

# Understanding the experiences and needs of 1G students at Duke

## Abstract

How can Duke University in general – and the Duke University Libraries in particular – further support the success of its first-generation (1G) college students? To explore this question, a cross-departmental team of library staff conducted six focus groups with 1G students during the 2017-2018 academic year and analyzed responses from the Libraries' 2018 user satisfaction survey (overall  $N = 2,381$  students) with the 1G status demographic ( $N = 127$  students). Overall, the existing national research on 1G experiences applies to students at Duke. While 1G students' experiences are not monolithic, the research team was able to identify nine findings related to 1G students' experiences on campus and in the Libraries. These findings identify challenges students experience and suggest specific points for intervention and support. This report includes detailed methodology, general and library findings, concrete recommendations for improving library services in order to support 1G students, and a one-page summary of findings and recommendations. While this report focuses on the experiences and needs of 1G students, it should be emphasized that 1G challenges are student challenges: support or expansions of campus and library services targeted toward 1G students will help *all students* succeed.

## Findings

### General

1. Students perceive a dearth of academic and social information capital
2. Finances are stressful, and an early source of feeling unwelcome
3. An ecosystem of supportive offices and people on campus is critical, but knowledge and willingness to access resources takes time
4. The cost of textbooks is a special pain point

### Library

5. 1G challenges are challenges common to many Duke students
6. It is sometimes hard to find existing resources at the Libraries
7. Getting help from experts at the Libraries is important, but difficult
8. Checking out books using call numbers is daunting
9. While students generally view the Libraries as a safe space, 1G students feel less strongly that this is true

## Recommendations

1. Designate a 1G Student Success Librarian
2. Offer library and research training sessions designated for 1G students
3. Participate in Duke's 1G pre-orientation sessions
4. Advertise library services that may be particularly appealing to 1G students
5. Expand the Textbooks on Reserve program
6. Advertise the existing Textbooks on Reserve program to 1G students
7. Investigate ways to make the Libraries feel more like a safe space for all students
8. Encourage all staff and students who work at service desks to be aware that students come to Duke with little experience using academic libraries
9. Develop general guidelines for staff regarding the information they provide about public scanners
10. Investigate possibilities to expand the device lending program
11. Research the possibility of a dedicated study & storage space for 1G students
12. Develop a peer mentor program for conducting library research
13. Send a letter from the University Librarian to 1G students' families
14. Advertise the Libraries' student advisory boards to 1G students
15. Advertise student library jobs on the 1G listserv
16. Collaborate with campus partners to advertise library services to 1G students
17. Communicate this report and its findings to focus group participants, 1G students, and campus staff who work with 1G students
18. Communicate this report and its findings to other campus stakeholders
19. Conduct on-going assessment of 1G students and related services

## Background

First-generation students, many of whom refer to themselves as “1G,” can encounter experiences unique to their background in a university setting. While many are successful, 1G students typically do not have family experience to draw on in navigating college life. They are also more likely to hold financial and other responsibilities that impact their academic and social life.

After analyzing Duke students’ responses to the 2015 COFHE Enrolled Student Survey,<sup>1</sup> library staff became interested in learning more about 1G students and whether studies conducted elsewhere translated to Duke students’ experiences. A team of staff from Research & Instructional Services and Assessment & User Experience studied a subset of Duke’s 1G population to learn more about these students’ university and library experiences. In September and October 2017, the team conducted four focus groups with 1G college students at Duke, followed by two additional focus groups with first-year students in the spring of 2018. Additionally, 1G status was added as a demographic to the biennial student survey, which ran in January of 2018, and data from the survey was analyzed comparing responses from 1G and continuing-generation students. The survey included a set of questions about how students perceive the libraries and how confident they feel about using library spaces and services.

Prior to planning the focus groups and survey, the team contacted the Duke Office of Access & Outreach (A&O)<sup>2</sup> to understand the overall landscape for Duke’s 1G students. The team learned that 1G students comprise approximately 10% of all students, which translates to roughly 170 students in each class. About 20% of 1G students (60 incoming) are offered admission to the Rubenstein Scholars (RS),<sup>3</sup> a merit-based program offering a full scholarship and additional funding for services such as parent visits. While all 1G students have access to a set of services, including a pre-orientation program, a faculty lunch series, social outings, and support from A&O, RS receive additional support and onboarding, and program evaluation conducted by A&O staff has primarily occurred within the RS program. This team chose to study both RS and non-RS 1G students.

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<sup>1</sup> The Consortium on Financing Higher Education (COFHE) is a voluntary, institutionally supported organization of thirty-five highly selective, private liberal arts colleges and universities. COFHE surveys provide for systematic examination of the undergraduate experience. See more at <http://web.mit.edu/cofhe/>.

<sup>2</sup> A&O has three full-time staff, two summer fellows, and a faculty director. The team’s main contact is Justin Clapp. A&O is also responsible for low-income students. While almost all 1G students at Duke are low-income, many low-income students are not 1G. Thus, A&O serves both 1G and low-income students. See more at <https://undergrad.duke.edu/office-access-outreach>.

<sup>3</sup> The Rubenstein Scholars Program is a merit scholarship and support program run by the Office of Access & Outreach for exceptional low-income 1G students at Duke University. The program will begin its third year in the fall of 2018. The program includes a full scholarship, an intensive 6-week summer program prior to the beginning of the first-year at Duke, mentorship, a laptop, and funding for summer professional opportunities. Read more here: <https://rubensteinscholars.duke.edu/>

## Methodology

**Institutional Review Board (IRB).** The team contacted the IRB to verify that IRB review was not necessary for the project, given that the team intends to use findings for internal improvement only and does not plan to retain identifying information or use findings to attempt to draw generalizable conclusions.

**Literature review and interviews with colleagues.** The team gathered and reviewed relevant literature (see Appendix F, Selected references) and reached out to colleagues to discuss similar work that had been performed at other university libraries (e.g., survey and focus groups conducted with 1G and continuing-generation students by Stacy Brinkman and her colleagues at Miami University).

**Strategy.** In consultation with A&O, the team formed a recruitment strategy and planned the content of the focus groups.<sup>4</sup> The team decided to conduct six focus groups (recruitment permitting): three with upperclassmen, one with upperclassmen Rubenstein Scholars, and two with first-years.

The team also decided to include questions in the 2018 university wide student survey to illuminate how *all* students feel about using library spaces and services. Probes included the following: “The library is an important part of my experience at Duke”; “For me, the library is a welcoming place”; “I am confident in my ability to use library resources.” 1G students’ survey responses were analyzed and compared to responses from the general student population. 1G status was added to demographic data provided by the Institutional Research Office (IR) on survey respondents.

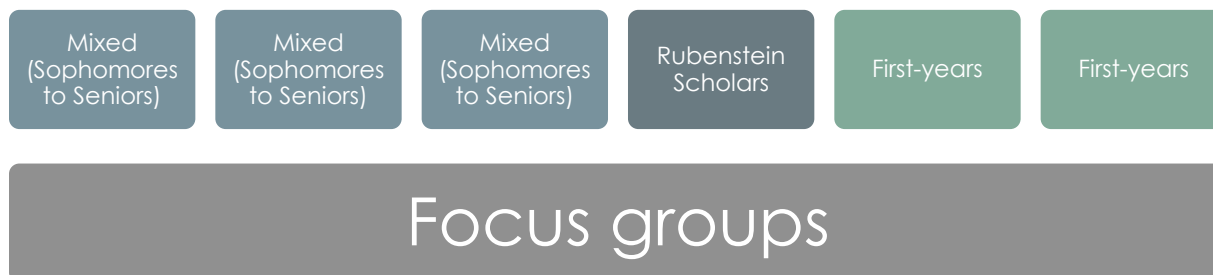
**Recruitment for focus groups.** Working with IR and A&O, the team sent two recruitment emails (Appendix E, General recruitment email) in the fall of 2017. The first was to 1G sophomores, juniors, and seniors who were not members of the Rubenstein Scholars Program. The second recruitment email was to sophomore Rubenstein Scholars.

The general recruitment email was sent to 411 students and resulted in 28 volunteers, 16 of whom were scheduled for focus groups in September. We were unable to schedule a seniors-only group and so instead had three mixed focus groups. The Rubenstein Scholars recruitment email was sent to 27 students and resulted in five volunteers, two of whom were able to participate in a focus group in October.

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<sup>4</sup> See appendices for a copy of the focus group script, note-taking template, and ground rules.

Using similar email procedures, recruitment for first-year focus groups was conducted in the spring of 2018 to avoid the potential stress of attending a focus group during one's first semester at Duke, and to allow more time for reflection.



*Figure 1. Structure of focus groups conducted with 1G students during the 2017-2018 school year. All focus groups took place in the fall semester, except the ones recruiting first-years.*

**Conducting focus groups.** Each of the five non-Rubenstein Scholar focus groups was attended by two DUL staff members: one to moderate and another to take notes. So as not to overwhelm students, only a moderator attended the two-person Rubenstein Scholars focus group. All focus groups were recorded with an audio recorder to facilitate data analysis and note taking; recordings were kept in a secure location and erased once analysis was complete.

**Recruitment for biennial student survey.** Library staff did not conduct targeted recruitment efforts to include 1G students in the biennial survey. 1G students were included alongside others in the sample provided by IR and were eligible to respond to the survey through an open URL that was available to all Duke students.

**Conducting the biennial student survey.** Individual emails were sent to each student in the sample, asking them to participate in the survey. Two hundred and thirty-eight (238) 1G students were included in the sample, which consisted of 5.5% of the total sample and 10.4% of the undergraduate sample. One hundred and twenty-seven (127) 1G students responded to the survey (including students in the sample and students who answered a second version of the survey at an open URL). 1G students comprised 10% of the 1,254 total undergraduate respondents. This response rate reflects the composition of the total undergraduate population.

## General findings

Overall, we found that students in our focus groups were open and willing to share their experiences. Students spoke candidly about their support systems on campus, as well as the challenges they have faced and continue to encounter. Anecdotes shared by one student were frequently met with knowing smiles, nods, or cathartic laughter from other members of the focus group.

### **Finding 1. Students perceive a dearth of academic and social information capital.**

We asked all focus group participants the following, “Have you ever felt like other people around you know things about college that you don’t know about?” (Appendix A, Focus group script). Each time, the response from the group was laughter, and an overwhelming expression of, “Yes, of course, all the time.”

One student captured the experience of her peers having access to a stunning amount of information that was inaccessible to her:

“Who told you that? Have you been told your whole life you have to do this? Was there an info session I missed?”

Students repeatedly referred to Duke’s demanding academic environment and the abrupt transition from their high school habits to the expectations of the classrooms of an elite university. Knowledge about how to succeed academically, such as how to study or pace coursework across semesters, was gained over time.

“When I first came here, I was just so shocked by how everybody else knew how to succeed in college level classes.”

“I made an appointment with a DAE [Director of Academic Engagement in the Academic Advising Center]. She threw a lot of information at me. She spewed words at me and I had to go and Google what she said.”

Information capital is not limited to classrooms; it is also used in social contexts and in navigating college life. 1G experiences are diverse: while some students reported feelings of isolation, others described feeling supported through orientation programs and a lively community on East Campus.

While 1G students perceive that continuing-generation students are able to rely on family to guide them through the myriad of informational and financial challenges encountered in college, 1G students do not have access to this information from their parents. However, some 1G students referred to asking for help from older siblings who have had college experience. In turn, 1G students spoke of playing this role for their younger cousins and siblings.

“You have the pressure of pretending ‘I’m okay.’ My parents are so proud of me that I can’t tell them what’s really going on.”

“At the end of my first semester freshman year, my mom called me saying, “I got an email saying you’re on the Dean’s List. Are you in trouble? Call me!”

How do students describe overcoming this information gap? While we suspect this gap is never perceived to be completely filled, it can be assuaged through mentorship at multiple levels. Early experiences with supportive upperclassmen, graduate students, staff, or faculty are key lifelines for gaining information.

**Finding 2. Finances are stressful, and an early source of feeling unwelcome.**

Past research suggests that feeling that one *doesn't belong* is a global concern for first-years adjusting to life on a college campus, and one particularly poignant for 1G students. Duke is no exception to this pattern. Several focus group participants shared comments they received from their peers after revealing their 1G status. These comments contributed to their feeling of not belonging.

"Oh you're smart for a first-generation student, I never would have known!"

First-year focus group participants quoted other early encounters with roommates or colleagues that continued to sting. Many of these comments reflect the fact that financial security is one of the starkest differentiators between many 1G students and their peers at Duke.

"There's definitely a mentality that exists at Duke that middle class is poor and lower class is even worse. Not that everybody is like that, but it certainly exists."

When 1G students reveal aspects of their own financial circumstances to their peers, they receive blowback in several ways. For example, a few students shared that their financial aid was stigmatized, with other students suggesting that those who receive aid are very "lucky" to pay so little, or stating explicitly their own significant costs of attendance, possibly to engender shame or guilt. These experiences are formative, alienating, and angering.

"You don't understand my family makes half of what it costs a year to come to this school. I know it sucks that your parents are paying 40 grand a year or whatever, but some of us don't even make 40 grand a year."

Overall, the gap between financial backgrounds makes itself clearly known when students arrive on campus, in ways big and small, from abrasive comments to difficulties purchasing meals or trouble participating in social events (e.g., bowling, the movies). While academic breaks are important times to step away from classwork to refuel or reconnect with loved ones, traveling for spring recess or seeing one's family during the holidays are not options for some 1G students with financial stressors.

"Some of us don't have credit cards that we can use. Some of us don't have 25 dollars to add to our FLEX account. Some of us are helping our parents [financially] back home... Just because you go to Duke doesn't mean you can afford to live at Duke all the time."







Rubenstein Scholars expressed the impact of one-on-one meetings with A&O staff, and feeling that the staff “cares about us.”

“Justin and Morgan are lovely human beings. I can literally just show up and just sit and talk about nothing that has to do with anything. Such a great resource.”

### **Finding 3b. ...but knowledge of and willingness to access resources takes time.**

Our focus groups with first-years dovetailed the findings in groups with upperclassmen, pointing out many of the same offices and people. However, they reveal a nuance that may have been diminished in upperclassmen’s reports: an early stigma associated with not just financial aid, but other forms of assistance.

“When I first went to the Academic Resource Center, I said this place is amazing, so I’m telling all my friends about it and how I’m getting so much out of this, and they say ‘oh yeah, I go’ and I said, why don’t you tell me about this?”

Students also reported stigma associated with visiting several resources, such as CAPS, the Academic Resource Center (ARC), the Women’s Center, and identity centers.

“Going in those areas sometimes you feel like people are looking at you.”

Other students reported that finding the right peer support network is not necessarily straightforward.

“I’ve also had that imposter syndrome, where the first couple of years, I felt that I had to prove that I could be here. Not only to other people, but also to myself.”

“I mean, I’m [Latino], but going [to Mi Gente] once, I felt really off... When I went later [in the semester] to try to join, they already had their group and clique...”

“Same thing with the Queer Alliance here at Duke. I find them to be very exclusionary, very clique-y. (Other focus group members: ‘Yeah.’ ‘They are.’ ‘Very wealthy, too.’)...So, even the groups that are supposed to be for minorities, they should do better at being opening.”

### **Finding 4. The cost of textbooks is a special pain point.**

In most focus groups, students shared the challenge, stress, and fear of purchasing expensive textbooks. This anxiety about textbooks rests on top of an ongoing concern about finances. Some students noted that they serve as a primary source of support for their own parents, contributing to the pressure they feel to be successful at Duke. Against this backdrop, an

additional \$80 for a workbook or \$300 for the latest edition of an engineering text can seem insurmountable.

"It's the different editions that kill you. They changed two words!"

Senior students described the systems they had developed over the years—often through trial-and-error—to circumvent textbook expenses. This included social networks (e.g., Facebook groups for textbook exchanges and purchases), renting or borrowing the textbook and scanning its entirety, using the Libraries' course reserves or Textbooks on Reserve program, and searching for existing digital versions (pdfs) of textbooks. Students described extensive efforts to find affordable copies, to maintain workbooks so they could be re-sold, and to locate upper-level textbooks that were not available through Textbook on Reserve,

"[*laugh*] I've never researched so hard as when I'm looking for a digital version of a textbook."

Students who knew about and utilized Textbooks on Reserve made special note of its impact and importance in alleviating some financial burden.

"The textbook rental program has been really important and impactful for me... To get them here and be able to rent them out for 3 hours has been perfect. It's really important to have that."

Results from the biennial survey also support the idea that the Duke Libraries Textbooks on Reserve program is particularly important for 1G students. Students rated the extent to which *more textbooks to check out for classes* (among other services) would improve their library experience ("a lot", "a little", "not at all", "no opinion"). While continuing-generation students also report that an expanded Textbooks on Reserve program would improve their library experience, 1G students said expanding the program would improve their library experience "a lot" at a rate 13% higher than continuing-generation peers (59% to 46%). Moreover, 1G students were more likely to report that the "print books, textbooks, and articles on reserve service" do *not* meet their needs (9%), compared to continuing-generation students (4%).

Some students described supportive professors. Others (noted below) felt unwelcome and trapped when they sought support for textbook expenses.

"Right off the bat, I had so many expenses I hadn't experienced in high school. Students who can't pay for a \$200 textbook aren't welcome. I even talked to professors: 'I can't afford this.' [They would reply], 'You're in this class, you have



chat, but being directed online to great resources that we have access to has been insanely helpful to have the primary resources I need for a class project."

Results from the biennial student survey also support the idea that the Libraries are an integral part of life on campus, with 80-85% agreeing with the statement that, "The library is an important part of my experience at Duke." However, there is a hint that continuing-generation students are more likely to "strongly agree" with this statement (50%), compared to 1G students (40%).

1G students left 79 comments in the biennial survey. Most comments from both 1G and continuing-generation students were in response to the question, "What are your ideas for making Duke Libraries more of a safe space?" While there is no single theme to 1G comments, many 1G students report that the Libraries feel safe and welcoming. A sample of 1G comments illustrating different suggestions and opinions are included below, and all 1G comments can be found in Appendix H.

- "Making Duke Libraries a safe space is a task for those who visit the library. While the staff and building itself are a 'safe space', the conversations that can be overheard in the library by other students/patrons are not always the most welcoming or inclusive. It will take an effort on the part of everyone and a campaign to raise awareness about the need for inclusivity and sensitivity to make the library a truly safe space on campus."
- "Many of the groups on campus congregate and study together. While this is understandable, it can be daunting to walk into a room full of people who do not look like you or have similar experiences while searching for a seat. Overall, Duke Libraries are a safe space, and I think their displays and literature represent the broad perspectives of the student body."
- "Overall, I believe that Duke University Libraries does a great job of assisting students and helping them to feel comfortable in what can be an extremely stressful environment. Not only do the libraries help our academic endeavors, they also assist with any other type of social support that students may need."
- "Free color printing, please."
- "Duke University libraries are welcoming, and are a safe space in general. Last semester's Puppies at Perkins is an example of how the libraries' events are open to everyone in the Duke community. More diverse events/speakers would make it a safe space, and emphasize its inclusivity."
- "I generally do not feel unsafe at libraries but there are certain cases when people of a particular ethnicity or group tend to congregate in specific areas"

in the libraries which make one individual studying there along feel out of place. I don't know how can this be addressed but it is a concern."

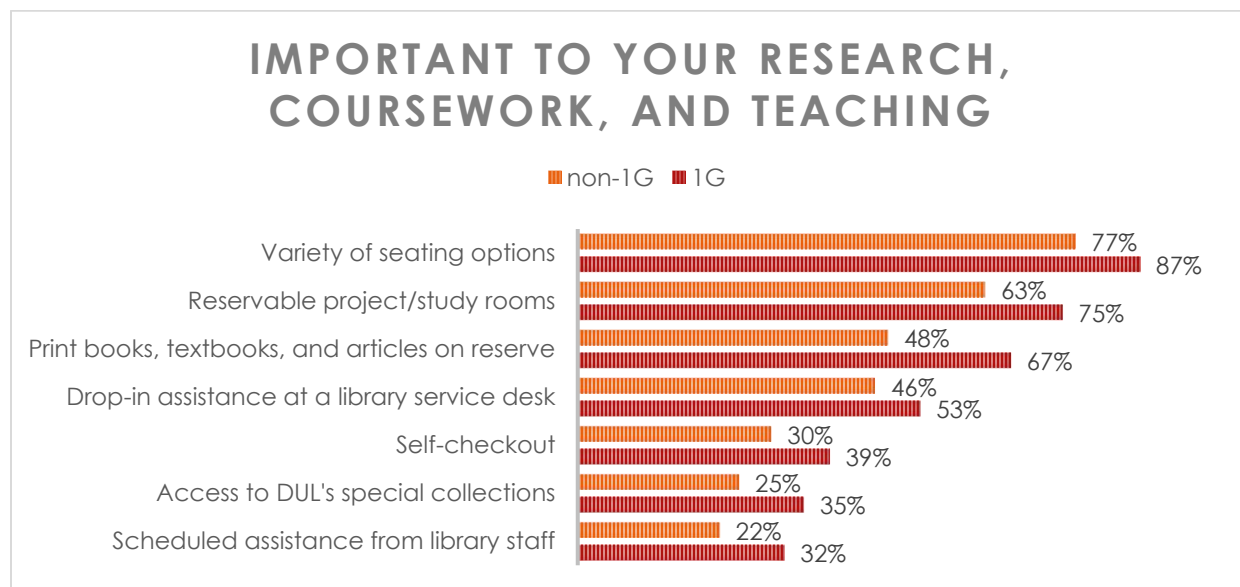
### Finding 5. 1G challenges are challenges common to many Duke students.

Broadly, 1G students' responses did not differ from those of continuing-generation students in the biennial survey. Both 1G and other students are generally confident in their ability to use library resources and report that they have successfully used the library and/or the library website to find research articles and books for class assignments. They find the website easy to use, believe that the library is welcoming, that library staff are helpful, and that the library is an important part of their experience at Duke.

Overall, the four areas in which more than 50% of *all* undergraduates responded that expanded services would improve their library experience "a lot" include:

- More spaces for quiet/individual study
- More textbooks to check out for my classes
- Additional specialized spaces for honors researchers, graduate students, or other student populations
- More spaces for collaborative study.

Survey data indicated a few differences between the services that 1G and continuing-generation students believe to be "important" to their academics, whether or not the Libraries satisfactorily provide the services. **Figure 4** shows services that 1G students more frequently listed as "important" than continuing-generation students.



*Figure 4. Survey responses of services that are important to students. Items shown are those that reflect a greater than 10% difference between 1G and continuing-generation students.*

Student survey respondents were asked what existing services met or did not meet their needs at Perkins & Bostock Libraries. While students tended to feel similarly about these items, survey data indicates that two services are particularly important to 1G students: the Textbooks on Reserve program (discussed above) and the device-lending program. 1G students indicated that *additional devices and equipment to check out* would improve their library experience “a lot” at double the rate of continuing-generation students (26% versus 13%). Among 1G students, the top requests were additional chargers for devices such as laptops and phones (21% of requests) and photography cameras (18%).

Areas in which 75% or more of *all* students report that their needs are completely met include:

- Drop-in assistance at a library service desk (75%)
- ILL and book delivery at Duke (75%)
- Self-checkout stations (75%)

Areas in which 33% or more of *all* students report their needs are only somewhat met include:

- Adequate quiet study space (44%)
- Variety of seating options (47%)
- Reservable study/project rooms (49%)
- Print books, textbooks, and articles on reserve for your classes (33%)

Broadly, many of the challenges described by 1G focus group participants are a modal part of transitioning to Duke University, including making close friends, establishing a feeling of belonging, and balancing academics, extracurricular, and social engagements.

However, many students arrive at Duke without experience in an academic library, which is very different in many ways from their high school institutions. Library practices designed to advertise existing services, provide additional quiet study space, simplify study room reservations, or locate books in the stacks will have a positive impact on not only 1G students, but the student body at large.

### **Finding 6. It is sometimes hard to find existing resources at the Libraries.**

As students progress in their academic careers at Duke, they often require more specific academic tools. On the way, they discover – often with pleasure – the wealth and depth of resources for rigorous academic research available to them. While this process of discovery is typical of scholarly growth for all students, 1G students may particularly benefit from early knowledge and access to keystone academic supports and library services.

When asked about services they wish they had known about earlier, focus group students named many, including the Textbooks on Reserve program, workshops (e.g., Matlab workshops), subject librarians, short-term lockers, and the ability to reserve study rooms.

Students described numerous resources they have discovered seemingly by chance or long after their first semester at Duke. At multiple points during the focus groups students expressed that important services are not adequately marketed or shared with all 1G students.

“Not everyone goes to the [1G] orientation. There are a lot of students who aren’t getting any help whatsoever.”

“I thought you had to be president of a club to reserve a room. And then I realized that anyone can do it.”

In fact, a number of focus group participants learned about library services and resources during the course of the focus groups.

Focus group participant 1: “I use a lot of books on reserve. Especially textbooks. I used to work in the music library, and that’s when I learned about reserves. And I was like, ‘Wait! So all these textbooks are just here for this class?’”

Focus group participant 2: “Oh really?”

Focus group participant 1: “Yeah!...I don’t bring any of my textbooks with me, they’re all in my room. If I come to Perkins, I rent them out. For 3 hours, then you give them back. It’s wonderful.”

Focus group participant 2: “Really?”

Focus group participant 1: “Some textbooks I don’t even pay for.”

Focus group participant 2: “I didn’t know that.”

First-year students reiterated the feeling of “unknown unknowns”: of understanding that many resources are available, but often finding it difficult to locate specific points of access.

### **Finding 7. Getting help from experts at the Libraries is important, but difficult.**

Students indicated they believe the best way to receive help is often to ask others, e.g., at a service desk, through chat, or via advising relationships. They also indicated, however, that reaching out to library staff can be intimidating or even frightening. They described an initial barrier to asking for help, even while knowing it is likely the best way to receive assistance. Students noted feeling that their questions are “silly,” and they believe they have “gaps” in their knowledge.

“I remember going to the library and seeing the little signs, like, ‘Ask a person for help!’ It’s easy to see the little signs, but hard to actually do that.”



Students indicated that they find it reassuring to ask individuals they know for assistance. Students also reflected that it would be helpful for the person providing guidance to understand students' lack of familiarity with library resources and services.

"I like the student library staff. If I recognize someone from class, I felt more comfortable asking questions."

"We have a librarian for an English department, and for the Linguistics department... but it would be awesome to have a 1G librarian. Just someone who already knows that we don't know anything, and it's okay."

### **Finding 8. Checking out books using call numbers is daunting.**

Students who spoke about utilizing physical books from the stacks did so fondly and with a sense of satisfaction. However, focus group participants frequently noted difficulty finding and checking out books using call numbers. 1G students did not pin this difficulty on library staff, but rather on their own lack of knowledge.

The assumption is that we've been in libraries before. They [library staff] were helpful after I admitted I didn't know my way around."

The stacks are an understandably daunting environment ("The stacks move!"), especially for those unfamiliar with academic libraries. Students reported feeling supported once they made their confusion clear.

"I remember them [library staff] just putting a number out in front of me. And I didn't know what to do with it. And I ask, 'Where do I find this?' And they're like, 'It's right there.' And I said, 'I don't know how to do this.' And that realization then washed over that person.... And so they were helpful after I explained I didn't know what I was doing, but I don't think everyone can admit that they don't know how to use the system.

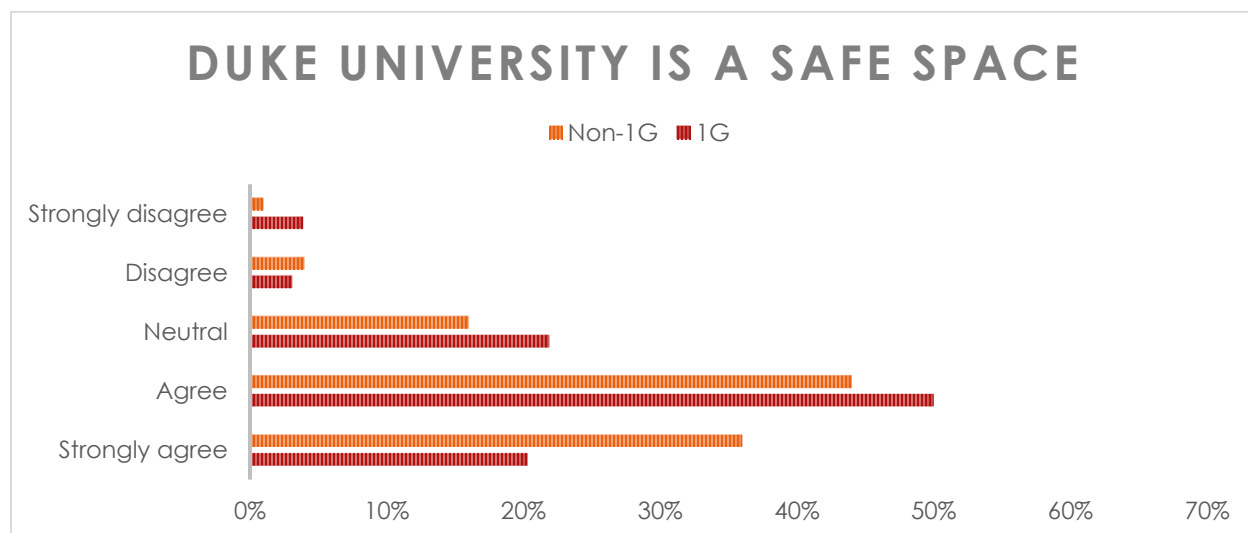
As noted above, students vary in their willingness to admit to ignorance around call numbers, which can result in frustration.

"A lot of times, the librarian—and it's not their fault – will be like, 'It's in the PM section, just look at the little code thing.' And I say, 'I don't know what the code thing is.' And they say, 'Just follow the code and you'll find it.' So then I spend a really long time looking for it."

**Finding 9. While students generally view the Libraries as a safe space, 1G students feel less strongly that this is true.**

Some of the most striking differences in responses between 1G and continuing-generation students relate to the biennial user survey questions about safe spaces. For the purposes of the user survey, a “safe space” was defined as a place in which people can feel safe from discrimination, harassment, and any other emotional or physical harm. Students were asked the degree to which they agree that Duke University and Duke University Libraries are safe spaces.

First, only 20% of 1G students “strongly agree” that campus is a safe space for them, compared to 36% for continuing-generation students. Four times as many 1G students (4% compared to 1%) “strongly disagree” that campus is a safe space for them. Thus, Duke University has some work to do before all students, and especially 1G students, feel that it is a safe space. These responses are shown in **Figure 5**.



*Figure 5. Survey responses, “For you, is Duke University a safe space?”*

Second, comparing how students feel about the Duke Libraries versus the overall campus, both populations feel strongly that the Libraries are more of a safe space than Duke University. This is encouraging, as a major goal of the Libraries is to provide a welcoming space for all.

Third, differences in feelings about the Libraries as a safe space between 1G and continuing-generation are less stark but still present: 52% of 1G students “strongly agree” that the Libraries are a safe space compared to 61% of continuing-generation students (**Figure 6**).

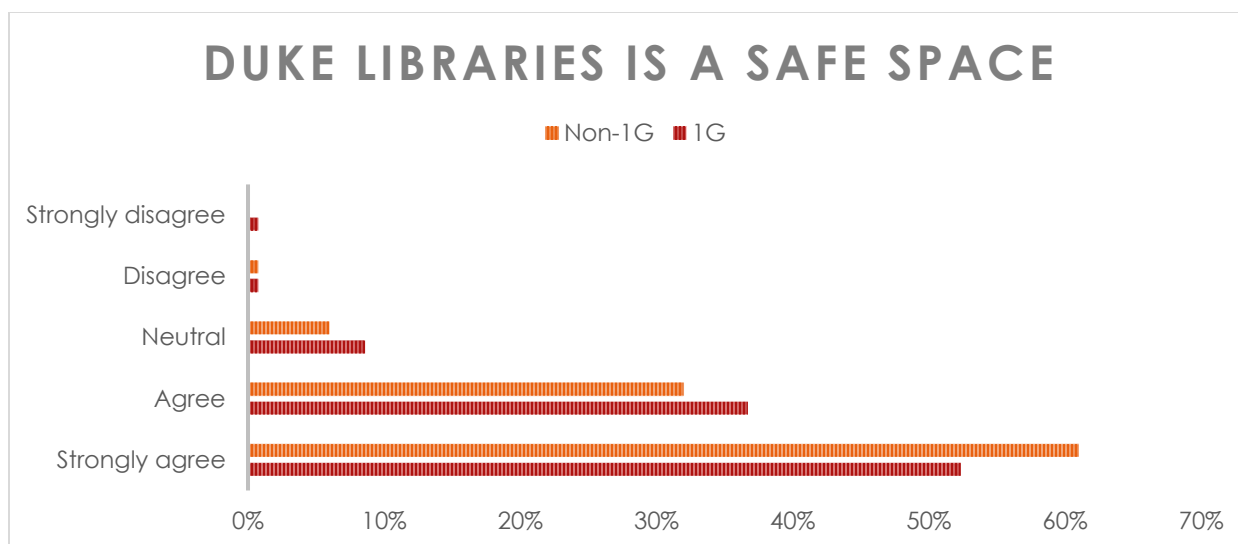


Figure 6. Survey responses, “For you, is Duke Libraries a safe space?”

## Conclusion

First-generation students are resilient and successful members of the Duke community. Early years on campus, which involve finding the right communities for support and learning new academic skills, can be a difficult transition for some. While all students experience challenges in college, 1G students may not have access to certain sources of information capital and can have significant financial stressors that are difficult for many peers to understand.

These findings echo recent qualitative research conducted at Duke University,<sup>5</sup> showing interacting challenges salient to 1G students. These include academic, social, economic, and cultural barriers, as well as difficulties with family members who may not understand college experiences.

The Duke University Libraries are well poised to support the success of 1G students on campus. Library staff can help reduce the burdens associated with transitioning from high school to college by making academic and research support known to students early and often, providing access to cost-prohibitive textbooks, and continuing to make the Duke Libraries a welcoming space for all students.

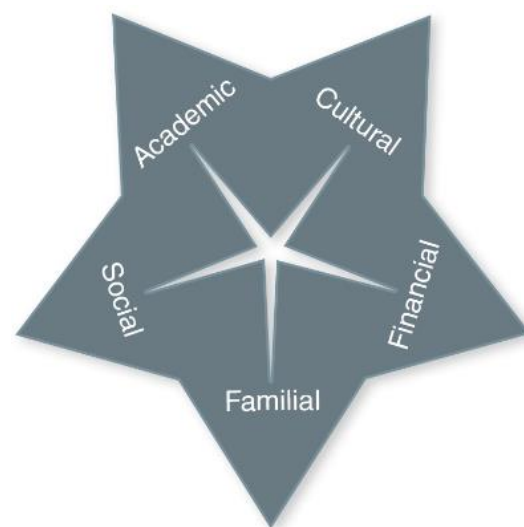


Figure 7. Intersecting challenges faced by first-generation students (figure adapted from Lovett, 2018)

<sup>5</sup> This research was conducted by J. K. Lovett in 2018 as part of a Duke University thesis to graduate with honors.

## Recommendations

### 1. Designate a 1G Student Success Librarian \$<sup>6</sup>

Point person<sup>7</sup>: Arianne Hartsell-Gundy

This librarian would provide outreach, specialized training and workshops, and support for 1G students.

### 2. Offer library and research training sessions designated for 1G students \$

Point people: Arianne Hartsell-Gundy, Brittany Wofford, and Linda Daniel

While the content of these sessions would be the same as sessions offered to the general student body, participation would be limited to 1G students in order to create a safe space for asking questions and interacting with librarians. These sessions and services would be advertised through the 1G listserv.

### 3. Participate in Duke's 1G pre-orientation sessions

Point people: Arianne Hartsell-Gundy and Linda Daniel

The base goals for librarian participation include introducing the 1G Student Success Librarian and letting students know they can look to the Libraries and library staff as a resource. We suggest hosting a library workshop for 1G students after the 1G pre-orientation, once students are more settled and ready to learn more about using the Libraries and conducting research.

### 4. Advertise library services that may be particularly appealing to 1G students \$

Point person: Arianne Hartsell-Gundy

The advertising methods would include focused communication, e-newsletters, orientation sessions, or workshops. Services to advertise include the Textbooks on Reserve program, course reserves, room reservation system, the device lending programs, short-term lockers, special services during midterms and finals, availability of subject librarians, and scheduling appointments with librarians.

### 5. Expand the Textbooks on Reserve program \$

Point people: Andrea Loigman and Emily Daly

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<sup>6</sup> Recommendations with a dollar sign (\$) will require expenditures/funding in order to be fully implemented.

<sup>7</sup> Indicates DUL staff member(s) who will take the lead investigating or implementing this recommendation.

This expansion would include the purchase of selected textbooks and course readings, as well as funding for one partial position to develop the textbook loaning program and conduct ongoing outreach and assessment, and a second a partial position in Acquisitions to support rush purchasing at peak times of the semester.

**6. Advertise the existing Textbooks on Reserve program to 1G students \$**

Point person: Emily Daly

Our focus group indicated this is a particularly valid service to highlight for 1G students.

**7. Investigate ways to make the Libraries feel like more of a safe space for all students**

Point people: Emily Daly and Joyce Chapman

To begin, we suggest forming a working group of library staff to explore survey data and focus group findings, and develop ideas for making the Libraries a safe space for all students.

**8. Encourage all staff and students who work at service desks to be aware that students come to Duke with varied experience using academic libraries**

Point people: Kelli Stephenson

We would like to encourage staff and students not to assume that students know how to follow a call number or locate a book in the stacks, and that they accompany students to the stacks when appropriate. Staff may consider helping or accompanying students to the stacks as a matter of course rather than waiting for students to ask explicitly. As noted previously, these behaviors will help all students, not just 1G students.

**9. Develop general guidelines for staff regarding the information they provide about public scanners**

Point person: Kelli Stephenson

1G students reported being provided with conflicting and incorrect information about what they are allowed to scan for their coursework. To address this, we suggest creating guidelines to ensure the correct information is delivered consistently and in a non-threatening manner by staff and student assistants.

**10. Investigate possibilities to expand the device lending program \$**

Point person: Emily Daly

In order to identify opportunities for expanding this program, we would examine 2016 and 2018 survey data requesting expansions to the device lending programs and work with the

Libraries Executive Group and staff in Access & Delivery Services, Lilly Library, and the Link to identify opportunities for expanding device lending services.

#### **11. Research the possibility of a dedicated study & storage space for 1G students \$**

Point people: Arianne Hartsell-Gundy

We will assess the need for a dedicated study and storage (e.g., lockers) space for use by 1G students and other students who could benefit from additional support from the Libraries.

#### **12. Develop a peer mentor program for conducting library research \$**

Point people: Arianne Hartsell-Gundy

This program would be open to all students, but advertising would target 1G students. This program could also partner with successful peer programs already in place, such as Academic Advising Center's Peer Advisors.

#### **13. Send a letter from the University Librarian to 1G students' families \$**

Point people: Arianne Hartsell-Gundy

This letter would be sent prior to or during 1G students' first semester at Duke and highlight library services that might be particularly helpful, e.g., Textbooks on Reserve, the 1G librarian, and Residence Hall Librarians. We would follow up with outreach from the 1G Student Success Librarian, if relevant.

#### **14. Advertise the Libraries' student advisory boards to 1G students**

Point person: Emily Daly

The Advisory Boards strengthen connections between the Libraries and students, meeting approximately six times each academic year to advise library staff on all aspects of the Libraries. Continuing to recruit 1G students to the Advisory Boards ensures we regularly hear the perspectives of 1G students.

#### **15. Advertise student library jobs on the 1G listserv**

Point people: Brittany Wofford

Such position descriptions should emphasize that student assistantships offer opportunities to learn about the Libraries and develop research skills.

#### **16. Collaborate with campus partners to advertise library services to 1G students**

Point people: Arianne Hartsell-Gundy and Brittany Wofford

An initial list of campus partners includes the Career Center, Academic Advising Center, Academic Resource Center, Directors of Academic Engagement, Writing Studio, Academic Deans, Peer Advisors, Rubenstein Scholars, and Trinity Arts and Sciences.

**17. Communicate this report and its findings to focus group participants, 1G students, and campus staff who work with 1G students**

Point people: Emily Daly and Joyce Chapman

We plan to notify all focus group participants of the actions library staff take in response to their feedback, and then post a summary of changes/actions to the 1G listserv. We plan to encourage 1G students and campus staff who work with 1G students to recommend other changes or actions, as appropriate.

**18. Communicate this report and its findings to other campus stakeholders**

Point people: Emily Daly, Brittany Wofford, and Arianne Hartsell-Gundy

We plan to 1) share this full report with other campus groups who support or have potential to support 1G students, and 2) connect 1G students to other campus resources, where appropriate. For example, we could ensure 1G students are aware of the office for students with disabilities or the opportunity to request access to the Graduate Research Commons (GRC).

**19. Conduct on-going assessment with 1G students \$**

Point person: Joyce Chapman

We plan to conduct on-going assessment to evaluate the effectiveness of the Libraries' 1G programs and recommend improvements and enhancements, as needed.



## Appendices

### Appendix A: Focus group script for sophomores, juniors, and seniors

#### Introduction

Welcome, everyone, and thank you for being here. My name is [name], and I work in the Assessment & User Experience here at Duke Libraries. Library staff are interested in learning more about the needs and experiences of particular groups of students here at Duke, and we're starting by talking with first-generation college students. Again, thank you for being part of today's focus group and sharing your experiences on campus and using the library.

I will moderate today's session, and [name] will take notes and help watch the clock to make sure we stay on schedule. I have some questions to guide us through the discussion. Keep in mind that there are no right or wrong answers to any of these questions, and you don't have to answer every question.

First, just a few ground rules that we have found helpful in keeping these discussions productive [review ground rules]

#### Discussion questions

<p>Warm-up (5 min)</p>	<ol style="list-style-type: none"> <li>1. Brief intro from moderator</li> <li>2. Brief intros from participants: Name and hometown. <i>End brief intros with more info from the moderator or note taker to model openness and vulnerability.</i></li> <li>3. POST-IT: Think about the people, services, or spaces you feel are most supportive and safe at Duke. Take a moment to write these down, one idea per post-it. We'll be discussing these later but not posting them anywhere.</li> </ol>
<p>First year experience</p>	<ol style="list-style-type: none"> <li>1. SCRATCH PAPER: What did you find easiest about your first semester (or year) at Duke? Take a moment to write your thoughts on the blank paper in front of you; then we'll discuss as a group.</li> <li>2. SCRATCH PAPER: What did you find most challenging during your first semester (or year) at Duke? Take a moment to write your thoughts on the blank paper in front of you; then we'll discuss as a group.</li> </ol>
<p>Belonging – self perception</p>	<ol style="list-style-type: none"> <li>1. What has made you feel welcome at Duke?</li> <li>2. What has made you feel unwelcome at Duke?</li> <li>3. What makes the people, services, or spaces that you just wrote out on post-its particularly safe and supportive?</li> </ol>

Informed – self perception and reflection (college)	<ol style="list-style-type: none"> <li>1. Have you ever felt like other people around you know things about college that you don't know about?</li> <li>2. If so, what are some of the things others seemed to know about that you did not?</li> </ol>
Info seeking	<ol style="list-style-type: none"> <li>1. Since you've been at Duke, what do you do if you have questions or concerns about college?</li> <li>2. Is there a person, group, office, or place you usually go to?</li> <li>3. If so, describe this person, group, office, or place and a time you went to that person or place for help.</li> </ol>
Library – experience and first reaction	<ol style="list-style-type: none"> <li>1. POST-IT: What words or feelings come to mind when you think about the libraries at Duke? <i>Take a moment to write these down, one idea per post-it. We'll be discussing these later but not posting them anywhere.</i></li> <li>2. Have you used the libraries at Duke? If so, describe how you use them.</li> <li>3. What works well for you?</li> <li>4. What does not work well?</li> </ol>
Research anxiety	<ol style="list-style-type: none"> <li>1. What kinds of research do you do?</li> <li>2. What do you find most positive or exciting about doing research?</li> <li>3. What do you find most confusing, challenging, or uncomfortable about doing research?</li> </ol>
Informed – reflection (libraries)	<ol style="list-style-type: none"> <li>1. Are there things that you know now about <b>the libraries</b> at Duke that you wish you had known before you started at Duke?</li> <li>2. If so, what are those things?</li> <li>3. How did you come to know them?</li> </ol>

## Conclusion

Those are all the questions I have. I've really enjoyed talking with you this afternoon/evening. Thank you for taking the time to meet with us. I'd be happy to stay after this session or meet with you later if you'd like to share anything else.

## Appendix B: Focus group script for freshman

### Introduction

Welcome, everyone, and thank you for being here. My name is Emily, and I'm Head of Assessment & User Experience here at Duke Libraries. Library staff are interested in learning more about the needs and experiences of particular groups of students here at Duke, and today we're talking with first-year first-generation college students. Again, thank you for being part of today's focus group and sharing your experiences on campus and using the library.

I will moderate today's session, and Ira will take notes and help watch the clock to make sure we stay on schedule. I have some questions to guide us through the discussion. Keep in mind that there are no right or wrong answers to any of these questions, and you don't have to answer every question.

### Discussion questions

Warm-up (5 min)	<ol style="list-style-type: none"> <li>1. Brief intro from moderator</li> <li>2. Brief intros from participants: Name and hometown.</li> </ol> <p><i>End brief intros with more info from the moderator or note taker to model openness and vulnerability.</i></p> <ol style="list-style-type: none"> <li>3. POST-IT: Think about the people, services, or spaces you feel are most supportive and safe at Duke. Take a moment to write these down, one idea per post-it. We'll be discussing these later but not posting them anywhere.</li> </ol>
First year experience	<ol style="list-style-type: none"> <li>1. SCRATCH PAPER: What did you find easiest about your first semester at Duke? Take a moment to write your thoughts on the blank paper in front of you; then we'll discuss as a group.</li> <li>2. SCRATCH PAPER: What did you find most challenging during your first semester at Duke? Take a moment to write your thoughts on the blank paper in front of you; then we'll discuss as a group.</li> </ol>
Belonging – self perception	<ol style="list-style-type: none"> <li>1. What has made you feel welcome at Duke?</li> <li>2. What has made you feel unwelcome at Duke?</li> <li>3. What makes the people, services, or spaces that you just wrote out on post-its particularly safe and supportive?</li> </ol>

Informed – self perception and reflection (college)	<ol style="list-style-type: none"> <li>1. Have you ever felt like other people around you know things about college that you don't know about?</li> <li>2. If so, what are some of the things others seemed to know about that you did not?</li> </ol>
Info seeking	<ol style="list-style-type: none"> <li>1. Since you've been at Duke, what do you do if you have questions or concerns about college?</li> <li>2. Is there a person, group, office, or place you usually go to?</li> <li>3. If so, describe this person, group, office, or place and a time you went to that person or place for help.</li> </ol>
Library – experience and first reaction	<ol style="list-style-type: none"> <li>1. POST-IT: What words or feelings come to mind when you think about libraries? These can be the libraries at Duke or libraries you used before coming to Duke. Take a moment to write these down, one idea per post-it. Write "Duke" at the top of the post-its that refer to feelings or words about Duke Libraries. We'll be discussing these later but not posting them anywhere.</li> <li>2. Have you used the libraries at Duke? If so, describe how you use them.</li> <li>3. What works well for you?</li> <li>4. What does not work well?</li> <li>5. How do the libraries at Duke compare to libraries you used before coming to Duke, perhaps during high school?</li> </ol>
Research anxiety	<ol style="list-style-type: none"> <li>1. What kinds of research have you done during your first year at Duke?</li> <li>2. What do you find most positive or exciting about doing research?</li> <li>3. What do you find most confusing, challenging, or uncomfortable about doing research? <ol style="list-style-type: none"> <li>a. Prompt, if needed: What services have helped you learn to do research or use the library? [students might mention Wr101, library orientation programs, or Focus here]. What other services might help first-year students learn to do research or use the library?</li> </ol> </li> </ol>
Informed – reflection (libraries)	<ol style="list-style-type: none"> <li>1. Are there things you've learned about the libraries at Duke during your first semester and a half that you wish you had known when you started in August?</li> <li>2. If so, what are those things?</li> <li>3. How did you come to know them?</li> </ol>

## Conclusion

Those are all the questions I have. I've really enjoyed talking with you this afternoon/evening. Thank you for taking the time to meet with us. I'd be happy to stay after this session or meet with you later if you'd like to share anything else.

## Appendix C: Ground rules

*These ground rules were provided to each participant on a handout and reviewed by the moderator.*

1. If a question doesn't make sense, please let me know. It's absolutely fine not to answer every question.
2. Only one person should speak at a time, but you don't have to raise your hand to talk.
3. There are post-it notes, scratch paper, and pens in front of you. At a couple of points, I'll ask you to use the post-its or scratch paper to jot down your thoughts before we talk as a full group. Also, as we're talking, feel free to take notes or write or draw in response rather than speak -- the scratch paper is your chance to tell us exactly what you're thinking and to do it anonymously. We'll collect your post-it notes and scratch paper at the end of the session unless you'd prefer we not.
4. Everything we say in this room will remain confidential. Let's respect each other's privacy and not share any of the individual experiences that come up today outside of this room.

## Appendix D: Note-taking template

### Instructions:

- *[time]* – check the recorder and insert the mm:ss when this new section begins
- *Quotes* – if there's a good quote but you can't capture it all, write the first few words in quotations followed by "QUOTE" and someone will go back and transcribe from the recording
- *Preface someone's ideas being communicated with their initials. For example "JC: ..."*
- *If a bullet point is your own commentary, don't preface with initials*
- *If moderator asks question that elicits head nodding or raised hands from group, count and record the count.*

Date: \_\_\_\_\_

Group: Rubenstein / Seniors / General

Note taker: \_\_\_\_\_

Moderator: \_\_\_\_\_

Participants: [we will prefill with names and initials. You can use their initials when taking notes.]

### Warm up

2. [time] Name and hometown (icebreaker)
  - Notes here if necessary.

### First year experience

1. [time] What did you find easiest about your first semester (or year) at Duke?
  - Notes here.
2. [time] What did you find most challenging during your first semester (or year) at Duke?
  - Notes here.

### Belonging – self-perception

1. [time] What has made you feel welcome at Duke?
  - Notes here.
2. [time] What has made you feel unwelcome at Duke?
  - Notes here.
3. [time] What makes the people, services, or spaces that you just wrote out on post-its particularly safe and supportive?
  - Notes here.

### Informed – self-perception and reflection

1. [time] Have you ever felt like other people around you know things about college that you don't know about?
  - Notes here.

2. [time] If so, what are some of the things others seemed to know about that you did not?
  - Notes here.

### **Information seeking**

1. [time] Since you've been at Duke, what do you do if you have questions or concerns about college?
  - Notes here.
2. [time] Is there a person, group, office, or place you usually go to?
  - Notes here.
3. [time] If so, describe this person, group, office, or place and a time you went to that person or place for help.
  - Notes here.

### **Library – experience and first reaction**

1. [time] What words come to mind when you think about the libraries at Duke?
  - Notes here.
2. [time] Have you used the libraries at Duke? If so, describe how you use them.
  - Notes here.
3. [time] What works well for you?
  - Notes here.
4. [time] What does not work well?
  - Notes here.

### **Research anxiety**

1. [time] What kinds of research do you do?
  - Notes here.
2. [time] What do you find most positive or exciting about doing research?
  - Notes here.
3. [time] What do you find most confusing, challenging, or uncomfortable about doing research?
  - Notes here.

### **Informed reflection (libraries)**

1. [time] Are there things that you know now about the Libraries at Duke that you wish you had known before you started at Duke?
  - Notes here.
2. [time] If so, what are those things?
  - Notes here.
3. [time] How did you come to know them?
  - Notes here.

### **Any special notes, commentary, takeaways, summary that you want to share?**



## Appendix E: General recruitment email

Dear [First name],

We need your help. We (the staff at Duke University Libraries) are trying to better understand the unique needs of the students we serve, beginning with a focus on first-generation college students. Your input will help us improve library services, spaces, and resources to better meet your needs.

Would you be willing to participate in a focus group at the library with 3-6 other first-generation college students? Once we have a list of potential participants, we will schedule the discussion at a time (likely before Fall Break) that works best for the majority of volunteers. The focus group will last 90 minutes and will include a catered lunch or dinner. We understand that you might not be able to participate once the exact date and time are set, and that's OK -- just let us know if you are interested!

If you are interested in participating, please RSVP by the end of day Tuesday, September 12th. Feel free to let me know if you have any questions or concerns.

RSVP now

[Yes, I would like to participate in a focus group](#)

[No, I do not want to participate in a focus group](#)

Depending on interest, we may not be able to accommodate everyone who volunteers due to size constraints. Thank you for considering, and for helping Duke Libraries staff better meet your needs!

Joyce Chapman  
Assessment & User Experience Department  
Duke University Libraries

**Your privacy is important to us:**

We truly value the many unique perspectives that students bring to Duke, and it is important to the Libraries to understand all students' experiences, backgrounds, and information needs. We hope you will consider joining us. While the Libraries will summarize what we learn from the focus groups in a report that will be shared internally with library staff as well as with the Office of Access & Outreach, your participation in the focus group will be confidential. Participants' names will not be included in any report, and your name will not be associated with anything you say. However, you will not be anonymous to your fellow focus group participants during the discussion. We will ask everyone present to please keep what is said confidential out of respect for each other.

Follow the link to opt out of future emails:

[Click here to unsubscribe](#)

## Appendix F: Selected references

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## Appendix G: Survey questions discussed in this report

**Q116 Please rate your level of agreement with the following statements.**

	Strongly disagree (13)	Somewhat disagree (14)	Neither agree nor disagree (15)	Somewhat agree (16)	Strongly agree (17)
I find the Duke Libraries website easy to use (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff are helpful (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unsure about how to begin my research on a paper or project for a class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get confused trying to find my way around the library (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library is an important part of my experience at Duke (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, the library is a welcoming place (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to use library resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer eBooks to print books (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to locate and use print books, maps, or journals at the library for my research or coursework (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have successfully used the library / library website to find research articles and books for class assignments (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q117 A "safe space" is a place in which people can feel safe from discrimination, harassment, and any other emotional or physical harm.**

Based on your experience, to what extent is **Duke University** a safe space?

1 = *I strongly disagree* that Duke University is a safe space; 5 = *I strongly agree* that Duke University is a safe space.

- 1 (Strongly disagree)
- 2
- 3
- 4
- 5 (Strongly agree)

**Q119 Based on your experience, to what extent are the Duke University Libraries a safe space? 1 = *I strongly disagree* that Duke Libraries are a safe space; 5 = *I strongly agree* that Duke Libraries are a safe space.**

- 1 (Strongly disagree)
- 2
- 3
- 4
- 5 (Strongly agree)

**Q120 Please describe your response and your experience with the Duke University Libraries in this context. What are your ideas for making Duke Libraries more of a safe space?**

**Q34 Which of the following are important to your research, coursework, or teaching? (Select all that apply)**

	Important (1)
Adequate quiet study space	<input type="checkbox"/>
Variety of seating options	<input type="checkbox"/>
Reservable study/project rooms	<input type="checkbox"/>
Reservable interview rooms	<input type="checkbox"/>
Print book, textbooks, and articles on reserve for your classes	<input type="checkbox"/>
<b>Drop-in</b> assistance at a library service desk (e.g., circulation/holds, research help)	<input type="checkbox"/>
<b>Scheduled</b> assistance from library staff (e.g., research help or data support by appointment)	<input type="checkbox"/>
Self-checkout stations	<input type="checkbox"/>
Delivery of books or materials from non-Duke libraries (Interlibrary Loan)	<input type="checkbox"/>
Delivery of books or materials from other Duke libraries/off-site locations	<input type="checkbox"/>
Access to Duke Libraries' special collections (e.g., manuscripts, primary sources, rare materials)	<input type="checkbox"/>
Support for using, analyzing, and visualizing data	<input type="checkbox"/>
Other	<input type="checkbox"/>

**Q67 When you visit the Perkins & Bostock Libraries, to what extent do the following meet your needs?**

	Does not meet my needs	Somewhat meets my needs	Completely meets my needs	I didn't know the library provided this	I don't use this
Adequate quiet study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of seating options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reservable study/project rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reservable interview rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print book, textbooks, and articles on reserve for your classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Drop-in</b> assistance at a library service desk (e.g., circulation/holds, research help)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Scheduled</b> assistance from library staff (e.g., research help or data support by appointment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-checkout stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery of books or materials from non-Duke libraries (Interlibrary Loan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery of books or materials from other Duke libraries/off-site locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Duke Libraries' special collections (e.g., manuscripts, primary sources, rare materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for using, analyzing, and visualizing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q55 Library staff are considering offering or expanding the following library services. How much would each of the following improve your library experience?**

	Not at all	A little	A lot	No opinion
Additional lockers or places to store personal belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More spaces for quiet or individual study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More spaces for collaborative study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different types of furniture. Please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More textbooks to check out for my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional devices or equipment to check out. Please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional specialized spaces for honors researchers, graduate students, or other student populations. Please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with digital scholarship tools and techniques (e.g., creating online exhibits or publications, making a work available through an online platform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having books and other items delivered between East and West Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended library hours. Please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to develop and curate exhibits in the Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better directional and informational signage for navigating the Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other suggestions:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q110 Any additional comments about Duke University Libraries?**



## Appendix H: Comments from 1G students on the biennial survey

**Please describe your response and your experience with the Duke University Libraries in this context. What are your ideas for making Duke Libraries more of a safe space? (Q120)**

So far I have not had any experiences that make me feel as though Duke libraries are not safe spaces. However, I have not used the libraries extensively for help or research yet.

Duke Libraries are a fantastic place that represent academia and social safety. Since it is not purposed as a safe space it doesn't entirely embody a safe space; however, it does a very good job. The best thing to do which Duke Libraries already does pretty well is cleanly separating group study places with individual study places. That way those seeking that safety has it the option presented to them.

Duke Libraries I feel are very safe. Perhaps having more space for group work would be nice.

Duke University libraries are welcoming, and are a safe space in general. Last semester's Puppies at Perkins is an example of how the libraries' events are open to everyone in the Duke community. More diverse events/speakers would make it a safe space, and emphasize its inclusivity.

Duke University Libraries do a good job and I wouldn't change much of anything.

Every time I go to the library to study, even for a short period of time, it is always a welcoming place and quiet place that really helps me to focus. From what I've seen, all the students and staff are respectful and abide by a general courtesy to others. To make it an even safer place, I would encourage the card-only entry into the library perhaps an hour earlier than what it is now.

Gender Neutral Bathroom Options

Have found great books for leisure

Have more inclusion events held at the library. Host readings from QPOC authors.

Have more wellness and mental health programs or possibly things to relieve stress, as many people only head to the library during the most stressful times. It might be a nice feature if students could have a refreshing study break without leaving the library somehow

Having the security guards check up a little more in the lower levels.

Honestly, I don't know, I think maybe being more welcoming.

I am mostly in the lilly library and study there. I think it's the best location to study because it's quiet and you have all the resources around you.

I am slightly right of center because of my economic beliefs, and I often receive visceral backlash for stating my opinion. It seems as if the campus is a "safe space" for anyone who is left of center.

I believe that Duke libraries is a relatively safe space, given their access to resources and proximity to security.

I believe that Duke University Libraries are a very safe space; however, maybe having more security present outside the facility at the very late times of the night would be helpful.

I believe the libraries here are all safe spaces because people who would seek out to cause harm or harass don't tend to go out of their way to do so and the library would be a stretch for that.

I can go in the libraries if I feel unsafe and know it's a safe spot

I do not have any negative experiences at the Duke libraries.

I don't interact with anyone in the Duke University Libraries, which is the safest space anyone can ask for.

I don't think anything needs to be changed.

I feel like Duke Libraries provide a safe place to learn, explore and research all the work necessary for me to be successful. It also is literally a safe place as in it isn't dangerous

I feel like the libraries are a safe space to work, especially when you want to seclude yourself / relax! I feel that making it more of a safe space would be more events in the library like those during finals season!

I feel that the libraries and the staff are very helpful. The staff are very friendly, too. I think the libraries are already safe considering the doors require dukecards at night but maybe one security guard on every floor since the buildings are so large.

I frequently tap naps here and I feel safe. I also tend to study at the library late at night and feel safe. The security staff is really friendly.

I generally do not feel unsafe at libraries but there are certain cases when people of a particular ethnicity or group tend to congregate in specific areas in the libraries which make one individual studying there along feel out of place. I don't know how can this be addressed but it is a concern.

I have never felt personally unsafe at the library. It is well-staffed, well-lit, and well-populated.

I have never felt threatened or uncomfortable at the library. While outside I might occasionally feel unsure how safe my environment really is, the library always has helpful staff that I feel great talking to. I really enjoy the services Duke provides in this regard. I do not have any recommendations at the moment.

I have never felt unsafe in a library atmosphere and constantly feel very welcomed and invited by the staff.

I have never had to use a safe space so I am not 100% certain if Duke or the library are safe spaces.

I have never personally needed the library as a safe place, but the staff always seem really friendly and welcoming. Maybe there could be a room in the library that could have counseling/support in case people needed to get help quickly?

I have not found anything about the Duke University Libraries to make them "unsafe spaces" and I don't think much needs to be changed in this respect.

I haven't used the Duke Libraries often except to pick up books I requested online, but it could be a safer and more inviting space if students (especially freshmen) could become more familiar with the layout and different kinds of rooms/study spots.

I mostly go to the library to do homework "I don't know how to actually use resources, and it'd be helpful if we all got a small intro/crash course during o week!

I think Duke has done the best in safety.

I think Duke library is already a safe space and I enjoy the different events that it puts on.

I think it would help if the library had more study spaces. It's great resource and there are times when I need to be close, but there is nowhere to go.

I think that Duke Libraries are more of a safe space because it is an area on campus where I can truly concentrate and not worry about the outside environment.

I think the Libraries are pretty safe. I haven't had any negative experiences in regards to safety so I cannot think of anything to change.

I think they are already safe enough.

I work at the Law Library and it has honestly become a place where I go to escape the stresses of academia. I also love books so being in an environment where I'm surrounded by them is naturally quite comforting.

I would definitely consider the Duke Library to be a safe space. I have never felt uncomfortable there in the slightest!

It is better if Lilly] works up to 4 am on Friday and Saturday.

It's a battle for space that I'm not willing to fight.

I've never had any of the above mentioned experiences in any of the libraries or at Duke, so in my experience the libraries have been a safe space. I know there have been/are incidents of those descriptions at Duke, but I've never heard of any occurring at any of the libraries in particular.

Making Duke Libraries a safe space is a task for those who visit the library. While the staff and building itself are a "safe space", the conversations that can be overheard in the library by other students/patrons are not always the most welcoming or inclusive. It will take an effort on the part of everyone and a campaign to raise awareness about the need for inclusivity and sensitivity to make the library a truly safe space on campus.

Making the edge a more exclusive space, so I won't get stares for not being East Asian. The stares have sometimes made my friends and I feel a little bit out of place.

Many of the groups on campus congregate and study together. While this is understandable, it can be daunting to walk into a room full of people who do not look like you or have similar experiences while searching for a seat. Overall, Duke Libraries are a safe space, and I think their displays and literature represent the broad perspectives of the student body.

maybe more ways to de-stress

My time in Duke Libraries has been largely pretty great. I think there are great spaces to be productive and feel relaxed while doing so

No suggestions needed.

Not enough areas to play music while you study.

Once late at night i was cornered by a strange older man that clearly did not attend the university. I think it is important for the library to be open to the public; however, maybe later hours when there are less people (I was there during the Duke v UNC game) there could be more staff around?

Overall, I believe that Duke University Libraries does a great job of assisting students and helping them to feel comfortable in what can be an extremely stressful environment. Not only do the libraries help our academic endeavors, they also assist with any other type of social support that students may need.

Personally, I have not experienced any situations that show me that the libraries are or not a safe space.

Posters asking people to be tolerant of others

Respond to the practice of leaving belongings in a space for hours at a time in order to reserve it for future use. This practice reflects a sense of entitlement among Duke's most privileged that reminds us that we can't count on others to be respectful here.

Safe in the context of enforcing more ideas on how to protect personal belongings. Maybe by distributing more flyers and posters around to keep reminding the library users not to leave their stuffs in the library. I think it will also be good if the library can have a "lost and found" counter. If there's already one, I hope the library can spread the news in some ways so that the library users are aware of its existence.

So far I believe the libraries are a safe space. For the late hours, there should be security nearby either inside or outside the building. Also, if there are no cameras, then cameras should be implemented more often around the building, near entrances and exits, etc.

stop letting people get away with racist shit

The libraries are great! Some places are a bit intimidating, however.

The libraries are the only place where I can find scholarship on native people around the world, and it was the only place where I have ever found a book about my mother's tribe. Outside of the library, and except for the Native American Student Alliance, I have never experienced legitimate validation of my indigenous identity and my family's history. I have also never known an indigenous professor at Duke, or seen a fully accurate class on native history.

The library has space for anyone and everyone, it holds books and materials for all cultures and people. Maybe one way to be more of a safe space would be to have more comfortable spaces where discussions can happen. Maybe a room with couches (instead of a table) to facilitate a more serious/personal discussion.

The library is a place mostly free of student groupings. I can study anywhere and feel welcomed and comfortable. To that extent I view it as a safe space.

The library is an extremely safe space. I've never heard of anyone having a poor experience there.

There needs to be more study space. Lots of wasted time just trying to find a place to sit.

Things get stolen. It's a shame and I don't know how to resolve that. Sometimes the nervous electricity around exam time creates a negative vibe.

This suggestion is for long term changes but the orientation/arrangements of tables and chairs in the library sometimes make you feel you don't have privacy - you feel your screen is being viewed by a third party.

### Any additional comments about Duke University Libraries? (Q110)

a separate study space for 1st generation college students.
As I mentioned, I like how Ford library has a set of chargers attached to a seating area so we can use it. I definitely think Perkins and Lily should copy the idea.
Free color printing please
I enjoy Duke libraries! I love the comfortable space and the staff!
I would love for study-room scheduling to be more understandable.
I've had great experiences so far!!!
Maybe there should be surveys to prior to a semester to know what books would be on high demand, and then decide whether or not to put some on the reserve shelves for a few hours use.
My experience with the libraries have been good. I don't visit that often. There may be a period where I go frequently, like twice or trice a week, but that only lasts for a week or two. That being said, my experiences are based on the several times I've visited, so it's not based of normal frequency. Otherwise, I usually only go to the library if I need to check out a book, and for this I usually end up at Perkins/Bostock, rarely Divinity and Rubenstein, and never Lilly. The books have been easy to find as long as you can follow directions and signs, and the staff has always been helpful and never miserable (or had an attitude). Actually, I used to do my homework in Lilly for about the first 2 months of the school year. There was ample study space whenever I went and it was always quiet enough.
No. You guys are doing a great job, thank you for all that you do!!
Sometimes students are too loud in libraries and it would be nice if there were designated quiet areas in Lily library
Y'all are great! I don't like how yellow the lighting is at Perkins, I prefer white light.