA PROCESSING

APR 16 1984

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iv
INTRODUCTION.....	1
THE PROBLEM.....	1
Statement of the Problem.....	1
Method of Procedure.....	2
REVIEW OF LITERATURE.....	5
PRESENTATION OF FINDINGS.....	11
SUMMARY AND CONCLUSIONS.....	19
BIBLIOGRAPHY.....	22
APPENDICES.....	23
1. Faculty Questionnaire.....	23
2. Letter.....	27
3. Follow-Up Letter.....	28

LIST OF TABLES

Table	Page
1. Tabular Data on the Six Private Colleges.....	2
2. Frequency of Use of the Institution's Library.....	11
3. Other Types of Libraries Used For Resources.....	12
4. Frequency of Use of the Institution's Library.....	12
5. Reasons For Infrequent Use of Interlibrary Loan.....	13
6. Reasons For Using Interlibrary Loan.....	14
7. Response Time of Interlibrary Loan Services.....	14
8. Frequency of User's Need For Staff Assistance.....	15
9. Assistance Needed of Library Staff.....	15
10. User's Opinion of Library Staff.....	16
11. How Faculty Locate Additional Materials.....	16
12. Age of Materials Most Often Consulted.....	17
13. Communication of the Availability of Interlibrary Loan Services to Students.....	18

INTRODUCTION

One of the major concerns of librarians is the unending task of selecting materials to meet the information needs of their library users. Given the ever-increasing output of information there is no library that can be self-sufficient in meeting all the needs of its users. The interlibrary loan activities of a library can be the vehicle to supply the user with needed resources not available in the local library and can help the user to obtain additional resource materials. This study grew out of a need for information on interlibrary loan activities of the faculties of small academic libraries.

PROBLEM

Statement of the Problem

The purpose of this exploratory study was to describe patterns of faculty use of interlibrary loan services. The patterns of use to be examined were:

1. The purpose for using of the interlibrary loan service as it relates to preparation needs for teaching and for research needs.
2. The relevance of resources received through interlibrary loan.
3. The use of other libraries within easy driving distance rather than the use of the institution's interlibrary loan services.
4. The degree to which the faculty members' personal library met the teaching and research needs of the individual.
5. The degree to which the faculty regarded the time factor of

interlibrary services in meeting their needs.

6. The age of materials requested.

Method of Procedure

The instrument used to collect the data was a twenty-three item questionnaire. A letter explaining the purpose of the study accompanied the questionnaire.

The questionnaire was distributed to a random sampling of the faculties of six Nebraska private colleges located in East and Central Nebraska. These institutions are: Grace College of the Bible, Omaha, Nebraska; Midland Lutheran College, Fremont, Nebraska; York College, York, Nebraska; Nebraska Wesleyan, Lincoln, Nebraska; Concordia Teachers College, Seward, Nebraska; and Hastings College, Hastings, Nebraska.

TABLE 1

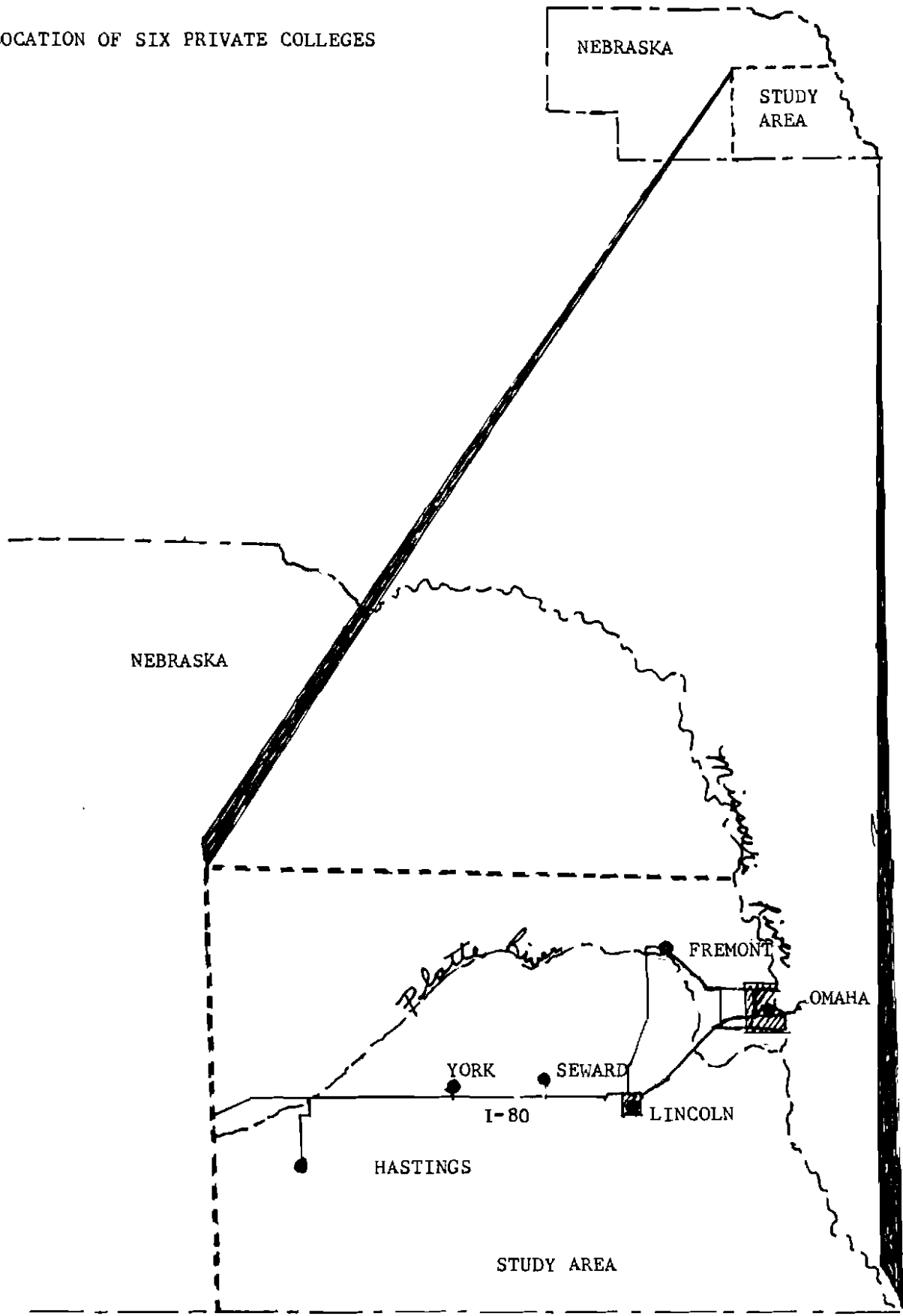
Academic Institution/	Loc/	Stu/	Fac/	Library Holdings/	Distance (mi)	
					Omaha/	Lincoln
Concordia Teachers	Seward	1085	103	129,337	75	25
Grace College	Omaha	470	31	48,000	0	55
Hastings College	Hastings	745	56	100,000	150	100
Midland College	Fremont	800	*54	83,000	31	46
Nebr. Wesleyan	Lincoln	1085	81	155,730	50	0
York College	York	360	19	23,665	100	50

*Listed in Midland College Catalog, 1981-82
Data Source: American Library Directory, 1982

LIBRARY HOLDINGS-OMAHA Institution /	HOLDINGS /	LIBRARY HOLDINGS-LINCOLN Institution /	HOLDINGS
University of Nebraska at Omaha	393,053	University of Nebraska	1,547,212
University of Nebraska Medical Center	59,997	Nebraska State Historical Society	166,098
Creighton University	278,000		
Omaha Public	555,789	Lincoln Public	420,557

Figure 1³

LOCATION OF SIX PRIVATE COLLEGES



The sampling totalled 116 faculty members from these colleges. The faculty of each institution were numbered and a thirty-three percent random sample was drawn. The sample number of 116 was reduced by twelve; nine faculty had vacated their teaching positions and three returned the questionnaire unanswered for personal reasons. The faculty names were numbered alphabetically by institution, then drawn by lot, based on the total number of faculty names appearing on each institution's roster. No attempt was made to sample by academic discipline due to cross disciplinary teaching assignment of the faculty. The random sample resulted in 116 faculty members with 104 valid representatives for the final analysis. Eighty faculty members responded by completing the four page questionnaire.

The number of respondent by major subject categories were religion with ten (13 percent), combined subject disciplines of the humanities totalled twenty (25 percent), subject disciplines of the natural sciences and science totalled fifteen (19 percent), the combined subject areas of the general education field totalled twenty-six (32 percent), the social science area totalled six respondents (8 percent), and business education had three respondents with (3 percent).

Due to the diversity of faculty academic divisions within the various departments at the institutions, it was determined to be impracticable to compare the responses by department faculty. The final step, after the questionnaire results were analyzed, was the presentation of the collected data by the use of tables.

REVIEW OF LITERATURE

A review of the literature reveals little research has been done on the characteristics of interlibrary loan activities. No study was found that focused on faculty usage of interlibrary loan services. The only large scale studies found that involved academic libraries dealt with the idea that university libraries have filled the majority of interlibrary loan requests of smaller libraries.¹

Interlibrary loan service has been increasing due to the demand for cooperation among libraries. Mass media and the increased cost of materials have made it difficult for any library to remain self-sufficient.

Usually interlibrary loan is thought of in connection with the research need of faculty members and graduate students. However, it is probable that interlibrary loan requests are more important for instructional needs in the small college library.² The reasons for this are the following: (a) immediate use, where purchase would delay the obtaining of the book; (b) the need of out-of-print or foreign books; (c) the demand for specialized books and journals without which instruction would be hindered.³

Due to limited finances and book resources, the small or large college library seeks research materials required by its faculty beyond

¹Dianna Lynn Smith, The Magnitude and Characteristics of Interlibrary Loan Involving Public, Academic, and Special Libraries in Tennessee. (Ann Arbor, Michigan: University Microfilms International, 1976), p. 66.

²Guy R. Lyle, The Administration of the College Library. (New York: H. W. Wilson Co., 1949, p. 180. (not included in the 4th ed. 1974)

³Ibid.

its own collections of materials. No library can expect to have all the actual research materials needed by its faculty, but can offer its interlibrary loan services to meet the demand for additional resources. Some research materials needed by the small college libraries can be supplied by nearby larger colleges and universities. Many such libraries work together in an interinstitutional cooperative system to enhance and improve library resources and services.

Studies which have focused on the academic libraries, will be described in this portion of this report. Sarah Thomson did a thorough study of Interlibrary Loan Involving Academic Libraries in the early 1960's which is not too meaningful today, except as a way of comparison to future use. The Westat Corporation did a study for the Association of Research Libraries projected to reflect the total national volume of interlibrary loan handled by academic libraries through 1974-75.⁴

In the Sarah Thomson study of academic libraries in the United States, a survey was made of the characteristics of the lending and borrowing institution's libraries, the users, the resource materials requested, policies, procedures, and attitudes to decide what the influence of these had on the success or failure of the interlibrary loan requests.⁵

Research revealed that a high percentage of interlibrary lending is done between libraries situated near each other. There are a large

⁴Smith, p. 3.

⁵Sarah Thomson, Interlibrary Loan Involving Academic Libraries. (Chicago: American Library Association, 1970), p. VII.

number of academic libraries engaged in little or no interlibrary loan activities.⁶

A survey by Thomson of current interlibrary loan practices in academic libraries in the United States assessed the characteristics of the lending and borrowing practices, the following findings were observed:

1. As a result of this study, some changes were made in the "General Interlibrary Loan Code, 1952" and the "Interlibrary Loan Request" form, and were recommended to the ALA Reference Services Division Interlibrary Loan Committee. The recommendations would increase the number of interlibrary loan requests and decrease the expenditure of time in the lending library.

2. Another recommendation was that the "General Interlibrary Loan Code" be changed to define and give an example of verification, that the list of abbreviations of verification sources be revised and enlarged.

3. The most outstanding achievements of the Interlibrary Loan Committee was the adopting by state and other library associations, with instruction at the local level, more efficient verification, the encouragement to establish faster delivery services.⁷

Another type of research was done for the purpose of determining the differences in interlibrary loan borrowing and lending procedures at six colleges and universities in the Rocky Mountain Area of Colorado. The six colleges and universities were within a relatively close geographical area, but varied greatly in size of library resources

⁶Thomson, p. 5.

⁷Thomson, pp. 83-88.

and enrollment. The study by Mary Ellen Woodward showed the following aspects of interlibrary loan activities: "basic policies, financial affairs, maintenance of files, allocation of work routines, and relationships of the libraries in question to the Bibliographic Center for Research in Denver."⁸

1. There was considerable agreement found among the six academic libraries concerning basic interlibrary loan policies, especially those of lending. The internal policies and routines were more divergent within each individual library.

2. The libraries maintained a minimal amount of records for annual reporting.

3. Due to the increase in the volume of interlibrary lending, it was noted that the demands were taking more professional time.

4. The important means of supplementing the resources of each library's needs should be considered along with the financial aspects of interlibrary lending.⁹

Lastly, another research study by Rolland Stevens presented findings on the volume and characteristics of interlibrary loan practices in all types of libraries in the United States for the Association of Research Libraries.¹⁰

⁸Mary Ellen Woodward, Interlibrary Loan Practices At Six Rocky Mountain Colleges and Universities. (Denver: University of Denver, 1961), p. 2.

⁹Ibid., pp. 27-28.

¹⁰Smith, p. 6.

Stevens assessed the data of several studies, Vernon Palmour and others, A Study of the Characteristics, Costs, and Magnitude of Interlibrary Loans in Academic Libraries (1972), Nelson Associates, Inc. of NYSILL, the system developed in New York State, and Sarah Thomson, Interlibrary Loan Involving Academic Libraries (1970) and made the following generalizations:

1. Traditionally, it was believed, the largest volume of lending and borrowing was done by the academic libraries. However, it is now thought only a part of the interlibrary loan activity originates in an academic library.

2. No one has studied the volume of requests handled by non-academic libraries at the present time. The study done in New York State by Nelson Associates, Inc., does give a conservative estimate of the total quantity of interlibrary loan activity in the United States.

3. According to the Thomson and the Palmour studies, it was reported that 75 percent and 60 percent, respectfully, originated the most interlibrary loan requests from academic libraries.

4. The Palmour study reported the time for filling an interlibrary loan request took five days from the initial request in academic libraries. Also, photocopied material requires less time than materials in other formats.¹¹

¹¹Rolland Stevens, "A Study of Interlibrary Loan," College & Research Libraries, XXXV (September, 1974), 336-343.

In the preceding pages an attempt has been made to show the 'magnitude and characteristics' of interlibrary loan involving the academic library. At times the instructional and research needs of faculty members necessitates the use of interlibrary loan services. This is due mainly to limited finances and book resources which makes it necessary to borrow materials from other library collections. Many libraries situated closely to one another lend to each other rather than to mail requests. Traditionally, it is believed, the academic libraries lend and borrow the largest volume of materials.

Both tradition and computerized literature searches verified a lack of literature specific to the topic under study. The recent interlibrary loan literature deals mainly with studies of networking and automation of interlibrary loan practices. A recent study by Lauries S. Linsley, "Academic Libraries in Interlibrary Loan Network" is an example of this trend. Although extremely useful for the design of interlibrary networks it does not deal with faculty uses of interlibrary loan.

PRESENTATION OF FINDINGS

Information compiled in this study was obtained through the use of a twenty-three item questionnaire (see Appendix No. 1) which was sent to randomly selected faculty from each of the six Nebraska private colleges.

In general, each table consists of statistical classifications which are based upon answers received to the questionnaire. The faculty respondents answered only the questions deemed as personally applicable to themselves. Hence, a number of the questions were answered by only approximately one-half of the faculty sampling. An explanatory paragraph accompanies each table and present statistics for the survey results.

Table 2 illustrates that 61 of the 80 faculty respondents (or 76 percent of the total sample) use the resources of their institution's library as often as two or three times a month, or more. Seventeen (21 percent) use the institution's library once or twice a semester and only one person used the institution's library only once or twice a year. One person indicated no use of the institution's library.

TABLE 2

Frequency of Use of the Institution's Library

R= 80	N	%
2-3 times/month	61	76
1-2 times/semester	17	21
1-2 times/year	1	1½
Never	1	1½
Total	80	100%

In Table 3 faculty responses are listed concerning the use made of other types of libraries. This question was answered by thirty-six faculty respondents (45 percent) of the total number of respondents and many checked more than one category. The survey revealed that twenty-three (64 percent) used their own personal libraries. Further, there were thirty-six responses indicating use of the resources of other libraries. It was interesting to note the response was nearly equal, (33 percent) used the library of another university, and (31 percent) used another library on campus. Twenty-two percent answered that they used the public library.

TABLE 3

Other Types of Libraries Used for Resources

R= 36	N	%
Another library on campus	11	31
Personal library	23	64
Public library	8	22
Another university library	12	33
Other	5	14

TABLE 4

Frequency of Use of the Institution's Library
 Compared to
 Frequency of Use of Interlibrary Loan

R= 80 Frequency	Library/R=78	Interlibrary Loan
2-3 times/month	61 (76%)	8 (10%)
1-2 times/semester	17 (21%)	14 (18%)
1-2 times/year	1 (1½%)	37 (47%)
Never/rarely	1 (1½%)	19 (19%)

Table 4 provides the response results to a question designed to compare the frequency of use by the faculty of the institution's library and the faculty use of the interlibrary loan services. It was revealed that sixty-one (76 percent) respondents use their institution's library in excess of ten times a year, while eight (10 percent) use the interlibrary loan services more than ten times during the year. The table also indicates that a similar number used the library and interlibrary loan services one or two times per semester. The number of faculty respondents who use their institution's library infrequently, that is once or twice a year or less, approximately three percent. On the other hand fifty-six respondents out of (71 percent) indicated use of interlibrary loan services only once or twice during the year or not at all.

TABLE 5

Reasons for Infrequent Use of Interlibrary Loan

R=58	N	%
Unaware of such a service	3	5
Another library	22	38
Purchase materials/publisher	33	57
Do not require the service	23	40
Other	6	10

The respondents could respond more than once as to their infrequent use of interlibrary loan services. The reasons for not using interlibrary loan services given by the respondents were that only three (5 percent) were unaware of the service; that twenty-two (38 percent) made direct use of another library thirty-three (57 percent) preferred to purchase their resource materials, and twenty-three (40 percent) felt that they did not need interlibrary loan services.

TABLE 6
Reasons For Using Interlibrary Loan

R= 51	N	%
Gain current awareness	12	24
Gain information/teaching	16	31
Obtain information/research	32	63
Other	8	16

The reasons faculty members used interlibrary loan were to gain current awareness, gain information for teaching, and to obtain research resources. Of the fifty-one respondents, twelve persons (24 percent) used it for current awareness, sixteen persons (31 percent) used interlibrary loan for their teaching needs, and thirty-two (63 percent) used the interlibrary loan services of the libraries for research purposes. Eight respondents indicated the need for interlibrary loan services to meet other needs, or (16 percent).

TABLE 7
Response Time of Interlibrary Loan Services

R= 51	N	%
Excellent	33	65
Acceptable	18	35
Unacceptable	0	0

Table 7 shows that of the fifty-one respondents who indicated they made use of interlibrary loan services, thirty-three persons (65 percent) reported an excellent time factor performance. Eighteen persons (35 percent) reported the time factor as acceptable. None of the respondents indicated the time factor as unacceptable.

TABLE 8

Frequency of Users Need for Staff Assistance

R= 52	N	%
More than 50% of the time	9	17
25-50% of the time	16	31
Less than 25% of the time	25	48
Never	2	4

Table 8 shows of the fifty-two faculty member responses, nine (17 percent) indicated over half of the time they needed staff assistance. Sixteen respondents (31 percent) needed staff assistance in locating additional materials between 25-50 percent of the time. Twenty-five respondents (48 percent) required assistance less than 25 percent of the time.

TABLE 9

Assistance Needed of Library Staff

R= 50	N	%
Locating item in an index	30	60
Reference assistance/question	26	52
General instructions	13	26
Locating an item in another library	29	58

Table 9 identifies the kinds of assistance for which respondents ask the library staff. A total of fifty responses were returned in regard to this question. Faculty requiring help to locate a specific item in an index was indicated by thirty (60 percent). Nearly as many twenty-six, needed staff assistance in finding information in an answering specific questions. Only thirteen (26 percent) needed general instructions. The highest number of respondents needed assistance in locating materials in

other libraries, they numbered twenty-nine (58 percent). This assistance effort compares closely to those who needed help in locating a specific item, such as an index.

TABLE 10

User's Opinions of Library Staff At Own Institution

R= 51	N	%
Willing to help	51	100
Provide a minimum of assistance	0	0
Successful in locating suitable materials	35	69
Seldom locate suitable materials	0	0
Other	5	10

The tabulation shown in Table 10 indicates that the fifty-one faculty respondents in every case felt that the library staff members demonstrated a willingness to help find materials. On the matter of whether library staff were successful in locating material, thirty-five (69 percent) of the respondents gave affirmative reply. No one indicated that the staff were non-accommodating or unable to find suitable materials. Several positive comments were provided as follows: cooperative, excellent, helpful, and good staff.

TABLE 11

How Faculty Located Additional Materials

R= 37	N	%
Consulting other libraries	4	11
Special indexes and catalogs	34	92
Citations in the general literature	29	79
Other	2	5

If faculty did not need library staff assistance, how did they locate additional materials? Of the thirty-seven respondents, four (11 percent) consulted with reference departments of other libraries. Thirty-four (92 percent) of the respondents used special indexes or catalogs in their special field of study. Twenty-nine (79 percent) of the respondents found citations listed in the general literature. Two individuals used Books In Print or periodical indexes to find additional materials.

TABLE 12

Age of Materials Most Often Consulted

R= 79	N	%
Less than a year old	11	14
1-5 years old	41	52
6-10 years old	8	10
11-20 years old	1	1
Over 20 years old	6	8
No set pattern; age varies	33	42

Interlibrary loan users are mainly concerned with recent publications as reflected in Table 12. Fifty-two (66 percent) of the seventy-nine respondents consult materials less than five years old. Thirty-three respondents (42 percent) of the seventy-nine respondents indicated no set pattern; age varies. Seventeen respondents marked more than one response. Only six (8 percent) of the seventy-nine respondents used materials over twenty years old. One person remarked that he read materials over '200 years old'.

TABLE 13

Communication of the Availability of Interlibrary
Loan Services to Students

R= 80	N	%
Formally, through assignments	40	50
Never	34	42½
No answer	<u>6</u>	<u>7½</u>
Total	80	100%

Response tabulation as shown in Table 13 indicates that one-half of the eighty faculty did make known to their students that interlibrary loan service was available. Of the faculty members who did not acquaint their students of the service, thirty-four (42½ percent) responded that they had not made the effort. The remaining six respondents did not check one or the other.

In summary, it can be stated that the faculty frequently use their institution's library. The age of materials most often consulted by the faculty either varied in age or was less than five years old. There was a significant difference between the need of gaining information for teaching and the obtaining of information for research. The respondents used interlibrary loan more for research purposes. The reasons for infrequent use of interlibrary loan varied, however, over one-third of the faculty used another library. Other libraries used were another library on campus, personal library, public library, or another university library.

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate and describe patterns of faculty use of interlibrary loan services in selected academic colleges in Nebraska. The six academic colleges selected for the survey were homogeneous in nature, being private institutions, geographically located in East and Central Nebraska. The faculty members chosen for the study were randomly selected. The faculty of the academic college need access to informational materials for research and teaching resources not accessible to them in the institution's libraries. The major point of the study was on interlibrary loan and alternatives to interlibrary loan services.

The principal findings of the study were that the alternative uses to interlibrary loan services among the faculty were varied. While sixty-four percent of the faculty used their own personal library and the library as an information source; another on-campus library, public library and the library of another nearby college or university, within driving distance, provided a substantial percentage of source data, eighty-seven percent by survey findings.

Another finding showed the majority of interlibrary loan requests made by the faculty were to gain information required in research. Less than one-half the number used the services as a means of obtaining teaching information. A similar number of faculty responded that they did not require interlibrary loan services in their work.

The survey analysis of response time for interlibrary loan transactions revealed that the faculty had given the response time a

highly successful rating. The library staff were highly commended for their assistance in the areas of reference, locating suitable materials, and general instructions.

Comparing the frequency of use of interlibrary loan services and the faculty use of the institution's library in general revealed that sixty-one of the eighty respondents use their interlibrary loan services more than ten times during the year. There was nearly an equal number of respondents that used the library and interlibrary loan services one or two times per semester.

The age of materials consulted by over one-half of the faculty were less than five years old. Forty-two percent of the respondents indicated they had no set pattern; age varied in the choice of materials needed.

A major obstacle to effective use of the interlibrary loan service is simply the lack of familiarity on the part of potential users. Some respondents comments offered the following:

- "Need to know more"
- "Extended loan period desired"
- "Logistics is a problem"
- "Service is good"
- "Remove interlibrary loan service charges"
- "The service works well"
- "I promise future use"
- "Students also have awareness needs"

Efforts to implement certain of the above suggestions should result in making interlibrary loan services one effective resource for all segments of the academic community.

The investigation conducted under this study sampled a cross-section of faculty in the various teaching disciplines offered at the private colleges. However, further survey study could be undertaken to verify the finding of faculty use of interlibrary loan on a department by department basis.

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FACULTY SURVEY--USE OF INTERLIBRARY LOAN
SERVICES IN THE LIBRARY

1. What is your faculty rank:

1__ Lecturer	4__ Associate Professor
2__ Instructor	5__ Full Professor
3__ Assistant Professor	6__ Emeritus

2. Of what academic department or professional school are you a member?

3. How many years have you been a faculty member at your present institution?

4. Where did you last teach before coming to your present position?

5. Are you at present primarily teaching: (Check as many as apply)
 - 1__ Freshman and sophomore-level courses?
 - 2__ Junior and senior-level courses?
 - 3__ Graduate courses?
 - 4__ No teaching duties; engaged in research and/or research interests.

6. Please indicate briefly your main research interests if applicable.

7. About how often do you use the resources of your institution's library?
 - 1__ Two or three times a month, or more
 - 2__ Once or twice a semester
 - 3__ Once or twice a year, at most
 - 4__ Never

8. If rarely (once or twice a year) or never, do you depend on some other library for the materials you need in teaching and/or research?

__ Yes	__ No
--------	-------

9. If yes, please indicate what library you most often use:

1__ Another library on campus or your departmental library (please specify): _____

2__ Your personal library _____

3__ A public library (please specify): _____

4__ Another university library (please specify): _____

5__ Other (please specify): _____

10. About how often do you use the interlibrary loan services in your institution's library? _____

11. If you have rarely (once or twice a year) or never used interlibrary loan services at your institution's library, please indicate why your use is infrequent: (Check as many as apply)

1__ Unaware of the existence of such service in the library

2__ Depend on materials located in another library
(Specify library): _____

3__ Obtain own copies of books or magazines through purchase from publishers

4__ Do not require interlibrary loan services in my work

5__ Other (please explain): _____

NOTE: IF YOU NEVER USE INTERLIBRARY LOAN SERVICES, PLEASE SKIP TO QUESTION 21

12. If you have used interlibrary loan services, for what purpose do you use it?

1__ To gain current awareness of events and issues of interest

2__ To gain information required in teaching

3__ To obtain information needed in carrying out research

4__ Other (please explain): _____

13. What type of materials have you found especially useful in your academic field?

Please rank in the order you use most:

1__ Journals 2__ Books 3__ A.V. Materials 4__ Other (specify) _____

20. If you do not generally require assistance, how do you locate the additional materials you need? (check as many as apply)
- 1__ By consulting with reference departments of other libraries
 - 2__ By consulting special indexes and catalogs of your field of study
 - 3__ By finding citations to subject matter in the general literature or special bibliographies in your field of study
 - 4__ Other (please explain) _____
21. How old are the materials you most frequently consult?
- 1__ Less than a year old
 - 2__ 1-5 years old
 - 3__ 6-10 years old
 - 4__ 11-20 years old
 - 5__ Over 20 years old
 - 6__ No set pattern; age varies
22. Have you made your students aware of interlibrary loan services available at your institution's library?
- 1__ Formally, through specific class assignments
 - 2__ Have never had occasion to mention interlibrary loan services to students
23. What suggestions would you make for improving the interlibrary loan services at your institution's library?

Thank You So Much For Your Cooperation!

September 12, 1983

Dear _____:

Attached is a survey of faculty use of interlibrary loan in your institution's library. The aim of the study is to reveal how interlibrary loan users locate the materials they need, the user's purpose in requesting interlibrary loan services, and the age of the materials most frequently requested. This same survey is being conducted at other private colleges in East Central Nebraska and the results will, hopefully, demonstrate the current usage of interlibrary loan activities among these libraries.

Your assistance in this survey is appreciated and the importance of your participation in the study cannot be overemphasized. Interlibrary loan services is a valuable asset and this study will show the value of it and the alternative means of obtaining materials not available in the parent institution.

Please make known any questions you might have concerning this questionnaire to the below signed individual in the Masters Degree Program of Emporia State University.

Thank you!

Sincerely yours,

Mrs. Norma McWilliams (Librarian)
Grace College of the Bible
1515 So. 10th St.
Omaha, Nebraska 68108

NM/nm
Enclosures

September 22, 1983

Dear Faculty Member:

Attached is a questionnaire to survey faculty use of interlibrary loan in your institution's library. At this time I am again circulating this survey form to allow those who may have misplaced the original copy of the survey or who may not have as yet completed their form an opportunity to respond.

The aim of the study is to reveal how interlibrary loan users locate materials they need, the user's purpose in requesting interlibrary loan services, and the age of the materials most frequently requested. This same survey is being conducted at other private colleges in East Central Nebraska and the results, hopefully, will demonstrate the current usage of interlibrary loan activities among these libraries.

Please make known any questions you might have concerning this questionnaire to the below signed individual in the Masters Degree Program of Emporia State University.

Thank you!

Sincerely yours,

Mrs. Norma McWilliams
Grace College of the Bible
1515 So. 10th St.

NM/nm
Enclosures