

# Health Sciences Faculty & Graduate/Professional Students: 2019 Survey Results

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Survey results and comments available in full via interactive Tableau dashboards on the [Assessment website](#).

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# Executive Summary

## Methodology & distribution

Surveys were distributed to all UW faculty and graduate/professional students in all Colleges and Schools in STEM and Health Sciences fields. The survey went to faculty at the Seattle Campus and other health science locations (such as Children's Hospital, Harborview, South Lake Union, and the VA Hospital). The survey was distributed to 3669 faculty and 8516 graduate/professional students in April-May 2019. 704 faculty surveys were returned (19% response rate) and 1570 graduate student surveys were returned (18% response rate). Response rates in 2019 were down compared to 2016 for these groups. The number of faculty respondents does not allow for data analysis by department (only School level), but more robust numbers for graduate students means that some additional breakdown of results at the departmental level is available on request.

## Results

- Compared to 2016, Health Sciences faculty and graduate/professional student overall satisfaction ratings were higher, as were the Libraries contributions to their work.
- For all groups overall in Health Sciences (faculty, graduate students, Research Scientists), the top priority areas are assistance with strategies for monitoring literature in their fields and support for literature searches/systematic reviews.
- Among Health Sciences graduate/professional students, those in Professional Doctoral Programs are more likely to visit the Libraries in person than PhD or Masters students, with 45% visiting weekly or more often. Accessing Libraries remotely is high for all degree programs: 84% of PhD students, 77% of Professional Doctoral students, and 76% of Masters students (compared to 56% in STEM fields) access the Libraries remotely weekly or more often.
- Journal articles and research databases are important resources to Health Sciences faculty and graduate students, with faculty giving journals a mean score of 5.0 and 4.8 on a 5-point scale, respectively.
- 51% of Health Sciences faculty published in an Open Access Journal in 2018-19. Health Sciences faculty were more likely to publish in OA journals than STEM faculty (34%). 49% of Health Sciences faculty reported that they paid a fee to publish a journal article in the past academic year. Journal reputation and impact factor continue to be the driving factors in faculty decisions about where to publish (and considerations about whether to publish OA). Beyond these, timeliness of the publication process and no page or publication charges are also important factors.
- Research Scientists are generally not primarily responsible for making decisions about where to publish articles. For journal articles they published in 2018-19, 70% of Research Scientists indicated that they rarely made these publishing decisions (1 or 2 on a 5 point scale).
- The majority of PhD students in Health Sciences fields are publishing and presenting their work: 64% authored or co-authored a journal article and 61% presented a paper or poster at a conference.

- 46% of Health Sciences graduate students are working on or planning to produce a thesis or dissertation for their program. Of these students, over half are receiving some guidance from their faculty advisor/department about disseminating research from their thesis or dissertation via published articles.
- For the 43% of faculty interested in assistance assessing and communicating the impact of their work, 85% were interested in support for citation metrics and 64% were interested in journal impact factors.
- Assistance with literature searching and citation management were top priorities for Health Sciences Master's and Professional Doctoral students, while strategies for monitoring literature in their field was the top category for PhD students.

## Opportunities

- Explore results and identify actionable next steps in cross-departmental teams. In addition, findings from this survey should be triangulated with data from previous projects such as the 2018 In Library Use survey and the 2017 UW report (as part of the Ithaka S+R project) on the *Research Practices and Support Needs of Public Health Scholars at the University of Washington*.
- Citation management tool support is a top priority for Masters & Professional Doctoral students, and there are opportunities to publicize existing services and/or to target support to specific Schools where that service was a high priority.
- A key area of interest for Health Sciences faculty is in assistance with literature reviews and strategies to monitor the literature in their field. Consideration could be given to promoting or expanding existing resources on setting up database alerts and other ways of keeping up to date with literature in researchers' areas of interest (including interdisciplinary areas). Results by School and location could be used to prioritize where there is greatest interest in this support.
- There are opportunities to develop partnerships between Libraries Scholarly Communication & Publishing (SCP), liaisons, and the Graduate School to expand outreach to PhD students on publishing and the UW's ETD program.
- Health Sciences faculty have questions and concerns about Open Access and scholarly communication: resources, communication, and outreach could help to expand awareness and support for the OA Policy among this group.
- A key area of interest for Health Sciences faculty is in assistance with literature reviews and strategies to monitor the literature in their field. Further exploration of specific faculty needs could enhance services offered in collaboration between liaisons and external partners.
- The Libraries makes an important contribution to faculty ability to get research grant and funding. Additional follow up assessment would be valuable to explore in greater depth how the Libraries currently supports faculty grant/funding applications and potential opportunities for developing this support.
- Consider reaching out to staff in off-campus libraries for consistent messaging as well as to explore partnership on shared support services or cross-promotion of events and workshops relevant to remote users.
- Faculty and graduate students continue to ask for more communication on the services and resources offered by the Libraries. A pilot collaboration between Health Sciences

liaisons, the new Communication Director and external partners could trial and assess targeted communication strategies to improve user awareness. Results at the School/graduate program level could support more tailored, targeted outreach and communication opportunities.

- Given the high remote use of the Libraries by all Health Sciences graduate/professional degree programs and comments indicating interest in online support -- and the value placed on existing online services such as Zoom consultations and chat reference -- there may be opportunities to explore or expand online training for students, in collaboration with others within and/or external to the Libraries.
- The condition and availability of study spaces continues to be an issue for many graduate students who use the Health Sciences Library, so consideration could be given to further upgrades of study rooms and furniture.

# Survey Details

Surveys were distributed to all UW faculty and graduate/professional students in all Colleges and Schools in STEM and Health Sciences fields. The survey went to faculty at the Seattle Campus and other health science locations (such as Children’s Hospital, Harborview, South Lake Union, and the VA Hospital). The survey was distributed to 3669 faculty and 8516 graduate/professional students. 704 faculty surveys were returned (19% response rate) and 1570 graduate student surveys were returned (18% response rate). The faculty population also included post-doctoral research associates.

Response rates were down compared to 2016 for these groups. The composition of respondents among faculty from the Health Sciences increased from 66% in 2016 to 71%, while graduate respondents by academic area were similar to 2016 (with 53% from Health Sciences).

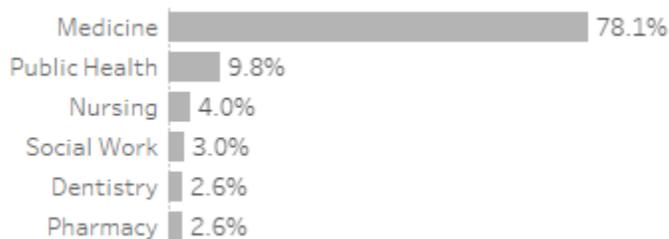
There are some questions/categories in common between the 2019 survey and the 2016 Triennial Survey. We have provided some limited comparisons with selected questions and categories in common using the same subset of the population from 2016 in order to understand trends over time for overall satisfaction, importance of selected resources, and Libraries contribution to faculty and student work. As there is variation between the surveys, care should be taken in comparing 2016 and 2019 results. The number of faculty respondents does not allow for data analysis by department (only School level). However, more robust numbers for graduate students means that some additional breakdown of results at the departmental level is available on request. A survey for Health Sciences Research Associates/Engineers was also piloted in Spring 2019 in order to explore the research needs of this group. The response rate for Research Scientists/Engineers was 21% (185 respondents).

Only those Schools with a minimum of 20 faculty or 50 graduate/professional student respondents are shown in the results for academic areas. Results are only broken down by location in the report when there are significant variations between respondents at different locations.

## Demographics overview

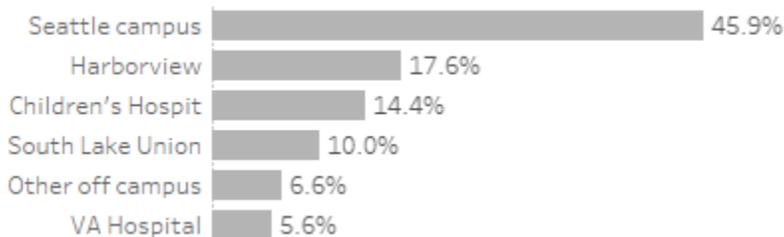
### Faculty

Within Health Sciences, the School of Medicine represented 78% of faculty respondents.



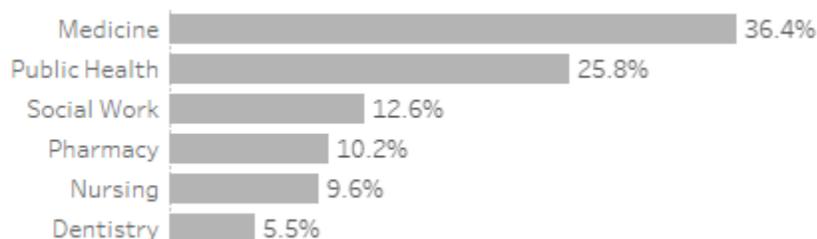
The majority of faculty in the School of Medicine work off campus, though the Seattle campus is the largest single location, at nearly 46%. “Other off-campus” locations include Fred Hutch,

Institute for Health Metrics & Evaluation, Northwest Hospital, Seattle Children’s Research Institute, and others.



## Graduate/Professional Student

Within Health Sciences, the School of Medicine represented 36% of graduate and professional student respondents. Public Health represented nearly 26%.



The majority of Research Scientists/Engineers (56%) are based at the Seattle campus, followed by South Lake Union (21%) and are in the School of Medicine (70%). The majority of respondents are at job class of Research Scientist/Engineering 2, 3, or 4 (evenly distributed, with 28% in each of these 3 categories).

## Trends overview

### Satisfaction, Contribution, & Impact

- Compared to 2016, Health Sciences faculty and graduate/professional student overall satisfaction ratings were higher, as were the Libraries contributions to their work.
- Overall, the Libraries makes significant contribution to faculty, graduate, and researcher work in a number of areas. The highest rated category for both faculty and Research Scientists -- and one of the top of the top categories for graduate students -- is the Libraries contribution to keeping current in their field. For Research Scientists, this has a mean score of 4.5 on 5-point scale; detailed results for faculty and graduate students are below.

### Faculty

- Overall satisfaction with the Libraries increased from 2016 for Health Sciences faculty and graduate/professional students. Satisfaction across all Health Sciences was a mean

score of 4.6 on a 5-point scale. The largest increase was in Public Health, from 4.43 in 2016 to 4.65 in 2019.

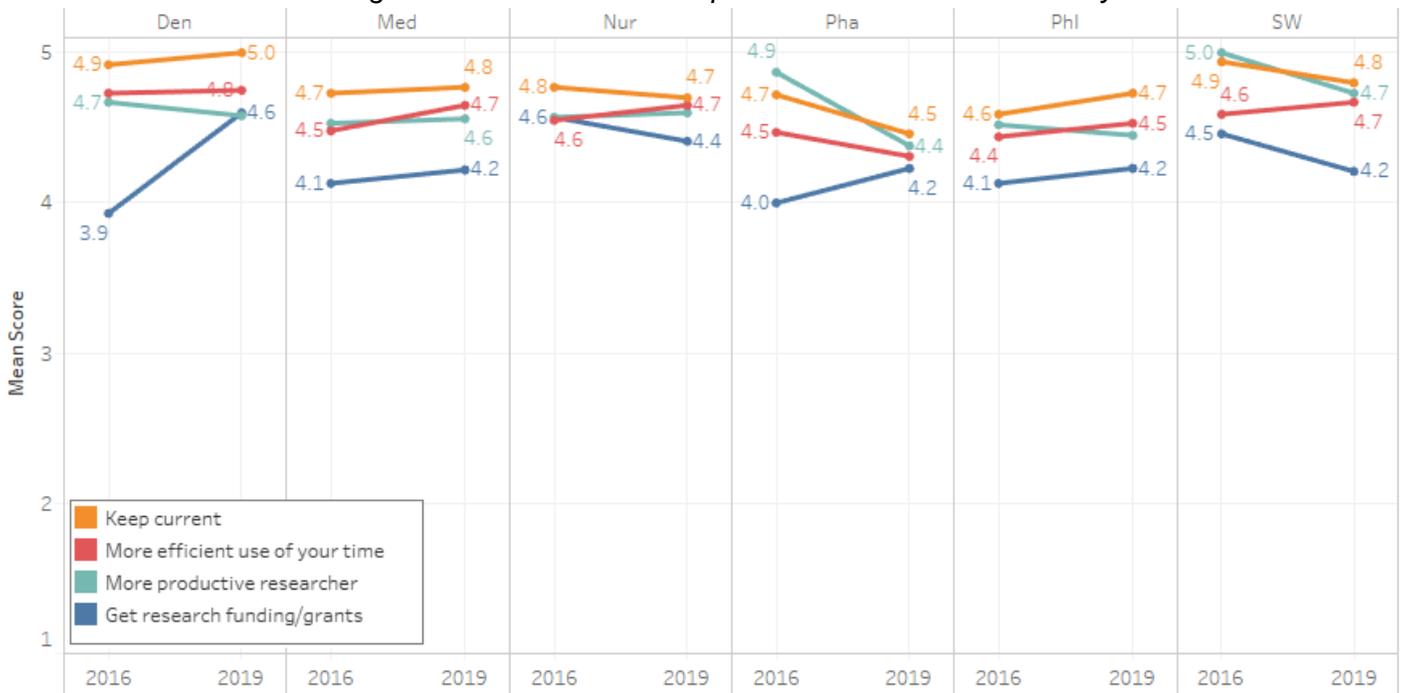
- The Libraries contribution to keeping current in their field was the highest contribution for faculty in all Health Sciences Schools. There was some variation for all other categories between the different Schools (shown below).
- There is also some variation in Libraries' contributions between faculty groups by location. Differences between location were significant for contributions to getting research funding/grants and for keeping current in their field. The mean score for contribution to getting research funding was highest for South Lake Union (mean score 4.62 on a 5-point scale), lowest for Other Off-campus (mean score 3.83). The mean score for the Seattle campus was 4.07, which was lower than the overall mean score for this category of 4.2.

What contribution does the UW Libraries make to your ability to...

Data shows the mean score of all respondents on a 5-point scale.



Data shows the change in mean score of all respondents from 2016 to 2019 by school.

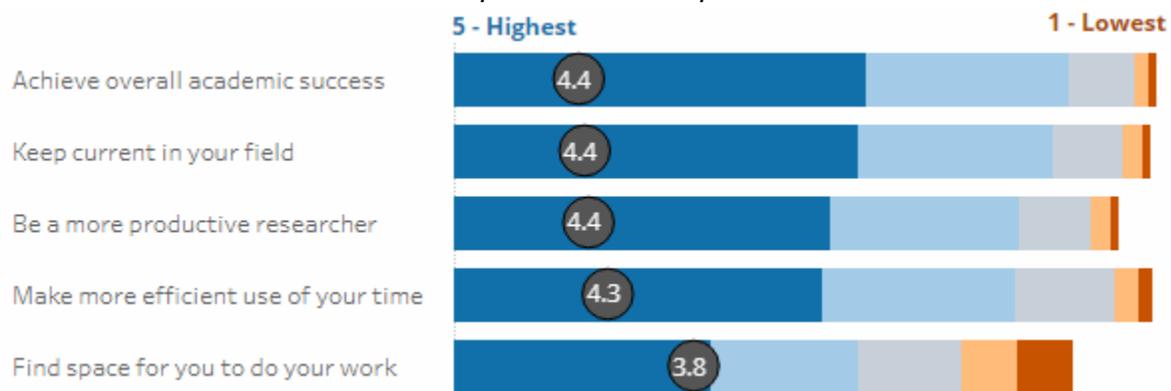


## Graduate & Professional Students

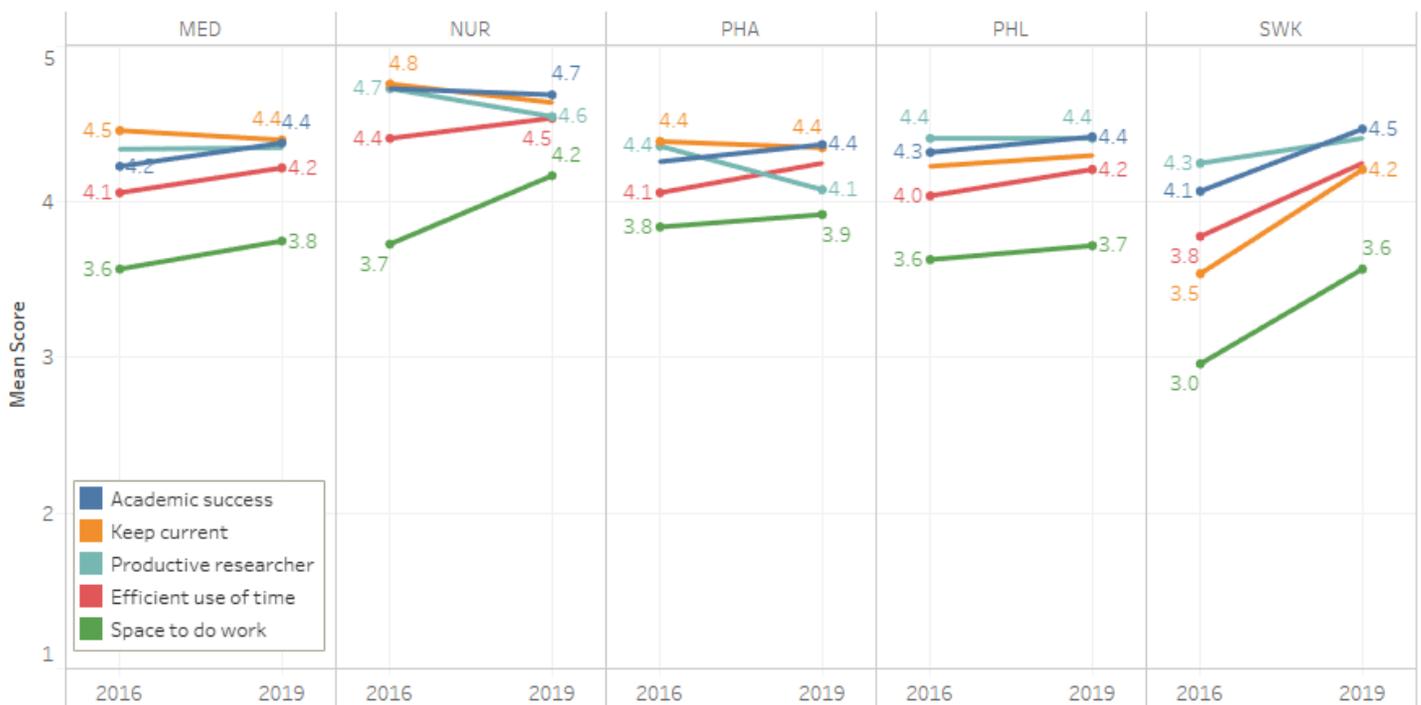
- Overall satisfaction with the Libraries increased from 2016 for graduate students in all Health Sciences schools. Overall satisfaction for Health Sciences graduate students was 4.4 on a 5-point scale. The largest increase was in the school of Pharmacy, from 3.9 in 2016 to 4.4 in 2019.
- Most categories of libraries contribution increased from 2016 for Health Sciences graduate students, though there was some variation (shown below). Despite some increases from 2016, “find space to do your work” remained lowest for all Health Sciences Schools.

What contribution does the UW Libraries make to your ability to...

Data shows the mean score of all respondents on a 5-point scale.



Data shows the change in mean score of all respondents from 2016 to 2019 by school.



## Selected Impact Comments

Tell us in a few sentences about a time that Libraries staff, services, or resources had a positive impact on your work.

- UW Health Services librarians have helped me formulate queries and identify sources for reading on topics not easily indexed or searched. I wanted to know how an important scientific essay...had been applied in the social sciences and specifically in health care reform. The librarian helped create a manageable citation list for me that enabled me to consider how the author's theories were being applied in my field of interest. (Faculty, Public Health)
- Lynly Beard has been a wonderful asset to the School of Social Work faculty and students. She contributes in multiple unexpected ways, including helping us to understand and choose impact metrics for RPT, gathering faculty publications and sharing titles quarterly with the school community, educating us about how to negotiate with journals to be able to deposit work in the UW repository (together with Liz). (We could use more on this because behavior change is hard). Library instruction in the classroom is also very important to a number of us. (Faculty, Social Work)
- My daily clinical work involves seeing unusual medical [...] syndromes in hospitalized patients. I need to rapidly acquire information in order to make same-day clinical decisions. PubMed and the scan request feature of hsl.uw.edu directly impact patient care on a weekly basis. (Faculty, Medicine)
- Libraries staff and services were helpful in putting together my promotion materials (Faculty, Medicine)
- In general, the online system is phenomenal. I am able to access most articles almost immediately, and those that are not immediately available are accessible through a request for a scan. I use the library daily, and it always makes a major impact in all of my work, from grant submissions that include the latest research findings to community requests for literature reviews on topics that are not well represented in the grey literature. (Faculty, Medicine)
- Very fast response when I require a journal article that is not available on line. Great help with assisting in providing training to our research fellows on literature searches. Very helpful on an emerging project using citation metrics to assess our global productivity. (Faculty, Medicine)
- The Provider Toolkit was a really helpful page to have open when I was on rural rotations and needed to rapidly access resources. (Grad, Medicine)
- UW libraries always have a positive impact on my work. I often occupy space in the Health Sciences Library, sometimes five or more days a week. The library is the best environment for me to work -- I am more productive there than anywhere else, and I really appreciate that it is available to me at basically all hours. (Grad, Medicine)
- Being able to access journal articles and other academic publications off-campus is critical to doing everything I do. The easier that access is, the better work I am able to do in the lab -- the lower the barrier to double-checking the literature is, the fewer unnecessary or poorly designed experiments I do. I know journal access is expensive, but I think it saves money in lots of other ways to have it be fluid, broad and easy. (Grad, Medicine)

- In my first week in the MHIHIM program I requested assistance on tips/tricks to start a research paper since I'd been out of school for over 18 years! Sarah Safranek was so helpful and patient and provided me with the information I needed to get started. This type of resource to students is extremely helpful especially since the online library tools are extensive. I wanted to be able to take advantage of the site as much as possible so Sarah helped identify where I could start. I especially like that we can get scans of articles within a few days since I don't live near the library. (Grad, Public Health)
- The most positive experience I had with UW Libraries was in my very 1st quarter. I came in during the 1st couple weeks to get a head start on accessing some census data, and the librarian recommended that I use Zotero for my citation software. I've used it every quarter since and it has saved me dozens if not hundreds of hours. I didn't even know that such things existed. (Grad, Social Work)
- UW libraries are fantastic. The diversity of great spaces to work, access to journals, and assistance are first class. I was a graduate student at UW and am now a very well-compensated and happy Research Scientist - whose projects bring in substantial outside funding for the university - and UW libraries have actively facilitated my work as a student and as a researcher. One of the best universities for STEM in the country, and the library system is a part of that.... (Research Scientist, Public Health)
- Overall, I have continually been impressed with how well thought out the UW Libraries mission is and how well they execute on the mission. We are a better university for it. In fact, I believe that they are one of the key resources for our continued success as a research and educational institution. (Research Scientist, Medicine)

## Resources & Spaces

- Journal articles and research databases are the most important resources for all Health Sciences groups (faculty, graduate students, and Research Scientists).
- Graduate students are more likely to access the Libraries online than in person: 37.7% visit the Libraries at least once per week, compared to 78.1% who access remotely at least once per week. Among Research Scientists/Engineers, there is little use of the Libraries in person: 65% visit in person either quarterly or less often/never, and only 2% visit in person weekly. Research Scientists online access is significantly higher than in-person use of the Libraries: 58% access remotely at least weekly. Previous surveys have shown that faculty primary access the Libraries remotely, so this question was not asked on the 2019 faculty survey.

## Faculty

How important are the following library resources to your research?

- Journal articles and research databases are very important resources to Health Sciences faculty, with journals receiving a mean score of 5.0 on a 5-point scale and research databases a 4.9. Health Sciences faculty were often able to find and access the journal articles they need, with a mean score of 4.6 (5 representing "Usually").

Data shows the mean score of all respondents on a 5-point scale.

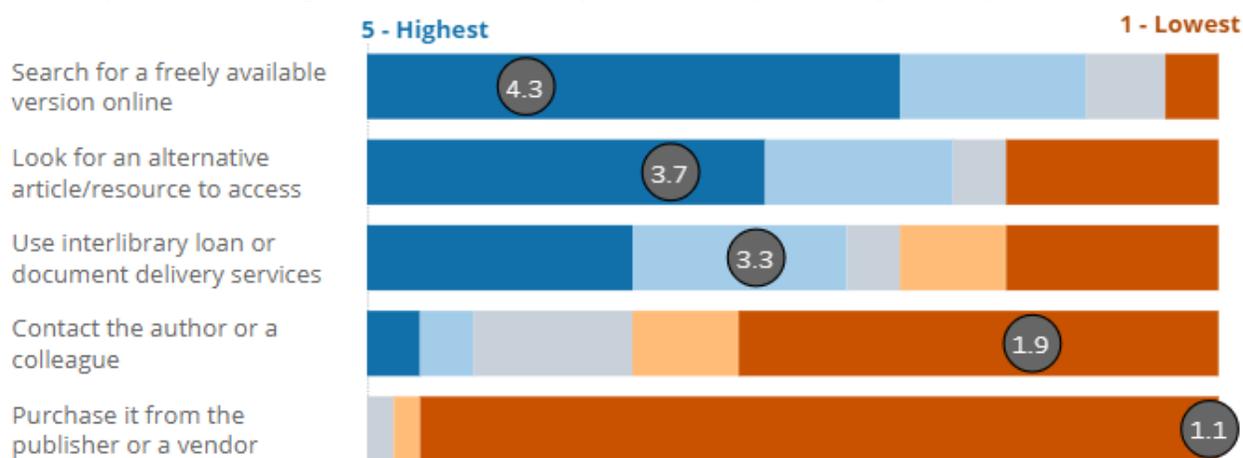


Data shown as a mean score where number of respondents in a School are above 20.

|                               | HS  |     |     |      |     |     | All HS | All STEM |
|-------------------------------|-----|-----|-----|------|-----|-----|--------|----------|
|                               | Den | Med | Nur | Phar | Phl | SW  |        |          |
| Journals                      | 5.0 | 5.0 | 4.9 | 5.0  | 4.9 | 5.0 | 5.0    | 4.9      |
| Research databases            | 4.9 | 4.9 | 5.0 | 4.9  | 4.8 | 4.7 | 4.9    | 4.4      |
| Books                         | 3.3 | 3.2 | 3.4 | 3.3  | 3.5 | 4.5 | 3.3    | 3.9      |
| Conference papers/proceedings | 3.4 | 3.0 | 3.4 | 3.4  | 3.2 | 2.9 | 3.1    | 3.3      |
| Datasets                      | 3.5 | 3.1 | 2.9 | 3.1  | 2.8 | 3.3 | 3.1    | 3.1      |
| Lab protocols                 | 3.8 | 2.8 | 2.8 | 2.4  | 2.3 | 2.1 | 2.8    | 2.5      |

When you want a journal article that you do not have immediate access to through the UW Libraries, how often do you use the following methods to get that material?

Data shows the mean score of all respondents on a 5-point scale. Question only provided to those who selected 1 to 3 in response to “How often are you able to find and access the journal articles you need through the UW Libraries system?” (5 representing “Usually”).



## Graduate & Professional Students

How frequently do you visit or access the UW Libraries?

- Among Health Sciences graduate/professional students, those in Professional Doctoral Programs are more likely to visit the Libraries in person than PhD or Masters students, with 45% visiting weekly or more often. Accessing Libraries remotely is high for all degree programs: 84% of PhD students, 77% of Professional Doctoral students, and 76% of Masters students (compared to 56% in STEM fields) access the Libraries remotely weekly or more often.
- Results from the 2018 In Library Use survey offer additional insight into the activities happening during in-person visits to the library. 92% of Health Sciences graduate students were working in Health Sciences Library and doctoral (PhD and Professional Doctoral) students represent 47% of these respondents.

*Data shows the % of Health Sciences respondents overall.*

|                 | 2x a week or more | Weekly | Monthly | Quarterly | Less often/No response |
|-----------------|-------------------|--------|---------|-----------|------------------------|
| Visit in person | 21%               | 17%    | 16%     | 19%       | 27%                    |
| Access remotely | 55%               | 23%    | 12%     | 5%        | 5%                     |

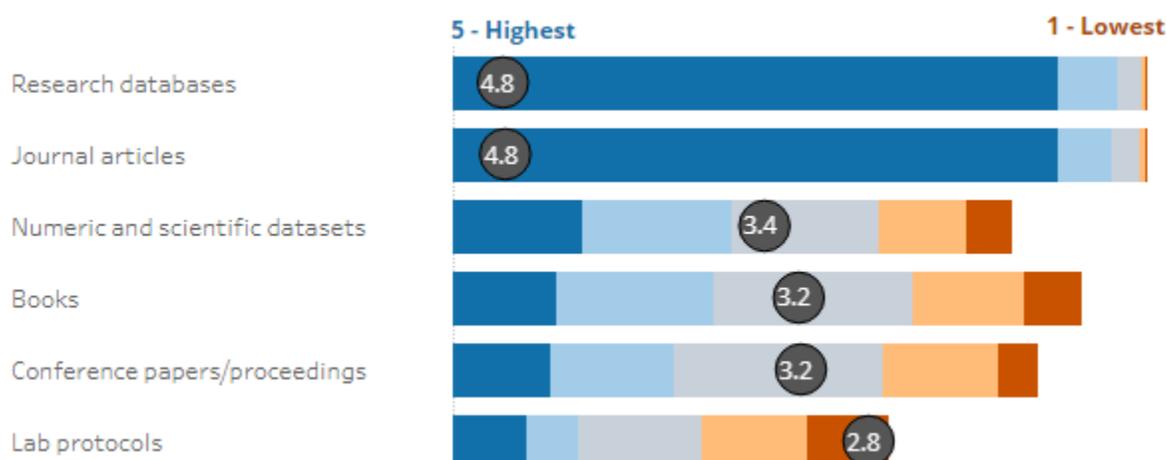
*Data shows the % of respondents who visit weekly or more often broken down by degree program.*

|                          | Masters | Prof Doc. | PhD |
|--------------------------|---------|-----------|-----|
| Remote weekly or more    | 76      | 77        | 84  |
| In person weekly or more | 38      | 45        | 25  |

How important are the following library resources to your research?

- Journal articles and research databases are important resources to Health Sciences graduate students, with both resources receiving a mean score of 4.8 on a 5-point scale. Health Sciences graduate students are mostly able to find and access the journal articles they need, with a mean score of 4.4 (5 representing “Usually”).

Data shows the mean score of all respondents on a 5-point scale.

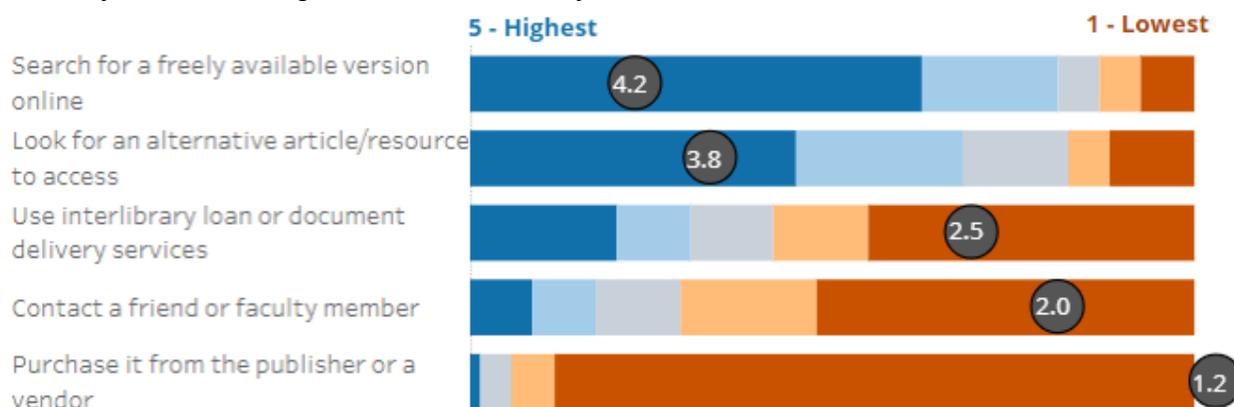


Data shows the mean score of all respondents on a 5-point scale

|                         | HS  |     |     |     |     |     | All HS | All STEM |
|-------------------------|-----|-----|-----|-----|-----|-----|--------|----------|
|                         | Den | Med | Nur | Pha | Phl | Swk |        |          |
| Journal articles        | 4.5 | 4.7 | 4.9 | 4.7 | 4.9 | 5.0 | 4.8    | 4.8      |
| Research databases      | 4.8 | 4.8 | 4.9 | 4.8 | 4.9 | 4.6 | 4.8    | 4.3      |
| Numeric/scientific data | 3.3 | 3.4 | 3.6 | 3.3 | 3.5 | 3.2 | 3.4    | 3.6      |
| Books                   | 3.3 | 3.0 | 3.6 | 2.9 | 3.2 | 3.6 | 3.2    | 3.7      |
| Conference papers       | 3.1 | 3.2 | 3.5 | 3.1 | 3.2 | 3.1 | 3.2    | 3.7      |
| Lab protocols           | 3.2 | 3.2 | 2.8 | 2.7 | 2.4 | 2.4 | 2.8    | 3.0      |

When you want a journal article that you do not have immediate access to through the UW Libraries, how often do you use the following methods to get that material?

Data shows the mean score of all respondents on a 5-point scale. Question only provided to those who selected 1 to 3 in response to “How often are you able to find and access the journal articles you need through the UW Libraries system?”.



## Selected Resources & Discovery Comments

- On two occasions that come to mind I was in dire need of relevant citations to push grant applications forward as the deadlines were closing in. Having access to PubMed and then being able to retrieve the actual articles electronically made it possible to get the work done. And it didn't hurt to be able to download the citation directly into EndNote.(Faculty, Medicine)
- Having a UW account makes much of my research possible, particularly writing papers and grants. Through my VA appointment, our libraries have some access to journals and databases but it is substantially limited in comparison to UW. The ability to request an article scan and to have it delivered in a timely fashion is one of the most fantastic services. It's difficult for me to get to the UW, find an older journal, and scan it myself, so this service has been critical for me. (Faculty, Public Health)
- I still have trouble getting journals that are important to my field, including journals related to the field of vaccine research and many international journals. I know there are budget issues but I don't ever hear of investigators being involved in asking for journals for the library. (Faculty, Medicine)
- There seems to be a disconnect about the resources one can get access to from home/off campus versus what one can get on campus. I am constantly hitting log ins for Ovid, Athens, etc. even though I know on campus I can get access to these same articles/journals. I've tried to look for help on UW's libraries' websites to get past these things but I can't easily find them and even where I have found instructions, they don't help me get past these barriers. It needs to be front and center how to get past these log ins from off campus. (Faculty, Medicine)
- I have not been considering the cost of journal subscriptions for our libraries. If there are some journals that are terribly expensive for our library to get, then I would consider a boycott! (Faculty, Medicine)
- I am primarily in the clinic, so the time I have to focus on research is very limited. Being able to get online access to journal articles right when I actually have time to do that is so crucial. Additionally, even if online access is not available, getting a scanned PDF e-mailed to me takes so little time to order and comes so promptly. Time is what I don't have, and the UW library system doesn't waste any of it. (Faculty, Medicine)
- I strongly support canceling subscriptions with large for-profit academic publishers, as the UC system has done with Elsevier. These exorbitant fees could go to more useful services, such as long-term data storage and organization. (Faculty, Medicine)
- Losing access to electronic journal subscriptions has been very disruptive for some of my colleagues working in countries that have had disputes with large publishers (e.g., Elsevier). I hope that doesn't happen here. I am also concerned about the potential impact of 'Plan S' on society publishers. (Faculty, Medicine)
- Being able to log in to UpToDate without paying for it has helped me as a student. It is expected by many physicians that I am able to do this, but paying for it would be a significant financial burden for me. (Grad, Medicine)
- Thank you for making electronic services like UpToDate and VisualDx available to us on and off campus - these are critically helpful resources during our pre-clinical and clinical training in medical school. Library staff have been incredibly helpful and responsive in helping identify resources electronically and in person - this helps streamline research

and resource efforts and makes research higher yield and much more efficient and effective. Thank you for being so supportive and demystifying a lot of the research/resource-finding process. (Grad, Medicine)

- I absolutely love the Care Provider Toolkit that is available. I use it several times a week and it is very easy to manage and organized well. I like the access to the databases and journals. (Grad, Medicine)
- I liked having a place to study between classes, having access to the bone box and other models of human anatomy, having access to course reserves, and having access to computers and white board tables to use. (Grad, Medicine)
- I have had a lot of trouble with accessing protocol/method articles that would be very helpful when I need to develop new assays. JOVE is the biggest offender of this, and as such I think a full subscription to them would be beneficial for a majority of UW researchers. (Grad, Medicine)
- Please improve access (immediate/free access) to psych/mental health related journals. It is frustrating enough to find articles on populations that are understudied...and it is even more frustrating when I do not have an immediate access to it when I finally find an article. (Grad, Nursing)
- It would be ideal to have recent editions of physical texts for our medical school classes available in the library - either on reserve or for check-out. Several of the physical texts for our medical school classes are not available, and those of us who best learn from physical copies of textbooks have had to use outdated textbooks or reserve these texts from other libraries e.g. OHSU School of Medicine or even community colleges, which is a shorter term loan period. (Grad, Medicine)
- The library could make things more efficient by linking database searches, such as Medline, with easy access to the actual journal article. There are often a number of steps that have to occur to get access to a journal article and sometimes we do not have online access to the journal. (Faculty, Medicine )
- Accessing articles through the libraries is complicated and I usually revert to NCBI (Research Scientist, Medicine)
- The ability to access the latest journal articles online is essential to my job and I cannot overstate how much I value this. I need articles in the fields of stem cell research, cancer research, biomedical ethics, and regulations. Not only does the library give me access to big name journals...but I also have access to many other journals in which my research is published. I also appreciate being able to get other news such as The Wall Street Journal...[They have] some very important interviews/articles with "back-stories" about scientists in my field - these articles provide information that I could not find anywhere else. (Research Scientist, Medicine)
- ...Also very important to me are the UW subscriptions/arrangements with publishers and professional societies...that allow me to download journal articles and conference papers directly to my computers for no charge. It is especially valuable that I can get at old/classic papers going back to the 1950s. Current and recent papers and articles are often available for no charge in some form - at the authors' web sites or at arXiv etc. - but those older papers are only available through ACM or IEEE or whatever. As I understand it, moves to open access publishing etc. will affect only current and future work - not that older classic work, which it is also important to keep accessible. (Research Scientist, Medicine)

- Online access to journals through the UW Libraries is obviously very important, but I'd like to emphasize how important it is to have access to the bound journals (such as those in the Health Sciences Library) for articles that haven't been digitized. During a recent literature search on the association of Salmonella and HIV, the only place I was able to locate many of the papers published at the beginning of the AIDS epidemic was at the HS Library. (Research Scientist, Medicine)

## Research & Scholarly Activity

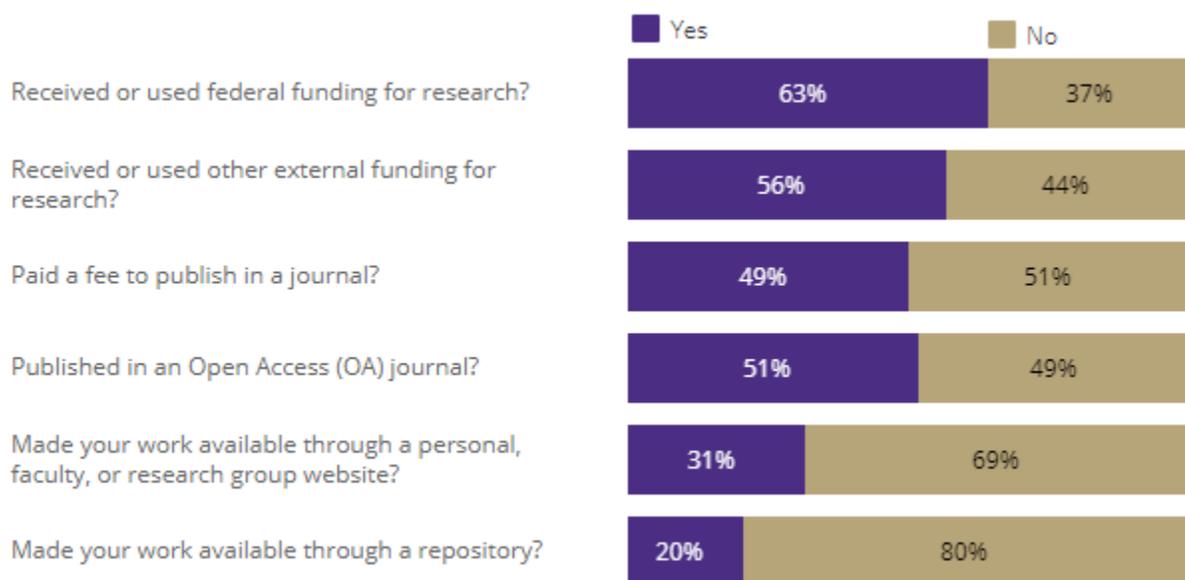
- 51% of Health Sciences faculty published in an Open Access Journal in 2018-19.
- Research Scientists are generally not primarily responsible for making decisions about where to publish articles. For journal articles they published in 2018-19, 70% of Research Scientists indicated that they rarely made these publishing decisions (1 or 2 on a 5 point scale, with 1 representing “rarely” and 5 representing “usually”). Of those Research Scientists who published in an Open Access journal in the past year, 65% indicated that it was not their decision to publish OA or that their PI/co-author selected the publication.
- The majority of PhD students in Health Sciences fields are publishing and presenting their work. 46% of Health Sciences graduate students are working on or planning to produce a thesis or dissertation for their program. Of these students, over half are receiving some guidance from their faculty advisor/department about disseminating research from their thesis or dissertation via published articles.
- For faculty and graduate students who made their work publicly available via a repository or website, journal articles were the top type of material shared, followed by data sets.

## Faculty

During this academic year (2018-2019) have you...

- Health Sciences faculty were more likely to publish in OA journals (51%) than STEM faculty (34%). There was some variation by School in the percentages of faculty who published in an Open Access journal in 2018-19.
- For those who did not publish in an OA journal in the past academic year, we asked an open-ended follow-up question about any questions or concerns respondents had about open access. 58% expressed concerns about quality (including the reputation of the journal and predatory publishing), 51% about the cost. A number of comments (10) expressed concern about “bypassing” peer review specifically in medical fields “All we see in the media...are the benefits of preprint servers and OA. They have some real dark sides in clinical medicine that are seldom discussed”

Data shows the % of Health Sciences respondents overall.



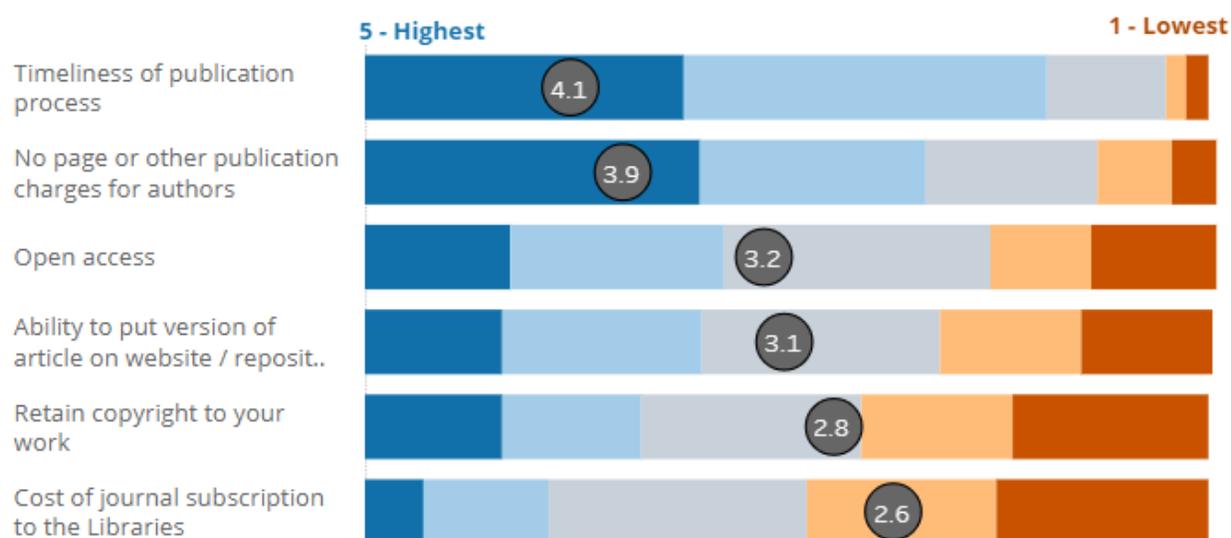
Data shown as % who responded “yes” where number of respondents in a School are above 20.

|  | HS  |     |     |     |     |    | All HS | All STEM |
|--|-----|-----|-----|-----|-----|----|--------|----------|
|  | Den | Med | Nur | Pha | Phl | SW |        |          |
| Used federally funded research funds     | 31  | 60  | 60  | 85  | 90  | 60 | 63     | 73       |
| Used other external funding for research | 46  | 54  | 65  | 69  | 61  | 67 | 56     | 54       |
| Published in an open-access journal      | 50  | 49  | 35  | 62  | 69  | 40 | 51     | 34       |
| Paid a fee to publish in a journal       | 23  | 50  | 25  | 77  | 56  | 33 | 49     | 43       |
| Make work available through a website    | 33  | 29  | 33  | 39  | 34  | 53 | 31     | 53       |
| Make work available through repository   | 17  | 21  | 0   | 8   | 21  | 27 | 20     | 43       |

Beyond journal reputation/impact factor, how important are the following factors in your decision on where to publish journal articles?

- Journal reputation and impact factor continue to be the driving factors in faculty decisions about where to publish (and considerations about whether to publish OA). Beyond these, timeliness of the publication process and no page or publication charges are also important factors.

Data shows the mean score of all respondents on a 5-point scale.



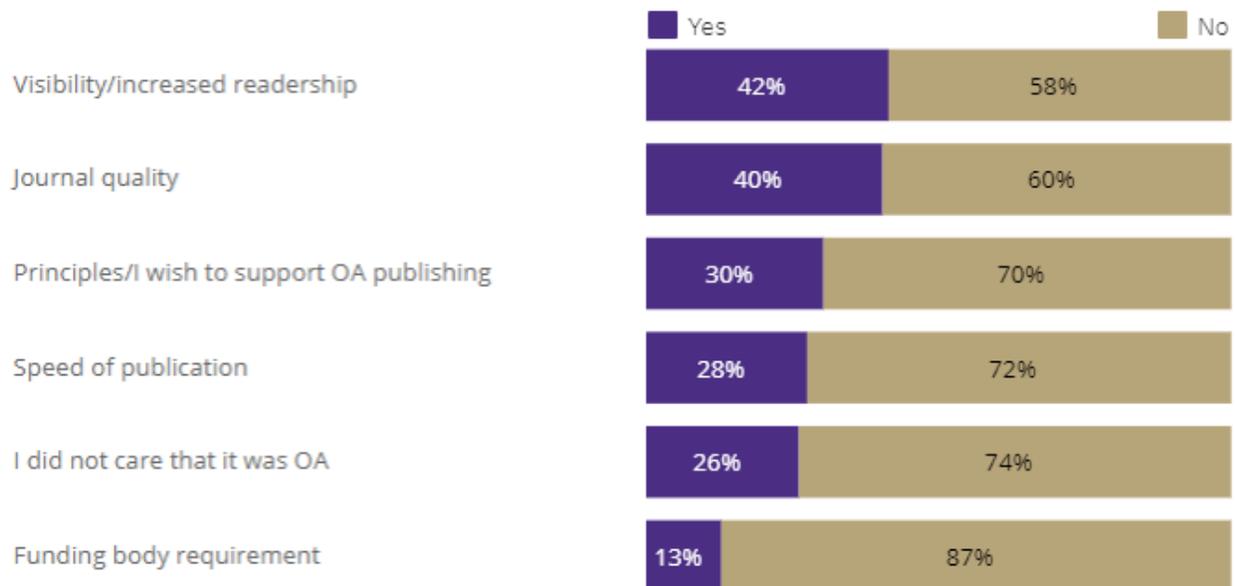
Data shows the mean score of all respondents on a 5-point scale.

|                                    | HS  |     |     |      |     |     | All HS | All STEM |
|------------------------------------|-----|-----|-----|------|-----|-----|--------|----------|
|                                    | Den | Med | Nur | Phar | Phl | SW  |        |          |
| Timeliness of publication process  | 4.2 | 4.1 | 4.2 | 4.0  | 4.2 | 4.3 | 4.1    | 4.0      |
| No page or publication charges     | 4.1 | 3.8 | 4.5 | 3.5  | 3.7 | 4.6 | 3.9    | 3.8      |
| Open access                        | 4.0 | 3.2 | 3.6 | 2.5  | 2.9 | 3.1 | 3.2    | 3.2      |
| Post version on website/repository | 3.6 | 3.1 | 3.2 | 2.9  | 2.9 | 3.5 | 3.1    | 3.4      |
| Retain copyright to your work      | 2.9 | 2.8 | 3.5 | 2.7  | 2.8 | 3.4 | 2.8    | 3.0      |
| Subscription cost to the Libraries | 2.8 | 2.6 | 2.5 | 2.6  | 2.4 | 2.4 | 2.6    | 2.8      |

Why did you publish in an OA journal?

- Of Health Sciences faculty who published in an OA journal, the top reasons given for doing so were visibility/increased readership (42%) and journal quality (40%).

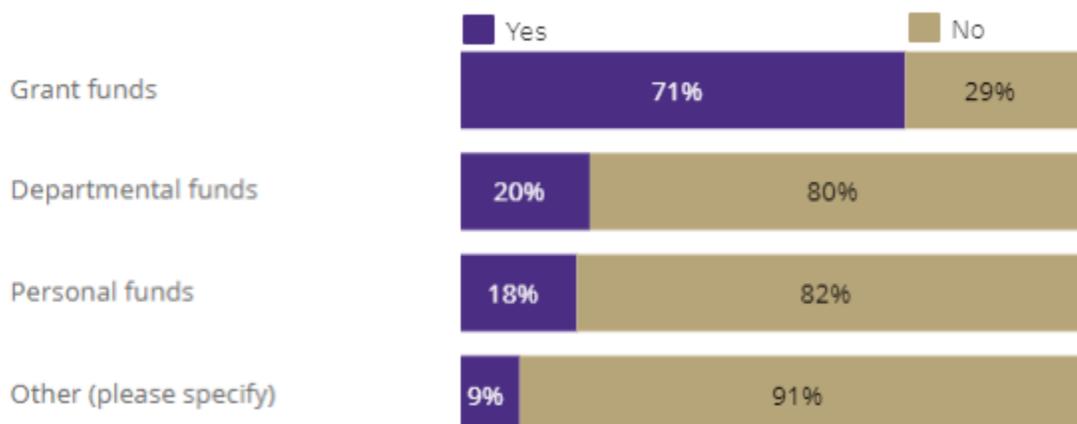
Question only provided to those who answered “Yes” to “Published in an Open Access Journal” in the past academic year.



How did you pay the fees to publish your article (article processing charges)?

- 49% of Health Sciences faculty reported that they paid a fee to publish a journal article in the past academic year.
  - There is variation by School here, with Pharmacy and Public Health showing higher percentages of faculty who paid a fee to publish. These are also the Schools with higher percentages of faculty who published in an OA journal.
  - The overwhelming majority of those who paid a fee did so out of grant funds (71%). Faculty who do not have grant funds may perceive this as a barrier to making their work available via OA: “How can I afford the cost of these journals when I have no grant funding to pay for publication?”

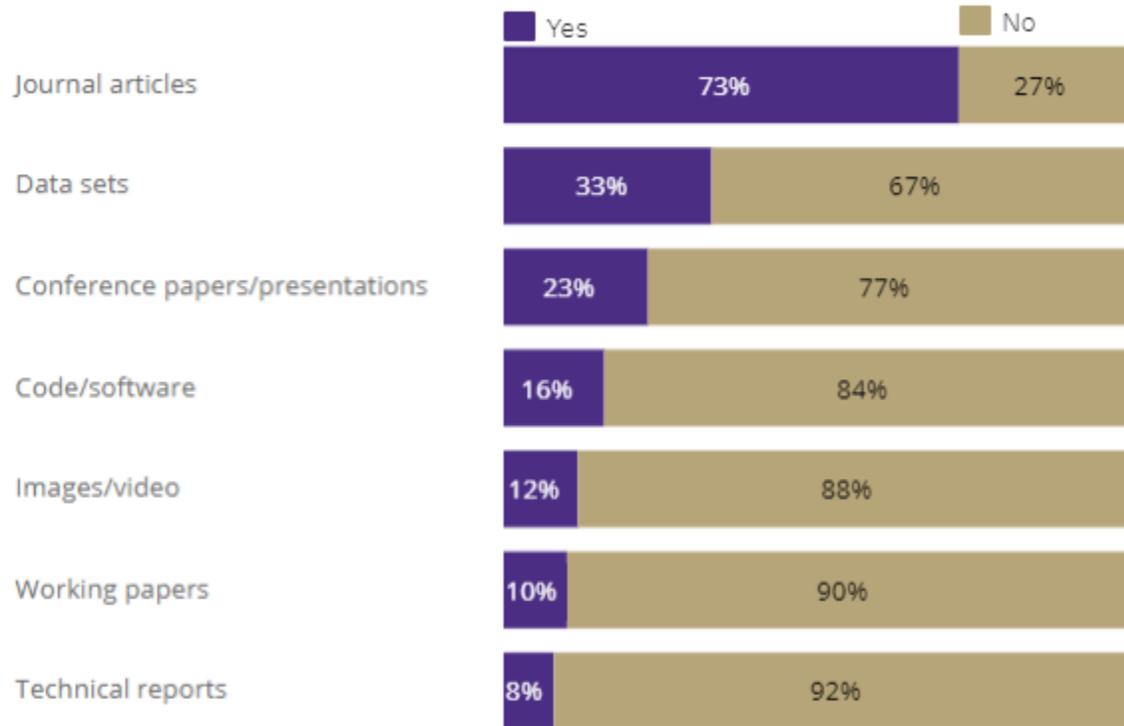
Question only provided to those who answered “Yes” to “Paid a fee to publish in a journal.



What types of scholarly work did you make available via a repository or website?

- Journal articles were the most shared research product (73%), followed by datasets (33%).

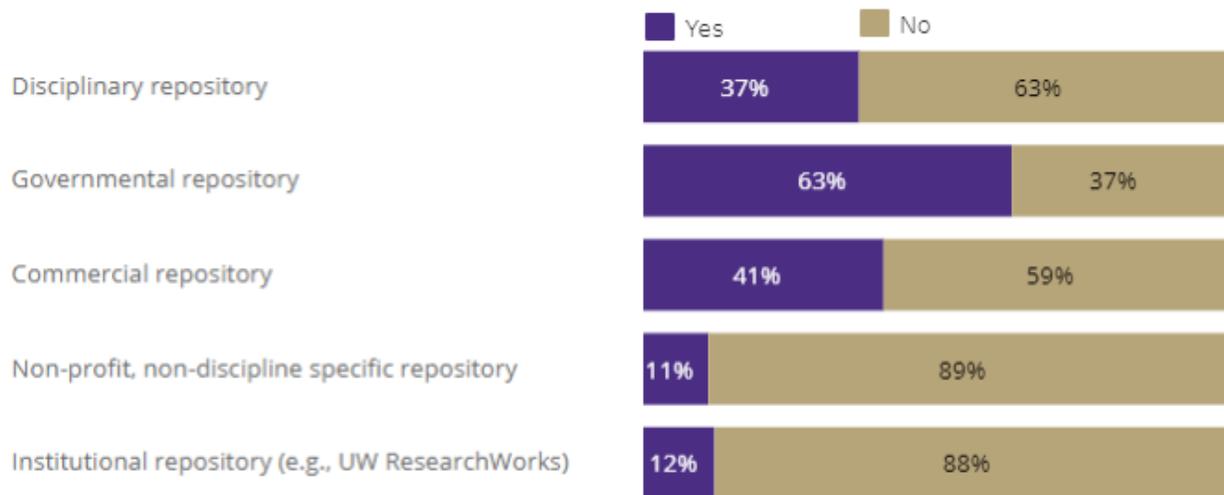
*Question only provided to those who answered “Yes” to either “Made work available through a repository” or a “Made work available through a website” in the past academic year.*



Where do you currently share your scholarly output after publication or presentation?

- Health Sciences faculty tended to deposit scholarly output in government repositories (63%) while STEM faculty tended to use disciplinary repositories (67%). Commercial repositories were the second highest in both fields.

Question only provided to those who answered “Yes” to “Made work available through a repository.”

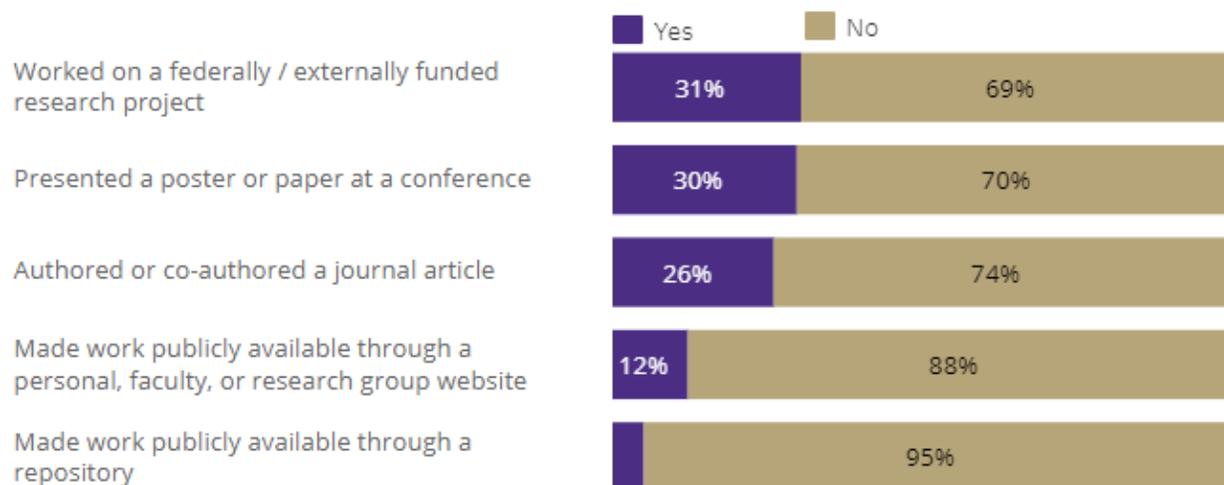


## Graduate & Professional Students

During this academic year have you...

- The majority of PhD students in Health Sciences fields are publishing and presenting their work: 64% authored or co-authored a journal article and 61% presented a paper or poster at a conference. For Health Sciences Masters students, 23% presented at a conference and 17% authored or co-authored an article.

Data shows the % of Health Sciences respondents overall.



Data shown as % of respondents who answered “yes” broken down by degree program.

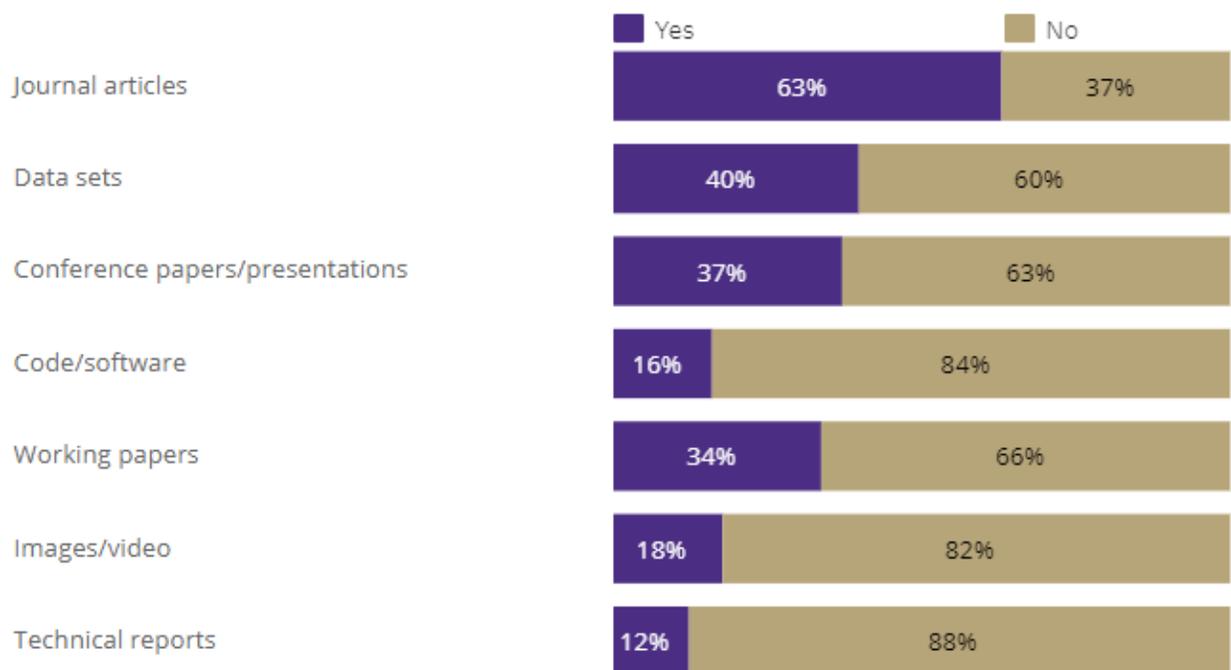
|                                      | Masters | Prof<br>Doc. | PhD |
|--------------------------------------|---------|--------------|-----|
| Externally funded research           | 24      | 13           | 72  |
| Presented at conference              | 23      | 18           | 61  |
| Authored/co-authored journal article | 17      | 13           | 64  |
| Work available through web           | 13      | 9            | 16  |
| Work available through repos.        | 4       | 3            | 9   |

Data shown as % of respondents who answered “yes” where number of respondents in a School are above 20.

|                               | HS  |     |     |     |     |     | All HS | All STEM |
|-------------------------------|-----|-----|-----|-----|-----|-----|--------|----------|
|                               | Den | Med | Nur | Pha | Phl | Swk |        |          |
| Externally funded research    | 9   | 33  | 11  | 20  | 48  | 20  | 31     | 59       |
| Presented at conference       | 11  | 33  | 21  | 24  | 39  | 24  | 30     | 42       |
| Authored/co-authored article  | 2   | 26  | 16  | 17  | 44  | 14  | 26     | 40       |
| Work available through web    | 11  | 13  | 8   | 4   | 18  | 10  | 12     | 31       |
| Work available through repos. | 4   | 5   | 4   | 4   | 7   | 5   | 5      | 19       |

What types of scholarly work did you make available via a repository or website?

Question only provided to those who answered “Yes” to either “Made work available through a repository” or a “Made work available through a website” in the past academic year.

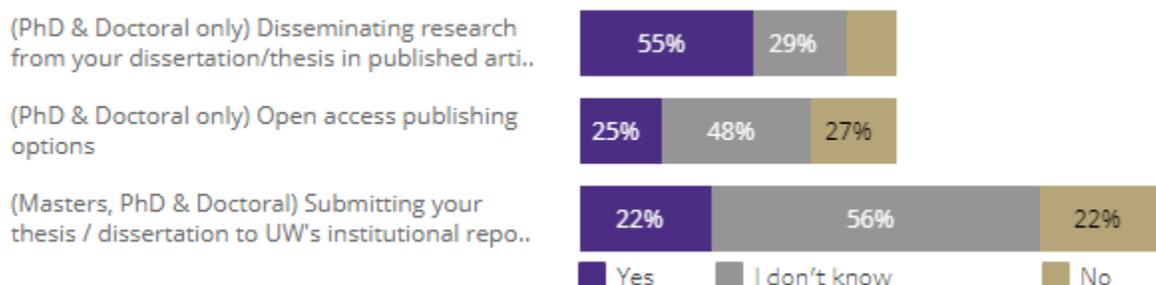


Are you currently working on/planning to produce a dissertation/thesis for your degree program?

- 46% of Health Sciences graduate students are working on or planning to produce a thesis or dissertation for their program. Public Health has the highest percent at 83%, followed by Nursing at 47%.

Does your department or faculty advisor provide guidance or training on...

*Question only provided to those who answered "Yes" to "Are you working on/planning to produce a thesis/dissertation." Only one category, "Submitting your Thesis/Dissertation to UW's institutional repository" was shown to Masters students.*



## Selected Open Access Comments

- I find it problematic to expect both "volunteer" work from authors (eg, not compensated by the profit driven journals) in doing the work, writing and reviewing, but to then expect authors to also pay to have their work published. I see it problematic that the academia relies on this kind of arrangement. Some OA journals who have asked me to review have required nonblind reviewing. Don't know how common that is, but I see it to be inconsistent with scientific standards. I do want to increase access to my work (particularly by community, field, etc stakeholders who do not have access to libraries and articles), but do not feel good about depending on OAs for that. (Faculty, Social Work)
- For Open Access journals, I have difficulty figuring out whether the journal has a discount price for the UW or not. Many times the discounts are not large. Consider adding a list of journals that have discounted fees to the UW Library website. (Faculty, Public Health)
- I think the libraries should stop classifying open access journals as non commercial. Publishers make a nice profit in open access publishing as well (I know this first hand being on a gold open access journal editorial team with a major publisher). It is going to be a HUGE obstacle for the researchers as we simply do not have the funds to pay for open access publishing fees. So lots of UW research that currently is getting published and at least someone can get access to it will never see the light of day because departments and investigators cannot pay the publication charges. An average NIH grant can support 1 publication a year in open access. That is not enough to demonstrate productivity on a grant and not enough to share the results. There needs to

be much better discussion on how libraries can support the publication charges in return for decreased subscription charges. (Faculty, Pharmacy)

- As NIH requires the work to be publicly accessible anyhow the open access issue is not really relevant for my publications (Faculty, Pharmacy)
- I think the costs to publish are a scandal and an abuse of research funds to use them to publish our work. It hits students very hard and many students I encourage to only submit to lowcost journals to avoid the fees (Faculty, Medicine)
- I don't have funding to pay for publication, so my manuscripts don't become accessible until 1 year later except through the journal. (Faculty, Medicine)
- I wish I could target only open-access journals but as an academic, I need to publish to keep my position, so my choices are really driven by which journals I think will accept my work. (Faculty, Medicine)
- I am increasingly willing to consider paying for publication in high quality open access journals such as PlosOne, if the services provided by those journals are meritorious. Clearly the current system of paying for journals through subscriptions is broken. The recent move by UC to opt out of Elsevier's subscriptions was very interesting and probably represents the future (Faculty, Medicine)
- Page charges for my research papers can be paid by grants. However there is no funding to pay for my clinical papers. (Faculty, Medicine)
- Here is a link to an [editorial](#) in which all of the leading journals of one surgical specialty raised serious concerns about preprint servers. This may be the first but not the last of these. All we see in the media (and from libraries and cOAlition S folks) are the benefits of preprint servers and OA. They have some real dark sides in clinical medicine that are seldom discussed [...]. (Faculty, Medicine)
- Some are awesome and get better exposure, but many seem fraudulent (and I get spam email from the fraudulent ones all the time). So it just seems like they leave a bad taste in the research community, even though clearly some are actually very good journals. (Faculty, Medicine)
- Reputation compared to traditional journals, especially given that my publications are looked at during promotion processes. (Faculty, Medicine)
- Is it really reasonable to be paying publication fees? I always thought that was a sign of a pretty marginal journal. (Faculty, Medicine)
- In principle, I like the idea and would consider it, but my biggest concern is ensuring that it's a legitimate journal with normal peer-review standards. (Faculty, Medicine)
- Cost is high. I am concerned that if the university pushes for more open access publications the cost will fall on individual investigators (Faculty, Pharmacy)
- The quality of these in my specialty is generally deplorable. The peer review is inconsistent and the editing is sloppy (if there is any editing at all). It's hardly better than pay-to-play at this stage. I know that is not the case across the board (eg, PLoS). But in my specialty, it is the case. (Faculty, Medicine)
- I believe it is very important to support professional society journals, even if they are not fully open access. Professional society journals play a fundamental role in science. I avoid submitting to journals from for-profit companies. (Faculty, Medicine)
- Federally funded research is made publicly accessible even in non-open access journals. All my work has been made publicly accessible through this mechanism. (Faculty, Pharmacy)

- The workload, and the costs. I have published in Open Access journals (although not this past year), and it is a lot more work (more is expected of the authors regarding the mechanics of preparing the publication), and more expensive than publishing in another type of journal. With a limit on the funds available, publishing in a traditional journal is both more cost effective, and a better use of our time. (Faculty, Medicine)
- None, they have higher citation numbers and would be great if the UW had a means to subsidize publishing in open access journals (Faculty, Public Health)
- I really want open access to get better! What can we do to make articles available more widely prior to the embargo period? Also would love help understanding author agreements and that type of thing (Grad, Social Work)
- We need to be ahead of the curve and not end up like some institutions in Germany or UCs - It would be devastating to my degree progress and education if I did not have access to a major publishing house like Elsevier. I am already worried that many of my colleagues who work on my compound (a major algal toxin found frequently on the California coast) will not have access to my recent publications. Libraries should move to help defray the costs of publishing in open access journals to assure that UW research continues to be read and cited around the world. (Grad, Public Health)
- Open access is so important! Being able to read articles and journals broadly, and relying on my peers and collaborators being able to do the same, is critical to maintaining a functional academic community. (Grad, Public Health)
- While I support the concept I have some concerns about quality/independence of peer review. Source/independence of funding, and transparency of conflicts (Research Scientist, Public Health)
- The peer review process is minimized, allowing some flimsy data to be published and broadly circulated. (Research Scientist, Medicine)
- I do not publish personally, but I do not have any qualms about Open Access Journals. These journals encourage information accessibility and research replication, keeping the scientific process transparent and honest for future innovations to build upon. (Research Scientist, Medicine)

## User Priorities & Needs

### Communication with users

- Overall, as in previous surveys, there are a number of comments highlighting the desire for more communication from the Libraries about the services and resources available to faculty and graduate students.

### Selected Communication Comments

- The librarians showed me how to find former dissertations online (I was not aware that this was an option until asking). (Grad, Public Health)
- At the beginning of the medical school curriculum we had an introduction to the Library system, which was helpful and important to have at the beginning of the year. But I really

appreciated a recent reminder email to our class to re-introduce us to some of the anatomy resources that are available through the Library. I would find it helpful to continue getting periodic (but not too frequent!) emails as reminders of the resources, especially when the reminders are relevant to the material we are covering in class. (Grad, Medicine)

- I met with the biological science research librarian, and had an excellent introduction to many library resources I had not previously been told about from my program. (Grad, Medicine)
- It would be great if the libraries can send weekly emails on the available updates in my field of study. Its very rare that my course students use UW libraries. (Grad, Pharmacy)
- It would be useful to have a better sense of some of the more industry facing resources that are available through the libraries. Even though I am a health services researcher, getting exposure to what is available at Foster, specifically as it relates to health and health services, would be great. (Grad, Public Health)
- I suggest connecting with my department to make sure students know what UW Libraries has to offer! It took a long time for me to learn about all of the resources available. (Grad, Public Health)
- Would be great to have a little training about thesis submission. I've found the resources online, but it's a little tricky to figure out sometimes which ones apply to a master's thesis and some links just seem to circle you back to a lot of the same pages. (Grad, Dentistry)
- Online trainings in how to use resources, set up RSS feeds, etc would be helpful. These may exist, but I am not aware of them (thus they could be better advertised). (Grad, Medicine)
- Would love a live chat feature for help with searching for journal articles while at home. (Grad, Nursing)
- I only had one class that went over the resources available at the library. I wish this was more incorporated in my orientation or welcoming email so I could get an idea of what was available. I did not adequately use all the resources provided by UW libraries until my second year in my MPH. (Grad, Public Health)
- I would love to have a workshop about using endnote and submitting my thesis. Not sure if these already exist. If the do, I suggest that these are announced on list servs, etc. (Grad, Public Health)
- Would be great to have some short courses to learn how to use resources better, how to better interact with the sheer amount of research out there, how to access past dissertations, etc. It would also be great to know in general what the UW library system can offer. It's not immediately obvious. (Grad, Public Health)
- Publicize seminars for faculty, use videoconferencing so it's easy for faculty to attend even if offsite. (Faculty, Public Health)
- I don't think many people know about all the services UW libraries provides or how resourceful the librarians are. Is there a way to advertise services more widely? (Faculty, Public Health)
- As a new faculty libraries staff have been helpful and prompt to assist me. I wish there were more hands-on opportunity to get introduced to all the resources the library offers. (Faculty, Public Health)
- Recently I was in the library at which time the librarian informed me about the resources available and assisted me in accessing them. As I typically access the library remotely, I

was completely unaware of these services and the skill sets of the librarians. (Faculty, Medicine)

- Wouldn't mind having a contact person for SLU campus and/or some workshops or tips on how better to use the library resources. I feel like I don't fully know what is available to us as researchers. (Research Scientist)
- More information about how librarians can assist with literature reviews (Research Scientist, Medicine)

## Services & Support

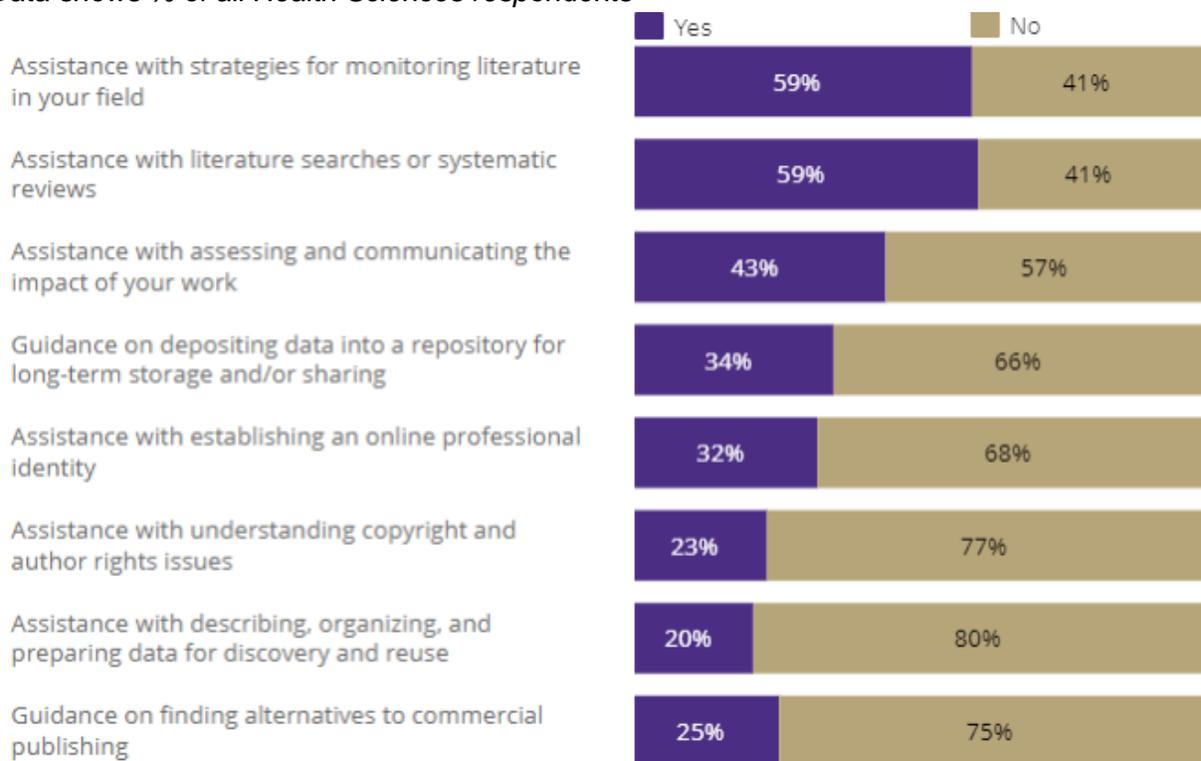
- For all groups overall in Health Sciences (faculty, graduate students, Research Scientists), the top priority areas are assistance with strategies for monitoring literature in their fields and for literature searches/systematic reviews.
- For Research Scientists, the top priorities for services were assistance with strategies for monitoring literature in their field (62%), followed by assistance with literature searching/systematic reviews (46%) and guidance on depositing data into a repository (40%). Additional details about faculty and graduate student priorities are provided below.

## Faculty Priorities

- There are some differences in priorities for Health Sciences faculty by School and location (see chart below). For literature searching/systematic review support, for example, 48% of Seattle campus faculty indicated this as a priority, compared to over 70% of faculty at Children's Hospital and Harborview and 36% at South Lake Union. Significant differences by location also exist in terms of interest in support for monitoring literature in their fields and guidance on depositing data into a repository.

Which of the following library services would be useful for your research and scholarly activity?

Data shows % of all Health Sciences respondents



Data shown in % who responded “yes” where number of respondents in a School are above 20.

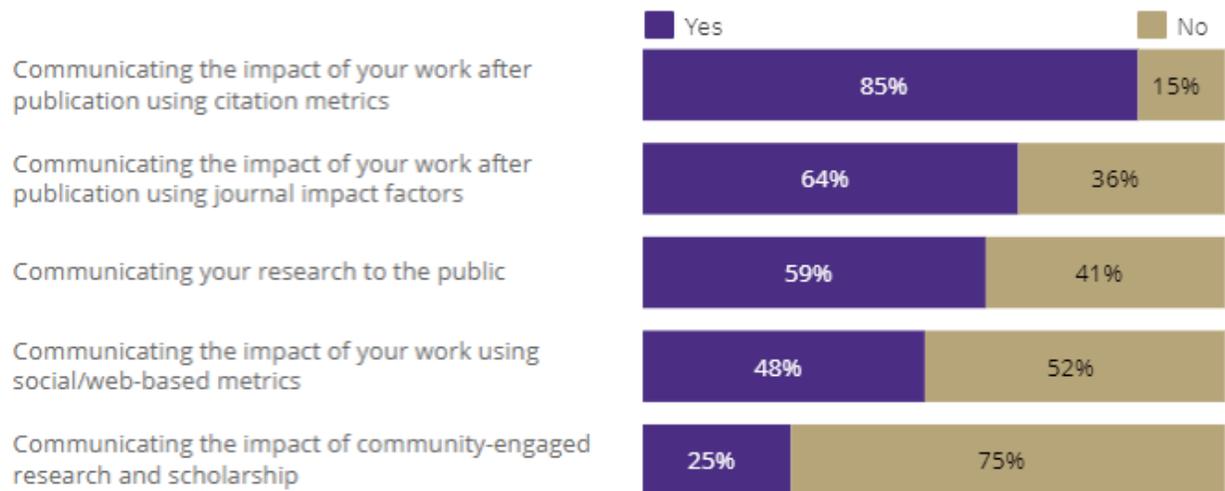
|  | HS  |     |     |     |     |    | All HS | All STEM |
|--|-----|-----|-----|-----|-----|----|--------|----------|
|  | Den | Med | Nur | Pha | Phi | SW |        |          |
| Strategies for monitoring literature in your field | 55  | 59  | 63  | 62  | 53  | 67 | 59     | 44       |
| Literature searches/systematic reviews             | 64  | 59  | 63  | 62  | 53  | 87 | 59     | 39       |
| Assessing/communicating impact of your work        | 55  | 42  | 26  | 39  | 61  | 40 | 43     | 35       |
| Depositing data into a repository                  | 45  | 37  | 16  | 31  | 30  | 7  | 34     | 51       |
| Establishing an online professional identity       | 64  | 30  | 21  | 31  | 43  | 40 | 32     | 20       |
| Alternatives to commercial publishing              | 36  | 25  | 58  | 8   | 10  | 27 | 25     | 22       |
| Understanding copyright/author rights issues       | 9   | 21  | 37  | 23  | 30  | 40 | 23     | 35       |
| Preparing data/digital files for discovery reuse   | 27  | 22  | 16  | 0   | 10  | 27 | 21     | 34       |

Data shown in % who responded “yes” broken down by location

|   | Seattle campus | Harbor view | Children Hospital | South Lake Union | Other off campus | VA Hospital |
|---|----------------|-------------|-------------------|------------------|------------------|-------------|
| Strategies for monitoring lit               | 53             | 65          | 73                | 74               | 50               | 45          |
| Lit searches/systematic reviews             | 48             | 70          | 71                | 37               | 75               | 68          |
| Assessing/communicating impact of your work | 42             | 45          | 40                | 37               | 25               | 55          |
| Depositing data                             | 46             | 28          | 20                | 57               | 29               | 27          |
| Establishing online professional identity   | 31             | 30          | 31                | 29               | 29               | 18          |
| Alternatives to commercial publishing       | 21             | 30          | 35                | 17               | 13               | 27          |
| Copyright and author rights                 | 23             | 22          | 15                | 26               | 25               | 14          |
| Digital files for discovery and reuse       | 22             | 23          | 20                | 17               | 29               | 27          |

Which of the following would be most helpful in assessing & communicating the impact of your research?

Question only provided to those who answered “Yes” to “Assessing/communicating the impact of your work”.



## Graduate & Professional Student Priorities

Which of the following services would be useful to your research and scholarly activity?

- 66% of Health Sciences graduate students reported that assistance with literature searches or systematic reviews would be useful, followed by 62% seeking assistance with citation management tools and 58% seeking assistance with strategies for monitoring literature in their field. There were variations in priorities by degree level, with similarities between Masters and Professional Doctoral students.

Data shows % of all Health Sciences respondents



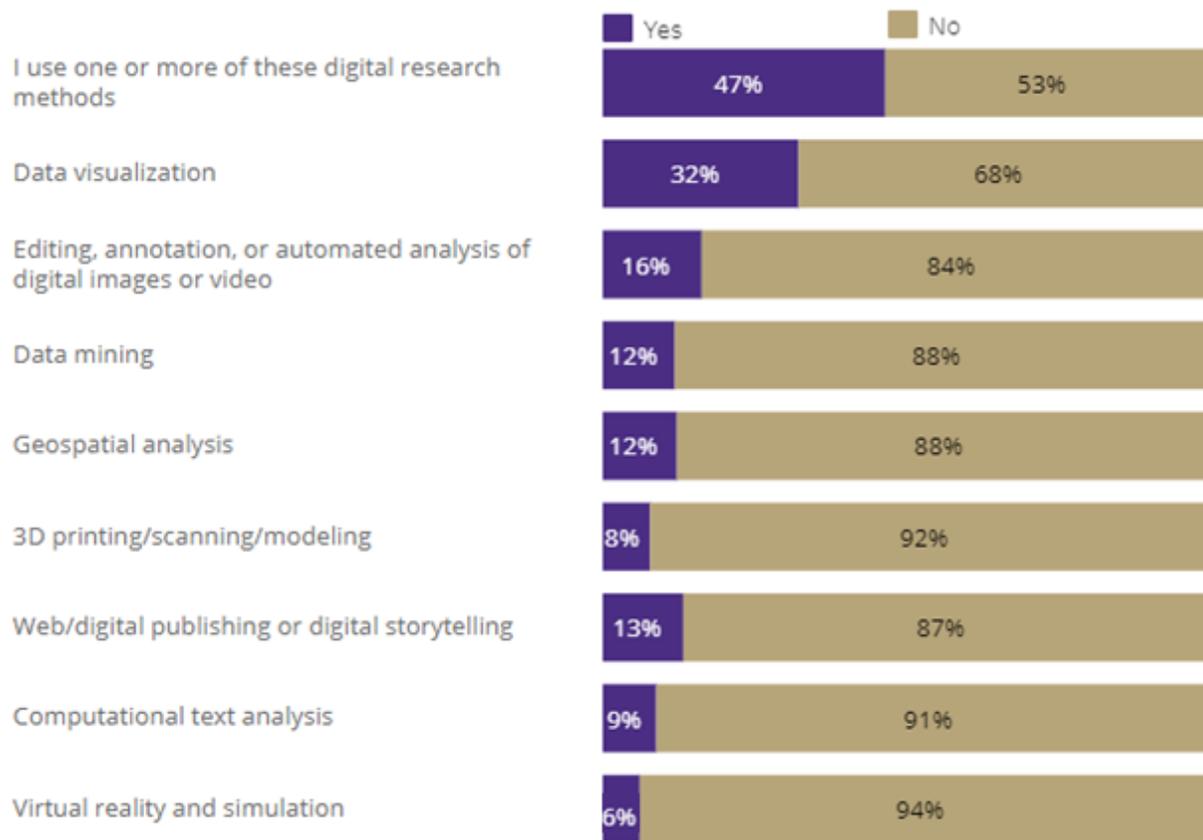
Data shown in % who responded “yes” where number of respondents in a School are above 20.

|                              | HS  |     |     |     |     |     | All HS | All STEM |
|------------------------------|-----|-----|-----|-----|-----|-----|--------|----------|
|                              | Den | Med | Nur | Pha | Phi | Swk |        |          |
| Literature searches/reviews  | 61  | 63  | 82  | 69  | 61  | 78  | 67     | 45       |
| Citation management tools    | 61  | 69  | 71  | 53  | 52  | 64  | 62     | 53       |
| Literature strategies        | 35  | 60  | 61  | 53  | 68  | 43  | 58     | 57       |
| Publishing issues            | 33  | 30  | 43  | 22  | 41  | 31  | 34     | 46       |
| Online professional identity | 30  | 30  | 26  | 26  | 38  | 33  | 32     | 37       |
| Data management              | 26  | 25  | 33  | 23  | 36  | 36  | 30     | 42       |
| Electronic theses/diss.      | 16  | 22  | 30  | 15  | 48  | 17  | 28     | 43       |

Data shown in % who responded “yes” broken down by degree program.

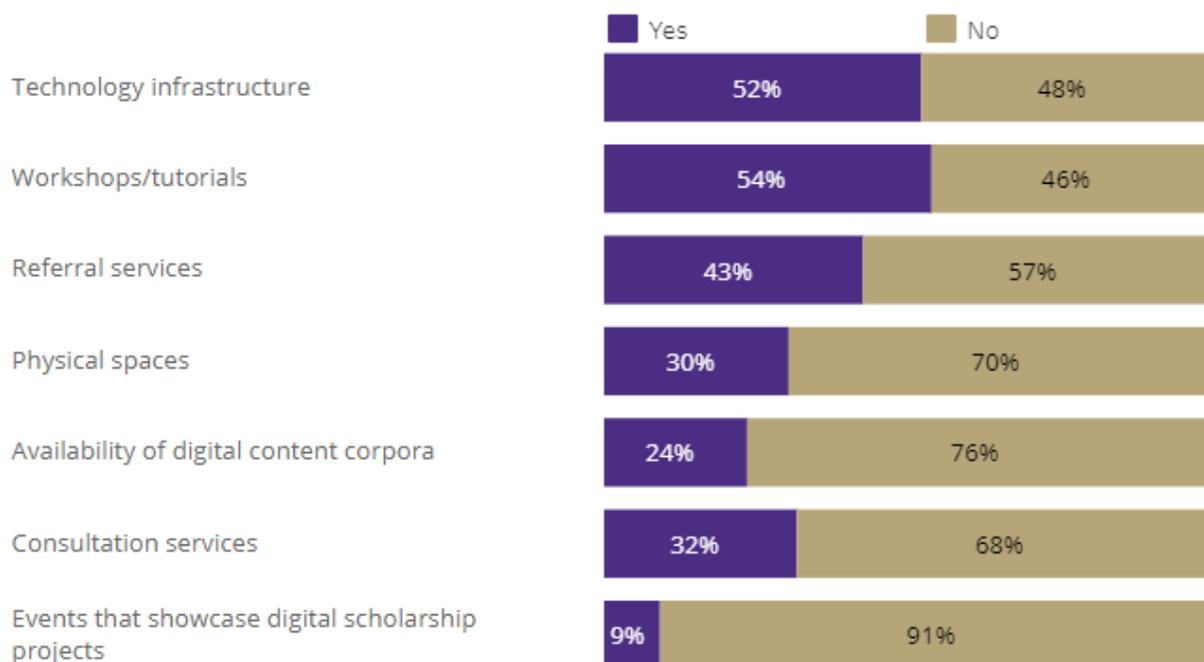
|                              | Prof    |      |     |
|------------------------------|---------|------|-----|
|                              | Masters | Doc. | PhD |
| Literature searches/reviews  | 71      | 73   | 51  |
| Citation management tools    | 65      | 67   | 48  |
| Literature strategies        | 58      | 54   | 66  |
| Publishing issues            | 31      | 25   | 52  |
| Online professional identity | 31      | 28   | 39  |
| Data management              | 30      | 22   | 42  |
| Electronic theses/diss.      | 30      | 10   | 52  |

Which of the following digital research methods do you use in your research/coursework?



Which of the following services would be useful to you?

*Question provided to those who used one or more digital research methods.*



## Selected Research & Learning Support Comments

- I sometimes feel that I am falling behind in terms of the technology that we use to do research and networking - for example, citation software, or the research social media sites like Research Gate. It would be helpful to have some guidance or information on topics such as these available from a source that I trust (i.e. UW Libraries). (Faculty, Medicine)
- It would be so nice to have (maybe through our departments - in my case Anesthesiology) a meet and greet with the librarian so that we can put a face with the name and also know more about the things that the Library can help us with. This would be especially useful to junior faculty. (Faculty, Medicine)
- Would love a brief seminar on open access issues (Faculty, Medicine)
- I think it is important that the library [runs] courses on: Endnote; Microsoft word as it relates to preparing grants and short cuts that may help; Excel; Analysis of large genomic, transcriptomic and RNA data-sets (Faculty, Medicine)
- Any time I go to our liaison at the health sciences library, I always get the answer to my question or query. For example, I had assigned a student a topic to look into in some depth and he was having trouble finding papers. I emailed our HSL liaison who set up a meeting right away and helped him find articles he had not been able to. He thought she was magic. (Faculty, Pharmacy)
- I wanted to learn how other investigators in my field get funded, and a librarian told me where to look on PubMed. (Faculty, Medicine)
- Over the summer I took the GSRI course. I found it to be helpful. I would recommend getting more individuals to take this course. Either by making it a requirement, or publicizing it more. (Grad, Nursing)
- I went to a training on different citation managers and found it really helpful. I also contacted the support team at UW when I was having trouble figuring out an issue with my REDCap survey and they got back to me and figured it out fast! That was so appreciated (Grad, Dentistry)
- If the library offered a certificate (however meaningful) of sorts with classes for learning how to use and setting up social media presence for research, using computer citation managers, and doing systematic lit reviews I would attend. I find myself overwhelmed by all the individual classes offered. (Grad, Public Health)
- I would like to be a better researcher but not pertaining to a specific project, so it would have been helpful to have some more generic resources/workshops/etc regarding some general skills that folks who didn't come into med school w/ a research background may not have (Grad, Medicine)
- The biological sciences librarian for the Molecular Medicine and Mechanisms of Disease program, Diana Loudon, gave a great presentation on how to keep current with research in our respective fields. She took the initiative when she saw our program didn't have a librarian to help in this way. Very much appreciated! (Grad, Medicine)
- Create availability of drop in consultations to start a search. Most of us ended up doing this on our own and it took us a long time to generate results that were actually helpful.

This issue could be helped by creating a space and time with broad availability for students to come in with questions instead of making an appointment. (Grad, Nursing)

- Lectures and assistance from librarians helped a ton! Teaching of Mendeley helped me manage citations and created minimal time investment for reference management. (Grad, Medicine)
- It was particularly helpful to receive tutoring while in class about how to start a search and the concept of MESH words (Grad, Nursing)
- This may not be a libraries thing, but I think there is a substantial demand for github trainings. Like how to preserve, share, and document our work using github. (Grad, Public Health)
- I LOVE OUR LIBRARIANS. they have helped me with Endnote, developing search terms, monitoring research, automatic literature updates, other scholarly stuff online (helped me sign up for twitter). Also really appreciate when they are able to track down book chapters or articles I'm having trouble locating. Love the real time library chat tool (Grad, Social Work)
- I have been blown away by the librarians' expertise and willingness to share their knowledge. A meeting with Ann M early in the quarter saved me weeks of my life as she showed me so many ways search and manage what I found. Help with using a citation manager was also really valuable. (Grad, Nursing)
- Make the request form easier and more user friendly. Let us know what services you offer to researchers and professors. Link up better with the center for evidence based learning. Have stronger programs on teaching undergrads how to conduct research and citations. (Research Scientist, Public Health)
- Unclear how to deal w PMCID process. After chatting with librarians in Health Sciences library they directed me to some useful resources on UW library Health Sciences website, but clearer instruction would be appreciated. (Research Scientist, Natural Sciences)
- I would love it if there was more training and information on updates to HIPAA, how to store and share data, how to de-identify data, topics like that. (Research Scientist, Medicine)
- Perhaps webinar trainings would be helpful for those of us who need assistance in using digital collections. (Research Scientist, Public Health)

## Off Campus Libraries

- Faculty, Graduate Students, and Research Scientists also indicated a desire for more consideration of off-campus libraries outside the UW Libraries system. Some users may consider these libraries as part of the UW Libraries, as well.

### Selected Comments about non-UW Libraries

- I'm actually part of the data library services group at IHME and am trained as a librarian. Most of these questions do not apply directly to me as I support research teams and their publishing efforts, but I think the research staff (and our team) could benefit from more interaction with the Health Sciences Library on data management, publishing, and using library resources. (Research Scientist, Medicine)

- The on-site librarians at IHME, who are not part of UW Libraries staff, make an enormous contribution to helping us find the data we need and make our data available to the public. (Research Scientist, Medicine)
- Research teams at IHME are supported by a group of in-house librarians who manage data-seeking and data management, so researchers rarely interact with UW Libraries (Research Scientist, Medicine)
- I think the majority of this survey does not apply to me as I am based at the Fred Hutch. I use the Fred Hutch library and online journal access. (Grad, Public Health)
- IHME has its own collection and library separate to the UW Libraries facility. UW subscriptions and inter-library loan are the most helpful resources for our work. I have had very positive interactions and experiences with the UW Library staff and resources in the past, however, I am typically gathering data for our own collection and using our own library resources, not the UW Libraries resources. (Research Scientist, Medicine)
- The Seattle Children's library staff has been highly involved in developing clinical standard work using evidence-based processes. (Faculty, Medicine)
- I've worked mostly with the Children's librarians, and they have been amazing. They helped me with a systematic review and clinical standards work for the hospital, neither of which could have been possible without their help. (Faculty, Medicine)
- You guys should come present at the South Lake Union campus so we can get a better idea of the ways we can use the library since we aren't on main campus. (Grad, Medicine)

## Opportunities

- Survey results for faculty and graduate students indicate a number of areas that could be explored collaboratively in cross-departmental teams, including Scholarly Communication & Publishing, Communications, and other functional librarians with expertise in areas such as research impact and instructional design.
- Findings from this survey should be triangulated with data from previous projects such as the 2018 In Library Use survey and the 2017 UW report (as part of the Ithaka S+R project) on the Research Practices and Support Needs of Public Health Scholars at the University of Washington (<https://digital.lib.washington.edu/researchworks/handle/1773/40387>)
- Health Sciences faculty have questions and concerns about Open Access and scholarly communication, some that are particular to medical fields, and there are varying patterns of OA publishing across Schools: targeted resources, communication, and outreach could help to expand awareness and support for the OA Policy among this group.
- Faculty comments about scholarly publishing and communication (including the cost of fees to publish, and the ways in which this may restrict options to those who do not have grant funds to pay the fees) could be useful to communicate more widely to UW partners and administration, and to advocate for funding to support OA publishing.
- The majority of Health Sciences faculty were interested in assistance with strategies for monitoring the literature in their field and literature searches or systematic reviews. Given the positive feedback about the support that already exists, it could be valuable to explore ways to scale and further promote these services. Consideration could be given

to promoting or expanding existing resources on setting up database alerts and other ways of keeping up to date with literature in researchers' areas of interest (including interdisciplinary areas). Results by School and location could be used to prioritize where there is greatest interest in this support. Further exploration of specific faculty needs could enhance services offered in collaboration between liaisons and external partners.

- Assistance with citation metrics and journal impact factor were top categories for faculty interested in support for assessing and communicating the impact of their work. Targeted, small scale pilot efforts would help to flesh out these results and help to position the Libraries a critical partner in faculty's ability to understand and communicate research impact (a crucial element in the Faculty 2050 report).
- Citation management support continues to be a top priority for Health Sciences Masters and Professional Doctoral students, in line with previous survey results. Those who have had exposure to this support have found it valuable, based on comments. There are opportunities to publicize and/or extend existing services, possibly in partnership with the Research Commons. Survey data may also assist in targeting support to specific Schools where that service was a high priority (such as Nursing). After the 2016 Triennial Survey, additional assessment was conducted to further develop Research Commons services in this area. Health Sciences liaisons may wish to revisit this assessment work and consider ways to provide increased, targeted citation management tool support for Health Sciences graduate students.
- Survey results indicate that Health Sciences graduate students are often unsure about the support available to them from their departments or faculty advisors in terms of depositing their thesis/dissertation in the UW's Electronic Thesis and Dissertation (ETD) program, and PhD students were particularly interested in support for electronic theses/dissertation and publishing issues. There are opportunities to develop partnerships between Scholarly Communications and Publishing, liaisons, and the Graduate School to expand outreach to PhD students on publishing their work and UW's ETD program.
- Some research scientists and faculty expressed connection to or confusion about the role of off-campus and non-UW libraries. Consider reaching out to staff in off-campus libraries for consistent messaging as well as to explore partnership on shared support services or cross-promotion of events and workshops relevant to remote users.
- Graduate & Professional students expressed interest in additional workshops, drop in labs, or consultation opportunities, particularly around literature reviews and data analysis programs and statistical software.
- Consistent with previous survey results, faculty and graduate students continue to express the desire for more updates on the services and resources offered by the Libraries and targeted outreach efforts. A pilot collaboration between Health Sciences liaisons, the new Communication Director and external partners such as the Graduate School/Office of Postdoctoral Affairs could trial and assess targeted communication strategies to improve user awareness. Results at the School/graduate program level could support more tailored, targeted outreach and communication opportunities.
- Given the high remote use of the Libraries by all Health Sciences graduate/professional degree programs and comments indicating interest in online support -- and the value placed on existing online services such as Zoom consultations and chat reference --

there may be opportunities to explore or expand online training for students, in collaboration with others within and/or external to the Libraries.

- The Libraries makes an important contribution to faculty ability to get research grant and funding. Additional follow up assessment would be valuable to explore in greater depth how the Libraries currently supports faculty grant/funding applications and potential opportunities for developing this support.
- The condition and availability of study spaces continues to be an issue for many graduate students, so consideration could be given to further upgrades of study rooms and furniture.