Use Of Networked Information Sources And Services By Information Science Faculty In Services: A Field Study Performed At The School Of Information Studies At Syracuse University / By Dr. Hossam Eldin Mohamed Refaat Abouserie.

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Summary[*]

The purpose of this study was to explore and investigate the ways faculty at The School of Information Studies[**] at Syracuse University use Networked Information Sources and Services to support their service tasks. Library and Information Sciences faculty were chosen as the population for this study. The study aimed to answer the following questions: 1-What are the main academic service activities the faculty performs? 2- To what degree does each faculty member depend on Networked Information Sources and Services? 3- What are the main reasons for using Networked Information Sources and Services? 4-What characteristics of electronic sources limit using of Networked Information Sources and Services? The web based questionnaire was the main tool for collecting data. The following two hypotheses were addressed:

1-There will be a difference in the using Networked Information Sources and Services used to perform the basic service tasks or activity according to faculty rank, and gender.

2- The second hypothesis indicates that the degree to which faculty depend on Networked Information Sources and Services will differ across the service tasks/activities, as follows:

A) They will depend more on electronic mails for service tasks than news groups.

B) They will depend more on electronic journals for service tasks than electronic archives.

C) They will depend more on electronic databases for service tasks than Internet directories and search engines.

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[*] This study is one of the suggested future studies listed by the author in a doctor dissertation titled "Information seeking and communicating behavior of social science faculty in an academic environment with a special reference to the use of electronic journals: A field study".

[**] School of Information Studies at Syracuse University ranked as America's best graduate Schools in 2007, US News < http://ischool.syr.edu/>, [Accessed in 1/5/2008]

Background

The university is a unique reflection of the modern society. It is created to carry out various tasks to serve, support and develop the community. Activities range from providing the most advanced knowledge to serve global markets and priorities to performing the most humble committee work designed to assist in the routine functioning of campuses and community groups.[1]

"Service comprises a broad mixture of activities ranging from clinical expertise provided to other health care practitioners and patients; advising of students and/or organizations; participation in governance committees (e.g., admissions, student affairs, academic affairs, curriculum, curricular assessment, etc.), specialty task forces or search committees at the departmental, school/college or university level; involvement in professional organizations or involvement in community activities".[2]

"The role of faculty service in higher education was first introduced in the nineteenth century to assist a growing and expanding economy. It was exemplified by the founding of institutions like Rensselaer Polytechnic Institute in 1824 when the rationale was to educate builders of railroads, bridges and other critical elements needed in a diversifying and growing economy. The importance of universities providing service to their communities and the nation was further codified by the 1862 and 1890 Morrill Acts and the 1887 Hatch Act establishing support to land-grant schools that would provide knowledge to address societal and economic problems".[3]

Conception of service

"Service applies a faculty member's knowledge, skills and expertise as an educator, a member of a discipline or profession, and a participant in an institution to benefit students, the institution, the discipline or profession and the community in a manner consistent with the missions of the university and the campus".[4]

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[1] The Faculty Service Role - Nature of the Faculty Service Role, Distinctions among Types of Service, available at <http://education.stateuniversity.com/pages/1974/Faculty-Service-Role.html>, [Accessed in 27/4/2008]

2 Brazeau, G. A. (2003) Revisiting Faculty Service Roles - Is "Faculty Service" a Victim of the Middle Child Syndrome?, American Journal of Pharmaceutical Education <http://findarticles.com/p/articles/mi_qa3833/is_200301/ai_n9175917> , [Accessed in 27/4/2008]

[3] Brazeau, G. A. (2003) Revisiting Faculty Service Roles - Is "Faculty Service" a Victim of the Middle Child Syndrome?, American Journal of Pharmaceutical Education <http://findarticles.com/p/articles/mi_qa3833/is_200301/ai_n9175917>, [Accessed in 27/4/2008]

[4] Brazeau, G. A. (2003) Revisiting Faculty Service Roles - Is "Faculty Service" a Victim of the Middle Child Syndrome?, American Journal of Pharmaceutical Education <http://www.iuinfo.indiana.edu/HomePages/101599/text/facultyQandA.htm>,[Accessed in 27/4/2008]

Academic services can be in three main types: 1) Academic service; 2) Discipline or professional services; and 3) Community service. Academic service includes all the activities and tasks that can be performed within the academic environment, whether directed to students or directed to the institution. Examples for this type include establishing network connection in the campus, helping the library employees to develop their system or collection, offering a comprehensive tutorial to new students, helping alumni in getting suitable careers, serving on internal committees and advisory boards, mentoring and advising students, and assuming part-time administrative appointments as program or unit leaders. [5]

Discipline or professional service is that which faculty give to their area of specialization This type of service can be provided either in the country or outside. It is also provided for free. Though this kind of service is provided for free, the reputation of the university and its academics can be the main beneficiary. Examples of professional service activity include agricultural extension, continuing education, social problem solving, policy analysis, program evaluation, assistance with economic development, technology transfer, and entrepreneurial activity. [6]

Community service includes all activities or tasks that can be performed within the community whether they are provided for free or provided for fee, such as consulting and selling personal service to companies, governmental agencies, businesses, and industries or providing free consultation for community or non-profit organizations, etc.

Significance of service

Academic services are important. They can help in achieving certain goals, such as:

"1-Contributing to activities that benefit the organizational unit (School, Faculty, Institute, University);

2-Providing effective leadership in any area of university activity;

3-Providing effective links between the University and the external community;

4- Enhancing the university's profile locally, nationally or internationally".*

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5 Education Encyclopedia: Faculty Roles and Responsibilities, available at

<http://www.answers.com/topic/faculty-roles-and-responsibilities> , [Accessed in 27/4/2008]
[6] Education Encyclopedia - StateUniversity.com The Faculty Service Role - Nature of the Faculty Service Role, Distinctions among Types of Service, available at
<http://education.stateuniversity.com/pages/1974/Faculty-Service-Role.html,>,[Accessed in 27/4/2008]
* The University of Queensland, Australia. Handbook of university policies and procedures, available at
<http://www.uq.edu.au/hupp/index.html?page=69611>, [Accessed in 27/4/2008]

Through faculty service activity, colleges and universities maintain shared governance, faculty promote disciplinary networks, and partnerships are sustained between the university and the surrounding environment.[7]

"Speeches, board or committee membership, or volunteer work with religious, philanthropic, or other nonprofit organizations are all forms of civic contributions the faculty provides as community service. When faculty fulfill their department, college, or university's outreach mission by using their professional expertise to assist communities in responding to real-world problems, they engage in professional service." [8]

Methodology

This study embraces the qualitative methodology. The case study methodology is used to study behavior of Library and Information Sciences faculty at one of the top Ten American Schools, The School of Information Studies at Syracuse University. The Task or activity/ Sources approach is adopted for this study, measuring the extent to which users actually use different kinds of Networked Sources and Services for service task. In that, it is assumed that early adoption of the Internet** and various Networked Information Sources and Services on university campuses has given college faculty a head start on Internet use. (Jones and Johnson, C.) The Internet has been a driving force of change in the way faculty traditionally have gone about performing various types of academic services. (Detlor and Arsenault, 2002)

Methods or tools for collecting data

Questionnaire

The questionnaire is the major research instrument for this study. It was sent to the academic staff via email. This was intended to save time and effort while sending and receiving information, and to facilitate the reading process. Since mailed questionnaires are often plagued with a low response rate, in that a small percentage of them are completed and returned, the questionnaire was distributed via mailing lists through the Internet three times to increase the response rate.

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[7] The Faculty Service Role - Nature of the Faculty Service Role, Distinctions among Types of Service, available at <http://education.stateuniversity.com/pages/1974/Faculty-Service-Role.html> , [Accessed in 27/4/2008]

8 Education Encyclopedia: Faculty Roles and Responsibilities, available at <http://www.answers.com/topic/faculty-roles-and-responsibilities> , [Accessed in 27/4/2008]

** "The *Internet* is a global network of computers (and software) that are interconnected by cables. It is appropriate to define the *World Wide Web* (WWW or Web) as an interactive and collaborative "information environment" [1] that is mainly composed of hypermedia and hypertext documents linked to one another (see *e.g.* Catledge and Pitkow, 1995), and distributed over the Internet (see Choo, *et al.,* 2000)." (Kari, 2006)

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The content

The questionnaire, in order to explain differences among respondents on these "information behavior" dimensions, covered demographic information (e.g., school, education, gender), sociological information, (e.g., rank, group membership), and task description (e.g., purpose for contracting system). The questionnaire included questions that covered faculty activities, sources used to obtain information for each activity, the degree or the level of dependence on each source, evaluations of each source, and recommendations for improving access to these sources.

Scope of the study

Information Seeking Behavior of Library and Information Science faculty at The School of Information Studies at Syracuse University was studied. The school was chosen as the site of this study since it is a major research university whose faculty are involved in high quality service. The sample is also large enough to have a significant representation of the major Library and Information Science field.

The school has professional degree programs at the undergraduate and master's levels and a research degree at the doctoral level. The school offers its master's programs in campus and distance learning formats.[*]

The School of Information Studies, established in 1896 and renamed as the first Information School in 1974, has a long tradition of leading innovation and change. [**]

The focus of the study

The research covered faculty research behavior at The School of Information Studies at Syracuse University. The faculty had been selected as the target and not graduate or undergraduate students because the faculty is the heart of the university that performs its main tasks: teaching, research and service. Because they have the top positions at the university, the tasks they do will have the greatest impact on the institution.

The population for the study and its distribution

The subjects were drawn from full time faculty at all ranks whether in the tenure stream or not. The questionnaire was distributed during working hours (8 AM- 5 PM). It was distributed to faculty via email, to insure that faculty at the school received it, and to facilitate the reading process when studying the responses received.

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[*] Syracuse University, The School of Information Studies, available at <http://www.ist.syr.edu/about>, [Accessed in 1/5/2008]
[**] Syracuse University, The School of Information Studies, available at <http://www.ist.syr.edu/academics/>, [Accessed in 1/5/2008]

Gender

The question was *[-Gender: Male   ( )   Female ( )].*
The total number of faculty members who participated in the study was 9; 7 of them were males, 2 were females. Therefore,77.8 % were males, and 22.2 % were females. This indicates that percentage of males participated in the study was higher than that of females. See table (2) for details.

Table (2) Percentage of Information Science faculty responding by gender: The School of Information Studies at Syracuse University 2005.

Gender	Respondents	Percentage
Male	7	77.8 %
Female	2	22.2 %
Total	9	100 %

Source: Survey of Library and Information Science faculty (n=9)

Figure (4) Percentage of Information Science faculty responding by gender: The School of Information Studies at Syracuse University 2005.
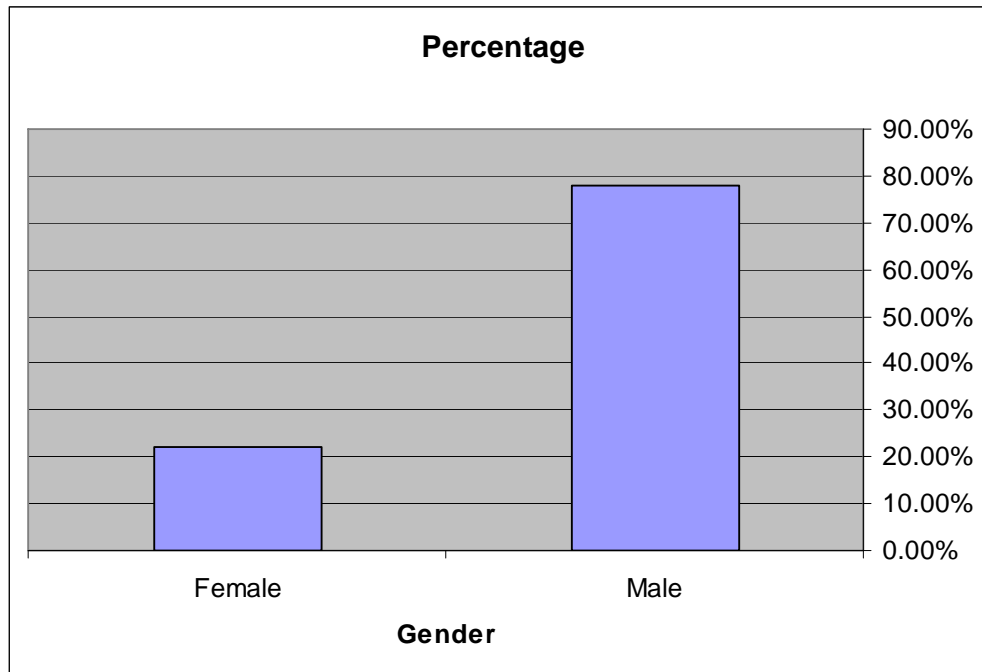
Source: Survey of Library and Information Science faculty (n=40)

Academic rank

The question was *[-Rank: Instructor ( ) Lecturer ( ) Assistant professor (   )*
*Associate professor ( ) Professor   ( )   Other----------- (   )]*

The largest groups of those who answered the questionnaire were assistant professors, 66.7 %. 22.2 % were professors; and 11.1 % were associate professors. Lectures and instructors did not participate in the study. Since the majority of respondents were associate professors, and professors, it can be assumed that they are involved in performing the main academic research task. See table (3).

Table (3) . Percentage of Information and Library Sciences faculty responding by rank: The School of Information Studies at Syracuse University 2005.

Rank	Respondents	Percentage
Professor	2	22.2 %
Associate Professor	1	11.1 %
Assistant Professor	6	66.7 %
Instructor	0	0.0 %
Lecturer	0	0.0 %
Other	0	0.0 %
Total	9	100 %

Source: Survey of Information and Library Sciences faculty (n=9)

Figure (5). Percentage of Information and Library Science faculty responding by rank: The School of Information Studies at Syracuse University 2005.
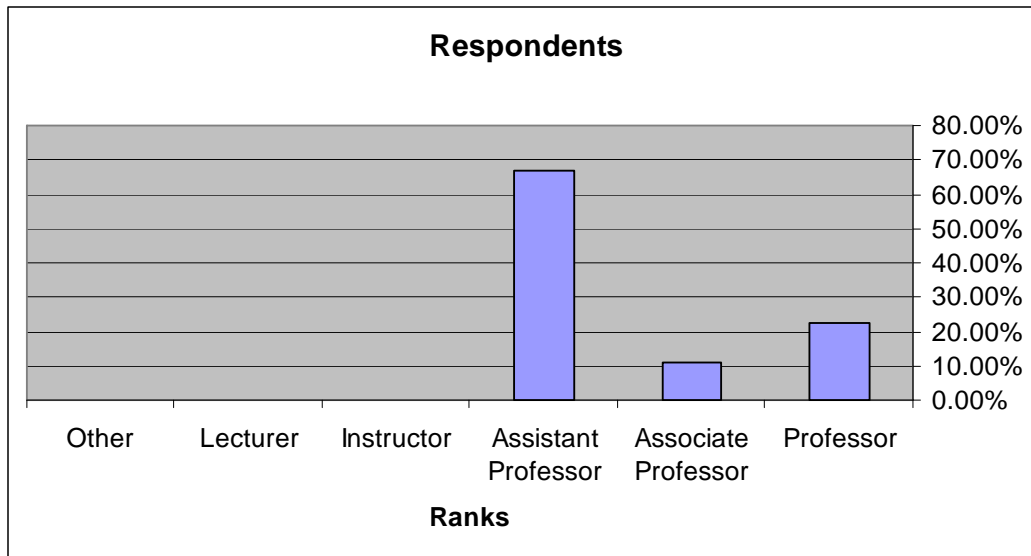
Source: Survey of Library and Information Science faculty (n=9)

Sample Response Rate

In order to obtain a quick return and a high response rate, the questionnaire was designed electronically and was accessible for faculty members through the web. The questionnaire was designed electronically using Microsoft Office Front Page and was

built and established on the Egyptian Universities Networks, EUN, web site. The questionnaire was sent via email over five times during the spring of 2005 to all faculty members at The School Of Information Studies At Syracuse University. The faculty members' email addresses were obtained from the school' web sites. The questionnaire was sent on February and March of 2005. Out of 40 faculty surveyed, 9 responded to the questionnaire. The study was performed at one school, The School of Information Studies At Syracuse University, ranked one of the top ten schools in US world report in 2000. The response rate was about 22.5 % after sending five emails during the spring of 2005. See table (4).

Table (4). Response rate of Library Science faculty: The School of Information Studies at Syracuse University 2005.

Population	Number of responses	Response rate
Respondents	9	22.5 %
Non-Respondents	31	77.5 %
Total	40	100 %

Source: Survey of Library and Information Science faculty (n=40)

Figure (6) . Response rate of Library and Information Science faculty: The School of Information Studies at Syracuse University 2005.
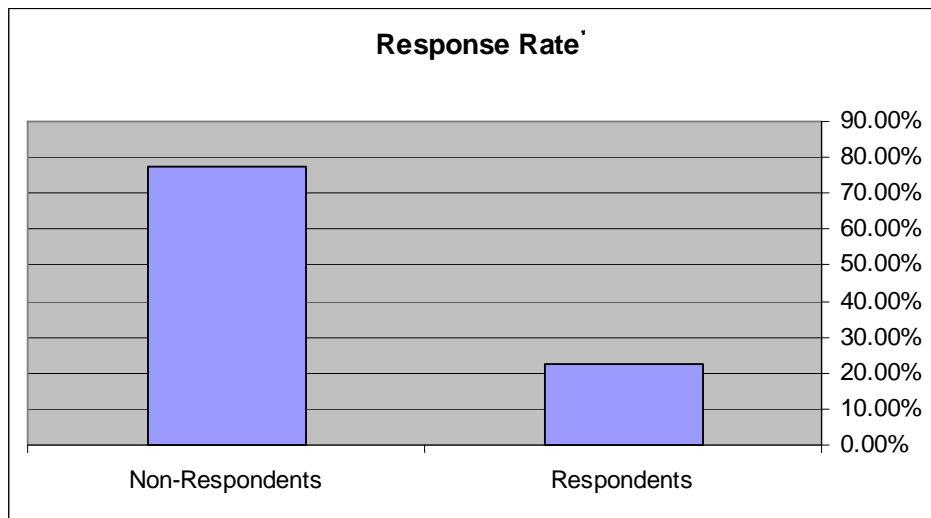
Source: Survey of Library and Information Sciences faculty (n=40)

Service activities

The question was ***The activities you perform in serving the community are:***
Consulting with organizations outside the university ( )   Providing   service   to   the university ( )   Providing service to professional organization ( )

Other, --------------------   I do not provide community service ( )

8

The study found conducting research is the main research activity that Information and Library Science faculty perform, followed by writing research results for publication. Few faculty members write grant proposals and very few perform other research activities.

Activities related to service task

The activities Information and Library Science faculty members perform within the service task were analyzed. The number of hits for each activity was counted and divided by the total sample, 9, to present the percentage.

It was found that **providing service to the university** is the major activity at the school, 88.9 %, are involved in. A high percentage of faculty, 66.7 %, **consult with organizations outside the university**. However, **providing service to professional organizations** was performed by 55.6 % of faculty.

This indicates that **providing service to the university activity** is the main service activity performed by the majority of Information and Library Science faculty, followed by **consult with organizations outside the university**, followed by **providing service to professional organizations**. See table (5) for details.

Table (5) Percentage of service tasks of Library and Information Science faculty

Research activities	Distribution	Percentage
Consulting with organizations outside the university	6	66.7 %
Providing service to the university	8	88.9 %
Providing service to professional organizations	5	55.6 %
Other	0	0.0 %
I do not provide community service	1	11.1 %

Source: Survey of Information and Library Sciences faculty (n=9)

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Figure (7). Percentage of service tasks of Library and Information Science faculty

Percentage of service activities
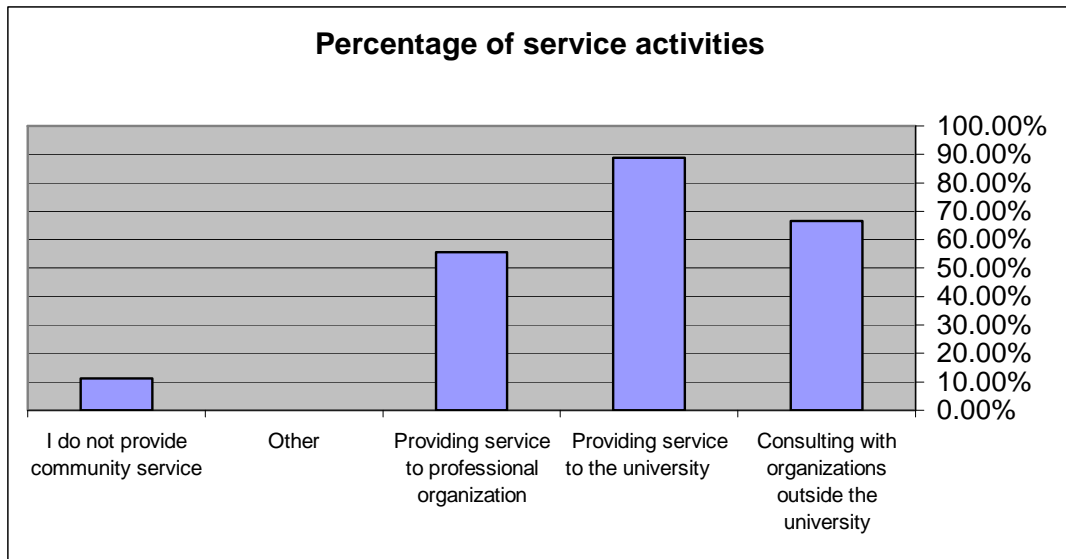
Source: Survey of Information and Library Sciences faculty (n=9)

Testing the hypotheses of the study

The two hypotheses were tested using information about the average use by Information and Library Science faculty members of various types of information sources. In order to calculate and test the hypothesis, the average use per Information and Library Science faculty per typical month shown in the table cells was calculated. These numbers are the results of three processes as follow:

1) Calculate the mid range of the main table in the questionnaire (No use, 1-4, 5-14, 15-29, 30-More) to be (0, 2.5, 9.5, 22, 35); 2) Count the number of hits in each cell from the 11 respondents; 3) Calculate the mean by dividing the sum of the results of each row by the number of respondents.

Hypothesis (1)

The first hypothesis indicated that there will be a difference in the using Networked Information Sources and Services used to perform the basic service task or activity according to faculty rank, and gender. The following table was in the questionnaire.

[Over the last typical month how often did you access the following sources in service?]

| Sources / usage	No Use	1-4	5-14	15-29	30-More
Emails					
News group and Listserv s					
Electronic Journals					
Index & Abstracts & Full Text Databases					
Scholarly Electronic Archives (ex. Research Index)					
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, Excite, etc)					

Part (1) Faculty Rank

In order to test the hypothesis (1) and show the variance in using various information sources according to rank, a query was made using Microsoft Office Access to calculate the use of various information sources according to various ranks. The result of this query provided a report that presented the use of sources according to the research tasks / activities. Numbers of hits were multiplied by the mid-ranges and were summed and divided by total numbers of individuals of each rank in the sample, in order to calculate the average use of various information sources per faculty member by rank. The study found the average number of uses over all types of information sources per faculty member per typical month by rank as follows. See table (6) for details

Table (6). Average use of networked information sources and services per Library and Information Sciences faculty member per typical month by rank: The School of Information Studies at Syracuse University 2005.

Sources	Assistant Professor	Associate Professor	Professor
Emails	35	35	35
News group and Listserv s	13.5	35	35
Electronic Journals	10.25	2.5	2.5
Index & Abstracts & Full Text Databases	10.25	0	6
Scholarly Electronic Archives	10.25	0	2.5
Directories & Search Engines	29.6	35	35
Total	116	107.5	108.85

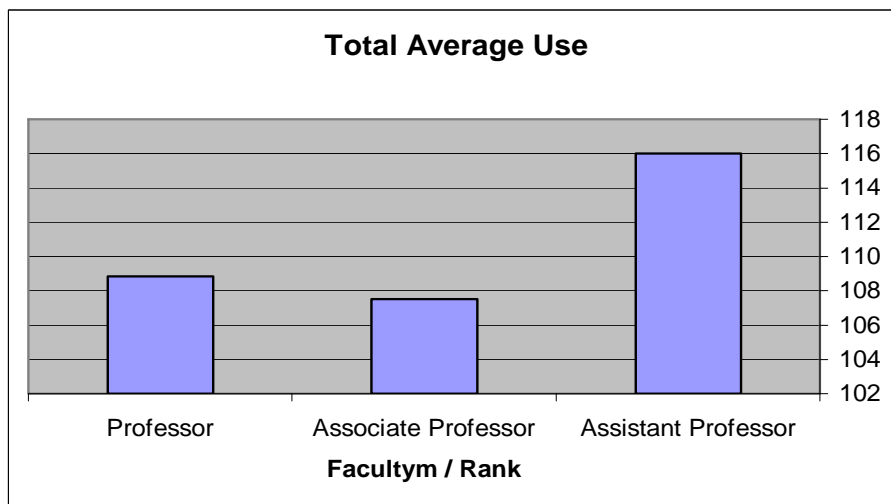Source: Survey of Information and Library Sciences faculty (n=9)

Figure (8) . Average use of faculty member per typical month by rank: The School of Information Studies at Syracuse University 2005.
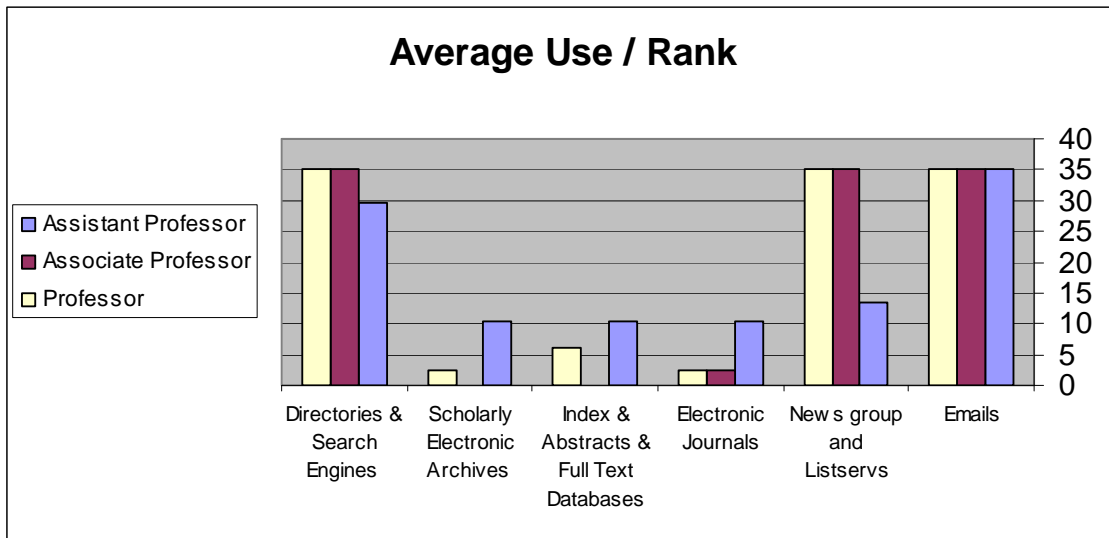
Source: Survey of Information and Library Sciences faculty (n=9)

Emails, directories and search engines, and newsgroups and listservs were found to be the type of sources used most by faculty members at all ranks, while the rest of the sources such as, electronic journals, scholarly electronic archives, and index & abstracts and full text databases were found to be the least used sources in performing the service task. The study found the average number of monthly uses per faculty member is higher for assistant professor than for any other rank, followed by professors and associate professor in second and third places, See table (6) and figure (7) for details.

Figure (7). Total average use of networked information sources and services per Information and Library Sciences faculty member per typical month by rank: The School of Information Studies at Syracuse University 2005.

Source: Survey of Information and Library Sciences faculty (n=9)

The following list shows how various faculty ranks use various information sources in service.

Professors: Professors focus on search engines, emails and newsgroup and listservs most. They use databases, scholarly electronic archives, and electronic journals least.

Associate professors: Associate professors focus on search engines, emails and news groups most and electronic journals in the second and third places. They use electronic journals least. They do not use databases or electronic archives.

Assistant professors: Assistant professors use emails, search engines and newsgroups in first, second and third places. They use electronic archives, electronic journals, and databases least.

Part (2) Faculty Gender

In order to test the second part of hypothesis (1) and show the variance in using various information sources according to gender, a query was made to calculate the use of various information sources according to gender. The result of this query is a report that presented the use of sources according to the three main tasks. Numbers of hits were multiplied by the mid-ranges and summed and divided by total number of faculty members respondents of each gender, in order to calculate the average use of various information sources per faculty member by gender.

The study found the total use of males is higher than that of females. Emails were found to be used most by both genders and in an equal amount, while scholarly electronic archives and electronic journals were found to be the least used sources by both genders.

It was also figured out that males use electronic journals, directories and search engines more than females. On the other hand it was figured that females use newsgroups, databases and electronic archives more than males. See table (8) for details.

Table (8) Average number of uses per faculty member per typical month by gender

| Sources	Male	Female
Emails	35	35
News group and Listserv s	20.2	22.25
Electronic Journals	8.14	6
Index & Abstracts & Full Text Databases	11.58	22.25
Scholarly Electronic Archives (ex. Research Index)	4.14	18.75
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, etc)	35	18.75
Total	123	114.06

Source: Survey of Information and Library Sciences faculty (n=9)

Figure (10). Average use of information sources per Information and Library Science faculty member per typical month by gender: The School of Information Studies at Syracuse University 2005.

Faculty use / Gender
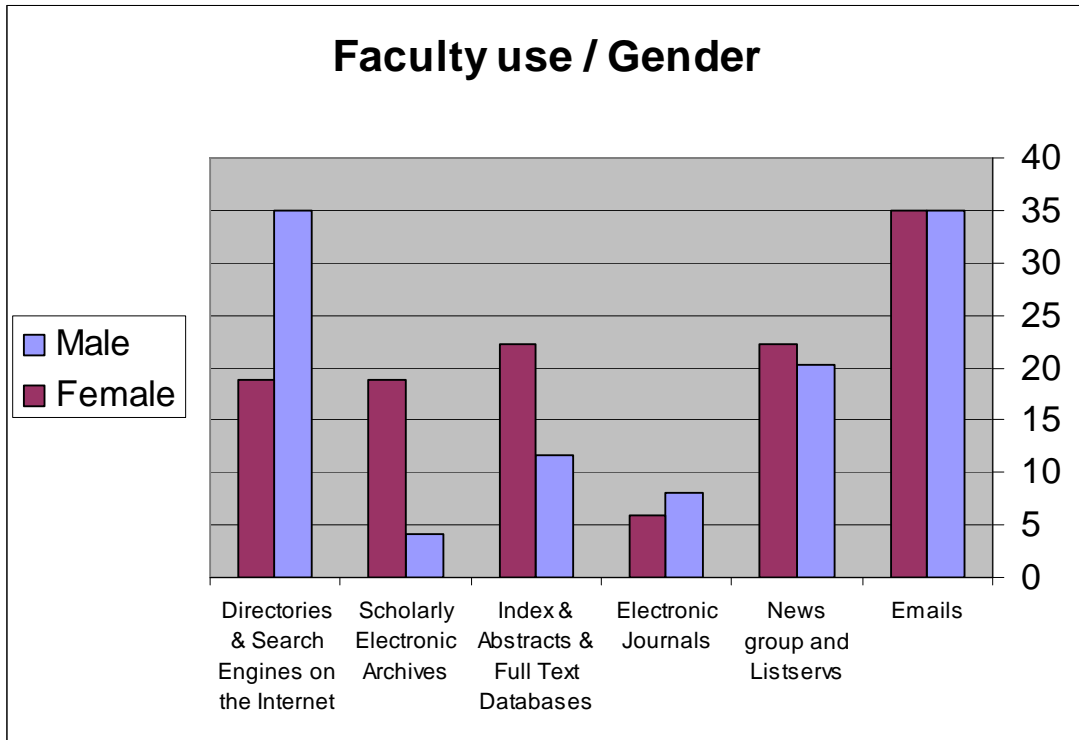
Source: Survey of Information and Library Science faculty (n=9)

Figure (9). Total average use per faculty member per typical month by gender: The School of Information Studies at Syracuse University 2005.

Total Average Use / Gender
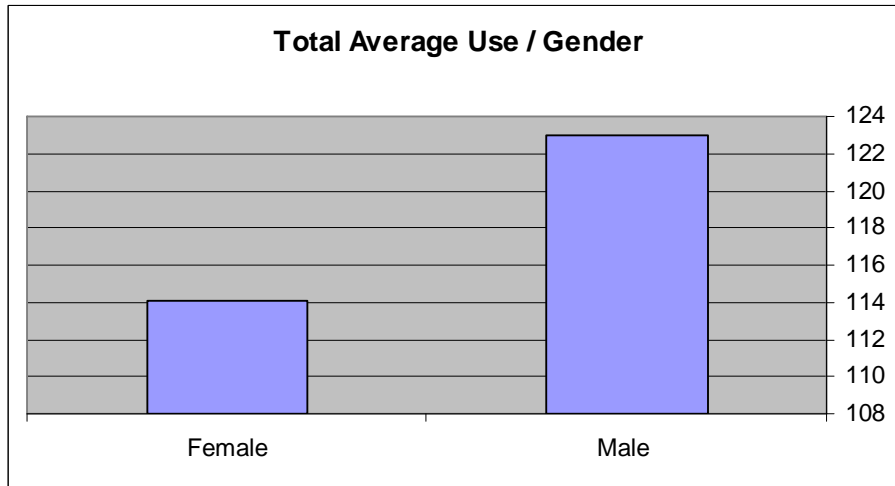
Source: Survey of Information and Library Science faculty (n=9)

Hypothesis (2)

The second hypothesis indicates that the degree to which faculty depend on Networked Information Sources and Services will differ across the service tasks/activities, as follows:

A) They will depend more on electronic mails for service tasks than News groups. (Approved)

B) They will depend more on electronic journals for service tasks than electronic archives. (Approved)

C) They will depend more on electronic databases for service tasks than Internet directories and Search Engines. (Disapproved)

This hypothesis was partially proved, in that it was found faculty member to depend more on electronic mails for services tasks than news groups (Part A).

Part B was also approved in that it was found faculty member to depend more on electronic journals for service tasks than electronic archives. However part C was disapproved where it was found that faculty members depend less on electronic databases for research tasks than Internet directories and Search Engines. See table (9) for details.

Table (9). The average typical use per typical month of various information sources for the research task per Information and Library Science faculty member: The School of Information Studies at Syracuse University 2005.

Service / Sources	Emails	News groups	E-Journals	Databases	E-Archives	Search Engines
Average Use	30	20.5	9.1	13.6	8.6	27.1

Source: Survey of Information and Library Science faculty (n=9)

Figure (12). Average number of uses of Networked information sources per Information and Library Science faculty member per typical month: The School of Information Studies at Syracuse University 2005.
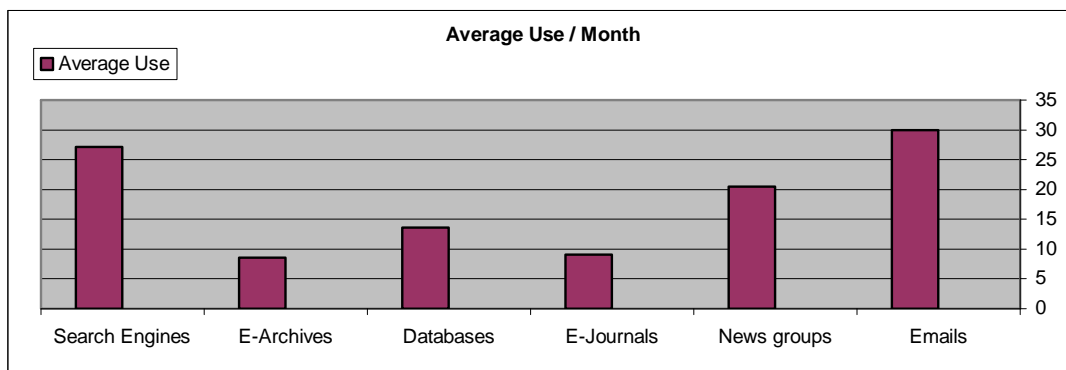
Source: Survey of Information and Library Sciences faculty (n=9)

Evaluation Criteria

In order to measure the level of satisfaction, numbers of hits in each cell were multiplied by 0, 1, and 2 to represent low, med, and high values, and summed, then the result was divided by the total number of respondents.

The question was: *[-Please evaluate each of the following sources based on the last time of usage]*

Information Sources	Creditability Accuracy Reasonableness Support		
	Low	Med	High
Emails			
News group and Listserv s			
Electronic Journals			
Index & Abstracts & Full Text Databases			
Scholarly Electronic Archives (ex. Research Index)			
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, Excite, etc)			

The study found faculty members to be satisfied most with scholarly electronic archives, index and abstracts and full text databases and electronic journals, while they were least satisfied with newsgroups and directories and search engines. See table (10) for details.

Table (10) Faculty evaluation of various electronic sources by CARS criteria of evaluation: The School of Information Studies at Syracuse University 2005.

Information Source	Level of Satisfaction
Emails	1.3
News group and Listservs	0.6
Electronic Journals	1.4
Index & Abstracts & Full Text Databases	1.4
Scholarly Electronic Archives (ex. Research Index)	1.5
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, Excite, etc)	1.0

Source: Survey of Information and Library Sciences faculty (n=9)

Figure (13). Faculty evaluation of various electronic sources by CARS criteria of evaluation: The School of Information Studies at Syracuse University 2005.
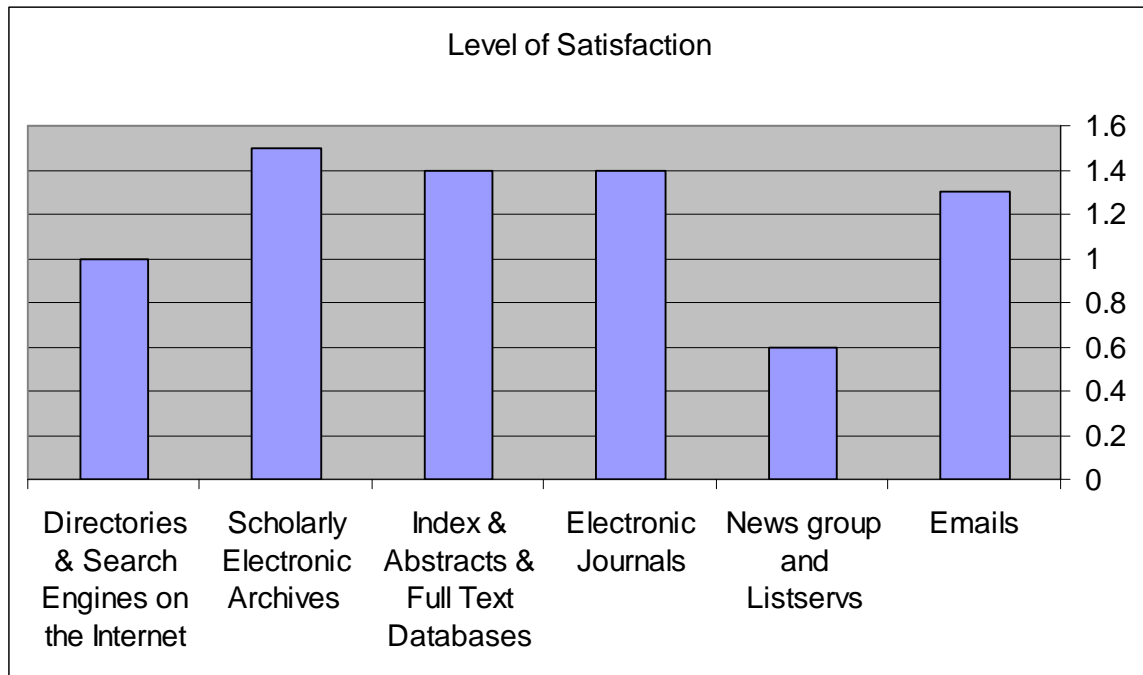
Source: Survey of Information and Library Sciences faculty (n=9)

Analysis of open ended questions

Several of the survey questions were open-ended, offering respondents the opportunity to make longer comments about their use of electronic resources. These comments are summarized below.

Other reasons for using electronic sources

The question was *[-In addition to these factors (credibility, accuracy, reasonableness, and support), what other reasons do you have for using electronic sources of information?]*

When offered the opportunity to explain the factors, in addition to those explicitly identified, that contributed to their use of electronic sources, 9 faculty members chose to comment. Examination of their comments suggests that they can be categorized in the following areas: *convenience (4 respondents), speed (3 respondents), accessibility (4 respondents), comprehensiveness, efficiency, saving time (1 respondent for each)*

Other reasons for not using electronic sources

The question was *[-What characteristics of electronic sources limit your use of them?]*

When offered the opportunity to explain the factors that limited their use of networked information sources and services, 8 faculty members chose to comment.

Examination of their comments suggests that they can be categorized in seven areas: 1-access, 2- coverage, 3- browsing, 4- eye strain, 5- lack of comments, 6- portability and format, 7- difficulty in searching journals

In identifying Access as a factor in using electronic sources, respondents referred to the lack of accessibility of these materials outside the campus. In identifying Coverage as a factor, three respondents identified "lack of completeness, and lack of full text". In identifying Browsing as a factor in using electronic sources and services, two respondents mentioned that there is a difficulty in browsing several issues of a journal. The difficulty of reading from a screen and problems with portability and format were other reasons behind not using networked information sources and services.

Suggestions, comments, and recommendations

The question was *[-Please use the space below for suggestions comments, and recommendations for improving use of electronic sources]*

When faculty members were offered the opportunity to present their suggestions comments, and recommendation for improving use of networked information sources and services, 2 faculty members chose to comment. Examination of their comments suggests that they can be categorized in two areas that are creating a unified universal academic database and transforming all materials in XHTML or some other XML markup languages.

Implications and Suggestions

Based on previous analysis, the study showed a difference in using various information sources, where the study found variability in the sources used according to rank and gender. Thus, in order to provide high quality service, the University Library System should provide the sources that meet each category.

The study also showed a variance satisfaction with electronic sources, where faculty members are most satisfied with Index and abstracts and Full Text Databases and Scholarly Electronic Archives and least with Directories and Search Engines and News group and Listservs.

Faculty members consider Index and abstracts and Full Text Databases and Scholarly Electronic Archives high creditable, most accurate, high reasonable and most supportive. In addition to this, they consider Index and abstracts and Full Text Databases and Scholarly Electronic Archives convenient to meet their needs. Therefore, this part suggest specific action for the University Library System, where a single access point for

all types of materials, with the ability to search only for specific types of materials, and linkages to the documents themselves in XHTML.

Faculty members consider Directories and Search Engines and News group and Listservs less creditable, less accurate, less reasonable and less supportive. In addition to this, they do not consider Directories and Search Engines and News group and Listservs convenient to meet their needs. Therefore, this part suggests specific action for companies running directories and search engines over the web, where better indexing web site is essential to improve the retrieval and search processes.

Appendixes

1) Formal Email

2) Paper- Based Questionnaire

3) Web-Based Questionnaire

Helwan University
Faculty of Arts

Department of Library and Information Sciences

Use Of Networked Information Sources And Services By Information Science Faculty In Services: A Field Study Performed At The School Of Information Studies At Syracuse University / By Dr. Hossam Eldin Mohamed Refaat Abouserie. Department Of Library And Information Sciences, Faculty Of Arts, Helwan University, Cairo, Egypt, 2008.

I am an assistant professor at the department of Library and Information Sciences at Helwan University, Cairo, Egypt. I am performing a study on the Use of Networked Information Sources and Services by Library and Information Sciences Faculty in Service. I appreciate your participation, as it will assist in understanding faculty trends in getting information through various electronic sources for teaching. This questionnaire will take less than 5 minutes from each participant to complete it.

http://www.eun.eg/helwan_poll/services.htm

There are no foreseeable risks associated with this project. This is an entirely anonymous questionnaire, and so your responses will not be identifiable in any way. Data and information gained from this questionnaire will be confidential and will be used only for scientific purposes. Participation is completely voluntary and the subjects may withdraw from the study at any time and for any reason without penalty. In the meantime, if you have any questions, please ask me:

H. Abouserie, PhD.
E Mail: hossam_usa@helwan.edu.eg

Thank you.

The activities you perform in serving the community are:

Consulting with organizations outside the university ( )   Providing service to the university ( )   Providing service to professional organization ( )

Other, -------------------   I do not provide community service ( )

Over the last typical month how often did you access the following sources in servicing the community?

Sources / usage	No Use	1-4	5-14	15-29	30-More
Emails					
News group and Listserv s					
Electronic Journals					
Index & Abstracts & Full Text Databases					
Scholarly Electronic Archives (ex. Research Index)					
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, Excite, etc)					

Please evaluate each of the following sources based on the last time of usage according to Credibility: known or respected authority; **Accuracy:** Correct, up to date, comprehensive; **Reasonableness:** Fair, balanced, objective, reasoned; **Support:** Listed sources, contact information, claims supported:

Information Sources	Low	Med	High
Emails			
News group and Listserv s			
Electronic Journals			
Index & Abstracts & Full Text Databases			
Scholarly Electronic Archives			
Directories & Search Engines			

-What characteristics of electronic sources limit your use of them?

-Please use the space below for any suggestions comments, and recommendation for improving use of electronic sources

-Gender: Male   ( )   Female ( )

-Rank: Instructor ( ) Lecturer ( )   Assistant professor (   )   Associate professor ( ) Professor   ( )   Other---------------- (   )

الخلاف   وسائط   المفضلة   بحث   Links   انتقال   http://www.eun.eg/helwan_poll/services.htm   عنوان

The activities you perform in Service are:

Consulting with organizations outside the university ☐   Providing service to the university ☐

Providing service to professional organizations ☐   **Other,** [_____]

I do not provide community service ☐

Over the last typical month how often did you access the following sources in Services?

Sources/Usage	No use	1-4	5-14	15-29	30-up
Emails	○	○	○	○	○
News groups, Mailing lists	○	○	○	○	○
Electronic Journals	○	○	○	○	○
Index & Abstracts & Full Text Databases	○	○	○	○	○
Scholarly Electronic Archives (ex. Research Index)	○	○	○	○	○

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EN   ...Microsoft Word - Docu   ...Services - Microsoft In   M-Emails

Over the last typical month how often did you access the following sources in Services?

Sources/Usage	No use	1-4	5-14	15-29	30-up
Emails	○	○	○	○	○
News groups, Mailing lists	○	○	○	○	○
Electronic Journals	○	○	○	○	○
Index & Abstracts & Full Text Databases	○	○	○	○	○
Scholarly Electronic Archives (ex. Research Index)	○	○	○	○	○
Internet Directories & Search Engines	○	○	○	○	○

Please evaluate each of the following sources based on the last time of usage according to

Credibility: known or respected authority; **Accuracy:** Correct, up to date, comprehensive;

Reasonableness: Fair, balanced, objective, reasoned; **Support:** Listed sources, contact information, claims supported:

`http://www.eun.eg/helwan_poll/services.htm`

Please evaluate each of the following sources based on the last time of usage according to

Credibility: known or respected authority; **Accuracy:** Correct, up to date, comprehensive;

Reasonableness: Fair, balanced, objective, reasoned; **Support:** Listed sources, contact information, claims supported:

Sources / Evaluation	Low	Med	High
Emails	○	○	○
News groups, Mailing lists	○	○	○
Electronic Journals	○	○	○
Index & Abstracts & Full Text Databases	○	○	○
Scholarly Electronic Archives (ex. Research Index)	○	○	○
Internet Directories & Search Engines	○	○	○

In addition to these factors (credibility, accuracy, reasonableness, and support), what other reasons do you have for using electronic sources of information
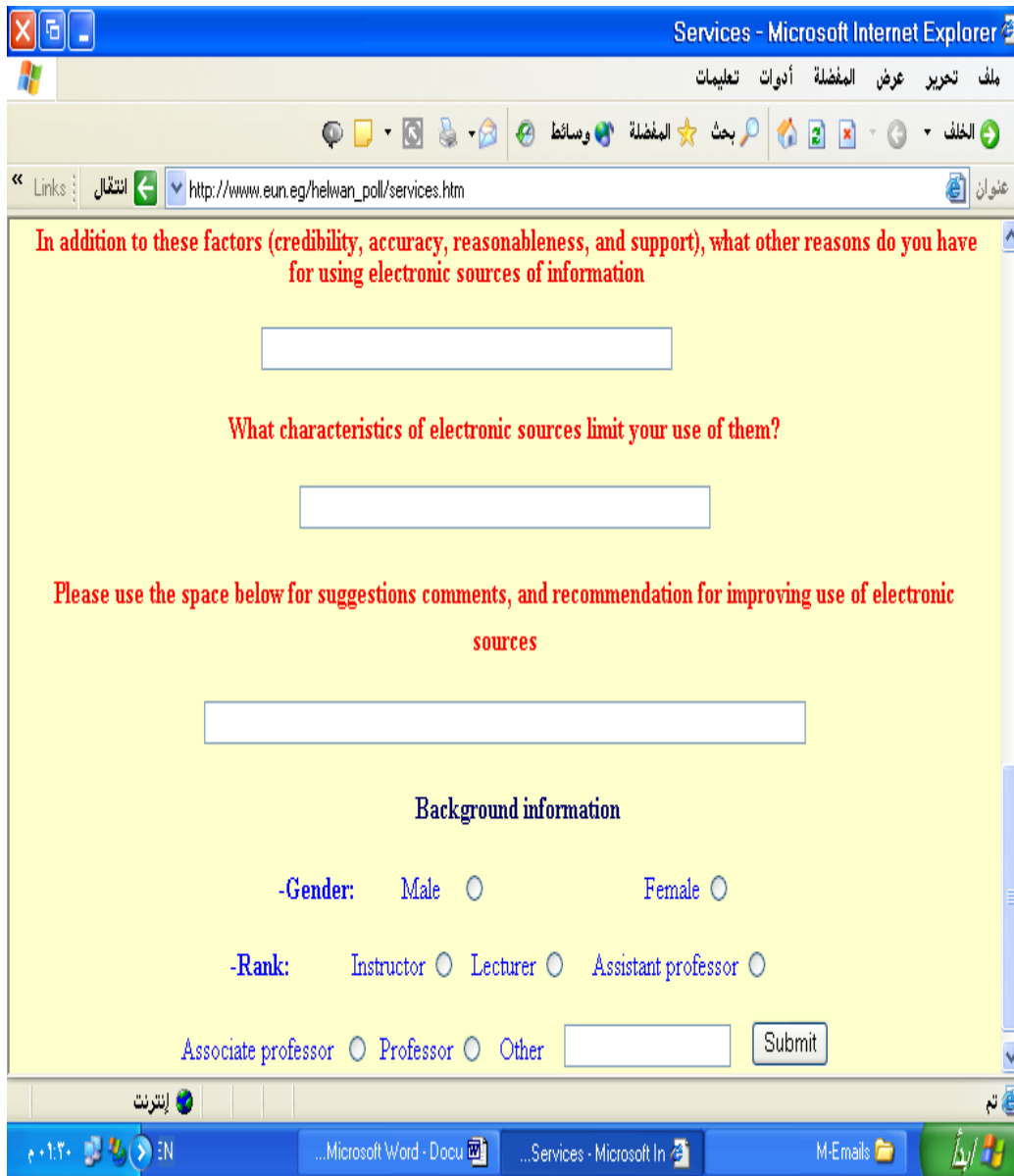
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In addition to these factors (credibility, accuracy, reasonableness, and support), what other reasons do you have for using electronic sources of information

What characteristics of electronic sources limit your use of them?

Please use the space below for suggestions comments, and recommendation for improving use of electronic sources

Background information

-Gender: Male ◯   Female ◯

-Rank: Instructor ◯   Lecturer ◯   Assistant professor ◯

Associate professor ◯ Professor ◯ Other [   ]   Submit

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