LEARNING RESOURCES MANAGEMENT GROUP

Communication Title: Library Survey 2015 Report: Initial Findings

Purpose of Communication:

At the request of the Learning Resources Management Group, a Report on the Library Survey 2015 presents the survey's headline findings. The rationale for the survey is presented along with explanation of key areas where the Library is performing most successfully and least adequately for its customers – its undergraduate students, its postgraduate students, and its academics. Satisfaction with the Library has improved slightly, from an already pleasing level, since the last Library Survey was carried out in 2013. Findings from 2015 highlight that the breadth and depth of the collections are of principal concern to customers, both the electronic and print collections, and that easy, remote access to electronic information resources and the Library's facilitating independent, unmediated access to content by customers are most required. Indicative criticism and comments from customers, recorded via free-text comments, suggest areas where the Library might improve. The Report sets out proposed actions to help increase customer satisfaction with Durham University Library.

Consultation to Date:

Planning and rationale for the Library Survey 2015 have been communicated throughout last year to Library staff, Durham Students’ Union, Library customers, Library Steering Group, and Library Users’ Committee. Initial findings were also shared and discussed with the LibQUAL+ Project Group, chaired by the author of this Report, and the University Library’s Communication and Marketing Group, of which he is a member. Comments have been discussed with academic departments via SCCCs and/or similar meetings. Key findings and the Library’s responses have been displayed via pull-up banners in the Library and with Library Steering Group earlier in March 2016; specific findings relating to IT have been shared with CIS, specific findings relating to catering, food, and drink issues with Catering Services, and both those departments are working on responses and actions.

Action Requested:

Ratification from the LRMG of the proposed key action areas outlined in the Report, recommendations of wider dissemination within the University required for this Report, and additional suggestions for actions.

Deadline for Action/Response Required:

Comments and suggestions may be emailed to the author of this Report by 28 April 2016, individually by Sub-Committee members or collectively by its Chair, in advance of the Library’s next round of Library Users’ Committee and Library Steering Group committee meetings.

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LIBRARY SURVEY 2015 REPORT: INITIAL FINDINGS

1. **Introduction:**

1.1 Initial findings from our Library Survey, which ran November/December 2015, indicate that the University Library and Heritage Collections received 1,959 (2013: 2,114) completed, valid survey returns, representing around 9.78% of the total Durham University profile of current students and staff, breaking down as follows (figures for a similar Library Survey of 2013 are given in parentheses):

- 1,072 undergraduates (2013: 1,222)
- 478 postgraduates (2013: 492)
- 232 academics (2013: 235)
- 121 managerial, support, and other non-academic staff (2013: 114)
- 56 University Library and Heritage Collections colleagues (2013: 51)

1.2 This is the most comprehensive library survey carried out thus far by Durham University. Almost 88% (2013: 88%) of respondents cite the Bill Bryson Library as the library they use the most often; almost 61% (2013: 61%) of respondents were female; and among academic schools and departments, the largest number of responses came from students and staff from Durham University Business School, with large returns also from History, Archaeology, Psychology, Geography, Physics, MLAC, and Mathematical Sciences. The Survey was planned and administered by the author of this Report. Completion of the survey was incentivised for those who supplied an email address (anonymous completion was possible) via a prize draw for £25 Amazon vouches (x9) and a top prize of an iPad Mini 3 Wi-Fi.

1.3 Respondents answered 22 core questions, nine broadly relating to customer service, eight to collections and access to information resources, and five to our physical library buildings and space. In addition they answered five questions, selected by the Library from a possible list of over one hundred, on areas of interest for the Library at a local level, as well as five new questions, devised by the author of this Report in consultation with LIBER (Association of European Research Libraries), answered by respondents from Durham, the first library in a consortium of European research libraries likewise posing these questions to its customers throughout the course of 2016.

2. **Purpose of the Survey and Methodology Employed:**

2.1 It is critical that University Library strategy and policies are aligned with customer expectations and the University’s strategic priorities, and that the student voice and academics' needs can inform changes we implement now and our future planning. So, it is important for us to know what our customers think about our services and resources so we can see where we are falling short and where we might best make improvements.

2.2 The Library Survey utilised an industry standard, LibQUAL+® survey instrument which has been developed by the Association of Research Libraries and which has been used by many other major academic libraries in the UK and around the world, including the Bodleian Libraries, Oxford, the British Library of Political and Economic Science (LSE’s Library), Cambridge University Library, Edinburgh University Library, Glasgow University Library,
Leeds University Library, Manchester University Library, and York University Library. Durham’s was the first library among a new consortium of European research libraries to pose new questions relating to upcoming and cutting-edge library issues to its customers; further comparative analysis is planned following the completion of surveys throughout Europe.

2.3 It used a web-based tool designed to assess library service quality and identify areas for improvement, based on library users’ (and non-users’) perceptions of current service provision and their expectations for these, across a range of key areas.

2.4 The Library Survey used a gap analysis methodology to measure the extent of the difference between customers’ perceived levels of service, the minimum service levels that would be acceptable to them for different aspects of the University Library and Heritage Collections, and customers’ desired service levels. In other words, we are determining where the Library is meeting, surpassing, or – and this is the information we most need to find out – failing to meet our customers’ expectations and requirements.

3. Durham University Headline Findings:

3.1 Comparing results from the 2013 Survey with those of the 2015 Survey, based on reporting using a common scale of 1 to 9 (with 1 the lowest or worst and 9 the highest or best), Durham University Library customers: i) have become more demanding in terms of the level of service they perceive will be appropriate to fulfil their minimum requirements for a range of 22 core areas; ii) have become more demanding in terms of the level of service they desire; and iii) perceive the level of service provided by the Library in 2015 to be higher than that provided in 2013 across the same range of 22 core areas. This is very pleasing news for the Library, insofar as: our customers have on the one hand higher expectations and require higher standards of service to be delivered in order for them to be satisfied, whilst on the other hand they perceive the level of service delivered by the Library to have risen over the two-year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Minimum</th>
<th>Average Desired</th>
<th>Average Perceived</th>
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<tbody>
<tr>
<td>2013</td>
<td>6.2627</td>
<td>7.8264</td>
<td>6.9545</td>
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<tr>
<td>2015</td>
<td>6.3561</td>
<td>7.8566</td>
<td>7.0691</td>
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</tbody>
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### 22 Core Questions Arranged According to Category:
(Key to 'Spider Web Diagrams' Throughout the Report)

#### Question Text

<table>
<thead>
<tr>
<th>Category</th>
<th>Question Text</th>
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<tbody>
<tr>
<td><strong>Customer Service</strong></td>
<td>CS-1 Library staff who instill confidence in users</td>
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<td></td>
<td>CS-2 Giving users individual attention</td>
</tr>
<tr>
<td></td>
<td>CS-3 Library staff who are consistently courteous</td>
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<td></td>
<td>CS-4 Readiness to respond to users’ enquiries</td>
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<td></td>
<td>CS-5 Library staff who have the knowledge to answer user questions</td>
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<td></td>
<td>CS-6 Library staff who deal with users in a caring fashion</td>
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<td></td>
<td>CS-7 Library staff who understand the needs of their users</td>
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<td></td>
<td>CS-8 Willingness to help users</td>
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<td></td>
<td>CS-9 Dependability in handling users’ service problems</td>
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<tr>
<td><strong>Collections and Access to Information Resources</strong></td>
<td>CA-1 Making electronic resources accessible from my home or office</td>
</tr>
<tr>
<td></td>
<td>CA-2 A library web site enabling me to locate information on my own</td>
</tr>
<tr>
<td></td>
<td>CA-3 The printed library materials I need for my work</td>
</tr>
<tr>
<td></td>
<td>CA-4 The electronic information resources I need</td>
</tr>
<tr>
<td></td>
<td>CA-5 Modern equipment that lets me easily access needed information</td>
</tr>
<tr>
<td></td>
<td>CA-6 Easy-to-use access tools that allow me to find things on my own</td>
</tr>
<tr>
<td></td>
<td>CA-7 Making information easily accessible for independent use</td>
</tr>
<tr>
<td></td>
<td>CA-8 Print and/or electronic journal collections I require for my work</td>
</tr>
<tr>
<td><strong>Physical Library Buildings and Space</strong></td>
<td>PL-1 Library space that inspires study and learning</td>
</tr>
<tr>
<td></td>
<td>PL-2 Quiet space for individual work</td>
</tr>
<tr>
<td></td>
<td>PL-3 A comfortable and inviting location</td>
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<tr>
<td></td>
<td>PL-4 A haven for study, learning, or research</td>
</tr>
<tr>
<td></td>
<td>PL-5 Space for group learning and group study</td>
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</tbody>
</table>
3.2 Comparison with other comparator UK university libraries also reveals that customers at Durham have higher expectations of library service delivery than customers of other academic libraries. This is unsurprising perhaps, given Durham is a leading research-intensive university.

3.3 More encouraging news is, that among our population of survey respondents, in none of the 22 core areas do our customers as a whole think that we are delivering less than the minimum quality level they require. According to the results of the survey, the University Library and Heritage Collections are most often meeting or exceeding the minimum expectations of their customers in the areas of:

1. Library staff who are consistently courteous
2. Space for group learning and group study
3. Giving users individual attention
4. Library staff who deal with users in a caring fashion
5. Library staff who instil confidence in users

3.4 It is a similar, though not identical, picture with regard to where we are closest to exceeding the desired expectations of our customers:

1. Library staff who are consistently courteous
2. Space for group learning and group study
3= Giving users individual attention
3= Willingness to help users
5= Library staff who have the knowledge to answer user questions
5= Library staff who deal with users in a caring fashion

3.5 But the Survey has indicated clearly what currently seems of most importance, interest, or concern to our customers. The Library is least often meeting or exceeding our customers’ minimum expectations with regard to:

1. Print and/or electronic journal collections I require for my work
2. The printed library materials I need for my work
3. Making electronic resources accessible from my home or office
4. A library web site enabling me to locate information on my own
5. Modern equipment that lets me easily access needed information

3.6 Similarly, we are least exceeding desired expectations of our customers in relation to:

1. Print and/or electronic journal collections I require for my work
2. The printed library materials I need for my work
3. Making electronic resources accessible from my home or office
4. The electronic information resources I need
5. Making information easily accessible for independent use

3.7 Thus, whilst the University Library may currently be devoting sufficient, or in some cases (for some of its stakeholder groups) more than sufficient, time and resource to its customer service delivery and its group study provision, more should be invested in collection building and making access to resources and information more intuitive for customers and making it possible for them to obtain resources in a direct and non-mediated way (i.e. not requiring Library staff intervention). More in-depth analysis reveals that, overall, the Library scores highest on aspects relating to customer service, closely followed by those relating to our physical library buildings and space, followed at some distance by those relating to our collections and access to information resources, for our customers as a whole.
Core Questions Summary for All Respondents (excluding Library Staff)

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting 'gaps' between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.
4. **Undergraduate Students Headline Findings:**

4.1 In none of the 22 core areas do undergraduate students as a whole think we are delivering less than the minimum quality level they require. This is reassuring, especially in light of the University's renewed emphasis on the student experience. Undergraduate students' expectations, with regard to a level of service that would meet their needs, are at their lowest (and by some very considerable margin) and therefore most easily filled, with regard to: Giving users individual attention. Undergraduates are, however, most demanding in terms of a minimum satisfactory service level when it comes to: Quiet space for individual work. These findings seem consistent with overall findings that bespoke, one-to-one customer services are not undergraduates' priority, but, bearing in mind considerable satisfaction with group study provision in the Library, there may now be insufficient quiet areas suitable for individual study, even for undergraduates, whose work is most likely to lend itself to the need for group-learning space.

4.2 The Library is *most often* meeting or exceeding undergraduates' *minimum expectations* in the areas of:

1. Library staff who are consistently courteous
2. Giving users individual attention
3. Library staff who deal with users in a caring fashion
4. Library staff who instil confidence in users
5. Library staff who have the knowledge to answer user questions
6. Space for group learning and group study

4.3 But we are *least often* meeting or exceeding their *minimum expectations* with:

1. Print and/or electronic journal collections I require for my work
2. Making electronic resources accessible from my home or office
3. The printed library materials I need for my work
4. Making information easily accessible for independent use
5. Modern equipment that lets me easily access needed information

4.4 It is evident, then, that the Library needs to work harder to fulfil the content and collections needs of undergraduate students, and how we deliver information provision to them in an electronic environment. However, the overall value of the Library to undergraduates is powerfully expressed via the data; they are as a group significantly more satisfied with the Library's services overall than they were two years ago when we ran the last Survey. On a scale from 1 to 9, they rate the Library as a 7.33 (2013: 7.14) in terms of: How would you rate the overall quality of the service provided by the library? And similarly, on a scale from 1 to 9 ('strongly disagree' to 'strongly agree') there is a score of 7.32 (2013: 7.12) for: The library aids my advancement in my academic discipline or work. This suggests that over the past two years, the Library has improved its provision of services to our undergraduate community. The University Library and Heritage Collections are indispensable to undergraduates, with 29.76% (2013: 33.31%) of them using resources within the Library on a daily basis, 55.04% (2013: 53.85%) on a weekly basis, and only 1.31% (2013: 0.49%) never using Library resources. These figures also suggest, however, that undergraduates now are slightly less reliant on Library resources provided within the Library than they were two years ago. This may suggest that some of their information provision needs are being met increasingly via non-library channels.
Core Questions Summary for Undergraduates

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting 'gaps' between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.
5. **Postgraduate Students Headline Findings:**

5.1 Our postgraduate students are as a whole less satisfied than our undergraduates with the quality of the Library. And whilst we are coming close to over-delivering in terms of the group learning and group study space we are offering, providing a level of service which invariably exceeds by a considerable degree their minimum expectations, as well as sometimes over-delivering for postgraduates in terms of Library’s staff willingness to help users, providing a level of service which comes extremely close to exceeding even their desired expectations (as well as, to a slightly lesser extent, in the areas of delivering individual attention to postgraduate users and behaving in a consistently courteous manner too), it is evident that the Library has even more work to do to fulfil content and collections needs for this customer group. The Library is, in fact, failing overall to meet the minimum expectations of postgraduates with regard to provision of the printed library materials they need for their work. This is a sobering finding, possibly indicating that greater resources are required for collection building to meet the needs of postgraduates and that the right printed materials are not always being recommended for purchase by academic staff.

5.2 We most often meet or exceed postgraduates’ minimum expectations in ways which are broadly similar to those of undergraduates. But we are least often meeting or exceeding postgraduates’ minimum expectations with:

1. The printed library materials I need for my work
2. Print and/or electronic journal collections I require for my work
3. Making electronic resources accessible from my home or office
4. Making information easily accessible for independent use
5. A library web site enabling me to locate information on my own

5.3 That there are lower scores with regard to collections and information provision areas from our postgraduate students is of some concern, particularly given that information provision is arguably the principal role of a university library; as was the case two years ago, there is no doubt some dissatisfaction over the breadth and depth of the Library’s collections, especially where research needs are concerned. However, as was the case with our undergraduate community, compared with two years ago, postgraduates are rating the Library overall more highly today, which is encouraging, scoring the Library a 7.32 (2013: 7.06) in terms of: How would you rate the overall quality of the service provided by the library? And there is a very pleasing score of 7.43 (2013: 7.01) for: The library aids my advancement in my academic discipline or work, which is indicative of postgraduates’ acknowledgement and understanding of the importance the Library has to their academic goals. The Library and Heritage Collections remain indispensable to this customer group too: 28.87% (2013: 29.88%) of postgraduates use resources within the Library on a daily basis, 51.05% (2013: 50.00%) on a weekly basis, and only 1.05% (2013: 0.81%) never use the resources. Once again, these percentages may be suggesting that postgraduates too are slightly less reliant on Library resources provided within the Library than was the case two years ago for this stakeholder group.

5.4 However, when we consider doctoral research postgraduates as a sub-group in their own right, it is a matter of ever-growing concern to the Library that, as was the case two years ago, in five out of the 22 core areas, we are failing to deliver even the minimum quality level they require. Once again, four of the areas relate to collections and access to information resources, whilst the fifth area (‘A haven for study, learning, or research’) pinpoints inadequacies in terms of research provision study space as well as a perception that the physical libraries better suit the requirements of undergraduates than postgraduates. Moreover, this is the area of these five (where dissatisfaction is more prevalent than satisfaction) where findings for doctoral research students indicate greatest dissatisfaction. It
complements too those results for doctoral students specifying that the Library is *most* exceeding even *desired expectations* among this group for group-study needs. Together these two findings are probably indicative of the fact that the Library has not got the balance quite right between quiet individual space and group study space for this cohort. Albeit that the Library must cater for sometimes conflicting interests from its different customer stakeholder groups, the conclusion must be that the University Library’s collections provision and arrangements for quiet study are not always wholly adequate for doctoral research students.

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**Core Questions Summary for Postgraduates**

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting 'gaps' between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.
6. **Academic Staff Headline Findings:**

6.1 It would be reasonable to assume from analysis of the responses from academic staff that the library as place is not of great importance to academics and neither is the quality of customer care that Library staff provide, with the notable exceptions of, respectively: the Library's providing 'Quiet space for individual work' and the Library's having 'Library staff who understand the needs of their users'. Altogether these findings suggest that greater investment in library buildings, beyond the provision of quiet areas suitable for researchers working in isolation, or in customer care development (beyond, perhaps, demonstrable recognition from Library staff that these areas are of less import to Durham academics), would not directly meet the needs of academic staff. Moreover, beyond the Bill Bryson Library, library spaces elsewhere may be of little relevance to most academics: only 0.43% of academic respondents cite the Business School Library as their Durham library of first resort; only 0.87% cite the Palace Green Library similarly.

6.2 The Library is *most often meeting* or exceeding academic staff's *minimum expectations* in the areas of:

1. Space for group learning and group study
2. A comfortable and inviting location
3. Library space that inspires study and learning
4. Library staff who are consistently courteous
5. Giving users individual attention

6.3 It is a similar, though not identical, picture with regard to where we are *exceeding or closest to exceeding* the *desired expectations* of our academics:

1. Space for group learning and group study
2. A comfortable and inviting location
3. Library staff who are consistently courteous
4. Willingness to help users
5. Giving users individual attention

6.4 But we are *least often meeting* or exceeding Durham academics’ *minimum expectations* with:

1. Print and/or electronic journal collections I require for my work
2. The electronic information resources I need
3. Making information easily accessible for independent use
4. Making electronic resources accessible from my home or office
5. Easy-to-use access tools that allow me to find things on my own

All five areas are indicative of the need for the Library to bid for and to commit greater resource to the acquisition of collections, and electronic ones especially, and to simplifying access to electronic resources for a user group, academics, who may want to work without input from Library staff. In fact, in all five areas, the Library fails to meet academics’ minimum expectations of what an adequate service looks like. This is a significant finding and one which, when considered alongside findings relating to doctoral students, suggests very clearly that the Library should try to do more both to acquire required collection materials (electronic ones especially) for its most advanced-level users and to facilitate easy, remote access to these materials.
Core Questions Summary for Academic Staff

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting 'gaps' between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.
6.5 Comparably, the University Library is least often meeting or exceeding the desired expectations of academic staff in the following key areas:

1. Print and/or electronic journal collections I require for my work
2. The electronic information resources I need
3. Easy-to-use access tools that allow me to find things on my own
4. Making electronic resources accessible from my home or office
5. Making information easily accessible for independent use

These findings are very similar to those in respect of the Library’s trying to meet academics’ minimum expectations. And, once again, all five of these areas, indicative of academics’ dissatisfaction, relate solely to our Library collections and access to information resources (generally, there is no dissatisfaction relating to customer service or our physical buildings). It remains the case that, to meet high-level academic needs, the Library should build a broader and deeper collection, and concentrate acquisitions on materials and titles known to be wanted.

6.6 Drilling down even further, results relating to academic staff’s dissatisfaction with the Library’s provision of collections (and how the Library enables access to resources) are indicative of dissatisfaction being most acute among Senior Lecturers (more so than among Professors, Readers, or Lecturers). But Durham academics clearly still value the Library. They score the Library a 7.19 (2013: 7.06) in terms of: How would you rate the overall quality of the service provided by the library? And there is a score of 7.04 (2013: 7.15) for: The library aids my advancement in my academic discipline or work. The University Library is indispensable to academics, though findings are suggesting that if some dissatisfaction with collections and resources was addressed, then the Library might be filling an even greater role to facilitate academics’ research and teaching needs. That notwithstanding, academics report that they are making more frequent use of the Library than they did two years ago: 23.71% (2013: 14.04%) of academics use resources within the Library on a daily basis, 27.59% (2013: 34.47%) on a weekly basis, but as many as 3.88% (2013: 1.70%) claim never to use its resources. There is more work to be done on improving satisfaction with Library quality among this stakeholder group than perhaps for any other.

7. Representative Comments:

7.1 Comments representative of general or frequent interest or disquiet voiced by respondents, along with notable remarks, are drawn from the responses to question 50 in the Library Survey 2015 (see the appendix to this Report). They indicate areas of most concern or relevance to Durham University Library customers. 809 (2013: 833) respondents, or 41.30% (2013: 39.4%) of the total number provided free-text comments; comments are listed here:

- Bill Bryson is a world class library.
- I'm completely satisfied. I cannot imagine any better library.
- The library staff are excellent – friendly, approachable and knowledgeable.
- Excellent Services.
- I love Durham University's Library services – but I would like more books on shelves and less areas for student socialising.
- For many in science – the idea of the library as a building is redundant. It could be got rid of. (I acknowledge that it is a useful place for undergrads to work). However, the library is important in terms of managing access to journals and dealing with data management. The library staff I deal with on these latter two points have been very helpful and professional. I feel sometimes the library hasn’t really get to grip with this changing emphasis. My other concern is that the library isn't always flexible in the way
it allows depts. to spend their budgets. This part is not user driven, I feel. Finally – I don't think it is necessary for the library to send staff to Boards of Studies. This seems to be a waste of manpower.

- I work at the university and am not an academic. I don't use the library except to get a coffee. I do not know why I am even sent the survey. If I want to read a book I buy it. If I want to read journals relevant to my work I subscribe to the e-journal.
- The Library has financial constraints which mean that it cannot become a truly excellent research library.
- The library is a good teaching library, but only just adequate as a research library. In order to be a serious research library, the range of journals taken would need to increase significantly, even if some of those journals were only accessed occasionally. At present, the moment my research takes me from well worn paths toward anything obscure or unusual – i.e., the moment it actually becomes serious research – I find that I need to go elsewhere.
- We need more spaces to eat and drink in the library! I know a trial was carried out in which the amount of litter increased in the library so maybe allow people to consume cold food and cold drinks in certain areas and develop fines for those offending. It is not fair to take away from the majority because of the minority.

7.2 The categorised areas which draw the largest number of comments are i) electronic resources, followed by ii) customer service, followed by iii) collection provision more generally. The Library's regulations relating to food and drink and catering matters generally draw systematically critical and negative comments. This area appears to be one of growing disquiet among students and needs to be tackled. 12.11% of respondents' free-text comments make reference to catering, food and drink issues – i.e. 98 comments in total (compared with 7.92% and 66 in 2013), suggesting that the issues are of growing concern to customers and/or that there is a growing swing towards wanting space for eating and drinking in the Library. Almost all comments which make reference to catering, food and drink issues are critical of the Library's no food and drink regulations and/or request expansion to catering facilities; only three comments request enforcement of the Library's no eating regulation.

7.3 Physical Space and Noise:

- There is often a shortage of space to sit and work in the library.
- Need more seating and places to work, as well as more areas for relaxing and/or eating.
- The Bill Bryson library, which is the only one I visit, offers a really excellent all-round service. However, since it can get very crowded I find it a useful place to obtain material but not to stay and study.
- Really like the library, only downside is it gets really busy in exam season – but this is to be expected.
- I love Durham University's Library services – but I would like more books on shelves and less areas for student socialising.
- In third term when you cannot get a seat in the library, being able to access more online resources would be brilliant.
- The library is very good on the whole, but a lack of study spaces with a computer is an issue.
- I am also a huge fan of quieter, secluded desks such as those on the edges of the archives on Level 1 so if any more nooks and crannies such as these could be kitted out with desks that'd be fab.
- Sometimes there is a lack of space in relation to the number of students.
- The number of desks with plug sockets is good and there are enough places for studying.
• We need more! At least double the size of the library, in terms of study space.
• There aren't enough individual study rooms, and those that are in use are usually booked out for large chunks of time and unoccupied.
• There is no space for taught postgraduates to study away from undergraduates, which means we are in competition for a limited number of seats with them – slightly insulting, to them and us.
• Better management of the study rooms in Bill Bryson is necessary. It's understandable that not everyone, every time, is able to log on and cancel their room if they are not able to show, but MANY times I have sat outside a room that was marked as booked and no one showed up or they left very early and the remaining time stays booked.
• Coming back after a year abroad to find even more plug sockets in at the majority of work desks was very positive.
• It would be better if some of the seating areas which consist of sofa-type chairs and coffee tables were replaced with proper desks, as it is much harder to do proper work without a desk.
• The study environment in the library could not get any better for me. Level 3 and 4 as well as study room are very quite, level 1 and 2 is bit more open which I can choose what kind of environment I would prefer.
• Please keep the postgraduate only area open.
• The Durham libraries are so useful to my degree. I love that there are so many to choose from. At peak times, they do get unpleasantly busy though.
• The entrance/lobby area in Bill Bryson library is too crowded, noisy, and cramped...
• The library doesn't feel like a very welcoming place.
• I am impressed by the variety and the quality of the services provided at Bill Bryson library. I find the individual and group study rooms to be very useful, and the online booking system is intuitive and convenient.
• Talking in the staircases can frequently be heard in certain study areas. This is disruptive.
• Quiet places to work are the most important factors for me regarding a 'good library', as I live in a very noisy area. Other aspects are very much secondary.
• It would be nice for there to be a few more group study spaces where you can talk whilst you work.
• There are many inconsiderate library users who insist on speaking loudly, playing music through their headphones loudly, chatting as they walk through the library and so on. I am not sure what the best way to prevent this is, but I believe the library staff need to be more proactive in finding a solution. Every time I have complained about this to the help desk, I have been given the same response that I should just tell the person to be quiet myself.
• Could use relaxed work spaces that allow for discussion, communication and work among groups outside of pre-booked rooms. Somewhere to sit, talk and work without having to worry about disturbing people working quietly.
• It would be highly beneficial if signs reminding people to be quiet are erected on the Bill Bryson 2nd level open computer area (next to bookshelves). People often assume that since it is an "open space" that they may talk freely.
• The use of space in the library is dreadful – too much open, loud, noisy space. What happened to the library as a temple of silence.
• For instance, many areas of the library are (explicitly or not) quiet areas. This has probably been implemented because undergraduates want to talk to their peers, but this doesn't mean it's worth capitulating to this desire because 18-year olds can't endure solitary thoughts or reflection. (It also infringes on students who treat the library as a place of silent and meditative intellectual growth which seems to be lost on the Durham University library system). Moreover, silent spaces are crowded with undergraduates.
and suffer from incidental noise or people who refuse to be silent. It’s crazy to think, with the lack of departmental-specific study spaces in some areas of the university, that the PGR Room is therefore a quiet area. It should be silent -- there are many other venues in which to talk to your peers. Yet library staff refuse to enforce any sort of standard when users complain about loud students. Do your jobs and keep the library silent!

- I do feel that libraries should be places for quiet self-study, rather than social hubs or places for group study and would prefer a quieter environment, but since this doesn't significantly affect me now, such decisions should probably be driven by the views of those who more commonly use the facilities.
- It tends to get very cold sometimes in the library.
- The heating in the library is poor!! It is winter and studying anywhere here means almost freezing. Please turn on the heating especially in places where there are glass windows. The floor air vents bring in cold air and there is no heat to balance that out.
- It would be great to have the heating higher in certain parts of the library. It's often very cold and this makes it difficult for me to concentrate and work.
- The Bill Bryson is like a sweat box.
- Would be nice to be able to open windows in summer!

7.4 Opening Hours and Physical Access:

- The Bill Bryson library has excellent opening hours.
- Everything is great, apart from it needs to be open 24/7 in term time!
- 24/7 library please
- Should open earlier than 9 on the weekend as this is often when students do large amounts of work.
- I am appalled that the library is open during religious holidays such as Christmas and Easter.
- During the Christmas, lots of post graduate students remain in the campus and need to work but unfortunately library is closed for a long holiday.
- Do you really need to stay open all night?
- For a university that has aspirations to be world class, you need a 24/7 library.
- Library opening hours are way too short. Ideally it should be 24/7, but even if you can’t do that, at least keep *parts* of the library open for longer periods than current opening hours.

7.5 Food and Drink Regulations and Catering Facilities:

- Maybe have a designated area of the library where you can eat and work at the same time, so long as you are using your own computer and don't take in any library books. At the moment it is very annoying having to leave you work behind to go and eat, especially as there is nowhere near enough seating in the library cafe, meaning you often have to go even further away to have lunch.
- Coffee should be allowed in.
- Hot drinks should be allowed in library to allow for it to be a space conducive to study.
- It would be nice (especially during exam and summative deadline periods) to have more space in the library to eat. You cannot eat in the library and there is only a very small cafe with limited seating. This means most people have to eat outside or find somewhere far from the library to eat.
- I feel that more eating areas need to be created within the library. The fact that students can’t eat anywhere beyond the gates means the café and outside area get very crowded at lunch time.
• We should be allowed to eat in some parts of the library. It's all about effective study without disruptions.
• I don't appreciate being shouted at for eating a sandwich on the floor because the building fails to provide enough room for the hundreds of students to eat. I'm 21 and paying £9000 a year to be here, maybe at least try to treat me better.
• More space to eat or the ability to eat dry food such as cereal bars at the desks would be great as the cafe and foyer can get really crowded at peak times.
• Please can we have more places to eat! It would make planning my day so much easier if I didn't have to move places for lunch – if a section of the library could be “food friendly” or something that would be so much better, especially with summative season approaching.
• It's such a shame that the provision for eating on the ground floor is so small; it really puts me off being able to bring a packed lunch and spend the day at the library.
• The library is excellent but with one drawback. Most university libraries now allow coffee to be taken in to the building. It is a real aid to concentration. Lidded cups reduce spillage. Please allow this.
• There needs to be better provision for students to be able to eat whilst working on campus. The fact there is nowhere in the library to eat (except the tiny cafe) is annoying when you are trying to do a full day’s work, especially as there isn’t anywhere else on the science site to go (except outside). This means I feel like I can't eat when I would like to, as I don't feel comfortable leaving my belongings unattended whilst I go out, and I don't want to have to try and find a new desk when I come back. I think it would be better if there were some areas of the library where you were allowed food, for example just in the entrance there are seats which look more like lounge chairs than study ones. At my last university there were two floors where food was permitted, and this worked well and there weren't particularly problems with lots of mess.
• Cafe needs to be bigger and you need to allow people to have covered drinks into the library. Every single other university library I have been to allows this.
• There is an inability to have anything to eat while in the library. This creates an atmosphere of secret eating which is worse. Every day there are huddles of people stood just in front of the barrier eating their lunch, in a hurry and being watched by everyone. I think at least you could allow food to be eaten in group area just after the barriers, it would provide a better atmosphere.
• Expand the current Cafe in the Bill Bryson Library into a full restaurant or at least have it sell more full meal items.
• The biggest criticism I would give is that it is incredibly annoying that you can’t bring food or even hot drinks and chocolate bars in to the library! It is very annoying being told off by the staff when you try to enter with these things, again, why is this? Stop treating us like babies. Yes there will be the odd spillage, that's human nature, but it’s really inconvenient to have to sit on the little piddly seats outside.
• Generally the library is good but there needs to be more places available to eat/drink – if you’re working in there all day it is important that the library not only provides work spaces but also places to sit on a break – having about 6 chairs by the entrance doesn't exactly cater for 10,000 students!!!
• I also find that due to the strict rules regarding food and drink in the library, I am less inclined to go and use its facilities for long periods of time, as I feel the restrictions prevent people from making full use of the environment because it is impractical to stay there.

7.6 IT Provision:

• My major complaint is that printing is so expensive.
• Free printing is a must. It is frankly disgusting that we pay so much for college and tuition fees and have to pay that much to even use the printers.
• More computers, with larger screens preferably.
• There is very high demand for computers in the library, and at times there aren't enough.
• There needs to be more accessible computers as the computer room is always full.
• It would be really nice if there are faster and new computers to work with.
• I find the netbooks incredibly useful – I just wish the library had more of them!
• It would be nice to have some standing desks for people to work at, with sockets so you can use your laptop as well. I know other universities have them, and its nice to be on your feet if you've been in lectures all day.
• The quick print PCs need 5 minutes just to open word/adobe etc and I have to get it to print in 30 seconds, it might be a good idea to put slightly faster PCs there.
• Another book scanner would be great.
• My lower than best assessments of the service provided arise from a bad experience when I was passed back and forward between the library and the CIS; essentially I think the librarians should know how the electronic access works for the online resources!

7.7 Training and Guidance:

• It would be helpful if the library provided more information on how the library resources can be best accessed and used.
• I think the resources within the library are good, however the lesson I have had and the library tour were of a basic level of understanding and they could have been much more concise and informative.
• Sometimes I do not have access to some electronic resources and I do not know how I can ask the library to provide me access to these resources.
• It would be helpful if there could be more ‘crib sheets’, i.e. quick summaries of how to do certain things. Also, more info on precisely why certain resources are potentially useful would be helpful – as well as more courses on what is available and how it can be used usefully in academic contexts.
• Sometimes it is difficult to locate a book, particularly on level one with the moving shelves and there are never any members of staff near to quickly help with your search.
• There are frequently books that are displayed as ‘available’ in the library catalogue that are not on the shelves, which is very frustrating, especially when I have made a trip for (a) specific item(s) as the library in a 30 minute walk from my house.

7.8 Customer Service:

• Subject liaison and departmental librarians very good.
• One last thing, the staff are so helpful!!!!!!
• Really appreciate the dedication to the Harry Potter theme, would recommend it all year round to be honest.
• Staff while knowledgeable tend to be rude and unhelpful. Whenever I have asked a question, they look at me like I’ve insulted them.
• Most – but not all – library staff are pleasant and helpful; our link librarian is excellent; on occasion I have found staff on information desk to be rather less pleasant, unhelpful.
• Library staff are uneven: many are extremely helpful, some less so, but some are very rude – several times I have been surprised by the tone that library staff have taken with faculty members, especially in e-mails.
• When I have asked library and CIS staff for help they have gone out of their way to help. Thank you.
• Very pleased, only required help once but was assisted well.
• Excellent service from the library.
• Of all the university libraries I have been to, the Bill Bryson is one of the best in terms of what is available and in terms of service.
• Most of my research needs are met by online and departmental resources, but when I do have to use the library I am always impressed by how helpful, knowledgeable and professional the staff are – I have no criticism of the service I receive.
• Brilliant service! Always a joy to use!

7.9 Collection Provision:

• We need more books and resources.
• Our resources are not quite there yet in relation to the standards of a top university.
• The key texts needed and essential to my course and others in the department are very poor. With a class of 15 who are all told they must read a certain book, only having 1-3 copies in the library is completely inadequate and hinders our abilities to learn (and insulting considering the amounts we are paying!).
• There are not enough printed copies of "essential texts" available. Maybe all essential reading books should have a copy in the short loans section in order to ensure that it is easy for students to get hold of.
• I do struggle to find resources for my subject at times.
• The resources available to me are countless. I am in awe of how great the library is.
• More copies of the core texts would be much appreciated!
• Clean, tidy and books are always where they are supposed to be.
• More books! We can't count on college libraries to supply basic texts.
• I was shocked at how badly my requests for readings for my students were handled this term. This was my first term at Durham and I hope the service gets better.
• More copies of the core textbooks, as 3 for 100+ students is ridiculous and means you are often waiting two weeks to get a book which then gets recalled within 3 days.
• A pity that there seems less space for books now.
• Core textbooks also need to be held in higher volumes to present be a viable alternative to not having to buy the books.
• Our library is weak when compared to other institutions. The system of academic staff having to order books takes up too much of my time and means only a partial coverage (only those issues I am interested in, not those of general interest to students and others), and orders coming in 'bursts' (i.e. over the summer and Xmas vacations when I have time). Academic staff will obviously also miss many new books and should absolutely not have to order new editions of books. When we do order books it takes far too long for them to arrive. On the research side, things could also move much more quickly. If I order a book today it is more likely that I need to refer to it for a paper, than me ordering it purely to update the library or because of general interest. With the long delays before the book arrives this means that either my research is disrupted or that by the time the book arrives, it is irrelevant as I have moved on. In practice this means that I and many, many other colleagues will simply go on Amazon and order it (and it arrives in a day or two).
• Recently the focus on the library has been on study spaces which is very well and good, but not particularly useful when there exists only one copy of one book in a given subject if that much. The textbooks especially are dismally under-stocked and there is very little literature available in languages other than English.

7.10 Electronic Resources:

• There needs to be ebooks as not all students live close to the library.
• The library is ok but there really isn't enough online content.
• Electronic journal access is most important for me/my discipline.
• I would like it made easier to access the library (including its electronic journals and books) when off campus.
• My largest frustration remains the lack of online books available through the library’s website. The journals are wonderful, but there are almost no e versions of the books that I need.
• There needs to be more electronic resources for the English department!
• Online resources and search facilities are very good. I would, however, like to see more e-books available: as a student working at a distance this would be a much better way of accessing resources.
• More online resources!!
• Subscribe to more online journals!
• Better access to online resources. Often some links only work on university wifi. It would be great to have a bigger coverage of online E-journals as these often have the most current and up to date research. The coverage right now is very small. Discover needs improving.
• I generally use the library more as an electronic tool, rather than as a learning space.
• I am very impressed with the online resources that I can access from home.
• The interface to electronic journals is old and clunky. Since this is where I get most of my library information these days, it would be good to see it updated. We are way behind the curve on open access and research data management and again, the interfaces are poor (no other word for it).
• I would like to see a focus towards greater digital access, recent introduction of “Discover” was very appreciated.
• I'd like to see more titles available online.
• More electronic copies of popular books needed as where there are only 3 copies of books and then 200 students trying to use them all at the same time for an essay this would really help.
• E-resources of all set texts for courses would be wonderful. But over all, the library is wonderful, so thank you!
• More electronic resources needed for language students.
• It would be useful if there were more e-books.
• As with IT in general at Durham, it is the online services that are the biggest problem.
• The online resources could be improved.
• Generally good. It would be more useful to have more access to databases and journals.
• The library definitely needs more e-books or digitised versions of the books in the library which are most popular, especially when these books are used for more than one module, as it is often very difficult to get hold of these books then. The library also needs to be faster when they are requested to digitise a chapter of a book or the like - last year we had great difficulty in one of my modules as the library was weeks late in providing digitised versions of the seminar reading, despite this being requested long in advance.
• Recommended and required readings should either have a lot of quantity at the library or be available online.
• The library services are really good and I congratulate you for that. However, I only wish there were more electronic copies of the books. This will provide all students with an equal opportunity to use it especially when it is on high demand.
8. **Conclusion and Recommendations:**

**LIBRARY SURVEY FEEDBACK**

<table>
<thead>
<tr>
<th>% LIBRARY USAGE</th>
<th>% WEBSITE USAGE</th>
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<tbody>
<tr>
<td>75% of respondents visit the library daily/weekly</td>
<td>80% of respondents use our online resources daily/weekly</td>
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**What you told us...**

**CUSTOMER SERVICE**

**YOU THINK**
- Our library staff are consistently courteous and welcoming to help.
- Staff have the knowledge to answer questions.

**GOOD COMMENTS**
- “The subject librarians are great, and I learn a lot by talking to them. Please keep this and further develop this!”
- “Overall, the staff in the library are excellent, caring and very helpful. I have never met such a helpful team of people. Thank you and keep it up!”

**CRITICAL COMMENTS**
- “Sometimes it is difficult to locate a book, particularly as level one with the moving shelves and there are fewer any members of staff near to quickly help with your search.”
- “Library customers are generally well-served here, but there is always room for improvement and innovation.”

**OUR RESOURCES**

**YOU THINK**
- It can be hard to find resources and information using our website.
- We should make more e-resources available.

**GOOD COMMENTS**
- “The Discover search tool is fantastic, being both exhaustive in its searching of databases and with a multitude of search options but still being easy to operate.”
- “The Document Delivery Service is fantastic!”

**CRITICAL COMMENTS**
- “I’d like to see more titles available online.”
- “More copies of the core texts would be much appreciated.”

**LIBRARY SPACE**

**YOU THINK**
- The library is a comfortable and inviting space that works well for group study.
- We could have more space for quiet work.

**GOOD COMMENTS**
- “A very nice Library with a good atmosphere to study!”
- “I find the individual and group study rooms to be very useful. The building itself is excellently designed for everyone to enjoy natural light as much as possible, and the artificial lighting is managed very efficiently.”

**CRITICAL COMMENTS**
- “There is a shortage of space to sit and work in the library.”
- “I think a larger space should be created in the library where students could eat and drink.”

**Our response**

- All of our staff are required to undertake Welcome Pack training in order to help us deliver excellent customer service.
- We will continue to review and develop our services.
- Our Academic Liaison Librarians are available to speak to throughout the year in the run up to exams. We offer a drop in Subject Support Point. This is an opportunity to speak to the person who knows all the best resources for your course.
- “Discover” enables you to search all of Durham’s collections. You can search for e-journals, databases, articles and these all in one place. You’ll also find books from your reading list.
- We will aim to create more awareness about the services we offer such as the Document Delivery Service.
- Read more books and resources! Use our ‘More Books’ service to tell the Library what you need – durham.ac.uk/morebooks
- Since the last Library Survey we have added 115 study spaces to our libraries.
- We are currently working with the University to identify solutions which may include other spaces where you can consume your own food and drink.
- We have introduced silent study areas elsewhere the Bill Bryson Library in order to help students study effectively. Queen’s Campus Library operates areas of silent, quiet and group study within the Library.
8.1 Results and comments from the survey and a gap-analysis approach suggest strongly that some areas ‘matter’ far more to our customers than others. For example, whilst the Library performs very well with regard to Library staff being consistently courteous with customers, the Library’s group study-space provision, and Library staff’s giving customers individual attention, our customers’ actual needs in these areas are lower in comparison with what they are requiring in terms of the information resources they need from the Library to carry out their work. Our customers may be telling us that content provision is from their point of view the raison d’être of an academic library, and that the quality and sufficiency of that content constitute the principal measure of assessing the Library’s effectiveness.

8.2 On average, the score (from 1 up to 9) that Durham University customers assign to physical space aspects of the University Library and Heritage Collections such that these aspects might meet their minimum needs is 6.05; for customer service aspects, it is higher, at 6.36; but for information resources aspects, it is highest of all, at 6.48. But when we consider the score required in these three broad categories to meet customers’ desired expectations, this variance is even more apparent, with physical space at 7.70, customer service at 7.75, and information resources at 8.01. It is in terms of the provision of collections and information resources, then, that Durham University customers have the highest expectations.

8.3 Given opportunity costs and competing priorities (as always), preliminary analysis, therefore, suggests areas where the Library might further focus attention should include:

- The electronic (or print) journal collections our customers require for academic purposes
- The print resources our customers require for academic purposes
- Making electronic resources easily accessible to customers from their home or office

And to a slightly lesser extent:

- Offering required electronic information resources
- Providing a web site that enables customers to locate information by themselves
- And providing equipment and delivering access channels for customers to access collections and resources easily and independently

8.4 This applies to all customer stakeholder groups – undergraduates, postgraduates, academics, and staff beyond academic departments. But looking more closely at the data, it is evident that postgraduates and especially academic staff at Durham are perceiving shortfalls, or ‘gaps’ – in some cases significant ones – in terms of information provision and access.

8.5 Assumptions that can be made from the data include: i) that the impact of the wonderful 2012 East Wing extension to the Bill Bryson Library on customers’ positive perceptions of our physical buildings has lessened somewhat since we carried out a similar survey two years ago; ii) that the stunning new developments at the Palace Green Library (and improvements to our smaller site libraries) impact on small numbers only of our customer base from among Durham University members (the impact on external visitors/tourists is not measured herein); iii) we succeed in delivering a positive and effective customer service experience generally; and iv) as our customers become more advanced in their information-provision requirements and more advanced users of collections, so their satisfaction with our collections decreases correspondingly and the importance of both customer care and the library as a physical entity likewise declines for them.

8.6 A range of measures to help address students’ and other customers’ general and specific concerns will be mapped out over the course of 2016. The author of this Report would welcome suggestions and comments from the Learning Resources Management Group.
8.7 Specific areas to improve Library quality which are or will be addressed include:

- Advocating the need for a more generous information resources budget for the Library to address the widespread perception that collections need further expansion
- Reviewing our reading list management processes, including assessing commercial software solutions, to improve the ease of notification and the speed of acquisition of core key texts required (both print and electronic) to meet the learning needs of students and to facilitate the work of academics and Library staff
- Improved management of and dialogue over student expectations of key texts provision
- Developing and expanding the Library’s provision of ebooks by concentrating upon the acquisition of titles known to be required and which meet students’ learning and research needs, and which help facilitate remote (from the physical library) access to in-demand resources
- Further accelerating the Library’s migration from print to electronic resources
- Improving the acquisition of required print books via an enhanced ‘More Books’ service
- Ensuring that space in the libraries is put to best use to meet the requirements of students and academics who require silent (as well as group-study) areas
- Promoting the availability of silent study spaces in the Library
- Addressing the wide range of issues most pertinent to taught-course students by means of a Library task-and-finish group (working with academics, student representatives, and CIS) to improve the Library’s contribution to the overall student experience
- Addressing areas perceived to be IT deficiencies by working closely with CIS
- Carefully monitoring occupancy of the Library across service hours with a view to adjusting and/or expanding opening hours on the basis of evidence of usage as well as predicted demand, ensuring 24/7 periods are available at the most appropriate times
- Addressing issues of overcrowding in the libraries, especially during revision and examinations periods, by means of consideration and provision of alternative study spaces, e.g. via the Revision Rooms Initiative
- Implementing an interim expansion to the Library café in the Bill Bryson Library and/or a discrete area where food and drink can be consumed, minimising mess and disruption to other customers, whilst continuing to advocate that student catering issues within the vicinity of the Bill Bryson Library are addressed on a University-wide basis
- Addressing specific comments from the Survey via a range of means including academic liaison with departments and tackling local issues raised.

9. Author and Date of this Report:

Dr Christopher Skelton-Foord
Head of Policy and Planning
Durham University Library and Heritage Collections
21 iii 2016

10. Appendix: The Library Survey 2015 (full version):

10.1 To minimise the burden on respondents, we opted to deliver to all respondents a ‘lite’ version of the Survey, which research indicates maximises completion rates. From the 22 core areas we asked customers about, all respondents answered a few key survey questions, with the remaining questions presented to a randomly selected subsample of respondents, ensuring we received data about all 22 areas, whilst keeping the response time needed manageable for every respondent. The full version of the Library Survey 2015 (five pages) is appended below, from which a ‘lite’ (shorter) version was system-generated for each respondent.
The Library Survey

Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor our services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+® program. Please answer all items. Thank you for your participation!

Information supplied on this form will be processed in the United States. Data protection legislation requires us to make clear that supplying information on the form is entirely voluntary.

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

Minimum --the number that represents the minimum level of service that you would find acceptable

Desired --the number that represents the level of service that you personally want

Perceived --the number that represents the level of service that you believe our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item when the survey is submitted.
<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>My Minimum Service Level Is</th>
<th>My Desired Service Level Is</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>1) Library staff who instill confidence in users</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2) Making electronic resources accessible from my home or office</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3) Library space that inspires study and learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4) Giving users individual attention</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5) Library Web site enabling me to locate information on my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>6) Space that facilitates quiet study</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7) Library staff who are consistently courteous</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8) The printed library materials I need for my work</td>
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<td>3</td>
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<tr>
<td>9) Quiet space for individual work</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10) Readiness to respond to users' enquiries</td>
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<tr>
<td>11) The electronic information resources I need</td>
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<tr>
<td>12) Convenient service hours</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>13) Library staff who have the knowledge to answer user questions</td>
<td>1</td>
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<tr>
<td>14) Providing help when and where I need it</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>15) A comfortable and inviting location</td>
<td>1</td>
<td>2</td>
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<tr>
<td>16) Library staff who deal with users in a caring fashion</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>17) Modern equipment that lets me easily access needed information</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>18) Library keeping me informed about all of its services</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>19) Library staff who understand the needs of their users</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20) Easy-to-use access tools that allow me to find things on my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21) A haven for study, learning, or research</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22) Willingness to help users</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23) Making information easily accessible for independent use</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24) Print and/or electronic journal collections I require for my work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25) Space for group learning and group study</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26) Employees who appear to enjoy what they do</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27) Dependability in handling users' service problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28) Promoting open access publications</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29) Facilitating research data management</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>30</td>
<td>Research evaluation support, e.g. via bibliometrics, altmetrics, and other assessment</td>
<td>123456789123456789123456789123456789</td>
<td>N/A</td>
</tr>
<tr>
<td>31</td>
<td>Advising on copyright, licensing, and digitisation issues</td>
<td>123456789123456789123456789123456789</td>
<td>N/A</td>
</tr>
<tr>
<td>32</td>
<td>Up-to-date teaching that meets my current needs</td>
<td>123456789123456789123456789123456789</td>
<td>N/A</td>
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</table>

Please indicate the degree to which you agree with the following statements:

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<table>
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</thead>
<tbody>
<tr>
<td>33</td>
<td>The library helps me stay abreast of developments in my field(s) of interest</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>34</td>
<td>The library aids my advancement in my academic discipline or work</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>35</td>
<td>The library enables me to be more efficient in my academic pursuits or work</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>36</td>
<td>The library helps me distinguish between trustworthy and untrustworthy information</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>37</td>
<td>The library provides me with the information skills I need in my work or study</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>38</td>
<td>In general, I am satisfied with the way in which I am treated at the library</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>39</td>
<td>In general, I am satisfied with library support for my learning, research, and/or teaching needs</td>
<td>123456789</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
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<tr>
<td>40</td>
<td>How would you rate the overall quality of the service provided by the library?</td>
<td>123456789</td>
<td>Extremely Poor</td>
<td>Extremely Good</td>
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Please indicate your library usage patterns:

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</thead>
<tbody>
<tr>
<td>41</td>
<td>How often do you use resources within the library?</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Quarterly</td>
<td>Never</td>
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<tr>
<td>42</td>
<td>How often do you access library resources through a library Web page?</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Quarterly</td>
<td>Never</td>
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<tr>
<td>43</td>
<td>How often do you use Yahoo™, Google™, or non-library gateways for information?</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Quarterly</td>
<td>Never</td>
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Please answer a few questions about yourself:

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</thead>
<tbody>
<tr>
<td>44</td>
<td>The library that you use most often</td>
<td>Bill Bryson Library</td>
<td>Business School Library (DUBS)</td>
<td>Leazes Road Library</td>
<td>Palace Green Library</td>
<td>Queen's Campus Library, Stockton</td>
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<tr>
<td>45) Age:</td>
<td>Options</td>
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<td>18 - 22</td>
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<td>Over 65</td>
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<table>
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<tr>
<th>46) Sex:</th>
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<tbody>
<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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<table>
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<tr>
<th>47) Full or part-time student?</th>
<th>Options</th>
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<tr>
<td>Full-time</td>
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<tr>
<td>Part-time</td>
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<td>Does not apply/ NA</td>
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<th>48) Discipline:</th>
<th>Options</th>
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<td>Anthropology</td>
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<tr>
<td>Applied Social Sciences</td>
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<td>Archaeology</td>
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<tr>
<td>Biological &amp; Biomedical Sciences</td>
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<td>Chemistry</td>
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<td>Classics &amp; Ancient History</td>
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<tr>
<td>Combined Social Sciences</td>
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<tr>
<td>Earth Sciences</td>
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<tr>
<td>Economics, Finance &amp; Business</td>
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<tr>
<td>Education</td>
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<tr>
<td>Engineering &amp; Computing Sciences</td>
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<tr>
<td>English Language Centre</td>
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<tr>
<td>Foundation Centre</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Government &amp; International Affairs</td>
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<tr>
<td>History</td>
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<tr>
<td>Law</td>
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<tr>
<td>Mathematical Sciences</td>
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<tr>
<td>Medicine, Pharmacy &amp; Health</td>
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<tr>
<td>Modern Languages &amp; Cultures</td>
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<tr>
<td>Music</td>
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<td>Natural Sciences</td>
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<tr>
<td>Other Departments &amp; Services / Not Applicable</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Philosophy, Politics &amp; Economics (PPE)</td>
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<td>Physics</td>
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<td>Psychology</td>
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<tr>
<td>Theology &amp; Religion</td>
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<tr>
<td>Position (Select the ONE option that best describes you.)</td>
<td>Undergraduate</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td></td>
<td>First year</td>
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<td>Fourth year</td>
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<td>Fifth year and above</td>
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<td>Non-degree</td>
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<tr>
<td>Postgraduate</td>
<td>Taught Masters degree</td>
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<td>Research Masters degree</td>
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<td>Doctoral Research degree</td>
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<td>Non-degree</td>
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<td>Undecided</td>
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<tr>
<td>Academic Staff</td>
<td>Professor</td>
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<tr>
<td></td>
<td>Reader</td>
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<td></td>
<td>Senior / Principal Lecturer</td>
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<tr>
<td></td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td>Research Staff</td>
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<td>Other Academic Status</td>
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<tr>
<td>Library Staff</td>
<td>Senior Management</td>
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<td>Department Head / Team Leader</td>
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<td>Professional Staff</td>
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<td>Support Staff</td>
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<td>Other</td>
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<td>Administrative or Academic Related Staff</td>
</tr>
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<td>Other Staff Positions</td>
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</tbody>
</table>

50) Please enter any comments about library services in the box below:

51) Enter your e-mail address in the box below if you would like to enter an optional drawing for a prize.

Your e-mail address will be kept confidential and will not be linked to your survey responses. (Not required)

Thank you for participating in this library service quality survey!