Researcher Needs Survey 2020

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Summary

This report summarises the results, both quantitative and qualitative, from the Researcher Needs Survey conducted by Federation University Library over a three-week period during July-August 2020. The raw data has been confirmed as providing no linkages which can be used to identify participants and will be made available under a CC BY NC licence in Federation.figshare.

The Survey was administered and analysed by a Library Project Team: Cheryl Claridge, Marian Chivers, Jason Foster and Kay Steel, after HREC approval was received.

While the number of respondents was lower than anticipated, the results of both quantitative and qualitative questions provide a meaningful baseline for future surveys and benchmarking with other universities, as well as an indication of the areas of skills development identified by the University's research community.

Some major indicators include significant uptake of ORCiD, and positive indicators of Open Access publishing, although there is less awareness of open data. Conferences and workshops are viewed as a major way of staying up to date. A number of opportunities for skills development of researchers have been identified and these are summarised at the end of the report.

The Report is structured in order of questions, but some responses of particular interest are summarised below. In addition, Appendix 1 provides a breakdown of responses by respondents from the STEM-related Schools (School of Health, School of Science, Psychology and Sport, School of Engineering, Information Technology and Physical Sciences) compared to respondents from the HASS-related Schools (School of Arts, School of Education, Federation Business School).

Respondents

At the end of the survey period, Qualtrics indicated that 151 responses had been received, and of these, 51 respondents had elected to provide contact details for the gift card draw. However, on further investigation, Project Team members discovered that there were only 80 complete or substantially complete responses. Unfortunately, for many of the remaining responses not enough data was collected (that is, too few questions were responded to) to be useful. It is suggested that this may have been due to undergraduates and/or teaching-only staff commencing the survey and then becoming aware that it was not relevant.

The majority of respondents were academic staff and approximately one quarter were HDR candidates. Most respondents were from the School of Engineering, IT and Physical Sciences. The response rate for academic staff was 13 per cent from a total cohort of 387. The response rate for HDR candidates was 7.5 per cent from a total cohort of 282. Over one half of respondents indicated that they were based at Ballarat campuses and approximately one third at the Gippsland Campus.

Not all respondents answered all questions. The fewest number of responses were received for questions 18 (What are your concerns about making your research data open?), 23 (comments on reasons for using online researcher profile/networking or social media tools) and 24 (comments on reasons for not using online researcher profile/networking or social media tools), all of which required textual responses.

Two respondents were drawn at random for the award of gift cards, which were posted during September 2020. After this, the email addresses provided by respondents who wished to be entered for the draw were deleted from Qualtrics.

Summary of responses

The three most important research practice concerns of respondents were searching the scholarly literature effectively, staying current with the scholarly literature, and interacting with their research community.

Respondents indicated that the most important way of keeping up to date with research in their field was through attending conferences or workshops

Of respondents who have published, 54 per cent have published open access, with 60 per cent of these publishing between 1-3 open access articles. APCs for OA publications were mostly paid for by non-Federation University collaborators, their School, Centre, or Department, or from a research grant.

Respondents indicated that data which they collect or generate is of most importance in their research, as opposed to data from other sources.

Just over half of respondents were aware of open research data, with 14 per cent having used open research data. Concerns about open data included the ethics of re-use and the lack of clearance through the ethics process; issues around intellectual property, often concerning industry or commercial partners in research; privacy issues and concerns that publication of data would jeopardise their own written publication outputs.

77 per cent of respondents have an ORCiD; of these 61 per cent have linked to a source of publications data (Scopus, Web of Science, Publons).

Questions relating to use or otherwise of online media channels for promoting research and researcher profiles indicated that the most-used research profile/networking websites were ResearchGate and Google Scholar. Social media was also used for promotion of research and networking, but to a lesser extent. The most-used social media channel was LinkedIn. Researchers who did not use these online researcher profile/networking or social media tools indicated a lack of interest or time, lack of familiarity with such tools, or a perception that they were not relevant.

The comparison of STEM-related versus HASS-related respondents indicated that the proportion of STEM respondents who have published at least one OA article is higher; for a significant number of STEM respondents, a non-Federation University collaborator paid the fees for OA publication, an option not available to HASS respondents; 60 per cent of HASS respondents often used non-digital data, more than double the proportion of STEM respondents; more HASS than STEM respondents were aware of open data, but 3 times as many STEM (17% vs 5.3%) respondents had used open data; a slightly higher proportion of STEM researchers identified as having an ORCiD.

Respondents indicated that the most important Library services were: Interlibrary and resource sharing services, Advice relating to copyright and intellectual property issues, Services to manage references (EndNote), and Assistance with publications management (IRMA, ORCiD and ERA).

A large range of opportunities for skill development was identified. Those most frequently mentioned included quantitative data skills, and awareness of funding/grant opportunities.

Background to the Survey

The Survey was based on a 2017 survey by the University of Newcastle, which made the content available for reuse by Council of Australian University Librarians (CAUL) members.

Federation University Library staff revised the survey so that it was relevant to the Federation University context; this was done through the auspices of the Library Researcher Services Committee during 2018 and 2019. When the Library became aware that the University had committed to moving to Qualtrics survey software, the decision was made to delay the survey while this software was purchased and implemented. The Surveys team in the Registrar's Directorate generously converted the Library Survey into Qualtrics format.

The Library had originally planned to run the Survey during April/May 2020 but with the advent of COVID19 and the imperative to move to online teaching the Survey was deferred to July 2020.

The Library established a small Project Team consisting of Kay Steel, Cheryl Claridge, Marian Chivers and Jason Foster to conduct, analyse and report on the Survey. An application to the

Federation University Human Research Ethics Committee was submitted so that the Library could maximise opportunities to disseminate the results of the Survey. Ethics approval was granted[1] and the survey was made available between Monday 13 July and Sunday 2 August 2020. All respondents were invited to provide an email address if they wished to be placed in a random draw for one of two $100 MasterCard gift cards.

Publicity was via FedNews (4 occasions), emails to the six Associate Deans Research, posts on social media, including the Graduate Research School FaceBook, Library Twitter, and news items in the HDR News (3 occasions).

The thematic analysis of qualitative data was undertaken using Qualtrics with export to Excel; the quantitative data was exported and made available through a Microsoft Power BI dashboard, and visualisations of the quantitative data for this report were created using Microsoft Word.

The Project Team wishes to acknowledge the valuable assistance provided by Dr Jo-Ann Larkins, Scholarly Teaching Fellow, Statistics, School of Engineering, Information Technology and Physical Sciences for her assistance with queries relating to interpretation and display of quantitative data.

The following section of this Report provides details on the responses to each question, together with a narrative summary. Where comments were provided, the quantitative data are displayed via Excel import of thematic analysis from Qualtrics.

Appendix 1 provides a breakdown of responses by respondents from the STEM-related Schools compared to respondents from the HASS-related Schools

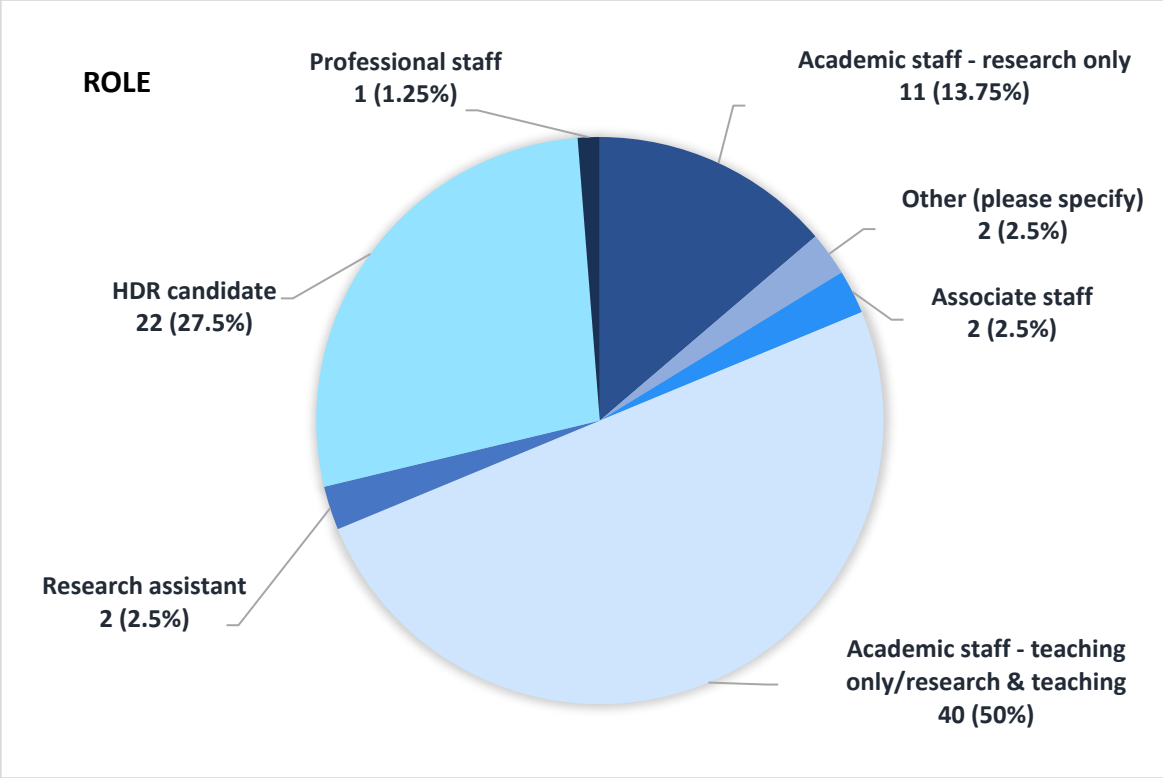
A separate analysis of responses from HDR candidates including skills development opportunities has been included as Appendix 2.

[1] Federation University HREC B20-040

Results

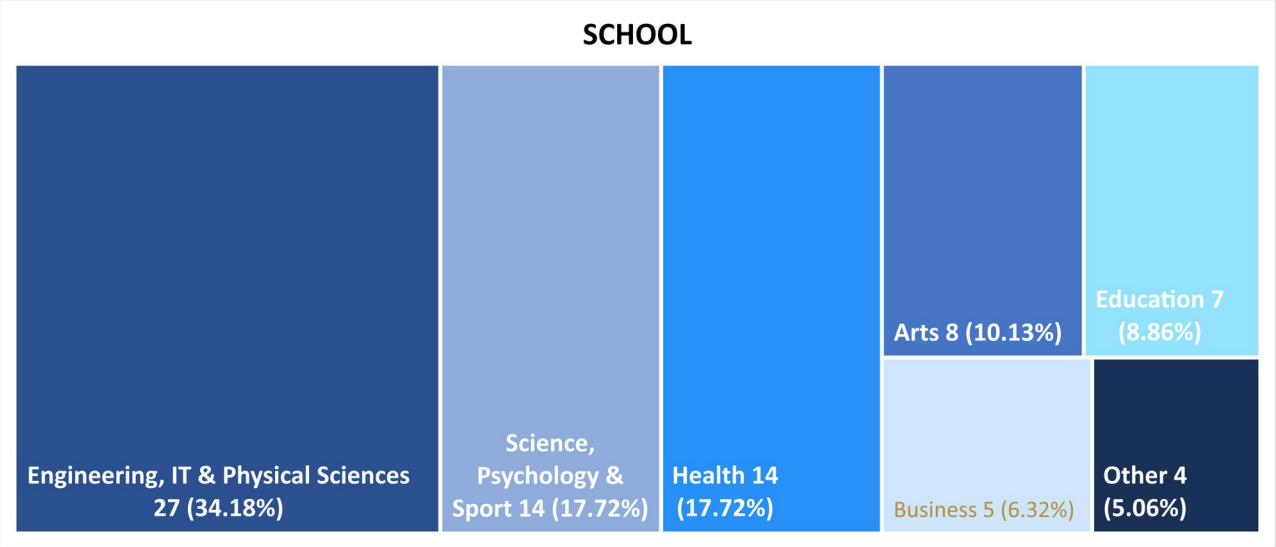
Questions 1-5: Researcher affiliation, location and practice

Q1: Please select the role that best describes you:



The greatest proportion of respondents described themselves as Academic staff, either Research only, or Research and Teaching/Teaching only. The response rate for academic staff was 13 per cent from a total cohort of 387. The second largest cohort of respondents was HDR candidates, with a response rate of 7.5 per cent from a total cohort of 282. While the response rate was lower than anticipated, the results of both quantitative and qualitative responses provide a meaningful baseline for future surveys.

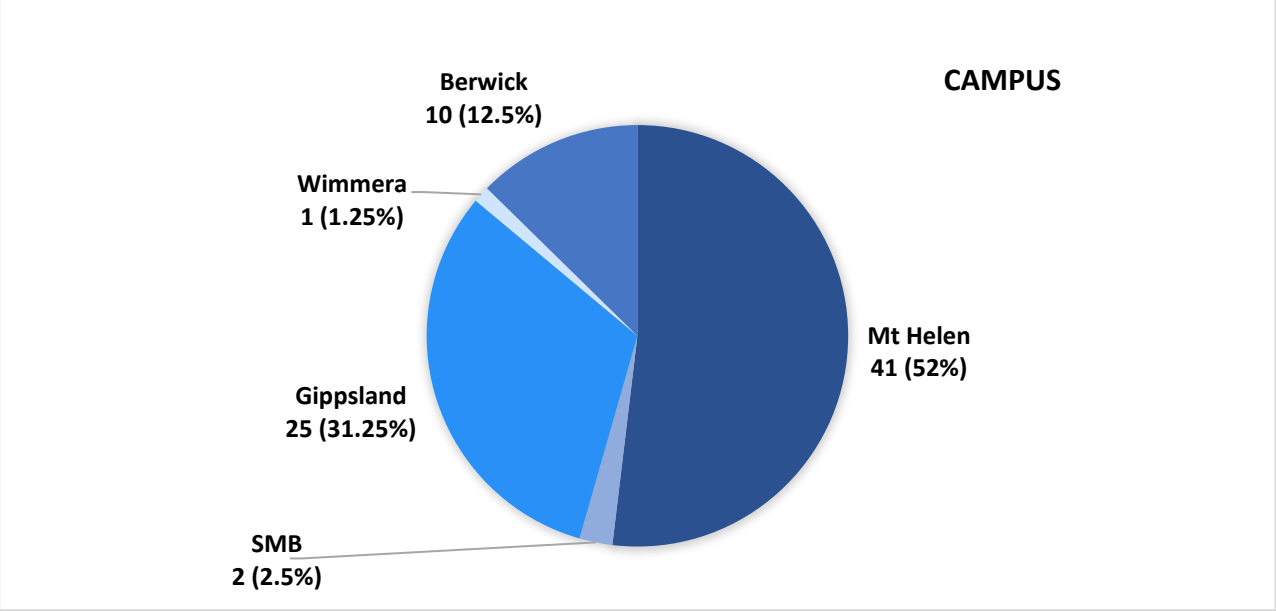
Q2: Please select your School:



Respondents were predominantly from the School of Engineering, IT and Physical Sciences, although there were respondents from all Schools. Of the Other respondents, three identified with the Portfolio of the Deputy Vice Chancellor (Research and Innovation)

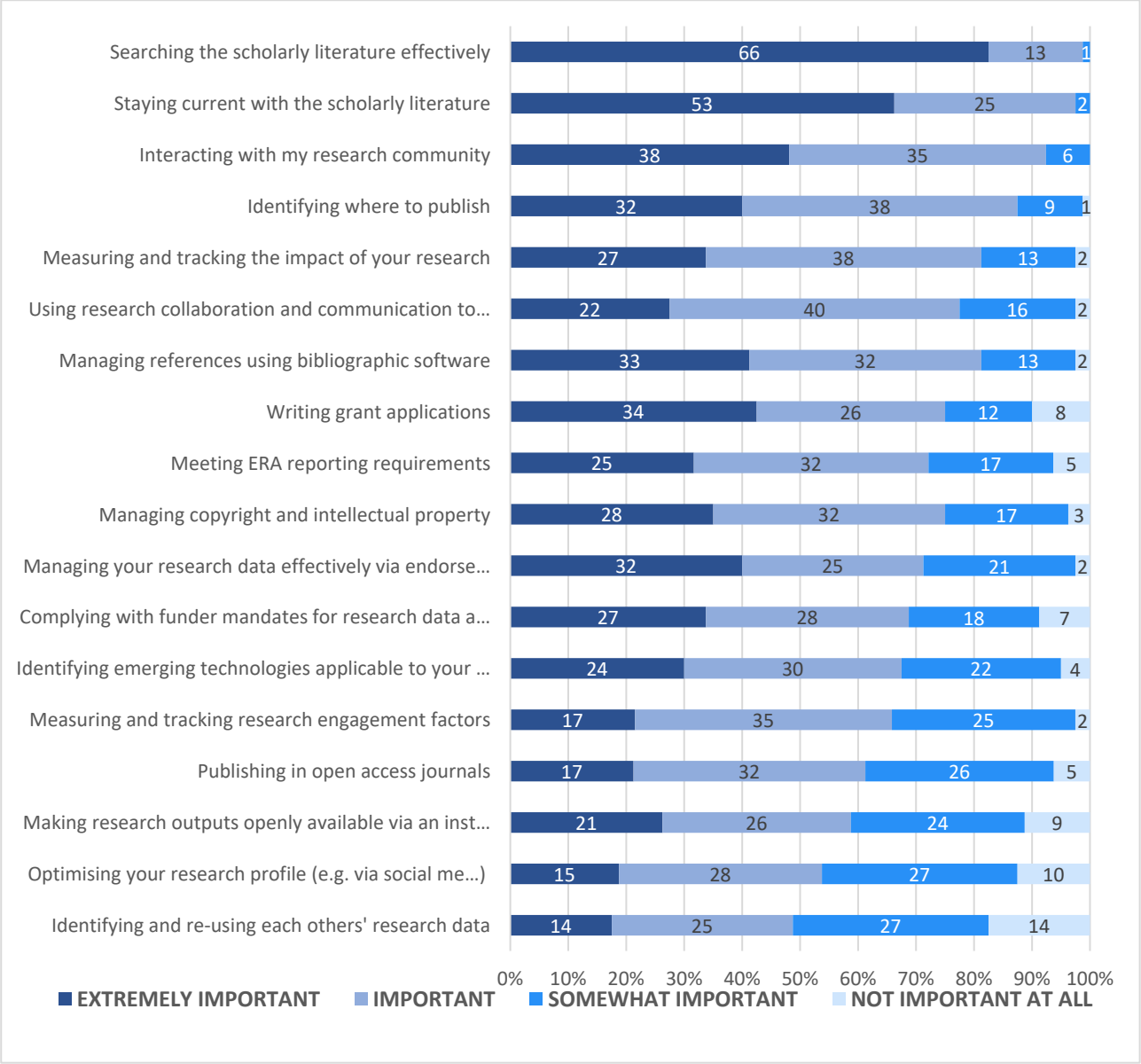
70 per cent of respondents identified with STEM-related Schools (School of Health, School of Science, Psychology and Sport, School of Engineering, Information Technology and Physical Sciences), and 25 per cent with HASS-related Schools (School of Arts, School of Education, Federation Business School).

Q3: Please select the campus you mainly visit:



The majority of respondents (more than half) mainly visited the Ballarat campuses, followed by Gippsland with one-third, then Berwick and Wimmera. This would generally appear to mirror the research focus for each campus.

Q4: As a researcher, how important are the following to you:



Respondents noted that of extreme importance to them were:

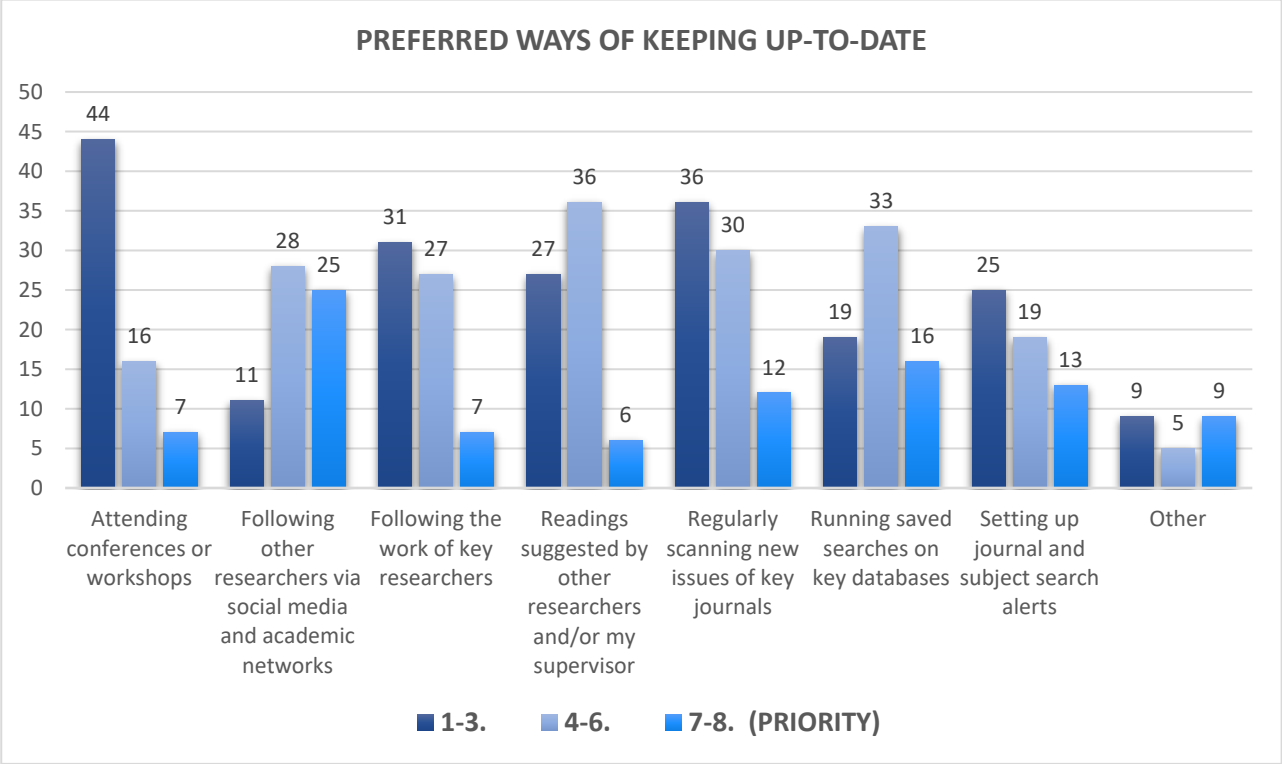
- Searching the scholarly literature effectively,
- Staying current with the scholarly literature, and
- Interacting with my research community.

No respondents indicated that Interacting with my research community, Searching the scholarly literature effectively, or Staying current with the scholarly literature were not important.

Other areas often rated as either extremely important or important were: Identifying where to publish, Managing references using bibliographic software, and Measuring and tracking research impact.

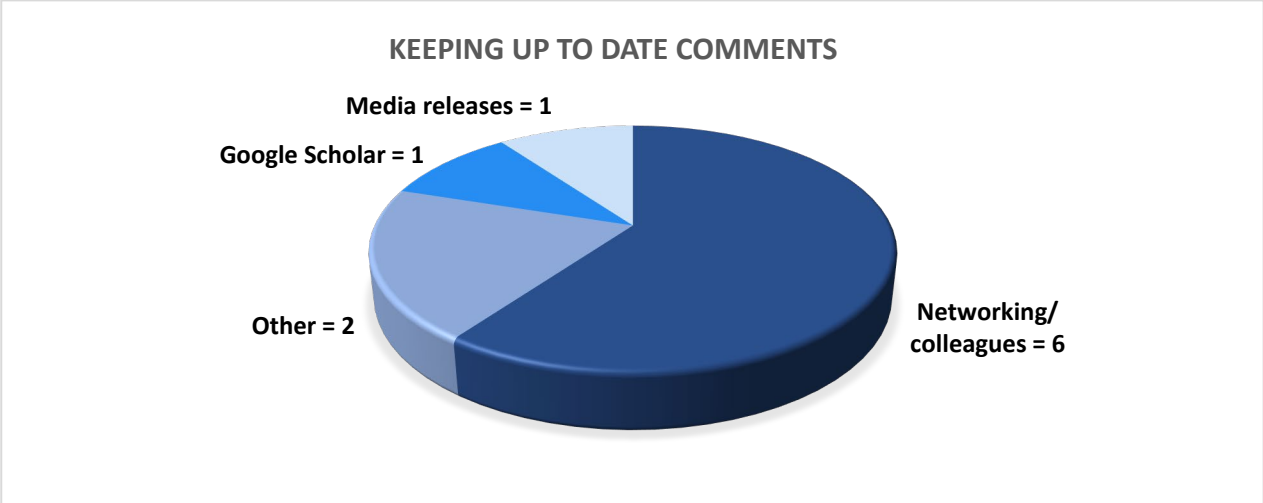
Other areas rated as important were: Managing copyright and intellectual property, Meeting ERA requirements, Writing grant applications, and Using research collaboration and communication tools.

Q5: As a researcher, how do you keep up to date with research in your field? Please rank in priority order from 1 to 8, with 1 being the most important.



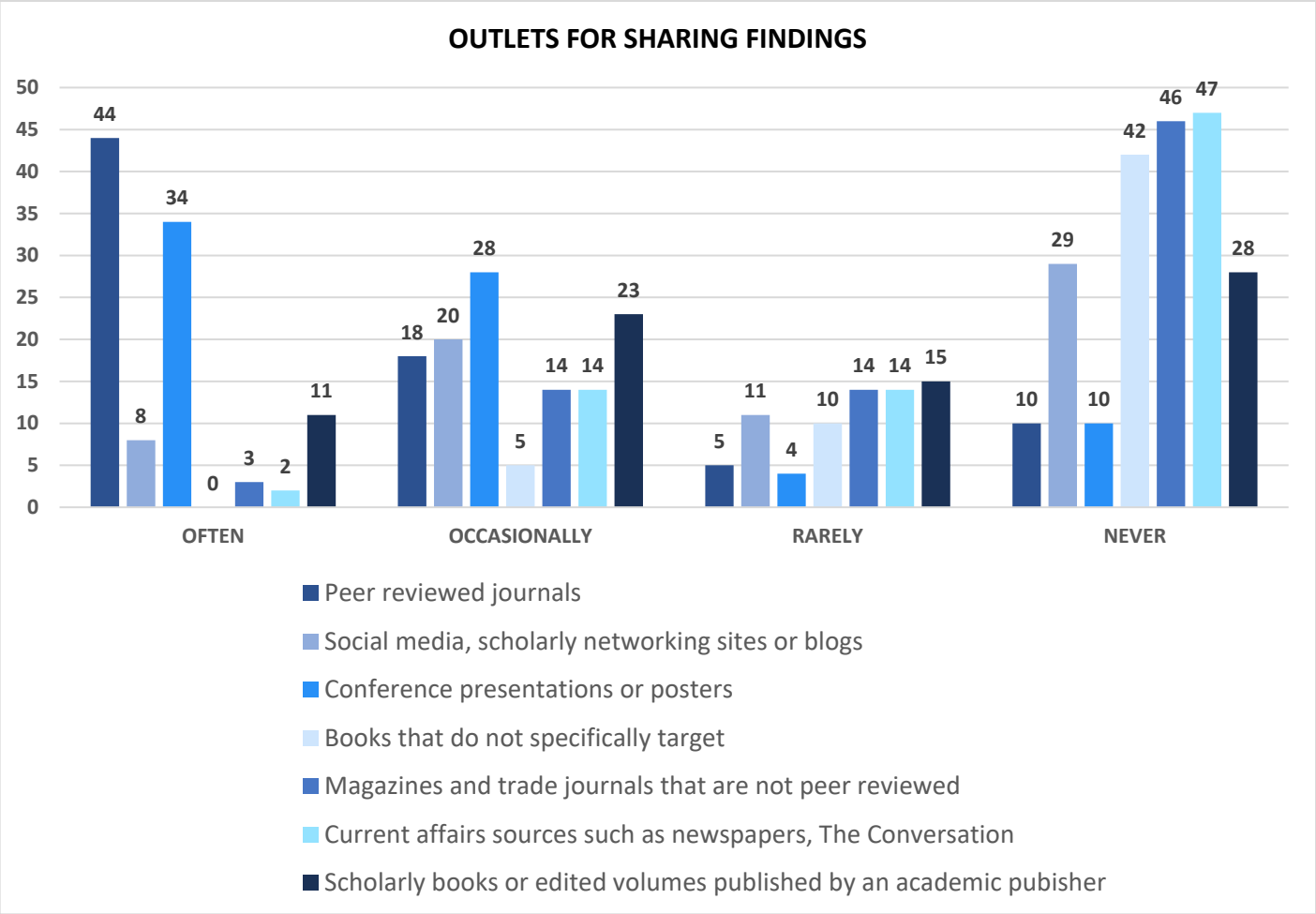
Respondents indicated that the most important ways of keeping up to date with research in their field were: Attending conferences or workshops, Regularly scanning new issues of key journals, and Following the work of key researchers. Running saved searches on key databases, and Readings suggested by other researchers and/or my supervisor ranked less highly.

In addition to the responses above, the analysis of text responses to this question (below) indicated the importance of networking and/or colleagues in keeping up to date with relevant research.



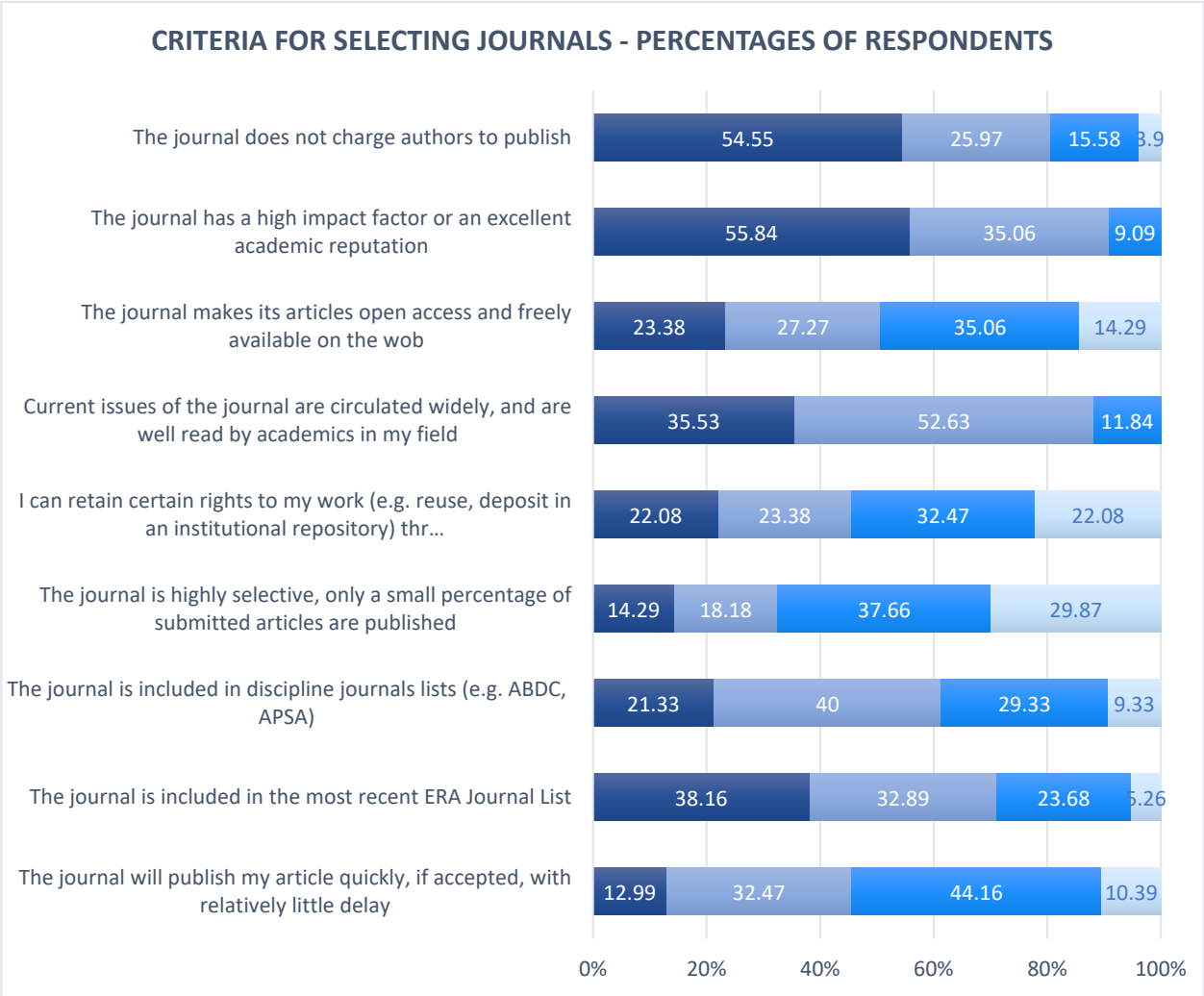
Questions 6-9: Publication strategy

Q6: You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your academic research in each of the following ways in the past five years.



Responses indicate that scholarly research is most often shared through Peer reviewed journals and/or through conference presentations or posters. Findings of scholarly research are less likely to be via non-peer reviewed sources such as newspapers, The Conversation, trade journals or magazines, or books that do not specifically target an academic audience.

Q7: When it comes to influencing your decisions about journals in which to publish an article, how important are each of the following characteristics.

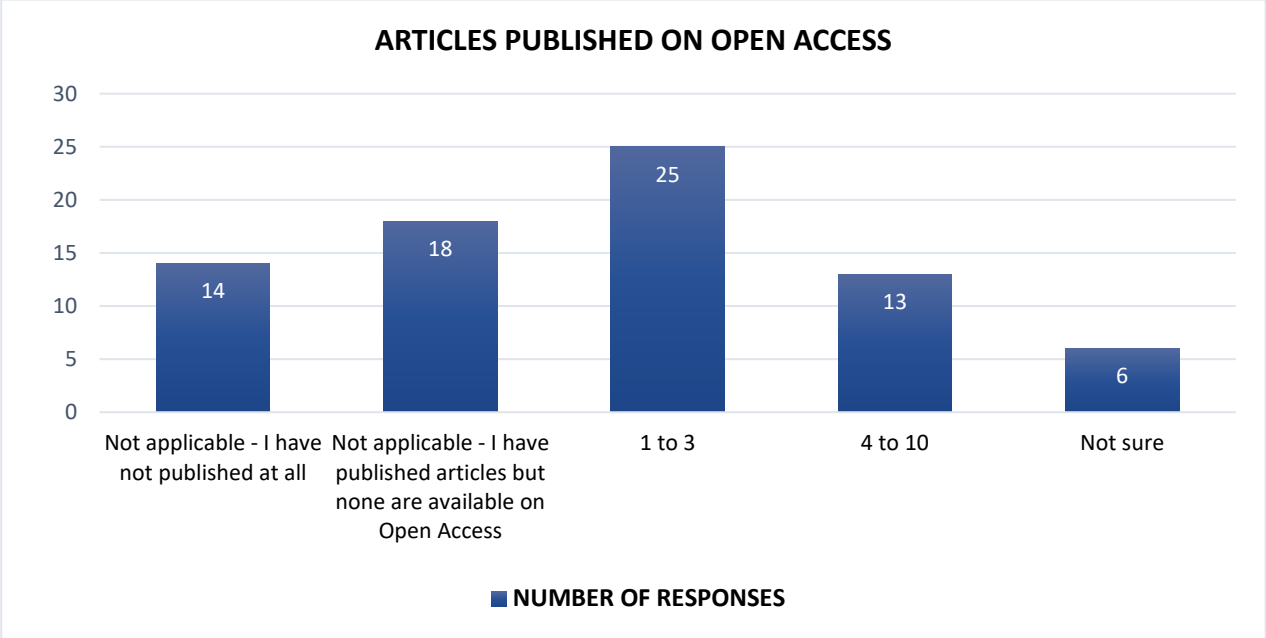


The responses indicate that the most important factors in choice of publication outlet are:

- the impact factor or academic reputation of a journal
- the lack of cost to authors for publication
- the extent of circulation,
- the journal is included in the most recent ERA Journal List.

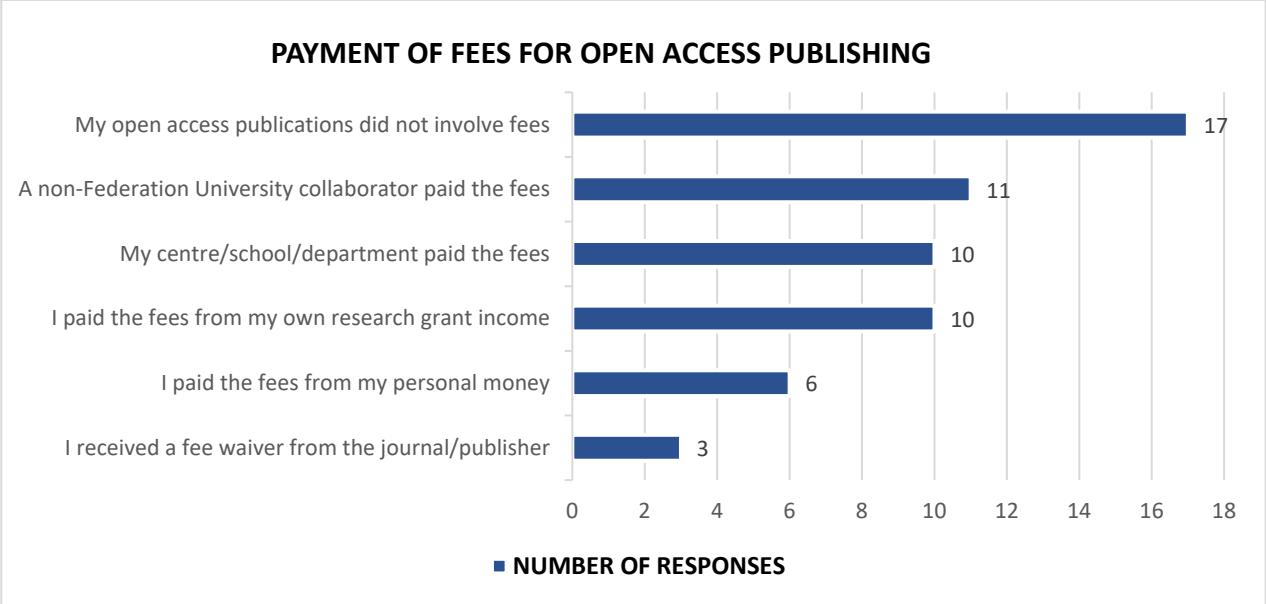
Retaining rights to the article and a highly selective journal are less likely to be perceived as important factors.

Q8: If you have published articles that are available on Open Access, how many have you published?



54 per cent of respondents have published Open Access articles. Of these, most (60 per cent) had published between 1 and 3 articles, with smaller numbers (34 per cent) indicating having published four or more OA articles. A significant proportion of respondents had either not published or had not published OA.

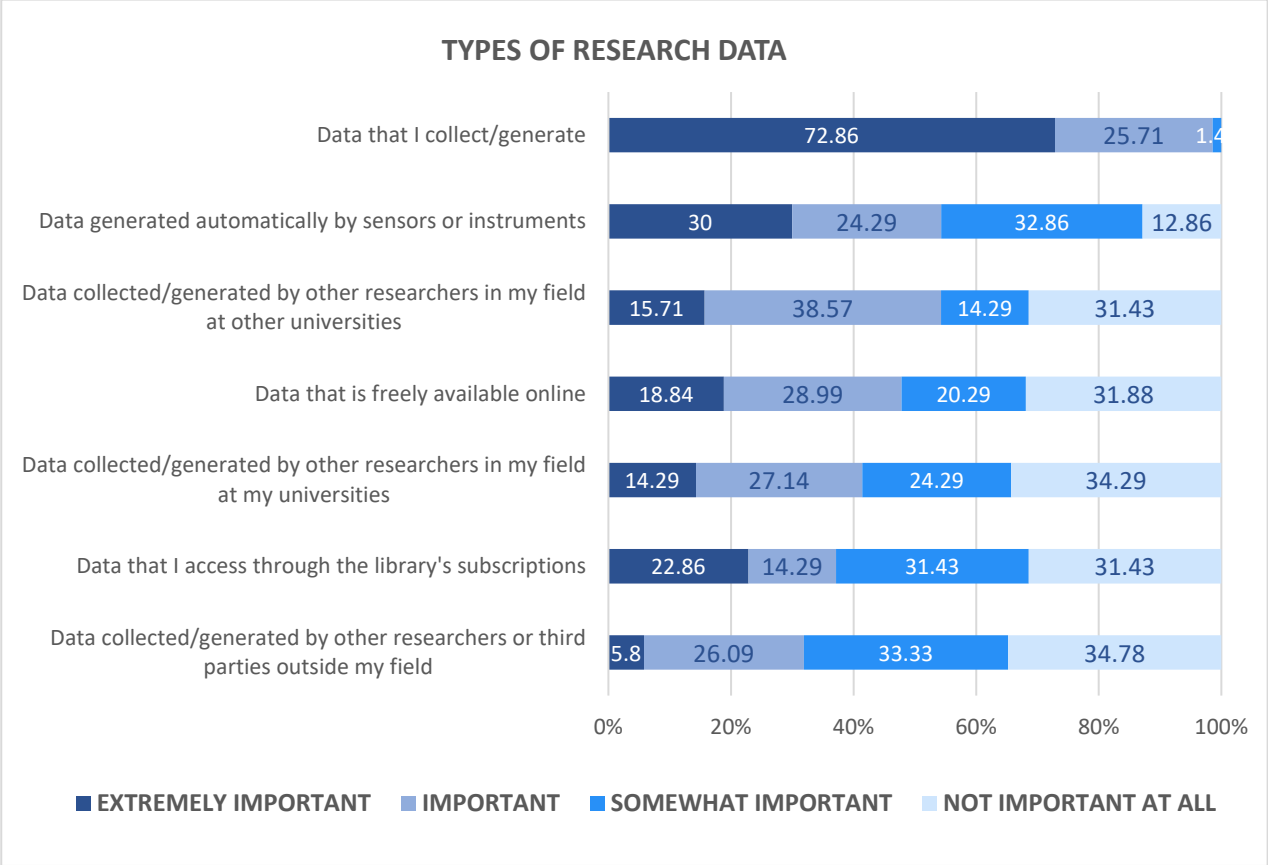
Q9: How have you managed payment of any fees (that is, payment of an Article Processing Charge, or APC) that came from publishing your Open Access articles? Please tick all applicable options.



Respondents who had incurred an Article Processing Charge for OA publication generally had this paid by a non-Federation University collaborator, by their School, Centre or Department, or from research grant income.

Questions 10-18 Data management and data sharing

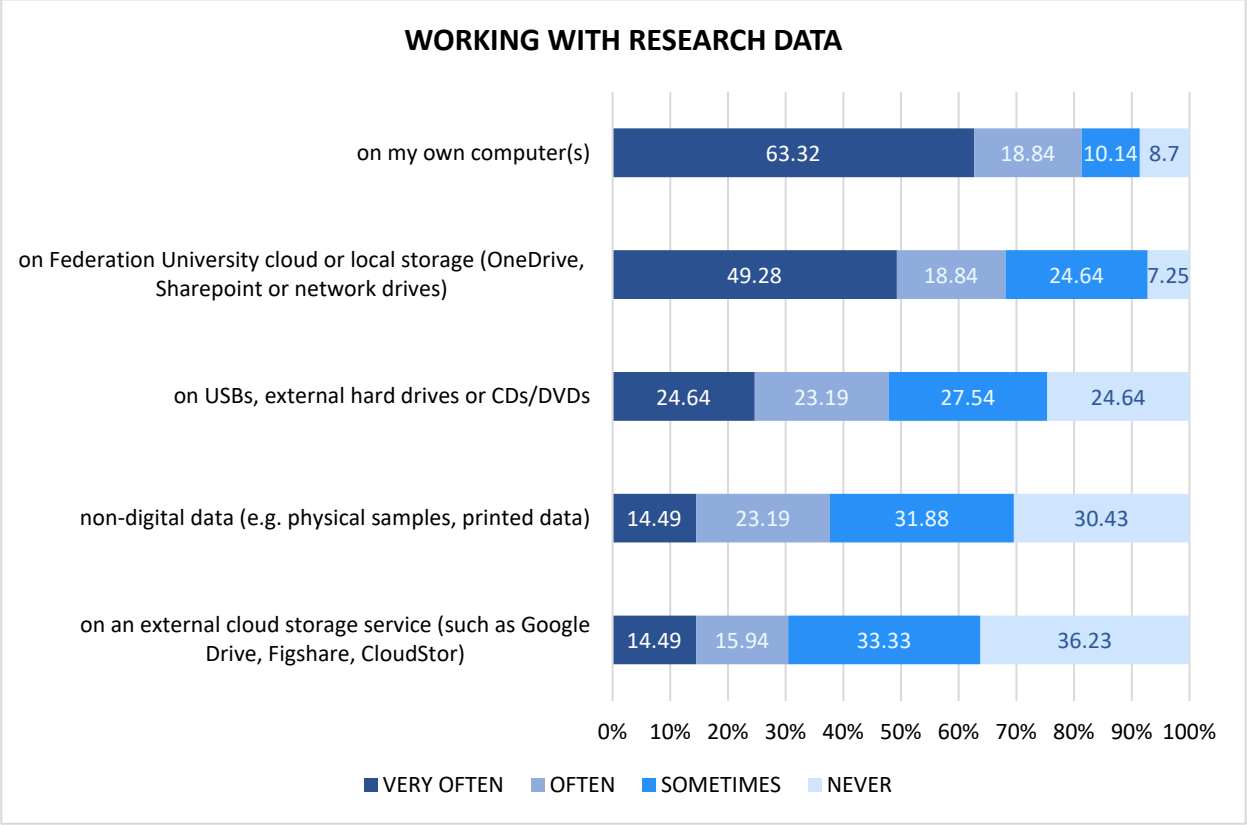
Q10: How important to your research are the following types of data?



Respondents indicated that data which they collect or generate is of most importance in their research, although data collected or generated by other researchers in the same field was also important. Least important was data accessed via the Library's subscriptions, or data outside their field of research.

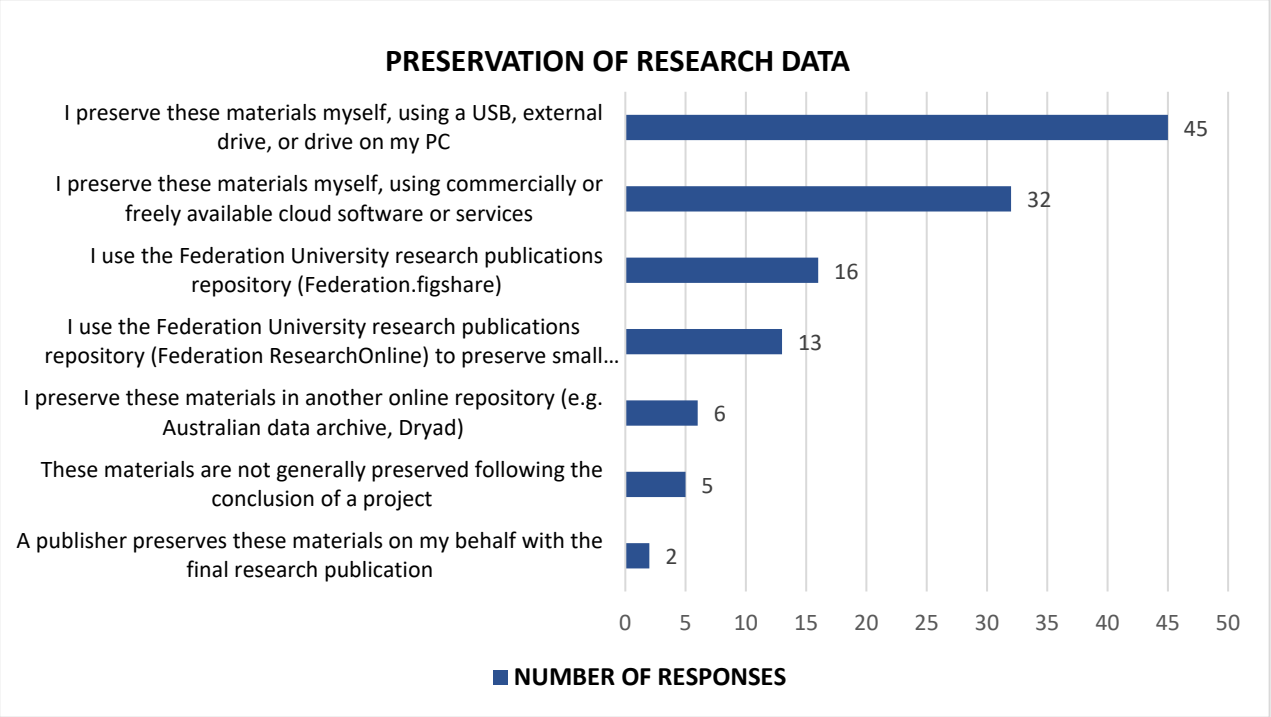
Questions 11 and 12: There are no questions 11 or 12 in the Survey.

Q13: How do you usually work with your research data?



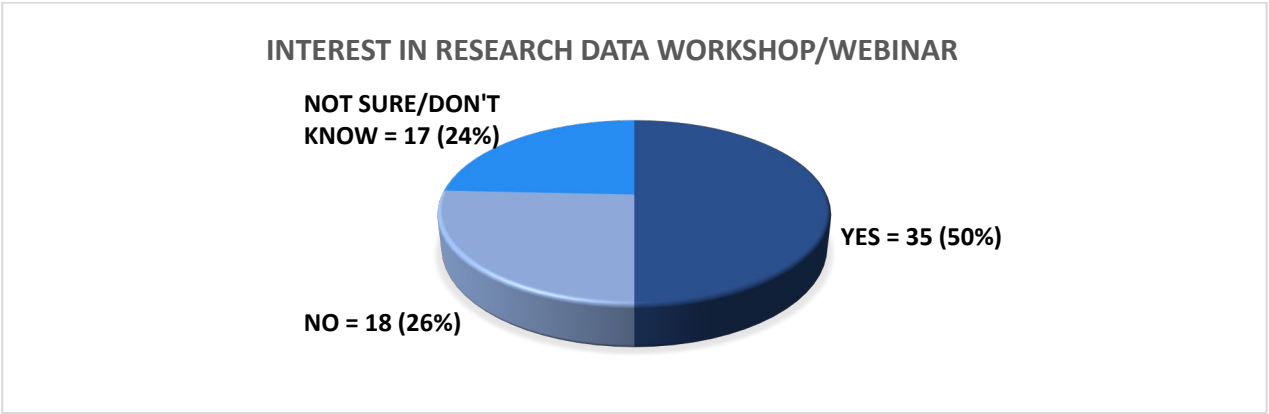
Respondents indicated that they generally worked with research data on their own computer or on Federation University cloud or network storage. Use of cloud storage external to Federation University was less frequent. There was a higher than expected usage of external devices such as USBs across all categories of usage. This provides an area for further communication across the University about the potential issues with such devices, including the risk of loss of data. Non-digital data was also used often or sometimes. The results regarding choices of how to work with research data by School are provided in Appendix 1. This response may also be an artefact of the COVID19 situation, which has resulted in closure of libraries and archives, leading to reduced access to print resources.

Q14: If collections or sets of research data are to be retained following the conclusion of your projects, where will you preserve them? Please select all that apply or indicate that they are not generally preserved.



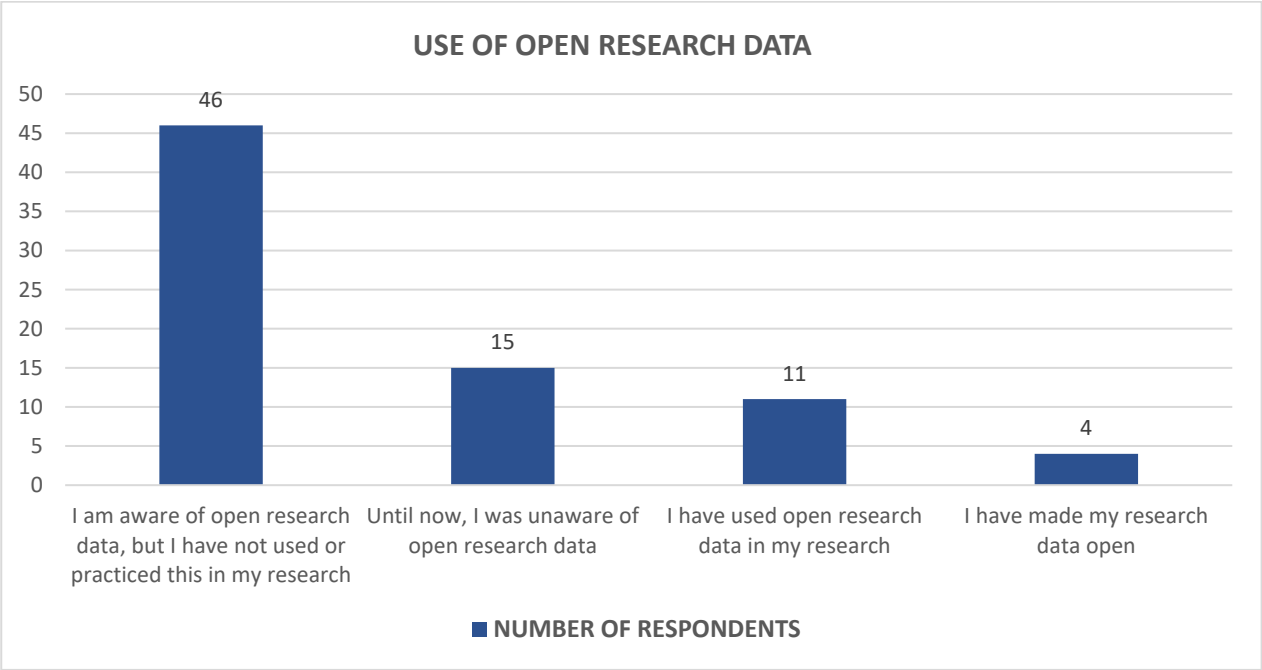
The majority of responses indicated that researchers preserved data themselves using a USB, external drive, or PC drive, the second most popular response was use of commercially or freely available cloud software or services. Few respondents indicated that research datasets would not be retained at the conclusion of projects. This indicates an opportunity for increased communication about the Federation University data storage options such as SharePoint and Federation.figshare.

Q15: Are you interested in attending a workshop or webinar on good practice in managing and preserving your research data?



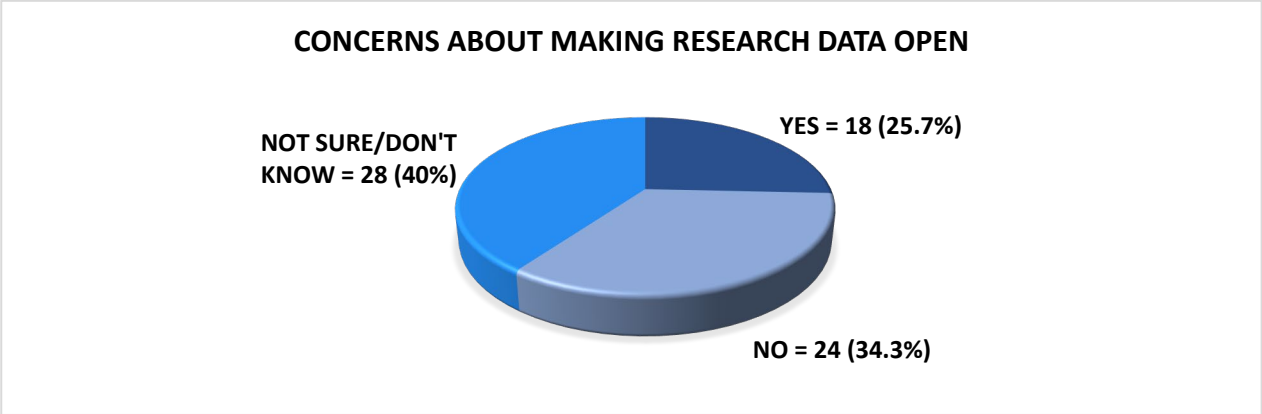
While the University provides skills classes in this area, the positive response to this question is indicative of the continued requirement for skills development relating to managing and storing research data.

Q16: What is your experience with open research data? Please select all that apply.



Most respondents (61 per cent) indicated that they were aware of open research data. In addition, some 14 per cent of respondents had used open research data in their research, and 5 percent had made their own research data available for reuse. Responses to this question indicate an opportunity for communication to researchers across the University to increase awareness of, access to and reuse of, open research datasets.

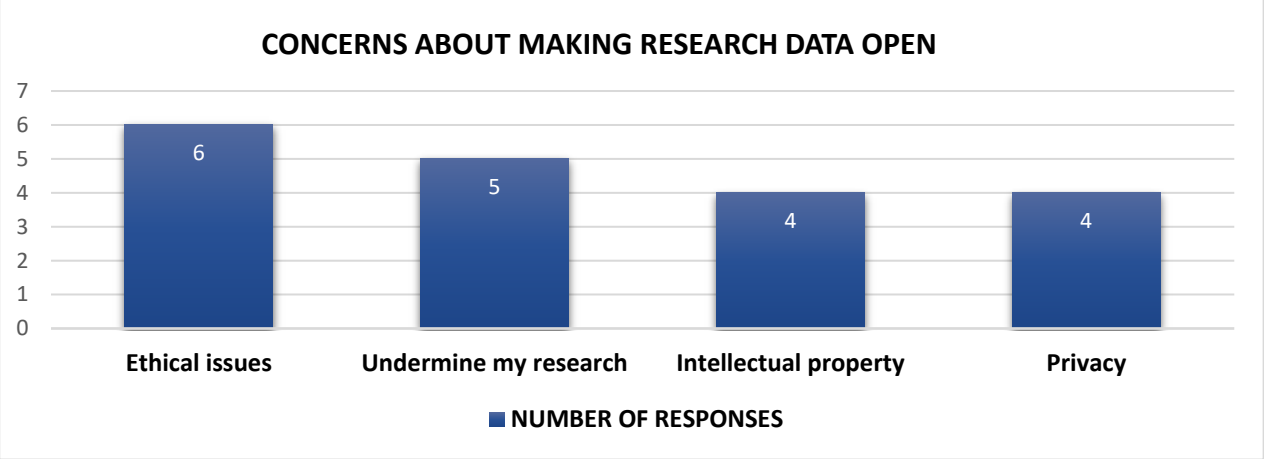
Q17: Do you have any concerns about making your research data open?



The responses to this question reflect the indicated lack of awareness of open research data, with concerns being expressed by some of those respondents who are aware of open research data.

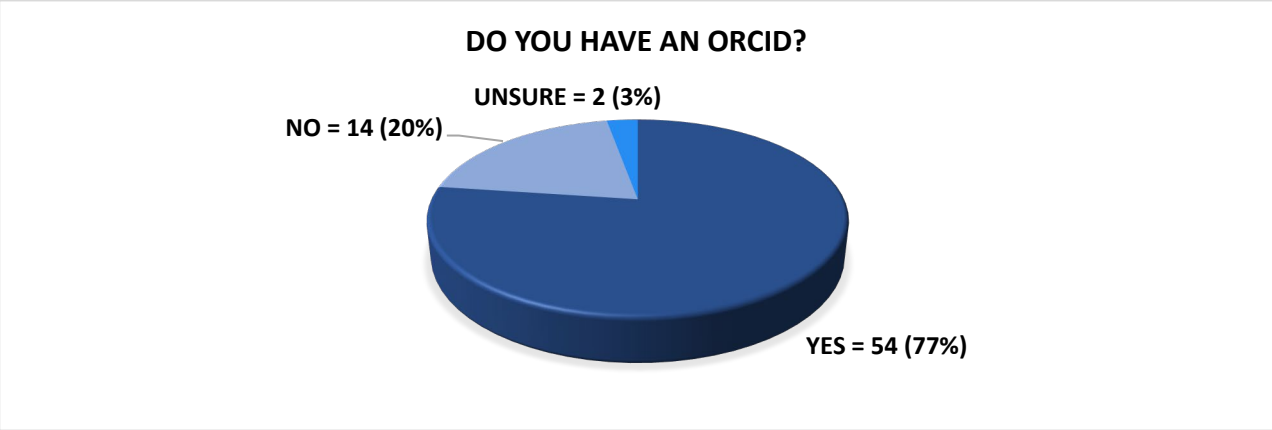
Q18: What are your concerns about making your research data open?

The comments provided by respondents indicated concerns relating to the ethics of re-use, including lack of clearance through the ethics process; issues around intellectual property, often involving industry or commercial partners in research; privacy issues; and concerns that publication of data would jeopardise written publication outputs by the researcher. There may be an opportunity here for closer integration of the University expectation of open research data as stated in the Research Data Management Policy and Procedure within the ethics approval and grant application processes.



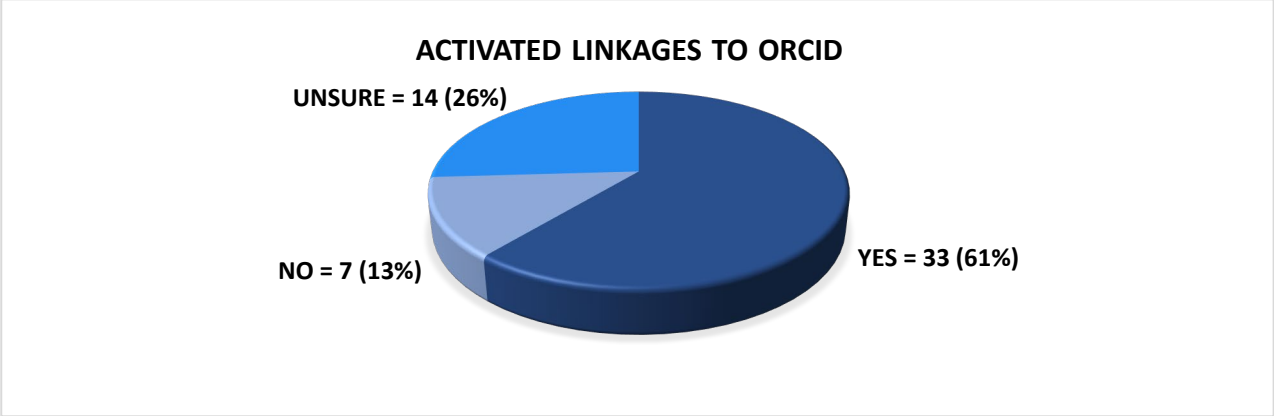
Questions 19-24: Author identification, researcher networking and social networking

Q19: ORCiD (Open Researcher and Contributor ID) is a unique digital identifier that distinguishes you from other researchers and enables automated linkages between you and your professional activities, in particular your publications. Do you have an ORCiD?



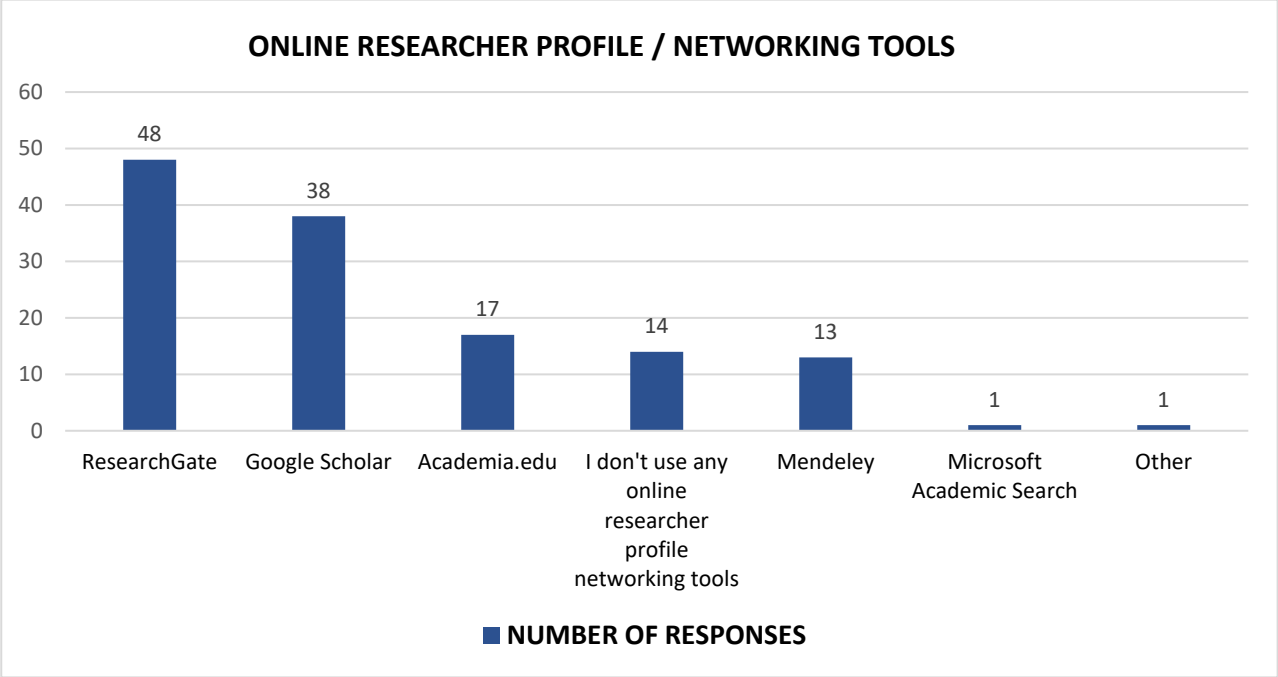
77 per cent of respondents indicated that they had an ORCiD. This reflects the extensive work which both Research Services and Library staff have done in promoting the value of this identifier. Eight of the respondents who said they did not have an ORCiD and both of those who were unsure were HDR candidates.

Q20: You've indicated you have an ORCID - have you activated linkages (e.g. from Scopus, Web of Science, Publons) which provide automatic updating of your research activities to your ORCID record?



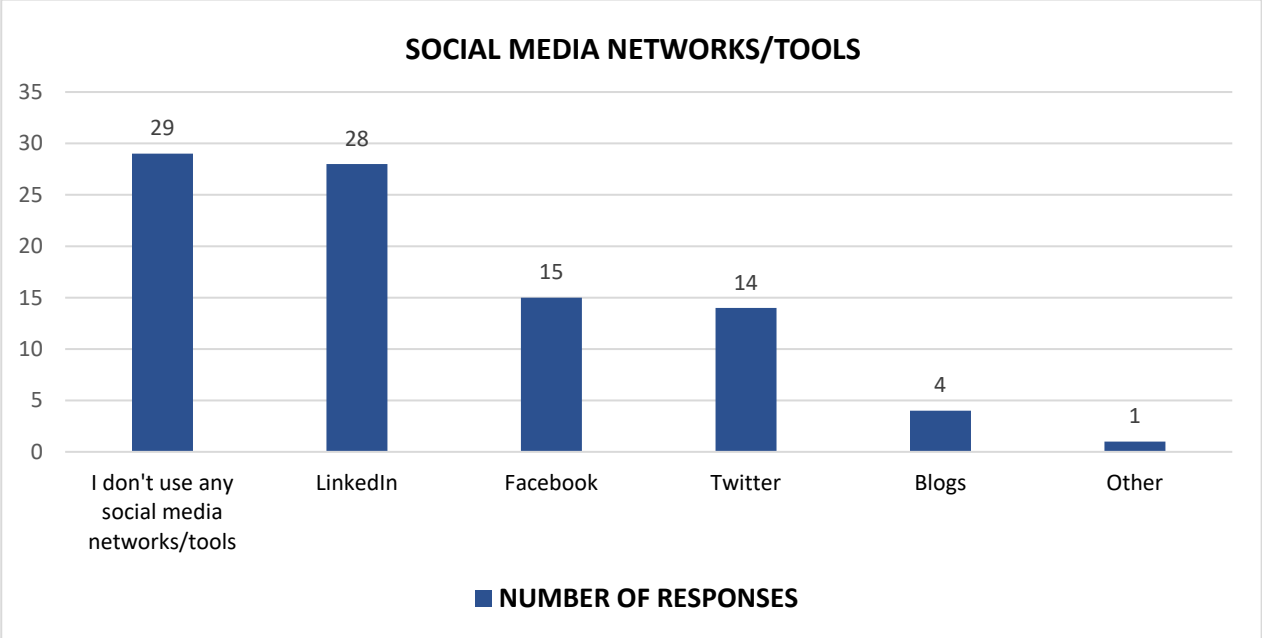
Of respondents who had an ORCiD, 61 per cent were sure that they had activated the linkages with Scopus, Web of Science and Publons for example, to enable automatic downloading of publications and other research activities to their ORCiD. This provides another opportunity for skills development with researchers.

Q21: Which of the following online researcher profile/networking tools do you use for your own online researcher profile? Please select all that apply.



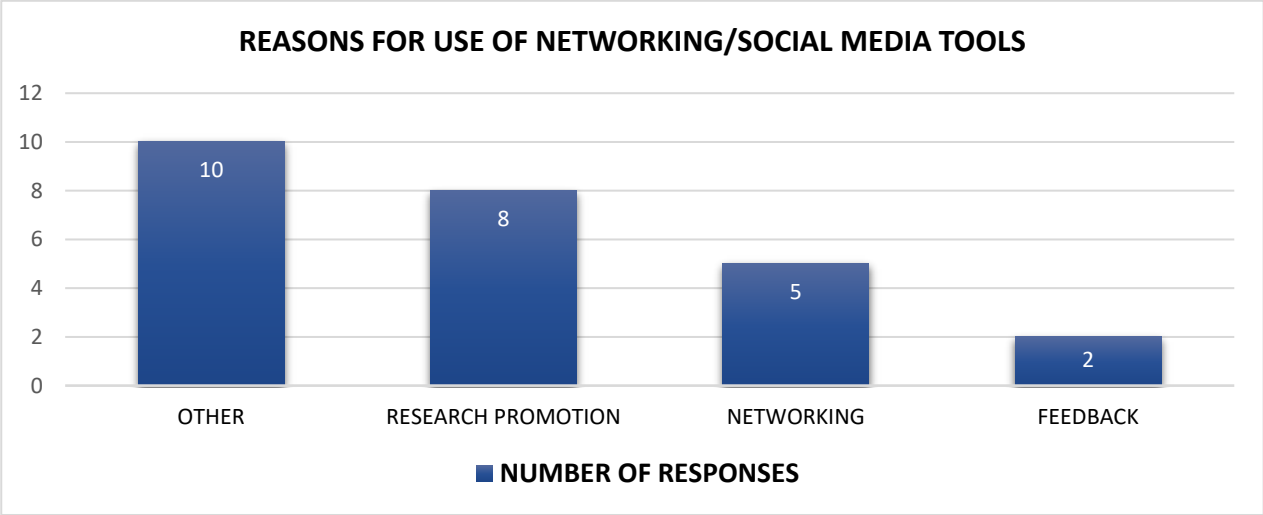
The most-used research profile/networking websites were ResearchGate and Google Scholar. This may provide an opportunity to communicate the importance of adhering to copyright when sharing research publications via these platforms.

Q22: What social media networks/tools do you use to promote or attract attention to your research? Please select all that apply.



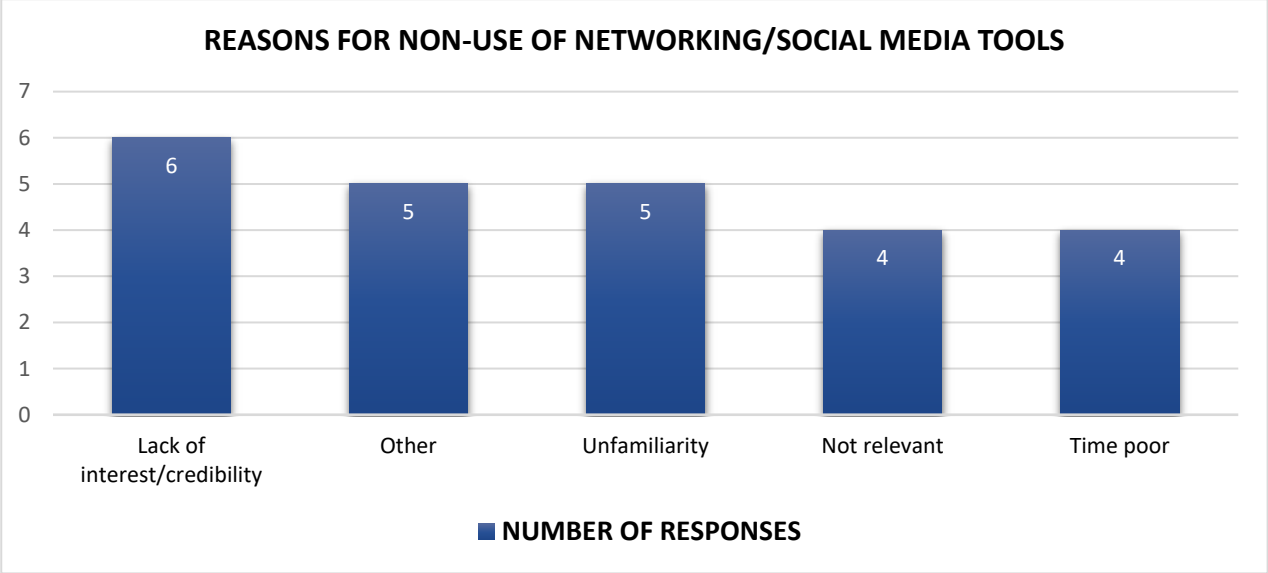
Social media was also used for promotion of research and networking. A significant proportion of respondents did not use any social media. For those who do, the most-used social media channel was LinkedIn.

Q23: Please provide any comments you wish to share on your reasons for using online researcher profile/networking or social media tools.



Comments from respondents indicated that the main reasons for using online researcher profile/networking or social media tools included promotion of research and networking. Comments themed as Other included: “To advertise for potential work”; “to gather survey data”; “Twitter has a more professional network of academics”.

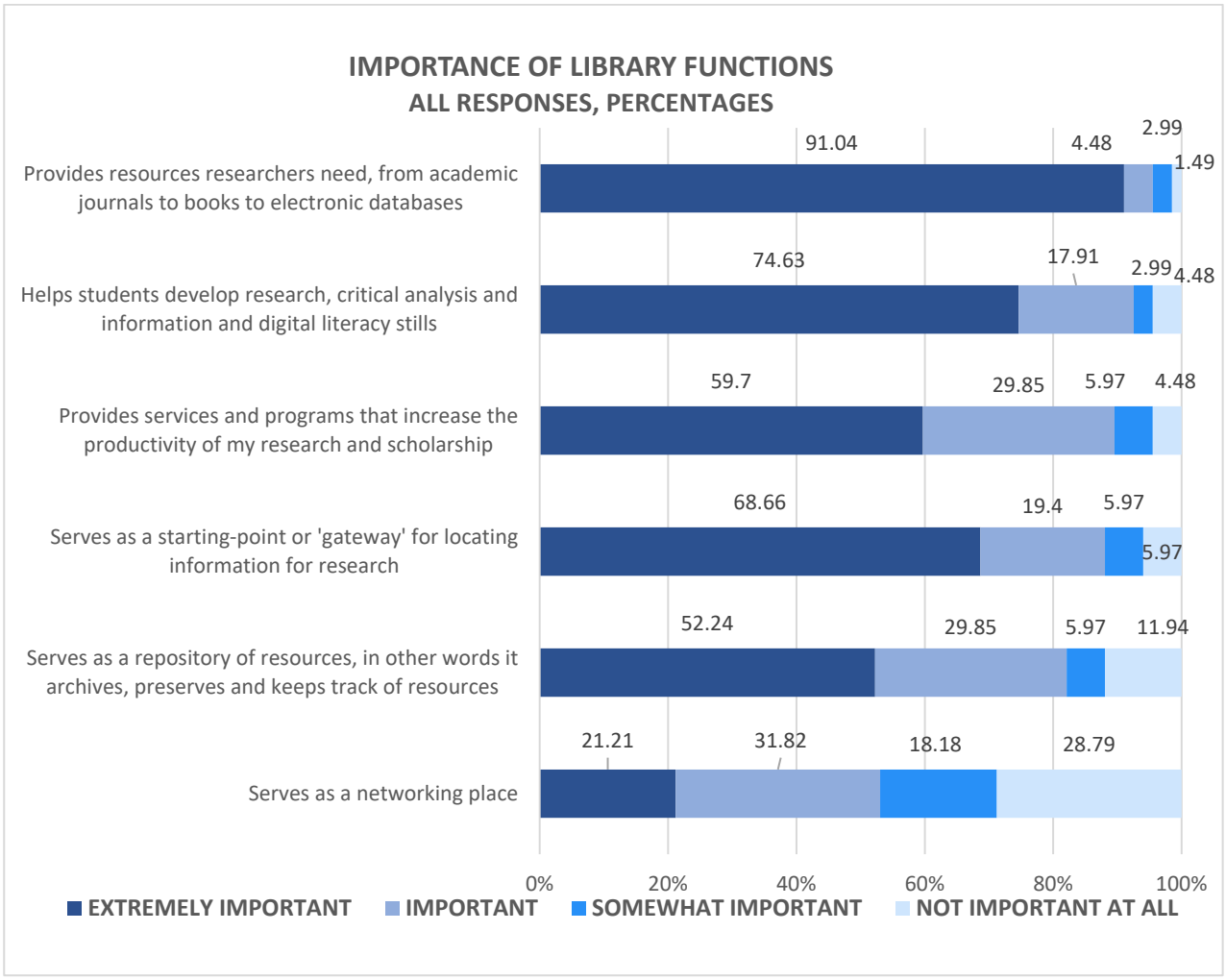
Q24: Please provide any comments you wish to share on your reasons for not using online researcher profile/networking or social media tools.



Respondents generally indicated that they did not use online researcher profile/networking or social media tools due to lack of interest or time, lack of familiarity with such tools, or a perception that they were not relevant. Comments themed as Other included: “Old school”; “I'm unsure how safe it is”; “I have been trolled by anonymous people”; “Sensistive [sic] nature of research”.

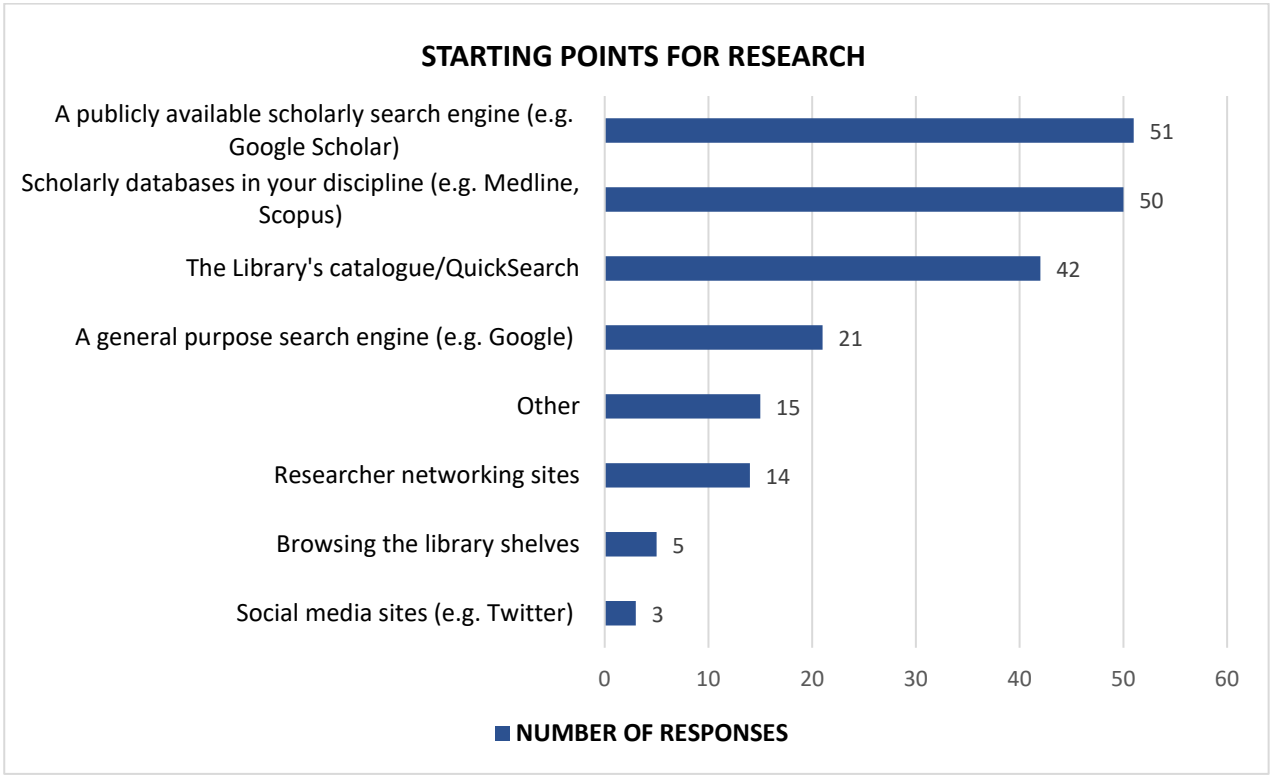
Questions 25-28: Value of the Library to researchers, and use of resources

Q25: How important is it to you that the University Library provides each of the following functions?



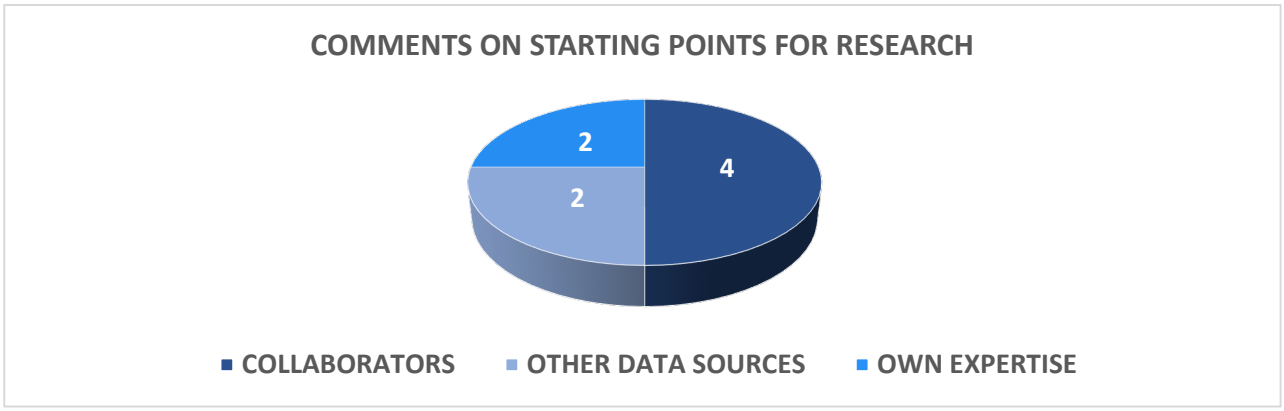
Respondents indicated that the most important Library functions were: Providing resources for researchers, Helping students develop research, critical analysis and information and digital literacy skills, and serving as a 'gateway' for locating information. The Library as a networking space was not rated as highly.

Q26: When you are conducting research, which of these starting points do you typically use to begin locating information? Please select all that apply.

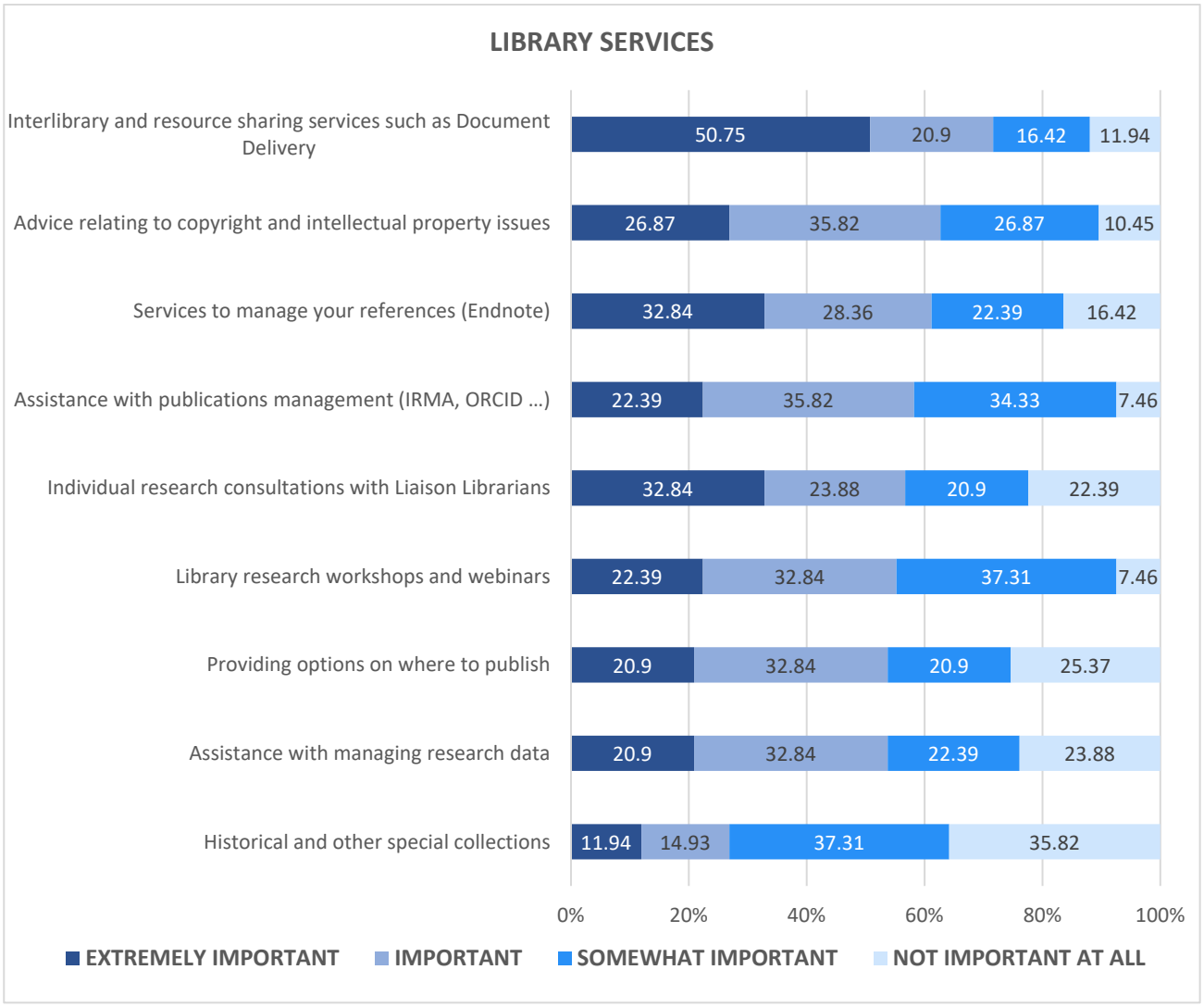


Respondents indicated that they typically commence their research by accessing and utilising a range of online resources that are generally expected to be provided by academic libraries, such as search engines, databases and the Library catalogue. Browsing the Library shelves and using social media sites were ranked relatively low.

Analysis of respondents' comments (below) indicates that collaborators were often utilised when commencing research.



Q27: As a researcher how important are the following library services to you?



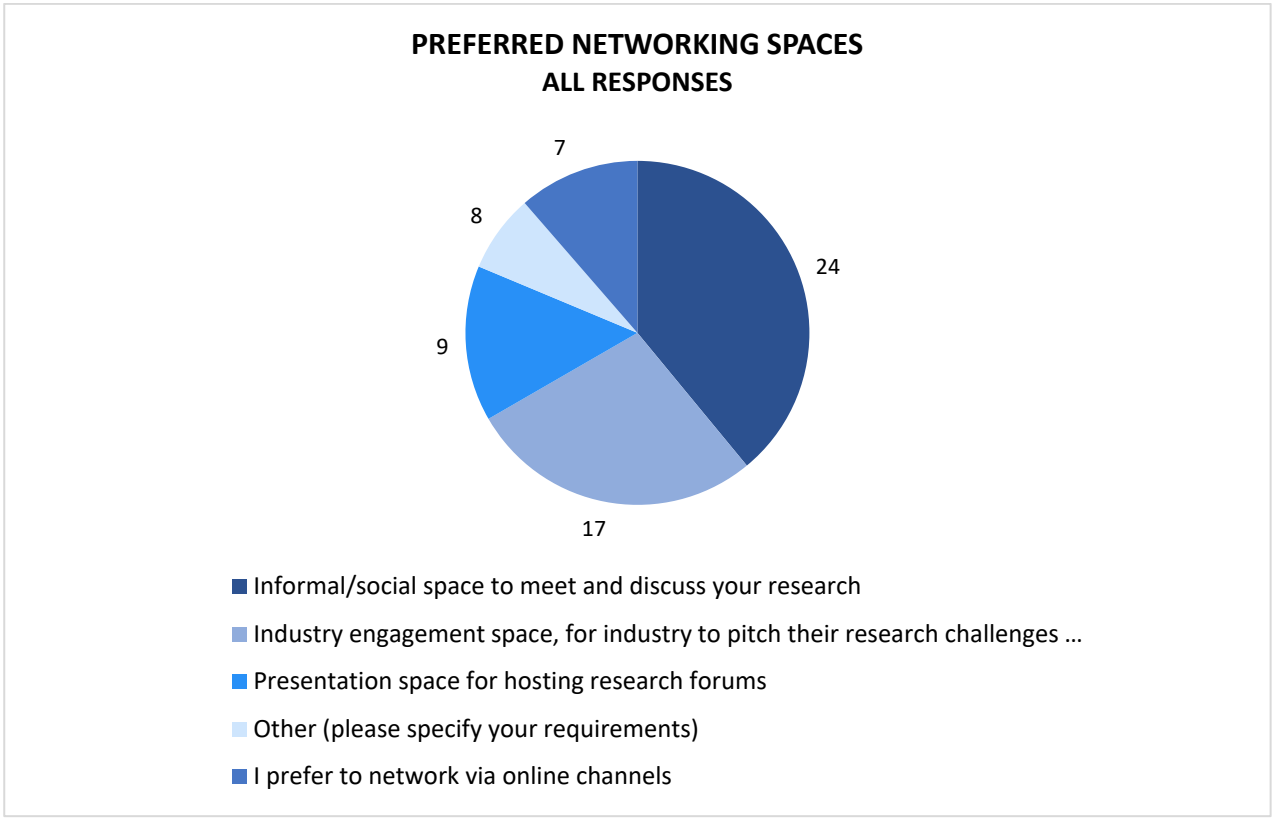
Respondents indicated that the most important services provided directly by Library staff were:

- Interlibrary and resource sharing services
- Advice relating to copyright and intellectual property issues
- Services to manage your references (EndNote).

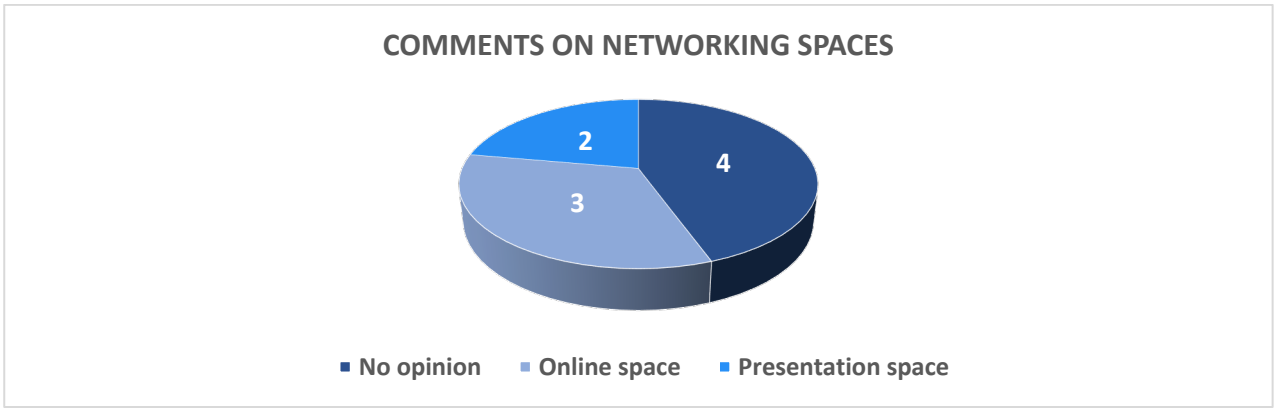
Also important was: Assistance with publications management (IRMA, ORCiD and ERA).

Notably less important to respondents were Historical and other special collections.

Q28: What is your preference for the provision of networking spaces for researchers?



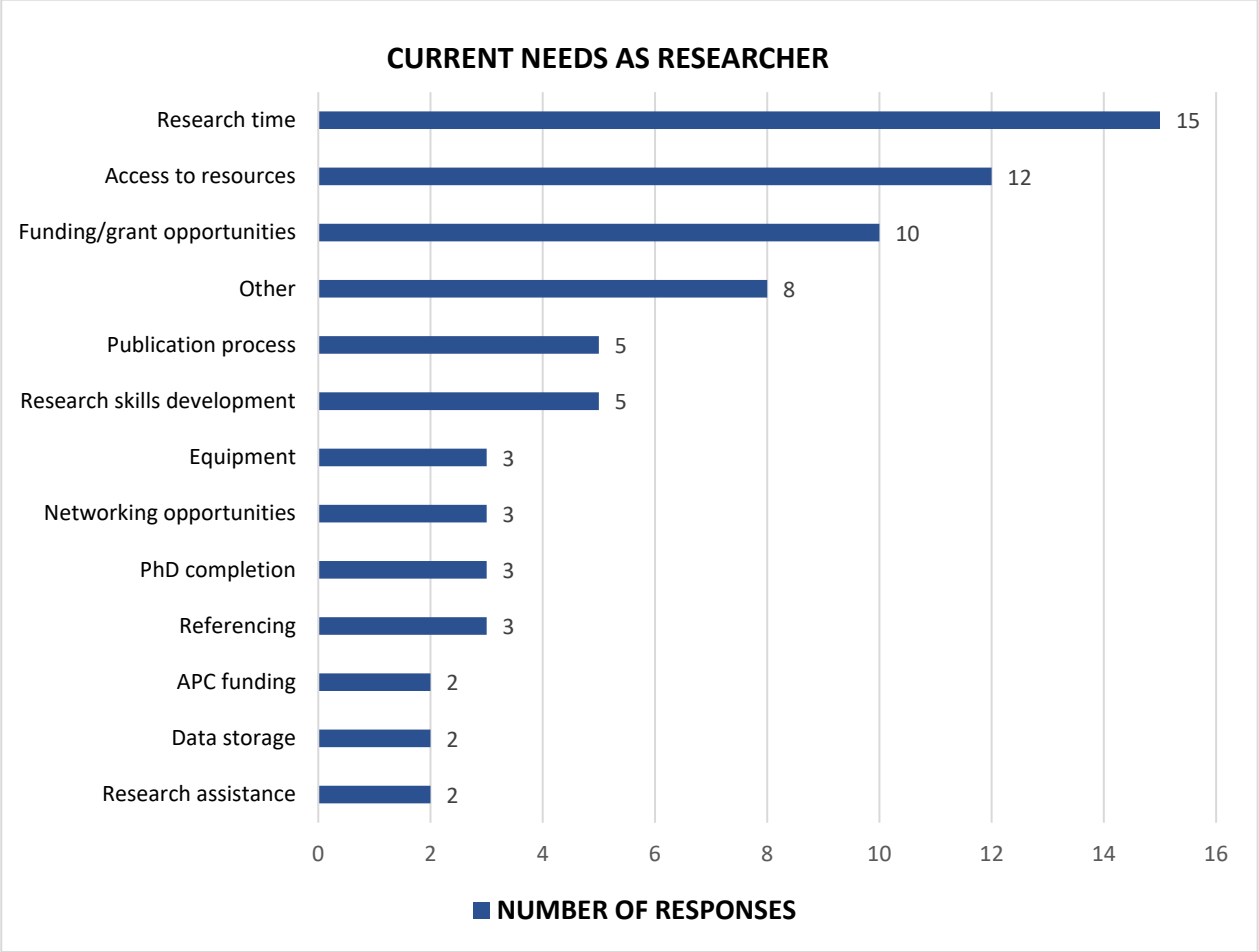
The majority of respondents preferred the provision of informal spaces or spaces where researchers could interact with industry representatives / potential collaborators. The analysis of comments (below) provided in response to this question indicated that online networking spaces were also welcomed.



Q29: There is no Question 29 in the Survey

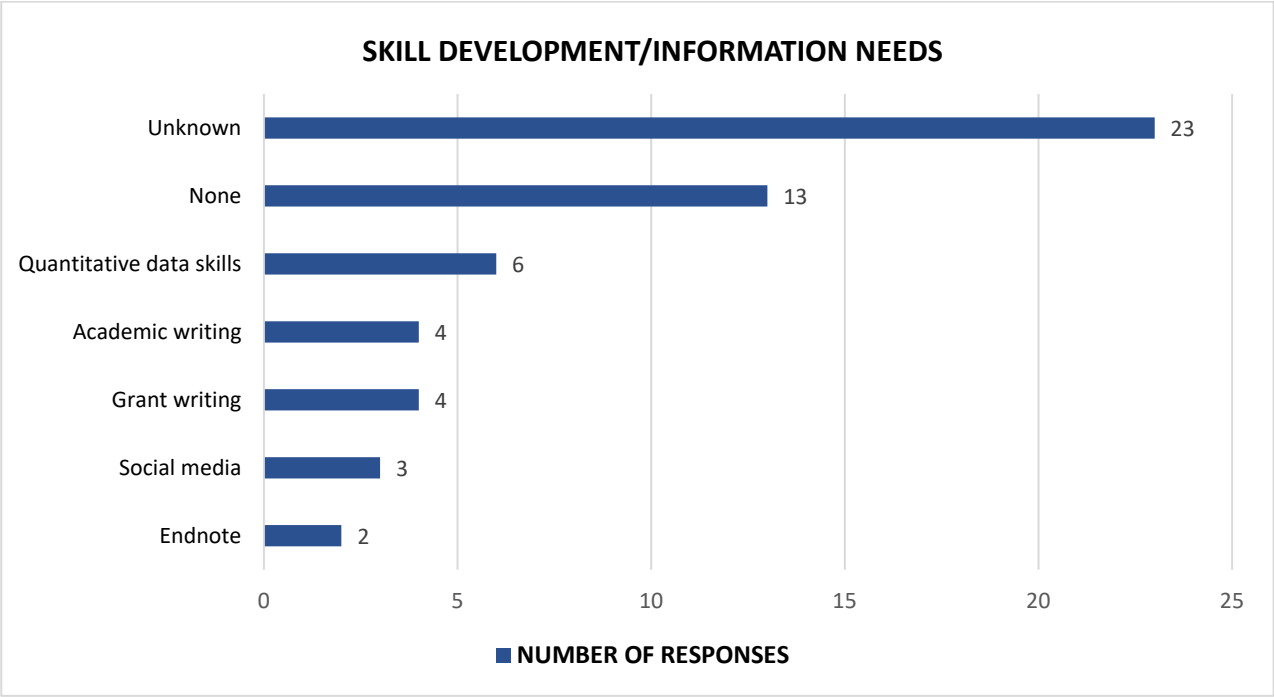
Questions 30-31: Researcher-identified current and skills needs

Q30: What would you say is your most important current need as a researcher?



The thematic analysis of comments provided to this question highlighted needs for research time, access to resources, and awareness of grants or funding opportunities.

Q31: Do you have any specific skill development or information needs that would assist with your research?



Respondents indicated a perceived need for skills relating to quantitative data. There also appeared to be a lack of awareness of what skills researchers needed to or could develop, and this may provide an opportunity for a skills self-audit exercise by researchers.

Opportunities for researcher skill development

The analysis of responses across all areas of the Survey, including responses to Questions 31, has provided the following lists of areas for researcher skill development. The broad categories used are indicative only and generally align to the principal research skills providers within the University. Those items marked with an Asterix * were most frequently mentioned by respondents to the Survey. For HDR candidates, the principal skill needs were quantitative data skills, academic writing, research data management, and appropriate research data storage options for working data.

Where possible, the responses have been grouped according to alignment of current responsibilities of Research Services and Library Services. Where development needs have been identified which do not fit clearly within these two directorates, the Library will investigate any in-house training options for the University.

Research Services

- *Writing a successful grant application/knowing about funding opportunities.
- *Research assistance
- Research coaching/networking processes.
- ARC Future Fellowship scheme
- Access to Vitae
- ERA information
- Closer integration of the University expectation of open research data into the ethics approval processes

Library Services

- *Managing research data
- *How to select a journal to publish in/publication process
- *Referencing
- *Research data storage and infrastructure: options for working research data as well as completed datasets
- Promote awareness of open research data
- Copyright and use of researcher profile/networking sites
- Improved deep interrogation of data bases including for patents
- Value of ORCiD and activation of linkages with sources such as Scopus, Web of Science and Publons
- Researcher metrics and journal metrics
- Increase awareness of open research data, and how to access open research datasets

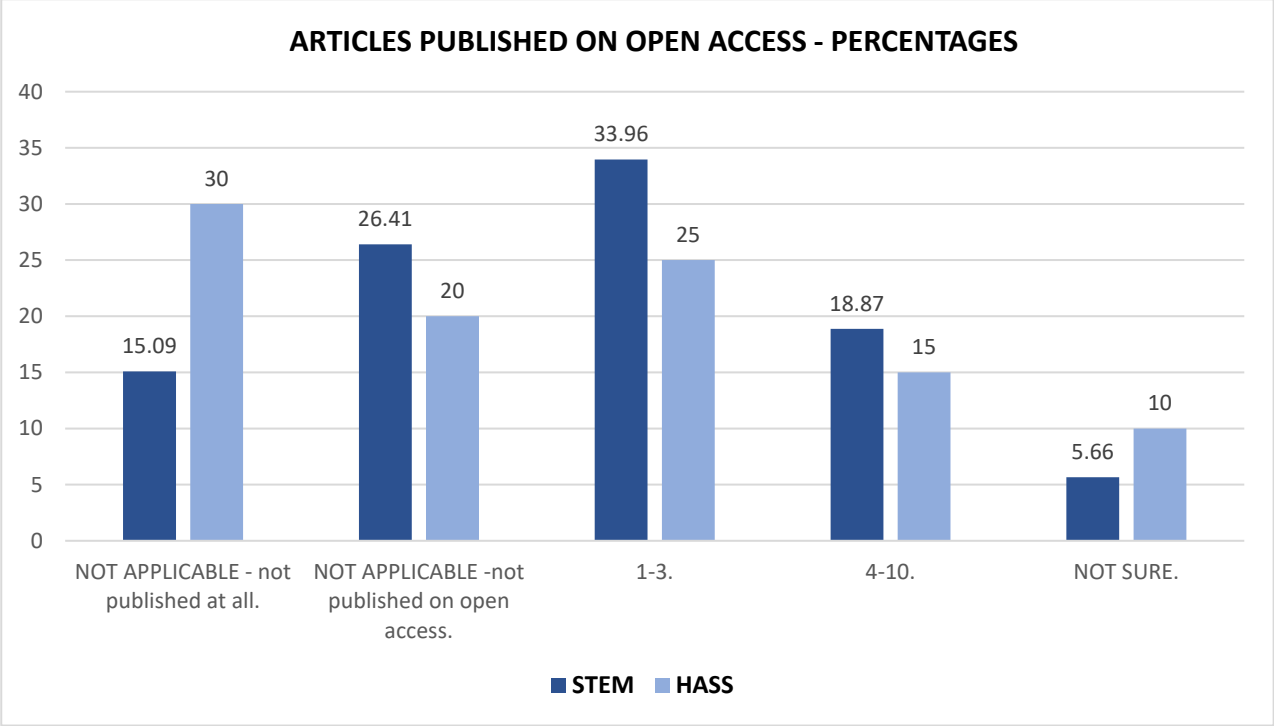
Other

- *Access to equipment
- *Quantitative data skills/statistics
- *Academic writing
- *Social media skills /training
- Time management
- Advice on survey management

Appendix 1: Analysis of selected questions comparing responses from STEM-related Schools (N=55) with HASS-related Schools (N=20)

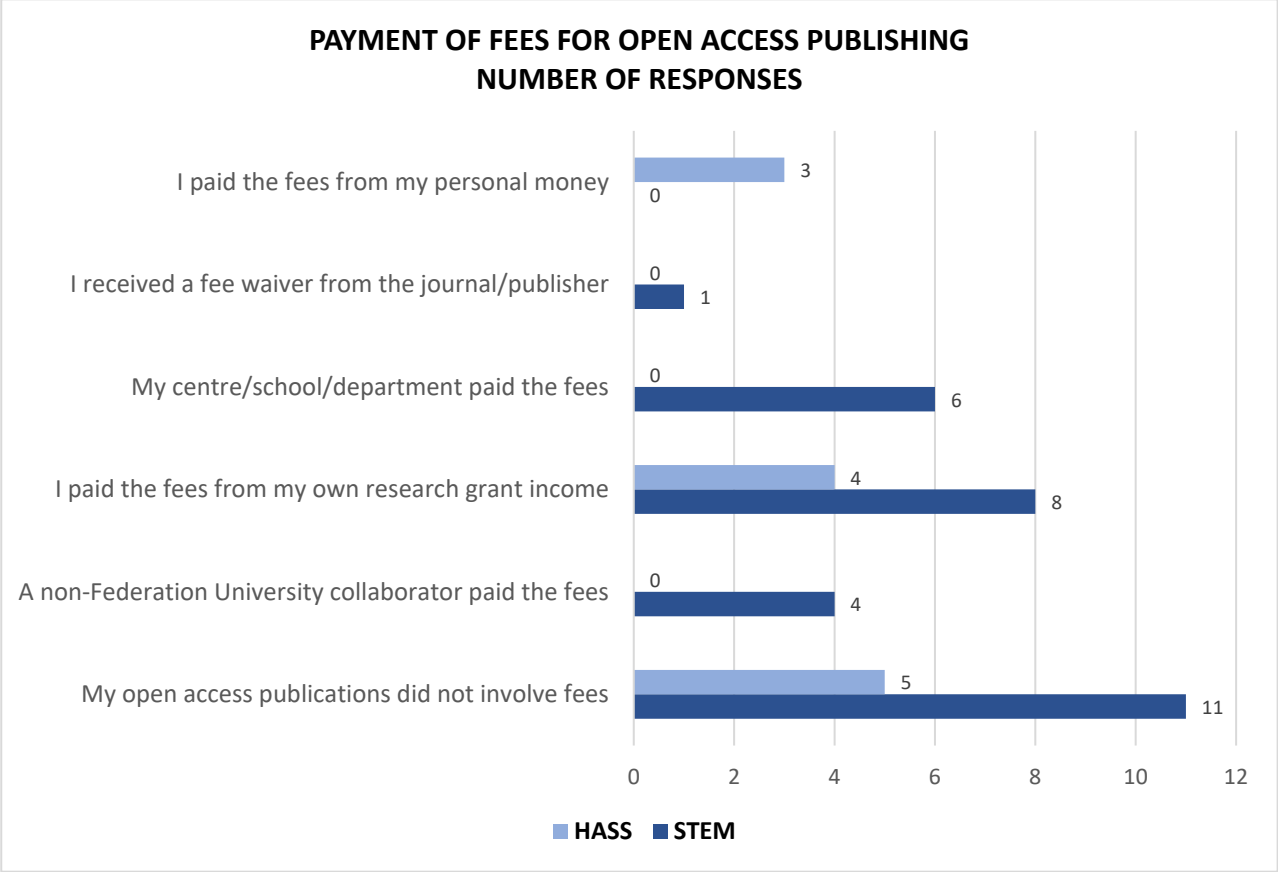
This Appendix provides a breakdown of responses from respondents from the STEM-related Schools (School of Health, School of Science, Psychology and Sport, School of Engineering, Information Technology and Physical Sciences) compared to respondents from the HASS-related Schools (School of Arts, School of Education, Federation Business School).

Q8: If you have published articles that are available on Open Access, how many have you published?



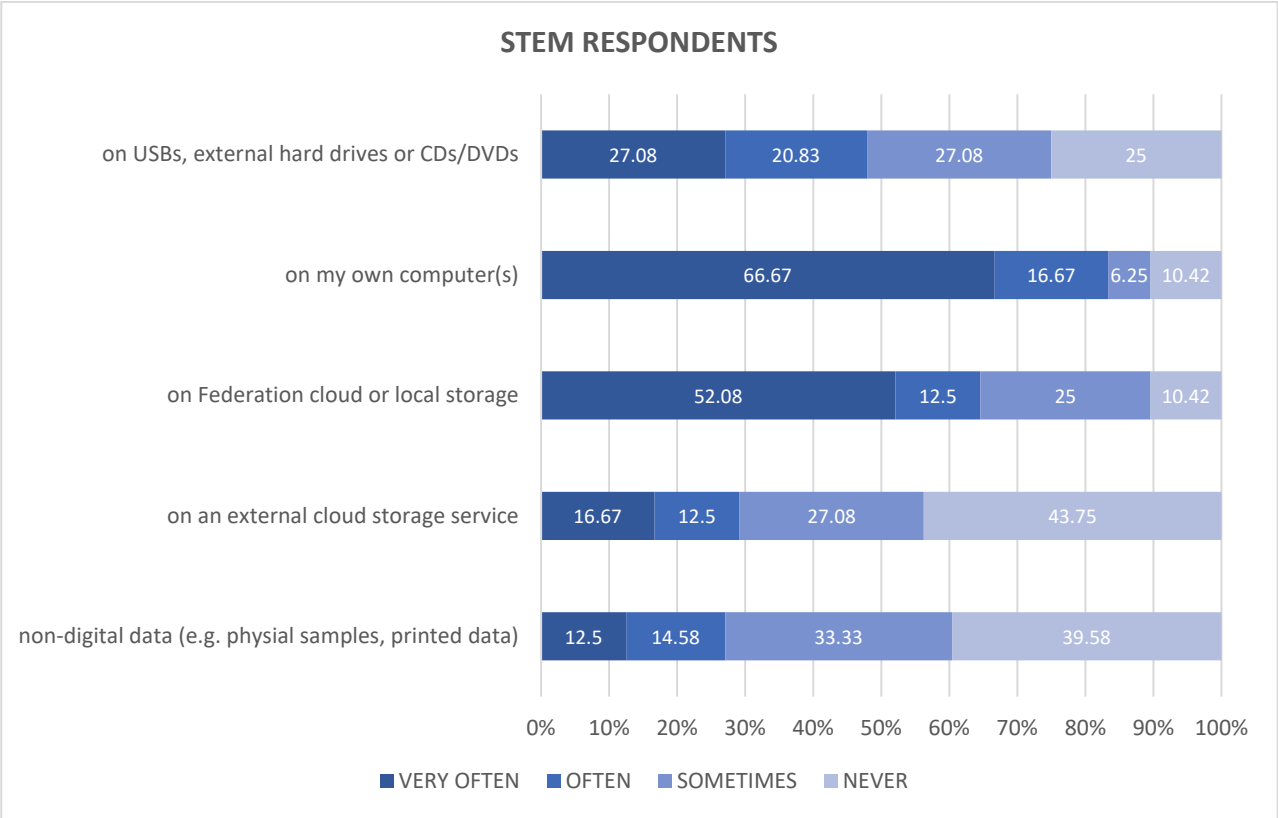
While a smaller percentage of non-STEM respondents have not published OA at all, the proportion of STEM respondents who have published at least one OA article is higher for both categories.

Q9: How have you managed payment of any fees (that is, payment of an Article Processing Charge, or APC) that came from publishing your Open Access articles? Please tick all applicable options.

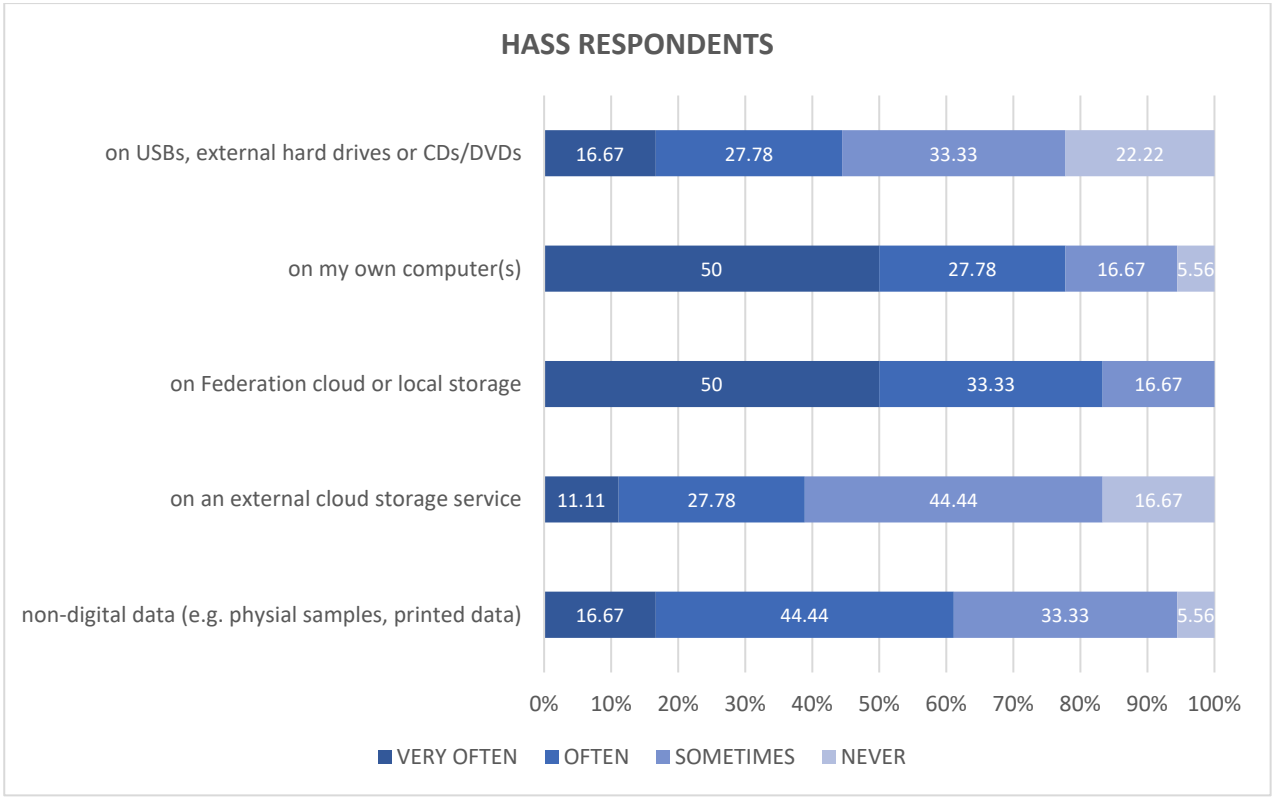


For many respondents, OA publication did not involve payment of any fee. For a significant number of STEM respondents, a non-Federation University collaborator paid the fees for OA publication, an option not available to HASS respondents.

Q13: How do you usually work with your research data?

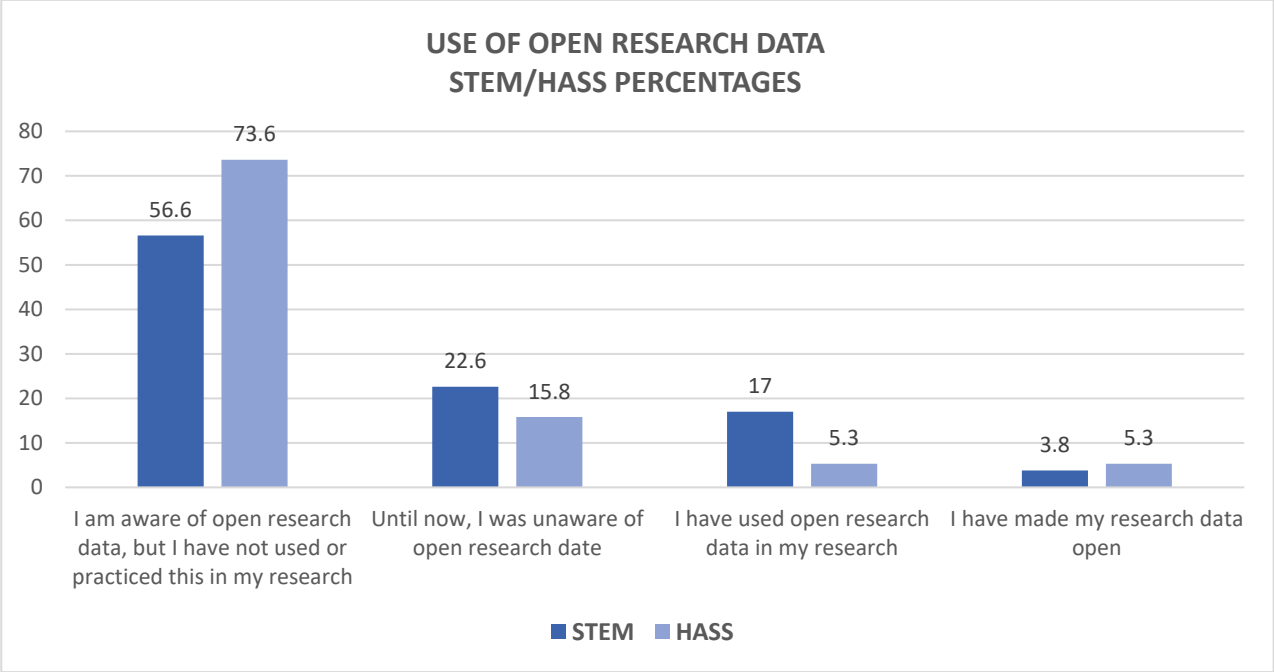


STEM respondents most frequently stored working data on their own PC, or on Federation cloud or local storage; however, almost half of respondents also store working data on USBs or similar portable devices.



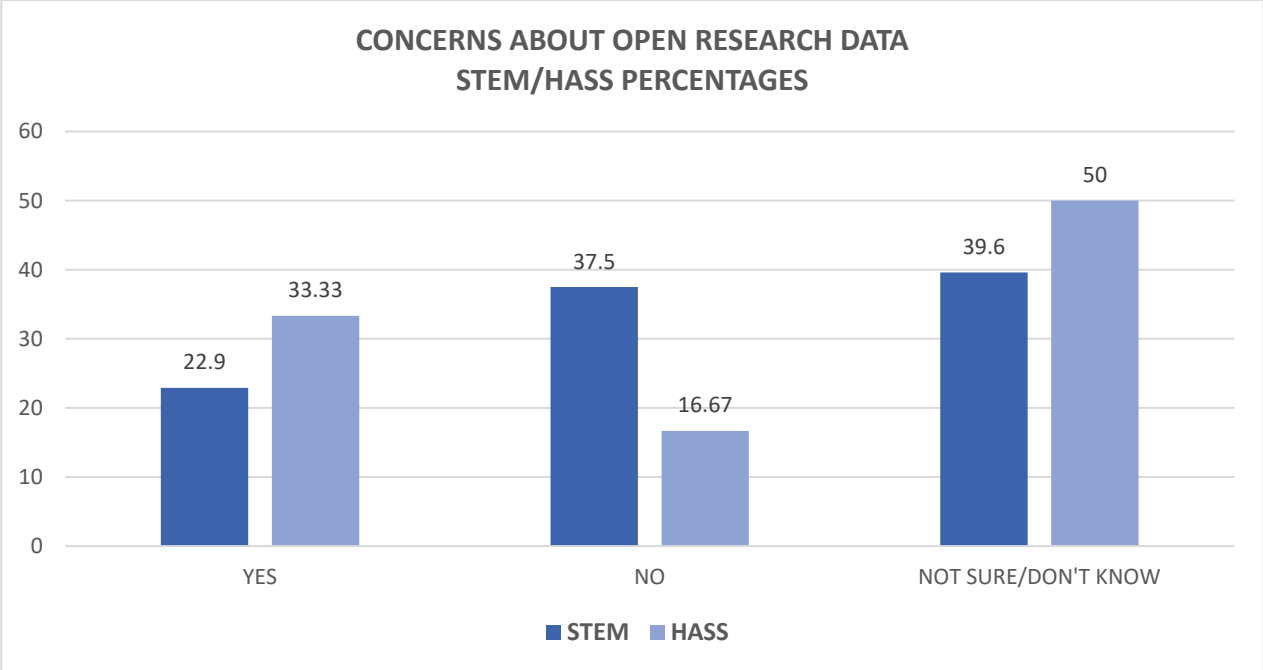
HASS respondents likewise most frequently stored working data on their own PC, or on Federation cloud or local storage. However, a smaller proportion (less than 45 per cent) often stored such working data on a portable device. Also, of note, but probably not surprising, is that 60 per cent of HASS respondents often used non-digital data, more than double the proportion of STEM respondents.

Q16: What is your experience with open research data? Please select all that apply.



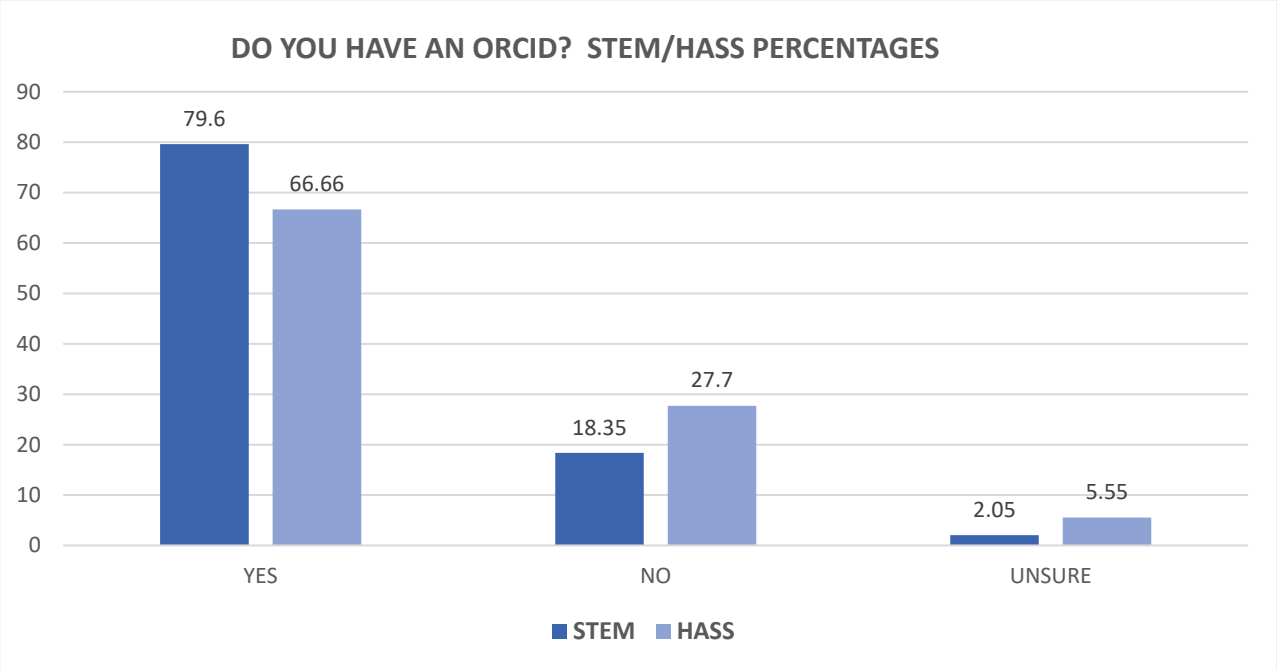
While almost three-quarters of HASS respondents were aware of open research data, fewer than 6 per cent had used or made their own research data open. Almost three times as many STEM respondents (17 per cent) had used open research data.

Q17: Do you have any concerns about making your research data open?



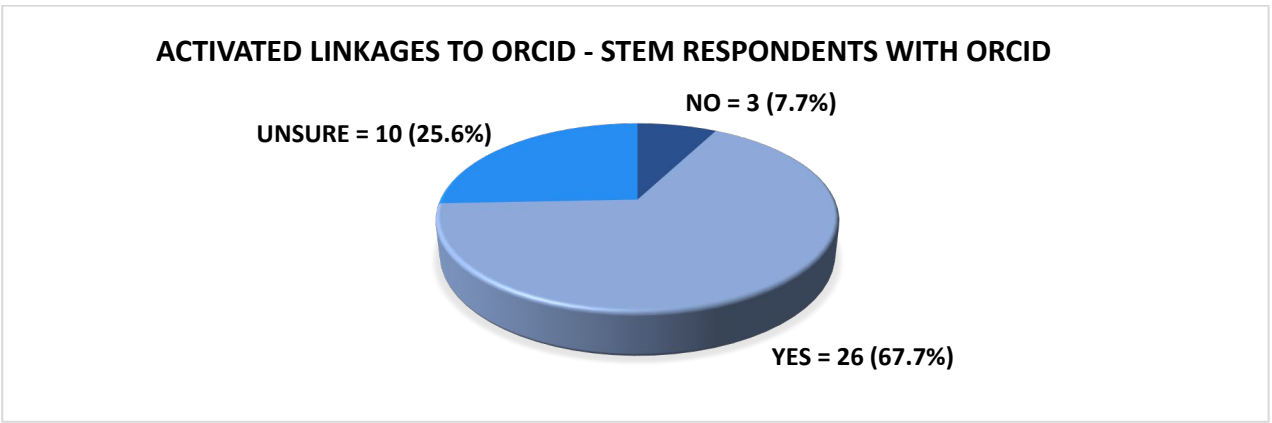
A greater proportion of HASS respondents have concerns about open data than STEM respondents.

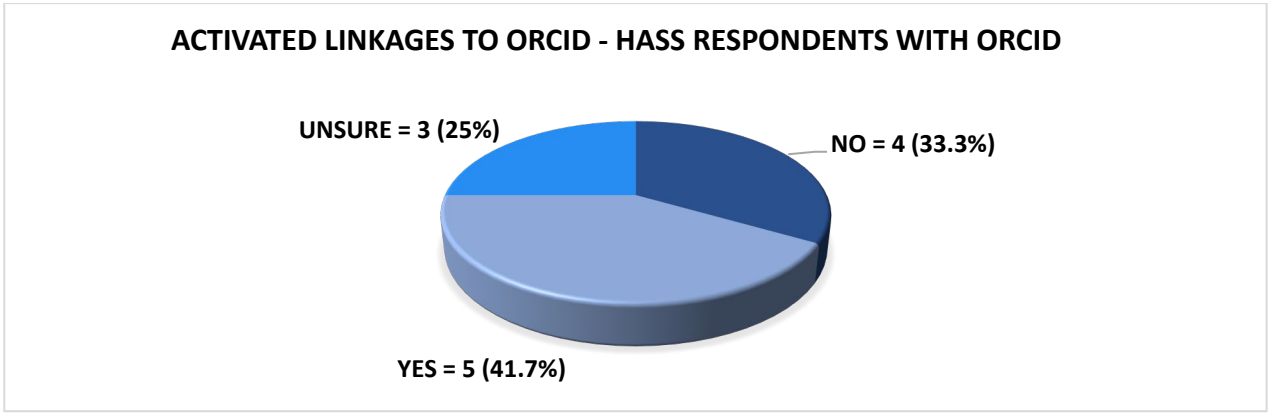
Q19: ORCID (Open Researcher and Contributor ID) is a unique digital identifier that distinguishes you from other researchers and enables automated linkages between you and your professional activities, in particular your publications. Do you have an ORCID?



A slightly higher proportion of STEM researchers identified as having an ORCiD, and this may reflect the greater emphasis on journal articles in these disciplines.

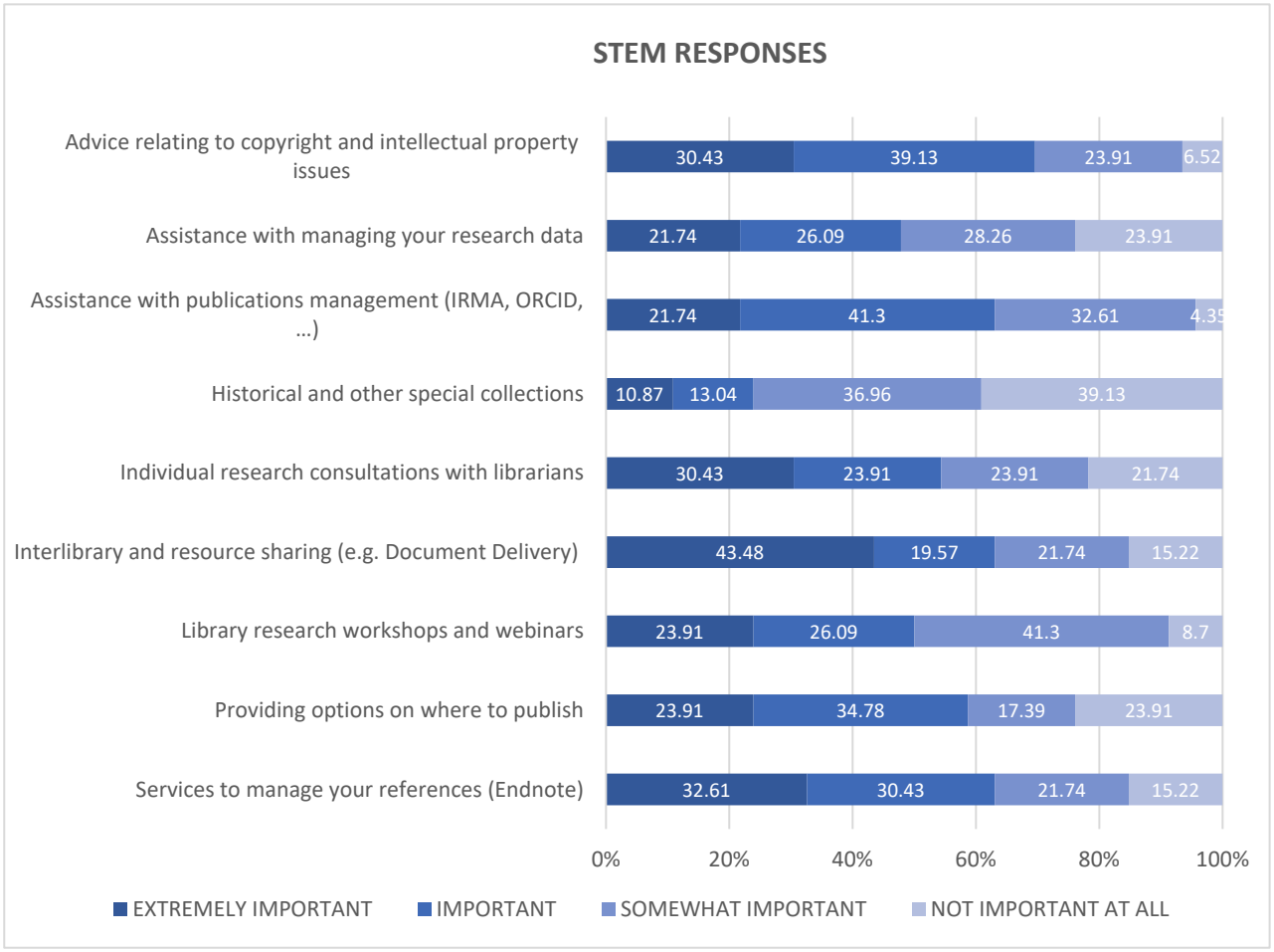
Q20: You've indicated you have an ORCID - have you activated linkages (e.g. from Scopus, Web of Science, Publons) which provide automatic updating of your research activities to your ORCID record?





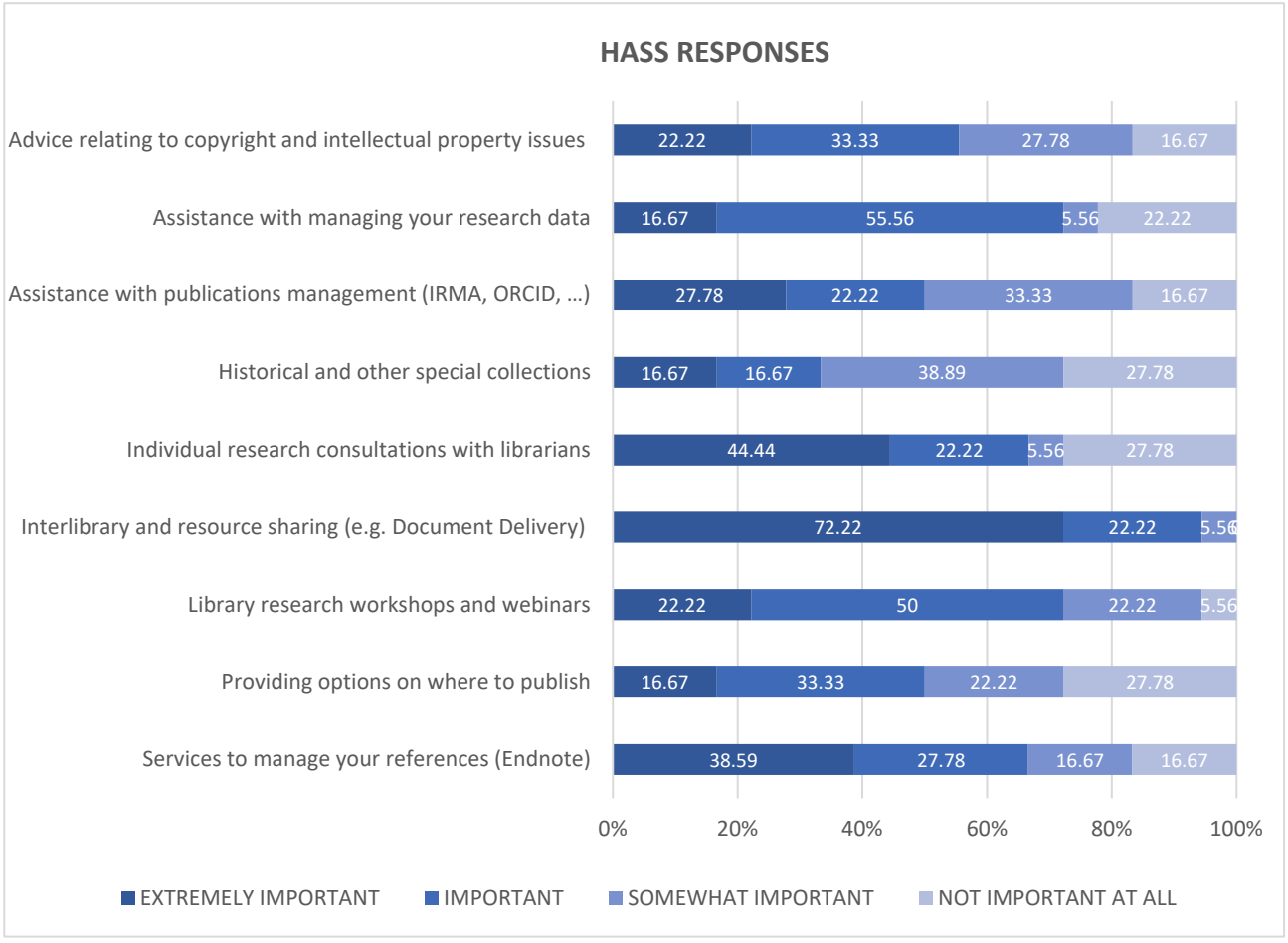
Responses indicate that a greater proportion of STEM than HASS respondents had activated linkages to publications sources from their ORCiD. However, the number of HASS respondents is low and may not be representative of Federation University researcher practice.

Q27: As a researcher how important are the following library services to you?



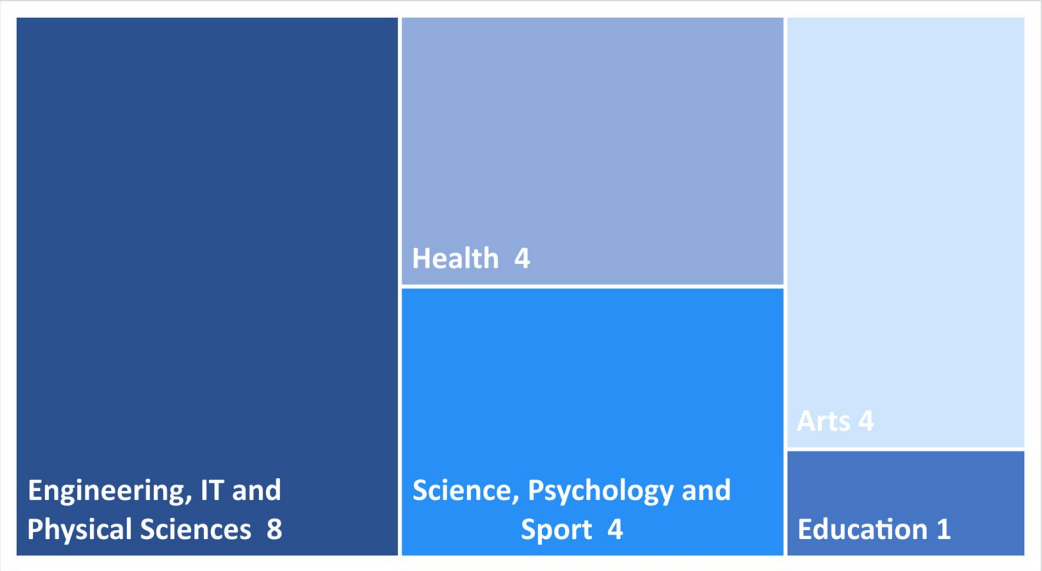
For STEM respondents (above), the most valued Library services included: Advice relating to copyright and Intellectual property issues; Assistance with publications management; Interlibrary and resource sharing; and, EndNote services.

For HASS respondents (below), the most valued Library services included: Assistance with managing research data; Individual research consultations with librarians; Interlibrary and resource sharing; Library research workshops and webinars; and, EndNote services.



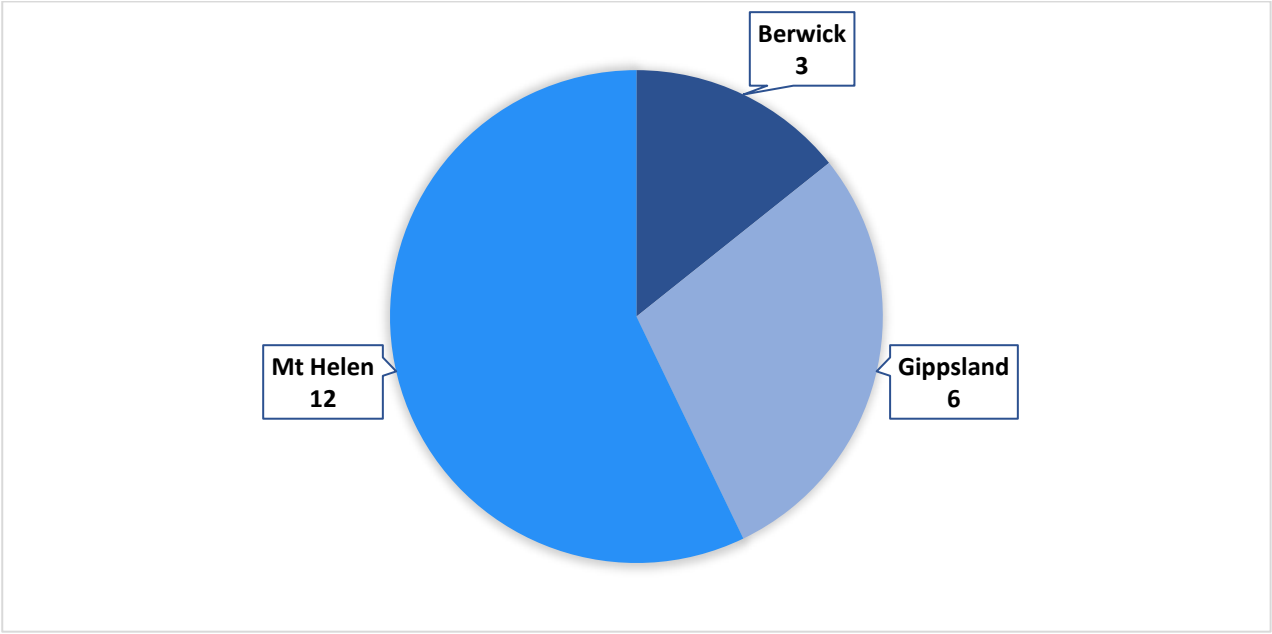
Appendix 2: Analysis of responses from HDR candidates (N=22) to selected questions

Q2: Please select your School:



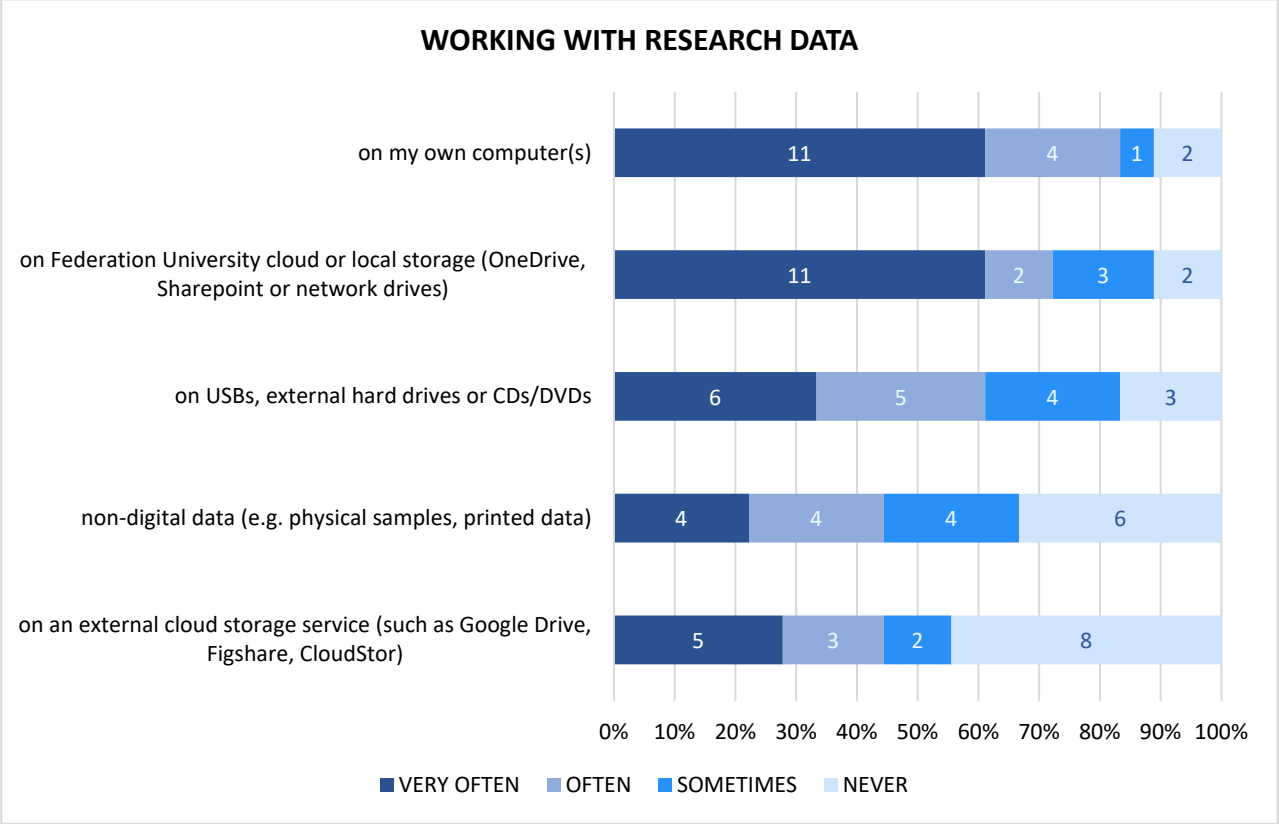
Respondents were affiliated with five of the six Federation University Schools. The only School not represented is Federation Business School.

Q3: Please select the campus you mainly visit:



The majority of respondents mainly visited the Mt Helen Campus, with another sizeable cohort at Gippsland.

Q13: How do you usually work with your research data?

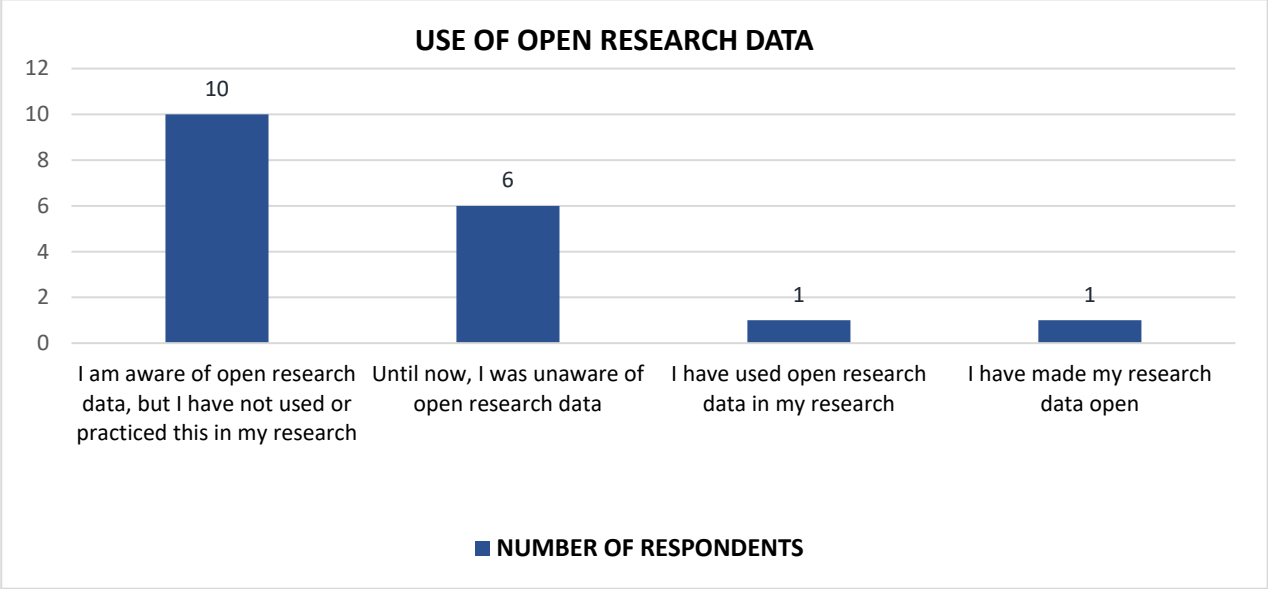


Respondents indicated that they usually work with data on their own computer, on Federation University cloud or local storage, or on external devices. This provides an area for further communication within the Graduate Research School about the potential issues with such devices, including the risk of loss of data.

Q15: Are you interested in attending a workshop or webinar on good practice in managing and preserving your research data?

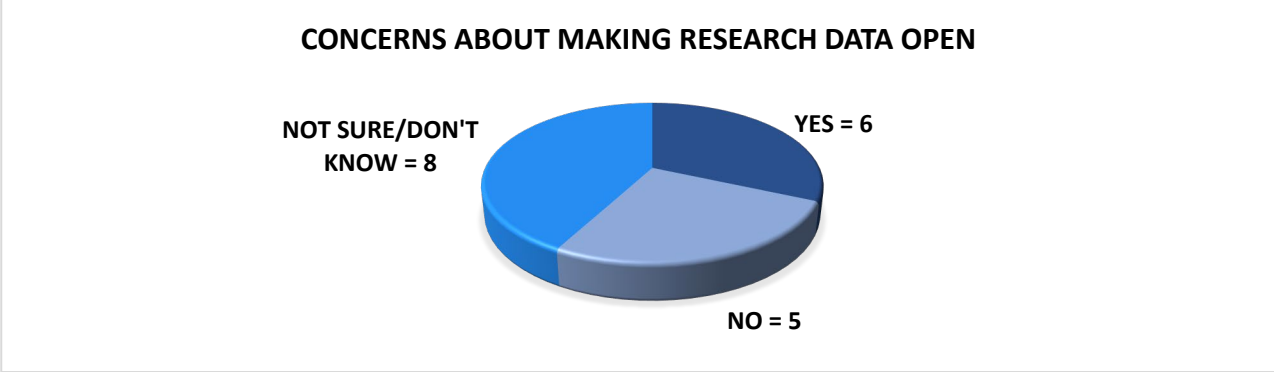
The positive response to this question is indicative of the continued requirement for skills development relating to managing and storing research data.

Q16: What is your experience with open research data? Please select all that apply.



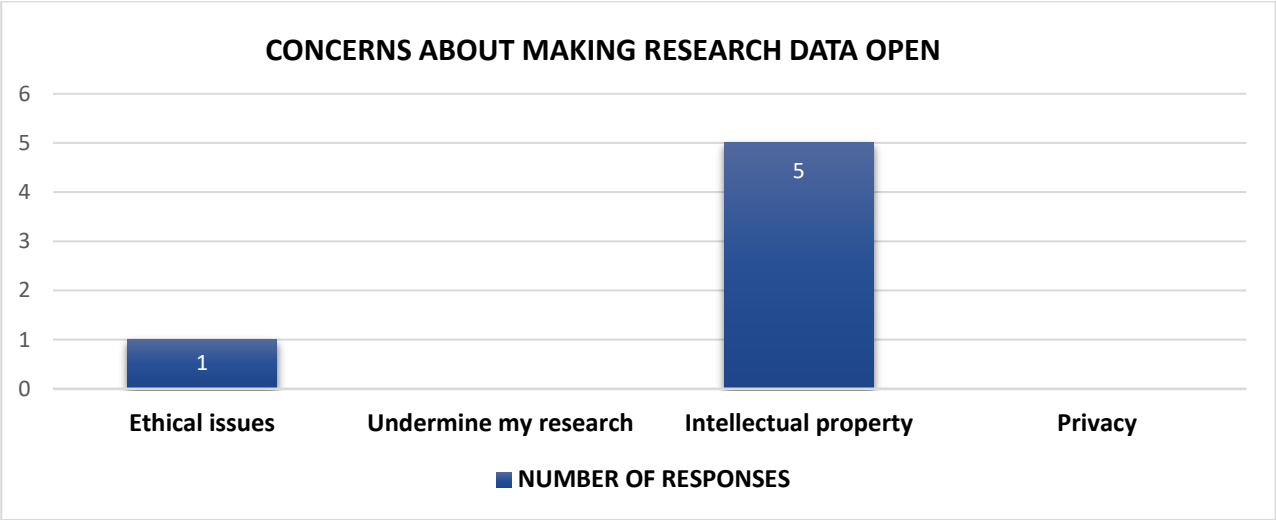
The responses indicate a good level of awareness of open data, although this is an area which may benefit from greater promotion.

Q17: Do you have any concerns about making your research data open?

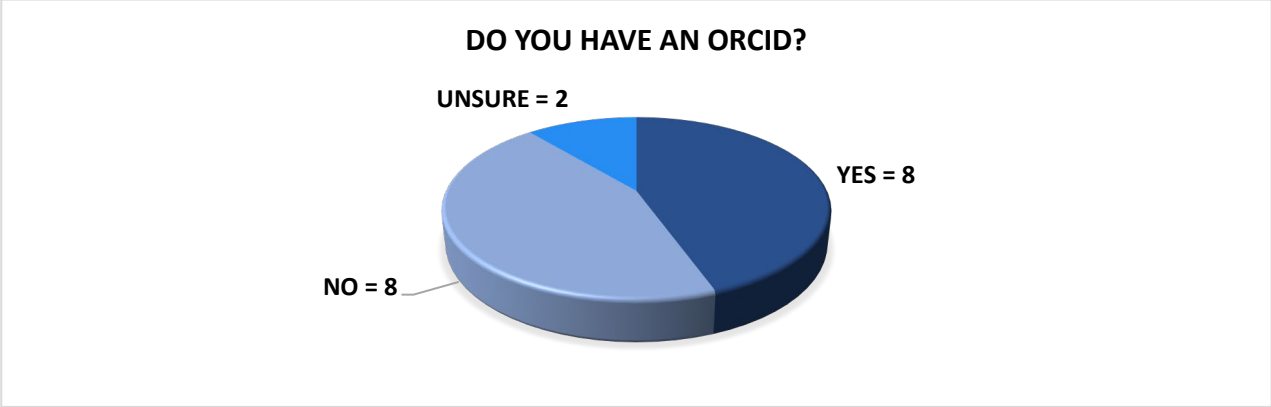


Approximately half of respondents to Question 17 indicated some concern about making their research data open. These concerns generally related to perceived Intellectual property issues (see Question 18 responses below).

Q18: What are your concerns about making your research data open?

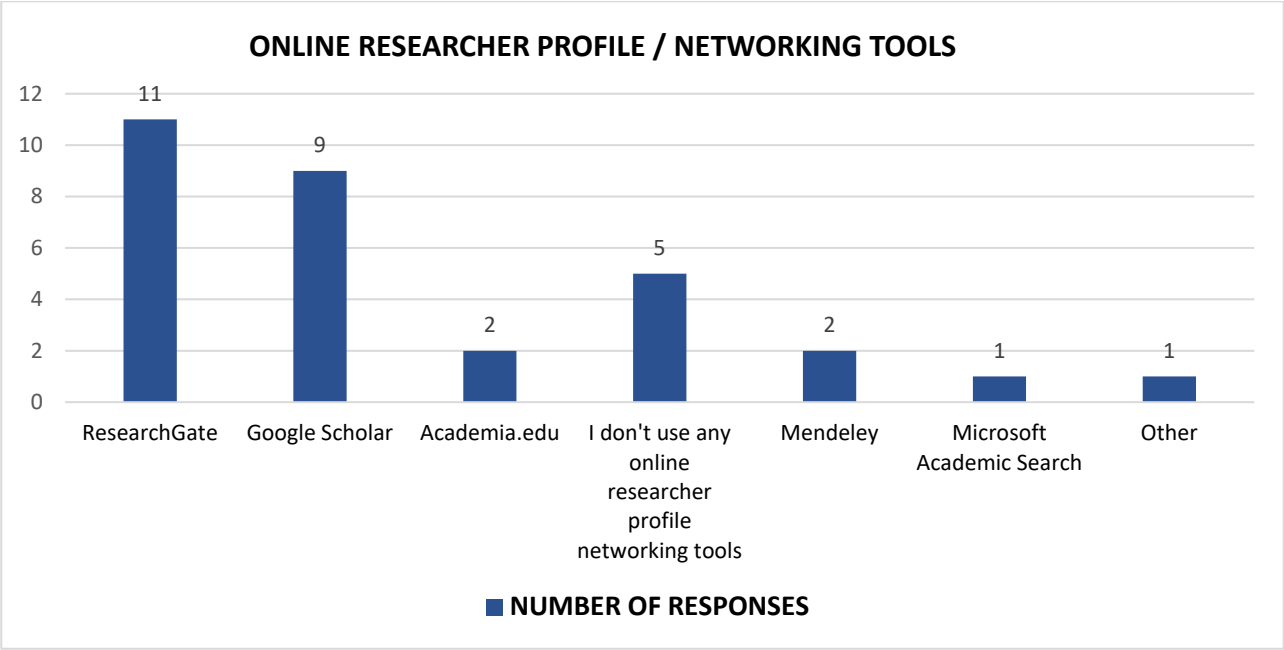


Q19: ORCiD (Open Researcher and Contributor ID) is a unique digital identifier that distinguishes you from other researchers and enables automated linkages between you and your professional activities, in particular your publications. Do you have an ORCiD?



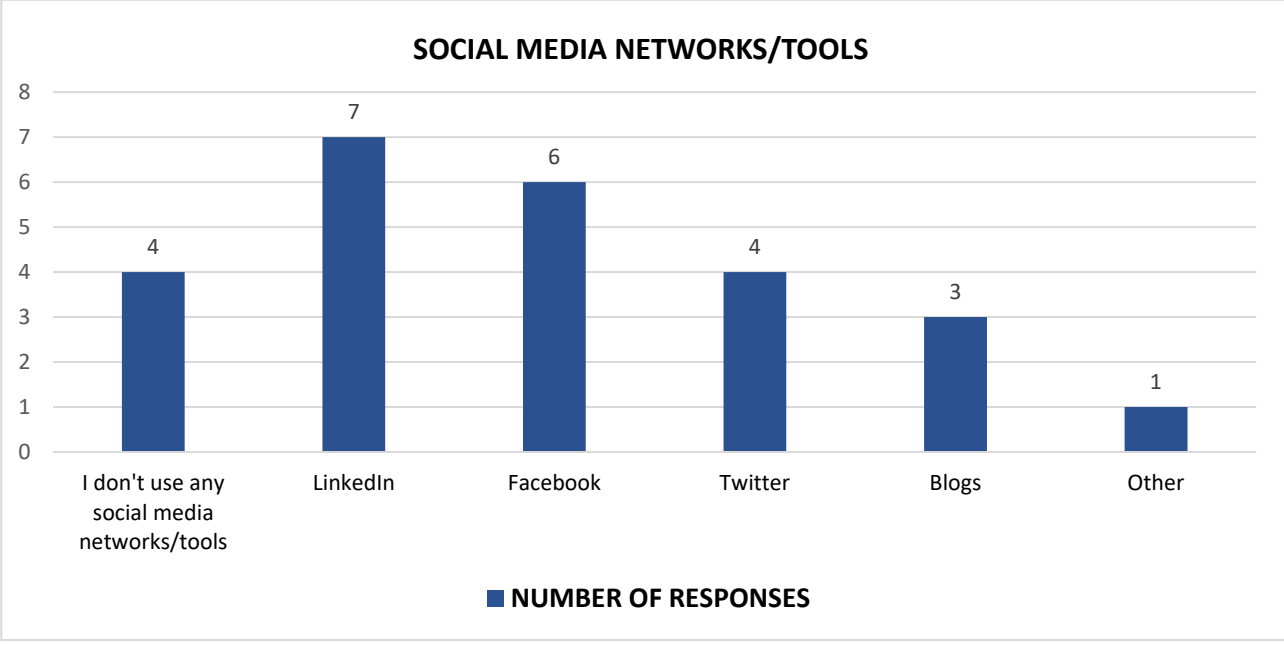
Respondents were evenly divided between those with and those without an ORCiD, and this is likely to reflect the level of awareness and promotion of ORCiD to HDR candidates, as well as their possible less likely need to provide an ORCiD during the manuscript submission process.

Q21: Which of the following online researcher profile/networking tools do you use for your own online researcher profile? Please select all that apply.

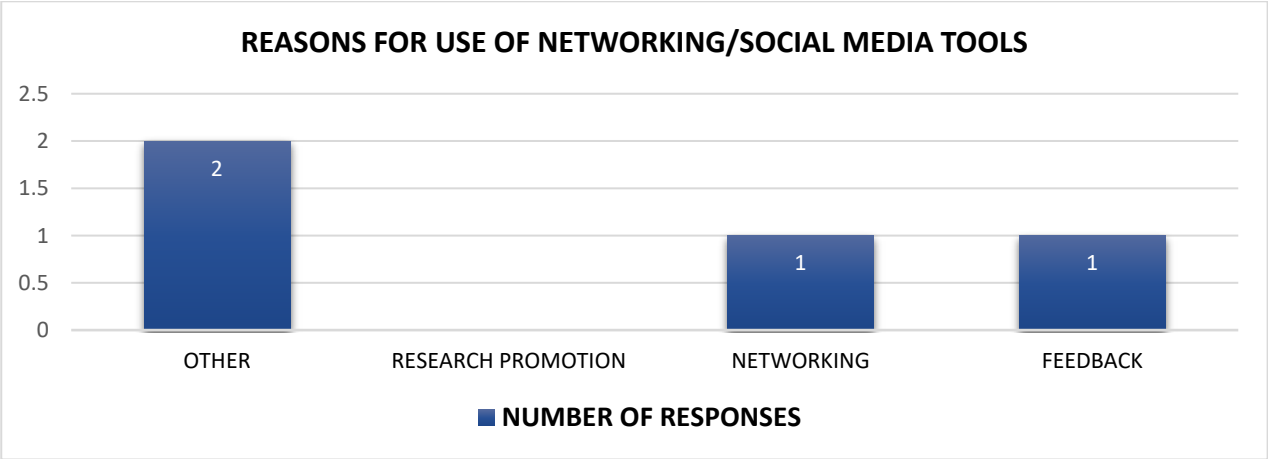


Respondents are most likely to use ResearchGate and Google Scholar, if they use any online researcher profiling or networking tools at all (Q21). LinkedIn and Facebook are the most popular social media networks/tools (Q22 below)

Q22: What social media networks/tools do you use to promote or attract attention to your research? Please select all that apply.

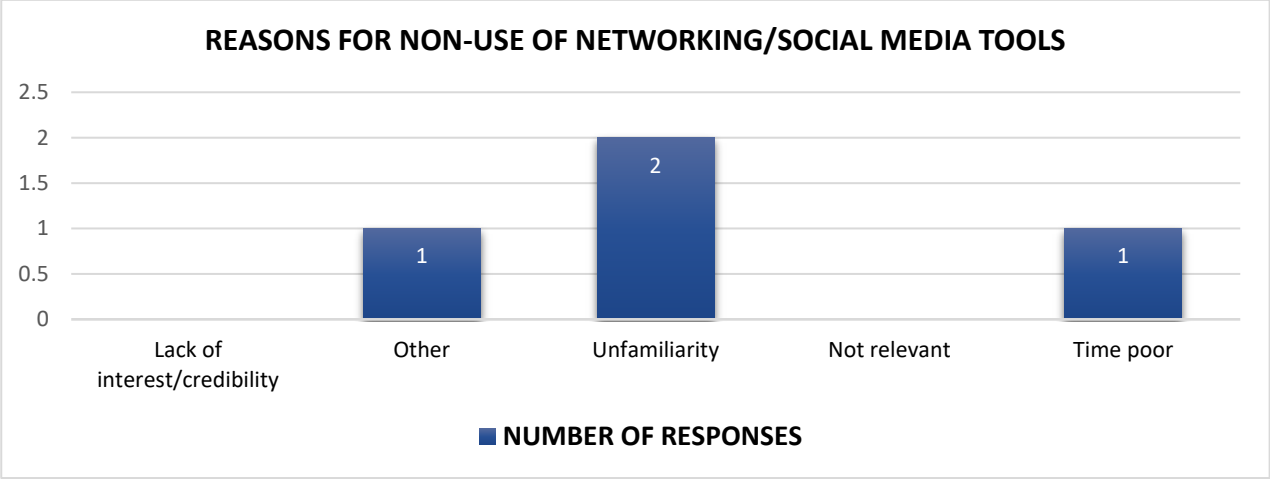


Q23: Please provide any comments you wish to share on your reasons for using online researcher profile/networking or social media tools.



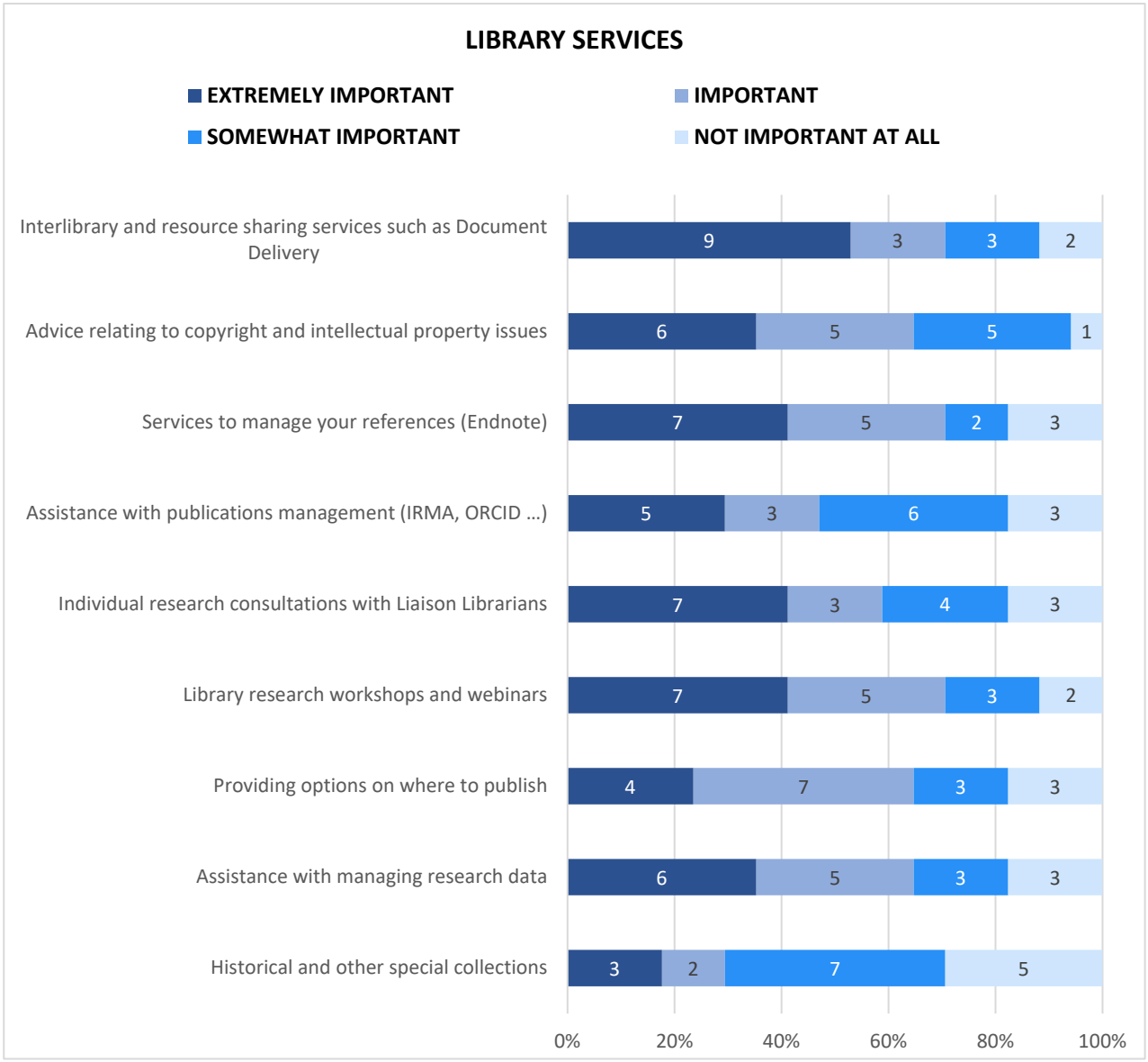
Four respondents gave reasons for use of networking/social media tools. Those responses classified as "other" were "It is more professional" and using social media "to gather survey data".

Q24: Please provide any comments you wish to share on your reasons for not using online researcher profile/networking or social media tools.



There were three respondents to this question, giving a total of four reasons for non-use of networking/social media tools. The response categorised as 'other' concerned an issue of confidentiality related to the research.

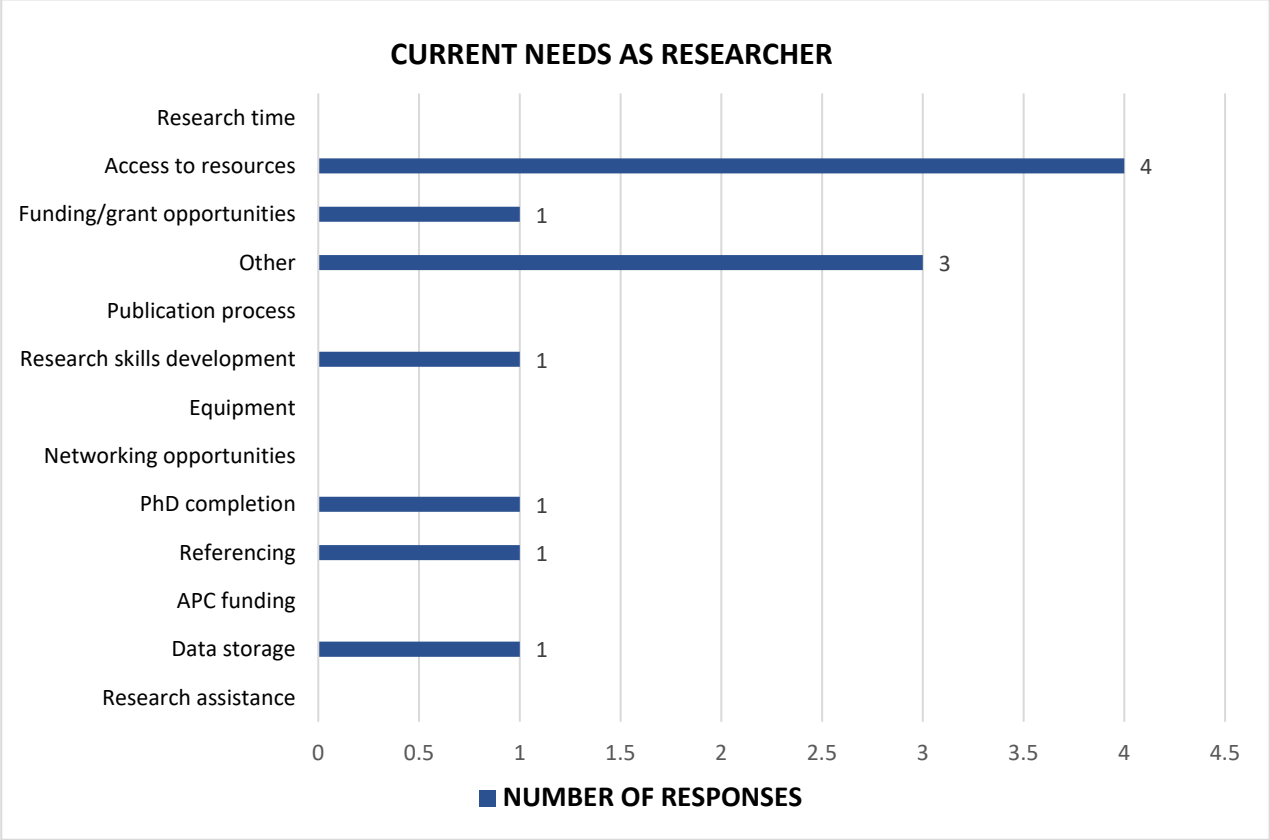
Q27: As a researcher how important are the following library services to you?



Respondents indicated that the most important services provided directly by Library staff were:

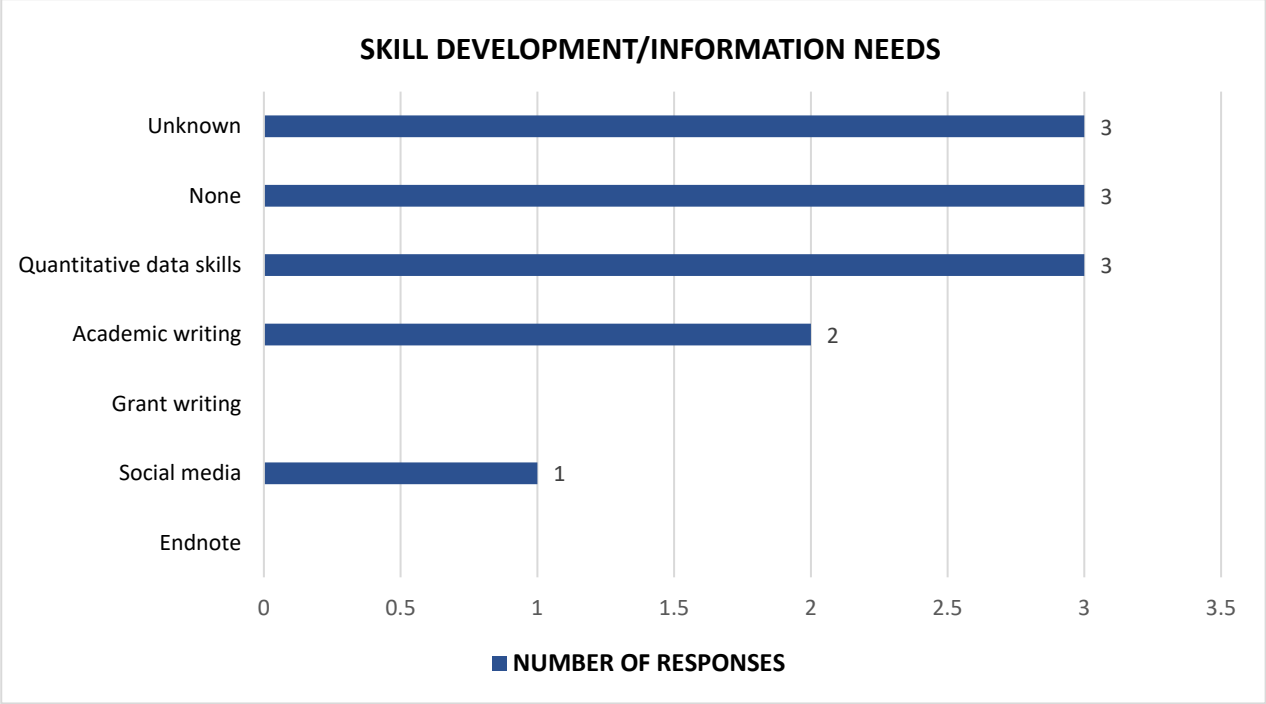
- Interlibrary and resource sharing services
- Services to manage your references (EndNote)
- Library research workshops and webinars
- Assistance with managing research data
- Advice relating to copyright and intellectual property issues

Q30: What would you say is your most important current need as a researcher?



The most important current perceived need of HDR candidates is Access to resources. Unfortunately, it is not clear what type of resources are being referred to: physical, or data/information. Time for research was not highlighted as an important need, whereas it was the most often identified need indicated in the overall Survey results.

Q31: Do you have any specific skill development or information needs that would assist with your research?



Summary of HDR candidates' skill development needs:
The main skills development needs identified by HDR candidates in response to the Survey are: Quantitative data skills, Academic writing, Research data management, and appropriate research data storage options for working data.