2022

KATHRYN A MARTIN LIBRARY

COLLECTIONS SURVEY

UMD KATHRYN A. MARTIN LIBRARY
UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover

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Participant Overview

The survey was emailed to a random sample of UMD students, staff, and faculty in April 2022. 181 students and 100 employees from departments across UMD responded to the survey.

Responses by College/Unit		
	Students	Employees
CAHSS (College of Arts, Humanities, Social Sciences)	37	28
CEHSP (College of Education & Human Service Professions)	49	15
LSBE (Labovitz School of Business & Economics)	24	4
SCSE (Swenson Science & Engineering)	69	10
NRRI (Natural Resources Research Institute)	-	9
Other units[1]	-	34

Overall Use of Library Collections

This survey focused on library materials. These include items library users may have checked out, used in the building, or accessed online through library subscriptions.
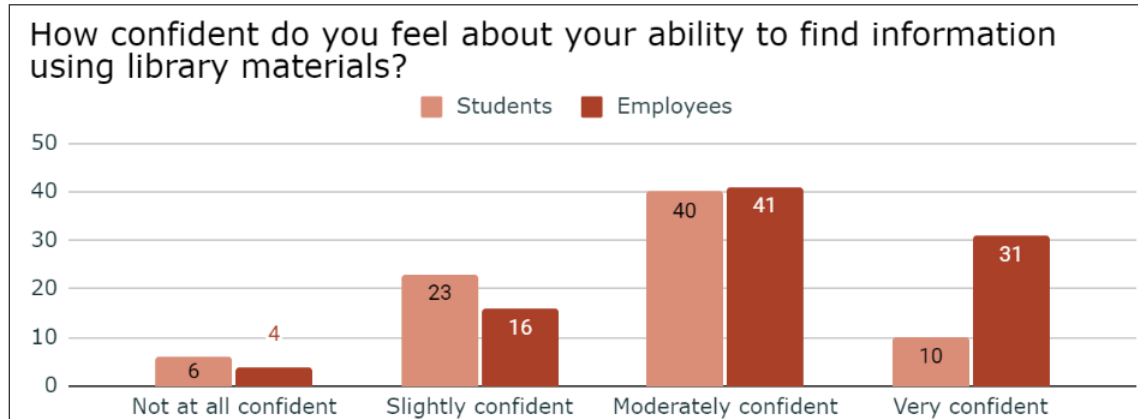
Databases, print books, and e-books were more heavily used than other material types.

Respondents' use of library materials

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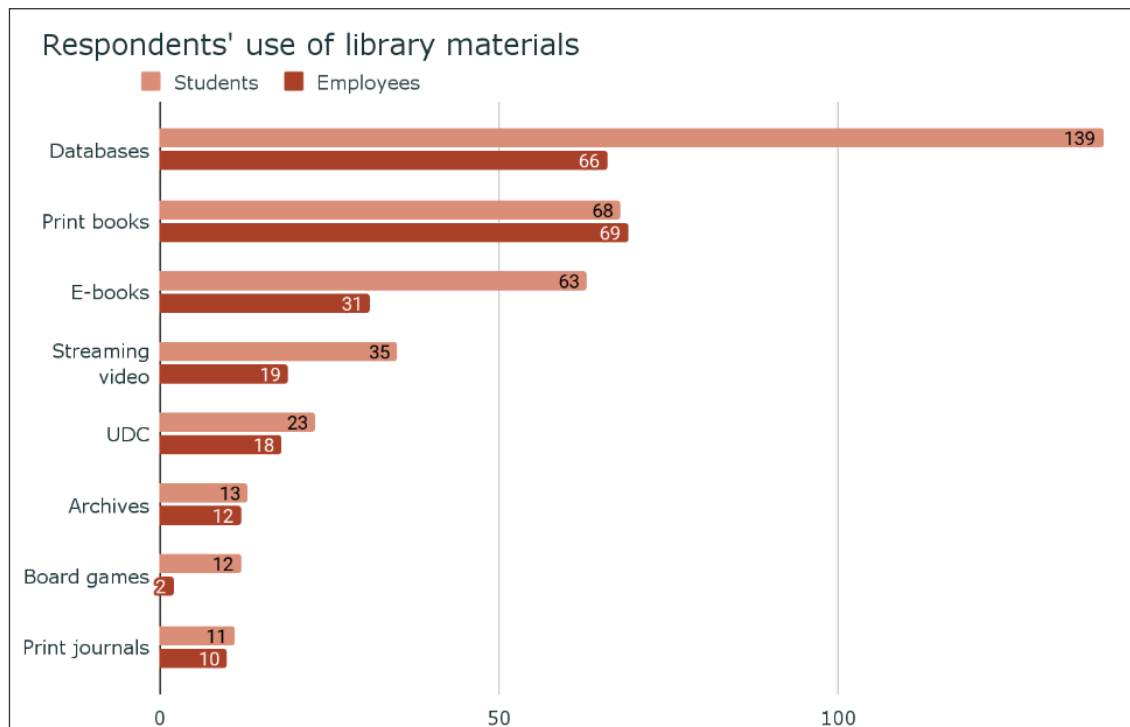
[1]Including units within Academic Affairs, Student Life, Finance & Operations, and the Chancellor's Office.

Ease of Use

Overall, survey respondents were fairly confident in their ability to find information using library materials.

Respondents were asked further questions about each type of library material they'd used.

Databases

The majority of respondents had used library databases (77% of students and 66% of employees). More than 70% of students in each college had library databases. About 60% of freshman and sophomores had used databases compared to 80% of juniors, seniors, and graduate students.

I have been able to find relevant materials in library databases		
	Students	Employees
Rarely	3	-
Occasionally	26	9
Usually	34	53

Finding relevant materials in library databases is		
	Students	Employees
Extremely difficult	3	-
Somewhat difficult	17	8
Neither	21	16
Somewhat easy	62	29
Extremely easy	18	9

Respondents were also asked to name any library databases they used frequently. Some named vendors (e.g., EBSCO is a vendor which provides a number of databases including Academic Search Premier, Green-FILE, and SPORTdiscus), some named specific databases (e.g., Academic Search Premier), and others general subject areas (e.g., business databases).

The most frequently named databases:
1. EBSCO (25 times)[2]
2. JSTOR (17 times)
3. MLA/Modern Language Association (8 times)
4. "the main one" / Articles & Books Search[3] (7 times)
5. Google Scholar (7 times)
6. ProjectMUSE (6 times)
7. Web of Science (6 times)
8. PubMed (4 times)
9. Subject databases (e.g., psychology databases, business databases) (4 times)
10. ProQuest (3 times)
11. New York Times (3 times)

Physical Collections

About half of students and two-thirds of employees reported using physical library collections.

Searching for relevant physcal materials is		
	Students	Employees
Extremely difficult	2	1
Somewhat difficult	11	4
Somewhat easy	18	38
Extremely easy	11	21

Finding physical materials in the library building is		
	Students	Employees
Extremely difficult	1	1
Somewhat difficult	11	8
Somewhat easy	24	29
Extremely easy	6	25

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[2] The EBSCO total includes 9 responses which named Academic Search Premier specifically.
[3] The search box on the library homepage, this searches the content of multiple databases and the catalog. Responses described this in a variety of ways: the Martin library internal database, the online database, the normal search for articles, etc.

Have you used physical library materials for any of these purposes? Select all that apply.		
	Students	Employees
Class assignment	31	-
Teaching	-	30
Entertainment	25	29
Job or work related	5	31
Research project	1	40

Other responses: Occasionally used, Personal

Is there anything else you'd like to share about physical collections?

There were several suggestions about ways to improve findability of materials within the library building. For example:
1. Once you know how to use the search function and find a section of call numbers, browsing is easy. However, you need a place to start when browsing the general collection and it would be easier with a map/layout idea of which call numbers correlate to which subjects more specifically than the signs that are on the ends of the isles.
2. There used to be signs on the stairwells of different floors that indicated what materials are available on that floor. Last time I was there I felt like some of those were missing.
3. It's a little unclear at surface level what is available. If I just want a good read (for fun), but I'm not into best sellers (and want a classic, or a novel with a little more value and content that exposes me to a new perspective), it's not easy to see what's available. There's not a great browsing section for this (that I'm aware of). I have to know what I'm looking for and search it out. (Maybe this isn't true, and I'm just not aware of where to go to browse).

Respondents also mentioned current services that make library collections more usable. For example:
1. The ability to request physical materials be pulled from shelves and then picked up at the desk or delivered to department mail has been an excellent service!
2. I love the physical materials. I also love how easy it is to get materials through ILL and GET IT.

E-Books

Select all the reasons you have use library e-books.		
	Students	Employees
Class assignment	47	0
Teaching	0	20
Job or work related	9	12
Research Project	8	18
Research project	1	40

Other responses: general knowledge, classes

Using library e-books is		
	Students	Employees
Extremely difficult	3	0
Somewhat difficult	11	4
Somewhat easy	32	19
Extremely easy	11	5

Is there anything else you'd like to tell us about library e-books?

Several commenters noted frustration with the wildly different user experience on different e-book platforms.

For e-books to meet users' needs, users must be able to download a title in standard file formats.

"This is not something you all can fix, but the platforms are all so different. What I'd like is to just be able to download all the e-books I need as PDFs, and annotate and save them to my personal computer. I know this is not possible."

"Realistically, if I cannot download the ebook on to a device (I use an iPad) for use, I don't tend to make use of an ebook. I spend enough time at the computer for other work tasks--cannot engage with reading research books on the computer screen. So, any that are not downloadable tend to be something I pass by."

"There are many e-books available for free pdf download which is useful for offline viewing and later reference."

Students in particular found it difficult to access some e-books:

"It can be hard to get them to a readable format. You can usually only see the abstract without digging in further"

"They should be easy to find, rather than needing a certain link to view."

Respondents chose preferred e-books in specific circumstances:

"I still prefer hard copies of books, though I do appreciate the convenience of an e-book if I need to quickly look something up and I'm not physically in the library."

"I prefer paper books to e-books. Only reason I like an e-book is if I have to find something quickly."

"I appreciate making them available to students to make their coursework that little bit more affordable."

"I've been impressed with the selection of material available as e-books through the KAML and am glad that I was able to access digitally materials related to some relatively niche subjects without having to battle interlibrary loans for physical books, or worse, going without entirely."

Streaming Video

19% of respondents had used library streaming video (35 students and 19 employees). This varied quite a bit between colleges.

Have you ever used streaming video?				
College/Unit	Students	Proportion of Students	Employees	Proportion of employeess
CAHSS	7	19%	12	43%
CEHSP	18	37%	3	20%
LSBE	5	21%	1	25%
SCSE	5	17%	0	0%
Other units	-	-	3	9%

Have you used streaming videos for any of these purposes? Select all that apply.		
	Students	Employees
Class assignment	19	-
Teaching	-	14
Entertainment	2	6
Job or work related	2	6
Research project	0	8

Finding relevant streaming videos is		
	Students	Employees
Extremely difficult	1	0
Somewhat difficult	7	8
Somewhat easy	8	8
Extremely easy	3	3

Accessing and viewing streaming videos is		
	Students	Employees
Extremely difficult	1	0
Somewhat difficult	2	5

Accessing and viewing streaming videos is		
	Students	Employees
Somewhat easy	15	10
Extremely easy	1	4

Is there anything else you want to tell us about streaming video?
Respondents described how important streaming video was for their teaching as well as their frustration with vendors' current licensing models.

Selected comments:

"I know these services are increasingly expensive, however, streaming video has become absolutely essential to teaching in the hybrid environments we now work in. Having access to quality streaming content has made it possible to continue to built quality learning environments in remote learning that has become part of almost every class during the pandemic. I don't anticipate that need will go away in the future."

"The library desperately needs to be able to stream videos from Spain and Latin America. We teach these classes every year (Spain one year, LA the other). It is hard to believe that when considering Spain's great directors, there are so few films by them. Almodovar's Atame can be streamed, as can Saura's Cria cuervos, but for example Erice's El espiritu de la colmena is not available. This is a gaping hole in the library's collection. I am not referring to unknown directors, I am referring to canonical directors. It is so frustrating to have been able to stream a film, then the next time the class is taught, the same film is no longer available.[4] "

"I teach a cinema class. I have met resistance to purchase DVDs, yet have also been told that the library does not have the budget to acquire the films via streaming. It is very frustrating when licensing is time bound rather than having something be part of a permanent collection. Especially when some classes are taught on a two year rotation and some licensing (I believe) is for three years. A DVD can cost $20, but licensing $150-350. This is not sustainable. Creative (and legal) solutions need to be found."

"Is there a way you can feature video streaming in a research guide? All I have known to use is Kanopy, but your question leads me to believe there are other video streaming collections.[5]"

"The library's bringing these services 'online' is something that has happened since I started teaching at UMD and it is very useful!!!"

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[4] These streaming video comments are examples of the limitations of current video licensing options. Institutional licenses for videos are very expensive, many cost $150 for one year of access. There are also many titles which cannot be licensed for institutional streaming access in the United States.
[5] Kathryn A. Martin Library's Streaming Videos guide

Archives & Special Collections

These include materials related to university history and local history. These materials may be physical or online.
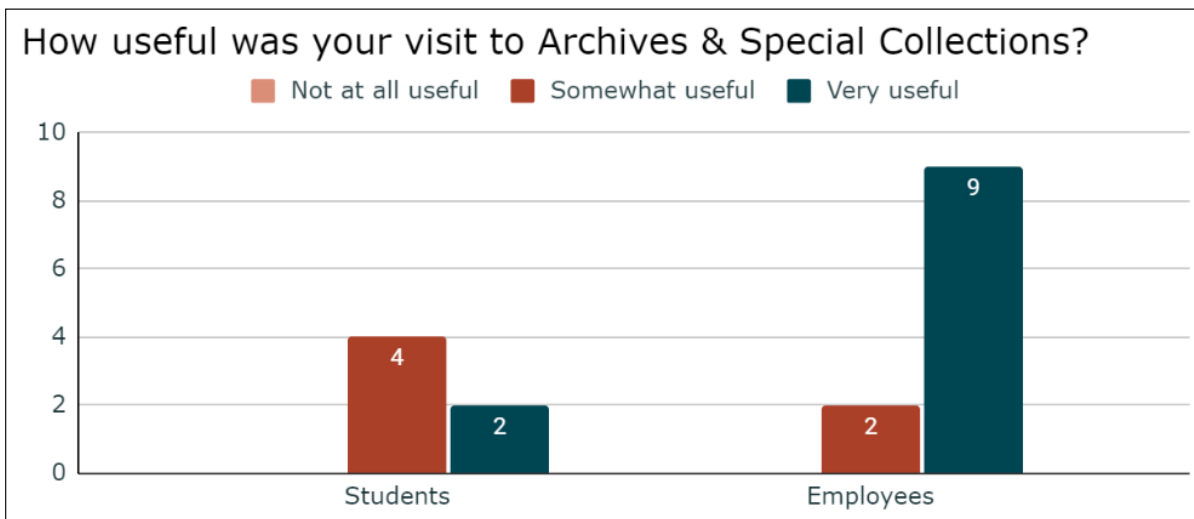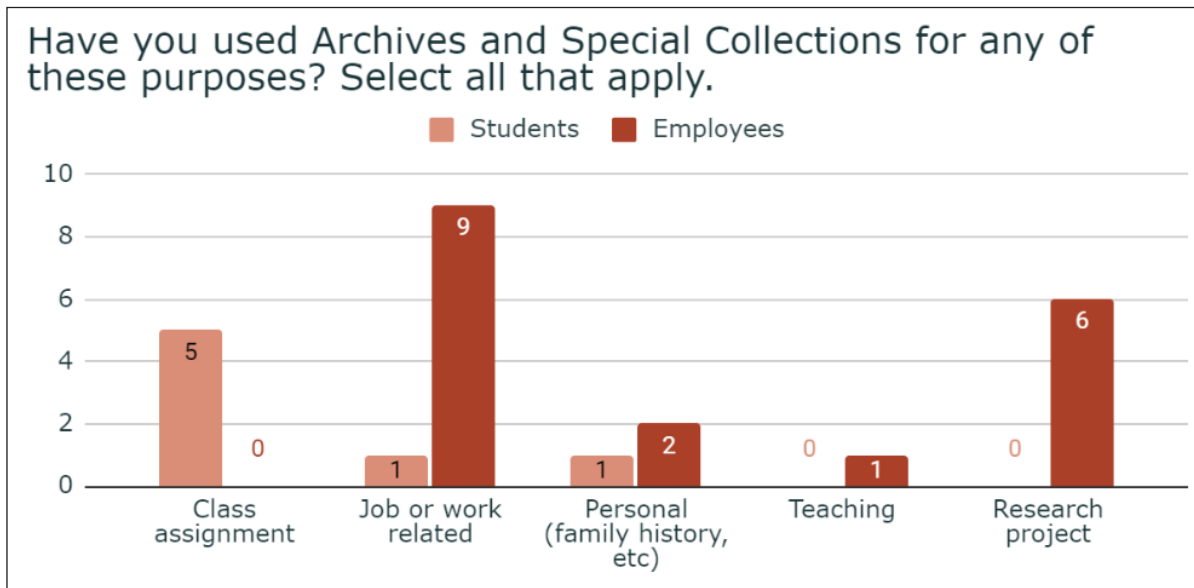
13 students and 12 employees said they had used Archives & Special Collections. Most of these respondents had found it somewhat easy to locate information about Archives & Special Collections online. They found it somewhat or extremely easy to contact Archives & Special Collections staff. Identifying what archival materials were available was slightly more difficult.
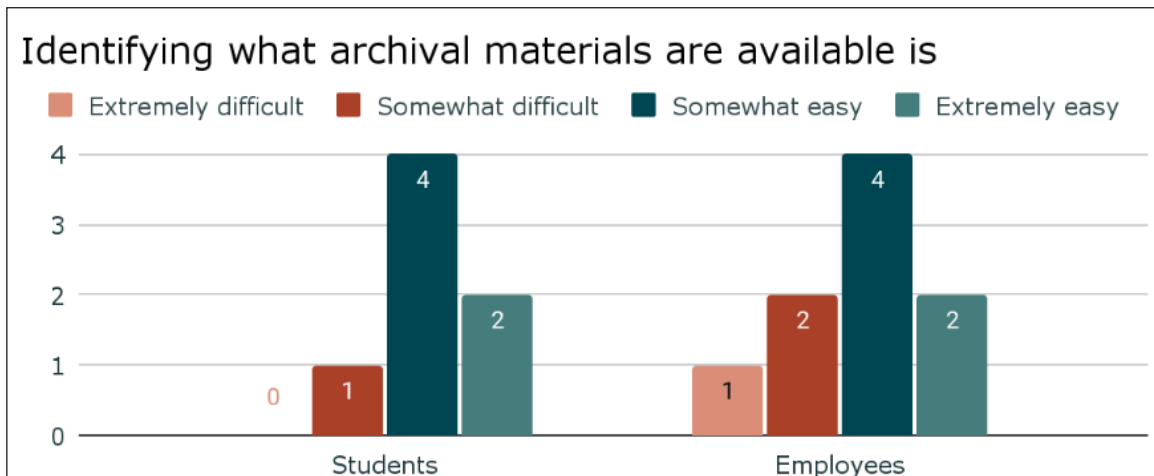
Respondents were more likely to have used online archival materials than physical archival materials.
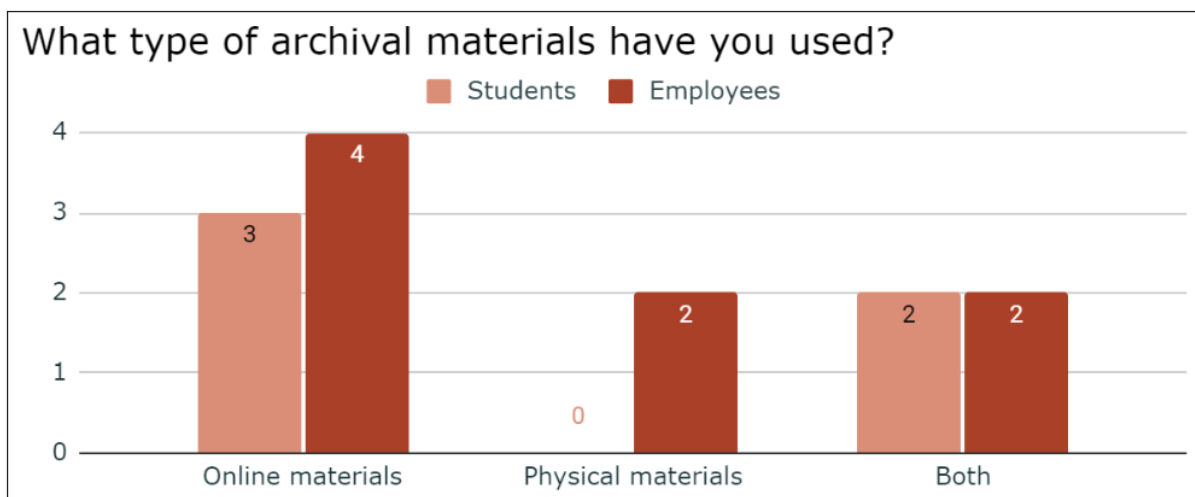
Most of the students had used Archives & Special Collections for a class assignment. Three-quarters of the employees had used Archives for job or work related reasons and half the employees had used them for a research project.

Have you used Archives and Special Collections for any of these purposes? Select all that apply.

Students   Employees

Purpose	Students	Employees
Class assignment	5	0
Job or work related	1	9
Personal (family history, etc)	1	2
Teaching	0	1
Research project	0	6

How useful was your visit to Archives & Special Collections?

Not at all useful   Somewhat useful   Very useful

	Somewhat useful	Very useful
Students	4	2
Employees	2	9

Is there anything else you want to tell us about Archives & Special Collections?
Respondents mentioned how helpful the archival staff had been. For example:

"The archives are massive. When I say it's somewhat easy I only mean that any system would take time to use. Ours is wonderful. Everyone is So Very Helpful. Staff get as excited as I do when we find amazing things.

"They are an excellent resource and being able to go there and do in-person research was easy and welcoming.

"The staff are very helpful!"

Respondents also noted what they hoped to see in the future:
1. From what I've found, there's a good backlog of archival materials that aren't yet searchable because they're not described yet. I've heard from professors that they're waiting for X or Y collection to be accessioned so they can access it for research.
2. The internet presence for the Ramseyer Collection needs a major overhaul. It's actively difficult to locate materials in the miscellaneous section. I am personally pretty good at finding what I need in the catalog, but that's usually because I already know how to find it. It's not very ""searchable"".
   I'd love to have some of my more advanced students add to the catalogue descriptions for some of the older books.
   Overall, Aimee Brown is a superstar.

UDC (University Digital Conservancy)

The University Digital Conservancy is a repository for work created by University of Minnesota students and employees. For example, it includes departmental newsletters, event posters, and student theses.

23 students and 18 employees indicated they had used the University Digital Conservancy.

How have you used the University Digital Conservancy?		
	Students	Employees
I have contributed/uploaded information	1	5
I have searched for information	4	5
Both (searched and uploaded)	1	7
Unsure	13	1

Finding relevant materials in the University Digital Conservancy is		
	Students	Employees
Extrememely difficult	-	-
Somewhat difficult	2	2
Somewhat easy	1	8
Extremely easy	2	4

Contributing/uploading materials to the University Digital Conservancy is		
	Students	Employees
Extrememely difficult	-	-
Somewhat difficult	-	3
Somewhat easy	3	7
Extremely easy	-	2

Is there anything else you'd like to tell us about the University Digital Conservancy?

Selected comments:
> *"Thank you for having that. We do enjoy having a single source for our projects/reports that we can share on our website and elsewhere."*
>
> *"Getting help to upload is a huge time saver. Thank you!"*
>
> *"It's a recourse I probably don't explore enough."*
>
> *"It would be nice if the Digital Conservancy were easier to browse for graduate student theses (Plan A and doctoral dissertations) and project papers (Plan B), and if these were cross-referenced or tagged as Duluth somehow. The tagging/labeling scheme for such works does not seem to be consistently applied. We often get requests for example papers, especially Plan B papers, and I would like to be able to refer students and faculty to an easily searchable collection in the DC."*

Kinds of Use

The majority of students (69%) said they had used library materials for an assignment during the current academic year. The majority of teaching staff (73%) reported giving an assignment in which they expected students to use library materials during the current academic year.

Respondents could select multiple options for the next question.

Students: Using library materials has helped me to…	
complete research effectively	34
find sources for course assignments	33
discover and access materials in my major or field	24
find materials for entertainment	13
learn about identities and experiences different from my own	13
find free textbooks or other course materials	12
reflect on my own identity and experiences	9
discover publication venues or audiences for my work	5

| Employees: Using library materials has helped me to…	
discover and access materials in my field	64
complete research effectively	62
find materials for entertainment	36
discover and access materials outside my field	36
learn about identities and experiences different from my own	32

find affordable course materials for my teaching	23
reflect on my own identity and experiences	15
discover publication venues or audiences for my work	14
obtain research funding or grants	12

Obstacles to Use

Most respondents encountered problems accessing library materials less than half the time. Students' experiences seem to have been more varied than employees'.
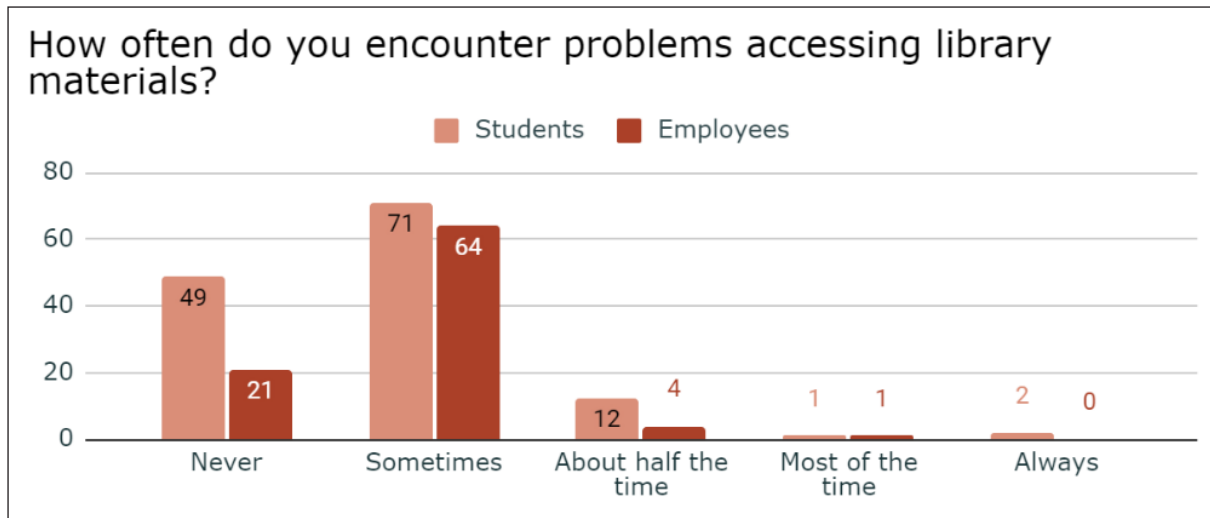
They generally rated library support as good or excellent when they encountered problems.
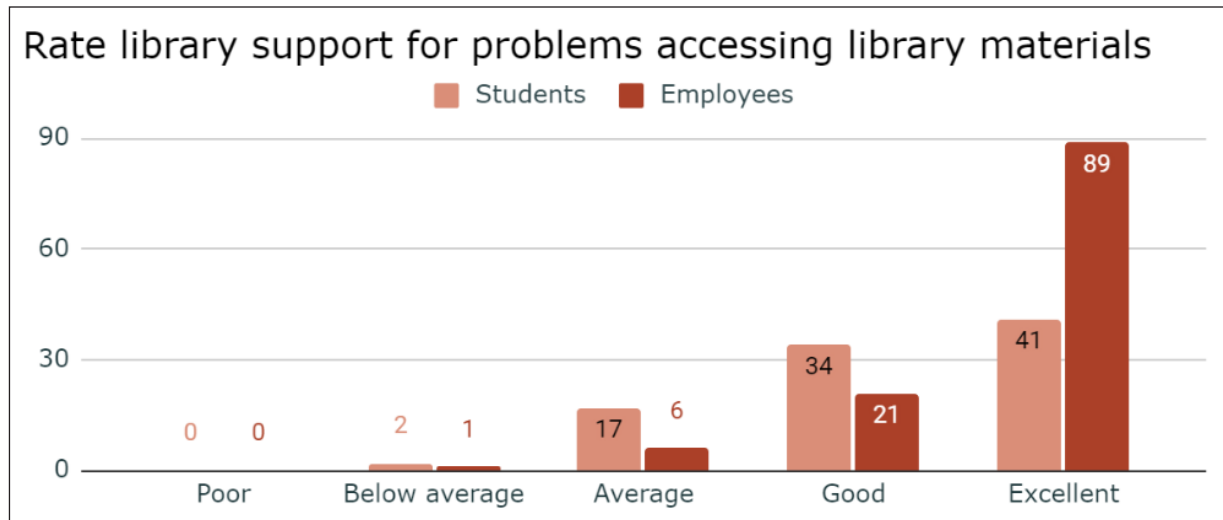
Please describe any problems you've encountered accessing library materials.

Roughly a quarter of comments describe electronic access issues (e.g., broken links, authentication issues). For example:
1. Trouble with authorization when accessing online videos
2. sometimes they are not accessible because it takes you to an external place

Another quarter of comments describe issues with search or discovery. For example:
1. typically just finding information that is relevant specifically for projects/assignments
2. Trying to find a specific periodical was hard
3. I can't always find what I'm looking for in journals, and am not entirely sure what journals are available. The search engine comes up with all sorts of options that are marginally relevant.
4. I still find the difference between "Articles and Books" and "Library Catalog" unclear. Each yields different results and I think I was once told that one (Library Catalog?) will feature physical materials. I am honestly not sure!

Other comments mentioned looking for items that weren't part of the collection (journal subscriptions, streaming video titles, etc), difficulties retrieving physical items, or not knowing where to begin.

What do you appreciate about library collections at UMD?

More than half of comments mentioned the range of materials available. For example:
1. There is a lot of content available in a wide variety of subjects.
2. There's a lot there, and it's all very accessible. Personally, I am a huge fan of the board game collection. I love that there are tons of more complex and niche board games, not just monopoly and whatnot. I've gotten great use out of trying new games trough the library, and it has been a very positive experience to have this available to me.
3. lots of access to databases and journal articles
4. The vastness is something that I appreciate.

About a quarter of comments mentioned what library collections make possible. For example:
1. I appreciate that they are free and accessible for students.
2. I have been able to find resources for almost every research project I have done.
3. I greatly appreciate access to books and online journals. It wouldn't be possible to do my job as a teacher or researcher without UMD's library collections.

Several comments mentioned working with library staff to use library collections. For example:
1. We have a very fine collection and easy access to materials if they are not in our library. Also, the library staff are superb to work with!
2. Wonderful! Currently I live in California and couldn't be there in person. The staff was very understanding when I informed staff about where my return was coming from. Over the phone staff was incredibly nice and was happy to know my return was in transit. The conversation about the overdue DVD in transit had been accepted, big relief on my end - thank you for such wonderful staff.
3. I appreciate the access to digital services like MLA and EEBO, and interlibrary loan, which make it possible for me to do my work - research and teaching. But even more, I appreciate the dedicated, hardworking and well trained librarians who help me with the difficult parts, who help our students reach their learning goals, who maintain the collections for the future. And most of all, I appreciate UMD Archivist, Aimee Brown, who has devoted so much time and energy to working with me and my students on the Ramseyer Collection!

"Library collections" may be a broader category for library users than it is for library workers. When asked about library collections, comments included:

1. The media hub comes in handy for sure. Thank you for having cameras and tripods available for students who can't afford those things.[6]
2. I like the computers.

Gaps and Recommendations

Academic library collections have been built and shaped by a focus on dominant voices and perspectives (quoted from Julia Proctor, 2020). Kathryn A. Martin Library is working to address this in our collections.

If you've noticed gaps in the voices and perspectives included in library collections, please describe them.

Student comments
1. Dominant euro-centric perspectives
2. I have noticed a lack of diversity in the children's literature, some books may have some diversity except it is supporting whitewashed versions of history or stereotypes.
3. I, unfortunately, cannot describe any particular gaps or perspectives with my current knowledge of the collections.
4. Some influential articles in study of Animal Behavior.
5. No gaps, I just don't have a ton of time to read stuff not related to my majors at this time
6. More non-U.S, non-settler colonial voices and perspectives in the library collections would be welcome.
7. More non-binary and genderqueer authors and experiences please!
   More Native American texts!"
8. i haven't noticed many comedians with their voices/perspectives on things in books, so that could be beneficial.
9. Personally, I haven't noticed anything but that's because I haven't looked on these topics
10. More POC and LGBT authors would be great in general
11. I haven't seen anything
12. I all use the library for research, mainly digital papers.

Employee comments
1. In my field, we've definitely focused on collecting "canonical" works - many by white and male voices, but for the past 10 years have been working to increase representation in the collection of women and POC voices.
2. I am heartened by increasing attention in publishing, and in collections to Indigenous and Black scholars. Keep up this work!
3. I'm sure there are always things to add/include, but nothing I can think of specifically at this time.
4. I haven't noticed gaps, but I haven't explicitly looked at the collections with the goal of finding gaps.
5. Perspectives of artists of color. I think that the streaming services are helping to bridge/fill this gap as they contain more recent content, which is more likely to contain/be created from more diverse perspectives.
6. Queerness in Dance
7. World literatures and cinema (not in English)
8. It would be cool to have more showcases of art and books available to highlight current knowledge of indigenous peoples, African American experiences, strong women in history, and various genders.
   I would also be awesome to have showcases and art that highlight academic professions that are called ""Specials"" the schools (A term that is despised by many in-service professionals) - these fields would be ART, MUSIC, and PHYSICAL EDUCATION. Particularly in PE, highlighting Outdoor and Adventure PE is

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[6] Cameras, tripods, etc can be checked out from the Media Hub on the main floor of the Kathryn A. Martin Library building. However, these items are managed by the Media Hub, which is part of UMD Information Technology Systems and Services.

key, since we offer that at UMD and almost nobody knows about it.
9. The streaming videos are important for some courses in WLC and the offer of the vendors is sometimes limited to the languages they are teaching.
10. Aquatic sciences and Health sciences

Are there specific topics or titles you would like to see included in the library collections?

Respondents named book titles, film titles, and subject areas (jurisprudence, "more diverse children's books," "Native language revitalization," etc.)

Faculty Communication

UMD faculty are more likely than other employees or students to have ongoing individual or department communication with the library about library collections. The survey included a couple of questions focused on that communication.

The majority of respondents described library communication as good or excellent.
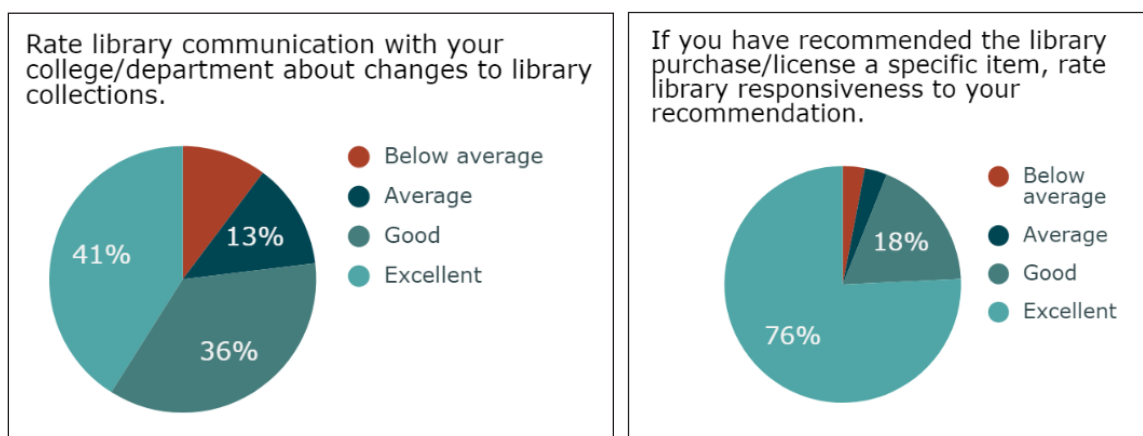
What would you change about library collections at UMD?

131 people responded to this question.

Many people described additional materials they would like to see. For example:
1. I wonder if the library could begin to buy up some of the often used textbooks / novels / etc.. for common courses and then lend these on a 'financial-need priority basis' to students during a semester. This could lessen the financial burden on the underprivileged portion of our student population.
2. More recreational books; I would have used the library a lot more if it gave me better access to books I could read for fun I'm my free time.
3. It is ridiculous that UMD Library has to Inter-Library Loan articles from databases the UMTC Libraries have regulas online access to. This has been, to me, the greatest budgetary betrayal from the System to the UMD Library.
   If it were in my power, THAT'S what I would change.

Commenters also mentioned tasks they wished were simpler. For example:
1. Stop logging me out all the time, when it logs me out it takes me off of the webpage entirely and won't let me refresh and be back on the library website.
2. Search links are often too wordy. College students want the citation and the whole article not all the other information. If we can not get access to the database put it at the bottom.
3. I find it challenging to integrate materials into Canvas in an easy way. I want to give the library hits for use of journal articles, but I do not really know how to do so aside from cutting and pasting the doi from the database (which leads the user through the UMD paywall).

4. t's a little unclear at surface level what is available. If I just want a good read (for fun), but I'm not into best sellers (and want a classic, or a novel with a little more value and content that exposes me to a new perspective), it's not easy to see what's available. There's not a great browsing section for this (that I'm aware of). I have to know what I'm looking for and search it out. (Maybe this isn't true, and I'm just not aware of where to go to browse).

Some commenters wanted to understand more about the library. For example:
1. I wish that we knew what all was available
2. I'm not sure the collection is pretty large especially online, you can always ask for more materials. Maybe a better understanding of how Inter library loans worked or timeline to get those.
3. This is likely my own poor perception - But I don't use the collections because they feel inaccessible
4. It appears what I need to do is become more educated on how I can use the library as a resource for myself and for my students.

People also praised current library collections. For example:
1. Can't think of a thing. But you offer things I never heard of (online chats for instance) that make my life easier.
2. I can't think of any changes I'd like to see. I only want to continue to have access to the materials I can access today.
3. Not much, it's pretty great.