Report on the University of Michigan Library's COVID-19 Campus Survey

(Current report updated: May 11, 2020)
([Supplemental analyses](#) updated: May 19, 2020)

Introduction

In response to state and University guidelines designed to mitigate the spread of COVID-19, the University Library buildings at the University of Michigan (U-M) were closed to Library employees beginning at 5 p.m. Friday, March 20th, 2020. Four days earlier, on March 16th, all U-M classes moved to remote instruction. Also during mid-March, University events were cancelled, most students left campus, and guidelines for research involving human subjects were altered to prevent most face-to-face interactions between researchers and participants.

These sudden changes to the academic landscape at U-M are unprecedented. In order to better understand how to support students, instructors, and faculty and student researchers, the University Library launched a survey seeking input on the U-M community's Library-related needs[1]. The survey opened on April 14th, and closed on April 25th.

Methodology

The survey was sent to a sample of 12,551 faculty members, graduate students, and undergraduates. In order to create the sample, data were obtained from the U-M Data Warehouse that described the faculty and student populations on campus in terms of campus role and basic demographics. The sample was chosen based on an analysis of the full population of each target group, and was designed

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[1] For more information about the survey or this report, contact the Library assessment specialist (craigsm@umich.edu).

to provide diverse representation. The following factors were considered when selecting the people who were invited to participate in the survey:
- Proportional representation of the three main faculty tracks: the instructional track (referred to as the tenure track; TT), the clinical track (CT), and the research track (RT).
- Representation of faculty classified as lecturers and clinical instructors.
- Proportional representation of all faculty ranks (assistant, associate, and full) and LEO lecturer ranks (I, II, III, and IV).
- Representation of the two main types of graduate students (master's and doctoral, including professional doctorates such as law, business, medicine, etc.).
- Equal representation of all levels of undergraduate standing (first-year, sophomore, junior, and senior).
- Proportional representation of all broad disciplinary areas (arts, humanities, social sciences, STEM fields, professional programs, and medical and health-related fields).
- Representation of all racial/ethnic groups, with oversampling of traditionally underrepresented groups (i.e., Native American, Hispanic, Black, and multiracial individuals with one or more of those underrepresented racial identities).

Within each of the many intersectional groupings alluded to above (e.g., Asian/Asian-American sophomores with social science majors), individuals were chosen to receive an invitation to participate in the survey based on semi-random selection procedures. Emails with unique links to the survey were sent to each person in the sample using the Qualtrics survey platform (the survey was hosted on Qualtrics). Those selected to be in the sample were informed that, at the end of the survey, they would be able to enter a drawing for a chance to win one of fifteen $40 Visa-branded gift cards. There were 2,146 respondents in the final data set; this is an overall response rate of 17%.

The survey was designed to explore how the Library can support three main types of activities: teaching, research, and learning/coursework. Additionally, some initial questions in the survey were designed to assess whether respondents had used the Library's physical locations and collections in the Winter 2020 semester prior to the

COVID-19-related campus closures. [The structure and contents of the survey can be viewed here](#).

The survey was designed with input and iterative feedback from the [Library's Continuity of Library Services team](#), many managers in the Library, and the Library's COVID-19 response coordination team.
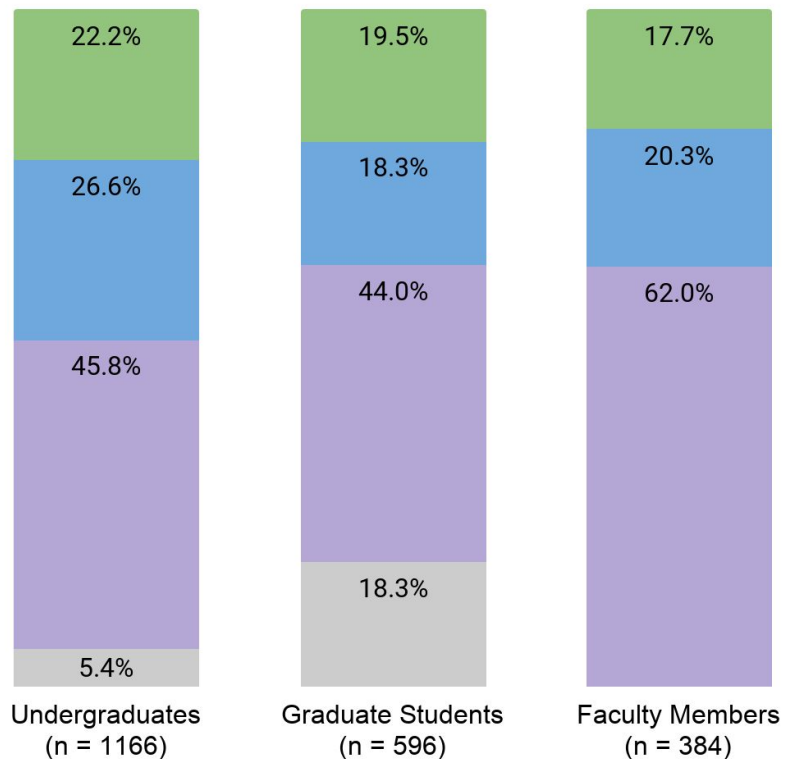
The survey contained several open-ended questions, yielding over 1,000 open-ended responses. In order to report on the findings from these questions, the open-ended data were coded (i.e., categorized) by theme, using a grounded approach to the data. The frequencies of the resulting themes are presented in this report, along with some examples of actual responses. Coding categories used for each survey question were not mutually exclusive; a multifaceted response to a question by a single respondent was often tagged with multiple codes.

Survey Participants

The figure to the right displays the racial backgrounds of the participants in the final data set. The goal of obtaining solid representation of traditionally underrepresented groups was met (e.g., 22.2% of the students in the undergraduate sample were traditionally underrepresented,

Broad Race/Ethnicity Groupings Represented in Final Data

■ Underrepresented Racial Minority ■ Asian/Asian-American ■ White
■ Unknown

22.2%	19.5%	17.7%
26.6%	18.3%	20.3%
45.8%	44.0%	62.0%
5.4%	18.3%	
Undergraduates (n = 1166)	Graduate Students (n = 596)	Faculty Members (n = 384)

compared to their 12% representation in the undergraduate population.)

The next figure, on the right, presents the make-up of the faculty sample with regard to track and rank, with a focus on the three main tracks (TT, CT, and RT). The goal of having solid representation from faculty engaged in teaching, research, and clinical work, and faculty at different career stages was met.

In addition to the faculty represented in the figure to the right, we also obtained decent representation of the full range of ranks among lecturers (n = 66):

- Adjunct/intermittent: 6.1%
- Lecturer I: 18.2%
- Lecturer II: 27.3%
- Lecturer III: 19.7%
- Lecturer IV: 28.8%

Faculty Types and Ranks Represented in Final Data

■ Full   ■ Associate   ■ Assistant   ■ Not on ladder

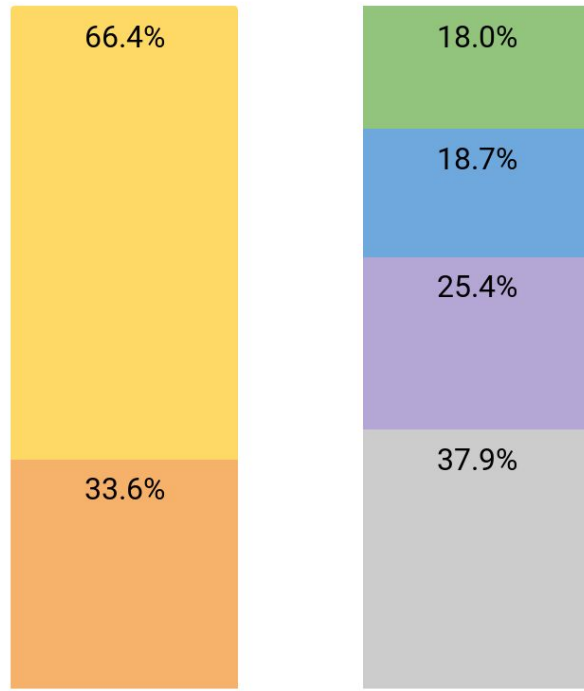| Tenure Track (n = 158)	Clinical Track (n = 89)	Research Track (n = 56)
43.7%	16.9%	21.4%
32.9%	14.6%	26.8%
23.4%	64.0%	41.1%
	4.5%	10.7%

Decent representation of students with a range of roles and standings was also obtained, as presented in the bar chart below.

Finally, the three pie charts below provide information about the distribution of broad areas of disciplinary focus held by the students and faculty members in the final sample.
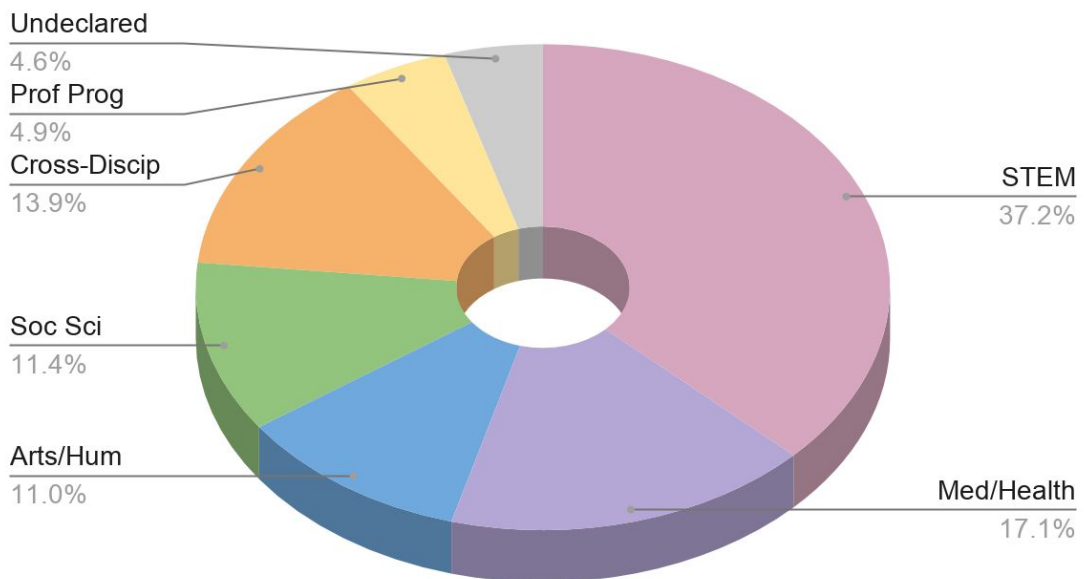
Student Levels Represented in Final Data

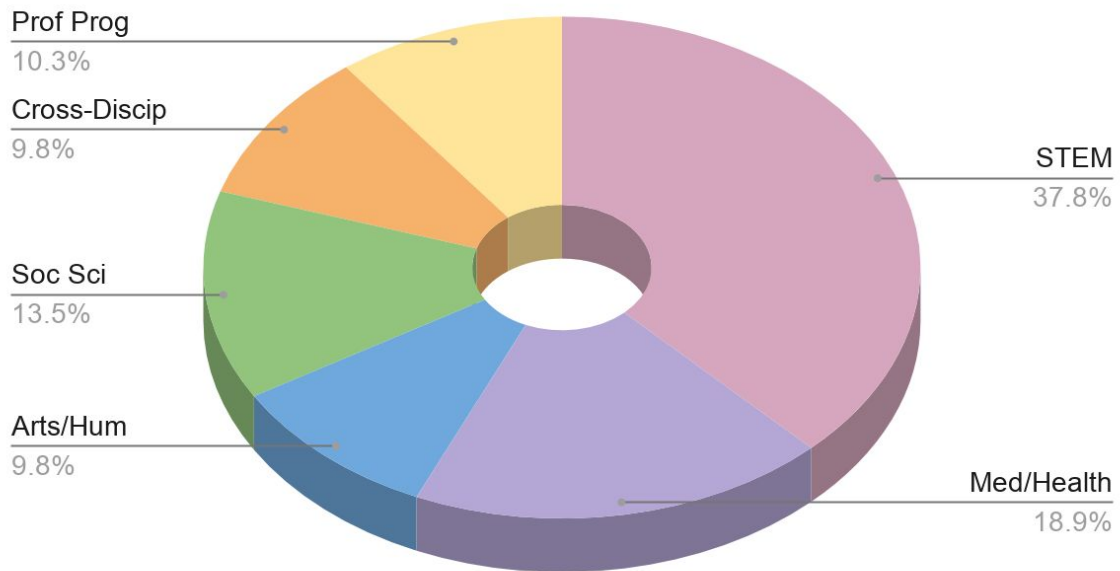Doctoral ■ Master's ■ Senior ■ Junior ■ Sophomore ■ First-year

Graduate Students (n = 596)
- Doctoral: 66.4%
- Master's: 33.6%
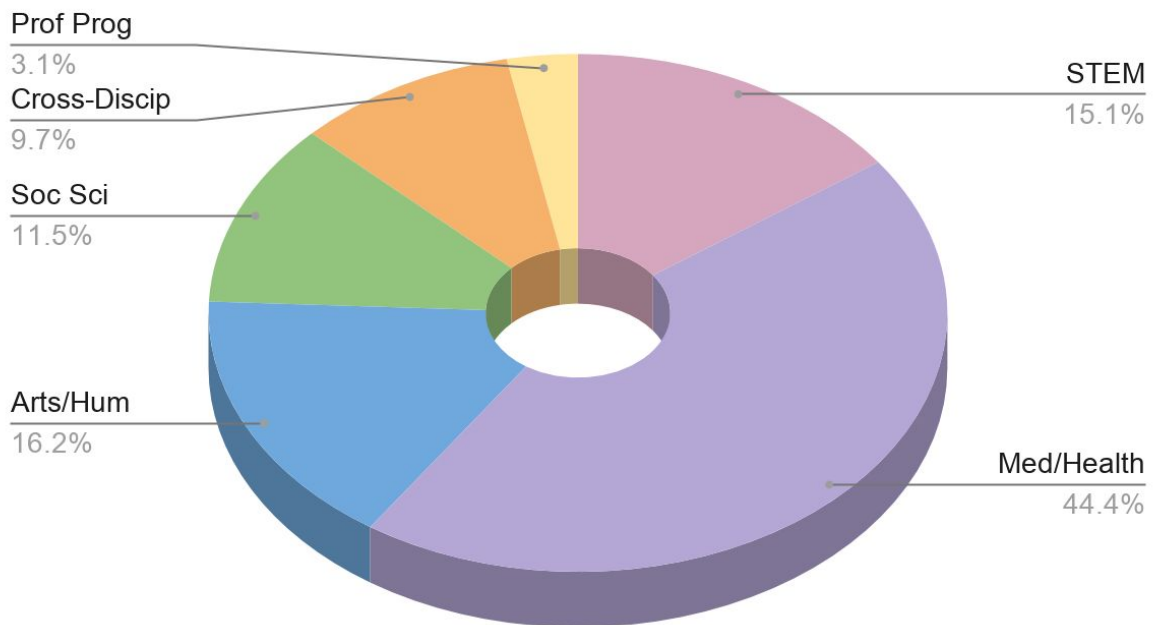
Undergraduate Students (n = 1166)
- Senior: 18.0%
- Junior: 18.7%
- Sophomore: 25.4%
- First-year: 37.9%

Undergraduate Student Respondents by Disciplinary Area

- STEM: 37.2%
- Med/Health: 17.1%
- Cross-Discip: 13.9%
- Soc Sci: 11.4%
- Arts/Hum: 11.0%
- Prof Prog: 4.9%
- Undeclared: 4.6%

Graduate Student Respondents by Disciplinary Area

Prof Prog
10.3%

Cross-Discip
9.8%

Soc Sci
13.5%

Arts/Hum
9.8%

STEM
37.8%

Med/Health
18.9%

Faculty Member Respondents by Disciplinary Area

Prof Prog
3.1%

Cross-Discip
9.7%

Soc Sci
11.5%

Arts/Hum
16.2%

STEM
15.1%

Med/Health
44.4%

Findings

Initial Questions

At the front of the survey was a section that posed the same questions about Library usage to all faculty and student respondents. Two of these questions asked if respondents had -- in the Winter 2020 semester, prior to the building closures -- visited any of the U-M Library buildings, and used any of the U-M Library's physical collections. The large majority of respondents (87%; n = 1,827) had visited a Library building in the Winter 2020 semester, and 43% (n = 928) reported recent use of the Library's physical collections. These numbers are presented as a function of campus role, faculty type, and disciplinary area in the three tables below.

Usage of Library Physical Spaces and/or Collections in Winter Semester 2020 Prior to Closures (by campus role)		
Campus Role	**Visited Building(s)**	**Used Phys. Collection(s)**
Undergraduate Students	93.4%	39.9%
Graduate Students	85.0%	50.8%
Faculty Members	74.5%	47.4%

Usage of Library Physical Spaces and/or Collections in Winter Semester 2020 Prior to Closures (by faculty type)		
Faculty Type	**Visited Building(s)**	**Used Phys. Collection(s)**
Tenure Track	81.0%	55.4%
Clinical Track	66.3%	27.6%
Research Track	55.4%	46.4%
Lecturers/Instructors	85.0%	54.4%

Usage of Library Physical Spaces and/or Collections in Winter Semester 2020 Prior to Closures (by discipline)

Broad Disciplinary Area	Visited Building(s)	Used Phys. Collection(s)
Arts/Humanities	94.3%	75.9%
Med/Health (& Med/STEM)	79.8%	25.3%
Cross-Disciplinary	91.0%	58.4%
Professional Program	84.6%	34.4%
Social Science	89.1%	52.2%
STEM	89.6%	40.9%

Respondents who had recently visited a Library building or used the Library's physical collection were asked: **"Is any aspect of your work more difficult now that you are temporarily unable to access the Library's physical spaces or collections?"**

Close to half of respondents (44%; n = 829) indicated that some aspect of their work was more difficult without physical access to the Library and its holdings. Lack of access to the Library's physical spaces and collections had more of an impact on some groups than others (see the percentages displayed below).

Work More Difficult with Library Closures
Undergraduates: 45.6%
Graduate Students: 44.6%
Faculty Members: 36.3%

Work More Difficult with Library Closures
Tenure Track Faculty: 44.7%
Research Track Faculty: 42.4%
Clinical Track Faculty: 22.6%
Lecturers/Instructors: 29.4%

**Work More Difficult
with Library Closures**

Arts/Humanities: 62.0%
Cross-Disciplinary: 52.6%
Social Sciences: 49.1%
STEM Fields: 41.3%
Med/Health: 32.4%
Professional Prog: 29.7%

All respondents were asked: **"Since the Library buildings closed, have you contacted Library staff (e.g., phone call, Ask a Librarian chat, email to a librarian, circulation email, etc.)?"**

Twelve percent of respondents (n = 255) reported that they had contacted a Library staff member since mid-March. Those 255 respondents were then asked: **"Were you satisfied with how library staff responded to your questions or needs?"** Almost all (98%; n = 249) indicated that they were satisfied with the response or help they had received. Among those who were not satisfied, four provided comments about what could have been improved:

- "A response would have been nice. I emailed asking if I could get help accessing some books and journals which I knew were available online but could not access. I did not even get an email back."
- "Haven't heard from library staff member back yet (after 1-week)."
- "I wrote to [Library leader] about my concerns and I did not get a clear sense what plans the library had for reopening access to physical collections."
- "Nothing."

Those that indicated that something was more difficult since building closures were asked: **"What is more difficult?"** Nearly 800 people (n = 792) responded to this question. Responses were categorized for ease of reporting. These categories are presented in the table below as a function campus role.
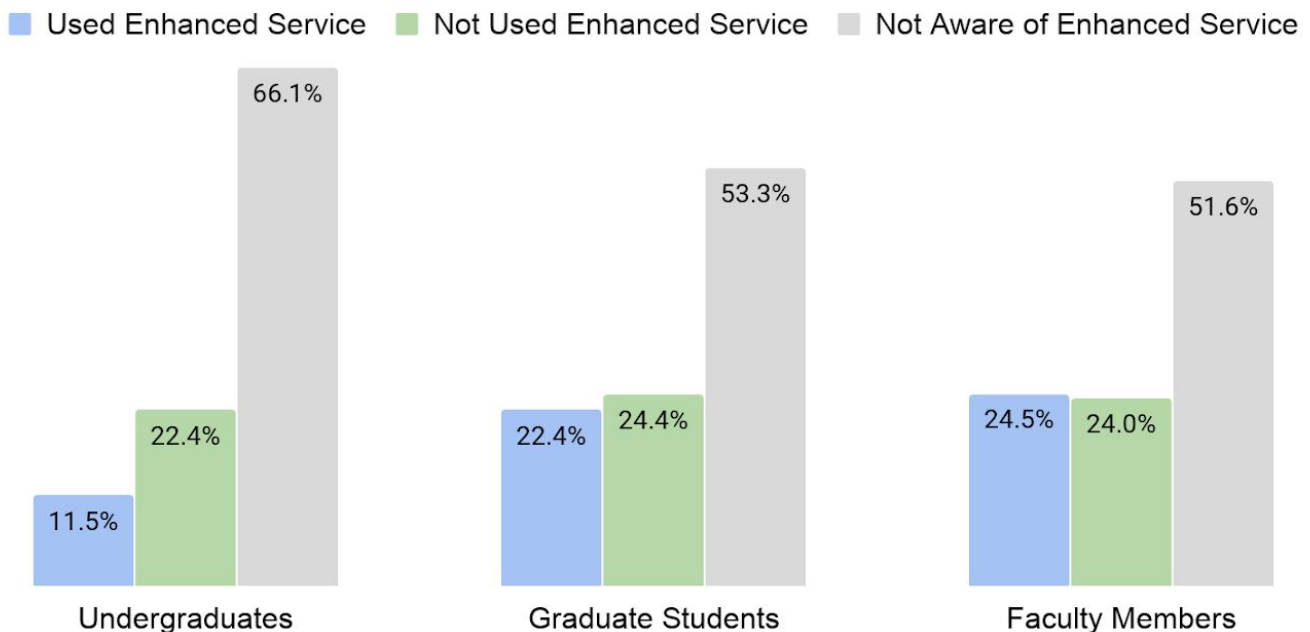
What is More Difficult with the Library Buildings Closed? (n = 792)			
Focus of Response	**Undergrads**	**Grads**	**Faculty**
Work/Study Space: Lack of quiet space, space to focus, motivating space	66.7%	36.2%	9.4%
Physical Materials: No access to physical materials; needed materials not digital	16.7%	54.1%	66.0%
Technology: Need printers, 3d printers, good computers, CAEN, video editing, etc.	17.3%	16.1%	2.8%
Research: No access to needed research materials (books, archival materials, etc.)	4.9%	16.5%	6.6%
ILL and Doc Delivery: Need ILL and DD for scans and delivery of materials	0%	6.4%	14.2%
Browsing: Unable to browse stacks to find materials for one's work	0.6%	2.3%	13.2%
Teaching Needs: No physical materials for teaching, class demos, reserves	0.4%	0.5%	10.4%
Services: Lack of access to consultation and instruction services in library	0.6%	3.7%	6.6%
Collaboration: No space/tools for group work (e.g., rooms, hubs, whiteboards)	6.4%	3.2%	1.9%
Internet Access: Lack of fast internet; connectivity issues; VPN issues	3.4%	5.0%	2.8%
Coursebooks: Used Library books for course books; can't do that now	3.8%	2.8%	0.9%
Multimedia: No multimedia and music materials (audio, video, microfilm, scores)	1.9%	2.3%	6.6%
Electronic Resources: Not able to access articles and databases online from home	1.1%	1.4%	4.7%
Stuck with Books: Items can't be returned over the spring/summer	0.2%	2.8%	1.9%
Special Collections: Lack of needed access to Special Collections	0.2%	2.8%	0.9%
Expenses: Spending own money on materials Library has (or doing without)	1.3%	0.5%	0%

In a final set of questions that were presented to all respondents, the survey explored awareness and use of the [enhanced Emergency Temporary Access Service provided by the HathiTrust digital library](#).

One of the key findings in this line of questioning is that the majority of respondents were not aware of the temporarily-enhanced service provided by HathiTrust.

Awareness and Use of Enhanced HathiTrust Service, by Campus Role

■ Used Enhanced Service　■ Not Used Enhanced Service　■ Not Aware of Enhanced Service

Undergraduates: 11.5% Used, 22.4% Not Used, 66.1% Not Aware
Graduate Students: 22.4% Used, 24.4% Not Used, 53.3% Not Aware
Faculty Members: 24.5% Used, 24.0% Not Used, 51.6% Not Aware

Those who had used the enhanced access to digitized materials provided by HathiTrust were invited to share open-ended comments about their experiences; 115 people did so; their responses were categorized for ease of reporting:

- **Positive Comments: 58%** (n = 67) made positive comments, such as thanking the Library and HathiTrust, saying they love the service, and noting that the service has helped them obtain needed materials during campus closures.
- **Needed Items not Digitized: 23%** (n = 27) indicated that one or more needed items were not available in the HathiTrust collection, and/or encouraged the Library to add more materials to the HathiTrust collection.
- **Frustrations with Limitations: 15%** (n = 17) expressed frustrations with limitations of the service, such as needing to repeatedly check out books during use, the slowness of the website, and the pronounced limits on downloading, printing, saving, and checkouts.

- ***Frustrations with the Interface: 12%*** (n = 14) noted that they had trouble with the interface, including trouble logging in, determining how to check something out, and determining what was available and what was not.
- ***Keep the Enhanced Service: 7%*** (n = 8) encouraged the Library to keep the enhanced nature of the service active through the summer or indefinitely.
- ***Other Comments*** were provided by smaller numbers of people. These comments noted the following issues:
  - There are problems with the quality of the scans, with readability, and/or with lack of OCR.
  - There seems to be many "dead ends," where a book seems available but is ultimately "search only."
  - It would help to have a Search filter for *Enhanced Access in HathiTrust*

Teaching during Campus Closures
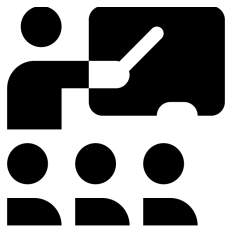
Faculty members and graduate students were asked: **"Are you currently teaching one or more classes this semester (Winter 2020)?"**

Currently Teaching:

- **Faculty Members:**   53.7% (n = 202)
- **Graduate Students:**   15.5% (n = 92)

Faculty Types Currently Teaching:

- **Lecturers/Instructors:** 86.1% (n = 68)
- **Tenure Track:**   55.4% (n = 87)
- **Clinical Track:**   39.8% (n = 35)
- **Research Track:**   21.6% (n = 11)

The faculty members and graduate students currently teaching were asked if they had a Library instruction session scheduled between March 16 and the end of the semester. Seventeen current instructors (5.8%) did have a session scheduled. Fourteen of those responded to a question about their plans for the instruction session:

- 7 kept the session (i.e., it happened prior to the survey).
- 1 was planning to keep the session.
- 6 had cancelled the session.

Of those who had kept the session, 3 people provided feedback:
- *"It was great. [Librarian Name] was well prepared."*
- *"The Librarian I worked with provided a recorded instructional video for my students which they seemed to find helpful."*
- *"These worked well and the library was accommodating and amazingly helpful!"*

Of those currently teaching, some reported that they had integrated other Library teaching supports into their online courses during the campus closures:
- 13 people used online research guides created by librarians.
- 8 people used recorded instruction sessions created by librarians.
- 7 people used Canvas modules created by librarians.
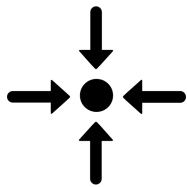
FOCAL QUESTION: Those engaged in teaching were asked, **"What can the Library do to support teaching during a time like this?"**

Forty-five people provided responses to the above question; the responses were categorized for ease of reporting:
- **Access to E-Resources: 36%** (n = 16) indicated that their teaching and instruction planning could benefit from increased access to e-resources. Example responses include:
  - "On-line availability of books would be very helpful."
  - "Some kind of e-version of course reserves would be helpful."
  - "Find ways to provide reference text books to students. My class's text book is quite expensive and the student said he only used the copy in the library."
- **Access to Physical Materials: 27%** (n = 12) indicated that they would benefit from better access to physical materials. Example responses include:
  - "I'm very concerned about access to texts as this continues. I have students who relied on physical reserve copies, and not all books are available on VitalSource."

- ○ "I feel like libraries should still be able to provide books, but in a lock box type situation."
- **Library Instruction: 20%** (n = 9) made statements about the importance of Library instruction prior to campus closures and in the future. Examples of responses are:
  - ○ "The only thing I can think of immediately is maybe a video outlining different ways to conduct research using the databases."
  - ○ "Provide an online guest lecture."
- **Consultation: 16%** (n = 7) noted the importance of consultations for their teaching work, including services such as Ask a Librarian and other connections to Library staff. Example responses include:
  - ○ "Continue to have a librarian answer questions."
  - ○ "Help my students with research in the upper-level seminar where the final paper is 30% of the grade."
- **Document Delivery/ILL: 11%** (n =5) noted that their teaching benefits from document delivery and ILL services, and/or that the lack of these services has a negative impact. For example:
  - ○ "I am most impacted by not having ILL. Usually in place of receiving a physical book, the option is to have parts scanned."
- **Other Help:** Smaller numbers of people made comments about other things that would positively impact the teaching offered by U-M instructors:
  - ○ **Outreach:** Some indicated that the Library should do more active outreach and communication about its services and resources during this time. For example: "Send an email of useful resources," and "Reach out to share the Canvas Modules that the library has created to put into courses to teach research skills."
  - ○ **Course Design:** Some articulated a need for pedagogical assistance to design appropriate online content. For example: "I would like to work with a librarian to integrate digital sessions (recorded/facilitated)."

Open-ended responses were also flagged if the respondent suggested a new service that the Library does not already provide. Suggestions included:
- "Reaching out with the Library's blog or other quick video content with "Did you know?" offerings from the Library that are electronically available, perhaps on a weekly basis."
- "Offer access to electronic catalogs to researchers in poor countries."

- "Have a pre-recorded session available for students/faculty about the services still available."
- "Having teacher support sessions on best practices (where actual teachers share what works or does not work for them) instead of just what the experts say work (interactive Q&A)."
- "Outreach to engage students in education is important to let them know how the UM libraries have a vital role in education and that there are resources other than Google, Bing or Siri search."

Conducting Research during Campus Closures

Faculty members and graduate students were asked: **"Are you currently conducting research, or planning to conduct research in the near future?"**

Faculty Members Conducting Research:

- **Tenure Track:** 98.7% (n = 154)
- **Research Track:** 98.0% (n = 50)
- **Clinical Track:** 81.8% (n = 72)
- **Lecturers:** 51.9% (n = 41)

Graduate Students Conducting Research:

- **Doctoral Students:** 87.8% (n = 345)
- **Master's Students:** 51.3% (n = 101)

Those conducting research were asked: **"Do you rely on access to U-M Library services, materials, and/or other resources for your research?"** The large majority did have Library-related research needs:
- **Yes**: 92.5% (n = 679)
- **No**: 7.5% (n = 55)

Researchers with Library needs were asked: **"With the Library buildings closed, are you still getting what you need from the Library for your research activities?"** Most respondents (81.3%) indicated that they had what they needed, but almost one-fifth (18.7%) did not.

Similar percentages of faculty and student researchers reported getting their Library-related research needs met:

- **Faculty members**: 80.9% (n = 229)
- **Graduate students**: 81.5% (n = 318)

There were, however, differences with regard to disciplinary area. Fewer than half of the researchers in the arts and humanities (42%) reported getting their Library-related research needs met; the figure was less than two-thirds for cross-disciplinary researchers (62%), and about three-quarters for social science researchers (77%). Most researchers in professional programs, medical/health fields, and STEM fields reported having their Library-related research needs met during the COVID-19-realted campus closures.

Percentages of Researchers Getting Library Needs Met (by Disciplinary Area)
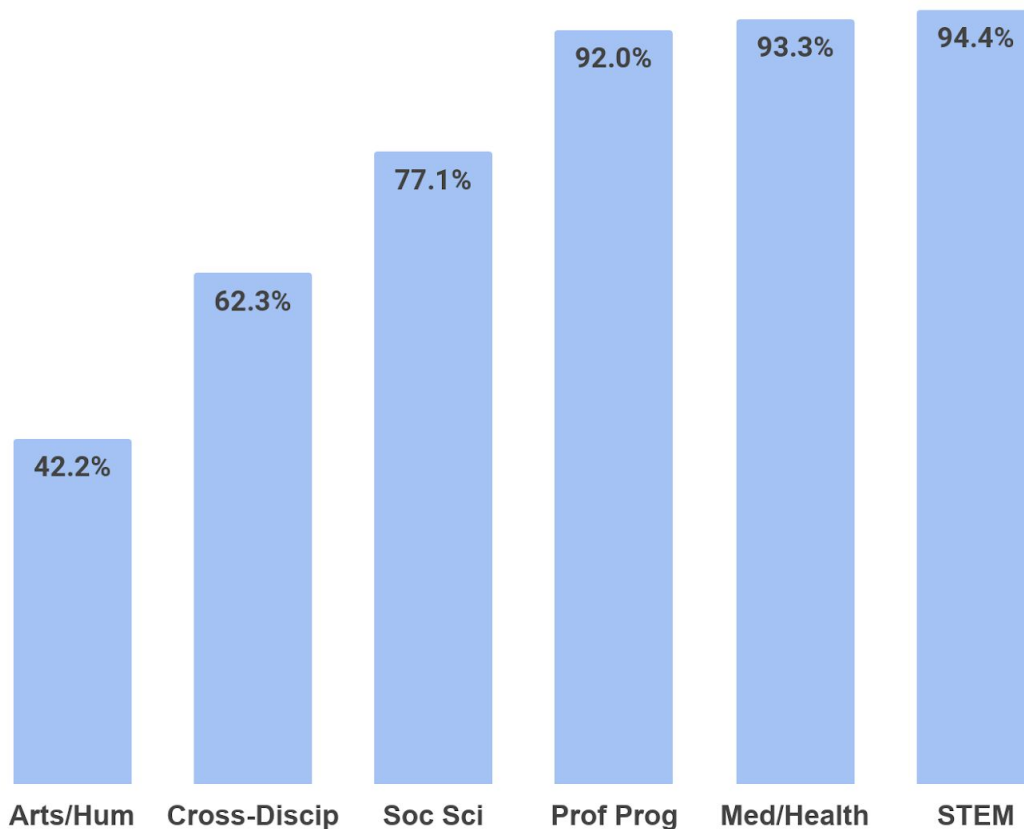
Those not getting their Library-related research needs met were asked to explain what their needs were. One-hundred-thirteen faculty members and graduate students provided responses; their answers were categorized for ease of reporting:

- **Physical Materials: 75.2%** (n = 85) indicated that there were physical materials (books, print articles) they needed for research but could not access.
- **Document Delivery/ILL: 18.6%** (n = 21) noted that their research activities would benefit from renewed document delivery and ILL services.
- **Special Collections: 8.9%** (n = 10) indicated needing access to Special Collections as part of their research.
- **Multimedia Material: 7.1%** (n = 8) wrote that they needed access to things like videos, audio materials, musical scores, and/or microfilm for their work.
- **Online Journal Access: 5.3%** (n = 6) noted that they were struggling to access journals online from home.
- **Consultation/Instruction Services: 5.3%** (n = 6) noted that they needed help from Librarians with a range of activities (e.g., software instruction, document formatting, research consultations, etc.).
- **Other Research Support:** Smaller numbers indicated needing the following:
    - The ability to browse and skim physical materials
    - Access to technology (e.g., printers, 3d printers, studio equipment, etc.)
    - Study space
    - Data collections (e.g., spatial data)
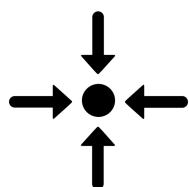
FOCAL QUESTION: Those engaged in research were asked, **"What can the Library do to support research during a time like this?"**

One-hundred-thirty-seven researchers provided suggestions in response to the above question. The responses were categorized for ease of reporting:
- **E-Resource Access: 35.0%** (n = 48) made comments about e-resource access, including suggestions that access to full journal articles be facilitated (as it was on campus), continuing and further expanding the enhanced HathiTrust service, providing access to more electronic books, and subscribing to more online journals.
- **Consultation/Instruction Services: 27.7%** (n = 38) underscored the value of Library instruction and consultation by asking for online Library teaching about search tools and databases, ready access to consultations with Librarians, workshops on managing notes and references, virtual office hours

with Library experts, online trainings on conducting literature reviews and systematic reviews, online workshops for undergraduate and graduate students, phone access to Librarians, and Librarian partners for researchers who can help see projects to completion.

- **Physical Materials: 22.6%** (n = 31) indicated that they would like to have renewed access to the Library's physical materials, with suggestions for drop-boxes, curbside pick-up, Library-to-home mail service, etc.
- **Document Delivery/ILL: 19.7%** (n = 27) indicated that their work would benefit from the re-starting of document delivery and ILL services, with some suggesting that the services include delivery to residences (e.g., via mail).
- **Communication/Outreach: 12.4%** (n = 17) suggested that the Library do more to communicate about the services that it is making available to the academic community. Examples included sharing updates on policies (e.g., about book returns, ILL), publicizing the types of electronic resource access people can expect, sharing links to resources, proactively reaching out to newer researchers, and communicating about the services and resources people can expect over the summer.
- **Other research Support:** Smaller numbers suggested the following ideas for supporting researchers:
  - Find ways to help researchers with technology needs such as printing, learning software such as Photoshop, etc.
  - Improve Library Search
 - Find creative ways to bring researchers working on similar topics together for virtual support meetings.

Coursework and Learning during Campus Closures

Students were asked: **"Are you currently enrolled in at least one course this semester (Winter 2020)?"**

Of the 1,748 students who responded to the above question, 1,502 (85.9%) indicated that they were taking at least one class. Among undergraduates, 90.8%

reported taking at least one class; the percentage was 84.9% for master's students, and 71.9% for doctoral students.
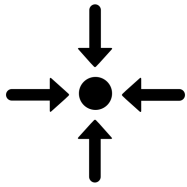
FOCAL QUESTION: Those enrolled in classes were asked, **"What can the Library do to support your coursework during a time like this?"**

One-hundred-eighty students provided suggestions in response to the above question. These responses were categorized for ease of reporting:

- ***Access to E-Resources: 37.8%*** (n = 68) of responding students wrote about needing increased digitization/scanning of materials, purchase of new electronic subscriptions, and/or the addition of textbooks and other course-related materials in electronic format (e.g., digital access to textbooks normally in course reserves).
- ***Communication/Outreach: 18.3%*** (n = 33) suggested that the Library do more to communicate about and promote the resources and services available to students digitally/remotely through the Library (especially those services that are new or enhanced since mid-March).
- ***Consultation: 15.6%*** (n = 28) wrote about needing easy ways to consult with librarians and other staff to get help with the research process and to gain a better understanding of how to find and use Library resources.
- ***Other Support:*** Smaller numbers of students wrote about needing the following types of support:
  - ***Instruction:*** Nearly 10% wrote about wanting online instructional videos, online classes/workshops (e.g., about writing a scientific paper, about GIS), and guidance on accessing databases and utilizing library resources remotely.
  - ***Access to Physical Materials:*** Nearly 10% indicated it would help to have access to the Library's physical materials, and some provided ideas about how this could be done (e.g., shipping, allowing a few people in the building at a time, contactless pickup).
  - ***Improvements to E-Resource Portals:*** Some students wrote about frustrations with the steps involved in downloading e-books, the confusing nature of the Library's catalog, and troubles related to logging

in to gain access to e-resources; these students often asked for improvements to these systems and interfaces.

Summary

Across the four main sections of the survey, several recurring themes emerged as student and faculty respondents shared their experiences with Library resources during the COVID-19-related campus closures. The most prominent themes were:

- **Expressions of loss**, now that the Library's physical spaces and collections are not accessible. This was a consistent theme for undergraduate and graduate students, who expressed by the hundreds that the Library provides them with motivating spaces to focus on their individual and collaborative work. This was also a theme for many faculty members, who described the importance of being able to browse the collections to find needed materials for their work.
- **The desire to have some access to physical Library materials** needed for teaching, research, and coursework. Especially among faculty members, these comments frequently included **the desire to have document delivery and ILL services restored** in some manner.
- **The desire to have enhanced access to electronic resources** extended, expanded, and better facilitated by easier-to-use interfaces and relaxed limitations on content use.
- **The continuing need for connections with Library staff who can offer consultations and instruction** on a wide array of topics; e.g., help navigating the Library's resources, assistance with research, workshops on tools (e.g., software) and processes (e.g., searching databases, writing literature reviews) used in a variety of disciplines.
- **The need for more effective Library communication and outreach** to faculty members and students about the broad array of resources people can access remotely, and how to use those resources efficiently and effectively. For example, many people indicated that they are struggling to access full-text journal articles from home, which indicates that many people do not know the steps involved in gaining proxy access to content to which the Library has subscribed.

An additional theme in the data that was not a focus in the presentation of the main findings was gratitude. **Many respondents expressed thanks** for the work that Library employees are doing to support teaching, research, and learning during the COVID-19 pandemic.

Finally, an important aspect of the findings was that **many respondents provided ideas for services the Library could offer during the COVID-19 pandemic**. Although some of the ideas people offered might be difficult or impossible to enact (e.g., opening the Library buildings to small numbers of patrons), many other ideas are worth considering as the Library seeks new ways to support the U-M academic community. For example, some students asked for Library-organized online study sessions, and some faculty asked for electronic textbooks as a service the Library could provide to students (especially those facing economic hardships). In order to ensure that Library decision makers are able to access the rich service ideas offered by respondents, [an interactive 'service idea dashboard' has been created and can be accessed here.](#)