Information Seeking Behavior Of Library And Information Science Faculty In Research With A Special Reference To The Use Of Networked Information Sources And Services: A Case Study Performed At The Graduate School Of Library And Information Science At The University Of Illinois At Urbana-Champaign.

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Summary[*]

The purpose of this study was to explore and investigate the ways faculty at The Graduate School of Library and Information Science[1] at The University of Illinois at Urbana-Champaign use Networked Information Sources And Services to support their research task. Library and Information Sciences faculty at the University of Illinois were chosen as the population for this study. The study aimed to answer the following questions: 1-What are the main academic research 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 hypothesis were addressed:

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

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

A) They will depend more on electronic mails for research tasks than News groups.

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

C) They will depend more on electronic databases for research 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".

[1] GSLIS is recognized as a premier institution, frequently ranked number one and consistently among the top three U.S. LIS schools, <http://www.lis.uiuc.edu/> , [Accessed in, 5/2007]

Introduction

Information Seeking is an essential human activity. It is as old as the human race. Early people looked for information to hunt, fish, farm and to protect themselves. Currently, "it is still an important part of human activities, ranging from decision making and problem solving through resource allocation and system management" (Prekop, 2002). Information Seeking Behavior can be described as an individual's way and manner of gathering and sourcing for information for personal use, knowledge updating and development. Information Seeking is also an essential activity in the academic environment. It is associated with every task faculty perform, such as teaching, research and service. "The emerging tools of the information age ... allow individuals to search for, obtain, integrate, analyze, evaluate, experience, and create new information with greater ease and timeliness than at any time in the past." (Swan and Hicks, 2007)

Faculty Information Seeking Behavior has been positively affected by the use of Networked Information Sources and Services, such as emails, electronic journals, databases, directories and search engines, etc. Number of faculty members utilize the Web browsers increases due to the Web's convenience and access to vast information sources. Statistics show that everyday sees the launch of over 10,000 new Web sites, and over 3.5 billion e-mail messages shoot across the net daily (Klobas, 2001). Directories and search engines enable faculty to obtain information in any subject. Discussion groups and e-mails enable faculty to communicate instantly and continuously. Electronic journals, databases and on-line services have transformed access to information making information readily available (Baruchson, 2002). This study focuses on Networked Information Sources and Services the Library Science faculty uses in research.

Definition

"The meaning of research is so equivocal that almost any sort of investigative enterprise may be connoted, but academic men ordinarily have in mind the kind of inquiry that yields publishable results" (Wilson, 1995). Research refers to the inquiry and/or discovery activities of the faculty member. Research includes writing text books, doing oral histories or assessing the impact of a social service program. Faculty members in all institution types engage in some form of intellectual inquiry that demands a significant portion of their time and energy and should also be valued as research. 2

[2] Faculty roles and responsibilities, available at <http://www.preparing-faculty.org/PFFWeb.Roles.htm>

Many university faculty members engage in research, thereby contributing to the knowledge base of the discipline or academic field. Research commonly is associated with conducting empirical studies, whether confirmatory or exploratory, but in some academic disciplines research also encompasses highly theoretical work. The extent to which faculty members have a research role as part of their work responsibilities depends largely on the mission of the employing institution

Creating new disciplines depends on research, in that research helps in investigating and exploring connections and relations among disciplines. It helps in explaining certain phenomena, establishing models, building theories, and creating a basis for new disciplines. Therefore, research is considered to be "the key element in the formation of new disciplines" (Finnegan, Webster, and Gamson, 1996). Research has also become a big business for faculty members because they have the ability to publish their research in books and journals, thus gaining reputation, tenure, promotion, and salary. This results in a higher income, popularity, the chance to travel all over the world, and to consult in various organizations (Blackburn and Lawrence, 1995). Research has also a positive impact on the university reputation, in that the university's rank tends to be affected by the quantity and quality of its own research. Therefore, the more published research, the higher rank the university takes, and therefore, the higher the student enrollments, and the better the support from the surrounding organizations.

Methodology:

The study design embraces qualitative methodology. The case study methodology is used to study Library and Information Sciences faculty behavior in research at The Graduate School of Library and Information Science at The University of Illinois at Urbana-Champaign (GSLIS). The Task or activity/ Sources approach will be adopted for this study, measuring the extent to which users actually use different kinds of Networked Information Sources and Services [*].

Methods or tools for collecting data

Questionnaire

The questionnaire is the major research instrument for this study. The questionnaire was sent via email to faculty at The Graduate School of Library and Information Science (GSLIS) at The University of Illinois at Urbana-Champaign. This was intended to save time and effort while sending and receiving information, and to facilitate the reading

[*]Research is defined as: "The Process of creating reliable knowledge through planned and systematic collection, analysis and interpretation of data". (Xie, 2000).

process. The questionnaire was distributed three times during the 2004 semesters. The content of the questionnaire covered demographic information and task description. 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. The CARS Checklist for Research Source Evaluation is used to measure faculty satisfaction.

Summary of The CARS Checklist for Research Source Evaluation (Harris, 2008)

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.
Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

Programs at The Graduate School of Library and Information Science (GSLIS)

GSLIS offers various programs, such as programs leading to the Master of Science degree, a Certificate of Advanced Study, and the Doctor of Philosophy degree.

Scope of the study

The Information Seeking Behavior of Library and Information Science faculty at The Graduate School of Library and Information Science, GSLIS, 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 research. The sample is also large enough to have a significant representation of the major Library and Information Science fields.

Focus of the study

The research covered faculty research behavior at GSLIS. 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 subjects were drawn from full time faculty at all ranks whether in the tenure stream or not. A questionnaire was distributed during working hours (8 AM- 5 PM).

Gender

The question was ***[-Gender: Male ( ) Female ( ])].***

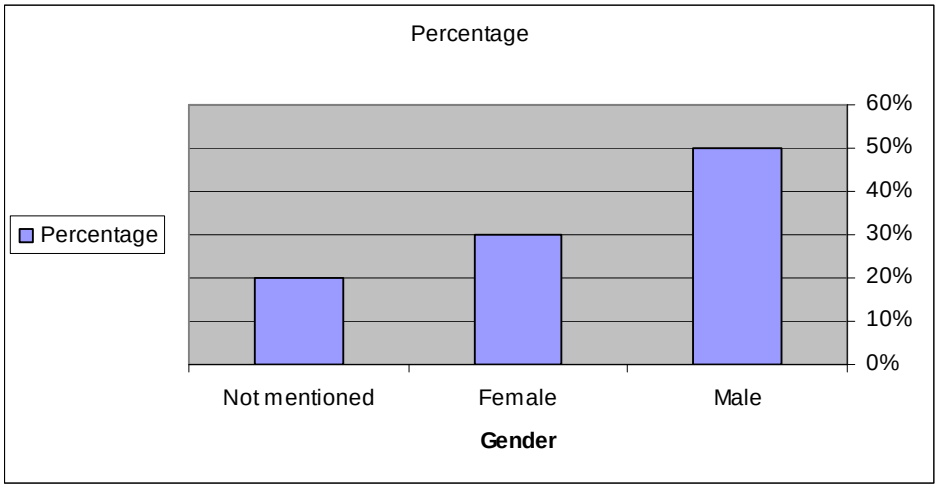
The total number of faculty members who participated in the study was 10; 5 of them were males, 3 were females, and 2 did not mention their gender. Therefore, 50 % were males, and 30% were females. This indicates that percentage of males participated in the study was 20 % higher than that of females. See table (2) for details.

Table (2) Percentage of Library and Information Science faculty responding by gender: The University of Illinois at Urbana-Champaign

Gender	Respondents	Percentage
Male	5	50 %
Female	3	30 %
Not mentioned	2	20 %
Total	10	100 %

Source: Survey of Library and Information Science faculty (n=10)

Figure (4) Percentage of Library and Information Science faculty responding by gender: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Library and Information Science faculty (n=10)

Academic rank

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

The largest groups of those who answered the questionnaire were associate professors and assistant professors , 30 % for each. 20 % were professors; and 20 % were

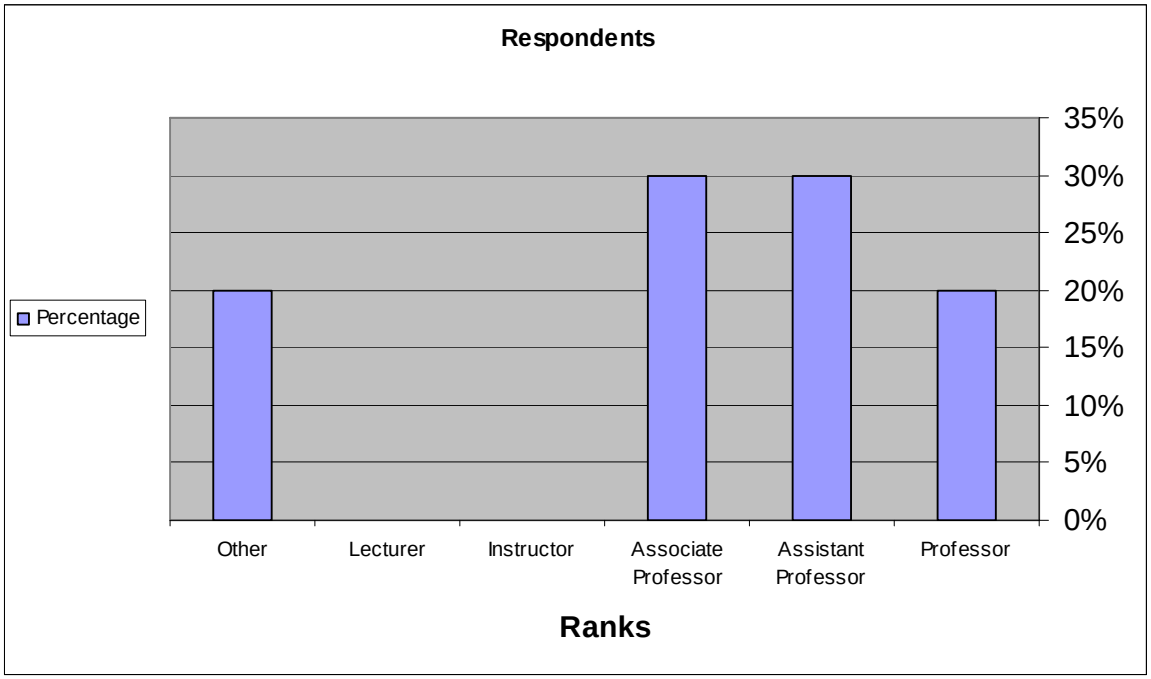
other ranks. Lectures and instructors did not participate in the study. Since the majority of respondents were professors, associate professors, and assistant professors, it can be assumed that they are involved in performing the main academic research task. See table (3).

Table (3) . Percentage of Information and Library Sciences faculty responding by rank: The University of Illinois at Urbana-Champaign 2005.

Rank	Respondents	Percentage
Professor	2	20 %
Assistant Professor	3	30 %
Associate Professor	3	30 %
Instructor	0	0 %
Lecturer	0	0 %
Other	2	20 %
Total	10	100 %

Source: Survey of Information and Library Sciences faculty (n=10)

Figure (5). Percentage of Information and Library Science faculty responding by rank: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Library and Information Science faculty (n=10)

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 in The Graduate School of Library and Information Science at The University of Illinois at Urbana-Champaign. The faculty members' email addresses were obtained from the school' web sites. The questionnaire was sent on February and March of 2005. Out of 58 faculty surveyed, 10 responded to the questionnaire. A Microsoft Office Access Database was created in order to facilitate the process of extracting and analyzing the data. The Microsoft Office Access Database helped in creating the reports and tables required for the analysis. Microsoft Office Excel was used in designing Figures to illustrate data and in performing various calculations.

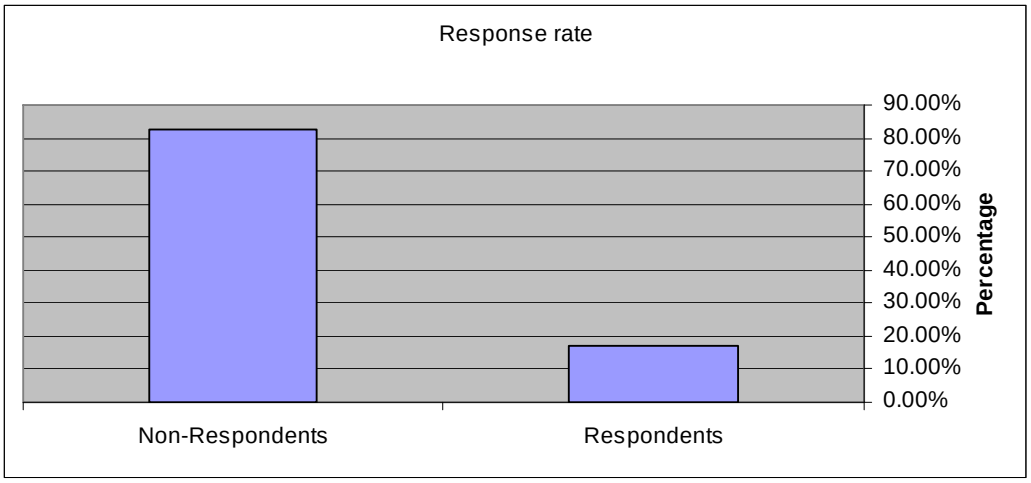
The study was performed at one school, The Graduate School of Library and Information Science at The University of Illinois at Urbana-Champaign, ranked # 1 in US world report in 2000. The response rate was about 17.54 % after sending five emails during the spring of 2005. See table (4).

Table (4). Response rate of Library Science faculty: The University of Illinois at Urbana-Champaign 2005.

Population	Number of responses	Response rate
Respondents	10	17.54 %
Non-Respondents	47	82.45 %
Total	57	100 %

Source: Survey of Library and Information Science faculty (n=57)

Figure (6) . Response rate of Library and Information Science faculty: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Library and Information Sciences faculty (n=57)

Research activities

The question was ***[The activities you perform in research are:***

Writing grant proposals ( ) Conducting research ( ) Writing research results for publication ( ) Other, ----------]

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 research task

The activities Information and Library Science faculty members perform within the research task were analyzed. The number of hits for each activity was counted and divided by the total sample, 10, to present the percentage. It was found that **conducting research task** is major activity where all faculty members at the school, 100 %, are involved in. A very high percentage of faculty, 90 %, **write research results for publication**. However, **writing grant proposals** was performed by 50 % of faculty, **Other activities** was also performed by a low percentage of faculty members, 20 %.

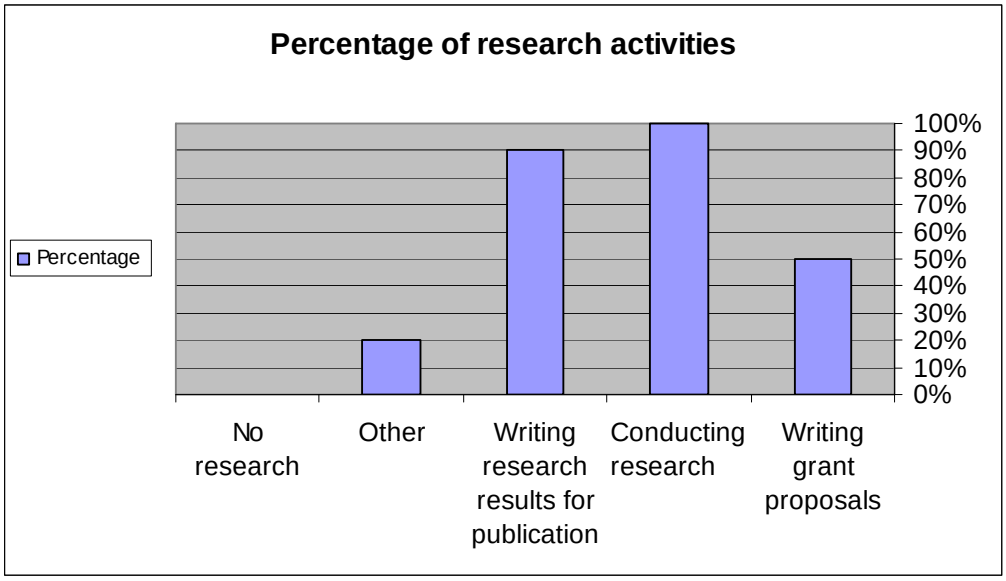
This indicates that **conducting research** is the main teaching activity that all Information and Library Science faculty perform, followed by **writing research results for publication**, followed by **writing grant proposals,** and very few faculty members perform other research activities. See table (5) for details.

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

Research activities	Distribution	Percentage
Writing grant proposals	5	50 %
Conducting research	10	100 %
Writing research results for publication	9	90 %
Other	2	20 %
No research	0	0 %

Source: Survey of Information and Library Sciences faculty (n=10)

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



Source: Survey of Information and Library Sciences faculty (n=10)

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 was that there will be a difference in the using Networked Information Sources and Services used to perform the basic research 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 research?]

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

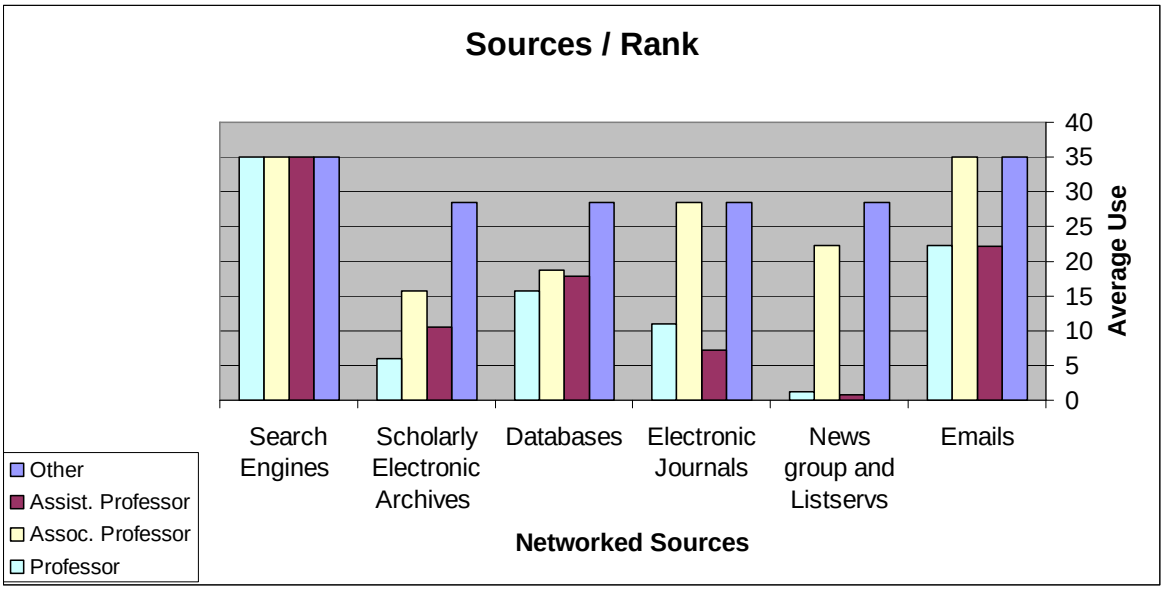
In order to test the hypothesis (1) and show the variance in using various information sources according to rank, a query was made to calculate the use of various information sources according to various ranks. The result of this query provided a report that presented the use of sources according to 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 University of Illinois at Urbana-Champaign 2005.

Sources	Other	Assist. Professor	Assoc. Professor	Professor
Emails	35	22.16	35	22.25
News group and Listserv s	28.5	0.83	22.25	1.25
Electronic Journals	28.5	7.16	28.5	11
Index & Abstracts & Full Text Databases	28.5	17.83	18.75	15.75
Scholarly Electronic Archives	28.5	10.5	15.75	6
Directories & Search Engines	35	35	35	35
Total	184	93.48	155.25	91.25

Source: Survey of Information and Library Sciences faculty (n=10)

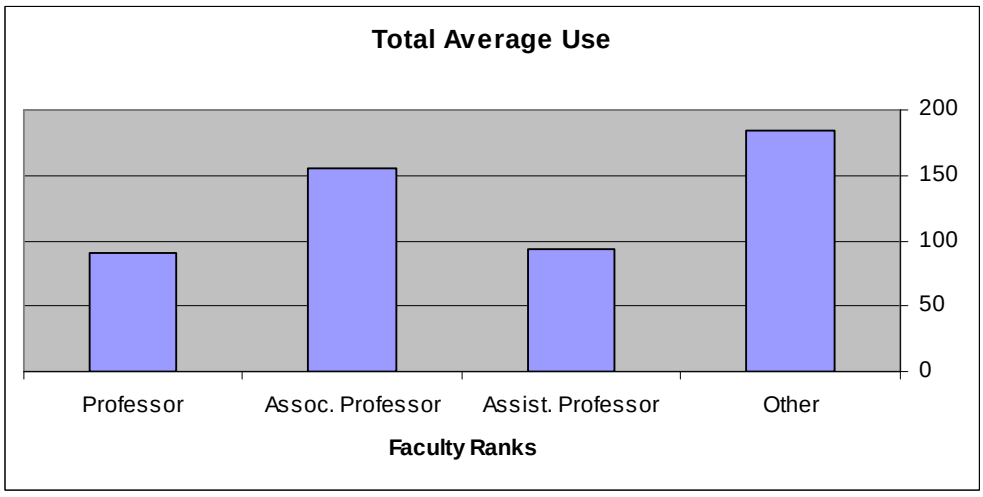
Figure (8) . Average use of faculty member per typical month by rank: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Sciences faculty (n=10)

Emails and directories and search engines were found to be the type of sources used most by faculty members at all ranks, while news groups and scholarly electronic archives were the least used sources. The study found the average number of monthly uses per faculty member is higher for other ranks than for any other rank, followed by Associate professors and professor in second and third places, and assistant professors are at the end of the list. See table (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 University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Sciences faculty (n=10)

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

Professors: Professors focus on search engines and emails most and databases and electronic journals in the second and third places. They use electronic scholarly archives and news groups least.

Associate professors: Associate professors focus on search engines and emails most and electronic journals and news groups in the second and third places. They use databases and electronic scholarly archives least.

Assistant professors: Assistant professors use search engines and emails most and databases and scholarly electronic archives in second and third places. They use electronic journals and news groups least.

Other ranks: Other ranks use search engines and emails most, and other networked sources almost at the same rate.

Part (2) Faculty Gender

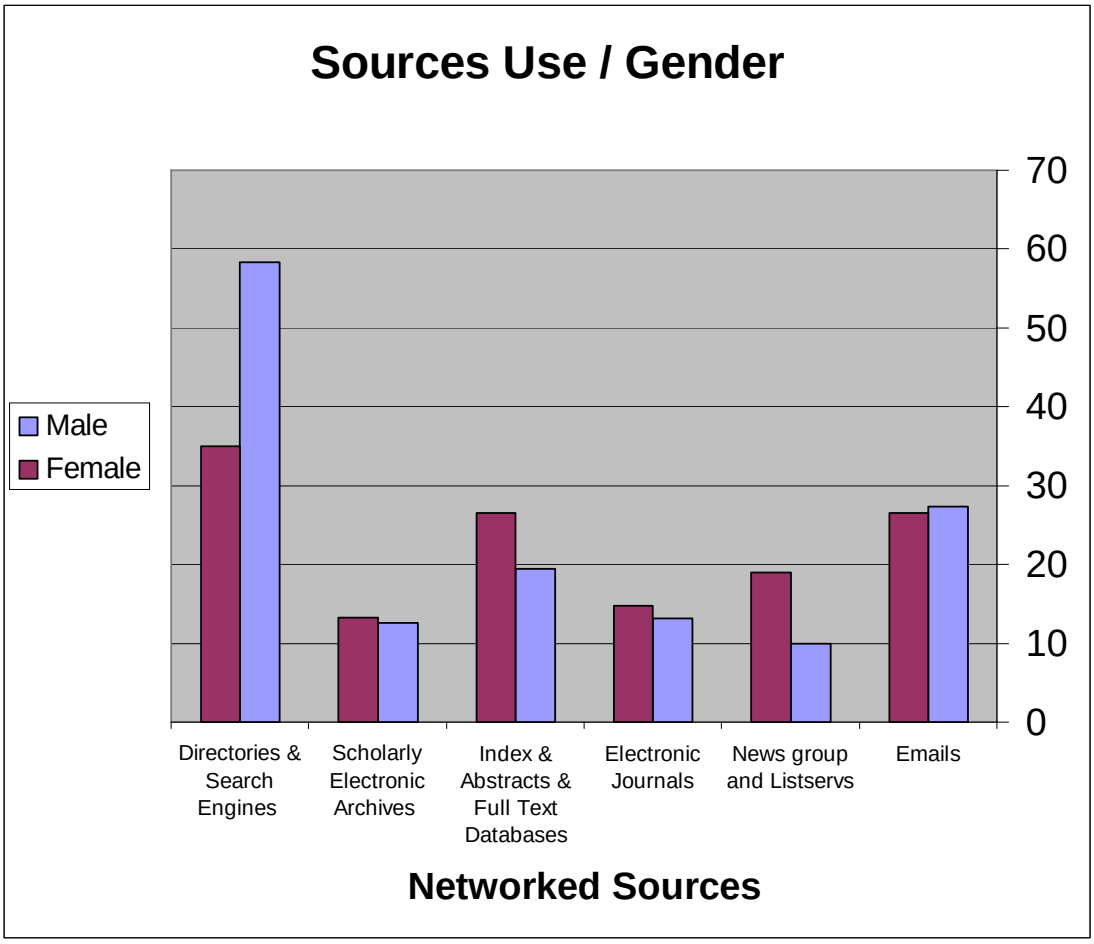
In order to test the second part of hypothesis (1) and show the variance in using various information sources according to gender, a query was made to calculate the use of various information sources according to gender. The result of this query is a report that presented the use of sources according 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 females. Directories and search engines and emails were found to be used most by both genders, while scholarly electronic archives were found to be the least used sources. It was also figured out that males use directories and search engines and emails more than females. On the other hand it was figured that females use electronic journals, databases and scholarly electronic archives and news groups 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	27.3	26.5
News group and Listserv s	9.9	19
Electronic Journals	13.1	14.8
Index & Abstracts & Full Text Databases	19.5	26.5
Scholarly Electronic Archives (ex. Research Index)	12.6	13.3
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, etc)	58.3	35
Total	140.7	135.1

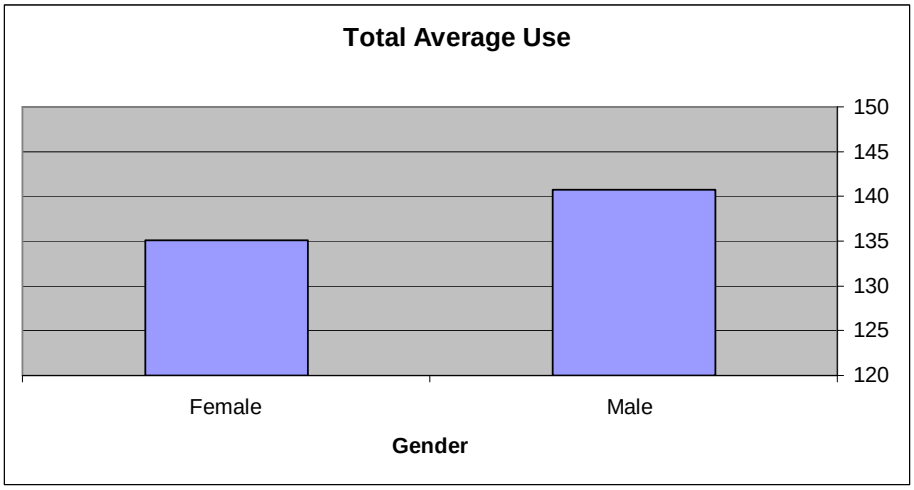
Source: Survey of Information and Library Sciences faculty (n=10)

Figure (10). Average use of information sources per Information and Library Science faculty member per typical month by gender: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Science faculty (n=10)

Figure (9). Total average use per faculty member per typical month by gender: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Science faculty (n=10)

Hypothesis (2)

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

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

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

C) They will depend more on electronic databases for research 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 teaching tasks than news groups (Part A).

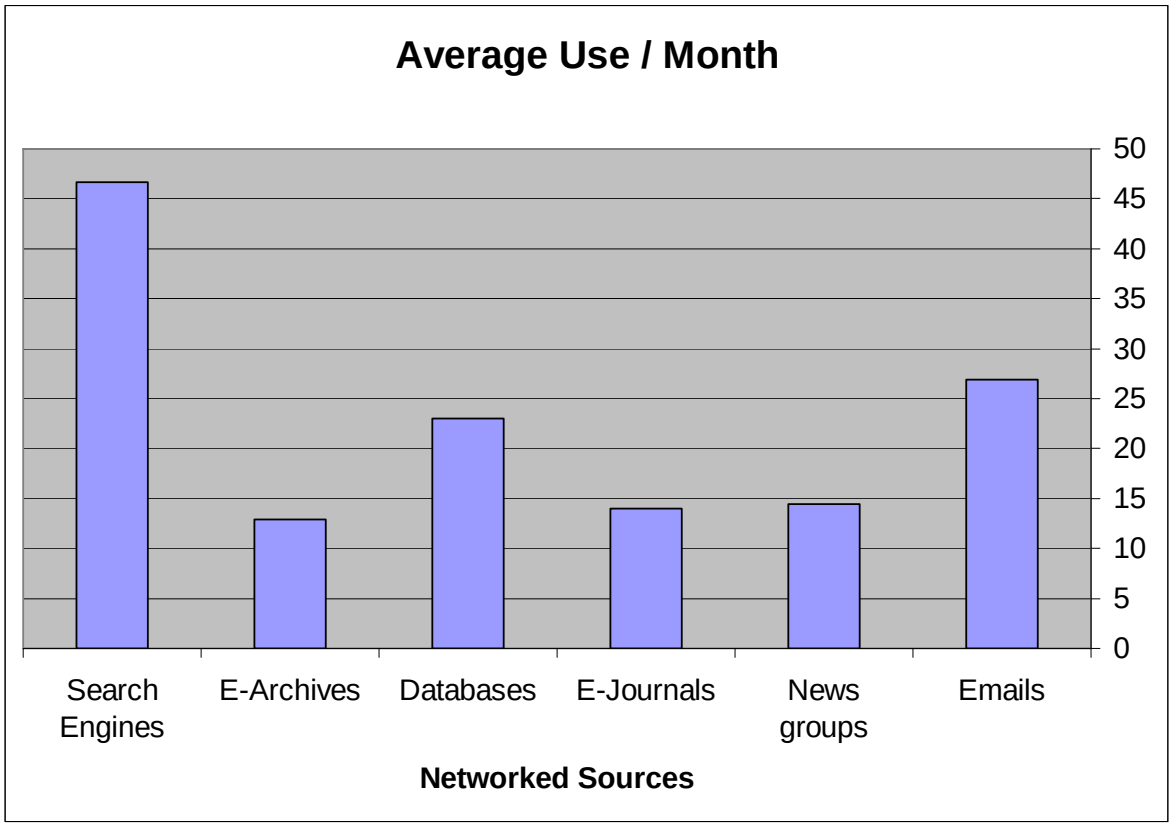
Part B was also approved in that it was found faculty member to depend more on electronic journals for research tasks than electronic archives. However part C was disapproved where it was found that faculty members depend less on electronic databases for research tasks than Internet directories and Search 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 University of Illinois at Urbana-Champaign 2005.

Research / Sources	Emails	News groups	E-Journals	Databases	E-Archives	Search Engines
Average	26.9	14.45	13.95	23	12.95	46.65

Source: Survey of Information and Library Science faculty (n=10)

Figure (12). Average number of uses of Networked information sources per Information and Library Science faculty member per typical month: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Sciences faculty (n=10)

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 electronic journals, index and abstracts and full text databases and, scholarly electronic archives, while they were least satisfied newsgroups and directories and search engines. See table (10) for details.

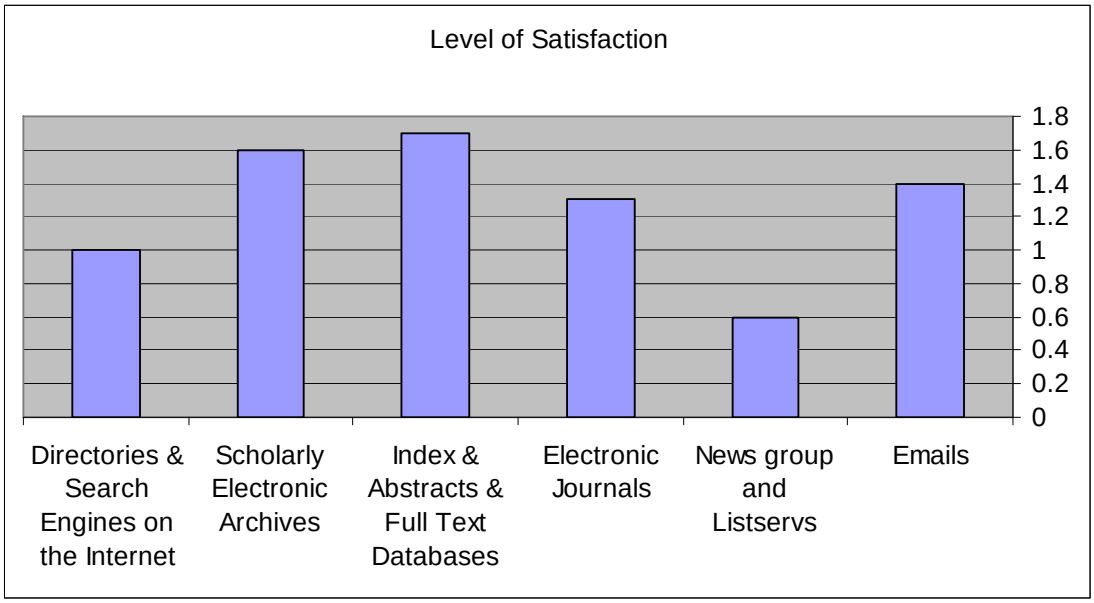
Table (10) Faculty evaluation of various electronic sources by CARS criteria of evaluation: The University of Illinois at Urbana-Champaign 2005.

Information Source	**Level of Satisfaction**
Emails	1.4
News group and Listservs	0.6
Electronic Journals	1.3
Index & Abstracts & Full Text Databases	1.7
Scholarly Electronic Archives (ex. Research Index)	1.6
Directories & Search Engines on the Internet (Yahoo, Aol, Ask jeeves, Google, Excite, etc)	1.0

Source: Survey of Information and Library Sciences faculty (n=10)

* Creditability was defined in the questionnaire to be known or respected authority.
** Accuracy was defined in the questionnaire to be correct, up to date and comprehensive.
*** Reasonableness was defined in the questionnaire to be fair, balanced, objective and reasoned.
**** Support was defined in the questionnaire to have listed sources and contact information

Figure (13). Faculty evaluation of various electronic sources by CARS criteria of evaluation: The University of Illinois at Urbana-Champaign 2005.



Source: Survey of Information and Library Sciences faculty (n=10)

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 suggests 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

Information Seeking Behavior Of Library And Information Science Faculty In Research With A Special Reference To The Use Of Networked Information Sources And Services: A Case Study Performed At The Graduate School Of Library And Information Science At The University Of Illinois At Urbana-Champaign / By

I am a lecturer 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 research. I appreciate your participation, as it will assist in understanding faculty trends in research at the academic environment. This questionnaire will take less than 5 minutes from each participant to complete it.

http://www.eun.eg/helwan_poll/research.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 question, please ask me:

Thank you.

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

The activities you perform in research are:

Writing grant proposals ( ) Conducting research ( ) Writing research results for publication ( ) Other, ----------

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

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)					
Directories & Search Engines: (Yahoo, Ask jeeves, Google, 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 groups, Mailing lists			
Electronic Journals			
Index & Abstracts & Full Text Databases			
Scholarly Electronic Archives (ex. Research Index)			
Directories & Search Engines: (Yahoo, Ask jeeves, Google, etc)			

-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?

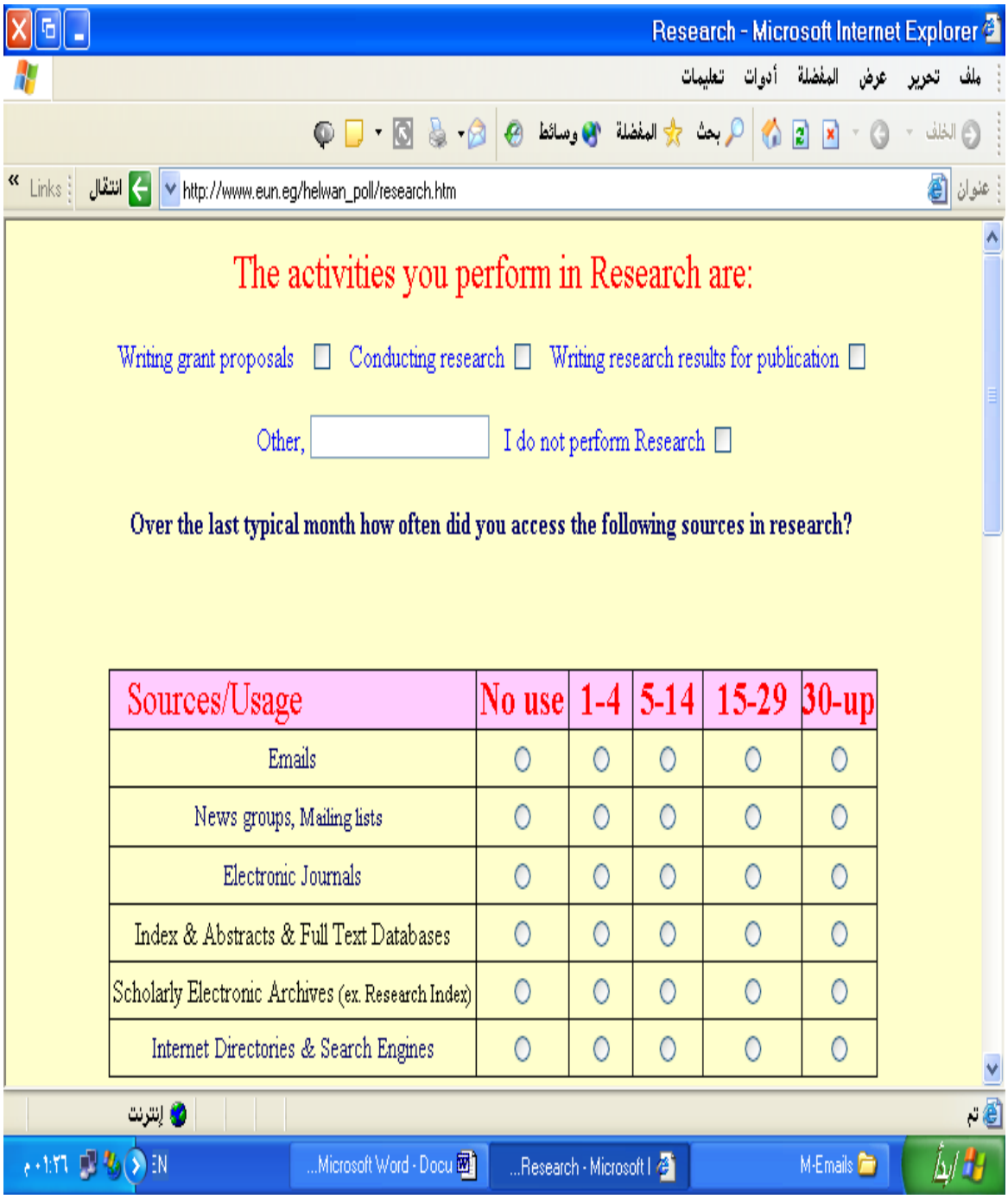
_____

-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---------- ( )


Research - Microsoft Internet Explorer
http://www.eun.eg/helwan_poll/research.htm
The activities you perform in Research are:
Writing grant proposals
Conducting research
Writing research results for publication
Other,
I do not perform Research
Over the last typical month how often did you access the following sources in research?
Sources/Usage
No use
1-4
5-14
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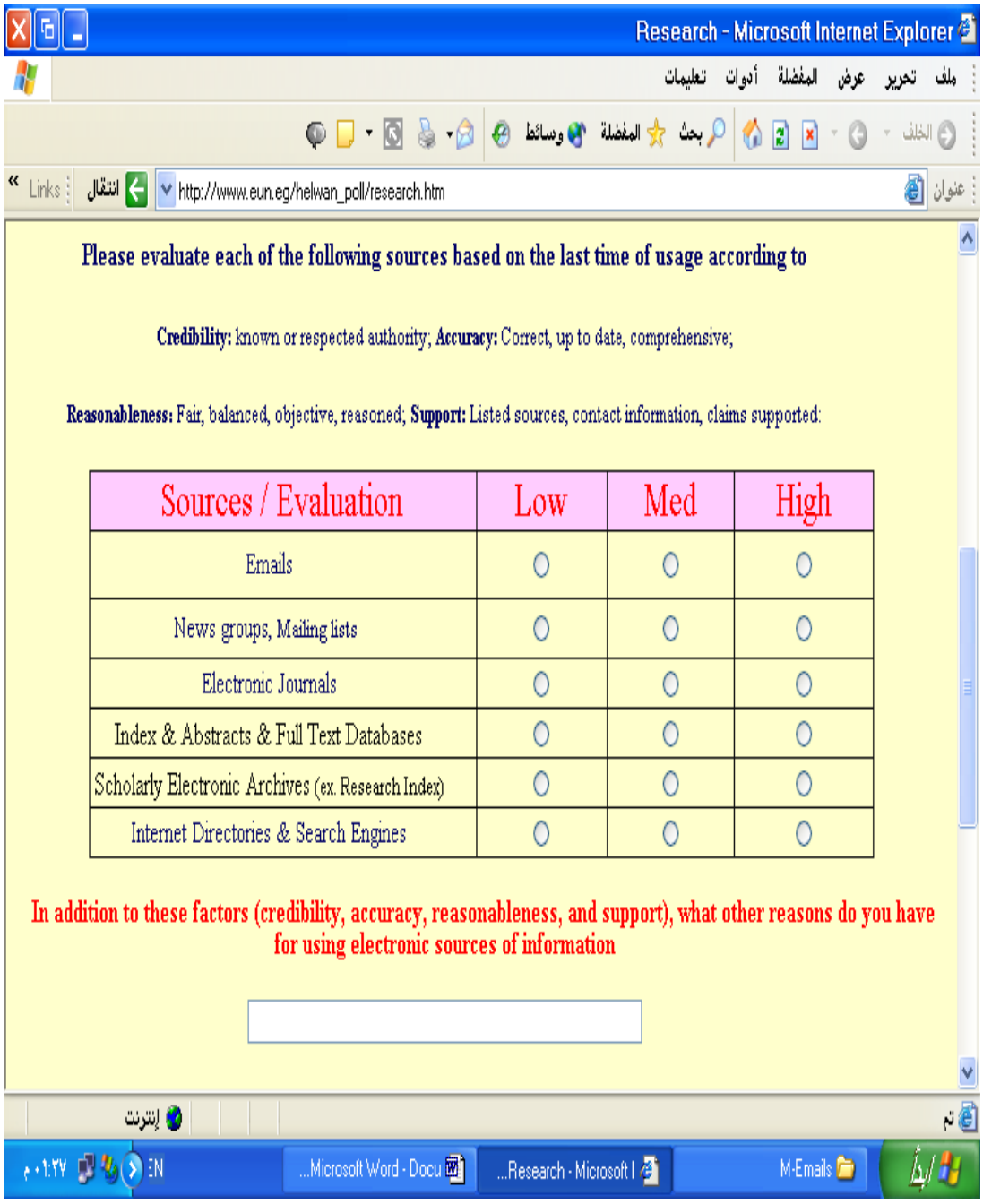
Internet Directories & Search Engines


Research - Microsoft Internet Explorer
http://www.eun.eg/helwan_poll/research.htm
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Credibility: known or respected authority; Accuracy: Correct, up to date, comprehensive;
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Sources / Evaluation
Low
Med
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Emails
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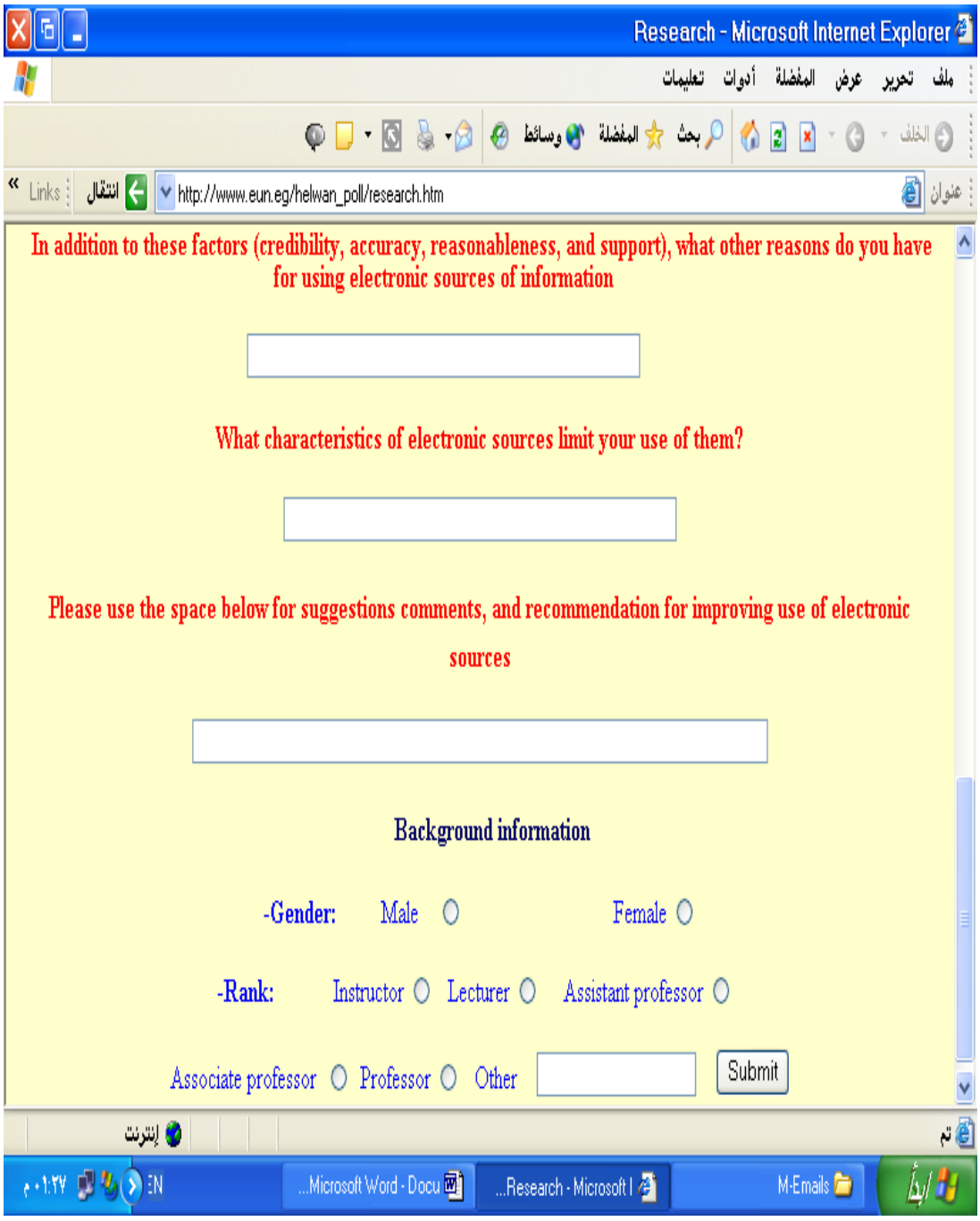
In addition to these factors (credibility, accuracy, reasonableness, and support), what other reasons do you have for using electronic sources of information


Research - Microsoft Internet Explorer
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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
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The tasks of building various information seeking strategies and retrieving information have been improved by the appearance of new generations of hardware and software (Machionini, 1995). However, the new environment requires faculty to have certain skills and competences (Savolainen, 2002). The quality of information found on the Web is another issue where some information found on the web is incorrect or based on non-existent evidence(Calvert, 2001). Moreover, long Network path and long delays sometimes affect the access to information (Dempsey, 2000).