

Final Report

**KU Faculty, Researcher, and Graduate Student Research Needs Survey**

*Fall 2013*

**Submitted by:**

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## Introduction

As part of *KU Libraries Strategic Directions 2012-17*, the Libraries identified the need to better understand the changing needs of researchers at the University of Kansas<sup>1</sup>. This report presents the results of a survey created to achieve the strategic goal of better understanding KU researchers. (For survey instrument, see Appendix A). The survey and its results are the product of a strategic action prioritized in year one to “assess and evaluate the research and scholarly information needs and expectations of KU faculty, researchers, and graduate students.” A survey was chosen as the mechanism because of the potential for reaching the largest possible number of respondents within three identified populations: faculty, researchers, and graduate students. The survey was designed to meet four objectives:

- Identify the current and future research needs of KU faculty, researchers, and graduate students.
- Assist the Libraries with the development of an implementable plan for services that address the current and future research support needs of KU faculty, researchers, and graduate students.
- Assist with the development of new services, programs and supports for researchers, as appropriate, based on the results of the survey and Phase 2 Strategic Planning assessment activities.
- Establish benchmarks based on initial data collection that will provide the baseline for monitoring future services and programs.

## Summary of Key Findings

**Overall, researchers at KU value the role that the Libraries play in their research process and currently find the Libraries’ research support services adequate.** Unsurprisingly, researchers view collections as the most important resource or service offered by the Libraries, which reflects the role of the traditional academic research library.

The results also show that **there is both a need for specific additional research support services and a lack of awareness about some services currently offered by the Libraries**, such as copyright advisement and data analysis support. In addition, the survey results show potential areas of growth in certain support services, such as citation management, as well as the potential for new services to meet researchers’ needs, including research data storage and archiving and new models of scholarly communication.

**The survey results provide data to establish benchmarks for continued program evaluation.** For example, the data collected shows a lack of awareness of services offered by the Libraries. This data can be used to inform changes in outreach or marketing plans and as a benchmark for continued assessment of the effectiveness of changes made in outreach or marketing of specific services.

Finally, through analysis of respondents by discipline and/or user status, **the Libraries can now have a better understanding of the differences and similarities between types of researchers at KU**, which can ultimately assist with future changes through KU Libraries’ strategic planning process and continuing needs for organizational realignment and change.

## Summary of Key Findings (continued)

### Researcher Methods & Practices

- KU researchers utilize both quantitative and qualitative research methodologies almost equally.

#### *Importance of Resources for Finding Information*

- Online scholarly databases are considered the most important researcher resource for finding information, eclipsing general web search engines.
- Librarians, as a resource for researchers, receive one of the lowest overall ratings of importance for respondents. At the same time, 69% of researchers did select librarians as “somewhat important” or “very important” as resources for researchers. Humanities researchers indicate that librarians are more important in supporting their research than researchers in the social sciences or sciences.

#### *Challenges to Research*

- Identifying relevant materials/data is the overall biggest challenge identified by survey respondents. When responses are analyzed by disciplinary area, differences do emerge:
  - Humanities - *managing resources*
  - Social Sciences - *identifying relevant materials/data*
  - Sciences - *acquiring access to materials*

#### *Research Service Utilization by KU Unit*

- Use of centralized data storage services
  - Researchers’ use of centralized data storage is evenly divided between storage offered by KU Libraries (i.e., KU ScholarWorks) and storage offered by other KU units.
  - 39% of respondents do not utilize any centralized data storage services, yet

100% of these current non-user respondents identify data storage as an important future need.

- Copyright advisement services
  - On campus, KU Libraries are the most used resource for copyright advisement.
  - 45% of respondents are not aware that KU Libraries offer this service.
- Library reference consultation
  - 78% utilize reference and consulting services from the KU Libraries, although the exact format of these consultations (in person, virtual) is not known.
  - 20% do not utilize any library reference support.
- Data analysis support services
  - 31% receive support in analyzing data from non-Libraries support units at KU.
  - 15% receive data analysis support from KU Libraries.
- Technology training services
  - 36% utilize technology training from other KU units.
  - 33% utilize technology training from KU Libraries.
  - Other portions of the survey indicate potential growth for the Libraries in the area of training and instruction for research support, with specific suggestions given within the comments sections (see Appendix B).

- Writing assistance
  - 60% of researchers do not utilize any writing assistance services.
  - Graduate students utilize writing services the most and would like additional services offered in this area.

- The majority of respondents rate their storage systems as very adequate or somewhat adequate.

### The Role of KU Libraries in Research

- Most of the current KU Libraries' roles that respondents were asked to rate were rated above 3 indicating they are considered either somewhat or very important.
- Copyright advisement, data storage, and archiving and preservation receive high scores for importance, even though 45% of respondents do not know copyright advisement is offered by the Libraries and the Libraries do not currently offer data storage beyond KU ScholarWorks.
- 23% of respondents do not know that the Libraries' KU ScholarWorks system can serve as a repository for scholarly and creative products.

### Organizing and Archiving Practices

- Citation management tools for researchers
  - Word processing programs are the most common tools used to manage citations.
  - 46% of graduate students and 34% of faculty use citation management software.
- Resource Storage System
  - Respondents overwhelmingly use hard drives or CD's as their main system for storing all content types.
  - Ease of method and back up needs are the most common reasons for selection of method.

### The Future Needs of Researchers

- Additional library resources are the most commonly selected choice for future needs.
- Additional access to digitized materials is the second most selected choice; however, it is not clear from the results if respondents were referring to electronic journals or local collections that have been digitized.
- Respondents within the social sciences have the largest number of responses for each choice.
- Researchers' future needs for data services include:
  - Assistance with data dissemination and publication is the most frequently selected choice.
  - Assistance with data analysis is the second most frequently selected choice.
  - Assistance with writing data management plans is selected the least.

## Survey Methodology and Response

During the spring of 2013, a working group of three librarians and one member from a research center on the KU campus developed the survey (see Appendix A). The survey instrument was then pre-tested with representation from all members of the target population of KU faculty, researchers, and graduate students in the humanities, social sciences, and sciences. The survey was distributed at the beginning of the Fall 2013 semester using two email distribution lists that reached our three target populations. An email message including a link to the survey was sent from the Dean of Libraries and the Dean of Research & Graduate Studies. One reminder message was sent. The survey was open for one month.

### Response Rate

The total number of respondents is 544. An approximate overall response rate is estimated at 7%, using figures distributed by KU's Office of Institutional Research and Planning (OIRP) listing the number of KU faculty/staff and graduate students<sup>ii</sup>. The exact population size is not possible to determine because of potential changes in the number of faculty and graduate students after the figures were initially calculated. In addition, since the survey respondents included researchers who are not classified as either faculty or graduate students, this affected the potential survey response population. A goal of the survey that was not achieved was identification of different research support needs among three distinct user groups: graduate students, faculty researchers and non-faculty researchers. Within the survey instrument, respondents report their status as: academic staff, faculty, masters' student, PhD student, postdoctoral researcher, or other (with open-ended space). However, for the purpose of this analysis the two non-student populations are combined since 72% of non-student respondents report that they are faculty,

12% report they are academic staff, and 16% report they are staff. It was decided that there were not enough responses from all three non-student status options to fully analyze. Based on these figures, we estimate an overall response rate of 7%, with a 14% response rate for faculty/staff and a 5% response rate from graduate students.

### Survey Completion Rate:

OIRP reports that in fall 2013 KU (Lawrence and Edwards) had 5,691 enrolled graduate students and 1,608 faculty members. Again, we note that academic researcher staff and staff are combined with the faculty responses which will affect complete accuracy in response rates. Results include:

- 493 completed surveys
- Average survey completion rate for those starting to take the survey: 75%
- Completion rate within each section is high:
  - Research Methods Section: 95%
  - Resource Organization and Archiving: 91%
  - Role of Library (2 questions all respondents were asked): 86%
  - Open-ended: For your research, what resources or services would you like the KU Libraries to provide that are not currently provided? (*Please specify*): 44%

### Responses by Demographics:

The following tables show the demographic breakdown of respondents compared with the overall KU demographics (see Tables 1-5). When responses by user group are compared with KU overall, it is only comparing the student and faculty/staff ratio within the disciplinary areas, not KU as whole.

**Table 1: KU Population Compared to Survey Respondents by Disciplinary Area<sup>1</sup>**

KU Disciplines	KU Overall	Survey Respondents
Humanities	27%	26%
Social Sciences	51%	51%
Sciences	22%	23%

**Table 2: Response by KU Overall & Respondent Status**

User Group	KU Overall	<sup>2</sup> Survey Respondents
Graduate Students	73%	53%
Faculty/Staff	27%	43%

**Table 3: KU's Humanities Population and Humanities Survey Respondents**

Humanities	KU Overall	Survey Respondents
Graduate Students	65%	47%
Faculty/Staff	45%	53%

<sup>1</sup> Only 76% of respondents provided an answer for this question. Out of 415 responses, 402 provided a department or center that could be classified into a broad disciplinary area.

**Table 4: KU's Social Sciences Population and Social Sciences Survey Respondents**

Social Sciences	KU Overall	Survey Respondents
Graduate Students	76%	63%
Faculty/Staff	24%	37%

**Table 5: KU's Sciences Population and Sciences Survey Respondents**

Sciences	KU Overall	Survey Respondents
Graduate Students	73%	58%
Faculty/Staff	27%	42%

The demographics of the survey respondents show a higher percentage of faculty/staff responding as compared with the overall KU population and a smaller percentage of graduate students responding.

The disciplinary breakdown of survey respondents is much closer in alignment with the overall KU disciplinary distribution; however, the results could potentially be skewed because 24% of respondents do not report a home department, and therefore these responses are not included in the disciplinary-level analyses.

Survey respondents were also asked to indicate if they are affiliated with a KU research center in order to develop an understanding of the cross-disciplinary work conducted at KU and to help the Libraries plan an outreach program to this user population. The results of this question may not be significant because it is not possible to know the exact

<sup>2</sup> 4% of respondents did not indicate status

population at KU that is affiliated with one or more research centers because of frequent changes in affiliation. The results, however, do show those research centers with which respondents indicate they are affiliated most frequently and this could prove useful information for future planning activities within the Libraries.

**Research Center Affiliation of Survey Respondents:**

- 186 (34%) respondents indicate they are affiliated with a KU research center
- Top Represented Centers:
  - Hall Center for the Humanities (21)
  - Center for Global and International Studies (19)
  - Institute for Policy and Social Research (13)
  - Transportation Research Institute (10)

**Survey Results and Analysis**

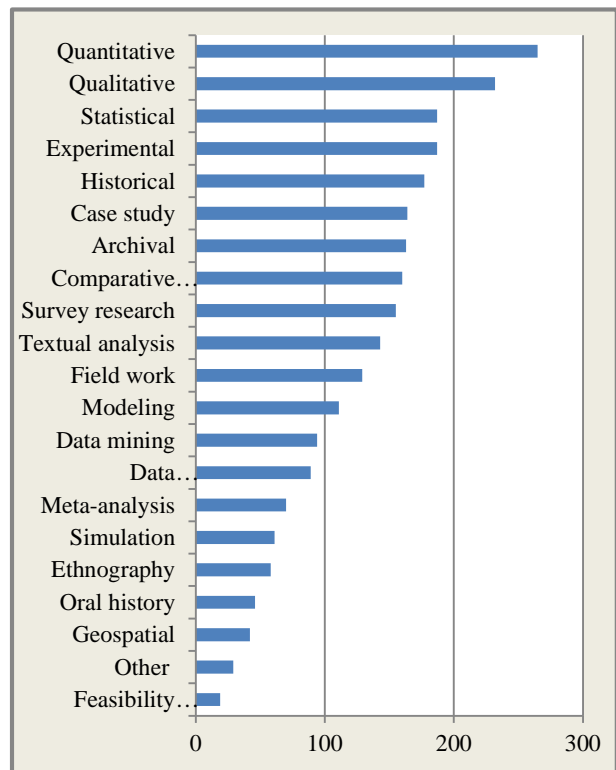
The survey results and analysis section of this report is divided into the four broad sections: researcher methods and practices, the role of KU Libraries in research, the organizing and archiving practices of researchers, and the future needs of researchers. Following this section is a list of recommendations for action and further discussion connected with specific findings. The correlating number of the recommendation is referenced within the text throughout this report.

**Researcher Methods and Practices**

Respondents were asked to indicate what research methodologies and/or techniques they utilize the most (see Chart 1).<sup>3</sup> Respondents were allowed to select more than one methodology. Specific methodologies and techniques were included as choices in order to best capture how researchers at KU conduct research. The two main areas selected

by respondents are the broad categories of “quantitative” with 264 responses and “qualitative” with 231 responses. Results indicate that these general methodological approaches are the dominant methodologies utilized at KU. However, researchers cannot be neatly categorized as solely a quantitative or a qualitative researcher.

*Chart 1: # of Responses by Research Methodology*



Respondents were asked to mark all of the research methods they employ. For people who selected "qualitative" as one of their methods, the most common other method selected is "quantitative." Similarly, "qualitative" is the second most commonly selected method by those who also marked "quantitative." So, it is common for an individual researcher to use both qualitative and quantitative methods to understand their data. Even though qualitative data and quantitative data — and the methods needed to manage them — are very different, a single researcher likely uses

<sup>3</sup> Survey Question 1: Which of the following describe your typical research methodologies or techniques? (Please *select all that apply*)

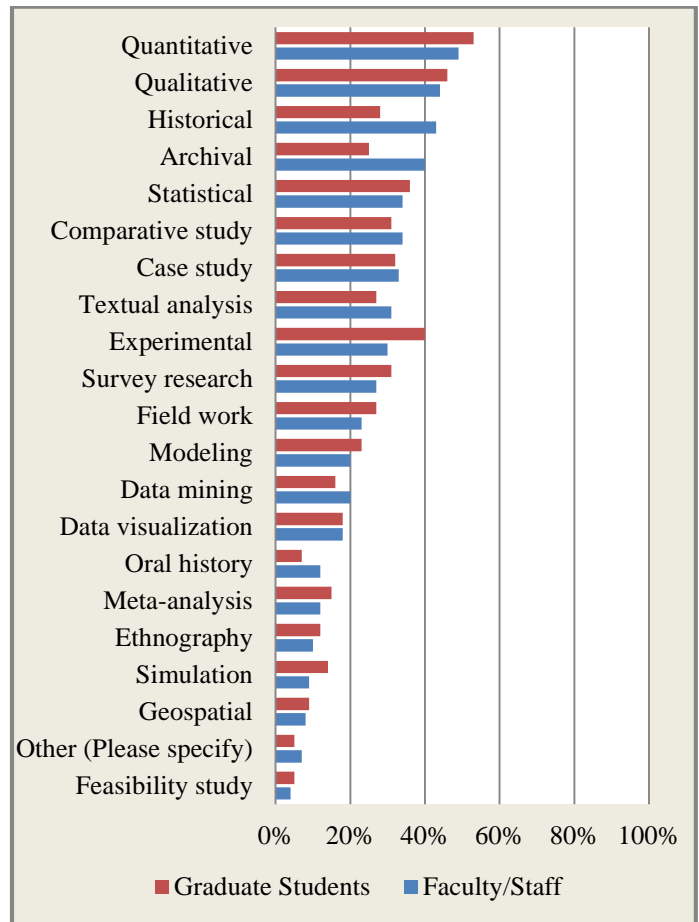


both. However, the terms quantitative and qualitative have broad definitions. Examining these other research methods helps us understand what researchers mean when they say they utilize qualitative or quantitative analysis.

In addition, within the more specific methodologies being utilized we find that statistical, experimental, historical, case study, archival, comparative study, survey research and textual analysis have similar selection rates. This indicates the high usage of both quantitative and qualitative methods. These findings are further supported by open-ended responses in which many respondents express an interest in more assistance with qualitative research software, which is much more difficult to access and for which support is more limited on the KU campus than for comparable quantitative software tools.

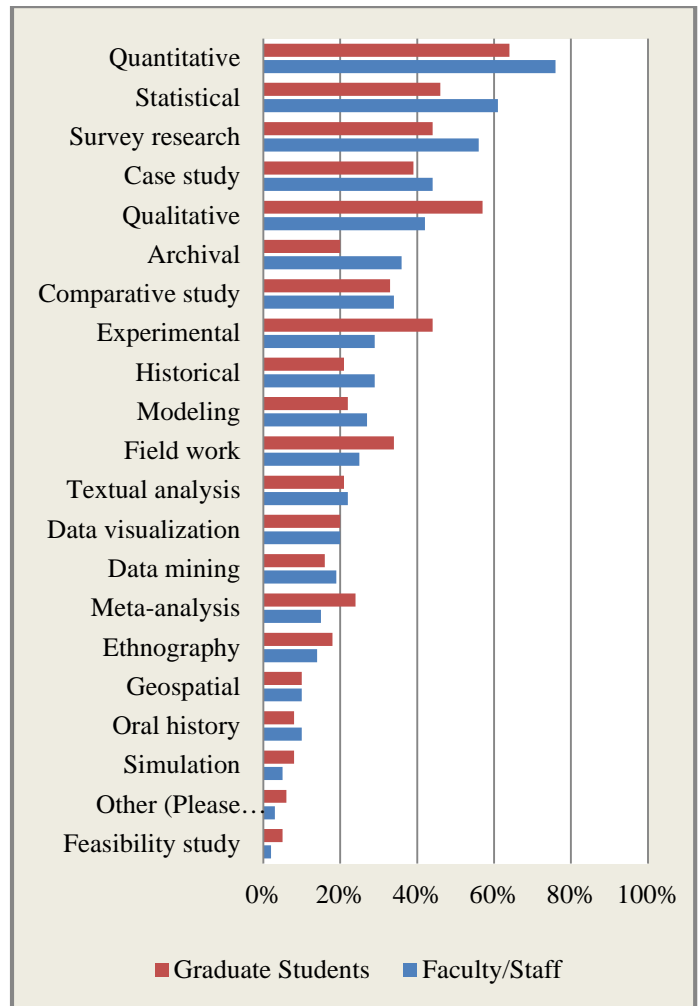
When comparing the answers from the two different user populations, faculty/staff and graduate students, differences emerge (see Chart 2). Among the 274 responses from graduate students, 144 students (53%) use quantitative research methods most in their research, 127 students (46%) use qualitative research methods. The next three most frequently used research methods are experimental with 109 students (40%), statistical with 100 students (36%), and case study with 88 students (32%). Historical research reveals the largest difference between the user groups with 43% of faculty and 28% of graduate students selecting this research methodology. Archival research is also selected more frequently by faculty/staff (40%) compared with graduate students (25%). Experimental research is selected more frequently by graduate students (40%) than faculty/staff (30%). This is an area for further investigation to understand the reasons why graduate students are reporting less use of historical and archival research methods than faculty (*see Recommendation 1*).

Chart 2: % of Research Methodology (by user group)



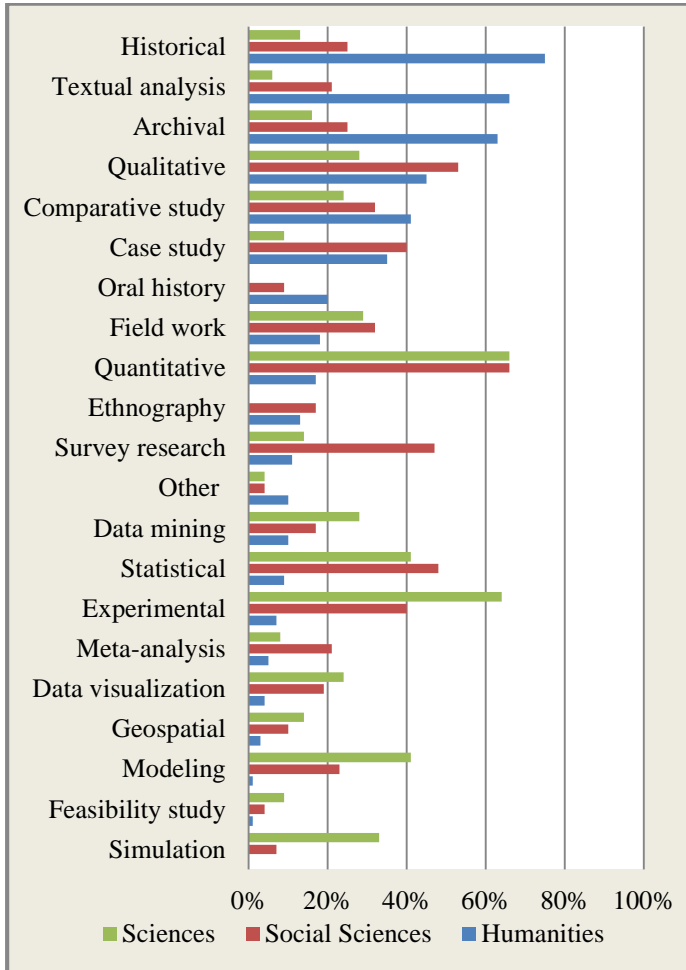
When comparing overall disciplinary areas' dominant research methodologies, there are few surprising results (see Chart 3). Social scientists report the widest variety of usage of research methods, when compared with humanists and scientists. Social scientists do report utilizing both qualitative and quantitative methods, 53% and 66% respectively. It is possible that these findings demonstrate a growing use of mixed-methods, as well an increase in interdisciplinary work by social scientists.

**Chart 4: % of Research Methodology of Social Sciences (by user group)**



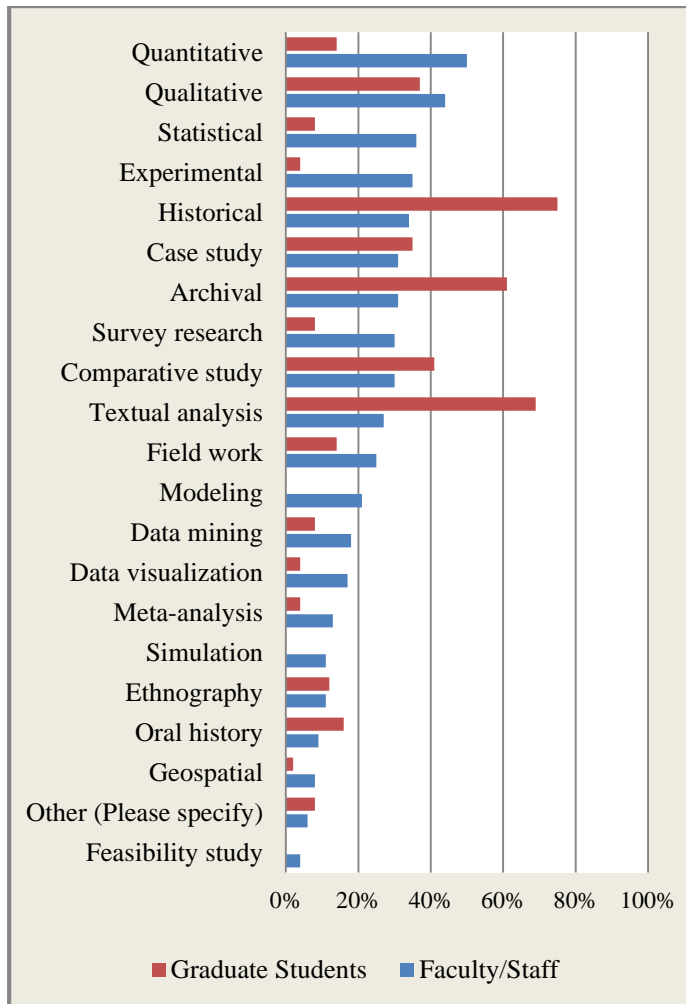
As with social scientists, graduate students in the humanities report a higher usage of qualitative methods than quantitative methods when compared with faculty/staff respondents (see Chart 5). This is evident when examining the results of specific research methodologies. For example, graduate students report a much higher usage of textual analysis, historical methods, and archival methods in comparison with faculty/staff, who report higher usage of experimental, field work, modeling, and data visualization.

**Chart 3: % of Research Methodology (by disciplinary area)**



However, when looking at the breakdown with the social sciences between graduate students and faculty, the students report a higher usage of qualitative methods and faculty report a higher usage of quantitative methods (see Chart 4).

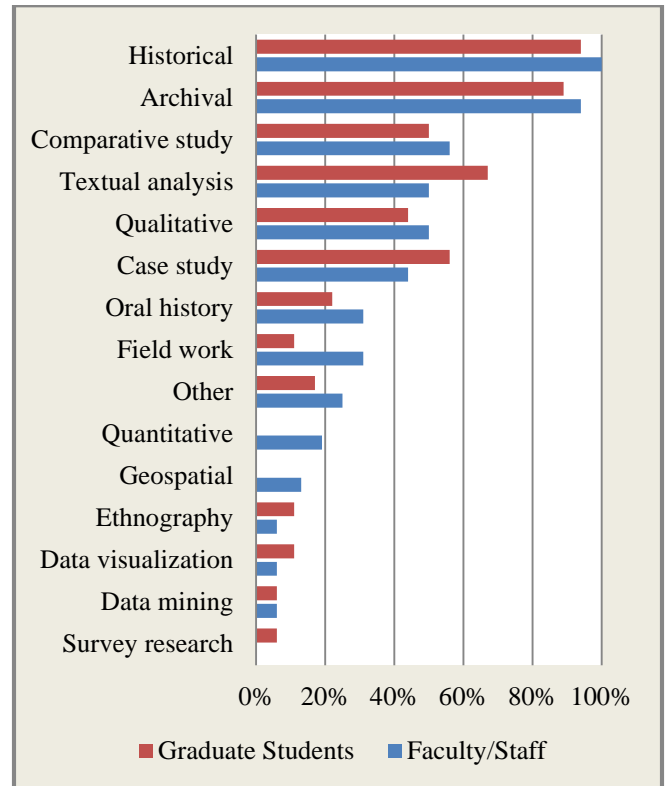
**Chart 5: % of Research Methodology of Humanities (by user group)**



However, drilling-down at the departmental level is an area for further understanding. For example, when only the respondents who work in history related fields are analyzed, the differences become much smaller (see Chart 6). These results support the findings of the the Ithaka report *Supporting the Changing Needs of Historians* which found that academic historians utilize archives as the main source for primary sources<sup>iii</sup>. The use of primary sources is still the dominant foundation of historical research, according to the Ithaka report. The recommendations for better supporting these researchers should be considered by KU Libraries as a way to inform research support services to this specific academic field. This single departmental-level analysis shows the potential for further analysis

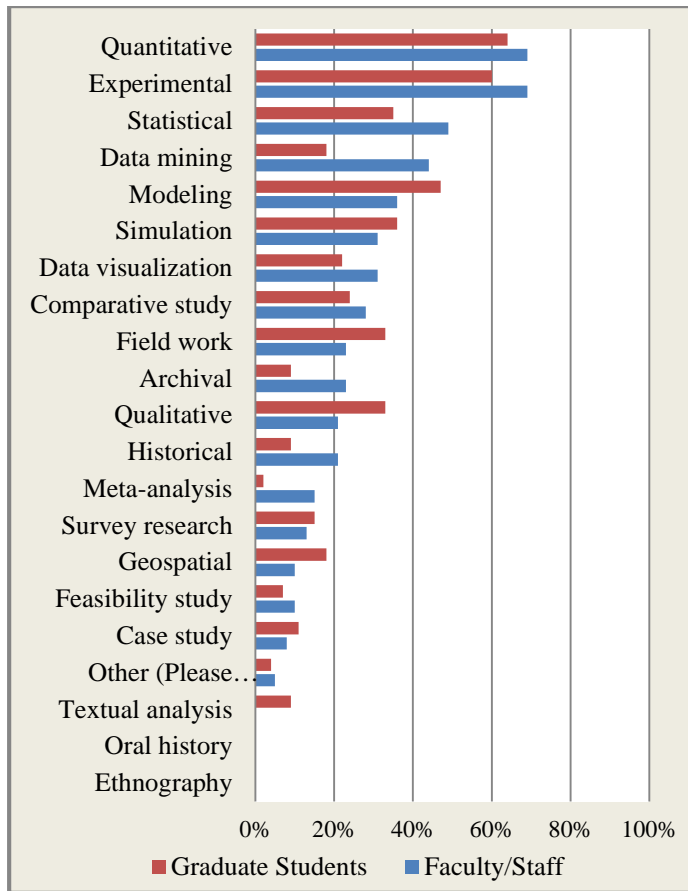
of the current survey results but also informs how future assessment of KU researchers could be structured to answer the significant questions emerging from the current survey results.

**Chart 6: % of Research Methodology of Historians (by user group)**



Faculty/Staff and graduate students in the sciences do show wide variances between most-utilized methodologies (see Chart 7). Faculty and staff report a higher usage of quantitative and experimental methods than graduate students; however, graduate students report more frequent utilization of qualitative methods, once again supporting the growing use of a broad set of qualitative research methods.

**Chart 7: % of Research Methodology of Sciences (by user group)**



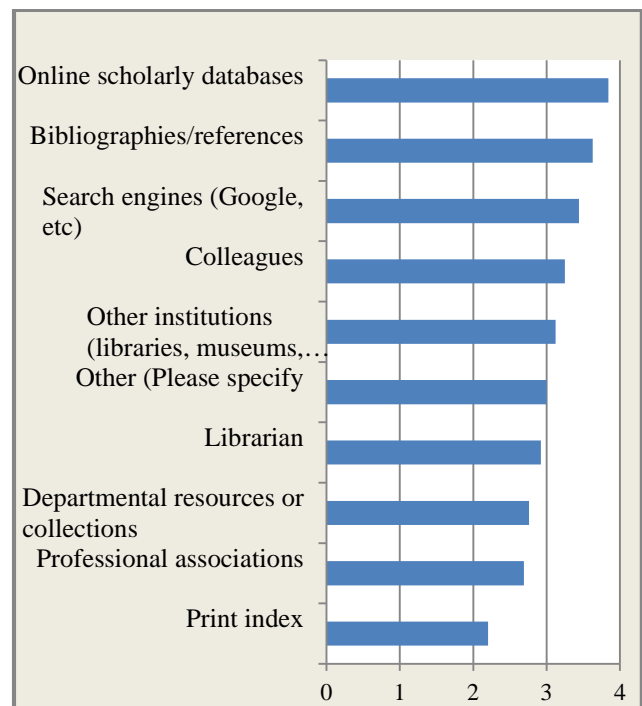
### Importance of Resources for Finding Information

The survey respondents were asked about the importance of specific resources for finding information or materials.<sup>4</sup> On a four-point scale with choice from not at all important to very important (scored 1-4), five resources for discovering information or materials have average scores over 3 (see Chart 8). The resource considered most important to researchers is online scholarly databases with an average score of 3.84 (see Recommendation 2).

The resource of print index received the lowest average score of 2.2, indicating that researchers do not heavily rely on print indexes to find materials for their research. Other resources rated lowest are departmental resources or collections (2.69) and librarians (2.92).

The overall score of 2.92 for librarians as a resource for finding information suggests that, on average, researchers find them slightly under the level of “somewhat important.” Yet we note that 40% of respondents selected librarians as “somewhat important” in addition to the 29% who selected librarians as “very important.” A majority report that librarians are either somewhat or very important and the average score of 2.92 also reflects 25% of respondents who selected librarians as “not very important” for finding information.

**Chart 8: Overall Average Scores of Importance of Resources for Finding Information or Materials**



Further, in the open-ended question asking for comments about services the Libraries do not

<sup>4</sup> Survey question 2: When conducting your research, how important are the following resources for finding information or materials?

currently offer, many respondents comment on the continued importance of librarians rather than requesting new services (for full list of comments, see Appendix B).<sup>5</sup>The majority of the comments specifically addressing librarians and their roles in research are positive:

*“I really value working one on one with a librarian who has specific knowledge in my field so I can learn about in depth resources that are available and have a conversation about my research with someone who is aware of my topic.”*

*“I have been happy with the services provided and hope that the current level of service is maintained. It has been particularly valuable to have a subject specific librarian, and I believe the quality and pace of my research would be limited if these resources were diminished.”*

*“I have always found the collections to be expansive and impressive and the subject matter librarian very helpful in securing new resources.”*

*“ [redacted] the best research librarian I have ever worked with. [redacted] does tons of preparation for each appointment, introduces you to plenty of new resources, and continues to send you materials after you are gone. [redacted] has an [redacted] for keeping track of your project and staying in communication about it.*

*“The [redacted] are the best!!!!!! .They are so knowledgeable, and so helpful. They tell us about new publications that relate to our fields; they happily obtain works that we need; they help us locate materials that are available electronically; they orient our students (undergrads and grads) to library resources and help them locate materials for their projects. They*

*are so cheerful and accommodating, so that it's a pleasure to work with them.”*

Based on comments, many researchers seem to value the role of subject librarians within the research process, especially with regard to building collections and understanding specific research areas. This is further supported by the overall rating of importance of librarians in the research process. However, there are also requests for additional or improved services by librarians, including:

*“Librarians are only willing to meet during the day on workdays, when I am not available.”*

*“I feel like the libraries are a multi-headed behemoth. At my MS institution there was a dedicated [redacted] librarian that I could go to for help. I knew his name and by the end of two years he knew me. He greatly improved the quality of my research by being identifiable, approachable and knowledgeable. I wish I had someone like that at KU. If we do, it is not well advertised.”*

*“It would be helpful if the reference librarians (during private, appointment-based consultation especially) would have more specific databases in mind, in relation to where to find relevant journals and research. Simply providing bare-bones instructions and the names of a couple of general databases is quite insufficient for serious researchers who have already surpassed those stages of research.”*

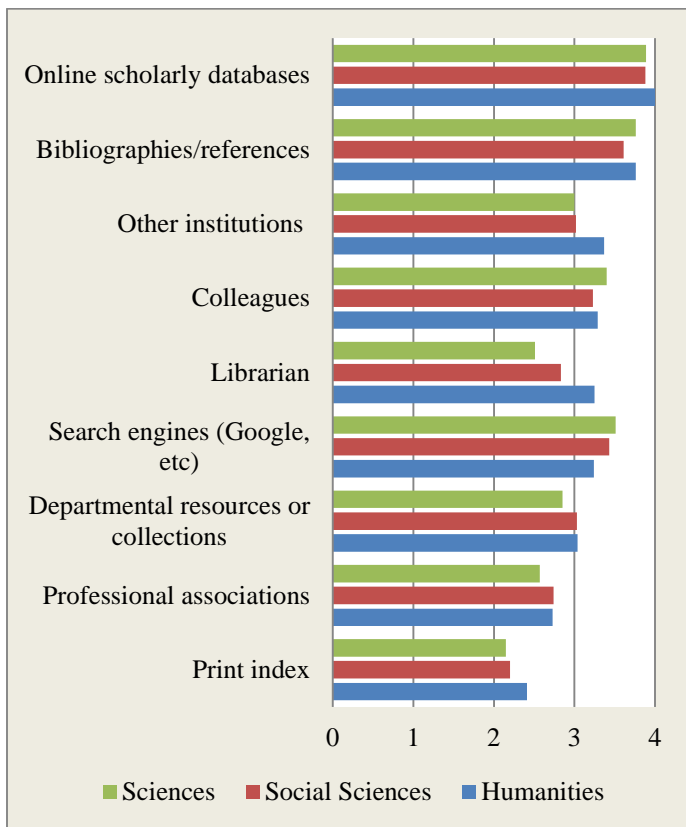
Within all three disciplinary areas, graduate students rank departmental resources or collections as more important than faculty (see Chart 9). The wording of the question “departmental resources or collections,” could have affected the results because of potential variations in respondents’ definitions of such resources. For example, while some respondents may consider libraries located within their own

<sup>5</sup> Survey Question 15: For your research, what resources or services would you like the KU Libraries to provide that are not currently provided? (Please specify)

building as a resource, such as the Spahr Engineering Library, others may consider resources differently. There are also libraries that are not part of KU Libraries, such as the Ermal Garinger Academic Resource Center (EGARC). Another potential explanation for the results is that graduate students may view advisement or mentoring opportunities as departmental resources, which would result in a higher ranking by the students.

When the results are further analyzed in terms of the two distinct user groups in each disciplinary area, there are differences between faculty/staff and graduate students. For example, social sciences graduate students rate departmental resources or collections with an average of score of 3.04 in contrast to the faculty average score of 2.18.

**Chart 9: Overall Average Scores of Importance of Resources for Finding Information or Materials (by graduate students' disciplinary area)**

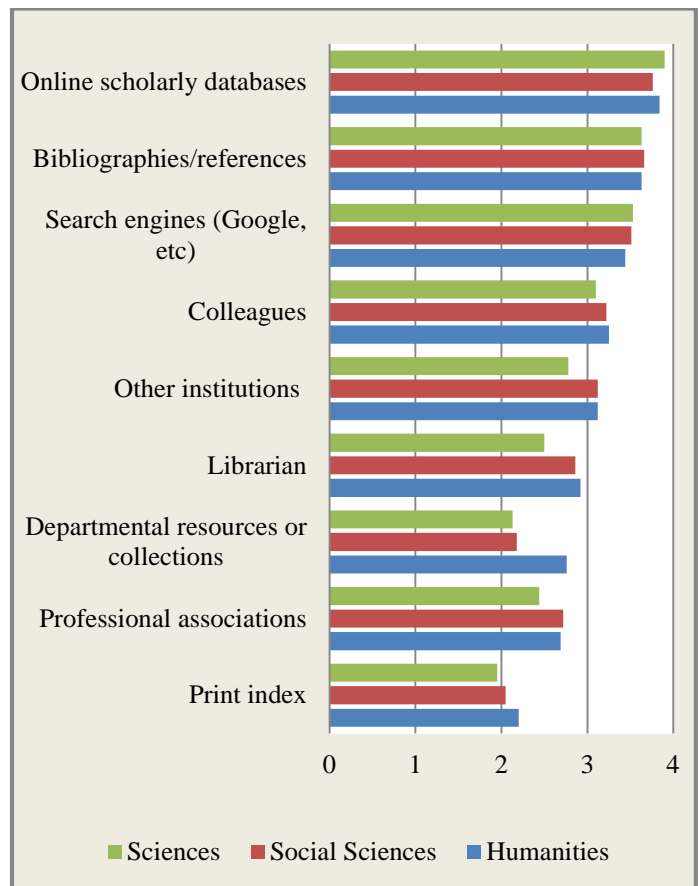


There is very little difference between the rankings of the graduate students and faculty/staff within each disciplinary area. However, when faculty/staff are

compared by disciplinary area there are distinctions between the all three disciplines (see Chart 10).

The humanities faculty's average score of importance for librarians is 2.92, compared with the sciences average score of 2.5. The social sciences faculty fell between the two with an average score of 2.86.

**Chart 10: Overall Average Scores of Importance of Resources for Finding Information or Materials (by faculty/staff disciplinary area)**

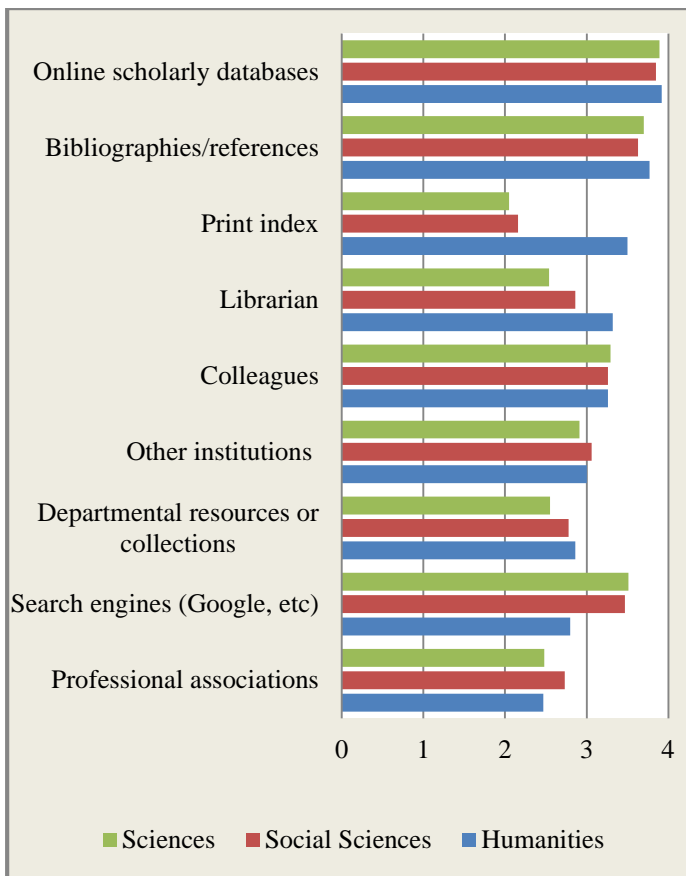


No resource listed, except for “print index” by the sciences, received an average score below 2, which indicates that a variety of resources are necessary for faculty/staff to find information and materials, both inside and outside the library, as well as outside of the KU community.

When broad disciplinary affiliations are compared, there are no significant differences between the

sciences, social sciences and humanities (see Chart 11). However, those respondents affiliated with humanities disciplines rate every resource higher than the other two disciplines, except for the option of “search engines” (Google, etc.).

**Chart 11: Overall Average Scores of Importance of Resources for Finding Information or Materials (by disciplinary area)**



*Identification of New Tools and/or Software*

In order to identify how researchers learn about new tools or software to assist with their research, respondents were asked “How do you find new tools and/or software for your research? (Please select all that apply) “Colleagues” is the most frequently selected answer, followed by “scholarly articles” and “professional conferences” (see Chart 12). “Social media” is ranked the lowest among (excluding

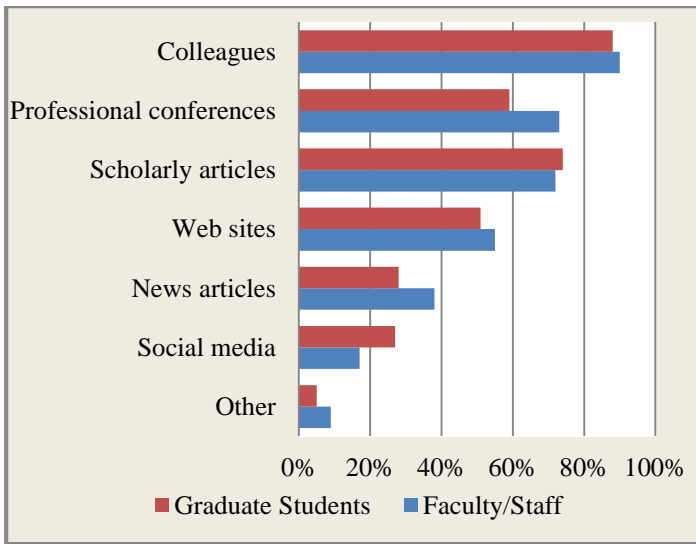
“other”).

**Chart 12: % of Identification of New Tools and/or Software (by source)**



The differences between the user groups with respect to how they learn about new tools or software are not generally large (see Chart 13). Graduate students select “social media” more frequently than faculty/staff (see Recommendation 3).

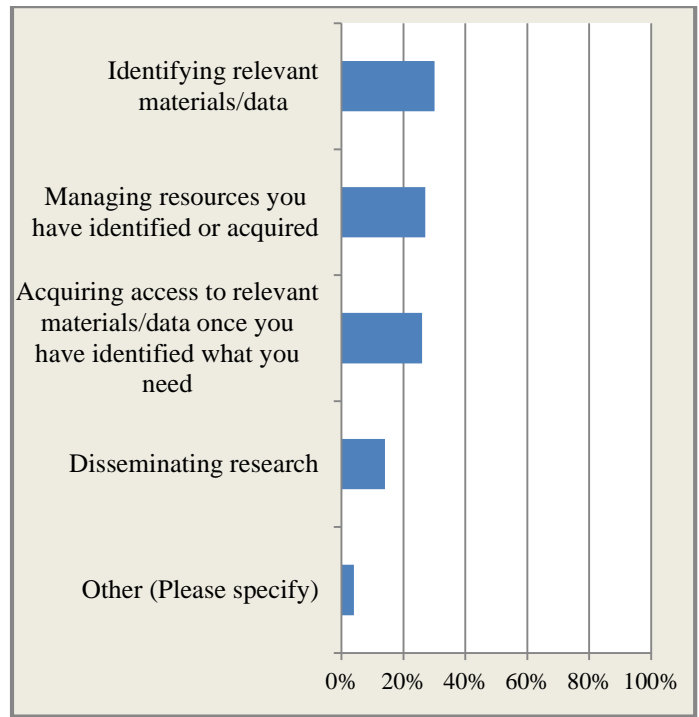
**Chart 13: % Identification of New Tools and/or Software (by source and user group)**



### Challenges to Research

Survey respondents were asked to select the most challenging and/or time consuming aspects of their research<sup>6</sup>. There is no dominant challenge that emerges from this question (see Chart 14). Identifying relevant materials/data receives the highest response rate with 30%. However, “acquiring materials” and “managing resources” is scored closely to the challenge of “identification of resources” with a 26% response rate. “Disseminating research” is selected by only 14% of respondents, suggesting that researchers find the research process more challenging and/or time consuming than disseminating results once the research is completed.

Chart 14: Challenges to Research (overall)

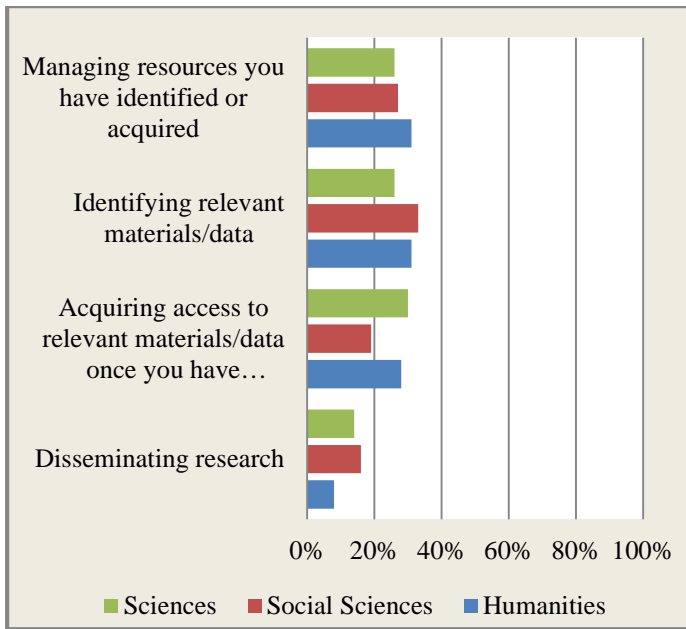


There are no significant differences when responses are analyzed by broad disciplinary areas including all user groups (see Chart 15). Humanists and scientists report more challenges with “acquisition of materials” than social scientists who most frequently selected “identification of materials.”

Chart 15: Challenges to Research (by disciplinary area)

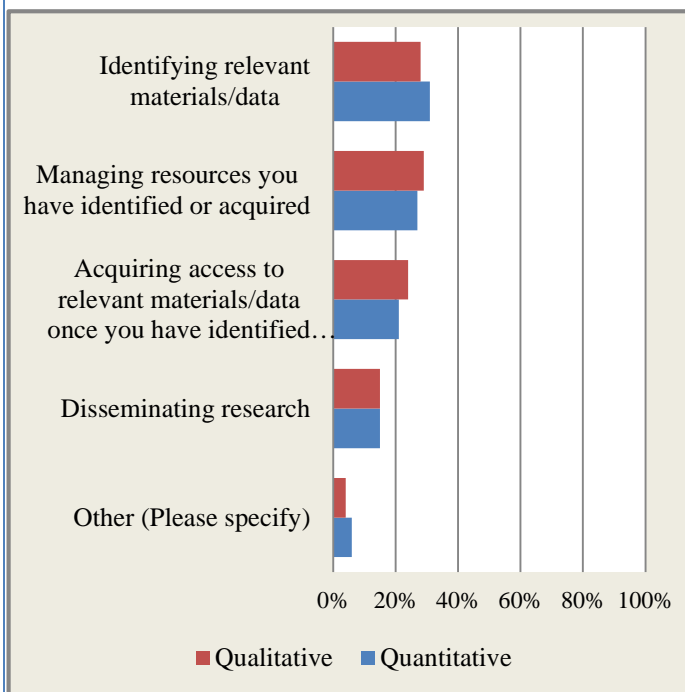
<sup>6</sup> Survey question 4: For your research, which of the following do you find the most challenging or time consuming?





There is only a small difference in “challenges to research” between those who use qualitative research methods and those who use quantitative research methods (see Chart 16). “Accessing relevant materials/data” is more of a challenge for qualitative researchers.

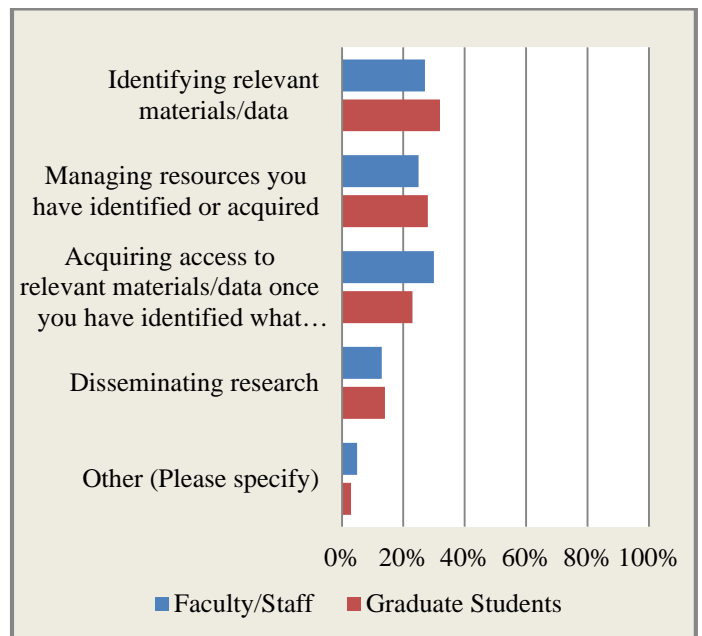
**Chart 16: Challenges to Research (by methodology)**



Graduate students and faculty identify slightly different challenges to research (see Chart 17). For example, 30% of faculty indicate that the “acquisition of materials” is the most challenging, while only 23% of graduate students selected this answer. In comparison, 32% of graduate students selected “identifying materials” as the biggest challenge to research, while 27% of faculty selected this option.

The results have potential implications for how the libraries approach planning library services to meet the needs of graduate students versus the research needs of faculty (*see Recommendation 4*).

**Chart 17: Challenges to Research (by user group)**



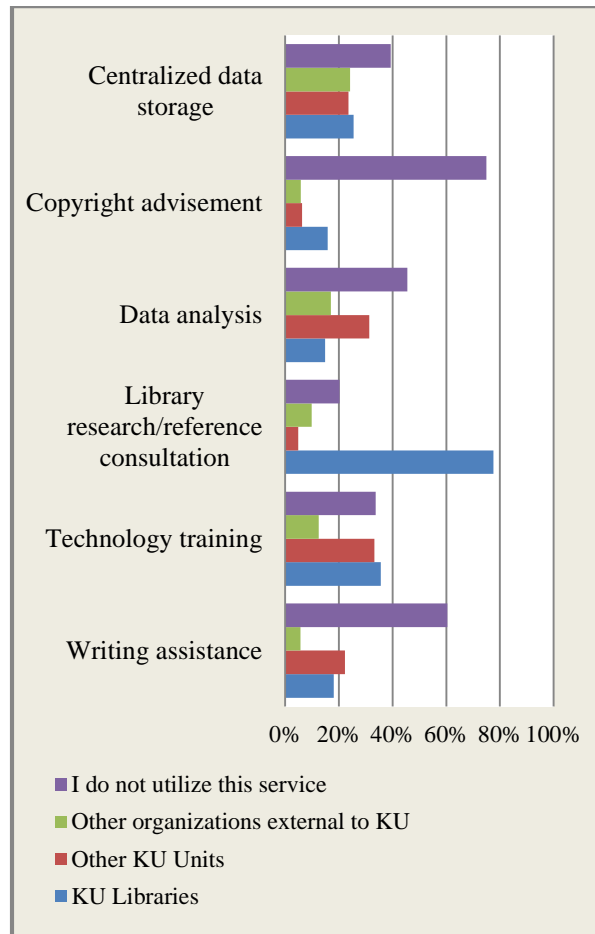
### Research Support Services by Unit

In order to identify from which KU or non-KU unit researchers are receiving support for their research, respondents were asked where they currently obtain research support (see Chart 18)<sup>7</sup>. Choices included specific types of campus units, as well as off-campus

<sup>7</sup> Survey question 5: Where do you currently utilize the following research support services? (Please select all that apply)

support and respondents could also indicate that they do not utilize a specific support service.

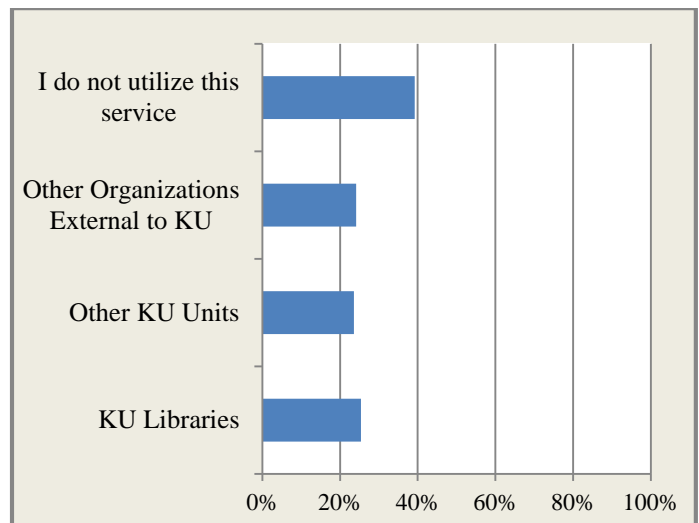
**Chart 18: Utilization of Research Support Services Overall**



**Centralized Data Storage**

An increasingly important aspect of research in today’s academic environment is the need for data storage. The definition of data goes beyond numerical data sets; it now can include texts, images, and more. The question about where researchers go for support for centralized data storage received the largest number of responses (544) (see Chart 19). The results show that researchers who utilize this service are almost evenly divided between KU Libraries, other KU units and organizations external to KU. While the KU Libraries does not officially offer data storage, some researchers may consider KU ScholarWorks as storage because it offers a place to upload and share their data sets, and other research products.

**Chart 19: Unit of Centralized Data Storage Utilization**

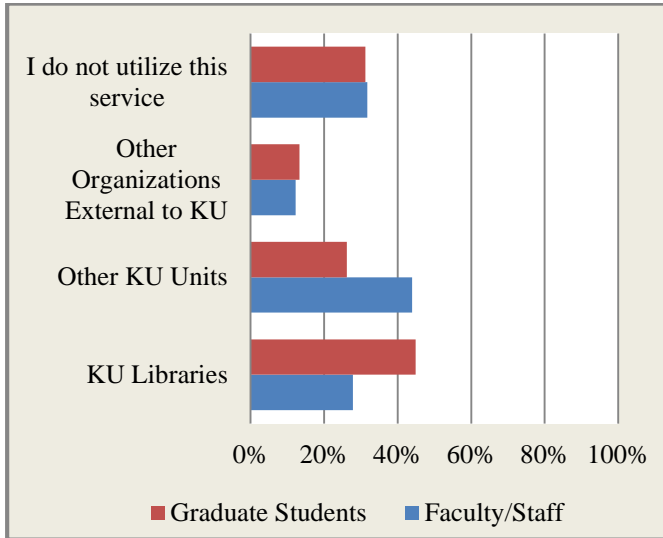


Out of the respondents who do not utilize data storage services, 100% indicate that this is an important future need (see Recommendation 5).

Graduate students report using KU Libraries for data storage most often, while faculty/staff report using other KU units more often (see Chart 20). This finding demonstrates the potential impact of

students' perception of what is centralized data storage and where they believe it is available, or not available, on campus.

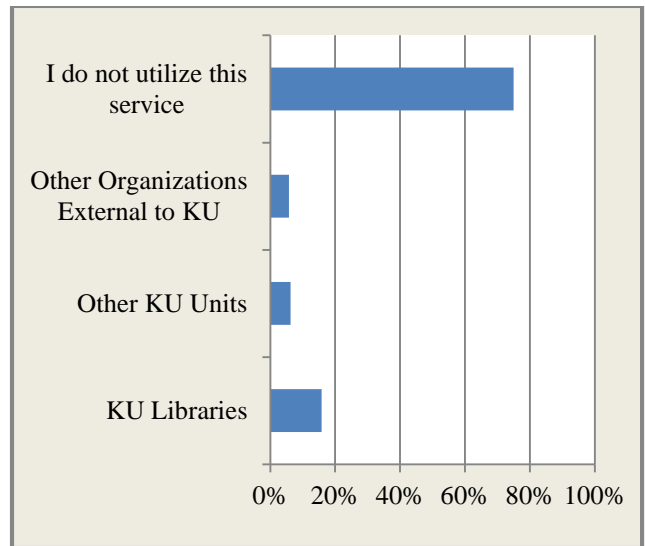
**Chart 20: Centralized Data Storage Utilization (by user group)**



**Copyright Advisement**

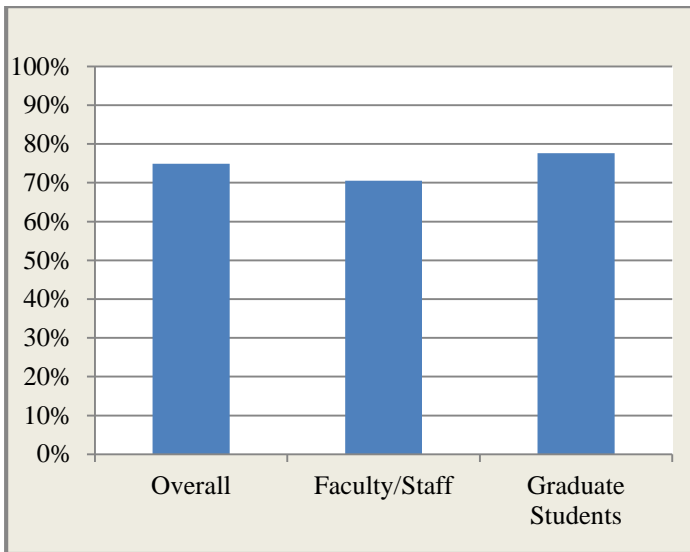
Another increasingly important aspect of research today is the need for copyright advisement. This research support service can assist authors with retaining rights to their publications (open access), as well as the use of images in publications and other emerging issues. However, respondents to this survey overwhelmingly indicate that they do not know copyright advisement is available at KU. Out of the 480 responses to this question, 350 (75%) selected “I do not utilize this service” (see Chart 21). Nonetheless, the most utilized campus unit for copyright advisement is KU Libraries.

**Chart 21: Unit of Copyright Advisement Utilization**



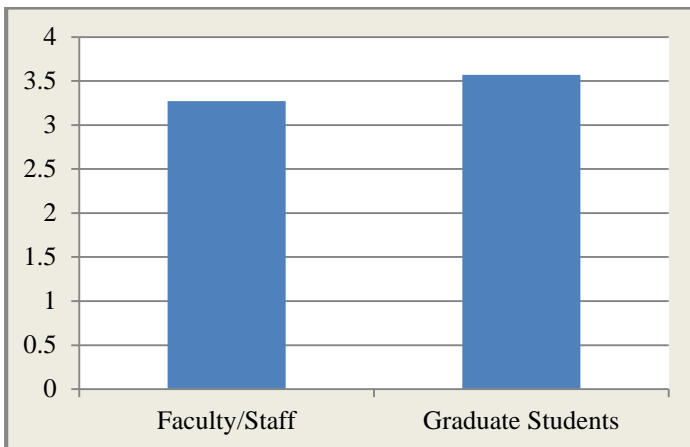
In taking a closer look at who does not utilize this service, it appears that graduate students report that they do not utilize any copyright advisement services slightly more often than faculty/staff (see Chart 22). Using the results from question 12 of the survey, “How important are the KU Libraries for the following aspects of your research process,” 45% of graduate students and 35% of faculty/staff do not know that this service is available through the Libraries.

**Chart 22: Non-Utilization of Copyright Advisement Services (by user group)**



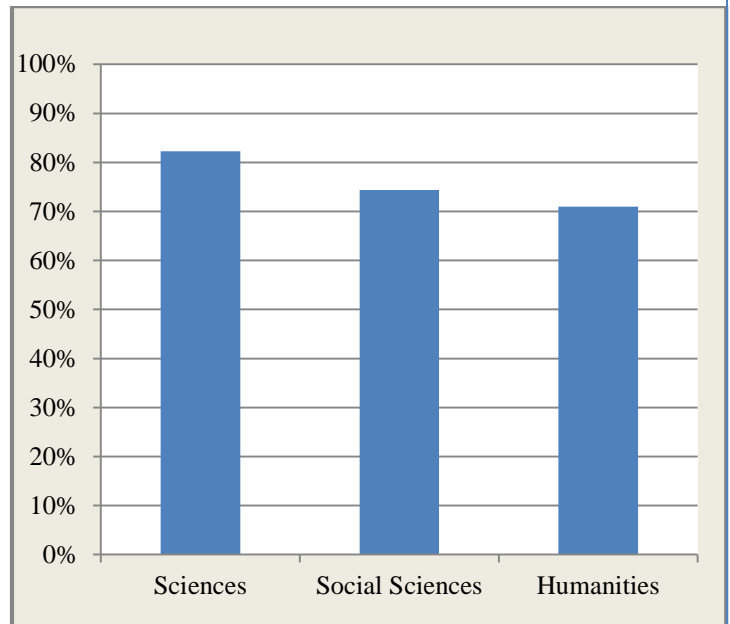
However, even with the lack of knowledge about copyright services available through KU Libraries, both graduate students and faculty/staff give high scores to the importance of the role of the Libraries in providing this service (see Chart 23).

**Chart 23: Average Score of Importance of Copyright Advisement Services at the Libraries (by user group)**



Within the broad disciplinary areas, those responding from the sciences are less likely to utilize copyright advisement services (see Chart 24).

**Chart 24: Non-Utilization of Copyright Advisement Services (by disciplinary area)**

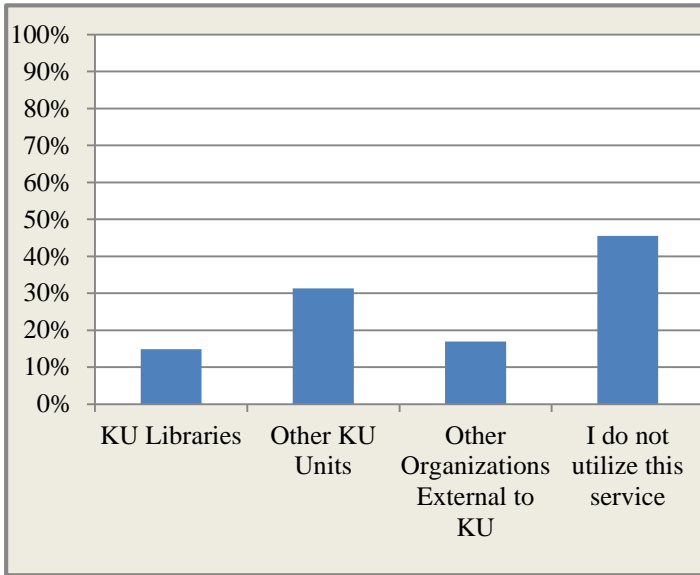


With further analysis within the subgroup of respondents that do not utilize any copyright advisement, 52% do not know this service is available through KU Libraries.

### Data Analysis

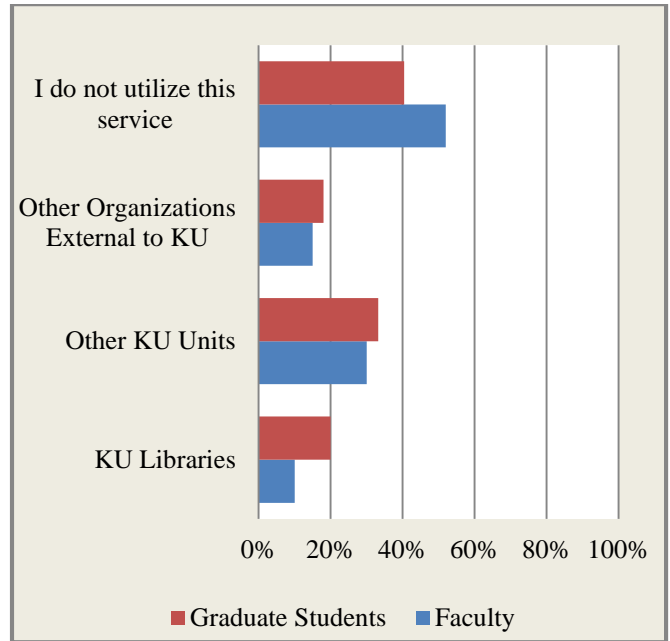
A consistent trend throughout the survey is the desire of respondents for assistance with data analysis, both quantitative and qualitative. Out of the 513 responses to this question, 215 (45%) indicate that they do not utilize this service (see Chart 25). For those who do utilize this service, 31% indicate that they receive support from KU units other than the Libraries. Only 15% receive data analysis support from the KU Libraries and 17% respond they use support services external to KU.

**Chart 25: Unit of Data Analysis Services**



Overall, graduate students who report that they utilize data analysis services use these services at all locations more than faculty (see Chart 26). This result is not surprising since they are students and learning how to conduct data analysis (see Recommendation 6).

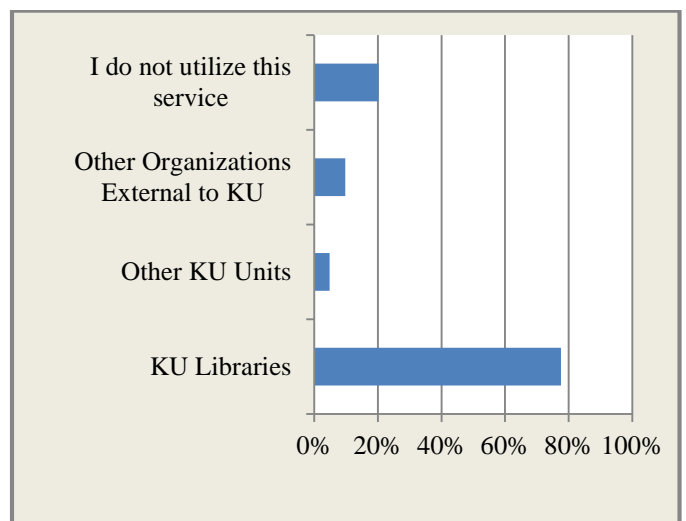
**Chart 26: Utilization of Data Analysis Services (unit & user group)**



### Library Research/Reference Consultation

The results of the question about where researchers go to receive library research or reference services indicate that 78% of the respondents to this question use the KU Libraries for this service (see Chart 27). However, 20% of the respondents do not utilize any research/reference services.

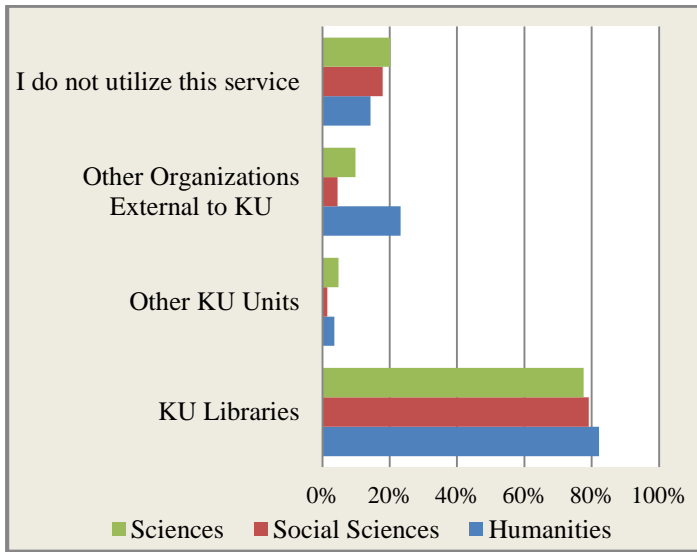
**Chart 27: Unit of Utilization of Research Consultation Services**



Faculty/staff and graduate students in the humanities utilize library research services slightly more

frequently than those in the social sciences or sciences (see Chart 28). However, the three broad disciplinary areas all report over 75% utilization of library research services. These results indicate that the social sciences, and especially the sciences, are also frequently using the Libraries as a resource, which may go against possible assumptions about certain disciplinary attitudes and/or usage of KU Libraries (*see again Recommendation 4*).

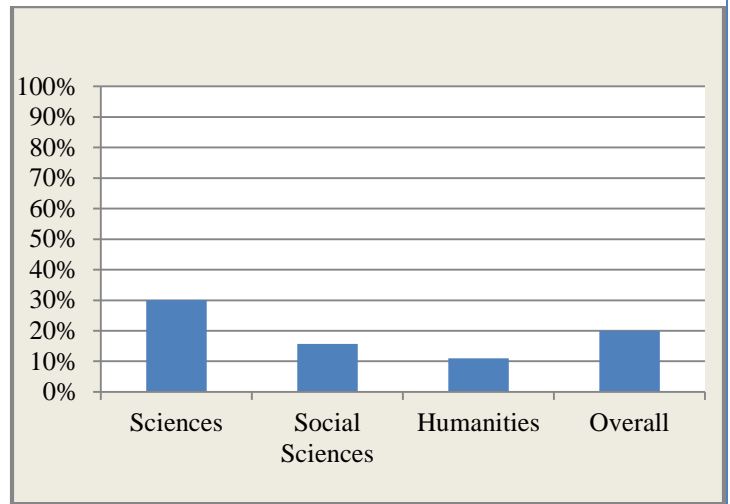
**Chart 28: Utilization of Research Consultation Services of Faculty/Staff (by location & discipline)**



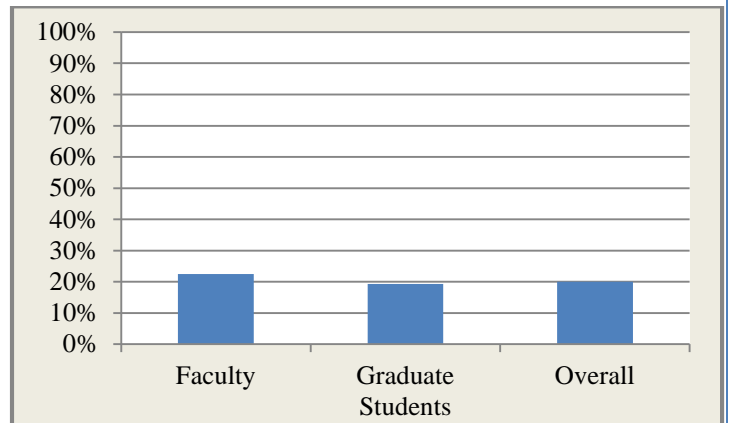
Graduate students use library research services slightly more frequently than faculty/staff, 79% vs. 75%. In addition, faculty/staff are more likely to use other KU units or external organizations for research services.

The potentially more important analysis of this question is the understanding of who does not utilize library research services. Overall, respondents in the science disciplines utilize library research services less, as well as the faculty user group (see Charts 29 & 30). These results could be used as a potential benchmark for future assessments. The KU Libraries will also want to determine what is the acceptable or desired percentage of faculty/staff and graduate student utilization of library research services.

**Chart 29: Non-Utilization of Research Consultation Services (by disciplinary area)**



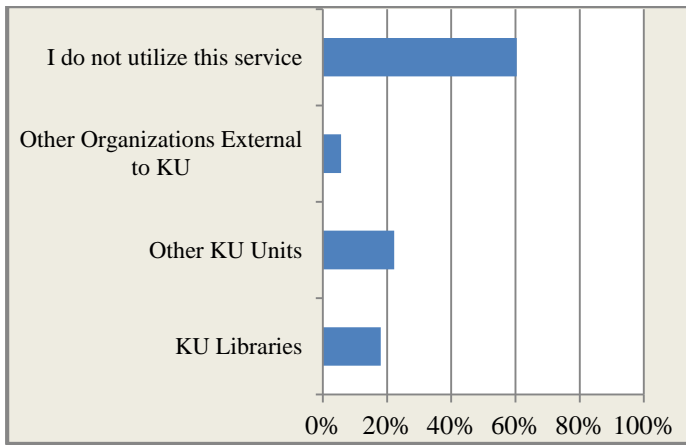
**Chart 30: Non-Utilization of Research Consultation Services (by user group)**



## Technology Training

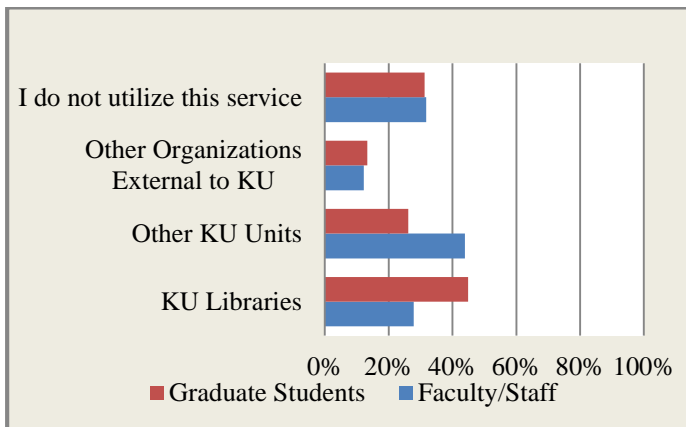
Researchers at KU most often use technology training opportunities at either KU Libraries or through other KU units, 36% and 33% respectively (see Chart 31). 34% of respondents indicate that they do not utilize campus training opportunities. However, suggestions for additional training are given in the open-ended questions in the survey (*see Recommendation 7*).

**Chart 31: Unit of Utilization of Technology Training**



Faculty/staff and graduate students obtain technology training from different providers (see Chart 32). Graduate students utilize the Libraries technology training, while faculty/staff go to other KU units for technology training. This research support service is a potential area for growth, or partnership, specifically for graduate students.

**Chart 32: Unit of Utilization of Technology Training (by user group)**



Increased training opportunities are addressed by respondents in the comment sections of the survey, including:

*“Services on how to organize and collect large amounts of research material.”*

*“More workshops on research methods and digital tools, more support with specific areas of research and updating on what's out there. “*

*“I'd really appreciate more training classes for graduate students on how to use certain*

*databases/new resources. . . .I'd like training classes that will introduce me to basic formats of databases, online resources, and even print resources....”*

*“Assistance or writing classes during the evening. I work full time and there [sic] classes or writing dissertation assistance is during the day.”*

*“A short seminar in how to perform effective searches using the online catalogue and databases.”*

*“Training for graduate students building a body [of] material ??they've studied and learned, that could be used in preparation for doctoral exams.”*

*“Perhaps a course or seminar on efficient database searches specifically geared towards different (especially natural science) departments. “*

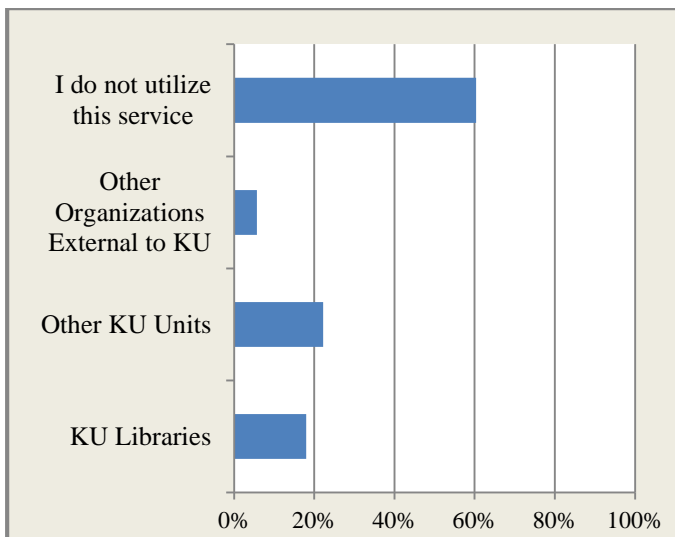
*“Walk-in question answering about technology, database issues, walk in support for grant and proposal writing.”*

These responses indicate that there is a desire for more training by KU Libraries on finding and managing research materials, especially for graduate students.

### Writing Assistance

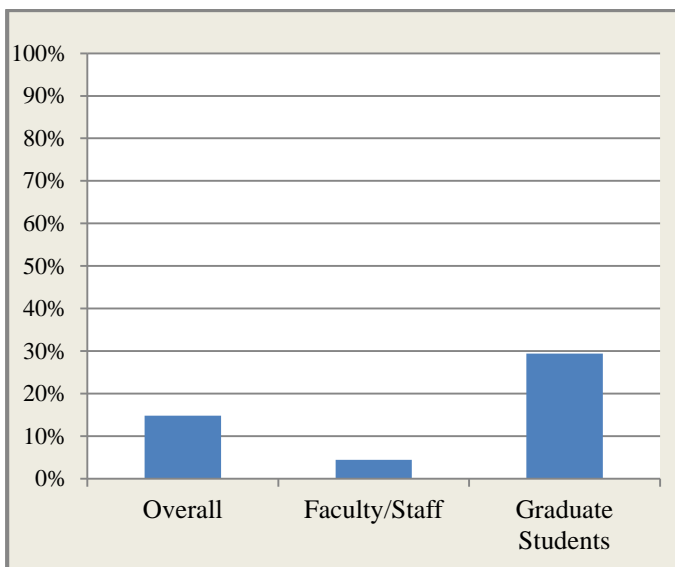
KU researchers, if they utilize writing assistance, mostly use the KU Libraries or other KU units (see Chart 33). 60% of respondents do not utilize any writing assistance services on campus.

**Chart 33: Unit of Utilization of Writing Assistance**



However, when analyzed by user group, it appears that graduate students currently utilize writing assistance at the KU Libraries but would also like additional services (see Chart 34).

**Chart 34: Utilization of Writing Assistance (by user group)**



In the open-ended comment sections, respondents state:

*“Assistance or writing classes during the evening. I work full time and there (sic) classes or writing dissertation assistance is during the day.”*

*“More writing tutorials and review.”*

*“I would appreciate if the library could expand it's [sic] writing lab capabilities as faculty are not*

*often available to help with this and it would reduce time to degree for thesis/dissertation students.”*

*“Write-ins are fantastic. They helped me through my dissertation. I know that Graduate Writing Tutorials are not part of the Libraries but now that they're not going to be available, it might be a good idea for the Libraries to adopt something like that. Regular meetings with writing tutors made a difference for me. “*

*“Building my vocabulary in research writing.”*

*“I'm sure as I get closer to comps, proposal, and dissertation, I will attend more writing classes that are offered through the library.”*

It appears that survey respondents do not distinguish the writing center services that are located within the Libraries spaces from services offered by the Libraries (see Recommendation 8).

## The Role of KU Libraries in Research

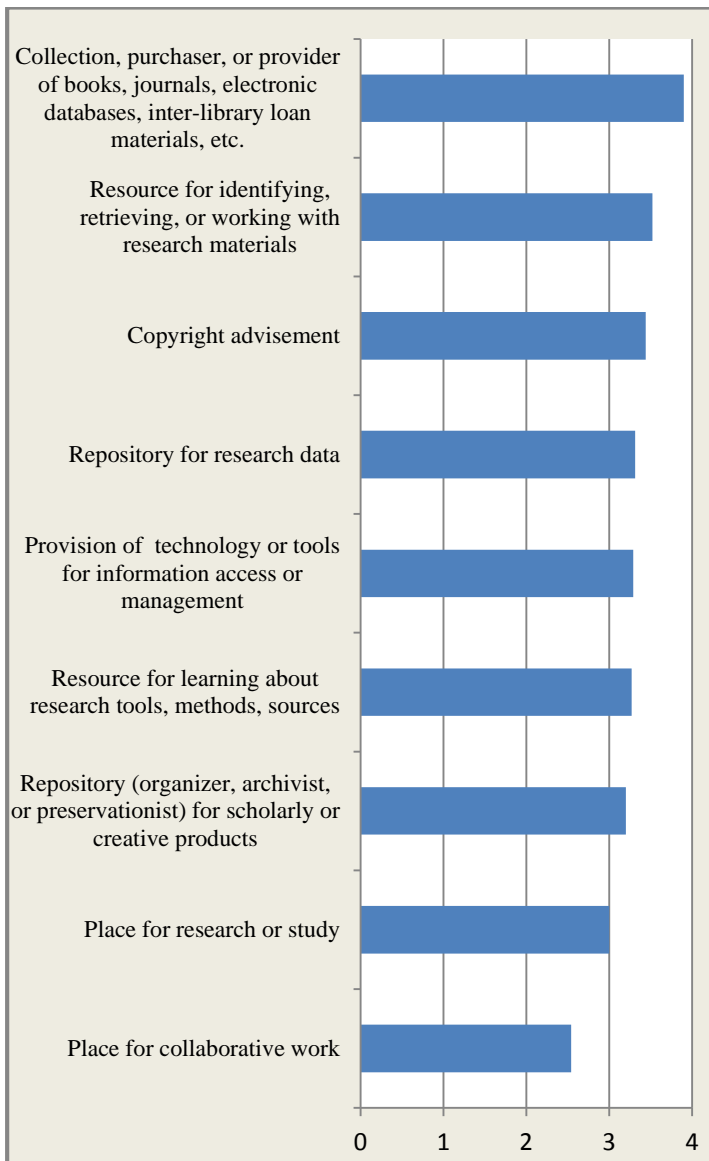
Survey respondents were asked to rate the importance of different aspects of library services in their research. The results indicate that respondents value many aspects of the libraries (see Chart 35). The highest average score (3.9) is for the role of the Libraries in providing scholarly content. However, all but two of the remaining services listed in the survey receive average scores above 3, indicating the perceived value of the libraries for researchers.

One interesting finding of this question is that researchers find the library very important for copyright advisement (3.44), but from other questions in the survey, a majority does not actually utilize this service. Respondents also indicate that the libraries play an important role as a data repository, with an average score of 3.31. This result has potential implications for the Libraries because researchers also identify assistance with data storage, archiving and preservation as a significant future need for successfully continuing their research. 25%



of respondents indicate that they use the libraries as a data repository but 39% of researchers report they do not utilize this service at the libraries or any other KU unit. These findings once again point to the users' perception of what data storage, archiving, and preservation is and where it can be found on campus.

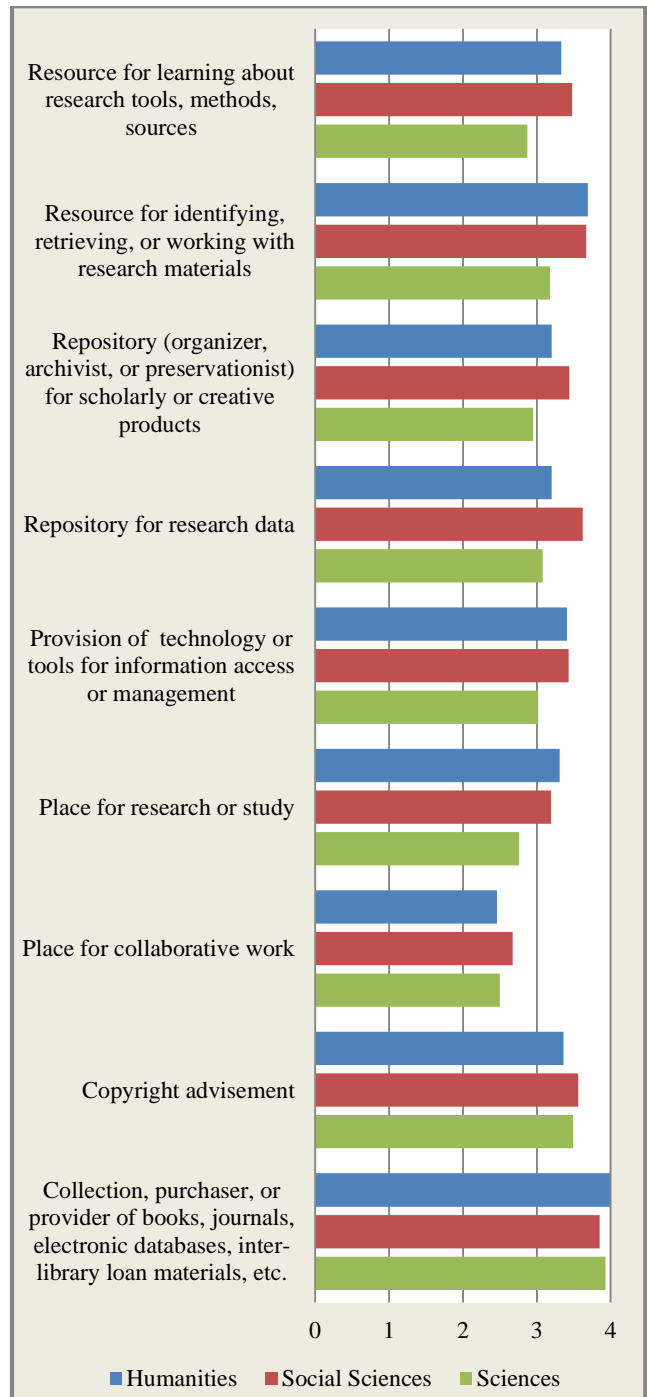
**Chart 35: Average Scores of Importance of KU Libraries in Research Process**



Overall, there are not significant differences between the disciplines and the rating of importance given to library services in the research process (see Chart 36). The sciences generally gave slightly lower scores than the humanities or social sciences. This could inform potential changes in outreach activities

and focus at a disciplinary level for the Libraries, as well as establish service benchmarks.

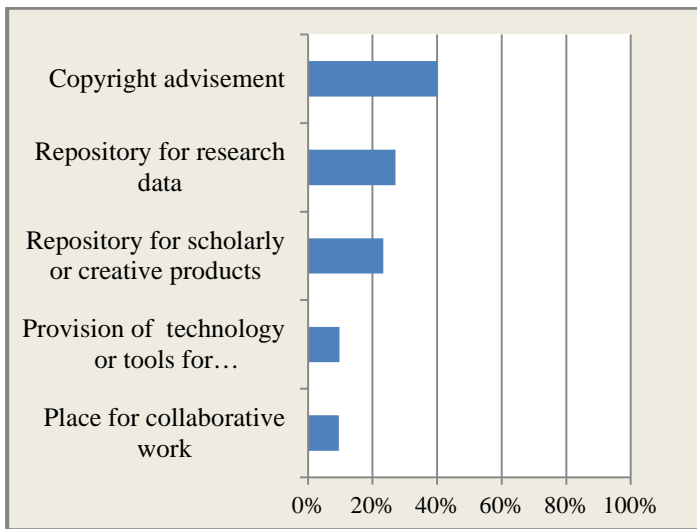
**Chart 36: Average Scores of Importance of KU Libraries in Research Process (by disciplinary area)**



*Not Aware of Library Services*

While the overall importance rankings of the KU Libraries services in the research process are high, respondents did have an option of selecting “I did not know this service was available” (see Chart 37). As previously discussed in this report, copyright advisement is the KU Libraries service for which the largest numbers of respondents are unaware. However, 23% do not know that KU Libraries’ institutional repository (KU ScholarWorks) can serve as a repository for scholarly and creative products. KU ScholarWorks is linked to the copyright advisement because of the ability for authors to post versions of their research that is not under copyright restrictions. These services both fall under an umbrella suite of scholarly communication services offered by KU Libraries (see [Recommendation 9](#)).

**Chart 37: Non-Awareness of Library Services (10% or More)**



## Organizing and Archiving Practices

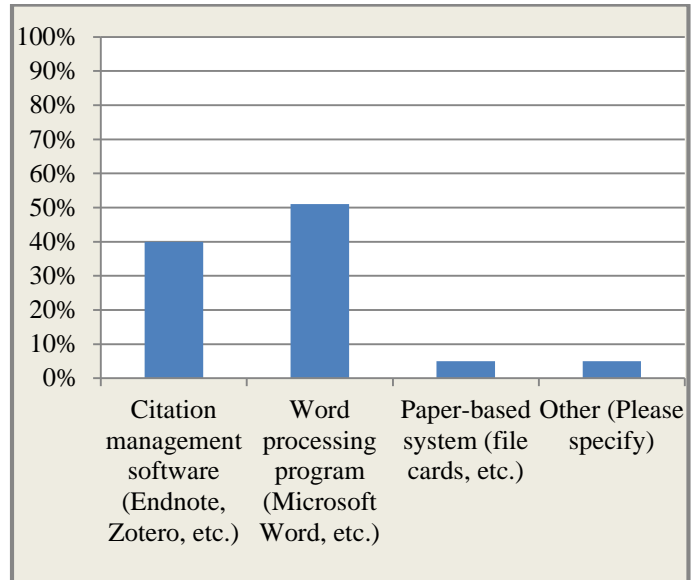
The second section of the survey asked respondents how they currently organize and archive both print and digital materials. Responses will help us to identify potential areas for focus by the KU Libraries because of the potentially important role the Libraries could play in supporting researchers with this step in the research lifecycle.

### Citation Management

Citation management is an increasingly important process for researchers because of the increasing ease of access to materials. Currently, the Libraries

support faculty/staff and graduate students who use the citation management software tools *EndNote* and *Zotero*. The survey asked respondents how they primarily manage citations (see Chart 38). Overall, word process programs are the primary citation management system.

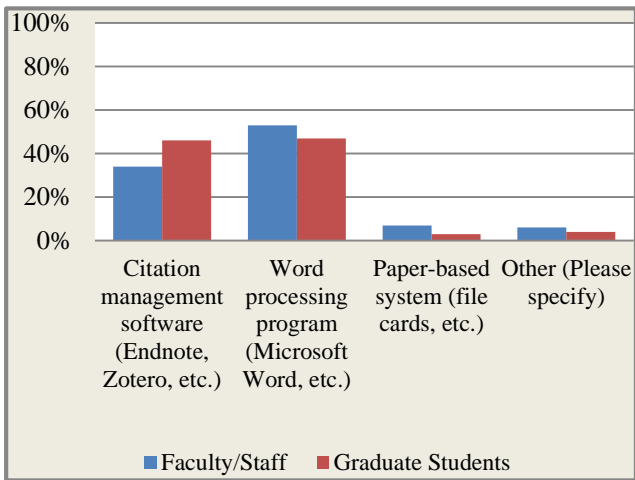
**Chart 38: Primary Citation Management System**



However, there is a difference between faculty/staff and graduate students regarding the usage of citation management software (see Chart 39). 46% of graduate students use software compared with 34% of faculty. This finding could potentially inform how the Libraries could proceed with the support of this aspect of the research process (see [Recommendation 10](#)).

**Chart 39: Primary Citation Management System (by user group)**

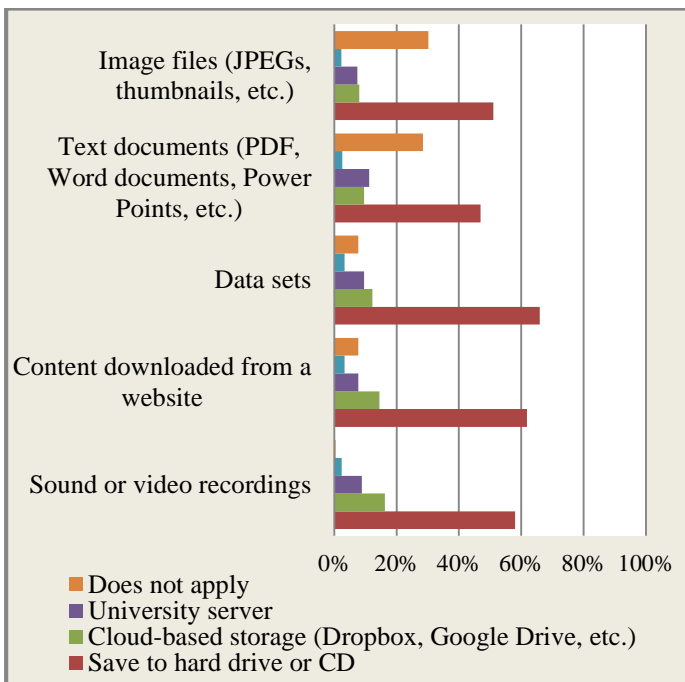
adequate (see Chart 41). Users are also more satisfied with their methods for organizing digital materials than for organizing physical materials (see *Recommendation 11*).



### Resource Storage System

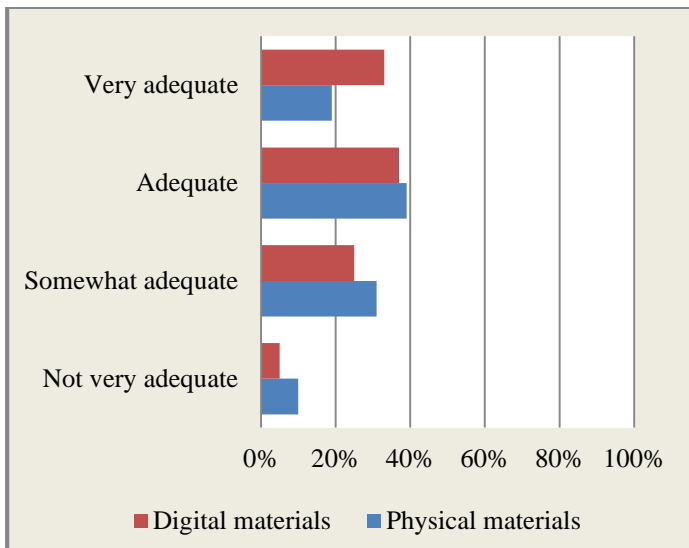
Survey respondents overwhelmingly use hard drives and/or CDs as their primary method for storing all types of digital materials (see Chart 40). This has potential implications for KU Libraries because of the inherent expertise of library staff and faculty that could be utilized to assist patrons by possibly increasing awareness of storage options and assisting with development of better systems.

*Chart 40: Primary Storage Method for Digital Materials*



However, the majority of respondents rate their storage methods as very adequate or somewhat

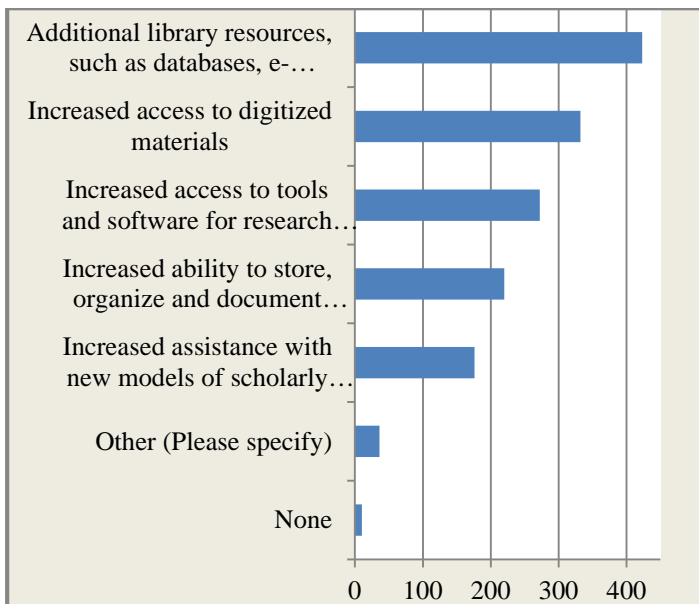
**Chart 41: Respondent Rating of Resource Organization**



### Future Needs of Researchers

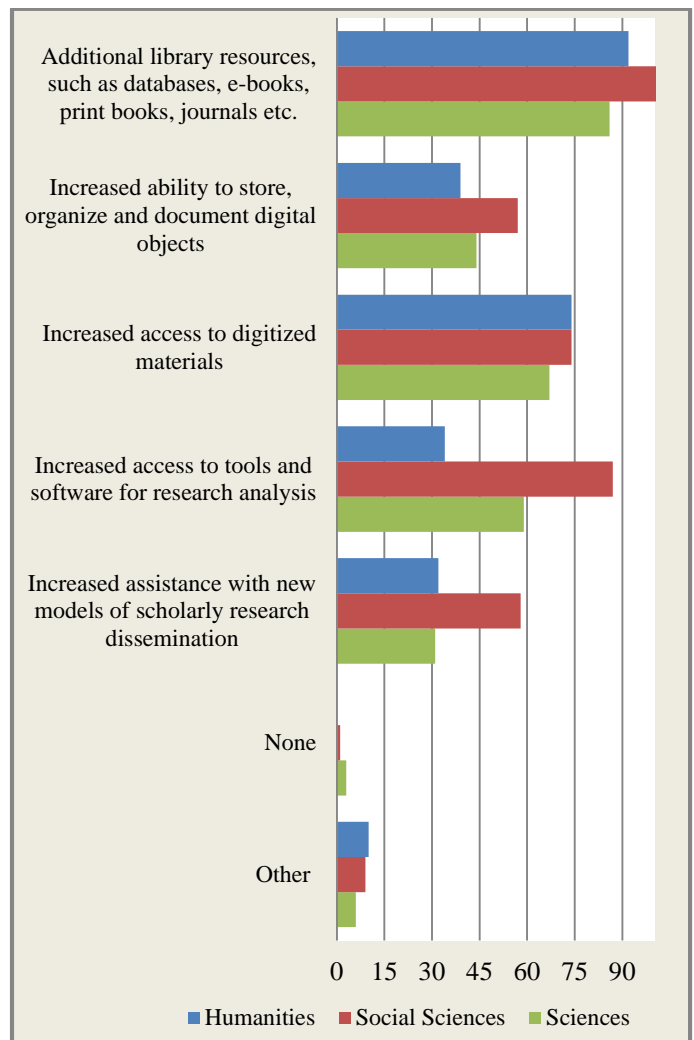
Survey respondents were asked which future research needs they predict will require support in order for continue successful pursuit of their research. Respondents overwhelmingly selected “additional library resources,” with 423 responses (see Chart 42). The second most frequently selected answer is “additional access to digitized materials,” with 332 responses.

**Chart 42: Future Needs of Researchers**



When the question about future needs for researchers is analyzed by broad disciplinary area, there is not a significant difference between the humanities, social sciences, and sciences (see Chart 43). The most interesting part of this analysis is that respondents within the social sciences had the largest number of responses for each category (except “none”). The open-ended questions further illuminate the needs by those in the social sciences, especially regarding data services.

**Chart 43: Future Needs of Researchers (by disciplinary area)**



In the comment portions of the survey, access to collections is the most addressed issued. Out of the 233 open ended responses answering the question “For your research, what resources or services would you like the KU Libraries to provide that are not currently provided,” 102 comments specifically

address collection needs. There are positive comments about the library already providing sufficient access to needed materials, but the majority of responses are requesting additional resources, mainly electronic journal subscriptions. There are also a group of respondents who request more books and ask that the Libraries not ignore the print collection. Here is a representative comment regarding print:

*“The bibliographer-specialists need to continue to keep abreast of new publications, and select and order the items that correspond to the research areas of the faculty. We depend upon them to know what publications are appearing--often, we do not learn about new books (etc.) until after they are all sold out. Our librarians now do this, but there has been talk in recent years about not purchasing books until a specific faculty member has requested a specific item. That would be a disaster for scholars in the humanities!”*

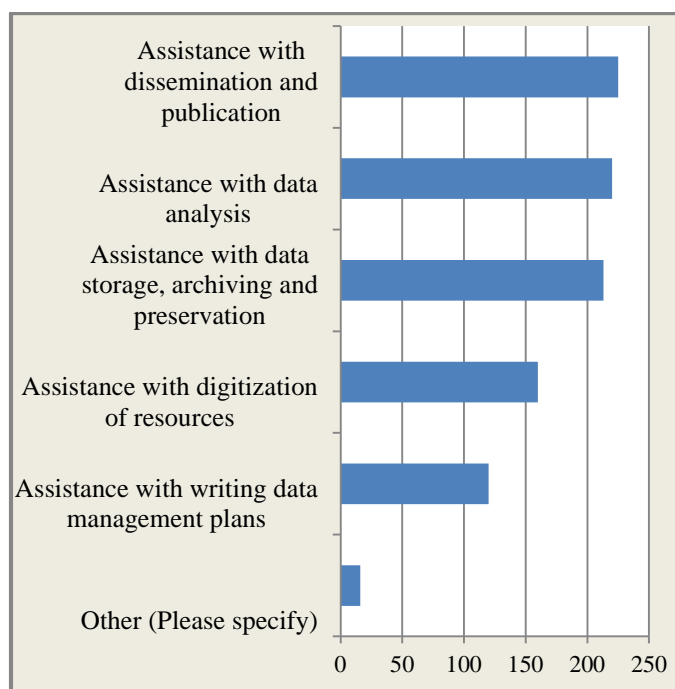
### Research Data as a Future Need

There are fewer responses overall to the questions regarding future needs for research data assistance, however, this is not unexpected because this area relates to fewer respondents. The topics under this section reflect a desire for additional assistance with several areas related to research data. Respondents indicate that assistance with dissemination and publication related to research data is an area of need (see Chart 44) (*see again recommendation 5*). This is potentially related to the federal requirements for certain grant-funding agencies that data be made publicly available.

Respondents also indicate that they would like additional assistance with data analysis, a trend throughout the study. Finally, respondents indicate that they need additional assistance with the storage, archiving and preservation of data. Assistance with writing data management plans did not receive as

many responses as other categories in this question. This could indicate that this is not the component of data services that needs the most attention because researchers could be finding assistance in other places or feel comfortable with the actual writing of the plans. Another potential explanation for this finding is that not all funding agencies currently require data management plans or that not all research at KU is grant funded, thus eliminating the need for data planning assistance. The results could indicate that researchers need more assistance with the implementation rather than the plans, which could include assistance with data storage and archiving, as well as dissemination and publication.

**Chart 44: Future Needs: Research Data**



The respondents’ comments support the strong desire for data services for KU researchers and give much more specificity with the needs they would like addressed at the library or campus level.

*“Courses and support in advanced dataset management tools (access, etc.) [are needed.] It would also be helpful to have an area where we can use multiple large monitors when trying to work datasets for quantitative studies.”*

*“You guys are doing a good job, would like more access to quantitative and qualitative software for data analysis.”*

*“The center of digital research and the center of data analysis should be more open, and broadcast more openly what they do in there. It remains mysterious for all students who frequent Watson Library what do they do in there and how can we benefit from the service they provide, if any.”*

*“Support team for data analysis and its interpretation plus wording the results.”*

*“Programming support, digitization support, data preservation.”*

## Conclusions

*KU Libraries has a number of potential opportunities to enhance current services for researchers, to develop new research services not currently offered elsewhere at the University of Kansas, and to continue providing high quality services through existing support of collections and research assistance.*

The faculty, researcher and graduate student survey distributed by the KU Libraries in the fall of 2013 provides important information for assessing current research services, as well as for future planning of increasing services, eliminating services, or adding services.

## Recommendations for Action

The next step in assessing the research needs at KU is to utilize other methods, such as focus groups and interviews, to answer many of the “why” questions that emerge from the survey results. This survey is only the first step in developing a systematic method of assessing needs, implementing changes, and assessing the value and impact of changes -- the

assessment lifecycle. Establishment of benchmarks is important to determine how KU Libraries defines future success. These are recommended actions:

1. Further study is recommended to understand how current and future **research methods** might impact library services and what roles the libraries should play in research. Future shifts in research methodologies may be important for libraries to further evaluate for impact on the Libraries’ services to graduate students in the future and the next generation of faculty.
2. The established **collection assessment program** in KU Libraries should continue, and perhaps expand, in light of the significant challenge of budgetary constraints the Libraries are facing along with the strong emphasis placed on collection resources by researchers. Ongoing targeted assessments can help the Libraries make strategic decisions about content development in light of current economic circumstances and disciplinary differences.
3. Further investigation is recommended into how to **reach out to different user groups and communicate effectively** .
4. The Libraries should conduct more in-depth research into the use of **library research support services** in specific disciplinary areas to understand how the different types of researchers use library research support services and to test the assumptions of librarians and library staff regarding services to both faculty/staff and graduate student researchers.
5. The Libraries should seek active partnerships in helping researchers with **centralized data storage**. This is not an issue for the libraries alone, but there is an obvious need for assistance to researchers with these services from KU as whole. Researchers also anticipate a need for future assistance with **dissemination and publication related to research data**. The increasing need for this type of research support service is indicated in this survey and by trends in higher education as a whole.
6. The Libraries should consider potential growth for **support of data analysis**. KU Libraries does

currently offer some services and the survey indicates the potential for growth in services provided for graduate students. These new services can include access to qualitative data software and assistance with qualitative data analysis.

7. Further discussion and planning for **training sessions or series** for graduate students would be beneficial. Consider not only the content of training, but also the scheduling of sessions at convenient times that support graduate students.

8. There is an opportunity for **expanded partnership between the KU Writing Center and the KU Libraries**, noting that graduate students do not necessarily differentiate between services offered by the Writing Center and the Libraries. An expanded partnership may help graduate students understand the holistic nature of the research lifecycle.

9. KU Libraries has an opportunity to identify and carry out **more effective means of outreach** to both faculty/staff and graduate students in the area of scholarly communications. The services are in place, but the problem seems to be awareness and not lack of needs.

10. The KU Libraries could consider ways to increase awareness of graduate students about the availability of **citation management systems** for organizing research as a potential goal for the Libraries' new Center of Graduate Student Initiatives and Engagement; the same direction might also be considered by both the Libraries' new centers serving faculty and undergraduate students.

11. Further investigation is recommended into **researchers' practices in resource management** to assist the Libraries in understanding whether researchers' resource management is currently adequate or if this might represent an area for potential expansion of KU Libraries services.

## Appendix A: KU Faculty, Researcher, and Graduate Student Research Needs Survey Instrument

The purpose of this survey is to determine the needs of KU faculty, researchers, and graduate students for research support services at KU Libraries. Through this survey we are establishing a baseline of the research support services that are currently utilized at KU Libraries. We are also attempting to determine the necessary support services that KU faculty, researchers and graduate students anticipate they will need in the future. The results will be used to adjust the current research support services and plan for future services offered at KU Libraries. The survey should take approximately 10 minutes to complete. Thank you in advance for your participation.

1. Which of the following describe your typical research methodologies or techniques? (Please select all that apply)

- Archival
- Case study
- Comparative study
- Data mining
- Data visualization
- Ethnography
- Experimental
- Feasibility study
- Field work
- Geospatial
- Historical
- Meta-analysis
- Modeling
- Oral history
- Qualitative
- Quantitative
- Simulation
- Statistical
- Survey research
- Textual analysis
- Other (Please specify) \_\_\_\_\_



2. When conducting your research, how important are the following resources for finding information or materials?

	Not at all Important	Not very important	Somewhat important	Very Important
Bibliographies/references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental resources or collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online scholarly databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other institutions (libraries, museums, universities, research centers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search engines (Google, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How do you find new tools and/or software for your research? (Please select all that apply)

- Colleagues
- News articles
- Professional conferences
- Scholarly articles
- Social media
- Web sites
- Other \_\_\_\_\_
- Not applicable

4. For your research, which of the following do you find the most challenging or time consuming? (Please select one)

- Identifying relevant materials/data
- Acquiring access to relevant materials/data once you have identified what you need
- Managing resources you have identified or acquired
- Disseminating research
- Other (Please specify) \_\_\_\_\_
- None

5. Where do you currently utilize the following research support services? (Please select all that apply)

	KU Libraries	Other KU Units	Other Organizations External to KU	I do not utilize this service
Centralized data storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright advisement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library research/reference consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What future needs do you anticipate for successfully continuing your research? (Please select all that apply)

- Additional library resources, such as databases, e-books, print books, journals etc.
- Increased access to tools and software for research analysis
- Increased ability to store, organize and document digital objects
- Increased access to digitized materials
- Increased assistance with new models of scholarly research dissemination (institutional repositories, etc.)
- Other (Please specify) \_\_\_\_\_
- None

7. What future needs to do you anticipate associated with research data? (Please select all that apply)

- Assistance with writing data management plans
- Assistance with digitization of resources
- Assistance with data analysis
- Assistance with data storage, archiving and preservation
- Assistance with dissemination and publication
- Other (Please specify) \_\_\_\_\_
- None

8. How do you primarily manage citations? (Select one)

- Citation management software (Endnote, Zotero, etc.)
- Word processing program (Microsoft Word, etc.)
- Paper-based system (file cards, etc.)
- Other (Please specify) \_\_\_\_\_

9. When you acquire the following materials in a digital format, how do you usually store them?

	Print then file or store (on shelf, in cabinet, etc.)	Save to hard drive or CD	Cloud-based storage (Dropbox, Google Drive, etc.)	University server	Other	Does not apply
Text documents (PDF, Word documents, Power Points, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Image files (JPEGs, thumbnails, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sound or video recordings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content downloaded from a website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What factors influence your methods of storing physical and digital materials? (Please select all that apply)

- Back up needs
- Ease of storage method
- File size
- Long-term sustainability
- Privacy or security concerns
- Physical space requirements
- Grant requirements
- Cost
- Other \_\_\_\_\_

11. How would you rate the adequacy of your methods for organizing the following types of materials?

	Not very adequate	Somewhat adequate	Adequate	Very adequate	Not applicable
Physical materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How important are the KU Libraries for the following aspects of your research process?

	Not at all Important	Not very important	Somewhat important	Very important	I did not know this service was available
Collection, purchaser, or provider of books, journals, electronic databases, inter-library loan materials, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place for collaborative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place for research or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of technology or tools for information access or management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repository for research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Repository (organizer, archivist, or preservationist) for scholarly or creative products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource for identifying, retrieving, or working with research materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource for learning about research tools, methods, sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. For your research, have you ever requested the library purchase or provide access to a resource (Ex: book, journal, database, data sets, etc.)?

- Yes
- No

Answer If Role of library No Is Selected

14. What are your reasons for not previously requesting that the library purchase or provide access to a resource? (Please select all that apply)

- Freely available online
- Library already provides access
- Provided by colleague
- Purchase with grant funds
- Purchase for self
- Other (Please specify) \_\_\_\_\_
- Did not need additional resources

15. For your research, what resources or services would you like the KU Libraries to provide that are not currently provided? (Please specify)

16. Please write any additional comments regarding research support you currently receive or would like to receive in the future:

17. What is your home department?

18. Are you affiliated with a campus center(s)? (ex: CGIS, TRI, KBS, IPSR, KGS, Hall Center, etc.)

- Yes
- No

Answer If Institutional affiliation Yes Is Selected

18 (b) What campus research center(s) are you affiliated with? (Ex: CGIS, TRI, KBS, IPSR, KGS, CEAS, Hall Center, etc)?

Name of Center

Name of Center

Name of Center

Name of Center

Name of Center

19. What is your affiliation with KU?

- Academic staff
- Faculty
- Master's student
- PhD student
- Postdoctoral researcher
- Staff
- Other \_\_\_\_\_

Answer If Institutional affiliation Academic staff Is Selected Or Institutional affiliation Faculty Is Selected Or Institutional affiliation Postdoctoral researcher Is Selected Or Institutional affiliation Staff Is Selected Or Institutional affiliation Other Is Selected

20. When conducting your own research, how often are undergraduate research assistants involved?

- Never
- Less than once a month
- Once a month
- 2-3 times a month
- Once a week
- 2-3 times a week
- Daily

Answer If Institutional affiliation Academic staff Is Selected Or Institutional affiliation Faculty Is Selected Or Institutional affiliation Postdoctoral researcher Is Selected Or Institutional affiliation Staff Is Selected Or Institutional affiliation Other Is Selected

20. When conducting your own research, how often are graduate research assistants involved?

- Never
- Less than once a month
- Once a month
- 2-3 times a month
- Once a week
- 2-3 times a week

Daily

Answer If Institutional affiliation Master's student Is Selected Or Institutional affiliation PhD student Is Selected

20. Do you assist faculty or researchers with their research projects?

Yes

No

21. How long have you been affiliated with KU?

0-4 years

5-10 years

11-20 years

21 or more years