

Faculty Interview Study

SEARCHING AND ACCESSING SCHOLARLY MATERIAL
ANALYSIS OF FASS PARTICIPANTS

Table of Contents

Background	1
Results Summary	1
Results Analysis	2
Demographics	2
1. What kind of things do you try to find?	3
2. What access tools do you use?	3
3. When you try to locate a specific piece of scholarly literature that you already know about but do not have in hand, how do you most often begin your process?	4
4. When you explore the scholarly literature to find new books and journal articles relevant to your teaching needs or research interest, how do you most often begin your process?	5
5. Could you show me the process you normally follow to locate a specific piece of scholarly literature?	5
6. Could you show me the process you normally follow when exploring scholarly literature to find new books and journal articles?	7
7. What do you normally do when you identify a book or article that is not available through Dal Libraries?	8
8. & 11. Do you have any other feedback/suggestions regarding accessing scholarly materials you need for your teaching and research purposes? & Any other comments?	8
9. & 10. Would you be interested in library instruction on best search practices and methods to access material? & What form would you like that instruction to take?	12
Appendix A: Accessing Scholarly Resources: Faculty Interviews script/documentation	

Background

This interview study was conducted to gather insight into faculty's perceptions and user behaviour regarding the activities of searching and accessing scholarly material. It was precipitated by the results of LibQual 2013 (which indicated that faculty in Arts & Social Sciences and Health Sciences were dissatisfied with "easy to use access tools that allow me to find things on my own" [question IC-6]) and the Libraries' ongoing commitment to support research. To prepare for this study, the Assessment Librarian consulted with assessment colleagues through the ARL Assessment listserv and reviewed the Ithaka Faculty Survey.

A Faculty Interview Study team was assembled to construct and test interview questions and to conduct the interviews. Membership consisted of Gwendolyn MacNairn (Discovery Team), Shelley McKibbin (Web Committee), Michelle Paon (Faculty Liaison), and Linda Bedwell (Assessment Librarian). An email invitation from the University Librarian was prepared and sent to the faculties. Subject liaisons were also encouraged to send the invitation to their departments. When very few volunteers came forward, subject liaisons were asked to suggest some faculty who may be willing to participate and the Assessment Librarian contacted these faculty members directly with an invitation.

Interviews were conducted April-June, 2015, in faculty members' offices, using a prepared list of questions (see Appendix A). The interviewers took notes and used an audio recorder (by permission) in order to capture as much data as possible. Ethics approval was not required as this study is for assessment purposes only (see article 2.5 of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans); however, participants signed a statement that their responses would be anonymized in results reporting.

Based on the number of participants, representation and common response themes, the team felt we had adequate participation from FASS (15 interviews) but were unsure about Health Sciences (10). While awaiting a decision from the Health Sciences librarians, a draft summary of results from the FASS faculty interviews was prepared and submitted to the Libraries' website committee and discovery team on October 28th 2015, to assist with their discussions and assessment planning. With this formal report, it is hoped that findings will be taken into consideration by all Libraries' staff as they discuss potential changes and improvements and plan for more rigorous assessments of our services and resources.

Results Summary

The following are broad, common themes that emerged from the interview data:

- FASS faculty have well practiced, reliable methods for searching and accessing scholarly information.
- Discipline-specific journal article databases, as well as Novanet Classic are the most common search tools used to locate scholarly material; however, Novanet Classic is used for locating specific items, not for exploring the scholarly literature.
- Because it is so heavily used to locate specific items, when Novanet Classic is phased out due to obsolescence, a communications plan and a planned procedure for ensuring faculty satisfaction with other library-supported search tools should be in place to ensure an easy transition.

- Besides journal article databases, FASS faculty appear to rely on non-library-supported discovery tools, but then return to our search tools to locate items discovered elsewhere.
- When turning to the single search tool on the Libraries' website to locate a specific article, most respondents will search a database or e-journal title in which to find their article, rather than the article title itself.
- It appears that past experiences using the basic search (i.e., WorldCat) deterred faculty from future use. Faculty expressed dissatisfaction with the single search, often referring to it as "WorldCat". It seems that many faculty aren't aware that the basic search is now supported by Primo/New Novanet, which they may find more satisfactory.
- Document delivery/ILL is well used and highly valued.
- An abundance of additional comments were given (see analysis for questions 8 & 11 in this report). Further data gathering should be considered for some of the concerns raised, particularly regarding collections, e-books and possibly the sfx page.

Results Analysis

(Please see Appendix A for the full questions.)

Demographics

Some participant demographic data was gathered to see if there were any commonalities associated with particular responses to questions. In general, there didn't appear to be any common characteristics among folks who answered a question a certain way. We did, however, gather the following information:

Of the 15 participants, only 1 used their mobile device for searching/accessing, and only when traveling. (This person has been a faculty member for 9 years).

There was a fair mix of on and off campus users. 6 searched and accessed material mostly from on-campus, 8 mostly from off-campus, and 1 said he/she was equally an on and off campus user.

Years at Dal ranged from 4 to 37 years.

Breakdown of respondents by department is as follows:

English – 4

SOSA – 3

History – 2

IDS – 2

Classics/Religion – 1

Philosophy – 1

Poli Sci – 1

Spanish/Latin American Studies – 1

1. What kind of things do you try to find?

Questions 1 and 2 try to mimic the wording of the LibQual question, “Easy to use access tools that allow me to find things on my own”. The intention here was not only to ascertain the types of information faculty seek, but also to measure how respondents interpret the LibQual terms: “access tools” and “things”. Only 3 of the 15 respondents asked for clarification of “things”. All stated they try to find books and articles and some listed off other types of materials.

Books & articles (or journals): 15
Newspapers: 4
Primary Sources (includes translated/transcribed works): 4
Databases: 2
Data/stats: 2
Films/DVDs: 2
Reports: 1
Gov Docs: 1
Magazine articles: 1
Websites: 1
Images: 1

2. What access tools do you use?

6 of the 15 respondents required clarification of “access tools”. Once clarified, the majority of participants listed off discipline-specific websites and databases, as well as Novanet Classic to locate information in their field. These specific, well-practiced means of locating material continued to be evident in the following questions. Google Scholar is also heavily used, and 4 said they used the search interface on the Libraries’ website. 2 commented that they still browse the library stacks. 1 mentioned he/she never uses Novanet, and 2 mentioned never using Worldcat. (It appeared by the many mentions of “WorldCat” throughout the interviews that faculty may/may not know that the current book search from the homepage is no longer WorldCat.) One respondent pointed out that he/she uses the search box but only for the database search.

Specific websites: 9
Novanet Classic: 8
Specific databases: 7
Google Scholar: 5
Libraries’ website/single search: 4
Google: 4
Other libraries’ catalogues: 3
Amazon: 2
Internet search: 2
Browse stacks: 2
Subject Guide: 1

Academia.edu: 1
Twitter: 1
Google Books: 1
WorldCat: 1
Bing: 1
Duck Duck Go: 1

3. When you try to locate a specific piece of scholarly literature that you already know about but do not have in hand, how do you most often begin your process?

Questions 3 & 4 mimic “Discovery” questions 1 & 2 in the Ithaka Faculty Survey.

For the most part, faculty answered separately for “books” and “articles”. For 4 respondents, it wasn’t clear if they were answering for both types of material or if they failed to specify. Novanet Classic and specific databases were the most popular tools for locating specific items. The term “Novanet Classic” was not used; respondents referred to it as Novanet.

There was a fair bit of criticism of library-provided access tools. “Getting to the article from the [sfx] screen is cumbersome.” “I don’t tend to use WorldCat. I will sometimes, but maybe I’m not searching correctly, but if I do search it, too much stuff comes up, and it doesn’t seem to be related to what I’m looking for.” “I go to Novanet [Classic] and search under Title. It’s not 100% reliable. Sometimes the title doesn’t come up, but a search by author does bring it up. My colleagues and I persist, but I worry about students.” “As the databases improve, we’ll see less junk. But right now you search a title and you get all this stuff, mostly books, that aren’t what you are looking for.” Again, it seemed possible that some faculty have not used the New Novanet search and their comments about it may be based on previous experiences using WorldCat.

Books

Novanet Classic: 5
Libraries’ website – Books+ search: 2
Libraries website – basic search: 1
Google: 1
Amazon: 1
Internet search: 1
Abe Books: 1
U of T catalogue: 1

Articles

Specific database: 4
Libraries’ website – eJournals search: 2
Google: 2
Google Scholar: 2
Libraries’ website – database search: 1
Novanet Classic: 1

Unspecified

Google: 3

Novanet Classic: 1

4. When you explore the scholarly literature to find new books and journal articles relevant to your teaching needs or research interest, how do you most often begin your process?

All responded in general, rather than specifically for articles or books. It appears that faculty have well-worn, tried and true search behaviors. Again we see the predominant use of sources specific to their research areas – specific databases, specific journals and specific websites. Novanet Classic is not used for exploring; it was not mentioned by any respondents. Instead, they use Google and Google Scholar and identify material related to their research area (“I usually know the key authors in my field so identify material that way”).

Specific databases: 6

Google Scholar: 6

Specific journals: 5

Google: 5

Specific websites: 4

“run across”/serendipity: 4

Publisher catalogues/emails: 3

Google Books: 2

Amazon: 2

Libraries’ website: 1

Internet search: 1

Book reviews in journals: 1

Other university libraries: 1

WorldCat: 1

Library of Congress: 1

Searches within TOC alert emails: 1

Personal Endnote citation database: 1

Academia.edu: 1

5. Could you show me the process you normally follow to locate a specific piece of scholarly literature?

(1 respondent ran out of time so the interviewer skipped to the remaining questions. Total respondents to question 5: 14.)

Questions 5 and 6 are duplicates of questions 3 and 4, only the interviewee was asked to show us what they do, rather than tell us. For question 5, only 4 showed us a somewhat different route than how they

answered in question 3, but these 4 were the same who were vague about their answers in question 3. It also appears that for the most part, when respondents answered in question 3 that they use Google to locate specific items, they actually use Google as a starting point – either to get additional publication information for their item or to Google the Libraries’ website or Novanet and then begin their search there.

Using Novanet Classic to search for books is the most common method used. 2 provided examples of why they don’t use the New Novanet (often referred to as “WorldCat”). It is possible faculty did not have a good experience with WorldCat and are now reluctant to use the single search tool on the Libraries’ website; however, their satisfaction and comfort with Novanet Classic is high, with some faculty adding Novanet links to their toolbars. If there is any consideration of discontinuing Novanet Classic, measures should be put in place to maintain faculty’s satisfaction with library-supported tools for searching and locating books.

When searching for specific articles, most faculty are using the search box on the Libraries’ page, but in various ways: most are selecting Databases/e-Journals to do their search, and a few are using Articles+ or Basic Search.

5 of the 14 ran into different problems as they showed us how they search and access material: navigating the Libraries’ website to document delivery, navigating back to the Libraries’ website from the sfx screen, reading availability details in New Novanet, reading multiple journal access points in Novanet Classic, accessing an e-book through New Novanet, a complaint about needing to sign in again to access document delivery, and a complaint about having to go through several steps to access a specific article only to find we don’t actually have access. 2 participants gave us a demo of their dissatisfaction with New Novanet; 1 did the same with Novanet Classic. In all three cases, the catalogues failed to recognize a known title.

Books

Novanet Classic: 7

Libraries’ website - Books+ search: 2

Google: 1 (usually buys books)

Amazon: 1

Articles

Libraries’ website – Database search: 3

Libraries’ website – eJournals search: 3

Novanet Classic (journal title): 2

Google Scholar: 2

Libraries’ website - Articles+ search: 1

Libraries’ website - basic search: 1

Libraries’ website – Advanced Search – Databases: 1

Google (search database title & Dal, then search database): 1

Google (then “Basic Search” on Libraries’ website if no pdf available): 1

Google: 1

6. Could you show me the process you normally follow when exploring scholarly literature to find new books and journal articles?

(1 respondent ran out of time so the interviewer skipped to the remaining questions. Total respondents to question 6: 14.)

Only 2 respondents showed us a different process than their response to question 4, and only 1 had problems when they showed us their search and retrieval process (i.e., accessing an article they found through Google, through the single search box on the Library's website.) Another respondent told of a problem he/she had using a link to Jstor found on a website that he/she expected would show Dal access since he/she was on site. Several steps later, it was discovered that the article simply wasn't available through our subscription. The respondent felt it was a long process to go through to still end up empty-handed.

Most respondents showed us what they generally use, for either books or articles, while some have habits that differ depending on if they want books or articles. Again, specific databases and websites are popular tools, and Google and Google Scholar are also commonly used. They will often also use other university's catalogues/databases.

5 of the 14 respondents use the search/discovery tools supported by Dal Libraries. The remaining 9 use external search tools; 4 of these have habits to then use the Libraries' search tools to gain access to the specific items found. Of the remaining 5, 1 wasn't clear how they gain access to material, while the other 4 are using Google or Google Scholar and either gaining access through the GetIt&Dal link or are accessing freely available material. 1 commented that most articles are available freely, without going through the Libraries. 1 respondent, when asked why he/she doesn't use the search on the Libraries' homepage, stated that he/she doesn't want their searches contaminated in any way by location. When another respondent who uses bibliographic websites outside of the Libraries was shown how Google Scholar can provide quick access to the Libraries article holdings, he/she said that it would be helpful if that feature could be added to other sites as well.

General

Specific websites: 5

Google: 5

Specific databases: 4

Other universities' catalogues/databases: 3

Google Scholar: 2

Wikipedia (for list of References): 2

Novanet Classic (for accessing item found elsewhere): 1

Articles

Libraries' website – eJournals search (for accessing item found elsewhere): 2

Librarie's website – basic search (for accessing item found elsewhere): 1

Specific databases: 1

Google Scholar: 1

Journal alerts: 1

Google: 1

Books

Novanet Classic (for accessing item found elsewhere): 2

Google Scholar: 1

Google Books (for accessing item found elsewhere): 1

Worldcat.org: 1

Amazon: 1

Library of Congress: 1

7. What do you normally do when you identify a book or article that is not available through Dal Libraries?

For the most part, this question was already answered during the preceding questions. 12 of the 15 respondents indicated that they use document delivery/ILL. Of this 12, 6 stated they don't always request the item, rather they purchase it, and this decision depends on if they need it immediately, or if they will need it for an extended period of time.

1 respondent said he/she never requests items. 2 indicated they rarely use the service because they don't need to. All said they buy books, 1 gets free copies from the publishers, and 1 contacts colleagues at U of T to obtain articles not available at Dal.

Of the 12 who said they use document delivery/ILL, 2 had complaints: it is hard to find on the website, the "extra sign in" is annoying, and sometimes there is difficulty reading/searching scanned articles; however, 6 professed their love of the service; e.g., "they have made my research possible" and "without it, I couldn't do my research".

8. & 11. Do you have any other feedback/suggestions regarding accessing scholarly materials you need for your teaching and research purposes? & Any other comments?

This section combines the answers to questions 8 and 11 with random comments that came up in answers to other questions. Content in this section should be seen much as the responses in an open-ended comments box – this data does not reflect an adequate measure of faculty's satisfaction with the items they brought up. Rather it merely reflects what individuals thought of at the time to comment on. For example, 2 respondents thought to provide positive comments about the subject guides. If we had specifically asked all the interviewees if they were satisfied with the subject guides, we may have found that many more than 2 were happy with them. Data gathered in this section therefore may indicate that we should formally gather further data on some of the following topics in order to inform future planning/decisions.

- Libraries' Website

negative: 2

neither negative/positive: 1

suggestions: 1

1 respondent complained of difficulty locating databases, and 1 complained there was too much unnecessary content on the site, and just wanted a link to the catalogue (that only shows what's at Dal), and a link to journals. Another commented that he/she has "well worn paths, otherwise no reason to stop and dawdle." 1 suggested that the log-in to your Novanet account should be on the home page, next to the search box.

- Collections

negative: 4

positive: 1

both negative & positive: 2

suggestion: 1

The 2 respondents who gave both positive and negative comments about the collections had stated that the journals holdings were good, but the monograph holdings were poor. 4 negative comments about the monograph collection were given, all stating that there were gaps in the collection, 1 going so far as to state that he no longer checks to see if a book he wants is in the library, that he gave up 5 years ago. Another lamented that he/she requires primary sources, non-English sources, and translations which the Dal Libraries rarely have. 1 mentioned the budgetary concerns, saying this has led to "major distrust of the library". Another commented that if subject librarians base collection decisions on faculty recommendations, then the collection will not be comprehensive. Another complained about items from Edwin Mellen Press. 1 suggested that the subject librarian should send to the faculty a list of items he/she is considering purchasing so the faculty can advise.

- BBLearn/e-reserves

negative: 1

suggestion: 1

1 respondent complained that the scans he/she gets for e-reserves are not good quality. 1 suggested that the service be streamlined: he/she wants to post items directly in BBLearn and then notify the library to confirm the list is ok. He/she also wants the pdf directly in BBLearn, rather than a link, citing that the less work the student has to do to get to the article, the more likely the student is to read it.

- eBooks

negative: 6

positive: 1

This item had the most negative comments. The negative comments were fairly consistent: not user-friendly, interfaces vary and are frustrating to use, “I tried but gave up”, faculty feel they have to buy the books because ILL is not available if Dal has the eBook, printing is at your own cost, and finally: “useless and worse than useless”. 1 felt it was a waste of money when eBooks are duplicated at various institutions, and it’s frustrating when one institution (in this case, MSVU) has it but Dal members can’t get access. 1 has medical reasons for not being able to read on screen for long. 1 commented that he/she was happy we had an eBook package for all Novanet libraries.

- Get it@Dal/sfx screen

negative: 3

Respondents indicated that the page is cumbersome, and “incredibly irritating”. One interviewee commented that journals access is split in places and that looks confusing on the page (but it wasn’t clear if he/she was speaking about the sfx screen in particular).

- New Novanet

both negative and positive: 2

Those who had both negative and positive comments indicated that the new catalogue is better than the old (i.e., WorldCat). Negative comments included a statement that “anywhere” searches are not useful, and “title starts with” should be the default for the journals search. One said it wasn’t clear how to search beyond the Novanet consortium.

- Single Search (on Libraries’ homepage)

negative: 3

Those who gave additional comments about the single search had much to say. 1 person said the search interface is inadequate and the library should not cater to simple, google-type searches, but should instead encourage advanced searching. 1 said the single search gives random and poor results and is not helpful to undergrads. 1 insisted that the Libraries should interview first-year undergrads to see how they really do research. 1 wanted to know whose decision it was to put the single search on the Libraries’ homepage, and that faculty should be consulted with on these decisions, commenting it was a bad idea and serves people poorly. 1 commented that it is only good for the database search and the other options are confusing.

- Open Access

negative: 1

suggestion: 1

Open access came up in two interviews. 1 suggested that the Libraries should do more to support it, while 1 described how open-access publishing can be difficult for some types of research.

- Subject Guides

positive: 2

2 respondents mentioned their appreciation for the subject guides.

- Information Literacy

positive: 1

neither positive/negative: 1

suggestions: 2

1 participant commented that fourth-year undergrads and grad students don't seem to know how to use the library resources to find material. Another stated that because of his/her librarian's information literacy sessions, the quality of research assignments have improved. Suggestions were: teach better internet literacy, and Refworks should be taught to students at least by third year.

- Additional comments about document delivery/ILL

positive: 4

suggestion: 1

There were more positive, appreciative comments about document delivery/ILL. 1 suggested that because some faculty travel, and therefore hard copies are not helpful, it would be nice to know ahead of time so they can cancel the order.

- "WorldCat"/the old single search?

negative: 4

All complaints were in regard to the quality/randomness of the search results. It appeared that many faculty didn't realize that the single search had changed. They were offput by their experiences with WorldCat and they didn't go back, preferring Novanet Classic instead.

- Loss of database subscriptions

negative: 3

3 respondents mentioned their difficulty at the loss of a specific database subscription.

- Other:

1 faculty member complained that an item he donated was returned to him because we had e-access.

1 mentioned that some library links don't work on an iPad, specifically the links that document delivery sends.

1 stated that newspaper databases are very difficult to use.

1 who uses Novanet Classic said sometimes it is missing records. He/she has had her document delivery/ILL requests turned down because the Libraries have access.

1 said the library has been as supportive as it can be.

9. & 10. Would you be interested in library instruction on best search practices and methods to access material? & What form would you like that instruction to take?

10 of the 15 respondents answered no, citing the complexities of their research topics and confidence in their own search skills. Only 4 answered a definite yes; and from the choices of instruction offered in question 10, 4 chose "one-on-one", 3 chose small group instruction, 2 chose print instructions, 1 chose online instruction, and 1 chose "pop-up tips". 1 respondent stated that a librarian visit to the faculty department once per year or per term to show another approach to locating information and updating faculty on what's new or what has been cut would be helpful; another indicated that instruction on organizing information/creating a database would be useful.

Prepared by: Linda Bedwell
Assessment Librarian
09 February 2016

Accessing Scholarly Resources: Faculty Interviews

- Remind participant of purpose of the interview. (Original invitation is attached.)
- Have participant sign the consent form (attached).
- If off-campus user, and you have not already reported IP address of device they most commonly use to LITS, obtain and report IP address now. (David’s number: 902-471-0207)

Fill in as much as possible ahead of time:

Department: _____ example of a specific book/article: _____

Position: _____

Years as faculty at Dal: _____ example of a search topic: _____

On/off campus user? _____

Device most commonly used to access scholarly resources: _____

QUESTIONS

Warm-up:

1. What kind of things do you try to find?

2. What access tools do you use?

Tell Me:

3. When you try to locate a specific piece of scholarly literature that you already know about but do not have in hand, how do you most often begin your process? (prompts: for example, you know the book/journal/article title, or author’s name?)

Appendix A

4. When you explore the scholarly literature to find new books and journal articles relevant to your teaching needs or research interests, how do you most often begin your process? (prompts: search for both simultaneously?, use different search tools?, other publication types?, library-provided search tools? non-library search tools?)

Show me:

(use the device the faculty member most commonly uses)

(look for unavailable items within results to see if the interviewee uses document delivery)

5. Could you show me the process you normally follow to locate a specific piece of scholarly literature? (follow interviewee's process up to successful completion – i.e., they download the article/record call no. location of item available in library/complete an ILL or doc del request).
- Follow process for both a book and a journal article (if applicable). (prompts: if necessary, provide an example of a suitable book/article title)

6. Could you show me the process you normally follow when exploring scholarly literature to find new books and journal articles? (follow interviewee's process up to successful completion – i.e., they download the article/record call no. location of item available in library/complete an ILL or doc del request).
- Follow process for both a book and a journal article (if applicable). (prompts: if necessary, provide an example search topic)

Appendix A

If the interviewee does not encounter a situation where the item is only available through document delivery:

7. What do you normally do when you identify a book or article that is not available through Dal Libraries? (prompt: do you request the item?) _____

Wrap-up

8. Do you have any other feedback/suggestions regarding accessing scholarly materials you need for your teaching and research purposes? (prompt/follow-up: When you are accessing material do you run into dead-ends often? Please describe.)

9. Would you be interested in library instruction on best search practices and methods to access material? _____

10. What form would you like that instruction to take? (check all that apply)

One-on-one

Group sessions

Video tutorials

Print instructions

Online instructions

Pop-up tips

Other:

11. Any other comments?

Copy of Invitation:

Dear

The Dalhousie Libraries are seeking your assistance with the assessment of our resources and services to ensure that we are doing our best to meet your needs. In the 2013 iteration of our LibQual+® survey, it was clear that faculty respondents from Arts & Social Sciences were not satisfied with the Libraries' access tools that allow you to find scholarly resources for your teaching and research needs. For this particular assessment effort, we are asking you to volunteer for a 15-30min interview survey, to take place in your office at a time that is convenient for you. We intend to conduct the interviews during the months of April and May. Your interview responses will be held in confidence and no personal identifying information will be included in our reports. We really appreciate your assistance with this effort.

To schedule an interview, please send an email, ASAP, but no later than Friday, April 17th to: Carol.Richardson@dal.ca

If you have any questions about this effort, or library assessment efforts in general, please contact Linda Bedwell, Assessment Librarian at linda.bedwell@dal.ca

Thank you,
Donna Bourne-Tyson

Donna Bourne-Tyson
University Librarian
Dalhousie University Libraries
6225 University Avenue, PO Box 15000
Halifax NS B3H 4R2

Appendix A

Consent Form

Faculty Interviews – Accessing Scholarly Resources

Dalhousie Libraries

By participating in this interview I understand that my responses will be kept anonymous and will be recorded through note-taking and a digital audio recorder. The audio recording will be deleted immediately following transcription. My participation is completely voluntary and I may opt out at any time.

No personal identifying information will be included in the assessment project final report. This report will be posted to the Dal Libraries' website and I can request a copy to be delivered to me by email.

(Signature)

Copy of report? Yes / No