

#### Introduction

Please note that for the purposes of this survey an information literate individual is some one who is able to recognize when information is needed and is capable of effectively locating, evaluating, and using the needed information" (ACRL Information Literacy Competency Standards for Higher Education).

Information literacy programming forms an important part of the mandate of York University Libraries, and librarians aim to work in collaboration with faculty to enhance students' information literacy competencies. We are very interested in hearing from you so that we may collaborate more effectively in future in terms of information literacy initiatives.

If you are interested in obtaining more information about <u>the definition of</u> <u>information literacy competencies, including a link to the ACRL Information Literacy</u> <u>Competency Standards for Higher Education referenced above</u>, please explore this link at the Libraries' web site.

#### Information About Survey Length and Question Types

This survey should not take more than about 20 minutes of your time to complete. In precise terms respondents to this survey will be asked between 26 and 36 questions with prompted responses or ranking options (question numbers per respondent may vary because skip logic applies in the case of some questions). Additional optional open-ended comments questions are asked (and form a subsection of most of the prompted/ranking questions) to simply allow for responses/comments not included among prompted options. In a very few cases (less than half a dozen), questions are stand-alone and ask for either open-ended one-line answers or feature a box for comments.

Thank-you for taking the time to answer this survey.

Please click on the "Submit" arrow below to proceed to answer the survey questions.



Survey Page 1

#### Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

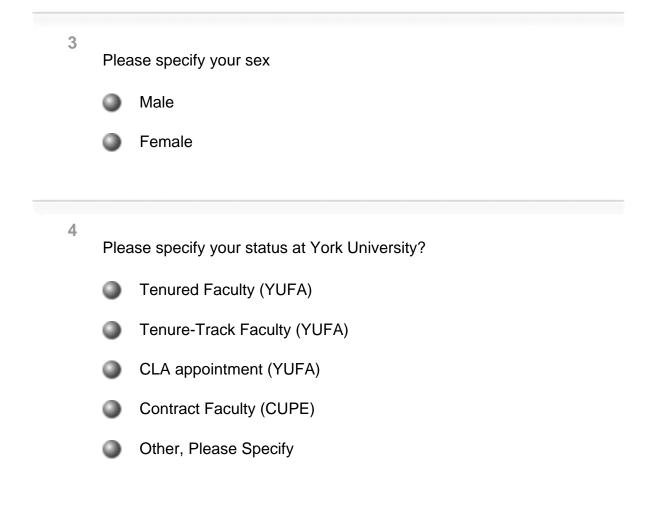
#### Please tell us a bit about yourself

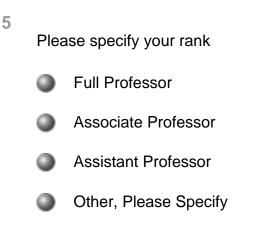
Demographic information is being requested to support analysis of the survey data

1 Which faculty/faculties at York do you belong to? Please check all that apply.

- Atkinson Faculty of Liberal & Professional Studies
- Faculty of Arts
- Faculty of Education
- Faculty of Environmental Studies
- Faculty of Fine Arts
- Faculty of Graduate Studies
- Faculty of Health

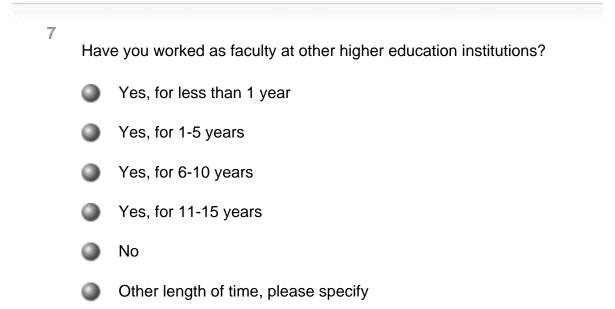
	Glendon
	Osgoode Hall Law School
	Schulich School of Business
	Faculty of Science & Engineering
2	What department(s) or academic unit(s) (within the faculty or faculties specified above) do you belong to? Please type "non applicable" if this does not apply in the context of the faculty you work in.





How many years have you been a faculty member at York University?







8	Do you feel your students in general make sufficient use of the York University Libraries in preparing for coursework for you?				
	۲	Yes			
	۲	No			
	۲	Don't know			
	۲	N/A (this is not required for courses I teach)			
	۲	N/A (I don't currently teach undergraduate/graduate students)			

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If you have additional comments relating to your response above please enter them below (optional):

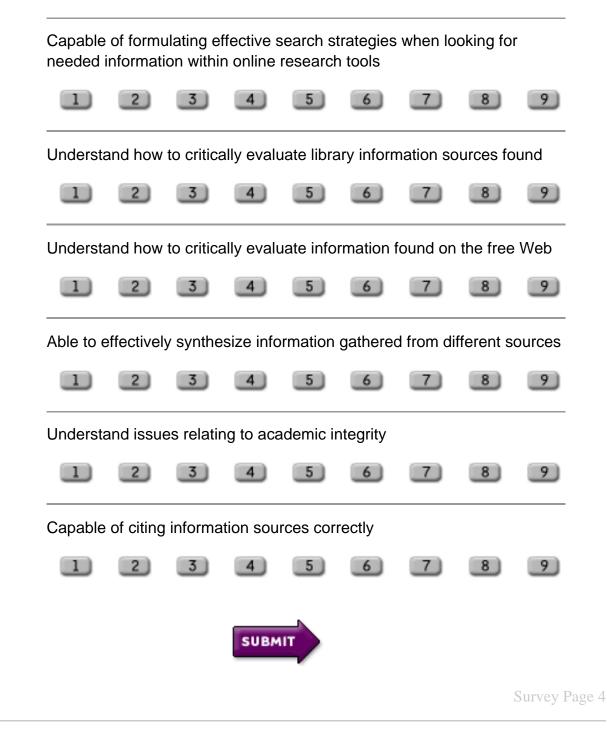


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To what extent is it important that students graduate from York University with the following information literacy competencies? Not at all Extremely Don't N/A important important know Capable of defining a research topic effectively Able to effectively identify information appropriate to a given research question -1 Understand how information is communicated in the primary discipline which they are studying Understand the differences between scholarly and popular information sources Able to distinguish between primary and secondary sources of information 

Able to identify appropriate search tools (e.g. databases, online research tools) to find needed information



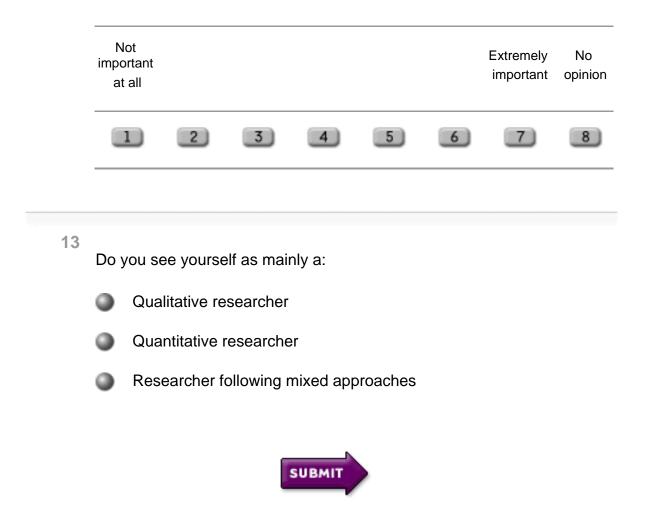


How important are print library collections in supporting research in your field?

Not extremely no important important opinion at all 2 3 4 5 6 8 1 7

#### 12

How important are online library collections in supporting research in your field?



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Please indicate which of the following groups of students you teach? **Please check all that apply** 

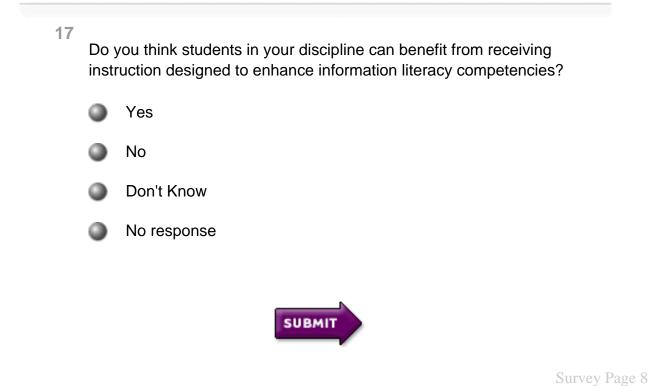
- 1st year undergraduates
- 2nd year undergraduates
- 3rd year undergraduates
- 4th year undergraduates
- Graduate students
- Don't presently teach
- 15

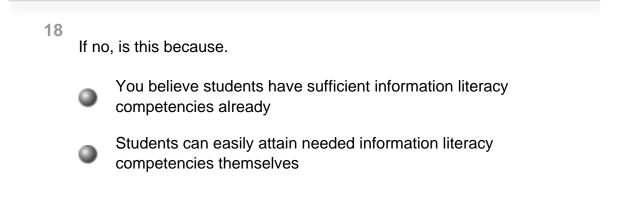
If you teach groups of students at York University other than those specified above please provide details in the box below.



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1 Very Poor	2	3	4	5	6	7 Excellent	8 Don't Know	N/A
1st & 2nc	l yr unde	rgradua	te stude	ents				
1 Additiona	2 Il Commo	3 ent (Opt	4 ional)	5	6	7	8	
3rd & 4th	yr unde	rgradua	te stude	nts	6	7	8	
Additiona	Il Comm	ent (Opt	ional)	_	_	_	_	_
Graduate	e student	S						
1 Additiona	2 Il Commo	3 ent (Opt	4 ional)	5	6	7	8	





If you do not believe students in your discipline can benefit from receiving information literacy instruction, and your reason for this belief, is not outlined above, please use the comments box below.



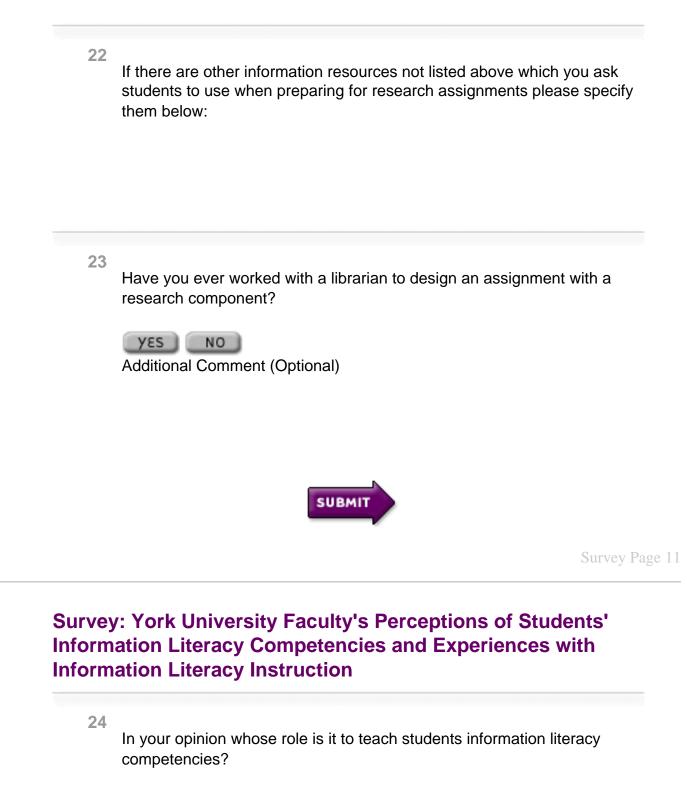
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## Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

20	-	you ask students to complete assignments in any of your courses th require them to conduct library research?
	۲	Yes
	۲	No
	۲	No response
		SUBMIT

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21 Which of the following information resources, if any, do you refer students to specifically when conducting assignments for you which require some research? Please choose all that apply To the Reserve Desk at York University Libraries for readings you have placed there To the Libraries for specific readings you have asked them to consult not on reserve To the catalogue to find books on a topic To consult databases for articles on a given topic(s) To government information To dissertations and theses To conference proceedings To statistics and data To specific resources on the freely available internet which you have recommended To freely available internet resources in general To films or videos To sound recordings To archival sources To maps or atlases To geospatial data To legislation or legal publications To scientific and technical reports To patents



- Course instructors
- Librarians
- Eith
  - Either course instructors or librarians
- Both course instructors and librarians

If your response is not among those prompted responses listed above, please provide it separately below.



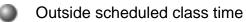
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### Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

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When should instruction designed to enhance information literacy competencies ideally take place?

During regular class time



Best delivered online through interactive tutorial (on student's own time)

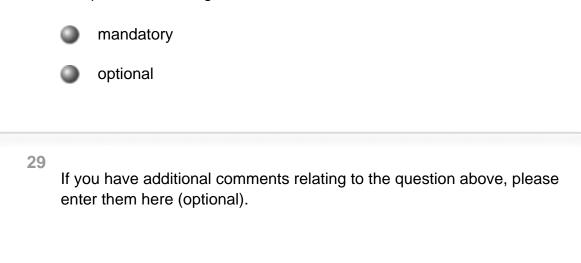
Never (not relevant to courses I teach)

Never (information literacy instruction is not needed by students)

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If you have additional comments relating to your response above, please provide them separately below (optional):

In your view, should instruction designed to enhance information literacy competencies among students be:





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30	Did you know that York University Libraries offer instructional services for students?
	YES NO

If yes, how did you learn about the Libraries' instructional services? Please check all that apply.
From another faculty member
From the Libraries' web site
At NFTY (New Faculty Teaching at York) or other CST event
From a Libaries' Y-file announcement
From your liaison librarian

If you learned about the Libraries' instructional services in a way or ways other than those specified above, please indicate how below.



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# Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

33

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Are information literacy competencies taught to students as part of any of the courses you teach at York University?

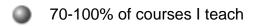




34	I do not incorporate teaching of information literacy competencies within any of my courses because. <b>Please check all that apply.</b>				
	I didn't know librarians could be asked to come to my class(es). Had I known I would have considered doing this				
	These skills are not relevant to the courses I teach				
	Though relevant, the curriculum is already very full – there isn't sufficient time				
	Students have these skills already				
	Students can teach themselves these skills				
	It's not my responsibility to organize teaching of these skills				
	For other reason(s)				
	No response				
	SUBMIT				

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Please indicate the approximate percentage of courses you teach which incorporate teaching of information literacy competencies.



- 50-69% of courses I teach
- 25-49% of courses I teach
- Less than 25% of courses I teach
- Don't know
- Other, please specify

#### 36

In classes where you incorporate teaching of information literacy competencies, who does the teaching?



I do this myself



I ask a librarian to do this



This is taught by myself and a librarian

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If the answer you would like to give is not among the prompted responses provided above, please enter it in the box below.

Have you ever arranged an instructional session designed specifically to help students with library research for assignments you have given them?





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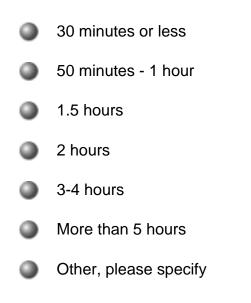
## Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

39	9 Which of the following approaches do you use for delivery of informat literacy instruction to students? <b>Please check all that apply.</b>				
	Offered during scheduled lecture time(s)				
	Offered during scheduled tutorial time(s)				
	Offered during additionally scheduled class time				
	Offered online				
	Offered by means of a combination of online and in-class instruction				

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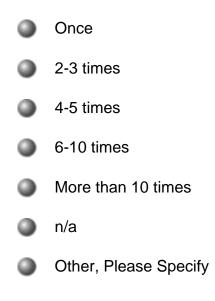
If your response is not listed among the options given above, please provide it below.

How much time is allocated to teaching of information literacy competencies on average in courses you teach where instruction in such skills is relevant?



#### 42

If you've had a librarian come to your class(es), how frequently have you done this in the last three years?





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Where information literacy competencies are taught in your classes, do you typically work with a librarian to determine the content of the instructional session?



Additional Comment



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Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction



In general how would you evaluate the impact of instructional sessions delivered by librarians to your classes on your students' information literacy competencies?



N/A (Librarians have not taught my students)

45

If you indicated in the question above that improvement in students' information literacy competencies was apparent, how did this evidence itself, in your observation?



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## Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

46	Do you think the instructional services of the Libraries are adequately promoted?
	YES NO
47	

If you answered no to the question above, do you have any suggestions for how the Libraries' instructional services might be better promoted on campus?

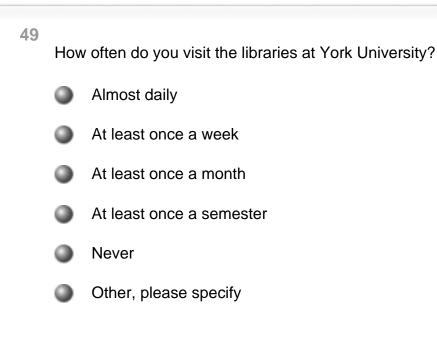


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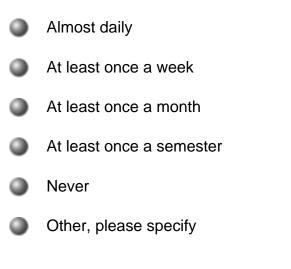
Do you use the Libraries for your own research?



Additional Comment



50 How often do you access library online resources?



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Do you ever seek the help of a librarian with your own research activities?





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#### Thank-you for taking this survey.

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If you have any other comments pertaining to information literacy competencies among York University students or the Libraries' instructional programs at York, which you would like to share with us, please enter them in the box below.

#### **Requests for Copies of Summary Results**

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If you would be interested in receiving a summary of the survey results on completion of the survey research, please provide an e-mail address below, to which a summary of results can be sent.



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