

Teaching Credit-Bearing Courses at Lutheran University Libraries: A Summary of Survey Findings

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During the spring of 2009, librarians were surveyed at 28 university libraries affiliated with the Evangelical Lutheran Church of America (ELCA). Of the 173 persons asked to participate in the online survey, 103 responded; however, one response had to be deleted because the respondent did not agree to the consent form ($n = 102$, $N = 173$; 59.1% return rate).

The 28 ELCA libraries were Augsburg College, Augustana College (Illinois), Augustana College (South Dakota), Bethany College, California Lutheran University, Capital University, Carthage College, Concordia College, Dana College, Finlandia University, Gettysburg College, Grand View University, Gustavus Adolphus College, Lenoir-Rhyne University, Luther College, Midland Lutheran College, Muhlenberg College, Newberry College, Pacific Lutheran University, Roanoke College, St. Olaf College, Susquehanna University, Texas Lutheran University, Thiel College, Wagner College, Waldorf College, Wartburg College, and Wittenberg University.

Below is a brief summary of the survey findings. Percentages refer to the number of respondents who answered a particular question. Not all respondents answered all questions.

- Almost half the respondents (50.6%; 40/79) said they had taught or were now teaching a credit-bearing course.
- Very few respondents reported being compensated for teaching a credit-bearing course. At least once when teaching a credit-bearing course, 17.7% (14/79) of the respondents had been paid for teaching an overload, 10.1% (8/79) had received a workload reduction, 8.9% (7/79) had been paid for partially teaching (e.g., team-teaching) an overload, and 5.1% (4/79) had received a workload reduction for partially teaching (e.g., team-teaching) an overload.
- The curriculum most often associated with the credit-bearing courses being taught was General Education (according to 24.1%--21/87—of the respondents).
- The subject contents most often selected by respondents who taught credit-bearing courses were Freshman or First-Year Experience (29.9%; 26/87), General Education (17.2%; 15/87), or a course in a specific discipline (14.9%; 13/87).
- The job responsibilities most often carried out when respondents taught credit-bearing courses were those of an Instructional Services Librarian (27.9%; 24/86), Reference (or Subject) Librarian (27.9%; 24/86), or Library Director (20.9%; 18/86).
- Most of the respondents (59.6%; 56/94) said that the size of their student body was between 2000-4999 and 37.2% of the respondents (35/94) said the student body size was between 500-1999.

Click [here](#) to link to the survey results (open-ended comments are omitted).

Example of how to cite this summary in the APA style:

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