RePAH:
Reseach Portals in the Arts and Humanities
A user analysis project

Appendix A4:
Work-Package 1: The Online Questionnaire Report

WP2 Report prepared by Robert Ross

http://repah.dmu.ac.uk/report

September 2006

Contents

The RePAH Project

In July 2005, the RePAH Project was commissioned to carry out a survey of user-needs for information portals in the Arts and Humanities by the AHRC ICT in Arts and Humanities Programme. It sought to understand how the arts and humanities research community finds and exploits the internet resources it needs.

In order to do this the RePAH project:
o   Examined the existing literature on user needs with regard to web gateways and portals,
o   Analysed the web-logs from the Arts and Humanities Data Service (AHDS) subject centres and the Resource Discovery Network's (RDN) humanities and arts web hubs (prior to July 2006 these were known as Humbul and Artifact, but now have been harmonised into Intute-Arts and Humanities)
o   Conducted focus groups, interviews and a Delphi exercise with members of the arts and humanities community
o   Developed and tested a paper-based demonstrator for a managed research environment to explore possible ways forward with regard to web-based research resources.

The project was carried out in 7 work packages:
o   WP1 RePAH Online Questionnaire--this report examines an online survey of the Arts and Humanities Community's use of web resources.
o   WP2 Web-Log Analysis--this report analyses web-logs from several of the Arts and Humanities Data Service subject centres as well as Humbul and Artifact of the Resource Discovery Network (now Intute).
o   WP3 First Focus Group--this report studies the responses from a series of five focus groups conducted at the University of Sheffield and three interviews from DeMontfort University. Respondents discussed their use of web resources in general and portals in particular.
o   WP4 Delphi Exercise--this report considers the results of a Delphi exercise conducted around the feasibility of various web-based tools.
o   WP5 Demonstrator of a Managed Research Environment--this report is an exploration of a paper-based demonstrator of a variety of features that might be applied as portlets and used by the Arts and Humanities research community.
o   WP6 Phase II User Trials of Portal Demonstrator--this report brought the paper-based demonstrator to scholars in eight subjects within the Arts and Humanities community and asked them to evaluate the features and functionality of possible portlet tools.
o   WP7 Intute in Light of this Report--this report explores Intute-Arts and Humanities with reference to the features and functionality explored in the paper-based managed research environment demonstrator.

Additional appendices within the RePAH Project report include an overview of the Arts and Humanities research community [Appendix A2], and a review of the literature relevant to user requirements for digital resources and web-based research facilities [Appendix A3].

This appendix reports on Work Package 7 which examines Intute-Arts and Humanities with reference to the features and functionality explored in the paper-based managed research environment demonstrator, as well as some the data harvesting of the AHDS by Intute.

To see the full report and the other appendices see **http://repah.dmu.ac.uk/report**.

A4.1 Introduction

This report investigates the data collected from the online RePAH questionnaire. The findings are based on the completed questionnaires at 30 April 2006: n=149.

A4.2 Demographics

Overall there was a good spread of respondents from the main categories of researcher:
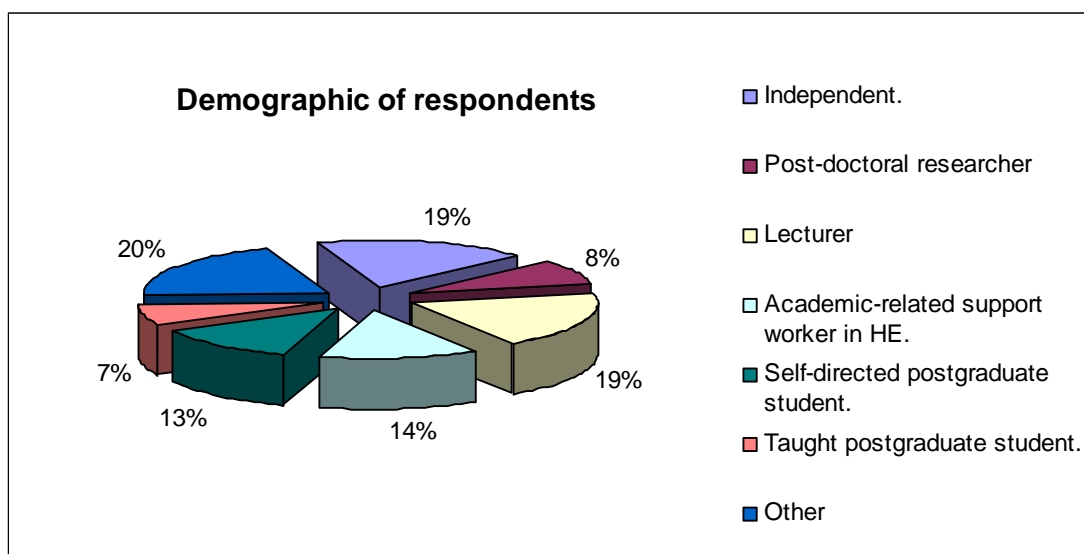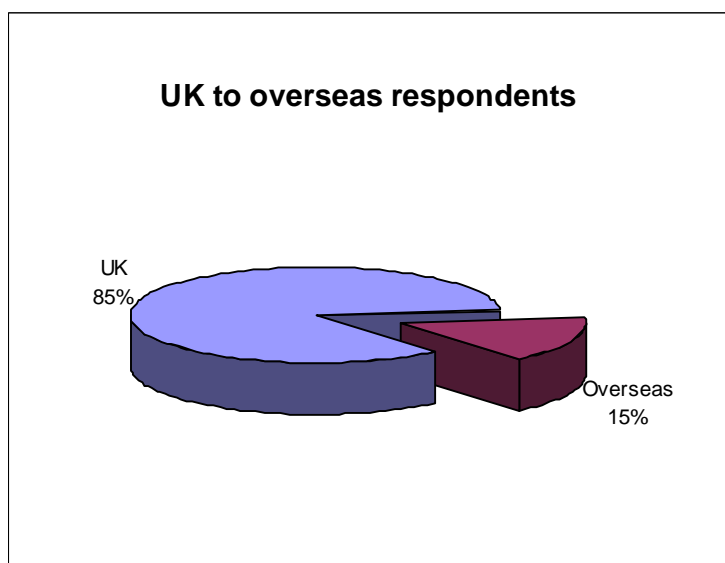

**Figure 1: Responses from question 1 "What kind of researcher are you?"**

The number of independent researchers did seem excessive but may be a product of the non-UK respondent category (see below). In the 'Other' sector there is a wide variety of respondents; from an emeritus professor to an academic librarian to an IT manager at a research institute.

Figure 2: Responses from question 4 "Are you based in the United Kingdom?"

There appears to be a minority number of respondents from outside of the UK. This may be a result of the dissemination exercise including international online newsgroups/electronic newsletters/websites. The largest non-UK respondents were from the United States and Canada, followed by Australia.

The respondents were frequent web users with 89% using the web on a daily basis and 77% have been using the web for 5 years of more:
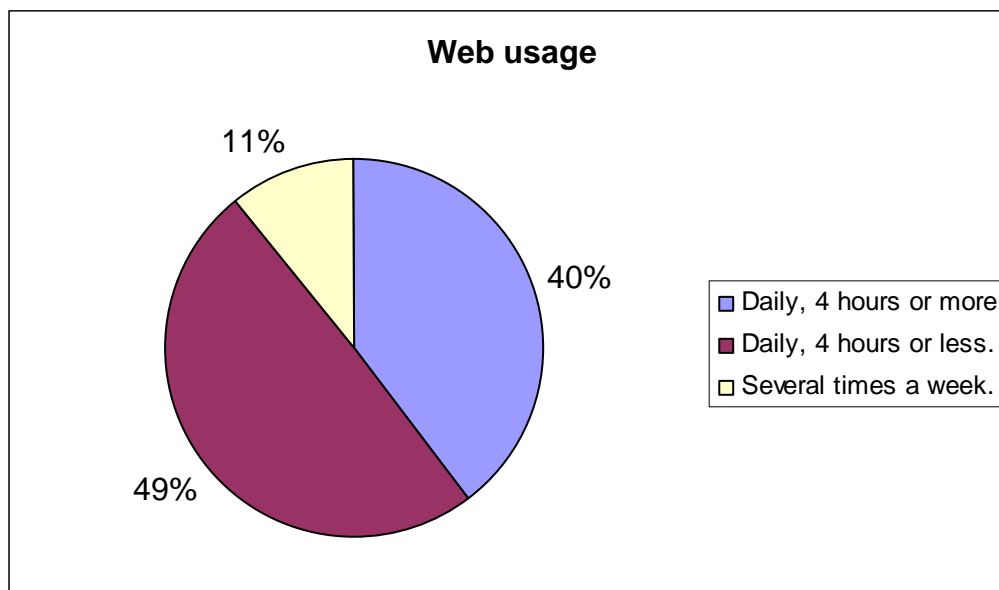
Figure 3: Responses from question 5 "How often do you use the web during the working week?"

Previous research (the Aria project **http://aria.dmu.ac.uk**) identified that many researchers perceive their work to be multi-domain as defined by the AHRC categorisation criteria. In order to capture this more granular information, the design of the questionnaire allowed a choice more than one domain, with the ability to rate more than one as a priority domain.

The resultant research domains to which the respondents said they were affiliated produced some interesting results (see Figure 4). Only 31% of respondents considered themselves to work within a single, significant domain (identified by assignment of the highest rating score), whilst 18% said they had one or more with one individual citing all eight domains. Interestingly 31% of respondents did not consider themselves to have a significant research domain (they did not score any domain with the highest rating). This may be due to respondents rating domains as non-significant due to the researcher's work crossing multiple domains; none of which are considered as primary, although it may also in part be explained by some respondents not being active in research (such as the IT manager).

Further work is required in this area to develop a system whereby researchers can accurately relay how their research fits in to the AHRC domain structure, especially if that research is considered to cut across more than one domain categorisation. However, results from this questionnaire provide adequate information to show, in general terms, the distribution of researchers within each domain.
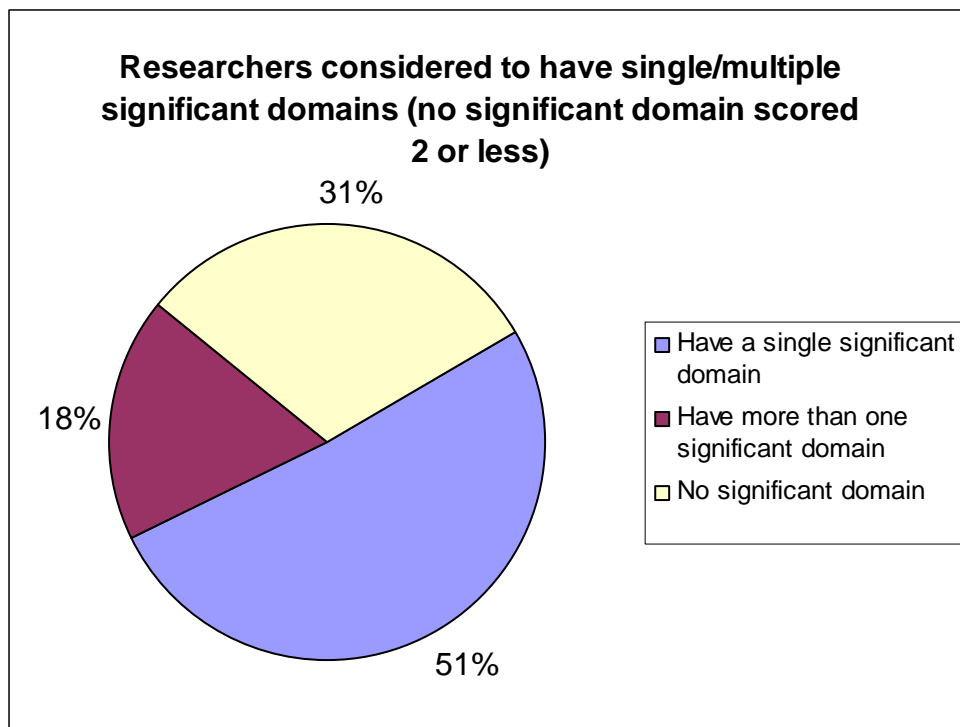
Figure 4: Respondents scoring of AHRC domain significance
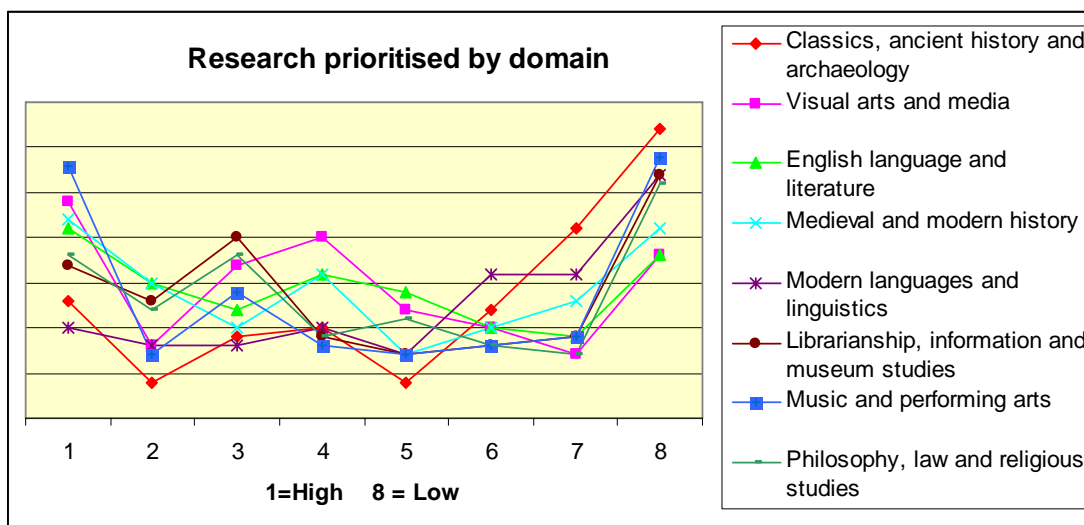
Figure 5: Responses from question 7 "Please tell us what domain the research you undertake falls within."

Whereas it may be difficult for researchers to identify their significant research domain, what can be seen in the results (see Figure 5) is that more people are sure about what domain their research does not cover.

Looking at responses that provided a significant rating for a research domain, the numbers within each are similar, providing comparable responses for each domain.

Respondent domain by significance rating

Legend:
- Classics, ancient history and archaeology
- Visual arts and media
- English language and literature
- Medieval and modern history
- Modern languages and linguistics
- Librarianship, information and museum studies
- Music and performing arts
- Philosophy, law and religious studies
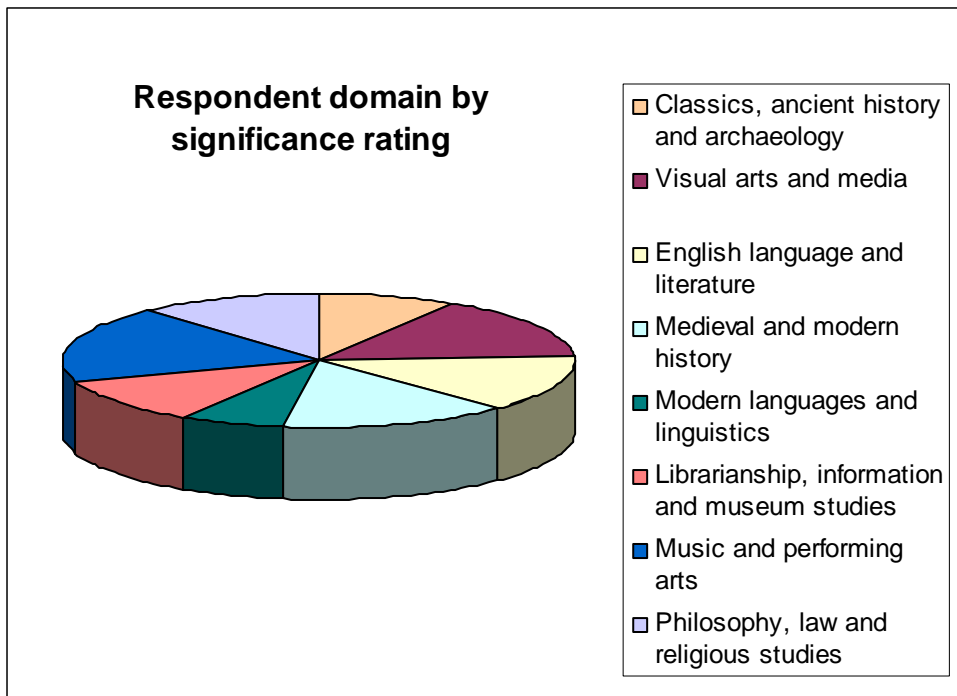
Figure 6: Frequency responses rated by domain significance.

A4.3 Access and use of digital resources

This next section looks at the respondents' access and use of digital resources and how, or if, it has changed their approaches to teaching and research.

The initial question in this section was to ascertain the impact digital resources have had upon current academic working practices.

I could not do my academic work without access to digital resources

61.07%

21.48%

11.41%

4.70%

1.34%

0%

1   2   3   4   5   6

1= Strongly agree   5=Strongly disagree   6=Not applicable

Figure 7: Responses from question 8

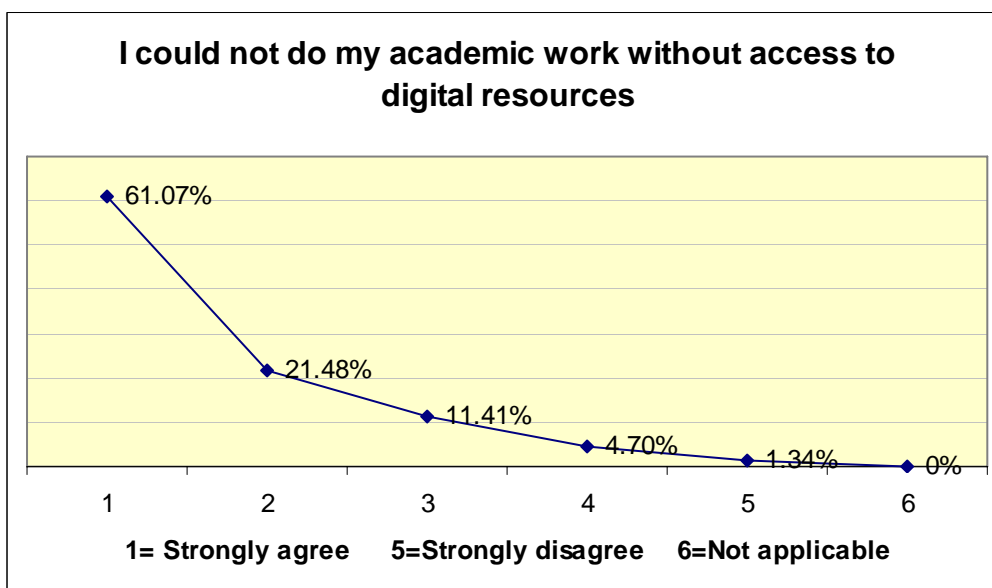The responses show a significant impact upon current academic work and would indicate that digital resources play a crucial role in the ability of researchers to carry out their activities. This is reinforced by the responses to question 10 (see below) which shows that the resources are used extensively and not for a small, but crucial, part of the respondent's work.
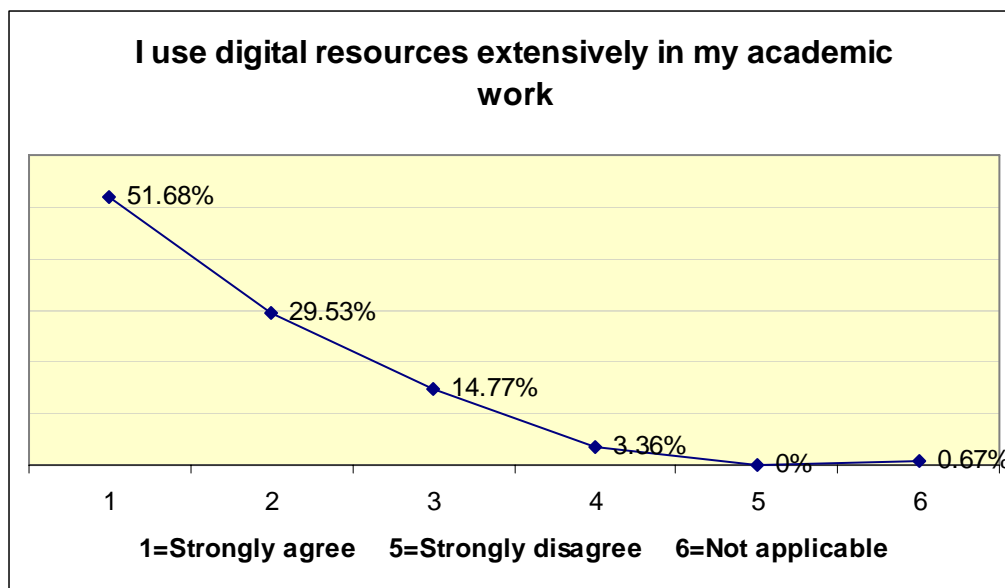
I use digital resources extensively in my academic work

- 51.68%
- 29.53%
- 14.77%
- 3.36%
- 0%
- 0.67%

1   2   3   4   5   6

1=Strongly agree   5=Strongly disagree   6=Not applicable

Figure 8: Responses to question 10

Identifying what area of work within which the resources are used shows the resources are used within research activities and not just teaching and that they are of a sufficient quality.
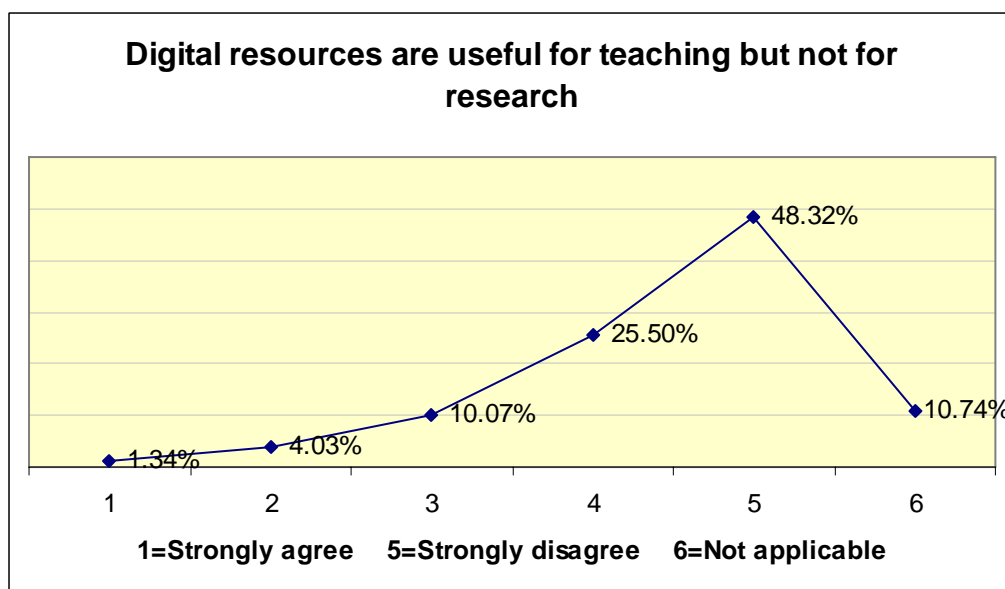
Digital resources are useful for teaching but not for research

- 1.34%
- 4.03%
- 10.07%
- 25.50%
- 48.32%
- 10.74%

1   2   3   4   5   6

1=Strongly agree   5=Strongly disagree   6=Not applicable

Figure 9: Responses to question 11

The impact that digital resources have made upon working practices is seen as significant by over 40% of research practitioners, with access to scholarly resources via the internet seen by nearly 70% of respondents as one of the major contributors to that work (question 15). Significantly, this type of textual material is not held electronically, but printed out and read

by over 60% of respondents (question 16); although over half of respondents state they prefer digital materials over printed matter (question 18).
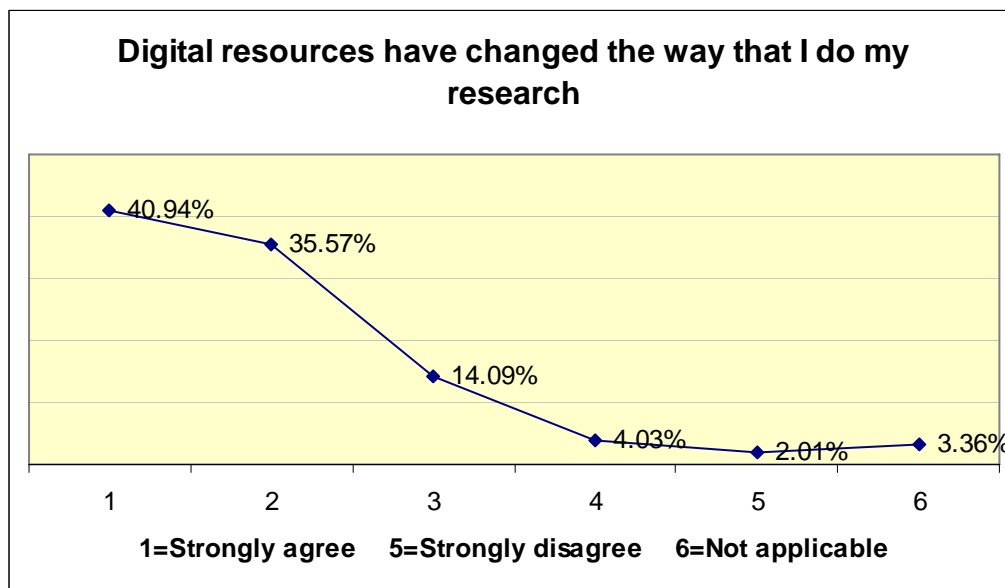
Digital resources have changed the way that I do my research

40.94%
35.57%
14.09%
4.03%
2.01%
3.36%

| 1 | 2 | 3 | 4 | 5 | 6 |

1=Strongly agree   5=Strongly disagree   6=Not applicable

Figure 10: Responses to question 13

Although digital resources have also made an impact upon teaching practices, this has been to a lesser degree or is seen as having no relevance to teaching at all. This is a surprising piece of data considering the increasing use of VLEs, PowerPoint and other digital means of presentation in teaching. Further investigation to identify what users consider digital resources in teaching to be may explain this discrepancy; a misunderstanding as to the meaning of the phrase could have occurred.
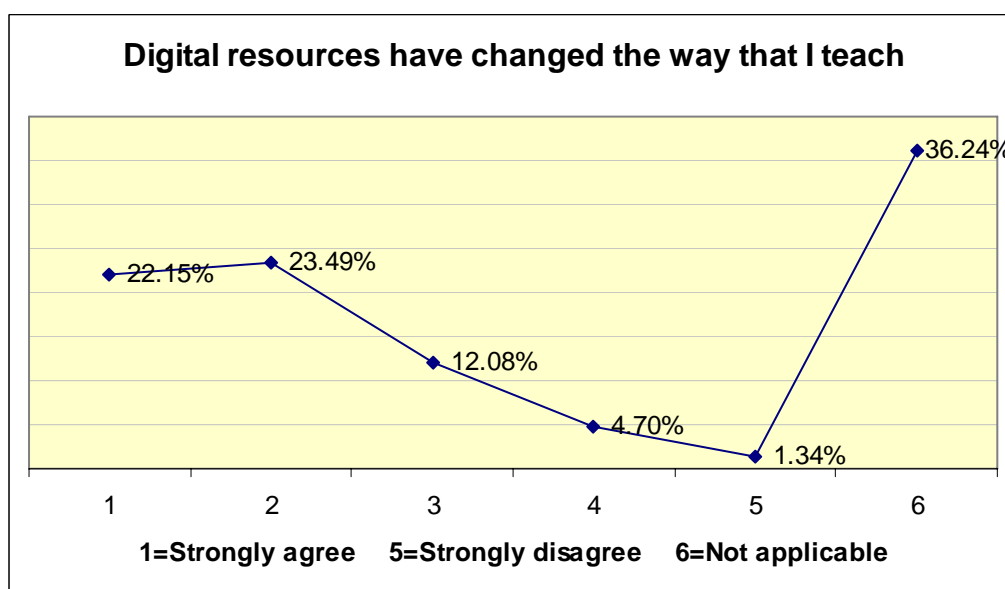
Digital resources have changed the way that I teach

36.24%
22.15%
23.49%
12.08%
4.70%
1.34%

| 1 | 2 | 3 | 4 | 5 | 6 |

1=Strongly agree   5=Strongly disagree   6=Not applicable

Figure 11: Responses to question 14

When asked about the resources or websites respondents found useful, the most quoted source was University library services such as COPAC or associated access permissions to

resources (such as journals) gained from it. The next most quoted resource was Google and
its attendant functions such as Google scholar or Google Images with JSTOR and AHDS
services the next most quoted. The 'Other' category includes all suggestions that attracted
fewer than 6 comments. The use of library services as the main source of information
discovery is also supported by a later question (question 41) concerning how the respondents
found the questionnaire, with the highest number stating it was found via a library webpage.
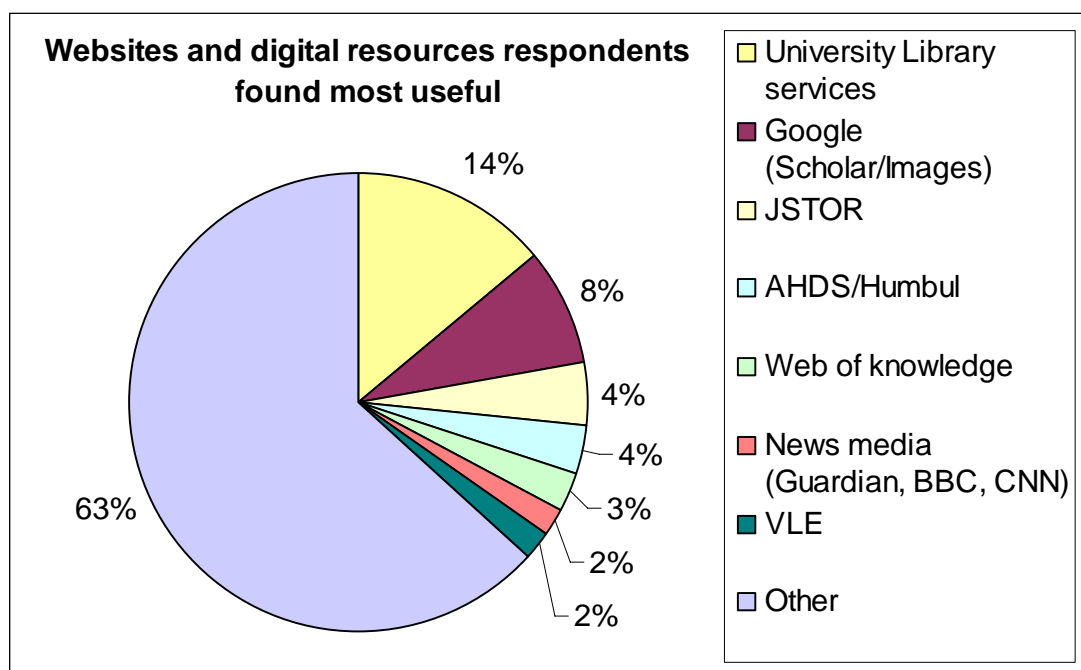

Figure 12: Respondents most quoted digital resources [1]

The free text responses that support this question provided a divergent view of digital
resources and access to them. The main point to come out was only allowing three choices
was deemed too restrictive, as respondents used far more than this on a daily basis "Three is
too few! I have extensive bookmarks and my institution has a portal to a vast range of
subscription material". There were also points raised about the access to state-funded
electronic resources for those not within the mainstream academic institutions, and the
inability for independent researchers to use them "I am extremely distressed at the current
trend of privatizing various indexing systems by making them only accessible to institutional
subscribers." Finally, there was one comment that was at odds to all others "the internet is
very dangerous when using it for research so I believe a book is more resourceful. I only
ever use the internet as a last resort for academic work!"

Breaking the data down into domains, all but classics, ancient history and archaeology and
Visual arts and media cite the University Library as their most used digital resource; these
two domains refer to Google as the main resource used in their work. The frequency with
which unique digital resources are mentioned by members of each domain typically equates
to a half of all resources identified. This could be attributed to the individual nature of
research, which may only have one or two generic resources that deal with a particular
research area, supported by a raft of highly specific resources covering the more specialised
topics. The domain of classics, ancient history and archaeology reflects this view; with

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[1] A breakdown of the section 'Other' can be found at **A5.7** below.

Google, Humbul and Perseus (very large digital libraries) offering access to information on a very broad level, but perhaps with limited depth, leaving the researcher to find more focussed information which may not be relevant to the majority of scholars within the domain.
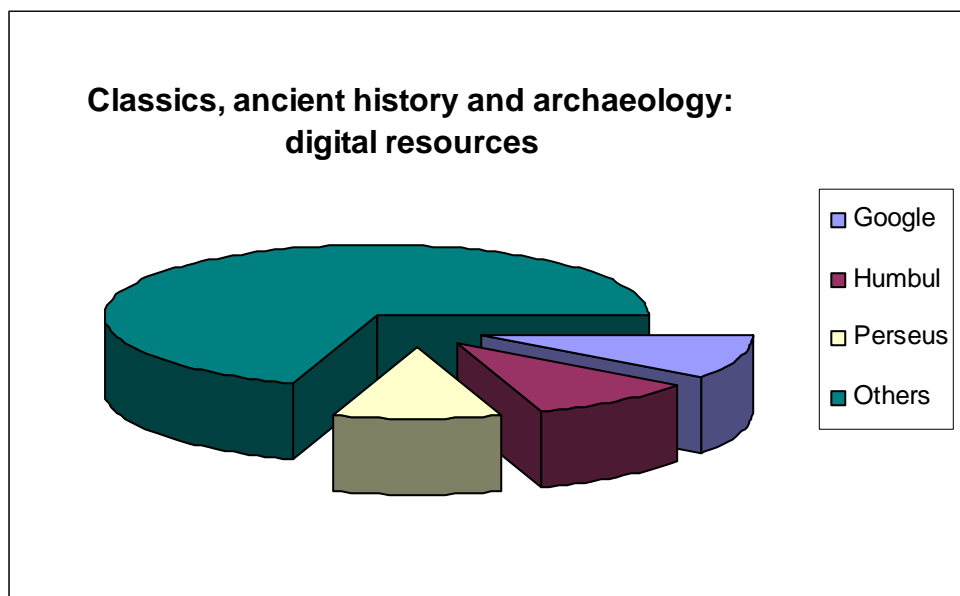

Figure 1: Digital resources identified within the domain of Classics, ancient history and archaeology.

Even within the diverse domain of philosophy, law and religion, more than half of all resources identified were only mentioned once. Although there are a greater number of generic resources within this domain, they still constitute a minority of the overall number identified.
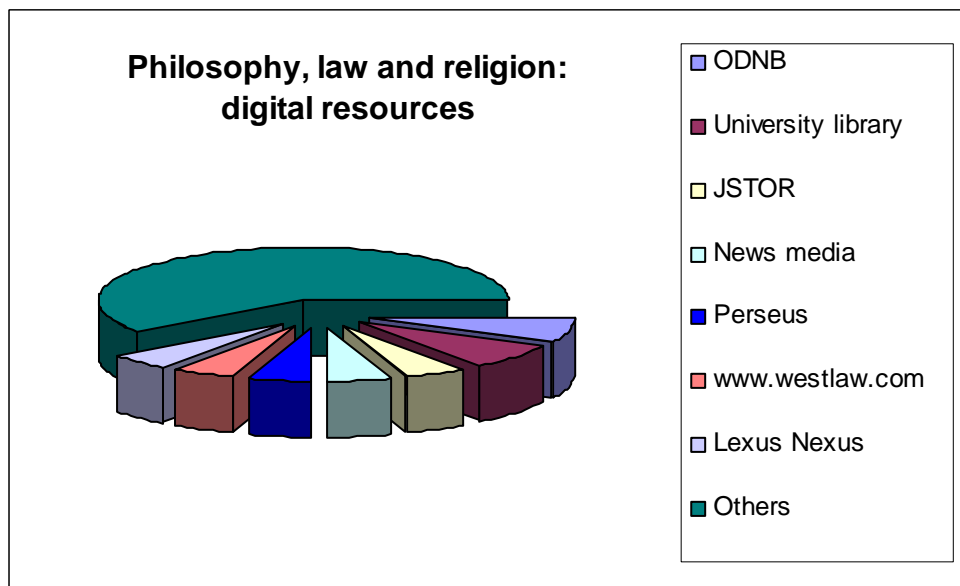

Figure 14: Digital resources identified within Philosophy, law and religion.

A full breakdown of all the resources identified by all domains is provided at **A4.7**, below. A domain specific breakdown of the resources identified is provided at **A4.8** below.

The collection and analysis of information is seen as central to the work of over 50% of the respondents, whilst data storage and archiving is not given such a high level of significance (question 23 and 24). This may be due to this facet of data retention/backup being part of the IT system currently in place at the respondent's workplace and the responsibility of an IT engineer rather than the actual individual. Further investigation is necessary to identify the reasons for this low level attribution of importance to this particular aspect of data manipulation and management.
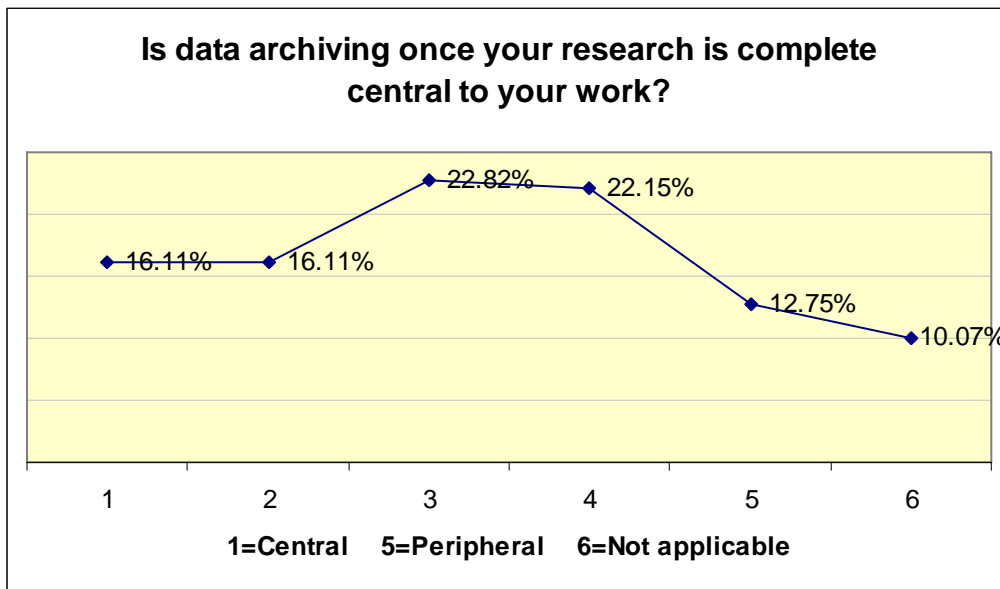

Figure 15: Responses to question 24

A4.4 Aspects of work that may be facilitated by portals

There are various important aspects of an academic's work that may be facilitated by a portal. The following section gathered data on what level of importance is attached to these areas.

General scholarship was seen as central or almost central to over 60% of respondent's work. Other academic pursuits such as debating/hypothesising, peer review, presentation of work, project collaboration and networking was also seen as more central than not to the majority of respondents.
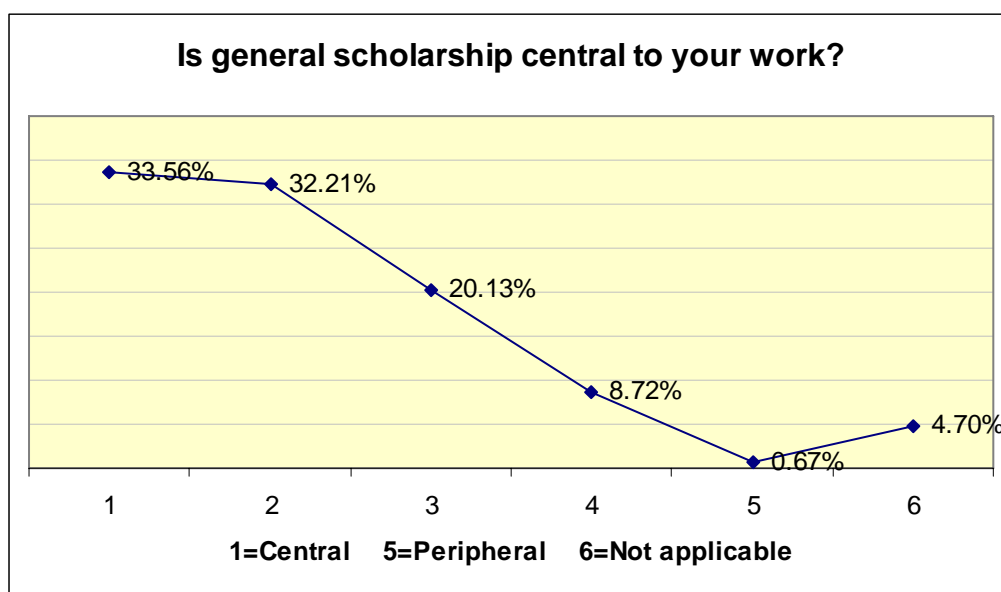

Figure 16: Responses to question 25

More administrative functions such as supervision of students and projects, direct project management, staff appointment/appraisal, writing grants, responding to tenders and consultancy work were not given the prominence of the earlier tasks or seen as not applicable.
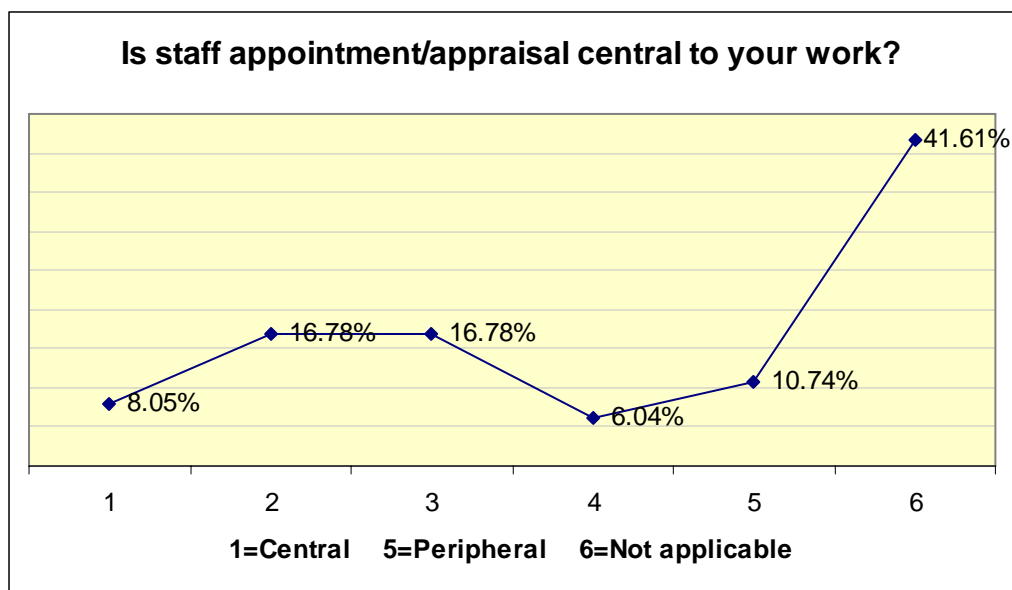
Figure 17: Responses to question 35

One comment from a respondent on this aspect of the questionnaire may hold the key "With many of these, there is no choice…" which would infer that the administrative functions are seen as a necessary chore, rather then a central facet of research activities. Other activities considered part of general scholarship and research were identified as: writing books/articles, keeping up to date with a subject area, partnership searches and thinking creatively.

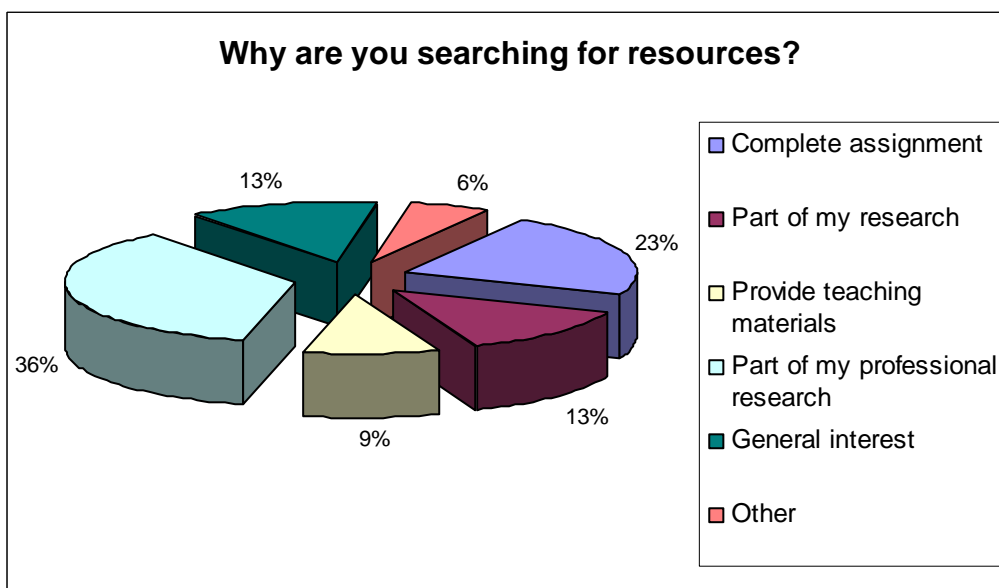## A4.5 Site-specific questions

The next series of questions endeavours to ascertain more about what the respondents' wants and needs are from a website or portal, and what provision is made for them by way of resources. The data obtained from the first question provides a snapshot of how many respondents came from the AHDS websites as opposed to a variety of others. As less than 50% arrived from either AHDS or Humbul, these figures will have to be taken into account when looking at the data obtained from any following questions and making judgements as to level of provision/quality of resources; we do not have knowledge of all other originating sites. This is highlighted by free text responses in question 55 where there are a number of comments similar to "I came straight to this link via an email hyperlink so there is no site to comment on".

From what site did you enter this questionnaire?

- AHDS
- 2. Humbul
- 3. Other

53%

29%

18%
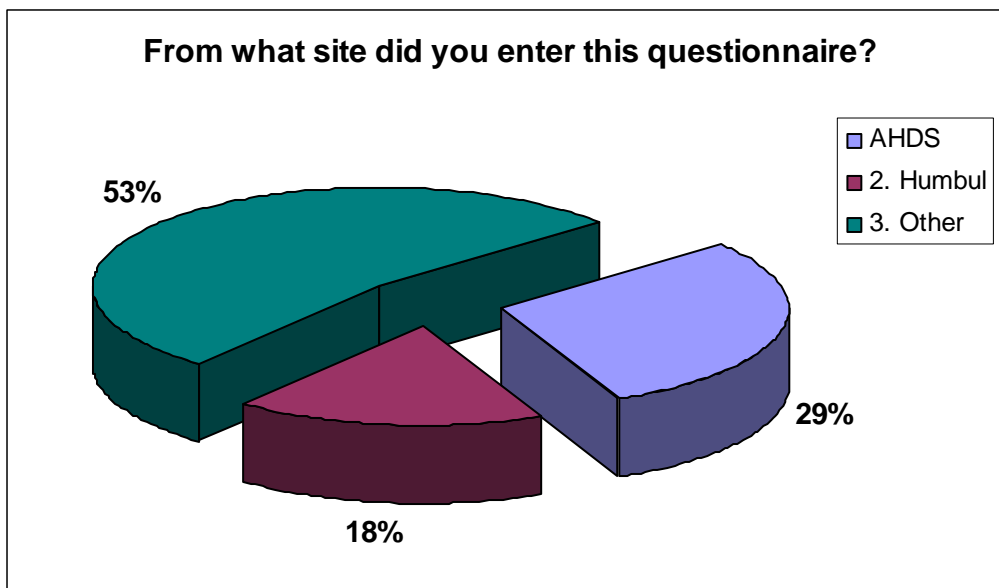
Figure 18: Number of respondents coming to the questionnaire from AHDS/Humbul

This distribution may be a product of the success of the dissemination exercise which has attracted a high number of respondents from a variety of backgrounds. The following questions concerning how the respondent found the site and how often they visited it may not relate to the AHDS/Humbul sites but provide information of a general nature. The main informant of the existence of a site appears to come from researcher-led means such as library pages or email discussion lists rather than provision by a tutor/supervisor or inclusion within course material. It also appears that the originating site is visited on a regular basis or better and would appear to be a main source of information or material for the respondents' research. The reasons for respondents' undertaking a search appears to be for non-teaching purposes, which may be triangulated to the earlier responses concerning disagreement on resources being useful for teaching or changing the way they teach (questions 11, 14 and 49).

Why are you searching for resources?

- Complete assignment
- Part of my research
- Provide teaching materials
- Part of my professional research
- General interest
- Other

13%   6%

23%

36%

9%   13%

Figure 19: Respondents' reasons for conducting a search.

Although some respondents did not use, or had not seen either the Humbul or the AHDS sites, their answers still provide an insight into what is expected/required of a site dedicated to provision of resources/information for researchers.

A4.6 Conclusion

The profile of a 'normal' user is a moderate user of the web who uses digital resources extensively within their work and engages in research activities over teaching. They consider their research to be cross domain and find service provision by their University to be sufficient for their needs by using a combination of Library and VLE services supported by a scholastic centred search engine. They do not consider data storage to be a significant factor in their work, nor do they believe the administrative functions to be of primary importance. They consider their primary research websites to provide a good level of service with an adequate selection of resources which are of sufficient quality for their needs. These conclusions are confirmed by the AHDS Performing Arts online questionnaire undertaken at nearly the same time.

A4.7 List of most useful sites/digital resources

Figure 20

University/Library/OPAC/COPAC	43	ABC-CLIO	1
Google/Scholar/Images	26	Asians in media	1
JSTOR	14	ATLA	1
AHDS/Humbul	11	auditorium.ru	1
Web of knowledge	8	Bibliothèque nationale	1
News media (CNN, NYTimes)	6	Blackwell journals	1
VLE	6	Blackwell's Synergy	1
Lexus-Nexus	5	bps	1
LION	5	British History Online	1
British Library	4	British nursing index	1
National Archives	4	Business source premier	1
18thC online catalogue	3	cdwow.com	1
Amazon	3	CHILDES	1
Archives hub - mimas	3	Commonwealth war graves commission	1
BUBL	3	Connect	1
Mintel	3	Cordis	1
ODNB	3	CSA suite of databases	1
OED	3	CTHeory	1
Perseus	3	delicious	1
Web of science	3	Dept. of Health	1
wikipedia	3	digimap	1
worldcat	3	Ebay	1
www.bbc.co.uk	3	Ebrary	1
www.westlaw.com	3	ed.ac.uk	1
Yahoo	3	emerald	1
Access to archives	2	fashion-era.com	1
ACM	2	Franciscan Archive Library	1
Bodleian	2	gallica.bnf.fr	1
Early English books online	2	George Boree's site	1
EBSCO	2	Hero	1
FirstSearch	2	Historic-cities.huji.ac.il	1
Groove online	2	h-net.org	1
JISC/JISCmail	2	hnn.us	1
Library of Congress	2	IEEE library	1
Medieval sourcebook	2	IHR bibliography	1
MetaLib	2	Infotrac	1
psycINFO	2	Ingenta	1
Pub Med	2	keynote	1
RILM	2	L'année philologique	1
Science direct	2	leo	1
Sosig	2	Literature resource centre	1
Thesaurus Linguae Graecae	2	Masters of Photography	1
Voice of the shuttle	2	materials explorer	1
www.keynote.com	2	National Archives of Scotland	1

NetSERF	1	www.atpm.com/Back/atpo.shtml	1
nls.uk	1	www.bei.com	1
nursing standard	1	www.bl.uk	1
oldbaileyonline.org	1	www.bloglines.com	1
ORB	1	www.bnf.fr	1
Oxford reference online	1	www.ccel.org	1
Palatine	1	www.cilip.org.uk	1
Parip	1	www.clir.org/	1
pastmap	1	www.cnpq.br	1
PINAKES	1	www.creativecow.net	1
Powys digital library	1	www.dfes.gov.uk	1
Project muse	1	www.dfhdata.de	1
rand.org	1	www.economist.com	1
RDN virtual training	1	www.elcastello.org	1
Rhizome	1	www.erpanet.org	1
RISM	1	www.euromonitor.com	1
RNT	1	www.givemefootball.com	1
Royal Historical Society Bibliography	1	www.grovemusic.com	1
Royal Holloway 'golden pages'	1	www.history.ac.uk	1
Salidaa website	1	www.hotmail.co.uk	1
scotlandspeople.org	1	www.institutocervanctes.es	1
sparknotes	1	www.interpares.org	1
Stanford	1	www.kpmg.com	1
The Routledge Wellesley index	1	www.literatura.org	1
The Shakespeare collection	1	www.opendemocracy.com	1
Times supplement	1	www.peib.org.uk	1
UK sensitive HE MAP	1	www.pwcglobal.com	1
Victorian web literature	1	www.theatremuseum.org	1
www.3dcafe.com	1	www.thelatinlibrary	1
www.aag.org	1	www.ubu.com	1
www.abebooks.co.uk	1	www.victoriandatabase.com	1
www.affla.com	1	www.vogue.co.uk	1
www.ask.com	1	ZKM	1

A4.8 Breakdown of identified digital resources by domain.

All resources that were only mentioned once by researchers in each domain are grouped within the 'Others' category.
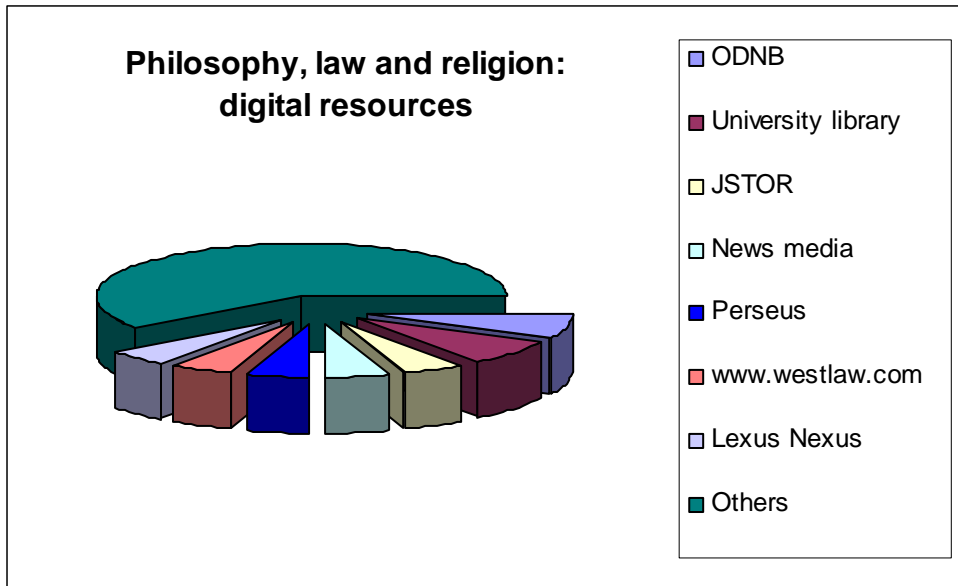

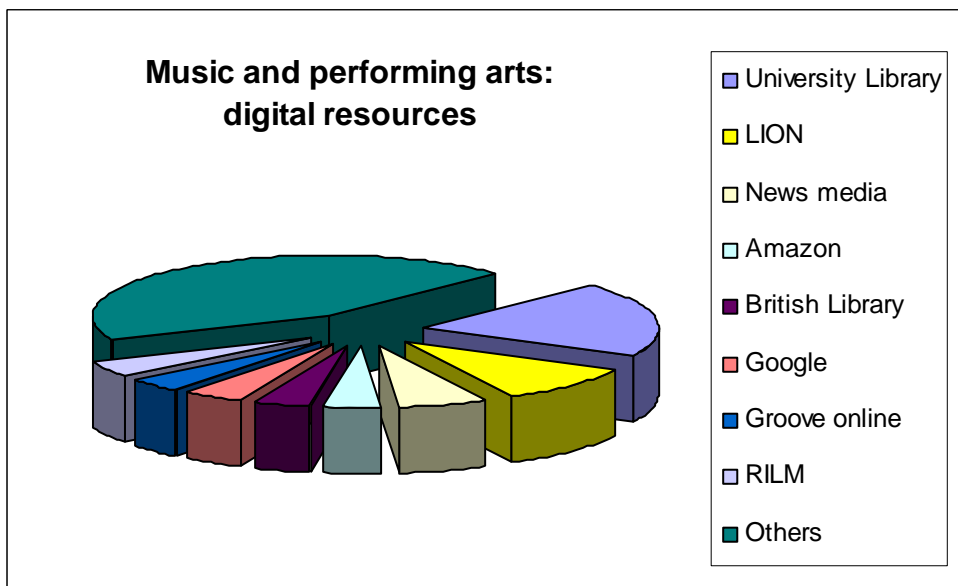Figure 21.1 Philosophy Law and Religion Digital Resources

Figure 21.2 Music and Performing Arts Digital Resources
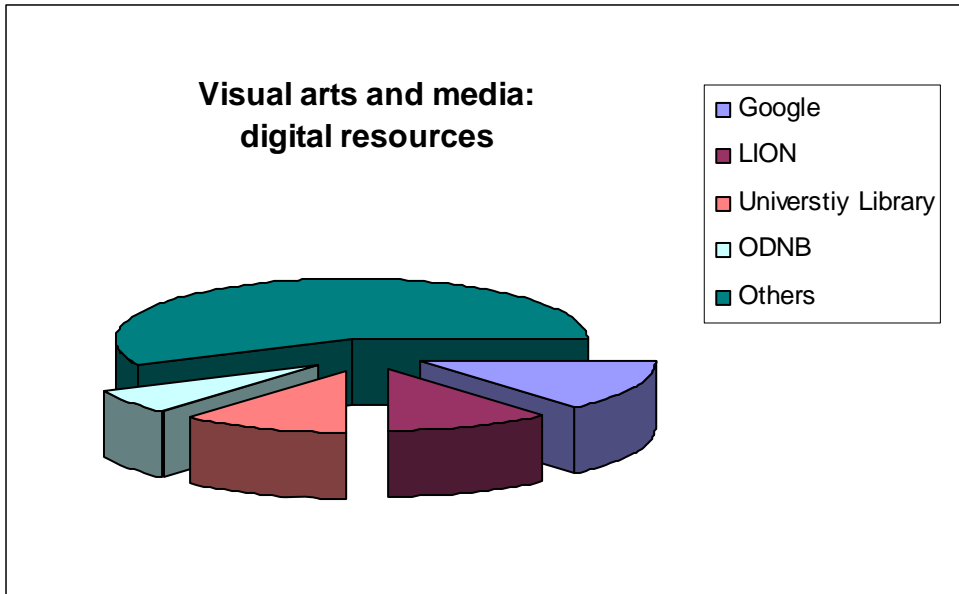
Figure 21.3 Visual Arts and Media Digital Resources
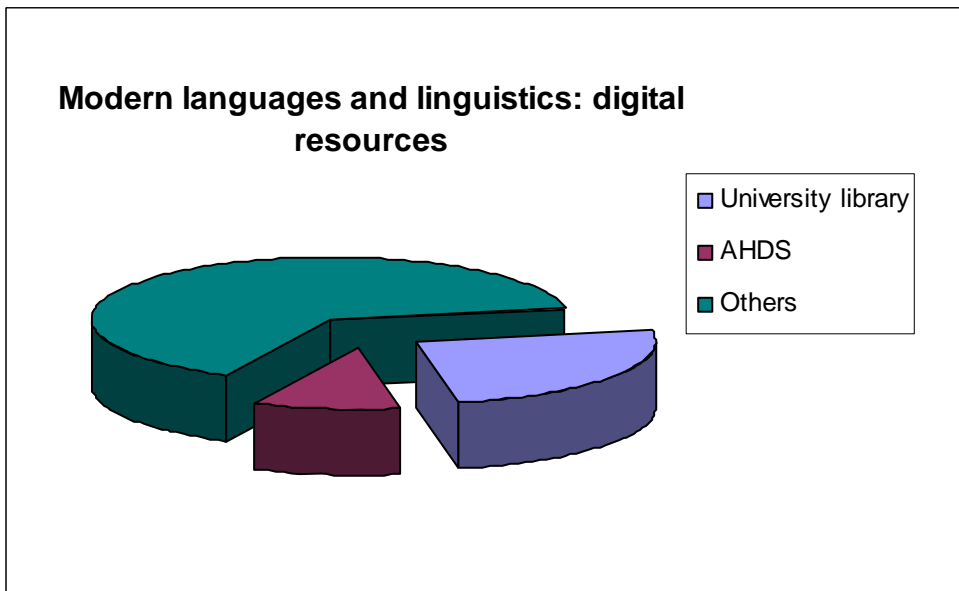
Figure 21.4 Modern Languages and Linguistics Digital Resources
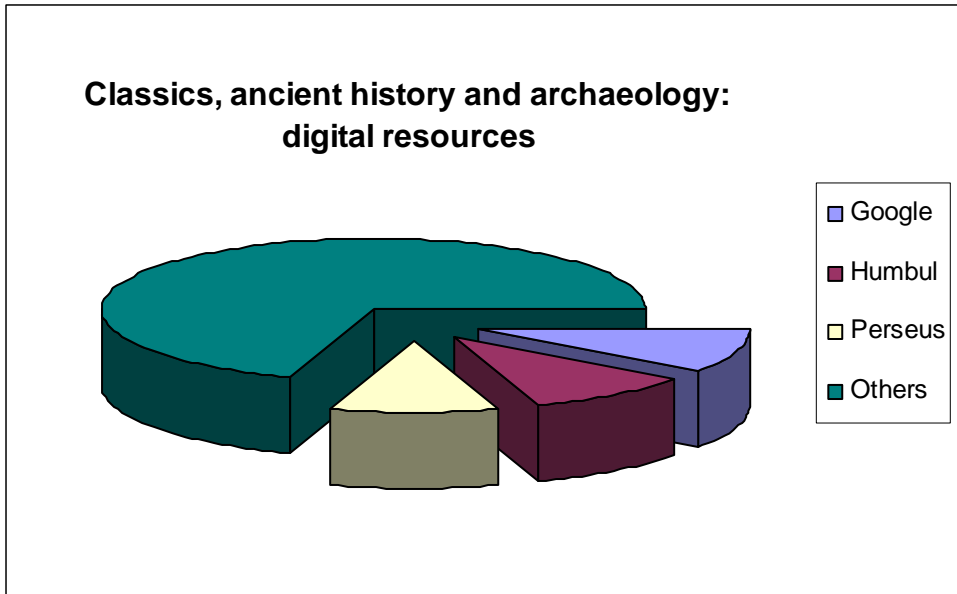
Figure 21.5 Classics Ancient History and Archaeology Digital Resources
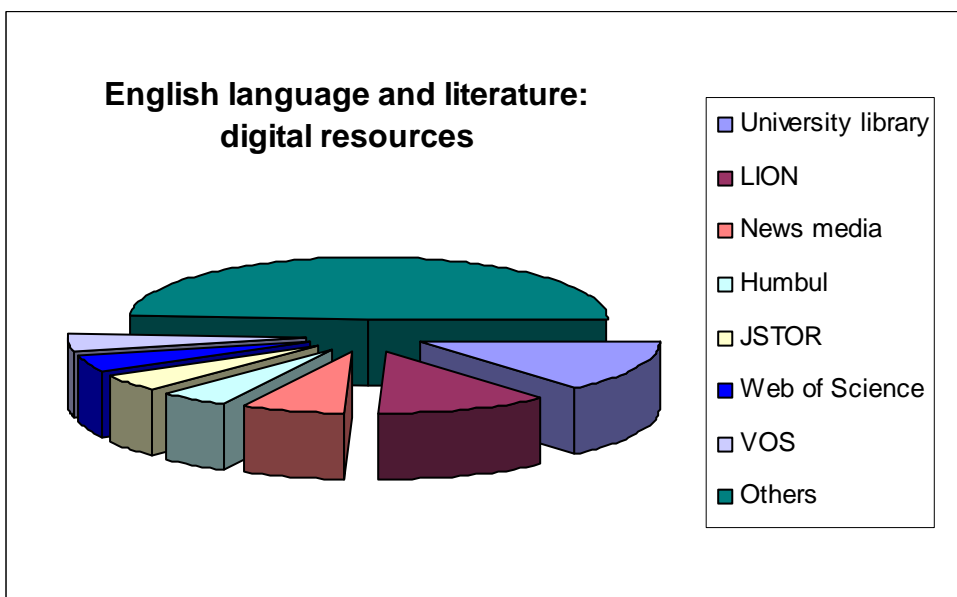
Figure 21.6 English Language and Literature Digital Resources

**Librarianship, information and museum studies:
digital resources**

Legend:
- Google
- University library
- Humbul
- JSTOR
- Others

Figure 21.7 Librarianship, Information and Museum Studies Digital Resources

**Medieval and modern history:
digital resources**

Legend:
- University Library
- News media
- Google
- ODNB
- Archives hub
- Bodleian
- EEBO
- Humbul
- Others

Figure 21.8 Medieval and Modern History Digital Resources

A4.9 Research Portals in the Arts and Humanities Questionnaire

"How does the arts and humanities research community find and exploit the internet resources it needs? This survey will be open from 1/12/05 to 30/4/06. Technical developments now make it possible to refine, personalise, cross link and render interactive online information gateways. We want to examine current user information search/access strategies and patterns and develop demonstrators of interactive gateways to investigate future user 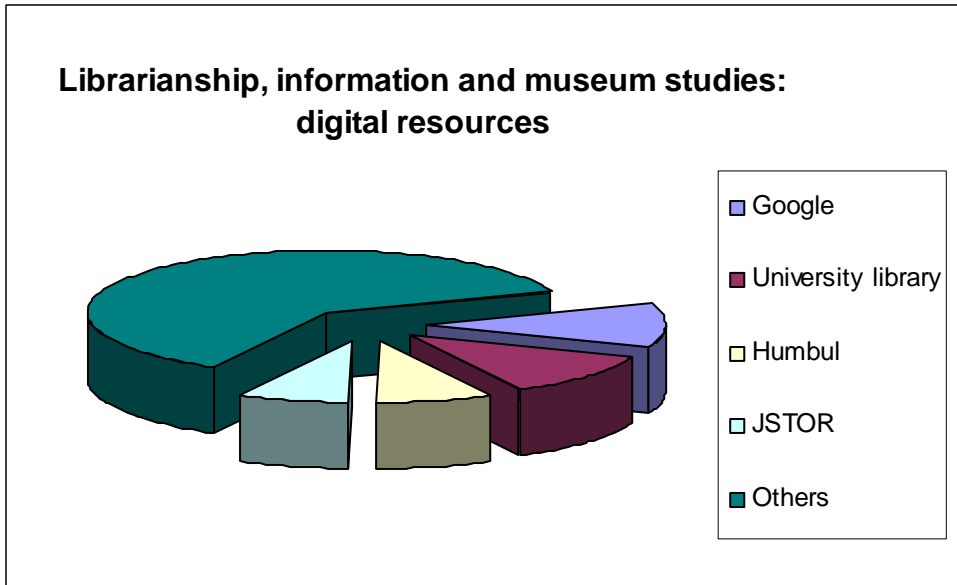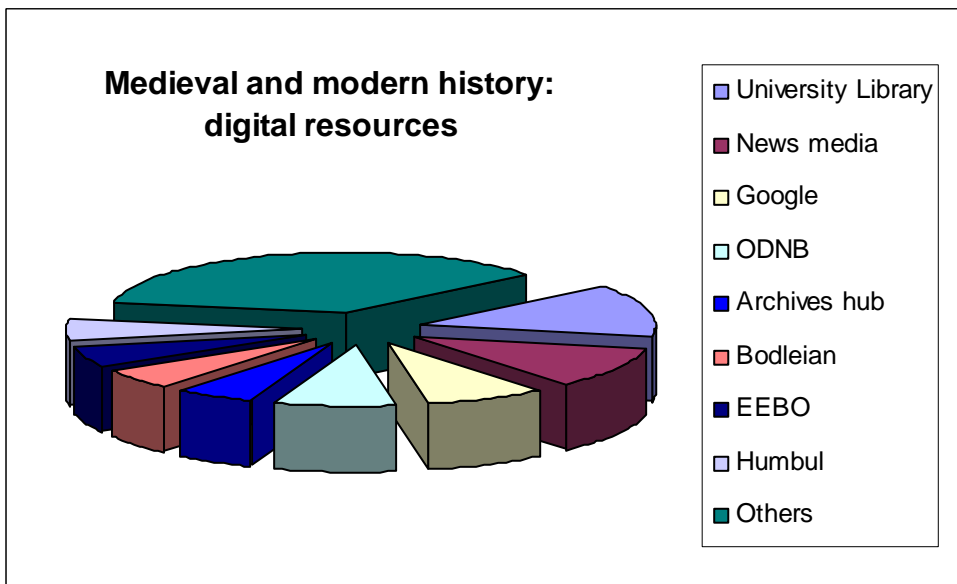requirements for advanced information services that will serve to facilitate greater take and up use of these resources. Recommendations will be made to the AHRC on future policy development. This is your chance to influence how the work proceeds, so please could you answer every question (even if it is a 'not applicable') as this will help us with data analysis. There is also a prize draw with a chance to win £100. Details of how to enter are at the end of the questionnaire. Please click the 'Next' button to begin the questionnaire."
Section 1: About you.
1: What kind of researcher are you? (Circle One)
- Independent.
- A post-doctoral researcher at an HE institution.
- A lecturer at an HE institution.
- An academic-related support worker at an HE institution.
- A self-directed postgraduate student.
- A taught postgraduate student.
- Other (free text)

2: What age are you?
- 18-21
- 22-30
- 30-40
- 40-50
- 50-60
- 60-65
- 65 and above

3: What is your gender?
- Male/Female

4: Are you based in the United Kingdom?
    YES/NO (If no- where are you based? - free text)

5: How often do you use the web during the working week?
- Every day- four hours or more
- Every day- less that four hours
- Several times a week

6: How long have you been using the web?
- Over last 10 years
- Last 10 years
- Last 5 years
- Within the last year

7: Your research domain(s):
Please tell us what domains the research you undertake falls within. Please also prioritise the domains you work within by selecting a number from the related scale: 1 being HIGHEST priority and 8 being LOWEST priority

Classics, ancient history and archaeology	Priority: select 1-8	Modern languages and linguistics	Priority: select 1-8
Visual arts and media	Priority: select 1-8	Librarianship, information and museum studies	Priority: select 1-8
English language and literature	Priority: select 1-8	Music and performing arts	Priority: select 1-8
Medieval and modern history	Priority: select 1-8	Philosophy, law and religious studies	Priority: select 1-8

Section 2: Use of digital resources.

Please tell us how extensively you use digital resources in your studies, teaching or research.

Please indicate how far you agree with the following statements (1 indicates strongly agree, 5 indicates strongly disagree)

8: I could not do my academic work without access to digital resources.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

9: I use computational techniques or tools extensively in my academic work.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

10: I use digital resources extensively in my academic work.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

11: Digital resources are useful for teaching but not for research.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

12: Digital resources are not of a sufficiently high quality to be useful to me.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

13: Digital resources have changed the way that I do my research.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

14: Digital resources have changed the way that I teach.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

15: The internet has made it easier to gain access to scholarly resources.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

16: I use the internet to find textual material, I print it out, then read it.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

17: I find interactive digital content most useful for my work.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

18: I have to use too many digital resources and would prefer more printed material.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

19: Please tell us which three websites or digital resources you have found most useful in your academic work.

(Free text)

20: Any other comments?

(Free text)

Section 3: Research activities.

For each of the activities listed below please indicate how much they are central/peripheral to your research.

21: Working with data and information. (Central 1 2 3 4 5 Peripheral)

(Central 1 2 3 4 5 Peripheral **N/A**)
22: Data and information analysis

(Central 1 2 3 4 5 Peripheral **N/A**)
23: Data storage – while research undertaken.

(Central 1 2 3 4 5 Peripheral **N/A**)
24: Data archiving – once research phase completed.

(Central 1 2 3 4 5 Peripheral **N/A**)
25: General scholarship (i.e. keeping abreast with thinking in your field(s) as opposed to looking for specific information for a project).

(Central 1 2 3 4 5 Peripheral **N/A**)
26: Working with others.

(Central 1 2 3 4 5 Peripheral **N/A**)
27: Informal networking, at conferences, workshops, within research communities.

(Central 1 2 3 4 5 Peripheral **N/A**)
28: Debating, hypothesizing- the communal development of ideas.

(Central 1 2 3 4 5 Peripheral **N/A**)

Section 4: Dissemination / publishing.

29: Presentation of work in progress, perhaps to steering committees, colleagues, etc, or maybe for peer criticism, performance rehearsals, etc.

(Central 1 2 3 4 5 Peripheral **N/A**)
30: Formal publication / presentation of work, perhaps at conferences, within journals, at a formal exhibition, to an audience made up of the general public etc.

(Central 1 2 3 4 5 Peripheral **N/A**)
Section 5: Peer review, supervisory and managerial activities.
31: Peer review and criticism of books, articles, performances, exhibitions, etc.

(Central 1 2 3 4 5 Peripheral **N/A**)
32: Supervision of students.

(Central 1 2 3 4 5 Peripheral **N/A**)
33: Supervision of projects- advising steering groups, project boards etc.

(Central 1 2 3 4 5 Peripheral **N/A**)
34: Direct project management- e.g.: resource allocation, scheduling, budgeting etc for ongoing research projects.

(Central 1 2 3 4 5 Peripheral **N/A**)
35: Staff appointment / appraisal: either as an invited interview panel member or recruiting and managing staff in your own research group.

(Central 1 2 3 4 5 Peripheral **N/A**)
Section 6: Grants, tenders and consultancy.
36: Writing grant applications.

(Central 1 2 3 4 5 Peripheral **N/A**)

37: Responding to Invitations To Tender or offers of work in the public / private sectors.

(Central 1 2 3 4 5 Peripheral **N/A**)

38: Undertaking consultancy work for external clients.

(Central 1 2 3 4 5 Peripheral **N/A**)

Section 7: Have we missed anything?

39: Please outline any other activities that you would consider part of your research work in the box below.

(Free text)

If you have come to this questionnaire from either AHDS or Humbul please answer the following section. If you came to this questionnaire through any other route, please go to question 57

Section 8: AHDS and Humbul

40: This questionnaire is linked to a number of sites, but we need to know about the one from which you have just come. Can you please tell us what site it was.

- AHDS
- Humbul
- Other (Free text)

41: How did you find out about that site (the one you have just come from: AHDS, Humbul, etc)? Please tick as many boxes as apply.

- Recommendation by course tutor (please specify course in the box below)
- Recommendation by PhD supervisor
- Library webpage
- Departmental web page
- Referral by a friend or colleague
- Recommendation by computing support officer
- Email discussion list - please specify in box below
- Printed promotional material
- Other - please specify in the box below

(Free text)

42: How often have you visited that site?

- First visit
- Rarely
- Regularly (several times a year)
- Frequently (every month)
- More often - please specify

(Free text)

43: Why are you searching for resources?

- To complete an essay or assignment
- As part of my dissertation research
- To provide teaching materials
- As part of my professional research
- General interest
- Other (please specify)

(Free text)

Section 9: Please tell us your views on the usefulness of the site. Please indicate how far you agree with the following statements (1 indicates you strongly agree, 5 that you strongly disagree).

44: The site is a very helpful way to find the resources I need.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

45: The site covers a good range of academic disciplines

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

46: The site lists too many resources.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

47: Resources I can find through the site are not sufficiently specialised.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

48: The range of resources I can find through the site is limited.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

49: Resources that I have found through the site are helpful for my teaching.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

50: Resources I have found through the site are helpful in my research.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

51: I will return to this site when I need to find other resources.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

52: I can find appropriate resources for my specialist subject.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

53: I have found resources through the site that I would not otherwise have known about.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

54: The site is easy to use and navigate.

(Strongly agree 1 2 3 4 5 Strongly disagree **N/A**)

55: Please give any other comments here.

(Free text)

Section 10

56: Would you like to enter the prize draw?

- Yes
- No

57: Would you be willing to be interviewed about your views?

- Yes
- No

58: Would you like a copy of the final report?

- Yes
- No

If you have answered yes to any of the previous 3 questions, please supply your email address.

(Free text)