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UCSB LIBRARY COLLECTIONS SURVEY REPORT

[FINAL DRAFT]

JUNE 2012

The Social Science Survey Center and Benton Survey Research Laboratory

Mission

Public opinion polls, and the underlying scientific methods upon which the best polls are based, were first developed in the late 1930's to find out what ordinary people think. Today, survey research is increasingly used by academic researchers to study theoretical issues in fields as diverse as sociology, economics, psychology, communication and political science; by government agencies to assess such things as unemployment, population demographics, and health care needs; by marketers to test the waters before releasing—or even developing—new products; and by public officials to determine public support for new or existing policies. Because the science of survey research has advanced considerably over the years, we are more and more capable of inferring what large numbers of people do, feel, or think on the basis of a relatively small number of structured interviews. Public universities have been central to the growth of survey research.

Here at UCSB, the recently created Social Science Survey Center (SSSC) was developed to enhance interdisciplinary collaboration on both theoretical and methodological planes. The SSSC has three central goals: (1) assisting faculty with their funded research projects; (2) providing practical experience for graduate and undergraduate students in survey research; and (3) creating new knowledge in the area of survey methodology.

Faculty Projects

A central goal of the SSSC exists to assist faculty (both at UCSB and elsewhere) in the development and execution of their funded survey research projects. As such, it can increase faculty chances of securing funding for survey research projects, as well as provide a local resource for the development of survey instruments and interviewing. The SSSC is currently running 9 computer-aided telephone interviewing stations, although it will ultimately be equipped with a full complement of 20 stations.

Education and Training

SSSC is also a place for hands on learning for both undergraduate and graduate students. In our facility, the Benton Social Research Laboratory, students enrolled in research design classes can gain practical experience in research techniques through the use of modern tools such as computer-aided telephone interviewing systems. Graduate student support in the form of research assistantships is also available throughout the center. Graduate research assistants at SSSC learn the day to day operations of a modern survey research organization in addition to being actively engaged in the creation of new knowledge—both context specific in terms of specific studies contracted through the SSSC, and also in the development of new methodological innovations.

Methodological Innovation

In addition to collecting data for individual projects, the SSSC's long term goals include the development of knowledge and innovations to increase the quality of survey research. For example, part of the work of the SSSC is to better understand issues such as: the presence of response effects in surveys, the reasons for and solutions to survey non-response and improving the validity of survey measurement.

Methodology

The purpose of this study is to review the usage of UCSB Library's Collections by Faculty and Graduate Students.

A survey of faculty and graduate students was administered between May 10 and June 8, 2012. A link to the survey was emailed to the all-faculty list (ladder faculty only; doesn't include lecturers, post-docs, researchers) on May 10 and again on May 22. On the same dates, an email was sent to the all-grad list. Lecturer, post-doc, and researcher subgroups were reached via emails from subject-specialist librarians. In most departments, potential respondents in these subgroups were mailed at least twice, but unfortunately the library's outreach was necessarily less systematic than with ladder faculty and graduate students because of the lack of comprehensive email distribution lists. Many of the non-ladder faculty were emailed four times or more. Throughout this report, ladder and non-ladder faculty are grouped together.

A total of 772 respondents completed the survey. Of those who started the survey (but did not necessarily finish the survey), 40.5% ($n = 345$) were faculty members, 4.9% ($n = 42$) were lecturers, 4.6% ($n = 38$) were researchers, 2.4% ($n = 20$) were post-doctoral fellows, and 47.6% ($n = 401$) were graduate students.

To increase readability and to help with decision making, several of the answer choices were collapsed across questions. Questions which asked about "dependency" were aggregated as follows: "very dependent" and "moderately dependent" became part of the "dependent" category; "slightly dependent" and "neutral" became part of the "slightly dependent" category; and "not dependent" remained its own category. Questions that asked about "importance" were aggregated as follows: "very important" and "moderately important" became part of the "important" category; "slightly important" and "neutral" became part of the "slightly important" category; and "not important" remained its own category. Questions that asked about confidence were aggregated as follows: "very confident" and "moderately confident" became part of the "confident" category; "slightly confident" and "neutral" became part of the "slightly confident" category; and "not confident" remained part of its own category.

There were two types of questions that asked about "frequency", which were aggregated in two different ways. Questions that were concerned with specific time periods were aggregated as follows:



“daily” and “weekly” became part of the “often” category; “quarterly” and “yearly” became part of the “occasionally” category; and “never” remained its own category. In contrast, questions that asked more generally about frequency were aggregated in the follow way: “almost always” and “often” became part of the “often” category; “sometimes” remained part of its own category; and “seldom” and “rarely or never” became part of the “not often” category.

Finally, when respondents were asked how often they would be willing to wait for a book or journal article under particular circumstances, the answer choices were aggregated as follows: “1-3 days” remained its own category, called “short wait”; “3-7 days” and “1-2 weeks” were combined into the “long wait” category, “Print must be located in the library” remained part of its own category, as did “I don’t need the print version”.



Summary of Main Findings

RESEARCH STARTING POINTS

The first part of this survey focused on respondents' research starting points. Respondents were asked (a) *how dependent* they were on various research-related resources and (b) *how frequently* they used those same resources. Respondents indicated whether they were “dependent”, “slightly dependent”, or “not at all dependent” on electronic resources covering various disciplines. They were also asked to indicate whether they use these resources “often”, “occasionally” or “never”.

Electronic Resource Covering Various Disciplines

First, respondents were asked about (a) their dependency on electronic resources covering various disciplines, such as Web of Science and JSTOR, as starting points for their research and/or teaching and (b) the frequency with which they used those resources. In regard to dependency, a large majority of respondents reported they were “dependent” on electronic resources covering various disciplines. In fact, between 96.6% (History and Archaeology) and 81.3% (Music, Dance, Drama and Film) of respondents within each department said they were “dependent” on this resource. In addition to History and Archaeology, more than 90% of people in Social Sciences (93.9%), Psychology (90.5%) and Education (90.2%) were “dependent” on electronic resources covering various disciplines. In contrast, between 13.0% (Business and Economics) and 3.4% (History and Archaeology) of respondents in each discipline reported they were “somewhat dependent” on this resource, and between 12.5% (Music, Dance, Drama and Film) and 0% (Business and Economics; History and Archaeology; Social Sciences) said they were “not at all dependent” on using electronic resources covering various disciplines. Besides Music, Dance, Drama and Film, no other discipline had more than 10% of its respondents report they were “not at all dependent” on this resource.

In regard to frequency of use, a majority of respondents also reported that they regularly used electronic resources covering various disciplines as starting points, although the percentages were smaller for “frequency” than for “dependency”. Within each discipline, between 85.1% (History and



Archaeology) and 67.2% (Education) of respondents reported that they “often” used electronic resources covering various disciplines, such as Web of Science or JSTOR, as a starting point for research and/or teaching. In addition to History and Archaeology, more than 80% of respondents in several other disciplines said they “often” used electronic resources covering various disciplines, including Social Sciences (84.8%), Business and Economics (82.6%), Music, Dance, Drama and Film (81.3%), and Engineering and Applied Sciences (81.7%). In contrast, between 32.8% (Education) and 12.5% (Music, Dance, Drama and Film) of respondents reported they “occasionally” used these resources, and between 9.5% (Psychology) and 0% (i.e., Business and Economics; Education; History and Archaeology; and Social Sciences) reported they “never” used electronic resources covering various disciplines, such as Web of Science and JSTOR, as starting points for their research and/or teaching needs. No discipline had more than 10% of its respondents report that they “never” used this resource.

Electronic Resources Specific to Respondent’s Discipline

Next, respondents were asked about (a) their dependency on electronic resources specific to their discipline as starting points for their research and/or teaching and (b) the frequency with which they used those resources. In regard to dependency, between 100% (Psychology) and 74.5% (Social Science) of respondents reported they were “dependent” on electronic resources specific to their discipline. In addition to Psychology, only one other discipline – Education (91.8%) had more than 90% of respondents say they were “dependent” on specific electronic resources. In contrast, between 18.4% (Social Sciences) and 6.8% (Physical Sciences and Mathematics) of respondents in each discipline reported they were “slightly dependent” and between 12.5% (Music, Dance, Drama and Film) and 0% (Psychology) of respondents reported they were “not dependent” on electronic resources specific to their discipline. Besides Music, Dance, Drama and Film, no other discipline had more than 10% of its respondents report that they were “not dependent” on this resource.

In regard to the frequency with which individuals in each discipline used electronic resources specific to their disciplines, between 90.5% (Psychology) and 57.1% (Social Sciences) reported they used these resources “often”. In addition to Psychology, more than 80% of respondents in several other disciplines reported they used these resources “often”, including Physical Sciences and Mathematics



(84.7%), Engineering and Applied Sciences (81.4%), Health and Biological Sciences (81.4%) and Education (80.3%). In contrast, between 36.7% (Social Sciences) and 9.5% (Psychology) of respondents within each discipline reported “occasionally” using these resources, and between 9.4% (Music, Dance, Drama and Film) and 0% (Psychology, Business and Economics) of respondents reported “never” using electronic resources specific to their discipline. No discipline had more than 10% of its respondents report that they “never” used this resource.

A General Purpose Web Search Engine

Next, respondents were asked about (a) their dependence on general purpose web search engines, such as Google, as a starting point for research/and or teaching and (b) the frequency with which they used these resources. In regard to frequency, a majority of respondents across disciplines said they were “dependent” on general purpose web search engines. Specifically, between 97.7% (Health and Biological Sciences) and 76.2% (Psychology) of respondents within each discipline reported being “dependent” on general purpose web search engines. In addition to Health and Biological Sciences, there were two other disciplines in which more than 90% of respondents said they were “dependent” on this resource: Physical Sciences and Mathematics (94.7%) and Business and Economics (91.3%). In contrast, between 19.0% (Psychology) and 2.3% (Health and Biological Sciences) reported they were “slightly dependent” on general purpose web search engines, such a Google, as a starting point for their research and/or teaching, and between 6.3% (Music, Dance, Drama and Film) and 0% (Business and Economics; Health and Biological Sciences) said they were “not dependent”. No discipline had more than 10% of its respondents report that they were “not dependent” on this resource.

In regard to the frequency with which respondents in each discipline used web search engines, between 100% (Health and Biological Sciences) and 89.5% (Art, Architecture and Applied Arts) said they used this resource “often”. In contrast, across disciplines, between 9.5% (Psychology) and 1.4% (Mathematics) of respondents in each discipline reported “occasionally” using this resource, and between 5.6% (Earth and Environmental Sciences) and 0% (Business and Economics, Education, Health and Biological Sciences, and Psychology) “never” used general purpose web search engines, such as Google. No discipline had more than 10% of its respondents report that they “never” used this resource.



UCSB Library's Online Catalog

After asking respondents about other electronic resources, they were asked to indicate (a) how dependent they were on UCSB Library's online catalog as a starting point for research and/or teaching and (b) the frequency with which they used this resource. In regard to frequency, within each discipline, between 91.9% (Arts, Architecture and Applied Arts) and 56.9% (Engineering and Applied Sciences) of respondents reported they were "dependent" on the UCSB Library's online catalog as a starting point. In addition to Arts, Architecture and Applied Arts, several disciplines had more than 80% of their respondents say that were "dependent" on this resource, including Languages and Literature (89.0%), Social Sciences (88.9%), Music, Dance, Drama and Film (87.5%) and History and Archaeology (86.2%). In contrast, within each discipline, between 28.6% (Psychology) and 5.4% (Art, Architecture and Applied Arts) reported they were "slightly dependent", and between 14.0% (Health and Biological Sciences) and 0% (Business and Economics; Music, Dance, Drama and Film) said they were "not dependent" on the UCSB Library's online catalog. In addition to Health and Biological Sciences, only one other discipline had more than 10% of its respondents report they were "not dependent" on this resource – Physical Sciences and Mathematics (10.8%).

In regard to the frequency with which respondents used UCSB Library's online catalog as a starting point, between 91.9% (Art, Architecture and Applied Arts) and 34.7% (Engineering and Applied Sciences) "often" used this resource. In addition to Art, Architecture and Applied Arts, two other disciplines had more than 80% of their respondents report they used this resource "often" – Music, Dance, Drama and Film (90.6%) and Language and Literature (81.8%). Moreover, in addition to Engineering and Applied Sciences, four other disciplines had fewer than 40% of their respondents say they used this resource "often" – Physical Sciences and Mathematics (38.9%), Health and Biological Sciences (38.6%), Psychology (38.1%), and Earth and Environmental Sciences (37.1%). In contrast, within each discipline, between 59.7% (Engineering and Applied Sciences) and 5.4% (Art, Architecture and Applied Arts) of respondents in each discipline "occasionally" used UCSB Library's online catalog. Finally, within each discipline, between 9.1% (Health and Biological Sciences) and 1.5% (Language and Literatures) "never" used UCSB Library's online catalog as a starting point for their research and/or



teaching needs. No discipline had more than 10% of its respondents report that they “never” used this resource.

Melvyl

In addition to asking respondents about UCSB Library’s online catalogue, respondents were also asked to indicate (a) their dependence on Melvyl, UC’s online catalog, as a starting point for their research and/or teaching needs and (b) the frequency with which they used this resource. In regard to the dependence on Melvyl, there was quite a bit of variation across the disciplines. For example, 93.2% of respondents in History and Archaeology were “dependent” on this resource, whereas only 47.8% of those in Business and Economics were. In addition to History and Archaeology, two other disciplines had more than 80% of their respondents say they were “dependent” on this resource – Art, Architecture, and Applied Arts (89.5%) and Language and Literatures (85.5%). Business and Economics was the only discipline in which fewer than 50% of respondents were “dependent” on Melvyl. In contrast, within each discipline, between 43.5% (Business and Economics) and 5.3% (Art, Architecture and Applied Arts) were “slightly dependent” and between 19.1% (Earth and Environmental Sciences) and 0.7% (Languages and Literatures) were “not dependent” on Melvyl as a starting point for their research and/or teaching needs. Besides Earth and Environmental Sciences, two other disciplines had more than 10% of respondents report they were “not dependent” on Melvyl: Physical Sciences and Mathematics (17.3%) and Health and Biological Sciences (16.7%).

In regard to the frequency with which respondents used Melvyl as a starting point for their research and/or teaching needs, within each discipline, between 86.8% (Art, Architecture and Applied Arts) and 22.5% (Earth and Environmental Sciences) of respondents reported using Melvyl “often”. Art, Architecture and Applied Arts was the only discipline in which more than 80% of respondents reported using Melvyl “often”. However, there were two disciplines in which more than 70% of respondents used this resource “often” – History and Archaeology (78.2%) and Languages and Literatures (72.5%). In addition to Earth and Environmental Sciences, there were several disciplines in which fewer than 40% of respondents used Melvyl “often”, including Psychology (38.1%), Business and Economics (34.8%), Engineering and Applied Sciences (33.3%), Physical Sciences and Mathematics (32.9%) and Health and



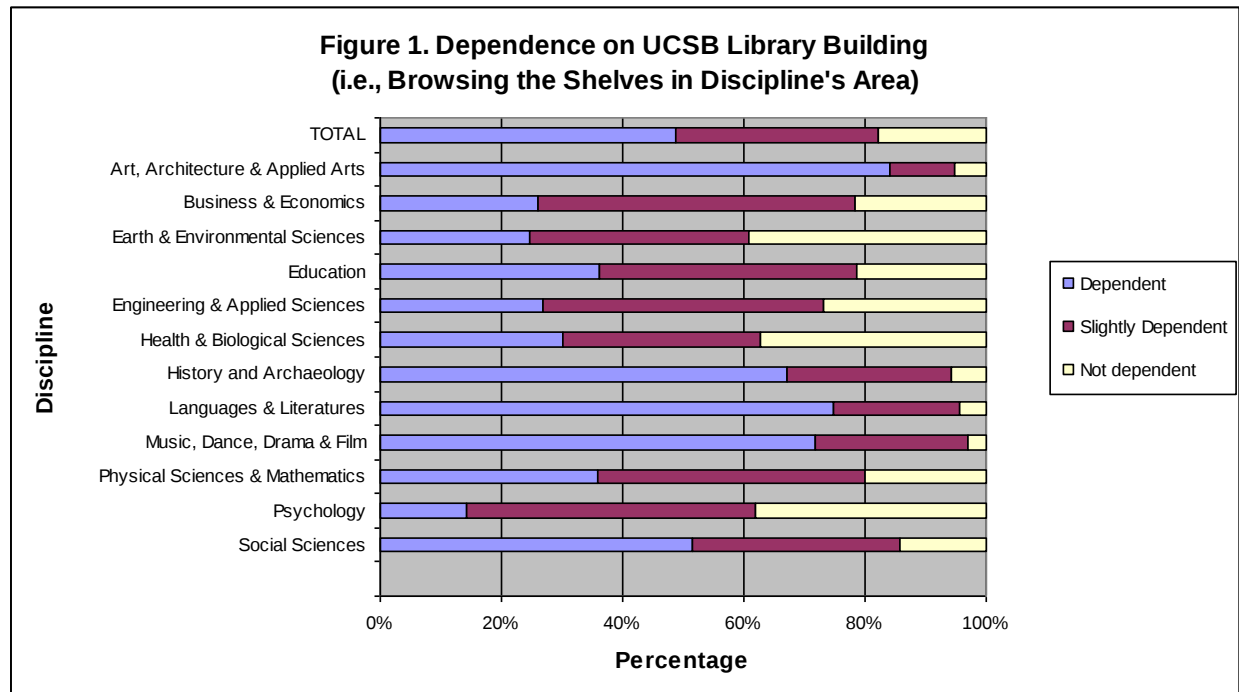
Biological Sciences (30.2%). In contrast, within each discipline, between 52.4% (Psychology) and 5.3% (Art, Architecture and Applied Arts) of respondents “occasionally” used Melvyl, and between 18.6% (Health and Biological Sciences) and 0% (History and Archaeology) “never” used Melvyl. In addition to Health and Biological Sciences, there were several disciplines in which at least 10% of respondents said they “never” used Melvyl, including Physical Sciences and Mathematics (16.4%), Business and Economics (13.0%), Earth and Environmental Sciences (11.2%) and Education (10.0%).

Dependence on the UCSB Library Building

Next, respondents were asked about (a) their dependence on the UCSB Library building (i.e., going to the shelves and browsing in their area) as a starting point for their research and/or teaching needs and (b) the frequency with which they used this resource. There was quite a bit of variation in the extent to which individuals in different disciplines were dependent on the UCSB Library building (see Figure 1). For example, 84.2% of respondents in Art, Architecture and Applied Arts reported they were “dependent” on this resource, whereas only 14.3% of respondents in Psychology reported they were “dependent”. Art, Architecture and Applied Arts was the only discipline in which more than 80% of respondents were “dependent” on the UCSB Library Building. However, there were two other disciplines in which more than 70% of respondents said they were “dependent” on browsing the shelves – Languages and Literatures (74.6%) and Music, Dance, Drama and Film (71.9%). Aside from Psychology, there were three other disciplines in which fewer than 30% of respondents reported they were “dependent” on the UCSB Library Building – Engineering and Applied Sciences (26.8%), Business and Economics (26.1%) and Earth and Environmental Sciences (24.7%). There was also a wide range in the extent to which individuals in different disciplines were “slightly dependent” on browsing the shelves at the UCSB library. Overall, between 52.2% (Business and Economics) and 10.5% (Art, Architecture and Applied Arts) of individuals within each discipline were “slightly dependent” on this resource. Finally, between 39.3% (Earth and Environmental Sciences) and 3.1% (Music, Dance, Drama and Film) were “not dependent” on the UCSB Library building (e.g., to go to the shelves and browse in their area). In addition to Earth and Environmental Sciences, there were six disciplines in which at least 20% of the respondents reported they were “not dependent” on this resource: Physical Sciences and Mathematics (20.0%),



Education (21.3%), Business and Economics (21.7%), Engineering and Applied Sciences (26.8%), Health and Biological Sciences (37.2%), and Psychology (38.1%).



In regard to the frequency with which individuals use the UCSB Library building as a resource by, browsing the shelves in their area, between 68.4% (Art, Architecture and Applied Arts) and 4.8% (Psychology) of respondents in each discipline said they “often” engaged in this activity. In addition to Art, Architecture and Applied Arts, there were two other disciplines in which more than 50% of respondents said they “often” browsed the shelves at the UCSB library: Languages and Literatures (56.9%) and Music, Dance, Drama and Film (53.1%). In addition to Psychology, there were three other disciplines in which fewer than 20% of respondents “often” used this resource: Health and Biological Sciences (13.6%), Earth and Environmental Sciences (12.4%) and Education (11.7%). Next, across disciplines, between 76.7% (Education) and 28.9% (Art, Architecture and Applied Arts) of respondents “occasionally” used the UCSB library to browse the shelves in their area. Finally, between 28.6% (Psychology) and 2.6% (Art, Architecture and Applied Arts) “never” browsed the shelves in their area at the UCSB library. In addition to Psychology, there were several disciplines in which more than 20% of respondents reported “never” using

this resource, including Health and Biological Sciences (25.0%), Earth and Environmental Sciences (23.6%), Engineering and Applied Sciences (22.5%) and Business and Economics (21.7%).

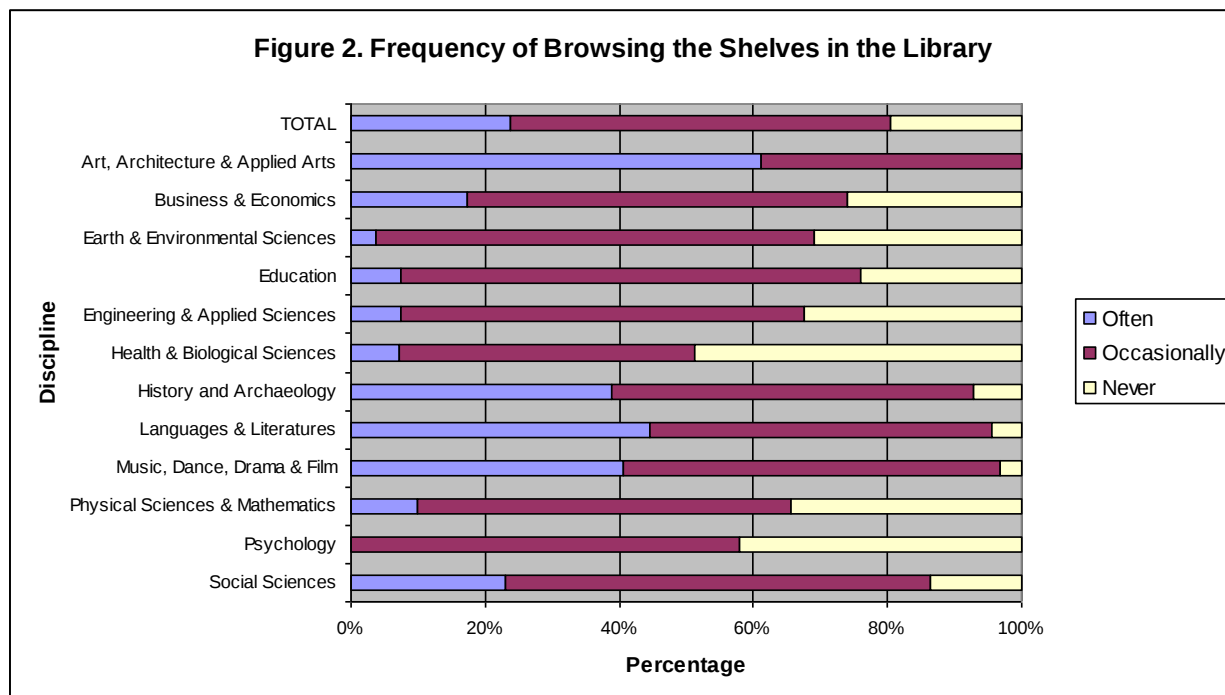
BOOK-RELATED LIBRARY NEEDS

Book-Related Browsing Practices

After asking respondents (a) how dependent they were on various research-related resources and (b) how frequently they used those same resources, respondents were also asked about their book-related Library needs. In particular, respondents were asked about the frequency with which they used several resources to find Library books for research and/or teaching purposes, including (a) browsing the Library shelves, (b) searching the online Library catalogue, and (c) searching the catalogue by call number. They were also asked about the frequency with which they reference books in the Library without checking them out. These topics are discussed below.

In regard to the frequency with which individuals browsed the shelves in the Library, between 61.1% (Art, Architecture and Applied Arts) and 0% (Psychology) of respondents within each discipline reported that they “often” engaged in this behavior (see Figure 2). However, aside from Art, Architecture and Applied Arts, no disciplines had more than 50% of their respondents report engaging in this behavior “often”. In addition to Psychology, there were several disciplines in which fewer than 10% of respondents “often” browsed the shelves, including Education (7.4%), Engineering and Applied Sciences (7.4%), Health and Biological Sciences (7.3%), and Earth and Environmental Sciences (3.6%). Next, between 68.5% (Education) and 38.9% (Art, Architecture and Applied Arts) of respondents within each discipline, “occasionally” browsed the shelves in the library, and between 48.8% (Health and Biological Sciences) and 0% (Art, Architecture and Applied Arts) of respondents “never” browsed the shelves in the Library to identify books for their research and/or teaching needs. In addition to Health and Biological Sciences, there were several disciplines in which more than 20% of respondents reported they “never” browsed the shelves for books, including Psychology (42.1%), Physical Sciences and Mathematics (34.3%), Engineering and Applied Sciences (32.4%), Earth and Environmental Sciences (31.0%), Business and Economics (26.1%), and Education (24.1%).





Next, respondents were asked about the frequency with which they searched the online catalog to identify books in the UCSB Library for their research and/or teaching needs. As with previous questions, there was a lot of variation in the responses. For example, between 91.8% (History and Archaeology) and 26.3% (Psychology) of respondents within each discipline reported using this resource “often”. In addition to History and Archaeology, there were several other disciplines in which more than 80% of respondents “often” searched the online catalog, including Languages and Literatures (87.4%), Art, Architecture and Applied Arts (86.5%) and Music, Dance, Drama and Film (81.3%). In addition to Psychology, there were some disciplines in which fewer than 40% of respondents searched the online catalogue to identify books, including Physical Sciences and Mathematics (39.4%), Health and Biological Sciences (36.6%) and Earth and Environmental Sciences (36.1%). Next, within each discipline, between 59.0% (Earth and Environmental Sciences) and 8.2% (History and Archaeology) of respondents reported “occasionally” using this resource, and between 15.8% (Psychology) and 0% (Art, Architecture and Applied Arts; Business and Economics; History and Archaeology; and Music, Dance, Drama and Film) reported “never” searching the online catalog to identify books in the UCSB Library for their research

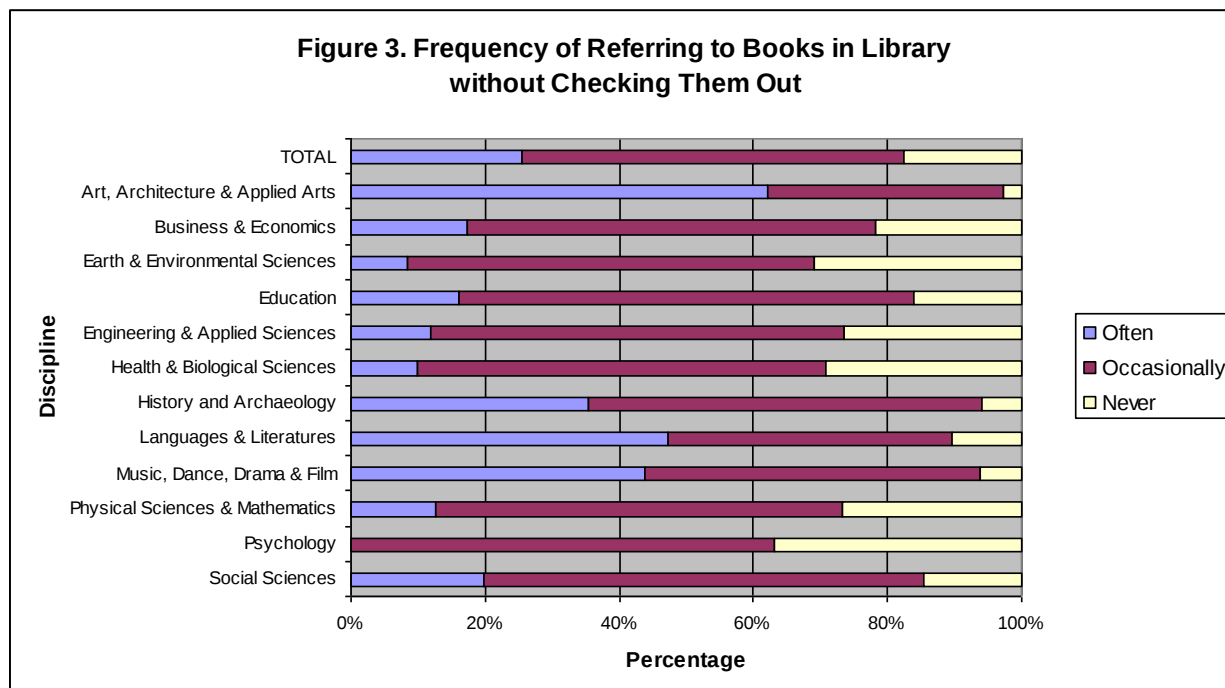


and/or teaching needs. In addition to Psychology, only Health and Biological Sciences (14.6%) had more than 10% of its respondents report “never” using this resource.

Respondents were also asked to consider the frequency with which they browsed the catalogue by call number to identify books in the UCSB Library for their research and/or teaching needs. Overall, across disciplines, a relatively small percentage of respondents “often” used this resource. Specifically, between 21.7% (Business and Economics) and 0% (Psychology) “often” browsed the catalogue by call number. In addition, between 51.9% (Education) and 21.1% (Psychology) “occasionally” used this resource, and between 78.9% (Psychology) and 39.1% (Business and Economics) “never” browsed the catalogue by call number to identify books in the UCSB Library for their research and/or teaching needs.

Finally, respondents were asked about the frequency with which they used books in the Library to refer to, even if they did not necessarily check them out (see Figure 3). Overall, between 62.2% (Art, Architecture and Applied Arts) and 0% (Psychology) of respondents within each discipline “often” engaged in this behavior. Art, Architecture and Applied Arts was the only discipline in which more than 50% of respondents “often” referred to books in the library without checking them out. In addition to Psychology, there were several disciplines in which fewer than 20% of respondents “often” engaged in this behavior, including Social Sciences (19.8%), Business and Economics (17.4%), Education (16.1%), Physical Sciences and Mathematics (12.7%), Engineering and Applied Sciences (11.8%), Health and Biological Sciences (9.8%) and Earth and Environmental Sciences (8.3%). Next, between 67.9% (Education) and 35.1% (Art, Architecture and Applied Arts) of respondents in each discipline “occasionally” referred to books in the Library without checking them out, and between 36.8% (Psychology) and 2.7% (Art, Architecture and Applied Arts) of respondents in each discipline “never” used this resource. In addition to Psychology, there were several disciplines in which more than 20% of respondents “never” referred to Library books without checking them out, including Earth and Environmental Sciences (31.0%), Health and Biological Sciences (29.3%), Physical Sciences and Mathematics (26.8%), Engineering and Applied Sciences (26.5%) and Business and Economics (21.7%).





Ways of Evaluating a Book's Usefulness

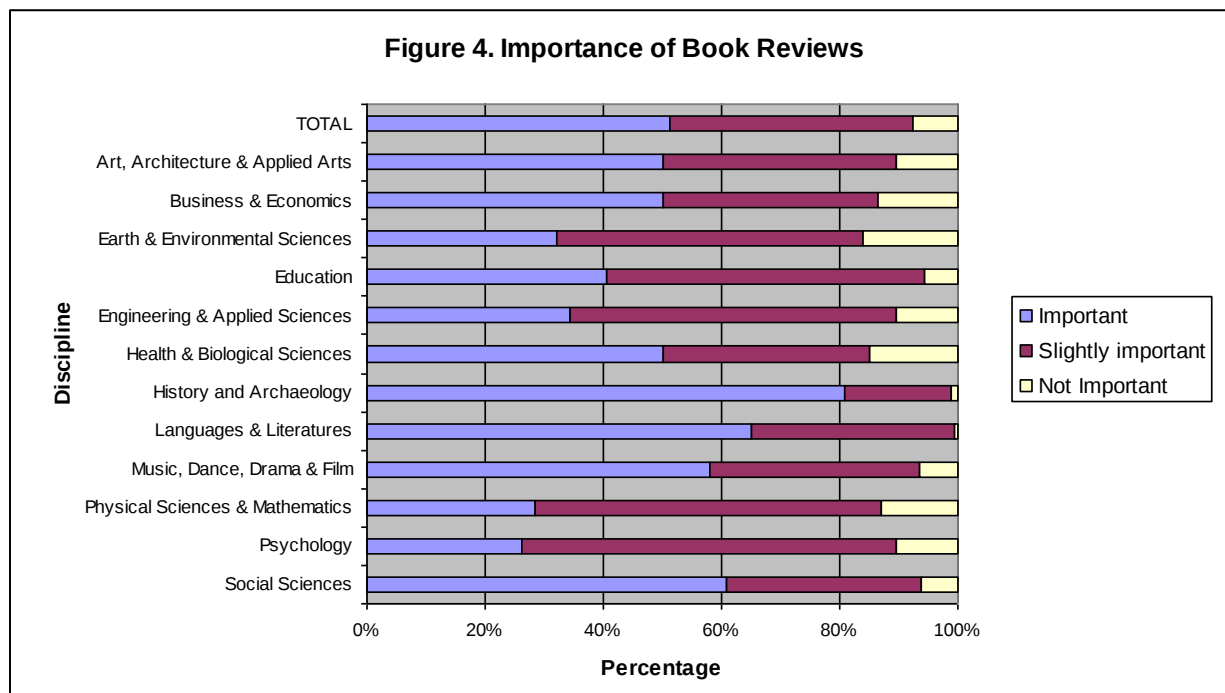
After responding to several questions about book-related browsing behaviors, respondents were asked about the ways in which they determine a book's usefulness for their research and/or teaching needs. In particular, they were asked about the importance of (a) a full table of contents in the catalogue record, (b) limited text preview, (c) full text keyword searching, (d) subject headings or descriptions of the book's topical content, (e) the book's index, (f) other scholars' recommendations, (g) author(s)' affiliations, and (h) reviews of the book. Although there was slight variation in responses to these questions by discipline, overall, there was great similarity across participants from the different disciplines. Therefore, respondents' answers to these questions will be reported in the aggregate, rather than by discipline.

First, across the sample, 81.8% of respondents said that a "full table of contents in the catalogue record" was "important", 15.0% said it was "slightly important" and 3.2% said it was "not important". In addition, across the sample, 70.1% of respondents said the "limited text preview" was "important", 26.4% said it was "slightly important", and 3.5% said it was "not important". Furthermore, 80.5% reported that



“full text keyword searching” was “important”, 17.2% said it was “slightly important” and 2.3% said it was “not important” for evaluating a book’s usefulness for their research and/or teaching needs.

Next, across the sample, “subject headings or descriptions of the book’s topical content” were “important” to 84.1% of respondent, “slightly important” to 14.0% of respondents, and “not important” to 1.9% of respondents. “The book’s index” was “important” to 64.5% of respondents, “slightly important” to 30.2% of respondents and “not important” to 5.3% of respondents. “Other’s scholars’ recommendations” were also important to the majority of respondents. Specifically, 63.9% of respondents said this resource was “important”, 31.8% said it was “slightly important” and 4.3% said it was “not important”. In addition, the “abstract or summary of the book” was “important” to 85.5% of respondents, “slightly important” to 13.0% of respondents, and “not important” to 1.5% of respondents trying to evaluate a book’s usefulness for their research and/or teaching needs. “Author(s)’ affiliation” was less important to respondents. Only 32.0% of respondents said this resource was “important”, whereas 51.5% said it was “slightly important” and 16.5% said it was “not important”. Finally, “review(s) of the book” were “important” to 51.3% of the respondents, “slightly important” to 41.0% of respondents, and “not important” to 7.7% of respondents. However, it should be noted that there was more variation in responses to this question (about reviews of the book) than to others in this question group. Figure 4 provides additional information about the importance of book reviews for respondents from different disciplines.



Types of Books Desired in Library

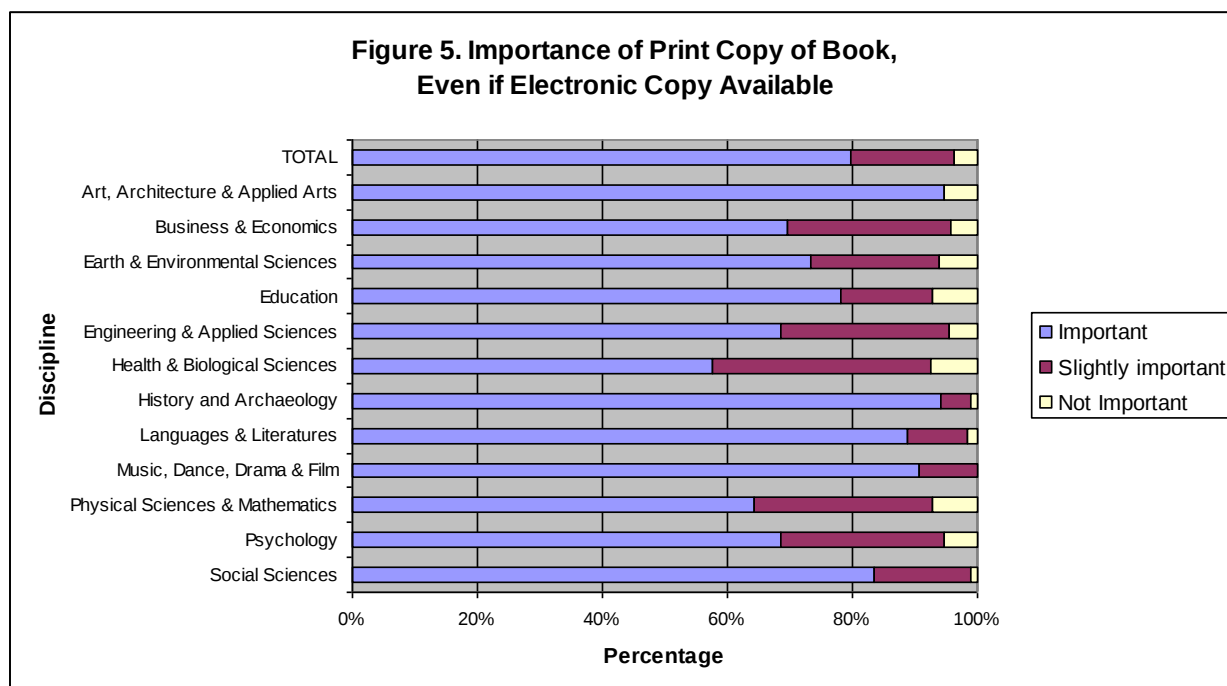
The next set of questions asked respondents about the importance of having access to several different types of books for their research and/or teaching needs. In particular, respondents were asked about (a) e-books, (b) a print copy of the book, even if it is available electronically, (c) books published within the last 10 years, (d) books published within the last 11-30 years, (e) books published more than 30 years ago, (f) older editions of the same publication, and (g) books in languages other than English.

First, across the sample, most respondents reported that “e-books” were “important” (62.2%), with a sizable minority reporting that they were “slightly important” (27.4%) or “not important” (10.5%). Between 74.2% (Physical Sciences and Mathematics) and 44.4% (Psychology) of respondents within each discipline reported that e-books were “important”. In addition to Physical Sciences and Mathematics, there was only one other discipline in which more than 70% of respondents reported that e-books were “important” – Engineering and Applied Sciences (72.1%). In contrast, in addition to Psychology, there was only one other discipline in which fewer than 50% of respondents reported that e-books were “important” – Music, Dance, Drama and Film (48.3%). In addition, between 44.4% (Psychology) and 19.7% (Physical



Sciences and Mathematics) of respondents in each discipline reported e-books were “slightly important” and between 20.2% (Social Sciences) and 0% (Business and Economics) reported e-books were “not important”.

Respondents were also asked about the importance of having a print copy of the book available in the library, even if it were available electronically, for research/ and or teaching purposes (see Figure 5). Within disciplines, there was some variation in the extent to which respondents reported that having a print copy of the book was “important” – percentages ranged from 94.7% (Art, Architecture and Applied Arts) to 57.5% (Health and Biological Sciences). Aside from Art, Architecture and Applied Arts, four other disciplines had more than 80% of respondents report that print books were important: History and Archaeology (94.0%), Music, Dance, Drama and Film (90.6%), Languages and Literatures (88.9%) and Social Sciences (83.5%). Moreover, between 35.0% (Health and Biological Sciences) and 0% (Art, Architecture and Applied Arts) of respondents said a print copy was “slightly important” and between 7.1% (Physical Sciences and Mathematics) and 0% (Music, Dance, Drama and Film) said this resource was “not important”.



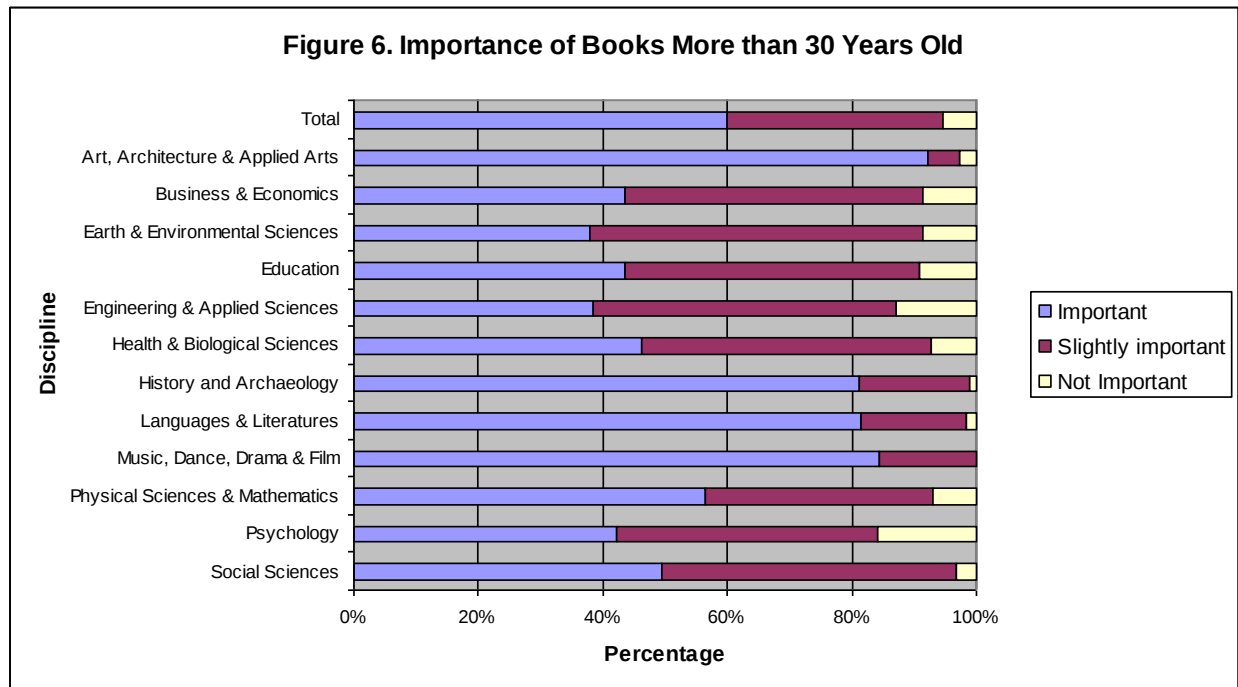
Next, respondents were asked about the importance of having access to “books published within the last 10 years”. Across the sample, this resource was “important” to the vast majority of respondents – 94.6%. In fact, at least 80% of respondents in each discipline said that books published within the last 10 years were important. Results ranged from 100% (Education) to 82.9% (Health and Biological Sciences). In addition, between 14.6% (Health and Biological Sciences) and 0% (Education, Earth and Environmental Sciences) said books published within the last 10 years were “slightly important”, and between 2.6% (Art, Architecture and Applied Arts) and 0% (Business and Economics, Education, History and Archaeology, Music, Dance, Drama and Film) said this resource was “not important”.

In regard to books published within the last 11-30 years, between 97.4% (Art, Architecture and Applied Arts) and 79.3% (Earth and Environmental Sciences) of respondents in each discipline said this resource was “very important”, whereas between 22.0% (Health and Biological Sciences) and 0% (Art, Architecture and Applied Arts) said it was “slightly important”. Very few respondents within each discipline said books published within the last 11-30 years were “not important” for research and/or teaching. Responses ranged from 2.6% (Art, Architecture, and Applied Arts) to 0% (Business and Economics; Earth and Environmental Science; History and Archaeology; Languages and Literatures; Music, Dance, Drama and Film; Psychology; Social Science).

Respondents were also asked about the importance of books published more than 30 years ago for their research and/or teaching (see Figure 6). There was a wide range of responses. Between 92.1% (Art, Architecture and Applied Arts) and 37.8% (Earth and Environmental Sciences) of respondents within each discipline said this resource was “important”. In addition to Art, Architecture and Applied Arts, three other disciplines had more than 80% of respondents said that books published more than 30 years ago were “important,”: Music, Dance, Drama and Film (84.4%), Languages and Literatures (81.5%) and History and Archaeology (81.2%). Aside from Earth and Environmental Studies, only one other discipline had fewer than 40% of respondents report that this resource was not important – Engineering and Applied Sciences (38.6%). In addition, between 53.7% (Earth and Environmental Sciences) and 5.3% (Art, Architecture and Applied Arts) of respondents within each discipline said books published more than 30 years ago were “slightly important”, and between 15.8% (Psychology) and 0% (Music, Dance, Drama

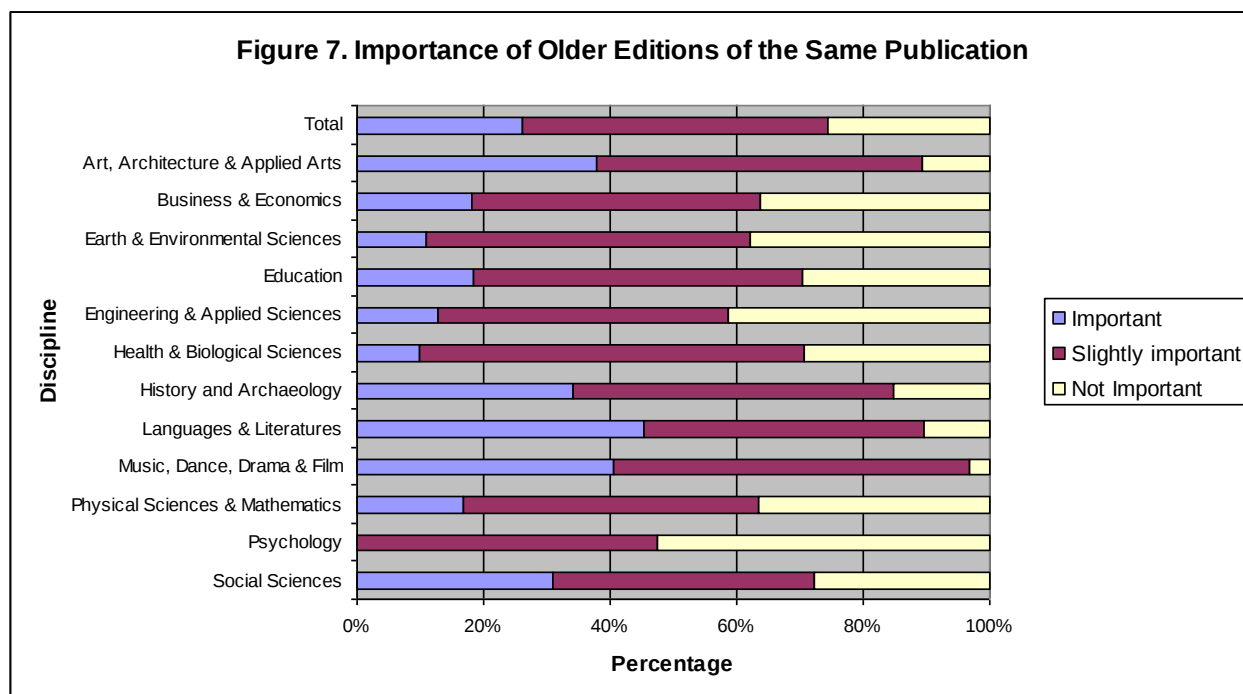


and Film) said this resource was “not important”. Aside from Psychology, only Engineering and Applied Sciences (12.9%) had more than 10% of respondents report that books published more than 30 years ago were “not important”.



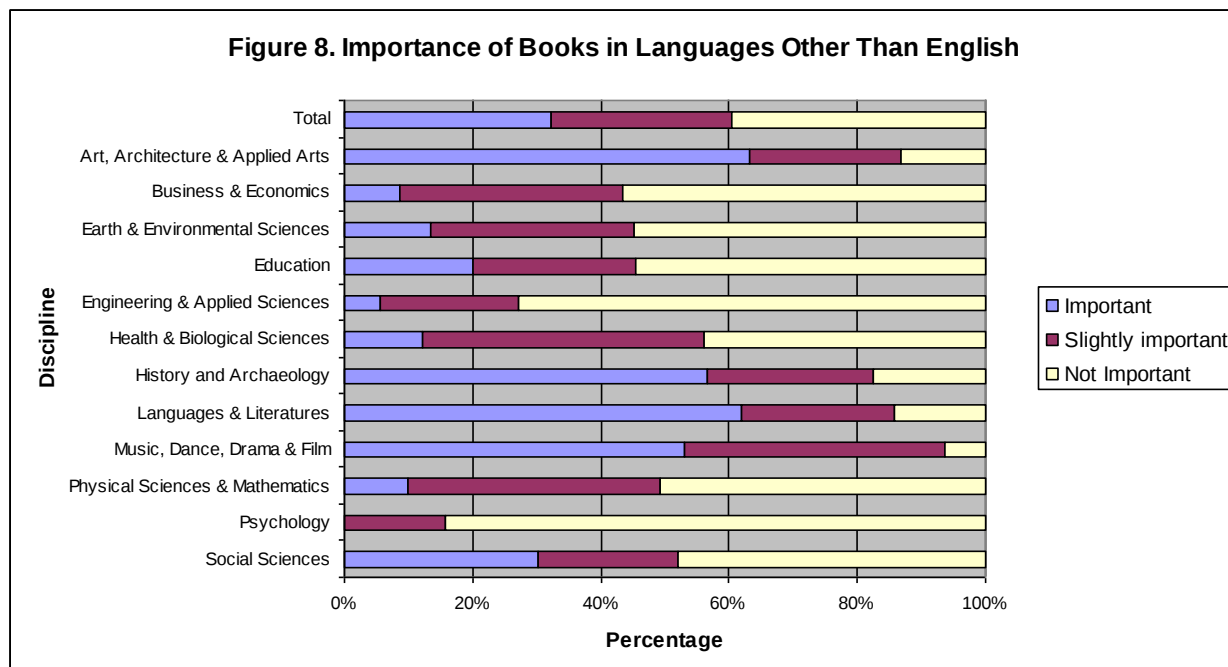
Next, respondents were asked whether older editions of the same publication were important for their research and/or teaching needs (see Figure 7). Within each discipline, between 45.2% (Languages and Literatures) and 0% (Psychology) of respondents said this resource was “important”. Aside from Languages and Literatures, there were three other disciplines in which more than 30% of respondents said this resource was “important”: Music, Dance, Drama and Film (40.6%), Art, Architecture and Applied Arts (37.8%) and History and Archaeology (34.1%). In addition, between 61.0% (Health and Biological Sciences) and 41.2% (Social Sciences) of respondents within each discipline said older editions of the same publication were “slightly important”, and between 52.6% (Psychology) and 3.1% (Music, Dance, Drama and Film) said this resource was “not important”. In addition to Psychology, seven disciplines had more than 20% of respondents report that older editions of the same publication were “not important”: Engineering and Applied Sciences (41.4%), Earth and Environmental Sciences (37.8%), Physical

Sciences and Mathematics (36.6%), Business and Economics (36.4%), Education (29.6%), Health and Biological Sciences (29.3%) and Social Sciences (27.8%).



Finally, respondents were also asked about the importance of books in languages other than English for their research and/or teaching needs (see Figure 8). Within each discipline, between 63.2% (Art, Architecture and Applied Arts) and 0% (Psychology) of respondents reported this resource was “important”. Aside from Art, Architecture and Applied Arts, there were three other disciplines in which more than 50% of respondents said this was an important resource: Languages and Literatures (61.9%), History and Archaeology (56.5%) and Music, Dance, Drama and Film (53.1%). In addition, between 40.6% (Music Dance, Drama, and Film) and 15.8% (Psychology) reported this resource was “slightly importantly”, and between 84.2% (Psychology) and 6.3% (Music, Dance, Drama and Film) reported this resource was “not important. Aside from Psychology, there were five other disciplines in which more than 50% of respondents said that books in languages other than English were “not important” for their research or teaching: Engineering and Applied Sciences (72.9%), Business and Economics (56.5%), Earth and Environmental Sciences (54.9%), Education (54.5%) and Physical Sciences and Mathematics (50.7%).





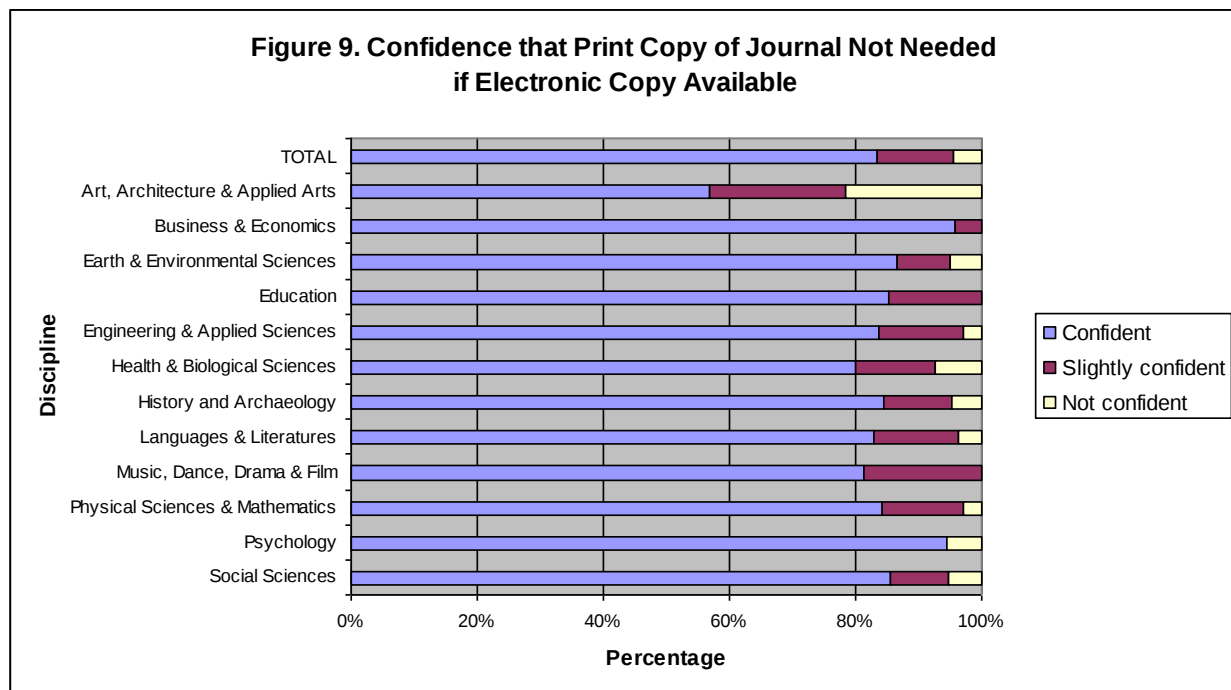
JOURNAL-RELATED LIBRARY NEEDS

After asking respondents about their book-related library needs, including (a) book-related browsing practices, (b) ways of evaluating a book's usefulness, and (c) types of books desired in the library, respondents their journal-related library needs.

Necessity of Print Copies of Journal Articles in Library

Respondents were asked to consider several scenarios to determine whether a print copy of a journal article was needed in the UCSB Library under certain circumstances. In particular, respondents were asked to report their confidence that a print copy of a journal article was not needed in the Library if the article was available online and (a) access and preservation was secured in a permanent and persistent archive, such as JSTOR, (b) the print was retrievable from a local storage facility within one business day, and (c) the print was retrievable from a shared print collection between three and five business days. Respondents were also asked whether they used the Library's print version of an article if the article was available online.

First, respondents were asked to indicate how confident they were that a print copy of a journal was not needed in the Library if “access and preservation is secure in a permanent and persistent archive, e.g., JSTOR” (see Figure 9). Across the sample, 83.3% were “confident” that the print copy was not necessary under this circumstance. When looking at the data by discipline, at least 80% of respondents in every discipline except Art, Architecture and Applied Arts (56.8%) were “confident” of this circumstance. In addition, between 21.6% (Art, Architecture and Applied Arts) and 0% (Psychology) were “slightly confident” of this scenario and between 21.6% (Art, Architecture and Applied Arts) and 0% (Business and Economics, Education, Music, Dance, Drama and Film) were “not confident” of this scenario. Besides Art, Architecture and Applied Arts, fewer than 10% of respondents in all other disciplines were “not confident” that a print copy of a journal was not needed if access and preservation was secured in a permanent and persistent archive.



Respondents were then asked how confident they were that a print copy of a journal was not needed in the Library if (a) it was available online and (b) the print copy was retrievable from a local storage facility within one business day. When looking at the results by discipline, there was very little variation and thus, the results for this question are reported in the aggregate. Across the sample, 67.2%

were “confident” that a print copy was not needed under these circumstances, 28.7% were “slightly confident” and 4.1% were “not confident”. There was also little variation in the results by discipline when respondents were asked how confident they were that a print copy of a journal was not needed in the library if (a) it was available online and (b) the print was retrievable from a shared print collection between three and five business days. Across the sample, 49.7% were “confident” that a print copy was not needed in the library under this circumstance, 33.8% were “slightly confident” and 16.4% were “not confident”.

Respondents also responded to the question: Even if I can read an article online, I still use the Library’s print version. Within each discipline, between 45.9% (Art, Architecture and Applied Arts) and 0% (Psychology) of respondents said they use the Library’s print version “often”. Aside from Art, Architecture and Applied Arts, there was only one other discipline in which more than 20% of the respondents “often” use the print version – Languages and Literatures (26.1%). In addition, between 28.9% (History and Archaeology) and 4.3% (Business and Economics) “sometimes” use the Library’s print version and between 94.7% (Psychology) and 29.7% (Art, Architecture and Applied Arts) do “not often” use the Library’s print version if they can read an article online. In addition to Psychology, there were three other disciplines in which more than 80% of respondents do “not often” use the Library’s print version: Physical Sciences and Mathematics (85.3%), Business and Economics (82.6%) and Health and Biological Sciences (82.5%). In addition to Art, Architecture and Applied Arts, only one other discipline had fewer than 50% say they do “not often” use the Library’s print version: Languages and Literatures (48.5%).

Types of Journals Desired in Library

The next set of questions asked respondents at the importance of having access to several different types of journal articles for their research and/or teaching needs. In particular, respondents were asked about (a) journal articles published within the last 10 years, (b) journal articles published within the last 11-30 years, (c) journal articles published more than 30 years ago and (d) journal articles published in languages other than English.



First, respondents were asked about the importance of having access to “journal articles published within the last 10 years”. Across the sample, this resource was “important” to the vast majority of respondents – 98.6%. In fact, within each discipline, at least 90% of respondents said that journals published within the last 10 years were important. Results ranged from 100% (Business and Economics, Education, Engineering and Applied Sciences, History and Archaeology, Physical Sciences and Mathematics, Psychology, Social Sciences) to 90.6% (Music, Dance, Drama and Film). In addition, 3.7% of those in Languages and Literatures and 3.1% of those in Music, Dance, Drama and Film said books published within the last 10 years were “slightly important”; no individuals in any of the other disciplines reported this was “slightly important”. Finally, between 6.3% (Music, Dance, Drama and Film) and 0% (most other disciplines) said this resource was “not important”.

In regard to journal articles published within the last 11-30 years, within each discipline, between 100% (Psychology) and 87.1% (Music, Dance, Drama and Film) said this resource was “important”, whereas between 10.3% (Engineering and Applied Sciences) and 0% (Art, Architecture and Applied Arts; Psychology) said it was “slightly important”. Very few respondents within each discipline said journal articles published within the last 11-30 years were “not important” for research and/or teaching. Responses ranged from 6.5% (Music, Dance, Drama and Film) to 0% (Business and Economics; Education; Engineering and Applied Sciences; History and Archaeology; Languages and Literatures; Physical Sciences and Mathematics; Psychology; Social Sciences).

Respondents were also asked about the importance of journal articles published more than 30 years ago for their research and/or teaching. Within each discipline, between 83.8% (Art, Architecture and Applied Arts) and 48.1% (Education) of respondents said this resource was “important”. In addition to Art, Architecture and Applied Arts, four other disciplines had more than 70% of respondents say that journal articles published more than 30 years ago were “important,”: History and Archaeology (78.3%), Music, Dance, Drama and Film (74.2%), Languages and Literatures (70.9%) and Health and Biological Sciences (70.0%). Education was the only discipline in which fewer than 50% of respondents reported that journal articles published more than 30 years ago were “important” (although exactly 50.0% of respondents in Social Sciences chose “important”). In addition, between 48.1% (Education) and 13.5% (Arts,



Architecture and Applied Arts) reported that articles published more than 30 years ago were “slightly important”, and between 10.5% (Psychology) and 2.2% (Languages and Literatures) of respondents within each discipline reported that this resource was “not important”.

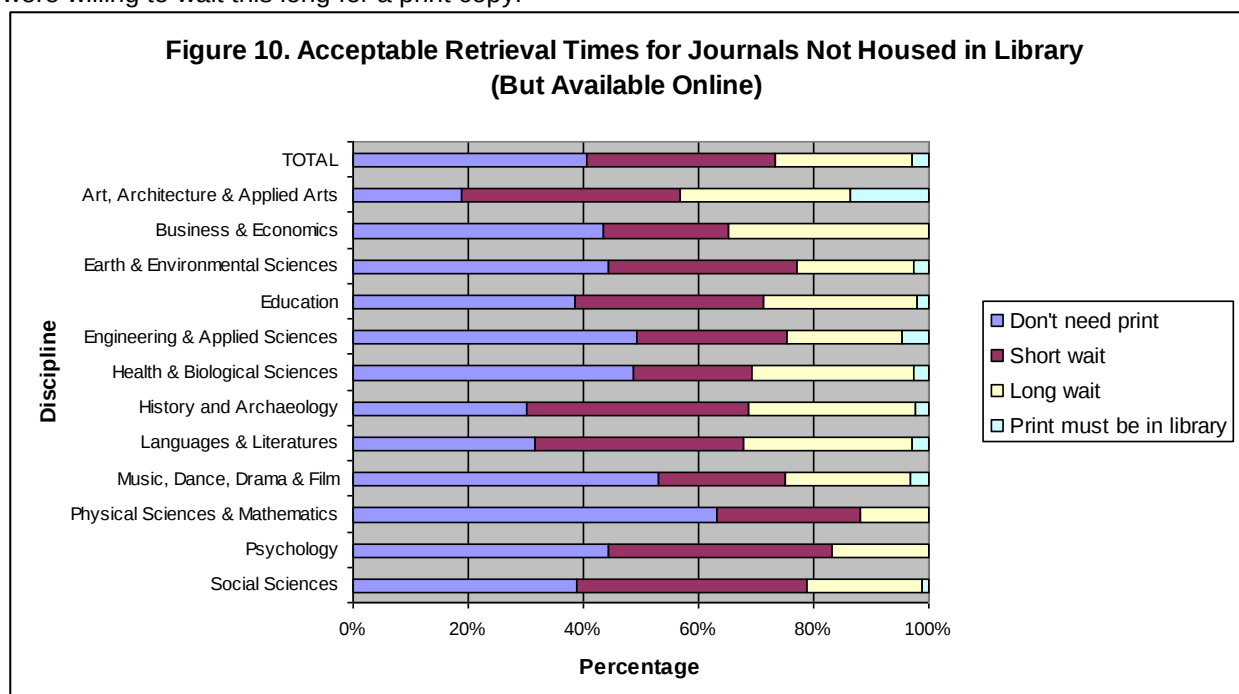
Finally, respondents were also asked about journal articles published in languages other than English. Within each discipline, between 64.9% (Arts, Architecture and Applied Arts) and 5.9% (Engineering and Applied Sciences) of respondents said this resource was “important”. Aside from Arts, Architecture and Applied Arts, two other disciplines had more than 50% of respondents report that journal articles published in languages other than English were important: Languages and Literatures (56.0%) and History and Archaeology (53.0%). Besides Engineering and Applied Sciences, only Business and Economics (8.7%) had fewer than 10% of respondents report this resource was “important”. In addition, between 40.0% (Health and Biological Sciences) and 21.6% (Art, Architecture and Applied Arts) reported that journal articles in languages other than English were “slightly important”, and between 63.2% (Psychology) and 14.1% (Languages and Literatures) reported this resource was “not important”. Besides Psychology, there were four other disciplines in which more than 50% of respondents reported journal articles in languages other than English were “not important”: Engineering and Applied Sciences (60.3%), Education (59.3%), Business and Economics (56.5%) and Earth and Environmental Sciences (51.2%). Besides Art, Architecture and Applied Arts, there were three other disciplines in which fewer than 20% of respondents reported this resource was “not important”: History and Archaeology (18.1%), Music, Dance, Drama and Film (16.1%) and Languages and Literatures (14.9%).

PRINT RETRIEVAL TIMES

After asking respondents about their journal-related needs, including (a) the necessity of print copies in the library and (b) the types of journal articles desired in the library, respondents were also asked to consider acceptable print retrieval times for books and journal articles that were not located in the library.

Acceptable Journal Retrieval Times

Respondents were asked to consider acceptable retrieval times for a print copy of a journal if (a) the journal was not located in the UCSB Library buildings but (b) it was available online (see Figure 10). Across all respondents, only 2.8% of respondents reported that the print must be in the library. The only discipline in which more than 5% of respondents said the print must be in the library was Art, Architecture and Applied Arts (13.5%). In contrast, 40.7% of respondents said that a print copy of the journal article did not need to be in the library. Specifically, between 63.2% (Physical Sciences and Mathematics) and 18.9% (Art, Architecture and Applied Arts) of respondents within each discipline said the print copy of the journal did not need to be in the library if an electronic copy were available. Art, Architecture and Applied Arts was the only discipline in which fewer than 30% of respondents said they do not need the print copy. Aside from Physical Sciences and Mathematics, Music, Dance, Drama and Film (53.1%) was the only discipline in which more than 50% of respondents said they did not need the print copy. A sizable minority of respondents (32.6% overall) were willing to wait one to three days for a print copy. Within each discipline, between 40.0% (Social Science) and 20.5% (Health and Biological Sciences) were willing to wait that long for a print copy. Other respondents (23.9% overall) were willing to wait between three days and two weeks to receive a print copy of a journal article that was otherwise online. Within each discipline, between 34.8% (Business and Economics) and 11.8% (Physical Sciences and Mathematics) were willing to wait this long for a print copy.

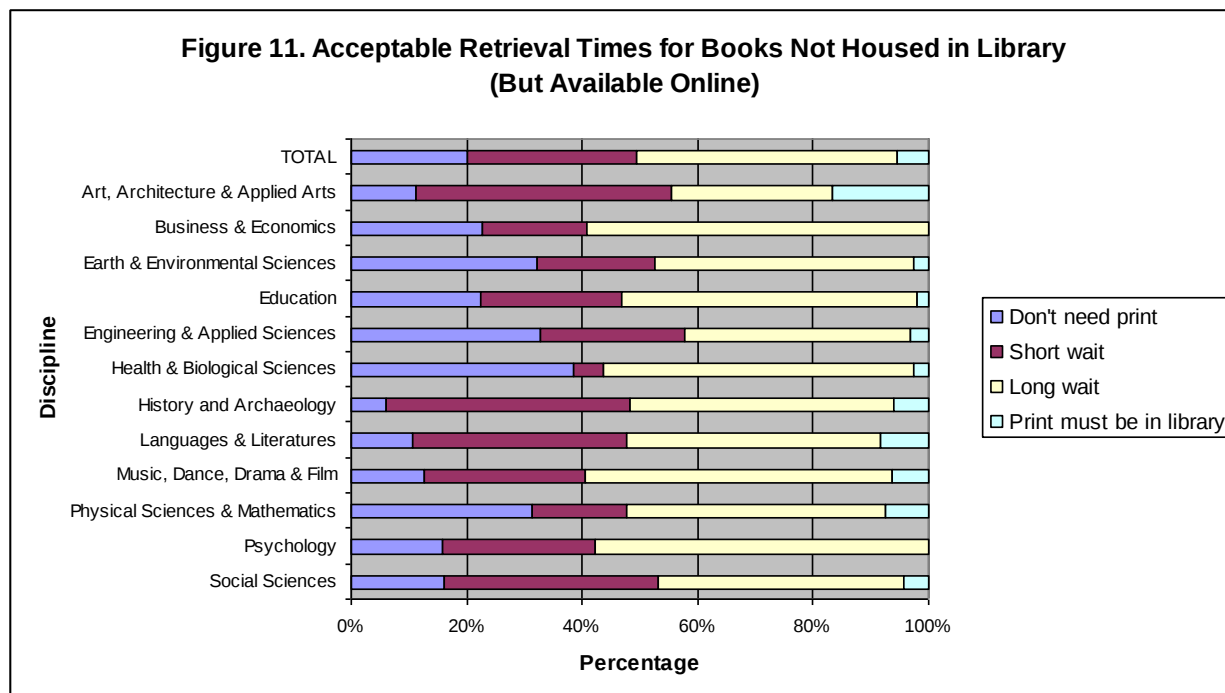


Acceptable Book Retrieval Times

Respondents were asked to consider acceptable retrieval times for a print copy of a book if (a) the book was not located in the UCSB Library buildings but (b) it was available online (see Figure 11). Across all respondents, 5.5% said the print needed to be in the library. Within each discipline, between 16.7% (Art, Architecture and Applied Arts) and 0% (Business and Economics, Psychology) endorsed this statement. Art, Architecture and Applied Arts was the only discipline in which more than 10% of respondents said the print “must be in the library”. In contrast, 20% of respondents reported that a print copy of a book does not need to be in the library, as long as it is available online. Results varied from 38.5% (Health and Biological Sciences) to 6.0% (History and Archaeology) of respondents within each discipline who reported they did not need a print copy of a book if it were available online. In addition to Health and Biological Sciences, there were two other disciplines in which more than 30% of respondents said the print copy of the book was not necessary: Engineering and Applied Sciences (32.8%) and Earth and Environmental Sciences (32.1%).

In addition to those who reported that (a) a book must be located in the library or (b) a print copy of the book was not necessary if the book were available online, some respondents were willing to wait for a print copy of the book to be retrieved. Overall, 45.9% of respondents were willing to wait between three days and two weeks to retrieve a print copy of a book that was also available online. Within each discipline, between 57.9% (Psychology) and 27.8% (Art, Architecture and Applied Arts) of respondents were willing to wait between three days and two weeks. Besides Art, Architecture and Applied Arts, no discipline had fewer than 40% of respondents endorse the three day to two week wait-time. However, some respondents preferred a shorter waiting time. In particular, 29.4% of respondents were willing to wait between 1 and 3 days to receive a print copy of a book. Within each discipline, frequencies ranged from 44.4% (Art, Architecture and Applied Arts) to 5.1% (Health and Biological Sciences). Besides Art, Architecture and Applied Arts, there were three other disciplines in which more than 30% of respondents preferred to wait between one and three days before to receive a print copy of a book: History and Archaeology (42.2%), Social Sciences (37.2%) and Languages and Literatures (37.1%).



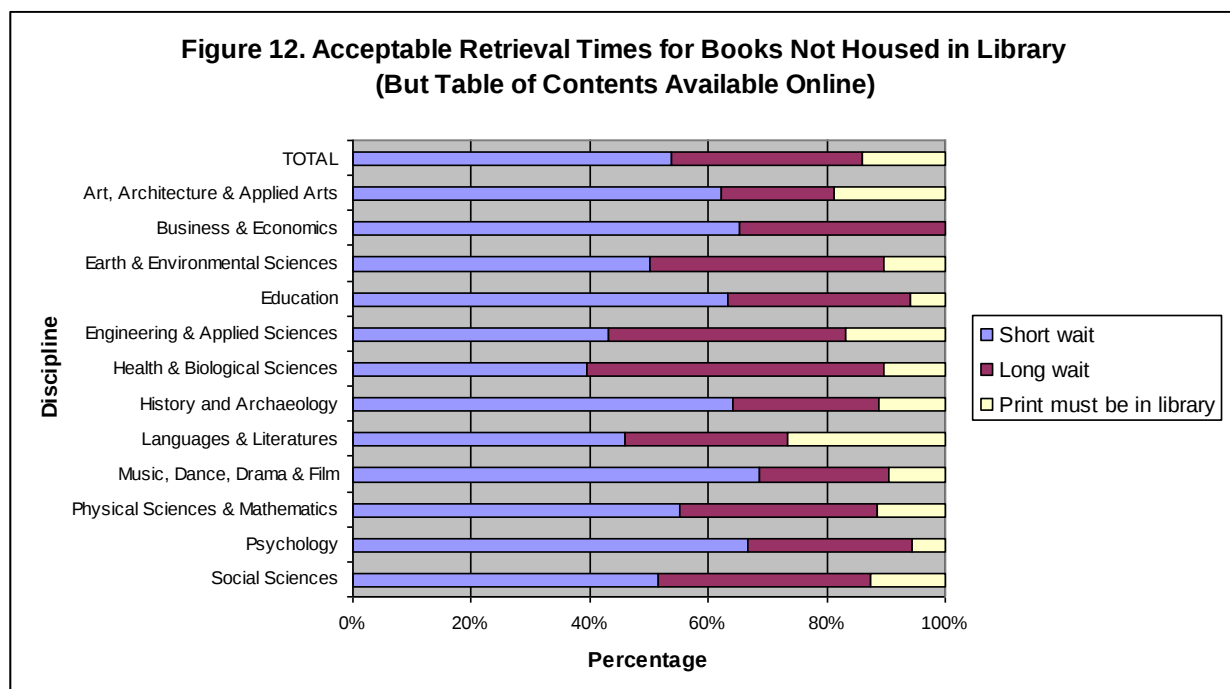


Book Retrieval Times under Particular Circumstances

Respondents were also asked to consider several scenarios and asked to indicate acceptable retrieval times for print copies of library materials. First, if (a) a book was not located in the UCSB Library buildings and (b) it was not available online, but (c) the book's Table of Content's was browsable online, respondents were asked to choose whether they would be willing to wait one to three days to receive a hard copy of the book, three days to two weeks, or if the print must be in the library (see Figure 12). Overall, most people were willing to wait one to three days (53.7%). However, there was some variation by discipline. Within each discipline, between 68.8% (Music, Dance, Drama and Film) to 39.5% (Health and Biological Sciences) of respondents reported they preferred a short wait time (i.e., one to three days). Besides Music, Dance, Drama and Film, there were three other disciplines in which more than 60% of respondents preferred a short waiting time: Business and Economics (65.2%), History and Archaeology (64.2%) and Art, Architecture and Applied Arts (62.2%). Next, about a third of all respondents (32.2%) said they were willing to wait between three days and two weeks to receive a print copy of a book if its Table of Contents was browsable online. When looking at percentage of people in each discipline willing to wait a longer time (i.e., three days to two weeks), frequencies ranged from 50.0% (Health and



Biological Sciences) to 18.9% (Art, Architecture and Applied Arts). Finally, there were some respondents (14.1%) who said that even if the book's Table of Contents were browsable online, the print must be located in the Library. When looking at the results by discipline, between 26.7% (Languages and Literatures) and 0% (Business and Economics) of respondents said the print must be in the Library. In addition to respondents from Language and Literatures, 18.9% of respondents from Art, Architecture and Applied Arts and 16.9% of respondents from Engineering and Applied Science said the book must be in the library. However, all other disciplines had fewer than 15% of its respondents report that the book must be in the library.



Next, respondents were asked about acceptable retrieval times if (a) a book was not located in the UCSB Library buildings and (b) it was not available online, but (c) a limited portion of the book could be previewed online. Respondents were asked to choose whether they would be willing to wait one to three days to receive a hard copy of the book, three days to two weeks, or if the print must be in the Library. Overall, most respondents (48.4%) were willing to wait a short time (i.e., one to three days) to receive a hard copy of the book in this circumstance. When looking at the results by discipline, between 66.7% (Psychology) and 31.6% (Health and Biological Sciences) were willing to wait one to three days. Other disciplines in which more than 50% of respondents were most willing to wait one to three days for a

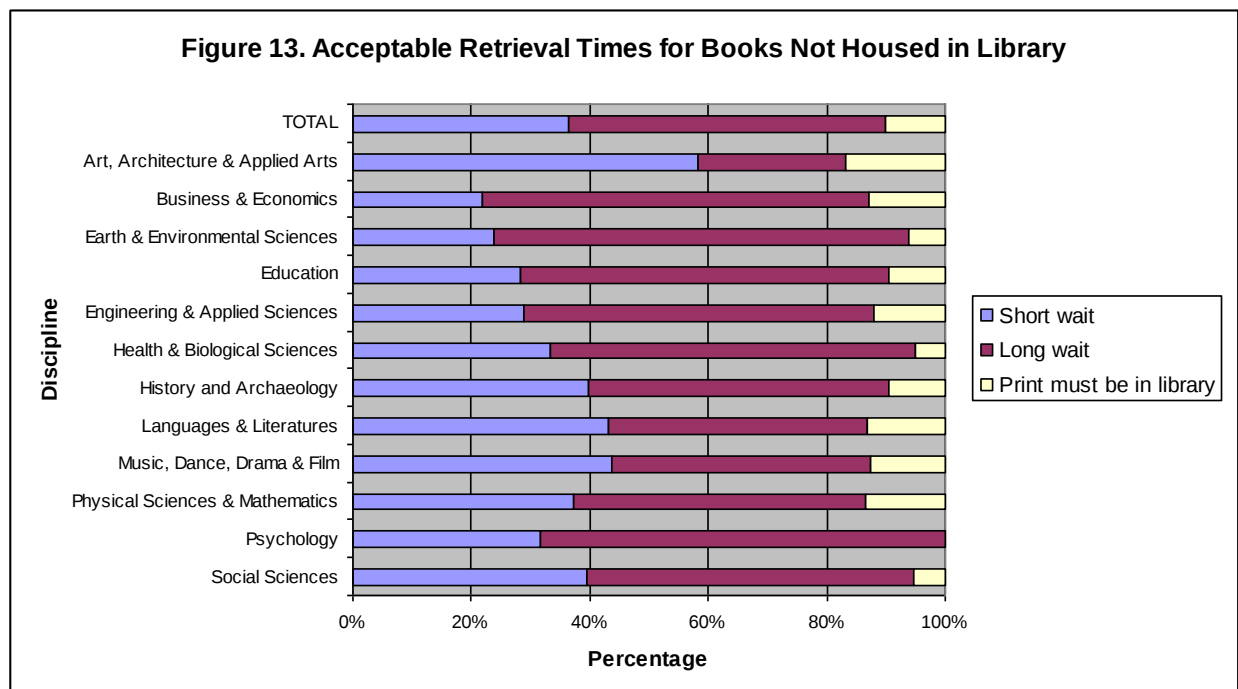
hard copy of a book included Art, Architecture and Applied Arts (61.1%), Music, Dance, Drama and Film (59.4%), History and Archaeology (56.8%), Physical Sciences and Mathematics (54.4%) and Education (50%). Some respondents (37.7%) were willing to wait between three days and two weeks to receive a hard copy of the book if a limited portion could be previewed online. Within each discipline, between 55.3% (Health and Biological Sciences) and 19.4% (Art, Architecture and Applied Arts) of respondents were willing to wait a longer (i.e., three days to two weeks) time period before receiving a hard copy of the book. Finally, some respondents (13.9%) reported that a print copy must be available in the library. When looking at the results by discipline, between 25.9% (Languages and Literatures) and 0% (Business and Economics; Psychology) reported that the hard copy of the book must be in the library even if a limited portion could be previewed online. Besides Language and Literatures, no other discipline had more than 20% of its respondents endorse “print must be in library”.

Respondents were asked about acceptable retrieval times if (a) a book was not located in the UCSB Library buildings and (b) it was not available online, but (c) the book’s index could be viewed online. Respondents were asked to choose whether they would be willing to wait one to three days to receive a hard copy of the book, three days to two weeks, or if the print must be in the library. Overall, there was very little variation in the responses to this question within each discipline. Most respondents (50.7%) were willing to wait between one and three days, but some (34.4%) were willing to wait between three days and two weeks. A small minority (14.9%) reported that the print must be available in the library. There were three disciplines in which more than 15% of respondents said that the print must be available in the library: Languages and Literatures (25.4%), Art, Architecture and Applied Arts (18.9%) and Engineering and Applied Sciences (18.8%).

Respondents were also asked to answer the question: “When I identify a book that I want, in general it is acceptable that it is not located in the Library as long as I can get it in:” Options included one to three days, three days to two weeks, and print must be in the library. Overall, most respondents (53.5%) were willing to wait between 3 days and two weeks to receive a print copy of a book (see Figure 13). Within each discipline, results ranged from 70.0% (Earth and Environmental Science) to 25.0% (Art, Architecture and Applied Arts). Besides Art, Architecture and Applied Arts, three disciplines had fewer



than 50% of its respondents report they would be willing to wait between three days and two weeks to receive a print copy of a book – Physical Sciences and Mathematics (49.3%), Music, Dance, Drama and Film (43.8%) and Languages and Literatures (43.7%). Although most respondents were willing to wait between three days and two weeks, some (36.5%) were only willing to wait between one and three days to receive a print copy of a book. Within each discipline, between 58.3% (Art, Architecture and Applied Arts) and 21.7% (Business and Economics) of respondents wanted to wait only a short time before receiving the a hard copy of the book. Besides Art, Architecture and Applied Arts, no other discipline had more than 50% of its respondents report that they required a short (i.e., one to three days) waiting time. Finally, a small minority (10%) of respondents reported that the print must be in the library. By discipline, results ranged from 16.7% (Art, Architecture and Applied Arts) and 0% (Psychology). Other disciplines in which more than 10% of respondents said the print must be located in the library included Physical Sciences and Mathematics (13.4%), Languages and Literatures (13.3%), Business and Economics (13.0%), and Engineering and Applied Sciences (12.1%).



Finally, respondents were asked how long they would be willing to wait if (a) the print item was not located in the Library but (b) it would be delivered to their office. Respondents were given two options:

one to three days, and three days to two weeks. Overall, the majority of respondents (61.6%) were willing to wait between three days and two weeks to receive the hard copy of the print item. By discipline, between 29.7% (Arts, Architecture and Applied Arts) and 78.9% (Psychology) of respondents were willing to wait a longer period for a hard copy. Besides Arts, Architecture and Applied Arts, Music, Dance, Drama and Film (56.3%) was the only other discipline in which fewer than 50% of respondents were willing to wait three days to two weeks to have a print copy delivered to their office.



Appendix 1: Question list

UCSB Library Collections Survey of Faculty and Graduate Students 772 Respondents between May 10th and June 1st 2012

Demographics

[1] University status:

Please choose **only one** of the following:

- ☐ Faculty
- ☐ Lecturer
- ☐ Researcher
- ☐ Post-doc
- ☐ Graduate student
- ☐ Other:

[2] We recognize the highly interdisciplinary nature of current academic research. However, the UCSB Library's collections are organized by the Library of Congress (LC) classification. The classifications below are from a standard subject scheme, *Columbia University's Hierarchical Interface to LC Classification*, which matches the Library's organization. Please indicate the main disciplinary interest with which you are most closely affiliated:

Please choose **only one** of the following:

- ☐ Art, Architecture & Applied Arts
- ☐ Business & Economics
- ☐ Earth & Environmental Sciences
- ☐ Education
- ☐ Engineering & Applied Sciences
- ☐ Health & Biological Sciences
- ☐ History and Archaeology
- ☐ Journalism & Communication
- ☐ Languages & Literatures
- ☐ Law, Politics & Government
- ☐ Music, Dance, Drama & Film
- ☐ Philosophy & Religion
- ☐ Physical Sciences & Mathematics
- ☐ Psychology
- ☐ Social Sciences

Research Starting Points

[3] How *dependent* are you on the following resources as starting points for your research and/or teaching needs? These may be open access or licensed by the Library.

Please choose the appropriate response for each item:

[3_1] An electronic resource covering various disciplines (e.g., Web of Science, JSTOR)

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent

[3_2] An electronic resource specific to your discipline

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent

[3_3] A general purpose web search engine (e.g., Google)

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent



[3_4] UCSB Library's online catalog

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent

[3_5] Melvyl (UC's online catalog)

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent

[3_6] The UCSB Library building (I go to the shelves and browse in my area)

- ☐ Very dependent
- ☐ Moderately dependent
- ☐ Neutral
- ☐ Slightly dependent
- ☐ Not at all dependent

[3A]How *frequently* do you use the following resources as starting points for your research and/or teaching needs? Select the answer that best describes your use. These may be open access or licensed by the Library.

Please choose the appropriate response for each item:

[3A_1] An electronic resource covering various disciplines (e.g., Web of Science, JSTOR)

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[3A_2] An electronic resource specific to your discipline

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[3A_3] A general purpose web search engine (e.g., Google)

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[3A_4] UCSB Library's online catalog

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[3A_5] Melvyl (UC's online catalog)

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[3A_6] The UCSB Library building (I go to the shelves and browse in my area)

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never



Books

[4] Please indicate how frequently you use the following methods to identify books in the UCSB Library for your research and/or teaching needs. Select the answer that best describes your use.

Please choose the appropriate response for each item:

[4_1] Browsing the shelves in the Library

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[4_2] Searching the online catalog

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[4_3] Browsing the catalog by call number

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[5] I use books in the Library to refer to even if I don't necessarily check them out. Select the answer that best describes your use.

[5_1] Please choose the appropriate response for each item:

- ☐ Daily
- ☐ Weekly
- ☐ Quarterly
- ☐ Yearly
- ☐ Never

[6] How important are the following for evaluating a book's usefulness for your research and/or teaching?

Please choose the appropriate response for each item:

[6_1] Full table of contents in the catalog record

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_2] Limited text preview

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_3] Full text keyword searching

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_4] Subject headings or descriptions of the books' topical content

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_5] The book's index

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important



[6_6] Other scholar's recommendations

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_7] Abstract or summary of the book

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_8] Author(s)' affiliation

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[6_9] Review of the book

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[7]In general, when you use books for research and/or teaching, how important are the following?

Please choose the appropriate response for each item:

[7_1] E-books

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[7_2] A print copy of the book, even if it's available electronically

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[8]How important are the following to your research and/or teaching?

Please choose the appropriate response for each item:

[8_1] Books published within the last 10 years

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[8_2] Books published within the last 11-30 years

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[8_3] Books published more than 30 years ago

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[8_4] Older editions of the same publication

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important



[8_5] Books in languages other than English

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

Journals

[9] If a journal article is available online, how confident are you that a print copy is not needed in the Library under the following circumstances?

Please choose the appropriate response for each item:

[9_1] Access and preservation secure in a permanent, persistent archive, e.g., JSTOR

- ☐ Very confident
- ☐ Moderately confident
- ☐ Neutral
- ☐ Slightly confident
- ☐ Not at all confident

[9_2] Print is retrievable from a local storage facility within 1 business day

- ☐ Very confident
- ☐ Moderately confident
- ☐ Neutral
- ☐ Slightly confident
- ☐ Not at all confident

[9_3] Print is retrievable from a shared print collection between 3-5 business days

- ☐ Very confident
- ☐ Moderately confident
- ☐ Neutral
- ☐ Slightly confident
- ☐ Not at all confident

[10] Even if I can read an article online, I still use the Library's print version.

[10_1] Please choose the appropriate response for each item:

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Rarely or never

[11] How important are the following to your research and/or teaching?

Please choose the appropriate response for each item:

[11_1] Journal articles published within the last 10 years

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[11_2] Journal articles published within the last 11-30 years

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

[11_3] Journal articles published more than 30 years ago

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important



[11_4] Journal articles in languages other than English

- ☐ Very important
- ☐ Moderately important
- ☐ Neutral
- ☐ Slightly important
- ☐ Not at all important

Print Retrieval Times

[12] If a print book or journal is not located in the UCSB Library buildings, but it is available online, indicate the acceptable retrieval time of the print:

Please choose the appropriate response for each item:

[12_1] A book

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ I don't need the print version
- ☐ Print must be located in the Library

[12_2] A journal

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ I don't need the print version
- ☐ Print must be located in the Library

[12A] If a print book is not located in the UCSB Library buildings, nor is it available online, indicate the acceptable retrieval time if the following option were made available:

Please choose the appropriate response for each item:

[12A_1] The book's Table of Contents is browsable online

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ Print must be located in the Library

[12A_2] A limited portion of the book can be previewed online

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ Print must be located in the Library

[12A_3] The book's index can be viewed online

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ Print must be located in the Library

[13] If the print item is not located in the Library but can be delivered to my office, it would be acceptable to have it delivered in:

[13_1] Please choose the appropriate response for each item:

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks

[14] When I identify a book that I want, in general it is acceptable that it is not located in the Library as long as I can get it in:

[14_1] Please choose the appropriate response for each item:

- ☐ 1-3 days
- ☐ 3-7 days
- ☐ 1-2 weeks
- ☐ Print must be located in the Library

[15] We are open to hearing your comments or suggestions about the Library's collection space planning initiative.

Please write your answer here:



Appendix II: Crosstabulation Tables

Q1		University status:					Total
		Faculty	Lecturer	Researcher	Post-doc	Graduate Student	
Discipline	Art, Architecture & Applied Arts	47.5%	7.5%			45.0%	100.0%
	Business & Economics	18.5%	3.7%			77.8%	100.0%
	Earth & Environmental Sciences	30.5%	4.2%	11.6%	4.2%	49.5%	100.0%
	Education	33.9%	4.8%	1.6%		59.7%	100.0%
	Engineering & Applied Sciences	36.3%	3.8%	1.3%	6.3%	52.5%	100.0%
	Health & Biological Sciences	28.3%	2.2%	28.3%	13.0%	28.3%	100.0%
	History and Archaeology	37.0%	2.2%	2.2%		58.7%	100.0%
	Languages & Literatures	45.2%	10.3%	.7%	.7%	43.2%	100.0%
	Music, Dance, Drama & Film	55.9%	8.8%	5.9%		29.4%	100.0%
	Physical Sciences & Mathematics	52.3%	3.5%	4.7%	2.3%	37.2%	100.0%
	Psychology	52.2%		4.3%		43.5%	100.0%
	Social Sciences	44.7%	2.9%	1.9%	1.9%	48.5%	100.0%
Total		40.5%	4.9%	4.6%	2.4%	47.6%	100.0%



Q3_1		How dependent are you on the following resources as starting points for your research and/or teaching needs? [An electronic resource covering various disciplines (e.g., Web of Science, JSTOR)]			Total
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	89.2%	8.1%	2.7%	100.0%
	Business & Economics	87.0%	13.0%		100.0%
	Earth & Environmental Sciences	85.4%	12.4%	2.2%	100.0%
	Education	90.2%	8.2%	1.6%	100.0%
	Engineering & Applied Sciences	88.7%	8.5%	2.8%	100.0%
	Health & Biological Sciences	83.7%	7.0%	9.3%	100.0%
	History and Archaeology	96.6%	3.4%		100.0%
	Languages & Literatures	89.1%	9.5%	1.5%	100.0%
	Music, Dance, Drama & Film	81.3%	6.3%	12.5%	100.0%
	Physical Sciences & Mathematics	88.0%	5.3%	6.7%	100.0%
	Psychology	90.5%	4.8%	4.8%	100.0%
	Social Sciences	93.9%	6.1%		100.0%
Total		89.4%	7.7%	2.8%	100.0%



Q3_2		How dependent are you on the following resources as starting points for your research and/or teaching needs? These may be open access or licensed by the Library.			
		[An electronic resource specific to your discipline]			
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	78.4%	13.5%	8.1%	100.0%
	Business & Economics	81.8%	9.1%	9.1%	100.0%
	Earth & Environmental Sciences	79.3%	13.8%	6.9%	100.0%
	Education	91.8%	3.3%	4.9%	100.0%
	Engineering & Applied Sciences	84.3%	11.4%	4.3%	100.0%
	Health & Biological Sciences	79.5%	18.2%	2.3%	100.0%
	History and Archaeology	88.2%	9.4%	2.4%	100.0%
	Languages & Literatures	86.0%	13.2%	.7%	100.0%
	Music, Dance, Drama & Film	75.0%	12.5%	12.5%	100.0%
	Physical Sciences & Mathematics	87.8%	6.8%	5.4%	100.0%
	Psychology	100.0%			100.0%
	Social Sciences	74.5%	18.4%	7.1%	100.0%
Total		83.6%	11.7%	4.7%	100.0%



Q3_3		How dependent are you on the following resources as starting points for your research and/or teaching needs? These may be open access or licensed by the Library. [A general purpose web search engine (e.g., Google)]			Total
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	89.2%	5.4%	5.4%	100.0%
	Business & Economics	91.3%	8.7%		100.0%
	Earth & Environmental Sciences	87.6%	7.9%	4.5%	100.0%
	Education	86.4%	11.9%	1.7%	100.0%
	Engineering & Applied Sciences	87.3%	9.9%	2.8%	100.0%
	Health & Biological Sciences	97.7%	2.3%		100.0%
	History and Archaeology	76.7%	17.4%	5.8%	100.0%
	Languages & Literatures	86.1%	10.9%	2.9%	100.0%
	Music, Dance, Drama & Film	81.3%	12.5%	6.3%	100.0%
	Physical Sciences & Mathematics	94.7%	4.0%	1.3%	100.0%
	Psychology	76.2%	19.0%	4.8%	100.0%
	Social Sciences	88.8%	10.2%	1.0%	100.0%
Total		87.0%	10.0%	3.0%	100.0%



Q3_4		How dependent are you on the following resources as starting points for your research and/or teaching needs? These may be open access or licensed by the Library.			
		[UCSB Library's online catalog]			
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	91.9%	5.4%	2.7%	100.0%
	Business & Economics	72.7%	27.3%		100.0%
	Earth & Environmental Sciences	67.4%	27.0%	5.6%	100.0%
	Education	73.8%	24.6%	1.6%	100.0%
	Engineering & Applied Sciences	56.9%	36.1%	6.9%	100.0%
	Health & Biological Sciences	67.4%	18.6%	14.0%	100.0%
	History and Archaeology	86.2%	12.6%	1.1%	100.0%
	Languages & Literatures	89.0%	9.6%	1.5%	100.0%
	Music, Dance, Drama & Film	87.5%	12.5%		100.0%
	Physical Sciences & Mathematics	64.9%	24.3%	10.8%	100.0%
	Psychology	61.9%	28.6%	9.5%	100.0%
	Social Sciences	88.9%	10.1%	1.0%	100.0%
	Total	77.4%	18.5%	4.1%	100.0%



Q3_5		How dependent are you on the following resources as starting points for your research and/or teaching needs? These may be open access or licensed by the Library. [Melvyl (UC's online catalog)]			Total
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	89.5%	5.3%	5.3%	100.0%
	Business & Economics	47.8%	43.5%	8.7%	100.0%
	Earth & Environmental Sciences	52.8%	28.1%	19.1%	100.0%
	Education	65.6%	24.6%	9.8%	100.0%
	Engineering & Applied Sciences	59.2%	32.4%	8.5%	100.0%
	Health & Biological Sciences	52.4%	31.0%	16.7%	100.0%
	History and Archaeology	93.2%	6.8%		100.0%
	Languages & Literatures	85.5%	13.8%	.7%	100.0%
	Music, Dance, Drama & Film	78.1%	15.6%	6.3%	100.0%
	Physical Sciences & Mathematics	50.7%	32.0%	17.3%	100.0%
	Psychology	66.7%	23.8%	9.5%	100.0%
	Social Sciences	70.8%	22.9%	6.3%	100.0%
Total		69.9%	21.8%	8.3%	100.0%



Q3_6		How dependent are you on the following resources as starting points for your research and/or teaching needs? [The UCSB Library building (I go to the shelves and browse in my area)]			Total
		Dependent	Slightly dependent	Not dependent	
Discipline	Art, Architecture & Applied Arts	84.2%	10.5%	5.3%	100.0%
	Business & Economics	26.1%	52.2%	21.7%	100.0%
	Earth & Environmental Sciences	24.7%	36.0%	39.3%	100.0%
	Education	36.1%	42.6%	21.3%	100.0%
	Engineering & Applied Sciences	26.8%	46.5%	26.8%	100.0%
	Health & Biological Sciences	30.2%	32.6%	37.2%	100.0%
	History and Archaeology	67.0%	27.3%	5.7%	100.0%
	Languages & Literatures	74.6%	21.0%	4.3%	100.0%
	Music, Dance, Drama & Film	71.9%	25.0%	3.1%	100.0%
	Physical Sciences & Mathematics	36.0%	44.0%	20.0%	100.0%
	Psychology	14.3%	47.6%	38.1%	100.0%
	Social Sciences	51.5%	34.3%	14.1%	100.0%
Total		48.8%	33.3%	17.9%	100.0%



Q3A_1		How frequently do you use the following resources as starting points for your research and/or teaching needs? [An electronic resource covering various disciplines (e.g., Web of Science, JSTOR)]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	76.3%	21.1%	2.6%	100.0%
	Business & Economics	82.6%	17.4%		100.0%
	Earth & Environmental Sciences	74.2%	23.6%	2.2%	100.0%
	Education	67.2%	32.8%		100.0%
	Engineering & Applied Sciences	81.7%	16.9%	1.4%	100.0%
	Health & Biological Sciences	76.7%	18.6%	4.7%	100.0%
	History and Archaeology	85.1%	14.9%		100.0%
	Languages & Literatures	80.3%	17.5%	2.2%	100.0%
	Music, Dance, Drama & Film	81.3%	12.5%	6.3%	100.0%
	Physical Sciences & Mathematics	75.0%	20.8%	4.2%	100.0%
	Psychology	71.4%	19.0%	9.5%	100.0%
	Social Sciences	84.8%	15.2%		100.0%
Total		78.8%	19.1%	2.1%	100.0%



Q3A_2		How frequently do you use the following resources as starting points for your research and/or teaching needs? [An electronic resource specific to your discipline]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	73.7%	18.4%	7.9%	100.0%
	Business & Economics	65.2%	34.8%		100.0%
	Earth & Environmental Sciences	61.8%	32.6%	5.6%	100.0%
	Education	80.3%	18.0%	1.6%	100.0%
	Engineering & Applied Sciences	81.4%	15.7%	2.9%	100.0%
	Health & Biological Sciences	81.4%	14.0%	4.7%	100.0%
	History and Archaeology	73.3%	25.6%	1.2%	100.0%
	Languages & Literatures	73.3%	25.2%	1.5%	100.0%
	Music, Dance, Drama & Film	78.1%	12.5%	9.4%	100.0%
	Physical Sciences & Mathematics	84.7%	13.9%	1.4%	100.0%
	Psychology	90.5%	9.5%		100.0%
	Social Sciences	57.1%	36.7%	6.1%	100.0%
Total		73.2%	23.4%	3.4%	100.0%



Q3A_3		How frequently do you use the following resources as starting points for your research and/or teaching needs? [A general purpose web search engine (e.g., Google)]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	89.5%	7.9%	2.6%	100.0%
	Business & Economics	91.3%	8.7%		100.0%
	Earth & Environmental Sciences	89.9%	4.5%	5.6%	100.0%
	Education	93.4%	6.6%		100.0%
	Engineering & Applied Sciences	94.4%	4.2%	1.4%	100.0%
	Health & Biological Sciences	100.0%			100.0%
	History and Archaeology	90.8%	5.7%	3.4%	100.0%
	Languages & Literatures	91.2%	8.0%	.7%	100.0%
	Music, Dance, Drama & Film	90.6%	6.3%	3.1%	100.0%
	Physical Sciences & Mathematics	97.3%	1.4%	1.4%	100.0%
	Psychology	90.5%	9.5%		100.0%
	Social Sciences	95.9%	3.1%	1.0%	100.0%
Total		93.0%	5.2%	1.8%	100.0%



Q3A_4		How frequently do you use the following resources as starting points for your research and/or teaching needs? [UCSB Library's online catalog]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	91.9%	5.4%	2.7%	100.0%
	Business & Economics	43.5%	52.2%	4.3%	100.0%
	Earth & Environmental Sciences	37.1%	59.6%	3.4%	100.0%
	Education	52.5%	44.3%	3.3%	100.0%
	Engineering & Applied Sciences	34.7%	59.7%	5.6%	100.0%
	Health & Biological Sciences	38.6%	52.3%	9.1%	100.0%
	History and Archaeology	79.3%	20.7%		100.0%
	Languages & Literatures	81.8%	16.8%	1.5%	100.0%
	Music, Dance, Drama & Film	90.6%	9.4%		100.0%
	Physical Sciences & Mathematics	38.9%	52.8%	8.3%	100.0%
	Psychology	38.1%	57.1%	4.8%	100.0%
	Social Sciences	68.7%	29.3%	2.0%	100.0%
Total		60.1%	36.6%	3.4%	100.0%



Q3A_5		How frequently do you use the following resources as starting points for your research and/or teaching needs? [Melvy] (UC's online catalog)]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	86.8%	5.3%	7.9%	100.0%
	Business & Economics	34.8%	52.2%	13.0%	100.0%
	Earth & Environmental Sciences	22.5%	66.3%	11.2%	100.0%
	Education	45.0%	45.0%	10.0%	100.0%
	Engineering & Applied Sciences	33.3%	60.9%	5.8%	100.0%
	Health & Biological Sciences	30.2%	51.2%	18.6%	100.0%
	History and Archaeology	78.2%	21.8%		100.0%
	Languages & Literatures	72.5%	26.1%	1.4%	100.0%
	Music, Dance, Drama & Film	58.1%	35.5%	6.5%	100.0%
	Physical Sciences & Mathematics	32.9%	50.7%	16.4%	100.0%
	Psychology	38.1%	52.4%	9.5%	100.0%
	Social Sciences	49.5%	45.4%	5.2%	100.0%
Total		50.7%	41.9%	7.4%	100.0%



Q3A_6		How frequently do you use the following resources as starting points for your research and/or teaching needs? [The UCSB Library building (I go to the shelves and browse in my area)]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	68.4%	28.9%	2.6%	100.0%
	Business & Economics	21.7%	56.5%	21.7%	100.0%
	Earth & Environmental Sciences	12.4%	64.0%	23.6%	100.0%
	Education	11.7%	76.7%	11.7%	100.0%
	Engineering & Applied Sciences	19.7%	57.7%	22.5%	100.0%
	Health & Biological Sciences	13.6%	61.4%	25.0%	100.0%
	History and Archaeology	45.5%	48.9%	5.7%	100.0%
	Languages & Literatures	56.9%	40.1%	2.9%	100.0%
	Music, Dance, Drama & Film	53.1%	43.8%	3.1%	100.0%
	Physical Sciences & Mathematics	20.5%	63.0%	16.4%	100.0%
	Psychology	4.8%	66.7%	28.6%	100.0%
	Social Sciences	30.3%	62.6%	7.1%	100.0%
Total		32.3%	55.4%	12.4%	100.0%



Q4_1		Please indicate how frequently you use the following methods to identify books in the UCSB Library for your research and/or teaching needs. Select the answer that best describes your use.			
		[Browsing the shelves in the Library]			
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	61.1%	38.9%		100.0%
	Business & Economics	17.4%	56.5%	26.1%	100.0%
	Earth & Environmental Sciences	3.6%	65.5%	31.0%	100.0%
	Education	7.4%	68.5%	24.1%	100.0%
	Engineering & Applied Sciences	7.4%	60.3%	32.4%	100.0%
	Health & Biological Sciences	7.3%	43.9%	48.8%	100.0%
	History and Archaeology	38.8%	54.1%	7.1%	100.0%
	Languages & Literatures	44.4%	51.1%	4.4%	100.0%
	Music, Dance, Drama & Film	40.6%	56.3%	3.1%	100.0%
	Physical Sciences & Mathematics	10.0%	55.7%	34.3%	100.0%
	Psychology		57.9%	42.1%	100.0%
	Social Sciences	22.9%	63.5%	13.5%	100.0%
Total		23.7%	56.8%	19.5%	100.0%



Q4_2		Please indicate how frequently you use the following methods to identify books in the UCSB Library for your research and/or teaching needs. Select the answer that best describes your use.			
		[Searching the online catalog]			
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	86.5%	13.5%		100.0%
	Business & Economics	52.2%	47.8%		100.0%
	Earth & Environmental Sciences	36.1%	59.0%	4.8%	100.0%
	Education	60.0%	38.2%	1.8%	100.0%
	Engineering & Applied Sciences	42.0%	55.1%	2.9%	100.0%
	Health & Biological Sciences	36.6%	48.8%	14.6%	100.0%
	History and Archaeology	91.8%	8.2%		100.0%
	Languages & Literatures	87.4%	11.1%	1.5%	100.0%
	Music, Dance, Drama & Film	81.3%	18.8%		100.0%
	Physical Sciences & Mathematics	39.4%	54.9%	5.6%	100.0%
	Psychology	26.3%	57.9%	15.8%	100.0%
	Social Sciences	64.6%	34.4%	1.0%	100.0%
Total		62.7%	34.2%	3.1%	100.0%



Q4_3		Please indicate how frequently you use the following methods to identify books in the UCSB Library for your research and/or teaching needs. Select the answer that best describes your use. [Browsing the catalog by call number]			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	12.1%	33.3%	54.5%	100.0%
	Business & Economics	21.7%	39.1%	39.1%	100.0%
	Earth & Environmental Sciences	9.5%	40.5%	50.0%	100.0%
	Education	5.6%	51.9%	42.6%	100.0%
	Engineering & Applied Sciences	6.0%	49.3%	44.8%	100.0%
	Health & Biological Sciences	2.4%	26.8%	70.7%	100.0%
	History and Archaeology	13.6%	27.2%	59.3%	100.0%
	Languages & Literatures	20.3%	29.3%	50.4%	100.0%
	Music, Dance, Drama & Film	6.3%	34.4%	59.4%	100.0%
	Physical Sciences & Mathematics	2.9%	32.9%	64.3%	100.0%
	Psychology		21.1%	78.9%	100.0%
	Social Sciences	10.4%	34.4%	55.2%	100.0%
Total		10.5%	35.2%	54.3%	100.0%



Q5_1		I use books in the Library to refer to even if I don't necessarily check them out. Select the answer that best describes your use.			Total
		Often	Occasionally	Never	
Discipline	Art, Architecture & Applied Arts	62.2%	35.1%	2.7%	100.0%
	Business & Economics	17.4%	60.9%	21.7%	100.0%
	Earth & Environmental Sciences	8.3%	60.7%	31.0%	100.0%
	Education	16.1%	67.9%	16.1%	100.0%
	Engineering & Applied Sciences	11.8%	61.8%	26.5%	100.0%
	Health & Biological Sciences	9.8%	61.0%	29.3%	100.0%
	History and Archaeology	35.3%	58.8%	5.9%	100.0%
	Languages & Literatures	47.4%	42.2%	10.4%	100.0%
	Music, Dance, Drama & Film	43.8%	50.0%	6.3%	100.0%
	Physical Sciences & Mathematics	12.7%	60.6%	26.8%	100.0%
	Psychology		63.2%	36.8%	100.0%
	Social Sciences	19.8%	65.6%	14.6%	100.0%
Total		25.6%	56.8%	17.7%	100.0%



Q6_1		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Full table of contents in the catalog record]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	84.2%	10.5%	5.3%	100.0%
	Business & Economics	90.9%	4.5%	4.5%	100.0%
	Earth & Environmental Sciences	64.6%	26.8%	8.5%	100.0%
	Education	76.4%	23.6%		100.0%
	Engineering & Applied Sciences	76.1%	19.4%	4.5%	100.0%
	Health & Biological Sciences	62.5%	35.0%	2.5%	100.0%
	History and Archaeology	91.8%	8.2%		100.0%
	Languages & Literatures	94.0%	5.2%	.7%	100.0%
	Music, Dance, Drama & Film	96.9%		3.1%	100.0%
	Physical Sciences & Mathematics	73.2%	21.1%	5.6%	100.0%
	Psychology	84.2%	15.8%		100.0%
	Social Sciences	83.5%	12.4%	4.1%	100.0%
	Total	81.8%	15.0%	3.2%	100.0%



Q6_2		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Limited text preview]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	76.3%	15.8%	7.9%	100.0%
	Business & Economics	73.9%	26.1%		100.0%
	Earth & Environmental Sciences	54.9%	39.0%	6.1%	100.0%
	Education	80.0%	20.0%		100.0%
	Engineering & Applied Sciences	68.2%	27.3%	4.5%	100.0%
	Health & Biological Sciences	57.9%	36.8%	5.3%	100.0%
	History and Archaeology	76.2%	20.2%	3.6%	100.0%
	Languages & Literatures	76.7%	21.1%	2.3%	100.0%
	Music, Dance, Drama & Film	65.6%	31.3%	3.1%	100.0%
	Physical Sciences & Mathematics	61.4%	31.4%	7.1%	100.0%
	Psychology	63.2%	36.8%		100.0%
	Social Sciences	75.0%	24.0%	1.0%	100.0%
	Total	70.1%	26.4%	3.5%	100.0%



Q6_3		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Full text keyword searching]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	81.6%	13.2%	5.3%	100.0%
	Business & Economics	69.6%	26.1%	4.3%	100.0%
	Earth & Environmental Sciences	74.4%	24.4%	1.2%	100.0%
	Education	87.3%	10.9%	1.8%	100.0%
	Engineering & Applied Sciences	79.1%	19.4%	1.5%	100.0%
	Health & Biological Sciences	75.0%	22.5%	2.5%	100.0%
	History and Archaeology	81.9%	18.1%		100.0%
	Languages & Literatures	88.1%	11.9%		100.0%
	Music, Dance, Drama & Film	81.3%	9.4%	9.4%	100.0%
	Physical Sciences & Mathematics	76.1%	16.9%	7.0%	100.0%
	Psychology	77.8%	22.2%		100.0%
	Social Sciences	78.9%	18.9%	2.1%	100.0%
	Total	80.5%	17.2%	2.3%	100.0%



Q6_4		How important are the following for evaluating a book's usefulness for your research and/or teaching? [Subject headings or descriptions of the book's topical content]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	86.8%	5.3%	7.9%	100.0%
	Business & Economics	71.4%	28.6%		100.0%
	Earth & Environmental Sciences	86.6%	11.0%	2.4%	100.0%
	Education	85.5%	14.5%		100.0%
	Engineering & Applied Sciences	83.3%	13.6%	3.0%	100.0%
	Health & Biological Sciences	80.0%	17.5%	2.5%	100.0%
	History and Archaeology	85.9%	12.9%	1.2%	100.0%
	Languages & Literatures	86.6%	11.9%	1.5%	100.0%
	Music, Dance, Drama & Film	78.1%	21.9%		100.0%
	Physical Sciences & Mathematics	80.0%	15.7%	4.3%	100.0%
	Psychology	84.2%	15.8%		100.0%
	Social Sciences	85.4%	14.6%		100.0%
Total		84.1%	14.0%	1.9%	100.0%



Q6_5		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[The book's index]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	63.2%	26.3%	10.5%	100.0%
	Business & Economics	60.9%	30.4%	8.7%	100.0%
	Earth & Environmental Sciences	46.9%	43.2%	9.9%	100.0%
	Education	60.0%	34.5%	5.5%	100.0%
	Engineering & Applied Sciences	59.7%	31.3%	9.0%	100.0%
	Health & Biological Sciences	60.0%	35.0%	5.0%	100.0%
	History and Archaeology	75.3%	22.4%	2.4%	100.0%
	Languages & Literatures	74.6%	22.4%	3.0%	100.0%
	Music, Dance, Drama & Film	75.0%	21.9%	3.1%	100.0%
	Physical Sciences & Mathematics	73.2%	19.7%	7.0%	100.0%
	Psychology	38.9%	61.1%		100.0%
	Social Sciences	59.8%	38.1%	2.1%	100.0%
	Total		64.5%	30.2%	5.3%



Q6_6		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Other scholar's recommendations]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	60.5%	31.6%	7.9%	100.0%
	Business & Economics	66.7%	28.6%	4.8%	100.0%
	Earth & Environmental Sciences	48.1%	44.4%	7.4%	100.0%
	Education	72.7%	23.6%	3.6%	100.0%
	Engineering & Applied Sciences	56.7%	32.8%	10.4%	100.0%
	Health & Biological Sciences	53.8%	33.3%	12.8%	100.0%
	History and Archaeology	83.5%	16.5%		100.0%
	Languages & Literatures	68.4%	31.6%		100.0%
	Music, Dance, Drama & Film	62.5%	34.4%	3.1%	100.0%
	Physical Sciences & Mathematics	53.5%	38.0%	8.5%	100.0%
	Psychology	50.0%	44.4%	5.6%	100.0%
	Social Sciences	68.8%	31.3%		100.0%
	Total	63.9%	31.8%	4.3%	100.0%



Q6_7		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Abstract or summary of the book]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	81.6%	10.5%	7.9%	100.0%
	Business & Economics	86.4%	9.1%	4.5%	100.0%
	Earth & Environmental Sciences	82.9%	17.1%		100.0%
	Education	96.4%	3.6%		100.0%
	Engineering & Applied Sciences	77.3%	19.7%	3.0%	100.0%
	Health & Biological Sciences	74.4%	23.1%	2.6%	100.0%
	History and Archaeology	85.9%	14.1%		100.0%
	Languages & Literatures	94.0%	6.0%		100.0%
	Music, Dance, Drama & Film	81.3%	12.5%	6.3%	100.0%
	Physical Sciences & Mathematics	70.0%	27.1%	2.9%	100.0%
	Psychology	84.2%	15.8%		100.0%
	Social Sciences	93.8%	6.2%		100.0%
	Total	85.5%	13.0%	1.5%	100.0%



Q6_8		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Author(s)' affiliation]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	34.2%	44.7%	21.1%	100.0%
	Business & Economics	40.9%	50.0%	9.1%	100.0%
	Earth & Environmental Sciences	11.1%	67.9%	21.0%	100.0%
	Education	35.2%	59.3%	5.6%	100.0%
	Engineering & Applied Sciences	26.9%	53.7%	19.4%	100.0%
	Health & Biological Sciences	30.0%	52.5%	17.5%	100.0%
	History and Archaeology	37.3%	47.0%	15.7%	100.0%
	Languages & Literatures	38.8%	50.7%	10.4%	100.0%
	Music, Dance, Drama & Film	34.4%	59.4%	6.3%	100.0%
	Physical Sciences & Mathematics	26.8%	35.2%	38.0%	100.0%
	Psychology	21.1%	52.6%	26.3%	100.0%
	Social Sciences	40.2%	48.5%	11.3%	100.0%
	Total	32.0%	51.5%	16.5%	100.0%



Q6_9		How important are the following for evaluating a book's usefulness for your research and/or teaching?			Total
		[Review of the book]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	50.0%	39.5%	10.5%	100.0%
	Business & Economics	50.0%	36.4%	13.6%	100.0%
	Earth & Environmental Sciences	32.1%	51.9%	16.0%	100.0%
	Education	40.7%	53.7%	5.6%	100.0%
	Engineering & Applied Sciences	34.3%	55.2%	10.4%	100.0%
	Health & Biological Sciences	50.0%	35.0%	15.0%	100.0%
	History and Archaeology	81.0%	17.9%	1.2%	100.0%
	Languages & Literatures	64.9%	34.3%	.7%	100.0%
	Music, Dance, Drama & Film	58.1%	35.5%	6.5%	100.0%
	Physical Sciences & Mathematics	28.6%	58.6%	12.9%	100.0%
	Psychology	26.3%	63.2%	10.5%	100.0%
	Social Sciences	60.8%	33.0%	6.2%	100.0%
	Total	51.3%	41.0%	7.7%	100.0%



Q7_1		In general, when you use books for research and/or teaching, how important are the following?			Total
		[E-books]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	64.9%	24.3%	10.8%	100.0%
	Business & Economics	68.2%	31.8%		100.0%
	Earth & Environmental Sciences	68.8%	26.3%	5.0%	100.0%
	Education	66.7%	21.6%	11.8%	100.0%
	Engineering & Applied Sciences	72.1%	23.0%	4.9%	100.0%
	Health & Biological Sciences	58.8%	32.4%	8.8%	100.0%
	History and Archaeology	50.6%	38.0%	11.4%	100.0%
	Languages & Literatures	66.1%	20.3%	13.6%	100.0%
	Music, Dance, Drama & Film	48.3%	41.4%	10.3%	100.0%
	Physical Sciences & Mathematics	74.2%	19.7%	6.1%	100.0%
	Psychology	44.4%	44.4%	11.1%	100.0%
	Social Sciences	48.8%	31.0%	20.2%	100.0%
Total		62.2%	27.4%	10.5%	100.0%



Q7_2		In general, when you use books for research and/or teaching, how important are the following? [A print copy of the book, even if it's available electronically]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	94.7%		5.3%	100.0%
	Business & Economics	69.6%	26.1%	4.3%	100.0%
	Earth & Environmental Sciences	73.2%	20.7%	6.1%	100.0%
	Education	78.2%	14.5%	7.3%	100.0%
	Engineering & Applied Sciences	68.7%	26.9%	4.5%	100.0%
	Health & Biological Sciences	57.5%	35.0%	7.5%	100.0%
	History and Archaeology	94.0%	4.8%	1.2%	100.0%
	Languages & Literatures	88.9%	9.6%	1.5%	100.0%
	Music, Dance, Drama & Film	90.6%	9.4%		100.0%
	Physical Sciences & Mathematics	64.3%	28.6%	7.1%	100.0%
	Psychology	68.4%	26.3%	5.3%	100.0%
	Social Sciences	83.5%	15.5%	1.0%	100.0%
Total		79.6%	16.6%	3.8%	100.0%



Q8_1		How important are the following to your research and/or teaching? [Books published within the last 10 years]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	97.4%		2.6%	100.0%
	Business & Economics	87.0%	13.0%		100.0%
	Earth & Environmental Sciences	90.2%	8.5%	1.2%	100.0%
	Education	100.0%			100.0%
	Engineering & Applied Sciences	92.8%	7.2%		100.0%
	Health & Biological Sciences	82.9%	14.6%	2.4%	100.0%
	History and Archaeology	97.6%	2.4%		100.0%
	Languages & Literatures	97.8%	1.5%	.7%	100.0%
	Music, Dance, Drama & Film	87.5%	12.5%		100.0%
	Physical Sciences & Mathematics	93.0%	5.6%	1.4%	100.0%
	Psychology	94.7%	5.3%		100.0%
	Social Sciences	99.0%	1.0%		100.0%
Total		94.6%	4.7%	.7%	100.0%



Q8_2		How important are the following to your research and/or teaching? [Books published within the last 11-30 years]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	97.4%		2.6%	100.0%
	Business & Economics	87.0%	13.0%		100.0%
	Earth & Environmental Sciences	79.3%	18.3%	2.4%	100.0%
	Education	85.5%	14.5%		100.0%
	Engineering & Applied Sciences	82.6%	15.9%	1.4%	100.0%
	Health & Biological Sciences	75.6%	22.0%	2.4%	100.0%
	History and Archaeology	97.6%	2.4%		100.0%
	Languages & Literatures	97.0%	3.0%		100.0%
	Music, Dance, Drama & Film	90.6%	9.4%		100.0%
	Physical Sciences & Mathematics	80.3%	18.3%	1.4%	100.0%
	Psychology	84.2%	15.8%		100.0%
	Social Sciences	91.8%	8.2%		100.0%
Total		88.6%	10.6%	.8%	100.0%



Q8_3		How important are the following to your research and/or teaching? [Books published more than 30 years ago]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	92.1%	5.3%	2.6%	100.0%
	Business & Economics	43.5%	47.8%	8.7%	100.0%
	Earth & Environmental Sciences	37.8%	53.7%	8.5%	100.0%
	Education	43.6%	47.3%	9.1%	100.0%
	Engineering & Applied Sciences	38.6%	48.6%	12.9%	100.0%
	Health & Biological Sciences	46.3%	46.3%	7.3%	100.0%
	History and Archaeology	81.2%	17.6%	1.2%	100.0%
	Languages & Literatures	81.5%	17.0%	1.5%	100.0%
	Music, Dance, Drama & Film	84.4%	15.6%		100.0%
	Physical Sciences & Mathematics	56.3%	36.6%	7.0%	100.0%
	Psychology	42.1%	42.1%	15.8%	100.0%
	Social Sciences	49.5%	47.4%	3.1%	100.0%
Total		59.9%	34.6%	5.5%	100.0%



Q8_4		How important are the following to your research and/or teaching? [Older editions of the same publication]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	37.8%	51.4%	10.8%	100.0%
	Business & Economics	18.2%	45.5%	36.4%	100.0%
	Earth & Environmental Sciences	11.0%	51.2%	37.8%	100.0%
	Education	18.5%	51.9%	29.6%	100.0%
	Engineering & Applied Sciences	12.9%	45.7%	41.4%	100.0%
	Health & Biological Sciences	9.8%	61.0%	29.3%	100.0%
	History and Archaeology	34.1%	50.6%	15.3%	100.0%
	Languages & Literatures	45.2%	44.4%	10.4%	100.0%
	Music, Dance, Drama & Film	40.6%	56.3%	3.1%	100.0%
	Physical Sciences & Mathematics	16.9%	46.5%	36.6%	100.0%
	Psychology		47.4%	52.6%	100.0%
	Social Sciences	30.9%	41.2%	27.8%	100.0%
Total		26.2%	48.2%	25.6%	100.0%



Q8_5		How important are the following to your research and/or teaching?			Total
		[Books in languages other than English]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	63.2%	23.7%	13.2%	100.0%
	Business & Economics	8.7%	34.8%	56.5%	100.0%
	Earth & Environmental Sciences	13.4%	31.7%	54.9%	100.0%
	Education	20.0%	25.5%	54.5%	100.0%
	Engineering & Applied Sciences	5.7%	21.4%	72.9%	100.0%
	Health & Biological Sciences	12.2%	43.9%	43.9%	100.0%
	History and Archaeology	56.5%	25.9%	17.6%	100.0%
	Languages & Literatures	61.9%	23.9%	14.2%	100.0%
	Music, Dance, Drama & Film	53.1%	40.6%	6.3%	100.0%
	Physical Sciences & Mathematics	9.9%	39.4%	50.7%	100.0%
	Psychology		15.8%	84.2%	100.0%
	Social Sciences	30.2%	21.9%	47.9%	100.0%
Total		32.3%	28.0%	39.7%	100.0%



Q9_1		If a journal article is available online, how confident are you that a print copy is not needed in the Library under the following circumstances? [Access and preservation is secure in a permanent and persistent archive, e.g., JSTOR]			Total
		Confident	Slightly confident	Not confident	
Discipline	Art, Architecture & Applied Arts	56.8%	21.6%	21.6%	100.0%
	Business & Economics	95.7%	4.3%		100.0%
	Earth & Environmental Sciences	86.6%	8.5%	4.9%	100.0%
	Education	85.2%	14.8%		100.0%
	Engineering & Applied Sciences	83.6%	13.4%	3.0%	100.0%
	Health & Biological Sciences	80.0%	12.5%	7.5%	100.0%
	History and Archaeology	84.3%	10.8%	4.8%	100.0%
	Languages & Literatures	82.8%	13.4%	3.7%	100.0%
	Music, Dance, Drama & Film	81.3%	18.8%		100.0%
	Physical Sciences & Mathematics	84.1%	13.0%	2.9%	100.0%
	Psychology	94.4%		5.6%	100.0%
	Social Sciences	85.4%	9.4%	5.2%	100.0%
Total		83.3%	12.1%	4.6%	100.0%



Q9_2		If a journal article is available online, how confident are you that a print copy is not needed in the Library under the following circumstances? [Print is retrievable from a local storage facility within 1 business day]			Total
		Confident	Slightly confident	Not confident	
Discipline	Art, Architecture & Applied Arts	73.0%	16.2%	10.8%	100.0%
	Business & Economics	60.9%	34.8%	4.3%	100.0%
	Earth & Environmental Sciences	61.0%	35.4%	3.7%	100.0%
	Education	70.4%	29.6%		100.0%
	Engineering & Applied Sciences	76.1%	23.9%		100.0%
	Health & Biological Sciences	64.1%	30.8%	5.1%	100.0%
	History and Archaeology	68.3%	28.0%	3.7%	100.0%
	Languages & Literatures	68.7%	26.9%	4.5%	100.0%
	Music, Dance, Drama & Film	66.7%	33.3%		100.0%
	Physical Sciences & Mathematics	66.7%	27.5%	5.8%	100.0%
	Psychology	77.8%	22.2%		100.0%
	Social Sciences	60.4%	32.3%	7.3%	100.0%
Total		67.2%	28.7%	4.1%	100.0%



Q9_3		If a journal article is available online, how confident are you that a print copy is not needed in the Library under the following circumstances? [Print is retrievable from a shared print collection between 3-5 business days]			Total
		Confident	Slightly confident	Not confident	
Discipline	Art, Architecture & Applied Arts	51.4%	32.4%	16.2%	100.0%
	Business & Economics	43.5%	39.1%	17.4%	100.0%
	Earth & Environmental Sciences	52.4%	35.4%	12.2%	100.0%
	Education	53.7%	40.7%	5.6%	100.0%
	Engineering & Applied Sciences	56.7%	29.9%	13.4%	100.0%
	Health & Biological Sciences	57.9%	21.1%	21.1%	100.0%
	History and Archaeology	47.6%	34.1%	18.3%	100.0%
	Languages & Literatures	50.0%	32.8%	17.2%	100.0%
	Music, Dance, Drama & Film	38.7%	38.7%	22.6%	100.0%
	Physical Sciences & Mathematics	52.2%	30.4%	17.4%	100.0%
	Psychology	44.4%	38.9%	16.7%	100.0%
	Social Sciences	42.1%	36.8%	21.1%	100.0%
Total		49.7%	33.8%	16.4%	100.0%



Q10_1		Even if I can read an article online, I still use the Library's print version.			Total
		Often	Sometimes	Not often	
Discipline	Art, Architecture & Applied Arts	45.9%	24.3%	29.7%	100.0%
	Business & Economics	13.0%	4.3%	82.6%	100.0%
	Earth & Environmental Sciences	9.8%	15.9%	74.4%	100.0%
	Education	5.7%	17.0%	77.4%	100.0%
	Engineering & Applied Sciences	4.5%	21.2%	74.2%	100.0%
	Health & Biological Sciences	12.5%	5.0%	82.5%	100.0%
	History and Archaeology	15.7%	28.9%	55.4%	100.0%
	Languages & Literatures	26.1%	25.4%	48.5%	100.0%
	Music, Dance, Drama & Film	18.8%	15.6%	65.6%	100.0%
	Physical Sciences & Mathematics	1.5%	13.2%	85.3%	100.0%
	Psychology		5.3%	94.7%	100.0%
	Social Sciences	15.8%	20.0%	64.2%	100.0%
Total		14.9%	19.1%	66.0%	100.0%



Q11_1		How important are the following to your research and/or teaching?			Total
		[Journal articles published within the last 10 years]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	97.3%		2.7%	100.0%
	Business & Economics	100.0%			100.0%
	Earth & Environmental Sciences	98.8%		1.2%	100.0%
	Education	100.0%			100.0%
	Engineering & Applied Sciences	100.0%			100.0%
	Health & Biological Sciences	100.0%			100.0%
	History and Archaeology	100.0%			100.0%
	Languages & Literatures	96.3%	3.7%		100.0%
	Music, Dance, Drama & Film	90.6%	3.1%	6.3%	100.0%
	Physical Sciences & Mathematics	100.0%			100.0%
	Psychology	100.0%			100.0%
	Social Sciences	100.0%			100.0%
	Total	98.6%	.8%	.5%	100.0%



Q11_2		How important are the following to your research and/or teaching? [Journal articles published within the last 11-30 years]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	97.3%		2.7%	100.0%
	Business & Economics	91.3%	8.7%		100.0%
	Earth & Environmental Sciences	92.7%	4.9%	2.4%	100.0%
	Education	96.3%	3.7%		100.0%
	Engineering & Applied Sciences	89.7%	10.3%		100.0%
	Health & Biological Sciences	95.0%	2.5%	2.5%	100.0%
	History and Archaeology	97.6%	2.4%		100.0%
	Languages & Literatures	95.5%	4.5%		100.0%
	Music, Dance, Drama & Film	87.1%	6.5%	6.5%	100.0%
	Physical Sciences & Mathematics	95.7%	4.3%		100.0%
	Psychology	100.0%			100.0%
	Social Sciences	94.8%	5.2%		100.0%
Total		94.6%	4.6%	.8%	100.0%



Q11_3		How important are the following to your research and/or teaching?			Total
		[Journal articles published more than 30 years ago]			
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	83.8%	13.5%	2.7%	100.0%
	Business & Economics	56.5%	34.8%	8.7%	100.0%
	Earth & Environmental Sciences	58.5%	32.9%	8.5%	100.0%
	Education	48.1%	48.1%	3.7%	100.0%
	Engineering & Applied Sciences	52.9%	36.8%	10.3%	100.0%
	Health & Biological Sciences	70.0%	25.0%	5.0%	100.0%
	History and Archaeology	78.3%	19.3%	2.4%	100.0%
	Languages & Literatures	70.9%	26.9%	2.2%	100.0%
	Music, Dance, Drama & Film	74.2%	16.1%	9.7%	100.0%
	Physical Sciences & Mathematics	69.6%	24.6%	5.8%	100.0%
	Psychology	52.6%	36.8%	10.5%	100.0%
	Social Sciences	50.0%	45.8%	4.2%	100.0%
Total		64.0%	30.7%	5.3%	100.0%



Q11_4		How important are the following to your research and/or teaching? [Journal articles in languages other than English]			Total
		Important	Slightly important	Not Important	
Discipline	Art, Architecture & Applied Arts	64.9%	21.6%	13.5%	100.0%
	Business & Economics	8.7%	34.8%	56.5%	100.0%
	Earth & Environmental Sciences	13.4%	35.4%	51.2%	100.0%
	Education	18.5%	22.2%	59.3%	100.0%
	Engineering & Applied Sciences	5.9%	33.8%	60.3%	100.0%
	Health & Biological Sciences	20.0%	40.0%	40.0%	100.0%
	History and Archaeology	53.0%	28.9%	18.1%	100.0%
	Languages & Literatures	56.0%	29.1%	14.9%	100.0%
	Music, Dance, Drama & Film	45.2%	38.7%	16.1%	100.0%
	Physical Sciences & Mathematics	23.2%	37.7%	39.1%	100.0%
	Psychology		36.8%	63.2%	100.0%
	Social Sciences	29.2%	24.0%	46.9%	100.0%
Total		32.1%	30.8%	37.1%	100.0%



Q12_1		If a print book or journal is not located in the UCSB Library buildings, but it is available online, indicate the acceptable retrieval time of the print:				Total
		[A book]				
		Short wait	Long wait	Don't need print	Print must be in library	
Discipline	Art, Architecture & Applied Arts	44.4%	27.8%	11.1%	16.7%	100.0%
	Business & Economics	18.2%	59.1%	22.7%		100.0%
	Earth & Environmental Sciences	20.5%	44.9%	32.1%	2.6%	100.0%
	Education	24.5%	51.0%	22.4%	2.0%	100.0%
	Engineering & Applied Sciences	25.0%	39.1%	32.8%	3.1%	100.0%
	Health & Biological Sciences	5.1%	53.8%	38.5%	2.6%	100.0%
	History and Archaeology	42.2%	45.8%	6.0%	6.0%	100.0%
	Languages & Literatures	37.1%	43.9%	10.6%	8.3%	100.0%
	Music, Dance, Drama & Film	28.1%	53.1%	12.5%	6.3%	100.0%
	Physical Sciences & Mathematics	16.4%	44.8%	31.3%	7.5%	100.0%
	Psychology	26.3%	57.9%	15.8%		100.0%
	Social Sciences	37.2%	42.6%	16.0%	4.3%	100.0%
Total		29.4%	45.2%	20.0%	5.5%	100.0%



Q12_2		If a print book or journal is not located in the UCSB Library buildings, but it is available online, indicate the acceptable retrieval time of the print: [A journal]				Total
		Short wait	Long wait	Don't need print	Print must be in library	
Discipline	Art, Architecture & Applied Arts	37.8%	29.7%	18.9%	13.5%	100.0%
	Business & Economics	21.7%	34.8%	43.5%		100.0%
	Earth & Environmental Sciences	32.9%	20.3%	44.3%	2.5%	100.0%
	Education	32.7%	26.9%	38.5%	1.9%	100.0%
	Engineering & Applied Sciences	26.2%	20.0%	49.2%	4.6%	100.0%
	Health & Biological Sciences	20.5%	28.2%	48.7%	2.6%	100.0%
	History and Archaeology	38.6%	28.9%	30.1%	2.4%	100.0%
	Languages & Literatures	36.1%	29.3%	31.6%	3.0%	100.0%
	Music, Dance, Drama & Film	21.9%	21.9%	53.1%	3.1%	100.0%
	Physical Sciences & Mathematics	25.0%	11.8%	63.2%		100.0%
	Psychology	38.9%	16.7%	44.4%		100.0%
	Social Sciences	40.0%	20.0%	38.9%	1.1%	100.0%
Total		32.6%	23.9%	40.7%	2.8%	100.0%



Q12A_1		If a print book is not located in the UCSB Library buildings, nor is it available online, indicate the acceptable retrieval time if the following option were made available: [The book's Table of Contents is browsable online]			Total
		Short wait	Long wait	Print must be in library	
Discipline	Art, Architecture & Applied Arts	62.2%	18.9%	18.9%	100.0%
	Business & Economics	65.2%	34.8%		100.0%
	Earth & Environmental Sciences	50.0%	39.7%	10.3%	100.0%
	Education	63.5%	30.8%	5.8%	100.0%
	Engineering & Applied Sciences	43.1%	40.0%	16.9%	100.0%
	Health & Biological Sciences	39.5%	50.0%	10.5%	100.0%
	History and Archaeology	64.2%	24.7%	11.1%	100.0%
	Languages & Literatures	45.9%	27.4%	26.7%	100.0%
	Music, Dance, Drama & Film	68.8%	21.9%	9.4%	100.0%
	Physical Sciences & Mathematics	55.1%	33.3%	11.6%	100.0%
	Psychology	66.7%	27.8%	5.6%	100.0%
	Social Sciences	51.6%	35.8%	12.6%	100.0%
	Total		53.7%	32.2%	14.1%



Q12A_2		If a print book is not located in the UCSB Library buildings, nor is it available online, indicate the acceptable retrieval time if the following option were made available: [A limited portion of the book can be previewed online]			Total
		Short wait	Long wait	Print must be in library	
Discipline	Art, Architecture & Applied Arts	61.1%	19.4%	19.4%	100.0%
	Business & Economics	47.8%	52.2%		100.0%
	Earth & Environmental Sciences	48.7%	39.7%	11.5%	100.0%
	Education	50.0%	44.2%	5.8%	100.0%
	Engineering & Applied Sciences	35.9%	50.0%	14.1%	100.0%
	Health & Biological Sciences	31.6%	55.3%	13.2%	100.0%
	History and Archaeology	56.8%	32.1%	11.1%	100.0%
	Languages & Literatures	43.0%	31.1%	25.9%	100.0%
	Music, Dance, Drama & Film	59.4%	28.1%	12.5%	100.0%
	Physical Sciences & Mathematics	54.4%	35.3%	10.3%	100.0%
	Psychology	66.7%	33.3%		100.0%
	Social Sciences	46.9%	40.6%	12.5%	100.0%
Total		48.4%	37.7%	13.9%	100.0%



Q12A_3		If a print book is not located in the UCSB Library buildings, nor is it available online, indicate the acceptable retrieval time if the following option were made available: [The book's index can be viewed online]			Total
		Short wait	Long wait	Print must be in library	
Discipline	Art, Architecture & Applied Arts	54.1%	27.0%	18.9%	100.0%
	Business & Economics	56.5%	43.5%		100.0%
	Earth & Environmental Sciences	50.0%	37.2%	12.8%	100.0%
	Education	51.9%	40.4%	7.7%	100.0%
	Engineering & Applied Sciences	42.2%	39.1%	18.8%	100.0%
	Health & Biological Sciences	44.7%	44.7%	10.5%	100.0%
	History and Archaeology	61.3%	27.5%	11.3%	100.0%
	Languages & Literatures	47.0%	27.6%	25.4%	100.0%
	Music, Dance, Drama & Film	62.5%	25.0%	12.5%	100.0%
	Physical Sciences & Mathematics	52.9%	35.3%	11.8%	100.0%
	Psychology	66.7%	27.8%	5.6%	100.0%
	Social Sciences	43.8%	41.7%	14.6%	100.0%
Total		50.7%	34.4%	14.9%	100.0%



Q13_1		If the print item is not located in the Library but can be delivered to my office, it would be acceptable to have it delivered in:		Total
		Short wait	Long wait	
Discipline	Art, Architecture & Applied Arts	70.3%	29.7%	100.0%
	Business & Economics	34.8%	65.2%	100.0%
	Earth & Environmental Sciences	26.3%	73.8%	100.0%
	Education	23.1%	76.9%	100.0%
	Engineering & Applied Sciences	36.4%	63.6%	100.0%
	Health & Biological Sciences	28.2%	71.8%	100.0%
	History and Archaeology	37.3%	62.7%	100.0%
	Languages & Literatures	47.0%	53.0%	100.0%
	Music, Dance, Drama & Film	56.3%	43.8%	100.0%
	Physical Sciences & Mathematics	45.5%	54.5%	100.0%
	Psychology	21.1%	78.9%	100.0%
	Social Sciences	32.6%	67.4%	100.0%
Total		38.4%	61.6%	100.0%



Q14_1		When I identify a book that I want, in general it is acceptable that it is not located in the Library as long as I can get it in:			Total
		Short wait	Long wait	Print must be in library	
Discipline	Art, Architecture & Applied Arts	58.3%	25.0%	16.7%	100.0%
	Business & Economics	21.7%	65.2%	13.0%	100.0%
	Earth & Environmental Sciences	23.8%	70.0%	6.3%	100.0%
	Education	28.3%	62.3%	9.4%	100.0%
	Engineering & Applied Sciences	28.8%	59.1%	12.1%	100.0%
	Health & Biological Sciences	33.3%	61.5%	5.1%	100.0%
	History and Archaeology	39.8%	50.6%	9.6%	100.0%
	Languages & Literatures	43.0%	43.7%	13.3%	100.0%
	Music, Dance, Drama & Film	43.8%	43.8%	12.5%	100.0%
	Physical Sciences & Mathematics	37.3%	49.3%	13.4%	100.0%
	Psychology	31.6%	68.4%		100.0%
	Social Sciences	39.6%	55.2%	5.2%	100.0%
Total		36.5%	53.5%	10.0%	100.0%



Appendix III: Open-Ended Responses

[15] We are open to hearing your comments or suggestions about the Library's collection space planning initiative.

Personally, I have found online resources for articles to be an incredibly valuable resource. For my thesis, it is very convenient to be able to work from home and use the secondary sources online. I wholeheartedly support any changes made to make this a more accessible option.

Most of what I need is available online (journal articles), however, books are especially nice to have in print (not many I use are online). However, I don't mind waiting longer for print requests, if it saves money for the university.

This is not really about the screw-up with the UCSB library

In general, I am more open to using electronic sources for articles than for books. I usually need the hard copy of a book to be able to refer to and bring places.

I like accessing articles online, but I prefer to read books in print. Bioscience collections have been in storage most of my time here, so I'm accustomed to needing to request things, but it would be nice to be able to browse the shelves one day. Table of contents/previews/indexes are helpful in determining if I need the book, but once I decide I need it, it would be helpful to get it within a week or so. Journal articles not available online are a higher priority and typically more time sensitive than books.

I study at one of the greatest research institutions in the world, but I would not know that walking into our library. Books, dissertations, and journals are being cleared out to make room for tables, chairs, and couches. We have at least two student centers on campus devoted to tables, chairs, and couches. It is particularly saddening that the library will not house paper copies of the dissertations written at our university. (As if there are enough written to occupy a significant space.) Now a grad student or curious undergrad cannot browse dissertations in a discipline, instead they must know specific ones to download online. Online searching is different from thematic browsing that a traditional library offers. Simply because material is available online doesn't mean it is useless in print. (Especially when the online servers aren't working.) It is particularly frustrating to be searching for something relating to my research, find part of a page in Google books leading to exactly what I want, and then realize that the following 50 pages are missing. More frustrating is the quick check on MELVYL that shows my world-class library doesn't have access to the book. I need to hope that interlibrary loan can allow me to continue my research. This is the University of California. Treasure your collection, do not decimate it.

I love the ILL and while I have grown accustomed to the online catalog and the use of the computer for many aspects of the library, I still see print media as important. I would use scan of books that are hard to find. Many books printed in Mexico and Central America are hard to find and so scans would be helpful. current journals are great in print and the old volumes on Jstor are very useful.

Whatever you do is fine, but you need to change the selection at the front. Lecturers are faculty, as are tenure-track folks. You're making a false distinction, in your first question, that I find, frankly, offensive.

Editing is part of space planning. Consider revising this last entry: "When I identify a book that I want, in general it is acceptable that it is not located in the Library as long as I can get it in:" Here is one suggestion: "when I identify a book that is not located in the Library, an acceptable retrieval time would be:"(29-18=11) Eleven words saved, and clarity gained to boot. -All in good humor.

Please preserve the traditions of literacy and the library. Digitalizing texts has its merits but print has tradition and does not lead to glaucoma. Scribbling in texts is frowned upon and the durability of books is finite but these features give it character and skillful jobs for students. Before become a graduate student in the biological sciences, I was an undergraduate at UCSB and had a remarkable experience working in



the Arts Library. I have learned more about art and architectural history by thumbing through the physical books, journals, and catalogs while working at the library than from taking a prescribed art history course. I have learned skills in mending, preservation, and shelf keeping and greatly appreciate the attention to detail and persistence required. If everything were digitalized, jobs would be eliminated and we would be castrating the under spoken delights in browsing the diverse and cleverly organized categories of knowledge on topics we wouldn't have fathomed a moment prior. Digitalization has its merits but it should not be replacing the cornerstone to literacy. I can't help but fear the loss of books as a Bradbury/Huxley-esque dystopian fantasy turned reality. I close in also advocating for the minority users of the library; the community user who will probably be limited access of online journals and texts or not be adept at navigating the online archives. Please preserve literacy!

If it's not available online, I don't use it. As a postdoc, I haven't even been able to figure out how to get a library card and the library never has the books I'd want anyway.

I presume many of the above questions pertain to obtaining books through ILL.

If no version of a book (e-copy or print) is available at UCSB, I'm usually inclined to order a personal e-copy (from amazon) for my kindle. That depends on the price, of course. But I know that amazon/kindle has been expanding its loaning program for public libraries and for prime members. Perhaps this is an opportunity to expand the UCSB Libraries' e-loaning programs? What about that backup copy of GoogleBooks we were supposed to have full access to (until copyright concerns came into play)? Would it be worth it to the UC to pursue that more vigorously? Thanks for your work on all of this.

thanks for asking

Since you're renovating anyway... check out U of Utah's ARC:
<http://www.lib.utah.edu/services/automated-retrieval-center.php> It's a nice system and works wonderfully for resources stored offsite.

A lot of us researchers and lectures have no permanent office space. Ladder faculty members are also losing their office phones. So I would say "deliver to office" is not always a good option to a lot of us.

These last questions are difficult to answer. In my discipline (mathematics) 95% of book and journal searches end in verifying that the information or result I am searching for is NOT in the article. Having to wait days in each instance to find that out would really impede my work.

Inter library is a superb resource, and well administered. I'm generally happy to use so long as books are easily available. I'm happy to read journals online, but use numerous Spanish language materials, and would like to keep the old system of photocopying and sending material. Please leave as much as possible of the current material on the shelves because I do some times look for material on the shelves. I see some excellent material has disappeared in recent years.

I never visit the library, primarily because many of the important books in my field are not available, and the organization of books and journals is, in my opinion, very poor. I have used libraries from other universities, but when I arrived at UCSB and checked the library out I was very frustrated and disappointed, so I stopped visiting and now rely on e-journals (I like the UC system e-journal access) and I buy all of my books.

Foreign language books and articles are very important and online copies are usually unavailable for Russian language sources. Here sources older than 10 years may be important - up to 30. German sources are also important to me.

The answers to these questions really depends on the circumstances. Most of the time, when I am looking for a book, I need immediate access.



For journals: Anything online does not need to be available in print. I am online only. If there is old journal material at the library that is not available online, I like that. If you can deliver it within a few days from elsewhere, that is good enough.

Recognizable monographs (e.g. books on or by Proust) are less important to have in the library than those call numbers that are more thematic or "mixed" in approach because it is more difficult to identify their use without looking at them.

A large number of the books/journals I need are not at UCSB. It would be helpful to have them either a) available for longer periods of time from ILL or b) have available scanners to make PDF documents out of the books UCSB does not purchase.

Having print copies and being able quickly to look at a variety of different texts and editions is crucial to my research, as is having the relevant resources in other languages quickly to hand. I cannot do my job well without it. Thank you.

While I don't mean to be offensive, in general I find the holdings on campus to be much, much weaker than any other university with which I have been associated. While that can be frustrating, it means that I am no longer in the habit of doing much browsing. This is a shame, since one always finds good stuff that way. But it also means that I personally am well prepared the library decides to move a large number of its holdings off campus. I would recommend putting our limited resources into making the retrieval system as fast and efficient as possible, and expanding the inter-library loan system. Sometimes it is hard to search for books that aren't in our system. Thanks for all that you do to support the faculty.

There is nothing quite like a book in print for absorbing information, so I support the persistence of a traditional library; however, I also support faster and more efficient access to information in addition to reducing cost of maintaining the library.

It will be great if we can have everything online or electronic version. I have not gone to the library for years.

There's a big difference between 1 and 3 days. If I can get something delivered the next day, great. Waiting three days is too long, especially if I need the book for teaching a class.

The new librarian seems to be providing great leadership. As a long-term faculty member on campus, I can say that I feel the change. The LENS is a superb resource. It is a great road map to update the campus community about what is going on. Clearly the leadership of the new librarian has made it possible but the writer/designer also has a nice vision for it also. Good/important PR piece

In my view, you could get rid of all print versions of journals that are available online. All books more than 20-30 years old could be moved off-site if they be retrieved and delivered within a week. I do still rely on print copies of books, but I usually buy the ones I expect to use extensively in my teaching or research, rather than checking them out of the library.

Print books are far more important to be accessible than journals, which in my field are *all* available online.

I think that ILL in general does a great job. I would like bibliographic information in East Asian languages to be more specific (i.e. in Japanese/Chinese). As it is, it is difficult or impossible to search the UCSB catalog with kanji. This results in problems of romanization, and can make it difficult to identify the correct volume of multivolume sets.



Printed books and journals are ESSENTIAL for teaching history of art & architecture as we scan images from both. Screenshots are not a replacement.

Two years without access to the library's physics collection will be a serious hindrance to my work. I would appreciate it if as many QC books as possible could be kept available. Other priority subject areas for me are TK, QA, TA, QB, QD, and QR. I don't think we need to have print copies of online journals available in the library.

with regret I see a degradation of the e-journal accessibility

I think the headings of your rating scale for some of the questions was incorrect. I think you meant "slightly unimportant" instead of "slightly important" on a number of your questions. This might result in problems with your data.

We really do need to have the books and journals physically available. Most of the real learning comes serendipitously, while I think I am looking for X and nearby are Y and Z and A and J, which get me thinking in new tracks. It is not about information retrieval at all.

Browsing is important to me in finding appropriate books for teaching and research (I don't do this much with journals). I work with many Japanese books of local history and of documents which are mostly poorly indexed, so browsing availability is very desirable

Library usage is specific to disciplinary divisions--hard sciences, social sciences, humanities, etc--and highly specific to particular disciplines. A much clearer picture of usage needs, retrievability and so forth would result from a survey designed to note differences among individual disciplines. A distinction in the survey between usage of books and journals in one's own discipline vs. those from other disciplines would be similarly more informative.

Books in the "art" category really have to be available in hard copy, for reasons too obvious to state I hope.

Generally I think having print materials online instantly or very quickly is more important than having the print copies for my purposes.

This is going to be disruptive. Just keep in touch with us and don't lose anything in all the shuffling around.

It would be useful to be able to select more than one research area on the opening page of this survey. My research routinely involves Languages & Literature, History, and Communication, as well as the area I selected.

Please note that my answers to the questions above are approximations. When I need a book for teaching, I need it right away, and it is not acceptable that the book not be in the library (if we own it). For research, I can afford to wait the 1-3 days I indicated, since this is also what I would expect for ILL. For journal articles, if an article is available on-line, I don't read it in print for my research, but I do often need it in print for teaching.

1. I do not, nor does anyone I know, need access to physical copies of resources available online. 2. The hassle of processes like interlibrary loan has convinced me that if something isn't available online or currently physically available at the library, it's not worth my effort to try and get it. 3. There are a number of journals, particularly law journals, where the online archives don't go back far enough--these types of articles stay relevant for much longer than science articles. Keeping these volumes in the library, or buying access to a database that includes them like HeinOnline, would be beneficial.



My only comment for now is that the staff at the library are well-trained on the different collections. I have had some trouble tracking down books that were in different collection spaces and the librarians for the collection were not present.

Please don't get rid of print books! They are essential! And receiving it from another library days or weeks later just does not cut it in a fast-paced academic environment.

I have literally never used a book from the library.

As a Ph.D. student, my research and degree program will potentially be negatively and drastically impacted by the unavailability of books or articles on the shelves. After I've identified the location of particular books and articles, it is important that I am able to browse others that are nearby. I find many relevant and important pieces in this fashion. It would be very limiting to not have the ability to browse actual books. I really hope they will not be stored away, out of a directly accessible location.

As a historian I depend upon "older" works which I don't necessarily check out. It is a great convenience to be able to access these on the shelves for a quick reference rather than wait for it to come up from SRLF or elsewhere.

Hello: Some places like the doctoral students' cubicles are very cold and noise, I mean if somebody is in the next office you can even listen to their breathing or music from his or her headphones. I love the library service and people working there. They are very nice and helpful with students. I would love to go to the library more often to study, but there is an energy in the building that make me feel not wanting to be there for a long time. I am guessing that probably it is the lighting, (for me it), is too dark, the building like old-brown, and light is good but to bright like a hospital. The windows of the carrels for faculty are brown, a little bit depressing I guess. Is there any way of building more spaces with windows that allows natural sun light or maybe changing the windows? By the way, I totally love the ILL system. I have saved a lot of money since sometimes I do not have money to buy a books from which I need just one chapter or two. I really appreciate all the people that works making the ILL system to function nicely and properly. Thank you to all the universities that lend me books trough ILL in these 4 years I am graduating form grad school this summer. So I take this opportunity to congratulate the people that make possible the very efficient service of UCSB library. THANK YOU

More often than not, the most popular and widely used books in the Engineering and Sciences domain are available only as a single copy in the library, hence they are mostly unavailable if someone checks them out before you. I believe that these books should be identified, and there collection in the library should definitely be increased, so that we do not always have to resort to ILL and wait to get a copy of those books. Also, on an unrelated topic, it would be great to see more fiction and non-fiction literature from other languages in the library too.

We are very privileged to have special collections in the UCSB library (e.g. Black Studies library, Feminist Studies Library, etc.). I use these collections frequently and I tend to browse those collections more often than the main collections, even though I tend to need books for class from the main collections. I hope that these collections will be considered as a highly valuable resource for students when going forward with this project. Thank you.

Journal articles are easy to access online and I only use electronic copies. However I need books to be in print, even if it means waiting several days for access.

You guys rule.

Generally I am very happy with library services. There have, however, been a couple of times when I went to the library and was given a book that was not mine (but was for a student with the same name), yet, when I went to retrieve the book that I had requested too much time had passed (even though if I had



received my book the first time it was within the allotted time). While this is a minor complaint I would just ask that there is some way to use library cards to prevent these mix ups as much as possible.

I am concerned about the Science and Engineering section on the second floor. It seems many of the texts and journals I commonly would refer to are being marked for the archive. I and several other students prefer print over electronic copies. The amount I retain from print text is much higher than text I read electronically. That said even if we have an electronic copy I go for the hard copy and I am concerned that many texts (especially related to Earth Sciences) are being marked for archiving.

I very much prefer to access content electronically.

Having print copies of books is very important for the fields of religious studies and ancient history. Many of the most important books are not available in e-format, plus, illustrations, maps, charts etc. don't always display properly in e-versions. Academic journals, however, seem to have a good track record in these areas for properly formatting and displaying both text and images. electronic versions of journals are almost always perfectly acceptable, and often easier to use than print versions. There is a REAL BENEFIT to having books in print and ON THE SHELVES in the library. I can't say how many times I've found something useful on a nearby shelf next to the thing I was looking for THAT I WOULDN'T HAVE FOUND OTHERWISE. These collections are the heart and soul of humanities research.

Many of these questions are dependent on the type of literature search I'm doing. Often, if the topic requires heavy visuals, then having faster access to physical prints is important. If it's all text, then it really doesn't matter as much.

It would be awesome to have online access to every chemistry journal we have in print. Sometimes these 1-2 pages are easier to access online than in the book in the library. When they are not online, it deters me from using it.

I'm excited about your project, although I know it will mean a lot of tolerance and sacrifices for all of us. The answers I gave above are all conditional - depends on the urgency of the project at hand. I do like to browse the stacks, and prefer whole books rather than selections when making decisions about their usefulness. However, as long as we can get them in a timely fashion, I'm sure I will survive. Thank you.

If you are trending towards less actual books, please make sure I can get the books electronically or borrow them from another library. It is imperative that ALL journal articles be available online.

In physics, almost everything is in the arXiv, so having print copies of research papers is rather pointless. Even when it's not in the arXiv, it can be accessed via the library. I don't know of a single person in physics who's made use of the journals in the library (nor would I know where they are located). So if that section needs to go, I don't think anyone would miss it

I stated earlier in the survey that I don't go to the library to browse for books- let me be clear- I used to. I loved to do that and found things I never would have otherwise. But so few books are left on the shelves that that activity is no longer a viable option. and it hurts me to see the empty shelves - I understand they are empty so the building can be improved, but I don't see any of that, I just see that the books are gone.

Definitely would prioritize print copies of newer science articles over older ones. But that would be my bias as an engineering student. If digital copy is the only one available, then a nice compensation would be text searchable pdf format (able to use Ctrl+F).

Please do your best to keep subscribing to journals, periodicals, and to make sure that we have a budget for books. The library is invaluable for teaching and research purposes.

Do what you need to in order to have the construction be finished as quickly as possible. I can deal with a longer wait if it means things being back to normal 2 months earlier.



I use many older books in my field, and my own books from the 1980s are still widely cited (I'm in my 50s, so not at the end of my academic career yet). I would appreciate it if the Library did not decide simply to move off-site the lion's share of the older books now in the stacks. There should be a process of advise-and-consent! If you want to move off site 15% of the books in my main field (Italian Studies), I'm sure that my colleagues and I could sweep through the stacks and mark these for you, rather than leave it up to a formula.

Please consult ALL the faculty (and not a committee that is not representative of the various disciplines on this campus) if you plan to move permanently some books into a storage outside campus.

In general, I prefer to utilize electronic resources for all of my research needs, whether they be journal articles or books. The ability to get items electronically that are not physically located in the library would greatly improve my research experience (particularly if it meant I could get access to these items faster).

Print copies of journals and monographs should be retained in disciplines where illustrations are of paramount importance.

Can you create more silent spaces. Too many undergrads chatter away in the library. I love Mervyl!

You should be aware that not all "available online" articles/books are equal. It is CRUCIAL that the electronic version be a "clean", fully text-ified version. This means it allows full-text searching, copying and pasting of text, etc. For some older articles, the only PDFs available are "image" scans which can't be searched or text-selected. These are hardly better than print copies. Often, an HTML version is preferable to a PDF version, since the HTML version can be reflowed and viewed at different sizes, while the PDF version has a fixed page size. The best thing the library could do for me is to do everything possible to make everything, everything, everything available in fully searchable full-text online versions.

Please don't take away the French and Italian books and journals. They are very important to my research.

What about non-books? What about videos and data and maps? These are mostly NOT available online.

I strongly think that physical copies of print books need to be retained in the library. Although I may not often visit the library specifically to browse through the stacks, every time I check out a book (usually bi-weekly) I end up finding other books nearby that are useful for my research. Fragments of the book available online (whether its contents, index, or a limited text preview) are simply not enough to determine a book's usefulness and close off the possibility of finding the book in the first place. Even offering the whole book online can be pointless -- Ebrary, for example, doesn't produce high-quality PDFs so you can read comfortably without an internet connection. Please keep print books on campus!

It is critical that the books that are not available elsewhere (e.g. old/out of print and from Ethnic/Gender Studies) are available at all times. It is hard enough to access these texts as it is.

There is a problem with electronic books that must be fixed; it involves Hathi Trust Library. On many occasions Mervyl would show that an e-book edition available to UCSB, but once inside the book record, it turns out that the book is on Hathi Trust and UCSB does not have the rights to access it. This is false advertisement (or accounting). Other online databases (Springer-Verlag, Wiley Science, CRC Press) do not have this problem. Another point about e-books: in my experience natural sciences have many more ebooks available than social sciences.

Journal articles, esp. those in special issues, need to be seen in context. Sometimes with data bases, you don't know that there are responses to the article in the same or a future issue. We need to know the entire contents of a special issue because that is how I often find additional pieces.



The interlibrary loan system works well and allows us access to books not in the library. I would hate to see print books disappear, although I suspect that many publications will soon be e-books.

Online articles are important, and it is very helpful if entire journal volumes are available so that I can see what else was in the journal alongside the article I seek. 3-7 days is an acceptable waiting period for anything, although quicker is always appreciated.

If I am going to be able to conduct research in my current area of research, I need to have the physical books in the library (in the area of early American history, as well as the many digital resources that give me access to primary documents).

I no longer use the library at all since I can not figure out how to access articles online from melvyl or other library electronic access means. It seems too cumbersome and so I do without or send to the author of the article for a reprint.

Keep 'em in print.

It is especially important that students be able to browse the shelves for books. In my field, early publications remain important, and 30-years-old (1980) is not old at all!

More resources should be directed toward increasing content coverage. Printed versions are in most cases not needed.

In general off-site or shared storage facilities for rarely used print material is acceptable. It seems important to maintain archival(high quality) originals of prints in the long term, though delivery of a digital copy would suffice for most purposes (i.e. ILL as it works now is adequate, though sometimes slower than I'd like).

Online access is critical. If we don't have quick feedback about availability, we uniformly go to other [instantly available] sources.

Get rid of print journals! Keep books!

This survey is about books. Books are pretty much irrelevant to me. In my field (physics) all research papers are available online, for free, on the arxiv. I use the libraries once every three years.

1) For my purposes, it's fine to have web-only access to journals, since they are short enough to be printed. Books are an entirely different matter, since in my view they are too long to read on a screen. 2) I'm alarmed by the questions about foreign language books: in my view, the library shouldn't remotely be questioning its commitment to acquiring significant foreign-language books.

Are you embarrassed that this is the worst library in the UC system and indeed, often outdone by CSU libraries?

I am an experimental physicist. Mine is not a stereotypically textual discipline, but libraries are a critical research tool for my group. Delays in accessing books or publications are sometimes important limitations on the speed and quality of our research. Books located in the library itself are an important source of the serendipitous inspiration and rapid focused learning which are essential to progress in my field. Please don't move any more books off campus than you absolutely have to.

I'll wait and see how it turns out

Please keep the best of printed books in the collection, ready to view at any time.



It seems like everything is pushing towards scanning material and putting it online, and I don't think this is a good direction. It seems to promote shallow understanding and myopic literature searches. When I am seriously looking at a new topic, it is very helpful to go to the library and find the shelf containing all the books on that topic. Some clunky online table of contents that I can navigate through if I wrestle with the interface long enough is not a suitable replacement.

E-books are very difficult to use as teaching resources because of the limitations on extracting pages as PDFs to post on Gauchospace. For this reason, print books are far more important to the teaching mission of the university than are print articles, which can often be acquired online. Print books need to be easily available. I am, however, leery of divesting of our considerable collection of print journals, because this would allow an effective monopoly for the providers of electronic resources. It is important for the UC to leverage its holdings to maintain this intellectual and financial independence, even if print materials are located in an offsite storage location. It represents a considerable investment of state resources over many decades and still retains real value.

I was shocked to learn that, due to earth quake retrofitting needs, the plan to extend our library has resulted in a situation in which there will be less books on the shelves as before the extension. This loss is somewhat compensated by the fact that more and more (old and new) books are becoming available online these days. But I should emphasize that, in the current situation, interlibrary loan services are becoming more and more important, and I am glad to report that this service is very good at our campus. The interlibrary loan department should be supported by all means, and certainly not reduced.

For all of the above questions, it of course depends on the book. Some books I need immediate access to, others I am willing to wait for. Key journals MUST be available in print in the library-- for scanning purposes.

The availability of books in the library has been declining for years. I really hope that this is not going to become worse now.

In the visual arts, physical journals and books generally have better quality reproductions than e-versions. But the instances where one needs to check the original are not very frequent, and wait of a few weeks is not so bad.

I usually need library resources right away because I am often working on deadlines or with momentum I do not want to lose. Electronic versions are acceptable and would replace the need for hard copies.

Print copies of books and journals are important for both their written content but also for the visual content.

It is essential to have print copies of art/architectural history books AND journals. Very often, the only available image of a work or of a plan is available only in these sources, and such images are often clear when a resource is digitized. For both teaching and research, the availability of sources/images is essential. Also, no on-line summary can replace the actual print version of a scholarly work as these must be browsed/read to determine their usefulness. The availability of foreign language journals - but also of journal and books published outside the US - is also critical for our specialized fields.

Please focus on access to journals and books online (and on shelves) rather than maintaining special collections that are useful to only a tiny fraction of users.

I study paintings from the Early Modern period. I cannot stress enough how important having hard copy is. Scanned images are simply inadequate. And JSTOR etc. do not include pages of advertising, (eg. by painting's dealers) a very important resource for my work. And it is a nightmare to scroll through a 500 page scanned volume of a 17th-century text (non-English, in Old German font).



I appreciate the need to conserve space, but I hope that new books and articles will continue to be made available. And I hope materials shelved off campus, either locally or in the region facilities can be made available in a short space of time.

I work with material from many different centuries in more than one European language. It is very frustrating to my research when I have to wait for the answer to question; sometimes I can't proceed till I get it, which means that my work is hung up from "1-3" days. Also, I can't put on reserve for students books only available on ILL, however quickly they may arrive. A major research university needs to be committed to furthering all fields of knowledge, not just the way it thinks most people work.

If a book/journal is available online it is important that the online-version is printable, otherwise the library should provide a print-copy within 1-3 days

Generally, I've had trouble with journals that are not available online but have been put in storage; sometime the retrieval time has been too long.

I'd like to see magazine archives (such as The Atlantic, etc.) stay in the library, in print, since the historical research that I do often requires browsing these old periodicals (dating back through the 19th C). It's not possible to anticipate their contents--especially advertisements and meaningful ephemera--through online research.

It really is important to have as many books and journals as possible readily available in the library building. Very often I go to the library looking for one book or article, and discover that something very useful, but that I did not previously come across, is located on the shelf nearby. Also, looking through a book is often the best way to determine whether it is useful, as titles, and even tables of contents, can be misleading.

I am a graduate student from the Department of the History of Art and Architecture, so would like my comments to extend to materials under the subject headings of History and Literature. For my studies current scholarship is important (within the last 10 years), but often arguments need to be traced back to the 1970s or 60s, and therefore publications older than thirty years also remain important. Furthermore, primary source materials (in my case from the Renaissance and Early Modern period) are also vital. While my primary research is done in English, publications in foreign languages are also necessary for research (in my case, dutch, german, italian and french). Finally, with regard to the discussion of on-line vs. in-house materials, I generally find that on-line materials are important, but still make frequent use of sources in the library. Good quality (color) images are extremely important, and not always available on-line. Moreover, if on-line sources became the primary available resource I would have concerns about the consequences of server difficulties, but I think that if a print copy were available within 1-3 days (and within a week would not be a huge inconvenience generally, but in the event of inadequate images or server problems, quick retrieval would be ideal) it would not affect research too terribly. Finally, I prefer working with print copies of books, and even when they are available as e-books I usually consult print copies. This occurs less frequently with journals, but in both cases print copies are needed for images.

Access to scanned copies of rare books would be wonderful, in my case particularly those from early modern Europe. Also, as much as possible, it would be very helpful for historians of art and architecture to have access to physical copies of sources that contain images(particularly in primary sources, rather than scans. Thank you!

It is so useful to have open stacks in the Arts library because I have found all sorts of fantastic resources this way. At the start of a research project, it is really important to be able to browse through the stacks because sometimes you find things you didn't even know you needed.

I detest E-Books or reading anything on a screen. I print out all journal articles, so it is fine if they are only online. PLEASE allow us to ILL or otherwise receive a print version of a book even if it is available in E-book form



I think it would be helpful to have a larger number of computers available to students for searches and printing on line materials. I would like to see better and more pervasive signs indicating where books are located. It may be that the new capacity to get an on line map will be sufficient.

I very much appreciate the effort that is going into this important initiative, but I found some of the questions in the survey to be confusing. I'm not sure that an electronic survey can provide realistic feedback on the sorts of trade-offs that need to be made at this time. In other words, my reaction to many of the survey questions was that I want immediate access and I want to protect the collection at all costs. Why would I say it's acceptable to have a book delivered from storage in 5 days if I could have it delivered in 1-3 days, or better yet have it immediately accessible? So here's my general perspective--that of a late fifties, senior faculty member in the humanities--I love to browse the stacks, but like many of my junior colleagues I'm spending more research time online. Virtual browsing by call number, timely book delivery, and further investment in electronic resources seem like the way we're headed. Although I'm nostalgic about the library stack experience, I'm am willing to support the development of fiscally responsible and intellectually sound alternatives.

Office delivery would be great.

Obviously on line is the way to go, but make it easier for faculty to access it.

Thank you for surveying the faculty. I find students are less and less interested in physical and material sources from the library and I think this is a shame. Knowledge comes in all kind of mediums and so we cannot give up print versions since no matter how well the scan is done a lot of information is lost -such as color, images, textures and illustrations which we need to see in detail in the case of maps, prints, and artwork.

I am particularly frustrated when I cannot find an article online, but we have a print version in the library. I would like to be able to request a scanned copy delivered to my e-mail inbox. Instead, I have to go to the library and make a copy myself.

The library is crucial for research and teaching purposes. Its future is UCSB's future. It NEEDS an appropriate budget to maintain its essential function on campus. In particular, it should be able to keep buying new books and maintain UCSB subscriptions to journals

Having the actual copies of books and journals is important to me (or having several day access to them) because I frequently use images from books across the disciplines of geography, sciences, history and art/architectural history. Our Arts Library is a jewel and I rely on being able to go there and find books as well as browse and find books.

Is there a place we can suggest the library to buy certain books/journals which are not currently available online?

1-3 vs 3-7 days is not a useful distinction; should be 1-5 days (i.e. same work week)

Both the texts and images are vital in books and journals. Entire prints and older editions should be accessible in a timely and reliable manner, not just scanned black and white PDFs or just online versions of books and journals. Studying visual art and culture requires using printed sources for more than reading material but as potential image resources. Thank you.

ILL is a GREAT service, as is online access. I do a LOT of literature reviews and those are my bread and butter, along with UCSB's collection...of course!!

I am familiar with libraries that have off site holding areas, particularly for older books. This I have found acceptable as long as I can obtain material in 1-3 days. If I am looking for material it is because I need it



not usually because I want only to cite it or know that it exists. Searching for material and needing it in hand once I find it are pretty much the same thing in my research practice. In my interdisciplinary fields older materials must be available: 1) because the terrain is vast and may not have been traversed in recent scholarship, 2) because I study historical materials and older scholarship is part of the historical record through which conceptual concepts are revisited and remade. Thus have recent publications available in print and online is wonderful but in studying a moment prior to the present older materials (15-35 years) are essential. Digital books are becoming more attractive in the age of the iPad. I'd be amenable to library rights to downloadable books. Believe it or not many journals in my field are NOT digitized this means I still have to flip through bulky, weighty print versions to copy them. Being able to request a copy would be acceptable in the same way that I would request such an item through interlibrary loan. Visual materials are also increasingly important in my teaching and research practices.

I would have put 7-12 days for some of the answers. Most items not located in the library are not needed immediately--with respect to books. Most research, which demands almost immediate access, is done using journal articles. The Library has done a very good job of allowing access to its journal collection. I really appreciate easy access when I am traveling.

My need for print copy is based on the quality of the images. In my experience, JSTOR copies are not adequate, nor are those delivered via the document delivery service. If those were improved (e.g. photo-quality scans of images rather than xerox copies) then I would not be so dependent on having the original print copy in hand. Thanks!

Good online searching is critical. I'm still having difficulties with Pegasus - hard time finding volumes I know are in the collection without copious detail - I am sure I'm not finding stuff I should that *is* in the collection. I'm not sure why.

I'd love it if materials (e.g. books) were available in 3-7 days but really 1 to 2 weeks is generally practical. I also realize that rare or obscure materials would take longer to obtain.

I would love to see the library expand its access to ebook versions of print books as a way to both minimize recalls and make scholarly research much easier. The more of the book I can access, the happier I am.

Access to digital library resources is my lifeline to research. I frequently use the shelves to access materials that are not online. Thank you for your time and consideration.

The more things available online, the better!

When I am researching a topic, my work is interrupted by delays in information availability. I like to have material online (preferred) or to walk over to the library and pick it up.

As for e-books, there is often an important difference between edited vs single authored pubs. If edited, e-book is likely fine; if single authored, hard copy is often preferred.

Please have more books :(I don't mind journals since I can access them online ... but the library's book collection is really broken! :(

The problem I'm facing is that using the online off campus UCSB library web page I am not able to get access to articles. I have a better chance finding an article using Google scholar than using the UCSB library webpage. Given that graduate schools requires that I can access information quickly, this poses a problem.

Our ILL services here are fantastic. However, each quarter it seems that I have to ILL a large portion of my bibliography because the library only carries a single copy of each edition. At the end of the quarter, it can be hectic trying to get all the resources I need, and ILL usually can't deliver print books in under 3



days (understandably). So, even in the days of the web, it would be great to either have more stuff immediately available online, or to have more actual hard copies of books on hand.

It is essential to have physical books in the library, oftentimes, browsing the shelves is the most useful way to find books, especially near the specific book you were seeking.

Acceptable retrieval times for teaching and research differ: for teaching, it is desirable to be able to see the book/article immediately.

Stanford faculty have pretty strong feedback about the benefits/drawbacks of off-site repositories. Of course, some disciplines are more dependent on print resources than others. May be worth a chat with their librarians.

I strongly prefer to keep the book collection intact and expanding. I don't have an issue with accessing journal articles online or having older journal issues retrieved from storage, but we need our books!

I think that we are still living within the electronic revolution and electronic access has to be made as simple and rapid as possible.

Full electronic access to research materials is the next hurdle. If the library can make this happen and can deliver hardcopy when requested in a reasonable amount of time, I'll be delighted.

ILL has been very useful in helping me gain access to books that are not held in the UCSB library. Often if the book is held at another UC library, it comes to UCSB in under three days. Also, I have been able to consult several older monographs published online through the Hathi Trust Digital Library. I don't mind accessing works in electronic form, but I prefer to have an option to print out a chapter or journal myself if it is only available online-- I still find it much easier to read and take notes on a hard copy.

Put as few as possible into storage

One difficulty I foresee is that it is often very helpful to skim parts of particular chapters of books to determine if they will be relevant for research. By having books off-site, I will not know if I want to use the book for research until I already have it delivered to the university. Previews are helpful, but not when there are specific chapters that I want to look at, but they are not previewed.

Because of all the changes to the library print collections, some sort of brochure should be available to find out where everything is stored. For example in the chemistry division QD a listing or booklet should be available to find out the titles, etc of what is stored off campus, etc.

Not sure if this is relevant, but I work within interdisciplinary subjects, specifically Black history and black studies. Quite often books are not where they are supposed to be - online it will say the book is in the regular stacks, when in reality it is in Black Studies (and vice versa). Books should be returned where they are supposed to be, and if they are going to be in Black Studies they should be marked so in the online catalog. The same goes for other disciplines. Otherwise precious time is spent browsing the shelves, and browsing for specific information is useless because you need to go to a few different areas.

Books need to be in the library is my general opinion. It is hard to judge which books are not needed and errors will be made. The inavailability of a book that was supposed to be on the shelves and was listed in library in the catalog and which took too long to retrieve from storage far away wherever it was made it impossible for me to check a reference in time for an article that had to go to print without while I waited for the book to come back. Surely this volume had seemed unimportant to someone, but it was exactly what I needed right then.

Please don't move the Spanish literature section!



Making the aisles wider would be nice and having books delivered to other libraries on campus would be helpful. For example, requesting a book from Davidson and having it delivered to the Arts Library. Also, the Arts Library should have more open hours similar, if not matching Davidson.

You should distinguish between books and journals in this survey; it is usually not a problem to read journal articles on line (especially if we can print them out ourselves) but books are another matter entirely. I still need print copies of books.

Please devise a system where books can be ordered and delivered within 1-3 days. Perhaps you might devote more resources to ILL workers?

Please tell the ILL staff to read the comments section before responding to an ILL request; tell professors who have offices on campus that they cannot have carrels; make more carrels available to graduate students; stop university cutbacks to education

I have worked/studied at universities that have reduced book space in libraries to create study space, etc. I found it no easier to find a place to sit, but much harder to get a book. It just isn't worth the trade.

If there is any way to make ILL retrieval quicker, that would be most helpful for my historical research, which oftentimes relies on books in other languages that UCSB does not own. Some of them have arrived quickly, but others have taken 2 or 3 weeks, and arrived the day after my assignment was due. So the suggestion I suppose is either to include more foreign materials, or to make ILL retrieval more efficient..

As a PhD candidate, I am frequently away from campus and during such times rely more heavily on electronic resources than I do when on campus. As a rule, on campus I strongly prefer having access to print resources in the library and to use print rather than electronic formats. Having said this, I also find it much easier to search text electronically, so for me it is ideal to have access to both formats. It is hard to imagine the utility of the library if most of the materials were located off-site in remote storage. There is much to be said for the research and study environment that a strong print collection creates, and I hope that this intangible aspect is taken into planning considerations as seriously as are the physical space constraints.

If it all possible, (re-)hire more professional librarians with an MLS! The undergraduates at the front desk, while mostly well-meaning, are typically disorganized and incompetent. They seem to have very little training, and I've noticed a deterioration in the library's ability to procure books and general service over the last four years.

I would really prefer to have electronic versions of books, journals, and periodicals available online whenever possible. Since I'm finishing my dissertation sometimes timing is of the essence so having faster access is always better.

If I can get a book within a week, that is fine. If I need it the next day, that is probably the result of my own poor planning.

The more online access the better.

Items available online are great, and in my view could really replace the hard copy versions. As a Latin American historian working on Argentina, however, I would be very grateful to be able to have access to books in Spanish on my topic during this time.

Thus far it seems to work very well. 5 years from now I cannot say.

I generally default to using a search engine like google scholar over the Mervyn system, despite google scholar's limitations. I find Mervyn to be very difficult to navigate unless I already have the title of an



article in mind, and just need access to it through the UCSB system. Creating a more user-friendly, navigable search interface for academic journal articles would be very helpful.

I feel slightly uncomfortable with my answers, since to a great extent my research habits are conditioned by available resources, and have changed as access methods have changed. In general, though, I'm happy with e-journals and am becoming increasingly happy with e-books. I'm not crazy with all of the user interfaces for e-books, but I assume both that they will change/improve and that I will adapt. Not needing to worry about whether something has been checked out already is a big compensation for any slight viewing inconvenience.

So long as electronic versions are available a print version is unnecessary in any circumstance.

If at all possible, it would be great if there was a way of identifying important introductory works in a subject area over specialized ones, e.g. Kirk -- Optimal Control as introductory VS Pontryagin -- Mathematical Theory of Optimal Processes as specialized.

I am a sociological psychologist. The kind of psychology I am interested in, "unscientific psychology and social science" is seldom ordered by the library. Being able to read most articles online is a tremendous help to me. I also read Amazon books online, when they are wholly or partly available.

In general the library has been very efficient at quickly obtaining material that it does not own...my only complaints are the maze-like floorplan, the un-reservable grad cubicles, and the dark brown walls on the first floor lobby.

