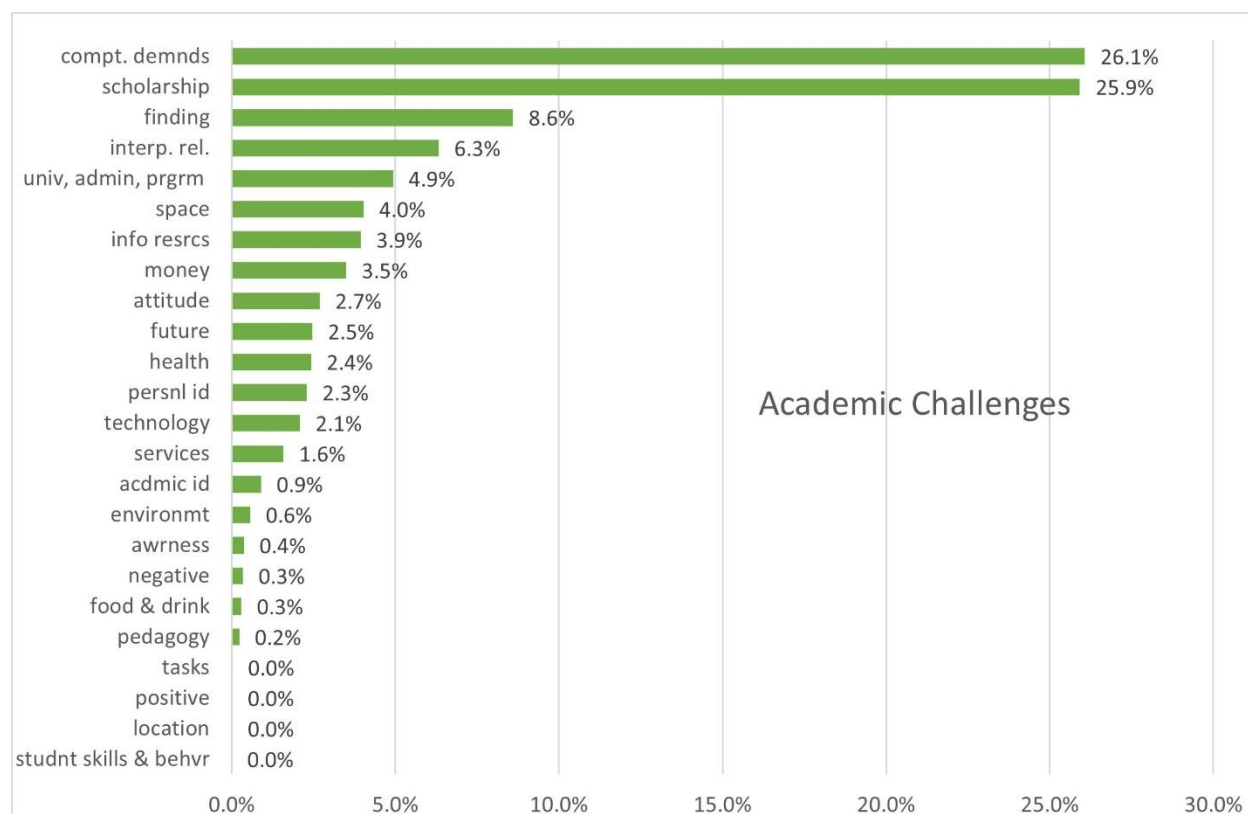


2016 Graduate Student Survey Results (Text Responses)
Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

The six questions in the Graduate Student Survey with free text responses were analyzed and coded under 27 themes. This overview presents the code frequencies by question and the top five codes by discipline. A shortened version of the code definitions is appended at the end of this document.

Q3. *Considering your answers above, what are the three biggest challenges in your graduate/professional studies? Please list challenges that relate to your studies even if they don't relate directly to the library.*



Note: Respondents had the opportunity to provide three challenges (first, second and third). We coded their responses, tallied the code frequencies, weighted them and then obtained percentages. Not all respondents provided all three challenges, thus the minimum number of responses for this question is 1635 (n) and maximum 2253.

Table 1. Top five academic challenges (in codes) by discipline

Humanities	Life Sciences	Physical Sciences	Social Sciences
Competing demands	Competing demands	scholarship	Competing demands
scholarship	scholarship	Competing demands	scholarship
Interpersonal relations	Finding, discovery, etc	Interpersonal relations	Finding, discovery, etc
Finding, discovery, etc	Interpersonal relations	Finding, discovery, etc	Interpersonal relations
Information resources	univ, admin, prgram	univ, admin, prgram	univ, admin, prgram

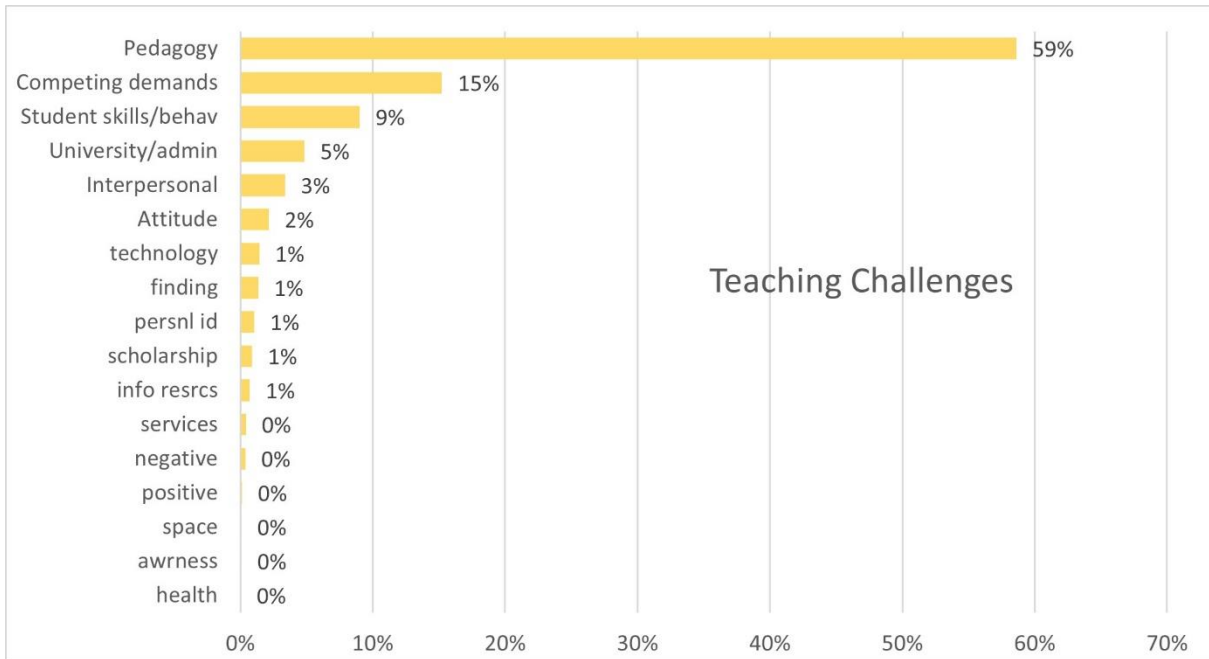
Table 2. Academic Challenges (in codes) by weighted frequency and percent

2016 Graduate Student Survey Results (Text Responses)
 Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Academic Challenges (codes)	Weighted Frequencies (n)	Percent
Competing demands	3635	26.1%
Scholarship	3615	25.9%
Finding, discovery, managing info	1199	8.6%
Interpersonal relations	882	6.3%
University, administrative issues, program design	688	4.9%
Space	562	4.0%
Information resources	550	3.9%
Money	488	3.5%
Attitude	375	2.7%
Future	344	2.5%
Health	338	2.4%
Personal identity	320	2.3%
Technology	291	2.1%
Services	221	1.6%
Academic identity	125	0.9%
Environment (ambiance)	79	0.6%
Awareness	52	0.4%
Negative	48	0.3%
Food & drink	41	0.3%
Pedagogy	32	0.2%
Tasks	3	0.0%
Location	2	0.0%
Positive	2	0.0%
Student skills & behaviors	0	0.0%

2016 Graduate Student Survey Results (Text Responses)
Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Q8. *Considering your teaching experience at Cornell as a graduate/professional student this academic year, what would you say are your three biggest teaching challenges? List what comes to mind whether or not they relate to the library.*



Note: Respondents had the opportunity to provide three teaching challenges (first, second and third). We coded their responses, tallied the code frequencies, weighted them and then obtained percentages. Not all respondents provided all three teaching challenges, thus the minimum number of responses for this question is 272 (n) and the maximum 403.

Table 3. Top five teaching challenges (in codes) by discipline

Humanities	Life Sciences	Physical Sciences	Social Sciences
Pedagogy	Pedagogy	Pedagogy	Pedagogy
Competing demands	Competing demands	Competing demands	Students skills & behavr
Students skills & behavr	Students skills & behavr	Students skills & behavr	Competing demands
univ, admin, prgram	univ, admin, prgram	Interpersonal relations	univ, admin, prgram
Interpersonal relations	Interpersonal relations	univ, admin, prgram	attitude

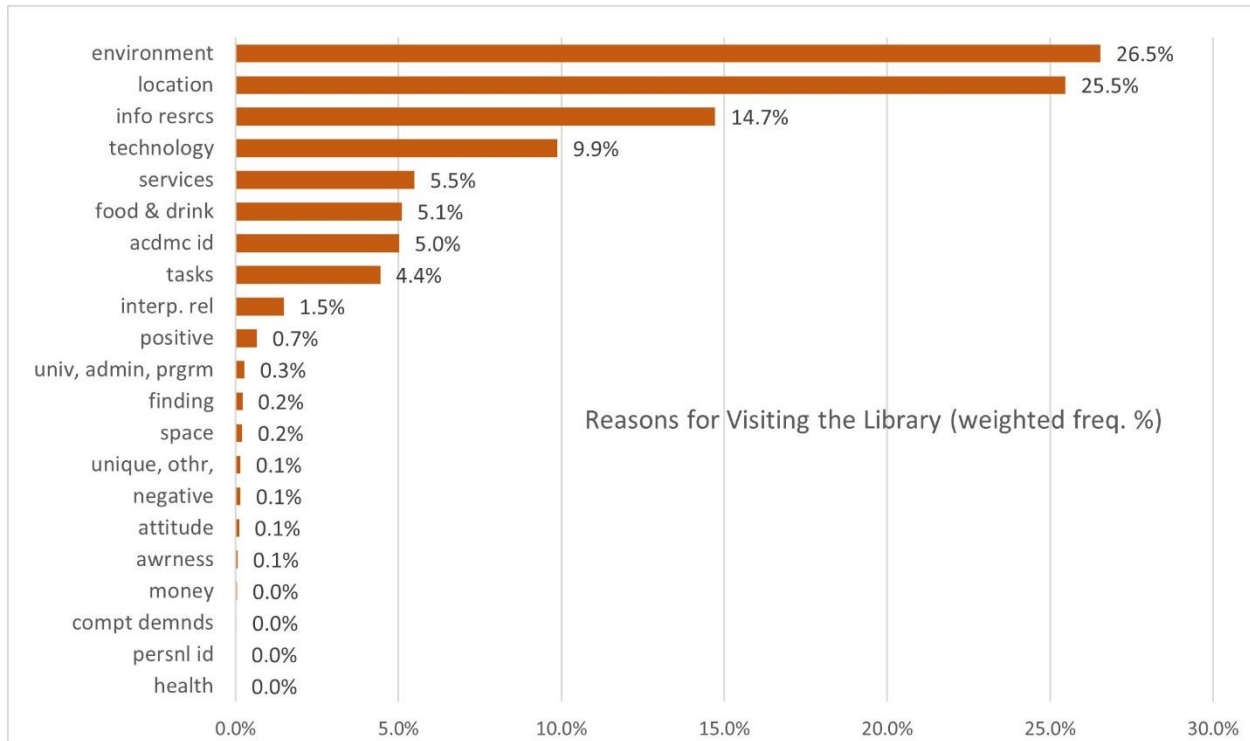
Table 4. Teaching Challenges (in codes) by weighted frequency and percent (high to low)

2016 Graduate Student Survey Results (Text Responses)
 Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Teaching challenges (codes)	Weighted Frequencies (n)	Percent
Pedagogy	1390	59%
Competing demands	361	15%
Student skills & behaviors	214	9%
University, administrative issues, program design	115	5%
Interpersonal relations	80	3%
Attitude	51	2%
Technology	34	1%
Finding, discovery, managing info	32	1%
Personal identity	25	1%
Scholarship	21	1%
Information resources	17	1%
Services	10	0%
Negative	9	0%
Positive	3	0%
Awareness	2	0%
Space	2	0%
Health	1	0%

2016 Graduate Student Survey Results (Text Responses)
Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Q19. Thinking about the (name of library unit selected in prior question, Q18), please tell us the top three reasons you choose to spend time in that library?



Note: Respondents had the opportunity to provide three reasons for choosing to spend time in the library (first, second and third). We coded their responses, tallied the code frequencies, weighted them and then obtained percentages. Not all respondents provided all three reasons, thus the minimum number of responses for this question is 1517 (n) and the maximum 2066.

Table 5. Top five reasons (in codes) for choosing library by discipline (weighted percentages in parenthesis)

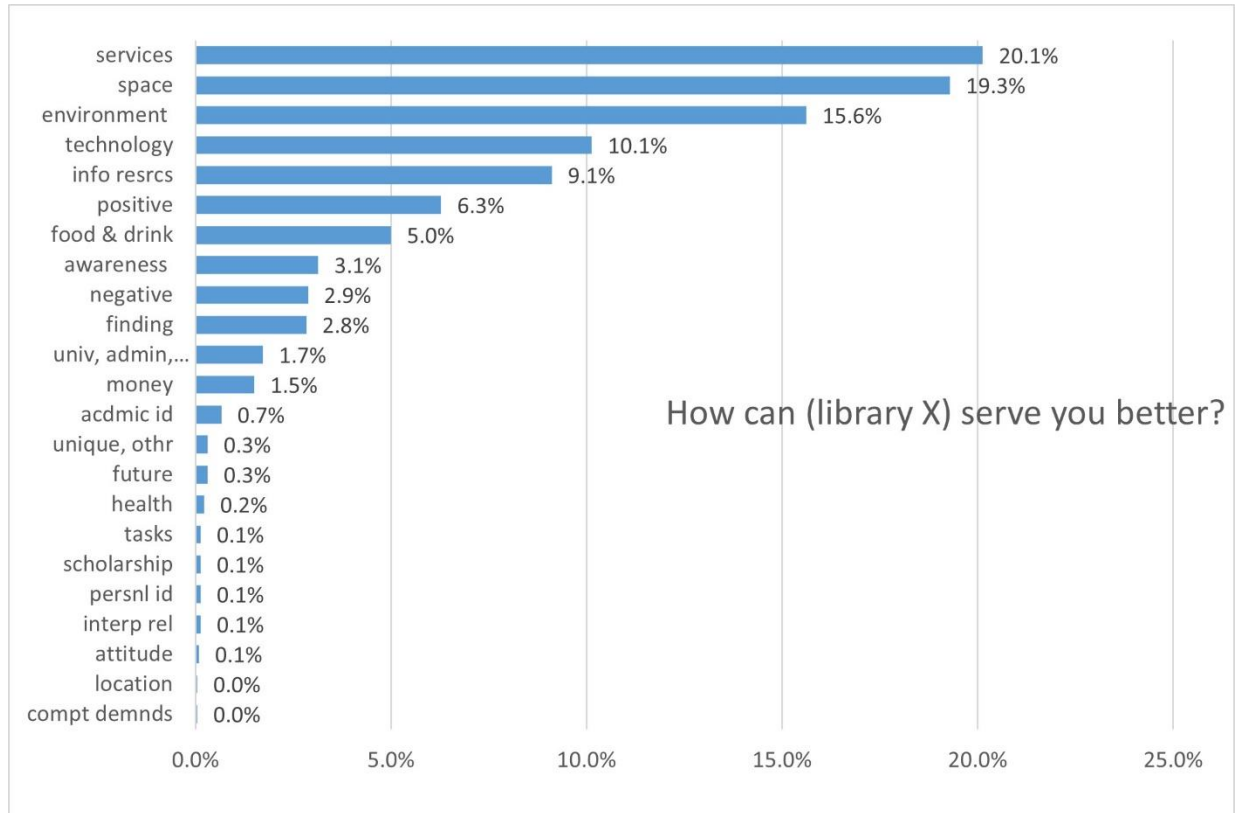
Humanities	Life Sciences	Physical Sciences	Social Sciences
Information resources (32%)	Location (33%)	Environment (30%)	Environment (32%)
Environment (26%)	Information resources (19%)	Location (26%)	Location (24%)
Location (21%)	Environment (18%)	Information resources (15%)	Information resources (13%)
Food & drink (5%)	Technology (8%)	Technology (10%)	Technology (10%)
Services (4%)	Food & drink (7%)	Food & drink (8%)	Academic identity (8%)

2016 Graduate Student Survey Results (Text Responses)
 Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Table 6. Reasons for choosing library (in codes) by weighted frequency and percent (high to low)

Reasons for Choosing Library (codes)	Weighted Frequencies (n)	Percent
Environment	3293	27%
Location, proximity, convenience	3159	25%
Information resources	1826	15%
Technology	1226	10%
Services	681	5%
Food & drink	633	5%
Academic identity	623	5%
Tasks	551	4%
Interpersonal relations	183	1%
Positive	81	1%
University, administrative issues, program design	34	0%
Finding	26	0%
Space	25	0%
Negative	18	0%
Unique, other	18	0%
Attitude	13	0%
Awareness	7	0%
Money	5	0%
Competing demands	4	0%
Health	1	0%
Personal identity	1	0%

Q22. How can the (name of unit) improve to serve you better?



Total No. of responses: n=1415

Table 7. Top five improvements suggested for the library (in codes) by discipline

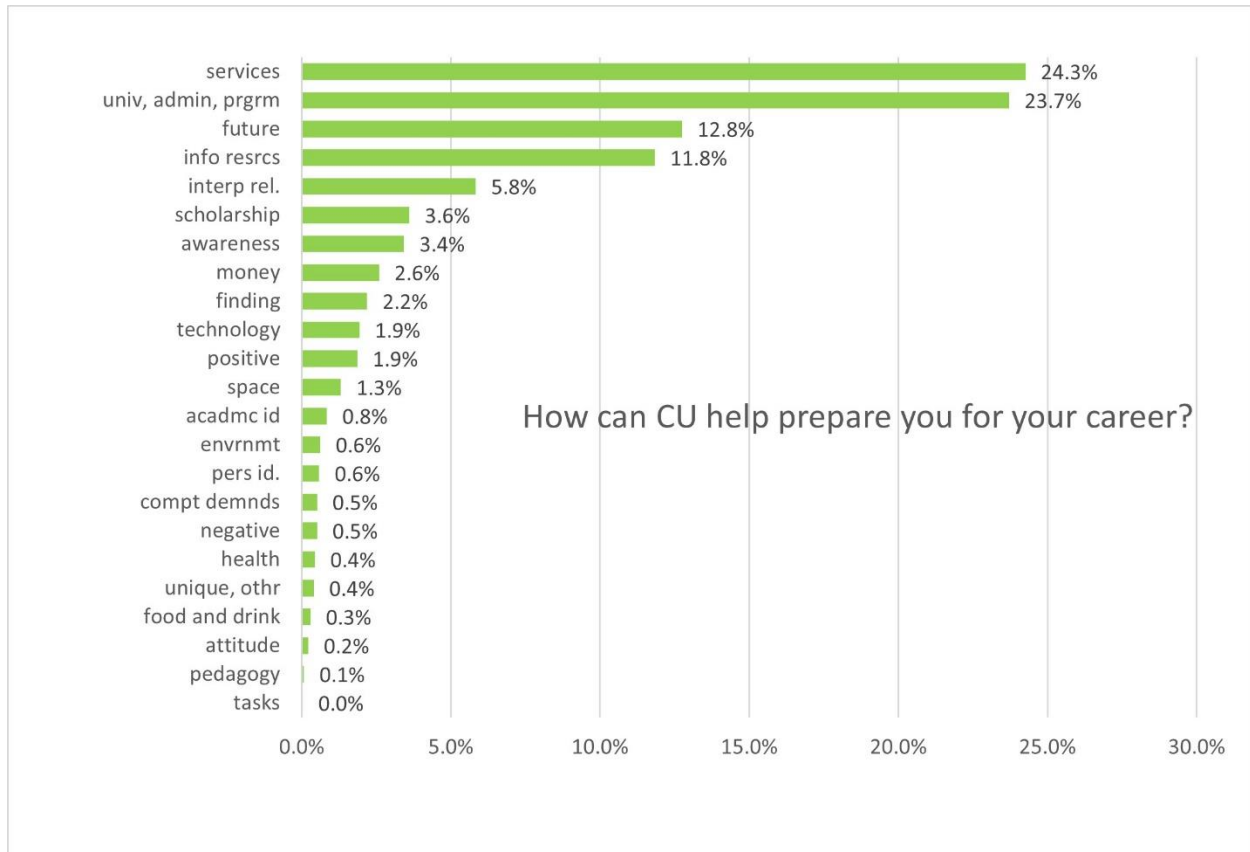
Humanities	Life Sciences	Physical Sciences	Social Sciences
Services	Space	Space	services
Space	services	services	environment
Environment	environment	environment	space
Information resources	technology	technology	technology
positive	Information resources	positive	Information resources

Table 8. Improvements suggested for the library (in codes) by frequency and percent.

How can library X serve you better? (codes)	Frequencies (n)	Percent
Services	455	20%
Space	436	19%
Environment	353	16%
Technology	229	10%
Information resources	206	9%
Positive	142	6%
Food & drink	113	5%
Awareness	71	3%
Negative	65	3%
Finding, discovery, managing info	64	3%
University, administrative issues, program design	39	2%
Money	34	2%
Academic identity	15	1%
Future	7	0%
Unique, othr	7	0%
Health	5	0%
Interpersonal relations	3	0%
Personal identity	3	0%
Scholarship	3	0%
Tasks	3	0%
Attitude	2	0%
Competing demands	1	0%
Location, proximity, convenience	1	0%

2016 Graduate Student Survey Results (Text Responses)
Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Q24. Looking ahead, how can Cornell University help you prepare for your career? Please list what comes to mind whether or not it relates to the Library.



Total No. of responses: n=1236

Table 9. Top five suggestions (in codes) for preparing students for careers by discipline

Humanities	Life Sciences	Physical Sciences	Social Sciences
services	services	services	services
univ, admin, prgram	univ, admin, prgram	univ, admin, prgram	univ, admin, prgram
future	future	Information resources	Information resources
Information resources	Information resources	future	future
scholarship	Interpersonal resources	Interpersonal resources	Interpersonal resources

Table 10. Suggestions for preparing students for their career by frequency and percent

How can CU help prep you for career? (codes)	Frequencies (n)	Percent
Services	666	24%
University, administrative issues, program design	651	24%
Future	350	13%
Information resources	325	12%
Interpersonal relations	160	6%
Scholarship	99	4%
Awareness	94	3%
Money	71	3%
Finding, discovery, managing info	60	2%
Technology	53	2%
Positive	51	2%
Space	36	1%
Academic identity	23	1%
Environment	17	1%
Personal identity	16	1%
Negative	14	1%
Competing demands	14	1%
Health	12	0%
Unique, other	11	0%
Food & drink	8	0%
Attitude	6	0%
Pedagogy	2	0%
Tasks	1	0%

Q25. Is there anything else you want to tell us that we didn't address in this survey?

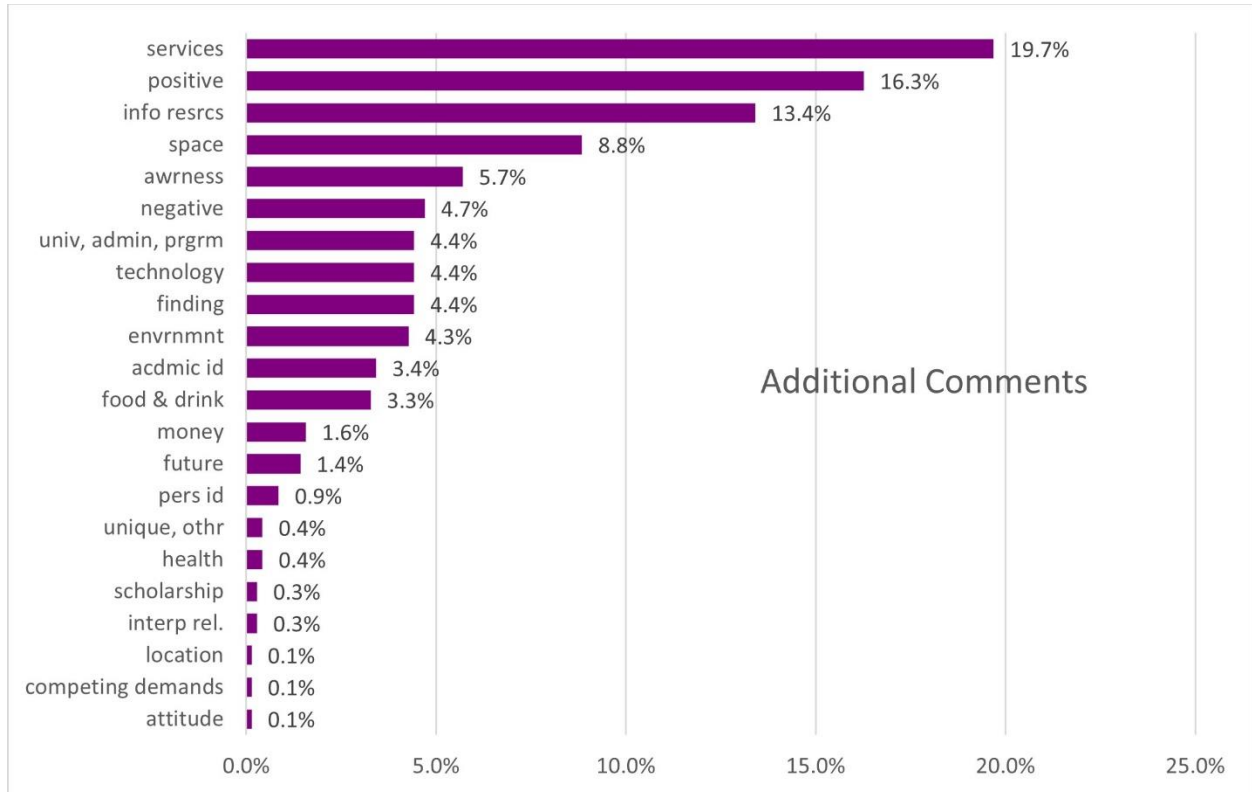


Table 11. Top five topics (in codes) that students brought in the survey by discipline

Humanities	Life Sciences	Physical Sciences	Social Sciences
services	services	information resources	services
positive	information resources	services	positive
information resources	positive	awareness	information resources
univ, admin, prgram	space	positive	space
space	finding, discovery, etc.	space	negative

2016 Graduate Student Survey Results (Text Responses)
 Code Frequencies by question (Q3, Q8, Q19, Q22, Q24, Q25)

Table 12. Additional topics students brought up by frequency and percent

Additional Comments (codes)	Frequencies (n)	Percent
Services	138	19.7%
Positive	114	16.3%
Information resources	94	13.4%
Space	62	8.8%
Awareness	40	5.7%
Negative	33	4.7%
Finding, discovery, managing info	31	4.4%
Technology	31	4.4%
University, administrative issues, program design	31	4.4%
Environment (ambiance)	30	4.3%
Academic identity	24	3.4%
Food & drink	23	3.3%
Money	11	1.6%
Future	10	1.4%
Personal id	6	0.9%
Health	3	0.4%
Unique, other	3	0.4%
Interpersonal relations	2	0.3%
Scholarship	2	0.3%
Attitude	1	0.1%
Competing demands	1	0.1%
Location, proximity, convenience	1	0.1%

1. ACADEMIC IDENTITY

Students bring up their academic credentials or subject or field of interest as an 'identity' that explains their behavior or preferences (or routine). E.g., "I'm a Vet student, this is my library."

Includes statements where students identify themselves as abroad or off-campus.

2. ATTITUDE (ABOUT SELF)

- Self-proclaimed statements about their own attitudes, such as: shyness, confidence (or lack of it), intellectual abilities, motivation, engagement, procrastination, focus, writer's block, etc.

3. AWARENESS (about library or library services)

- Lack of awareness about a service or collection that is already provided by the library, but which respondent is unaware. Includes statements about desiring better promotion on services

4. COMPETING DEMANDS

- Balancing multiple demands; statements about struggling to keep a good work-life balance or taking care of themselves and their family. Time management; workload, scheduling problems.

5. ENVIRONMENT (ambiance)

- Statements that indicate the choice of space is about the quality of the space, such as atmosphere or setting: noise, light, views, temperature, air, cleanliness, etc. Also includes furniture characteristics and carrels, plus intangibles such as mood or quality of the space (e.g., inspirational space, good napping or sleeping space). Includes comments about removing or banning undergraduates from space, or mentions of disruptive behavior by undergraduates.
- Statements about construction, choice of finishes in construction, noise levels, talking, etc.

6. FINDING, DISCOVERY, MANAGING INFORMATION

- Finding sources online or in person in stacks, discovery, conducting searches. Accessing materials, including from off-campus (abroad, downtown, doing fieldwork, distance learners); including use of Passkey (or other tools developed for facilitating this task).
- Information overload, overwhelmed by choice, managing and organizing information. Information literacy
- Includes managing information they create (not their personal life)

7. FOOD & DRINK

- Choice of space or building precisely because of the food available (café, machine, Mandible, Collegetown, etc.,).
- Within library spaces, include statements about the rules that allow food or people to leave their belongings to get food, etc.

8. FUTURE

- Future concerns regarding marketable skills/ career future/ job search; preparation for a job; for alumni access to collections code with "future and info resources". Entrepreneurship/ creating a business.

- Statements about life as an alum.

9. HEALTH

- Mental and physical health issues: emotional concerns such as anxiety, depression, or references about how the Ithaca weather may affect them (too dark, etc.)
- physical concerns, including: references to not eating healthy; wanting to exercise to keep healthy; not performing well because they are not sleeping.

10. INFORMATION RESOURCES

- Collections, databases, textbooks, course reserves and in any format (print, e, audio, images, etc)
- CUL resource and non-CU resource availability, dispersion and scarcity.
- Includes materials on the subject matter of their interest/needs

11. INTERPERSONAL RELATIONS

- Community (or lack of it - isolation), peers, connecting with friends and/ or peers &/or working with others.
- Networking, meeting people for current research, jobs/career or for social reasons.
- Collaboration in a lab, as co-authors, as co-TAs, supervision of others, in teams (e.g., I work more than other TAs).
- Relationships with advisors and faculty (positive or negative); Mentorship, guidance (or lack of it)

12. LOCATION (proximity, convenience)

- Statements that indicate that the choice of space was because of its convenient location: close to home, bus line, classes, advisor, grad office, etc.
- Includes choice of library to pick up books delivered (ILL, BD, other delivery).

13. MONEY (personal and academic finances)

- Mentions about money, whether they are about student loans, cost of living, research funds or funding for graduate school, for books.
- Funding / Grants (writing & finding research money)

14. NEGATIVE

- Explicitly disparaging or negative comments about the Library and/or the University.

15. PEDAGOGY

- Pedagogy, teaching students & managing students; Grading, evaluating students; Motivating, helping and inspiring students.
- Creating & delivering course content and structure, class pacing; Public speaking

16. PERSONAL IDENTITY

- Students identify themselves as foreign, international or non-native English speakers. Statements that suggest their identity (whatever that may be), comes into play in their selection of library, academic life or other behavior.
- Diversity – statements about race, racism, sexism, diversity (positive or negative)
- Language and cultural background similarities & differences

17. PID (IDENTIFIABLE INFORMATION)

- Personally identifiable ideas, concepts, fields of study, college departments, or names (students, faculty or library staff).

18. POSITIVE

- compliments or praise for the Library and/or for the university (includes praise for staff).

19. QUESTION ?

- Use this code when you're not sure what code to assign to the text.

20. SCHOLARSHIP (conducting their academic work)

- Research design, methods, analysis, developing a topic; Mastering their field; learning new/difficult material; skill development
- Keeping up to date; keeping on top of hard classes, know what course to choose;
- all topics required, high expectations,
- Writing & writing skills; critical thinking skills; Memorization, studying, classwork/homework (for their own subject, not for teaching)
- Publishing /scholarly communication, open access
- Meaningful impact

21. SERVICES

- Policies such as loan periods, borrowing, recall, fees,
- Services such as book delivery, BD, ILL, document delivery (circ stuff)
- Public services such as reference, consultations, workshops, instruction, liaisons work
- Events provided or hosted by the library, book talks, exhibits, etc.
- Include comments about library staff or statements that people choose the location because of staff or that they want staff to enforce certain rules (e.g., quiet space).
- Include statements about library hours, such as, open earlier, stay open later, etc.; include hours of library instruction, workshops, etc.
- May include non-library (i.e., university services). If that is the case use "services" and "university" codes together.

22. SPACE

- Mentions of library or university space or a building.

- Includes comments about needs, desires or ideas for space; The need for study rooms, meeting rooms, group study, etc.
- Individual library units get coded as space.

23. STUDENT SKILLS AND BEHAVIORS

- Student skills & characteristics, including language, varying topic/subject knowledge background
- Student engagement, motivation, apathy, distraction, over-commitment, focus on grades
- Expectations and demands on instructor
- Plagiarism and academic integrity

24. TASKS (activities, purpose)

- Choice of space is because students find it conducive to engage in particular activities or tasks, such as completing their homework.

25. TECHNOLOGY

- Statements about technology, including hardware, software, lab equipment, wifi, internet, etc, even when they are unrelated to the library.
- Includes learning to use such technology or overcoming obstacles in their usage
- IT Support/ Software support
- Printing, printers, poster-printing, etc.
- Includes mentions of outlets and phone chargers, etc.

26. UNIQUE, OTHER, UNCLEAR

- Concepts that do not fit in other categories; eg., safety about walking home, distance between campus and residence.

27. UNIVERSITY, ADMINISTRATIVE ISSUES, PROGRAM DESIGN

- Statements about the university structure, administration or other bureaucratic issues that go beyond the library and impact the student in some way, such as class size, classroom assignment, technology setup, blackboard problems.
- Includes structure or requirements of their academic program, dynamics of their school or college or department.
- Awareness about university services (or lack of awareness of that) goes here

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Things that we decided not to code for:

- NO, nothing, not sure, haven't thought about it; can't think of anything, etc.
- Survey comments (positive or negative)
- No special codes for library units.