

Duke University Libraries: Sociology Department User Study, 2010-2011

The Duke University Libraries' strategic plan, "Sharpening our Vision, 2010-2011," places an emphasis on our ability to interact with faculty, staff and students at multiple points in their research, teaching, learning, and publishing.

In order to effectively provide better support for Sociology faculty and graduate students, we realized the need to ask them about their research practices to better understand the key challenges faced by those scholars. We wanted to hear about the materials they use, collect, and preserve; what services and technology tools they find useful; and the role the Libraries play (or potentially play) in their research.

Methodology

Our study included in-person interviews with eight faculty and two graduate students. Original selection of faculty occurred by a random drawing of names at a faculty meeting. Due to scheduling conflicts with some of these faculty, specific invitations were also sent out to increase the number of participants. Our interview script was adapted, with permission, from materials developed by the University of Minnesota Libraries, with a grant from the Andrew W. Mellon Foundation.¹ Each interview was recorded with the written consent of the interviewee.²

Results and Analysis

We have summarized the results of these interviews using the framework of the questions asked. When possible, we prefer to let the voices of the faculty and graduate students speak rather than our own analysis.

Research methodologies used by faculty and graduate students in the Sociology Department include a wide variety of quantitative and qualitative approaches. Despite differing research perspectives, several themes emerged out of our study:

- A concern about the level of awareness and ability to manage the large volume of research articles and data of interest to researchers in Sociology. Most faculty would like to have an easy way for new resources to be brought to their attention.
- An assumption that graduate students should develop their skills with research tools and methodologies to facilitate faculty research. While most faculty incorporate graduate students in their research and expect these students to use sophisticated research tools and skills, several faculty indicated it would be helpful for the Libraries to provide training on appropriate tools (hardware, software, and web-based) for conducting research in a digital research environment.

- A need for better understanding of tools and services provided by both the university and the Libraries that might facilitate Sociology research. Better marketing of tools and services, at the point of need, would increase their use and effectiveness.

We hope that these results will help illuminate current services and inform future improvements, planning, and implementation of library services and programs. Given the size of the sample and our research methodology, these findings should not be viewed as comprehensive, but as exploratory and as another part of ongoing research.

Linda Daniel
Research Services
Duke University Libraries

Joel Herndon
Data & GIS Services
Duke University Libraries

Shawn Miller
Center for Instructional Technology
Duke University Libraries

1 See Appendix I, Interview Script for Faculty; and Appendix II, Interview Script for Graduate Students
2 See Appendix III, Informed Consent; and Appendix IV, Audio Release Consent

Overview of Duke University's Sociology Department

From the Sociology Department's website:

Undergraduate Program

Sociology fits comfortably into the mission of a liberal arts education because it looks at how human values, such as freedom, tolerance, equity, and community are shaped by class, gender and ethnic differences as well as more abstract social forces such as modernization and globalization. A second reason to major in sociology is that it will help prepare you for a career in one of the professions, such as teaching, medicine, law, and business. Sociology courses not only teach you about these occupations but also provide the analytical and writing skills necessary to succeed in them. Finally, sociology provides comprehensive preparation for advanced graduate work in all the behavioral sciences, in anticipation of a career in college teaching or basic research.

Graduate Program

The Department offers expert training in multiple sociological subfields. Students can choose to specialize in one of these areas or create specialty foci of their own, with the guidance of their advisory committee. The specialty area forms the core of each student's primary field exam, which is constructed by the student and their advisor. Current field areas include:

- *Economic Sociology*
- *Medical Sociology*
- *Population Studies*
- *Race*
- *Religion*
- *Social Networks*
- *Social Psychology*
- *Stratification*

More about Duke Sociology program: <http://www.soc.duke.edu/>

More about Duke Sociology's Graduate program: <http://www.soc.duke.edu/graduate/>

Study participants

Faculty

Name	Research area/focus
Rebecca L. Bach	<p>Gender and sexuality, stratification/mobility, applied sociology, pedagogy</p> <p><i>"My current project is a qualitative analysis of the experience of motherhood in the context of domestic violence. I also continue my work on abstinence-only versus comprehensive sex education in public schools."</i></p>
David Brady	<p>Poverty and inequality, politics, comparative political economy, social policy, globalization, labor, economic sociology, research methods</p> <p><i>"My work is centered on poverty/inequality, politics, work/labor, social policy, and institutions. Among my current projects, I am studying the effects of immigration on welfare attitudes, the decline of government spending in affluent democracies, the social economy of female sex work in India, working poverty in the U.S., and democratization in Latin America."</i></p>
Linda Burton	<p>Poverty, inter-generational families, family life course transitions, neighborhood context, ethnographic methods</p> <p><i>"I am principally an ethnographer, but integrate survey and geographic and spatial analysis in my work. My program of research is conceptually grounded in life course, developmental, and ecological perspectives concerning the lives of America's poorest urban, small town, and rural families. My methodological approach to exploring these issues is comparative, longitudinal, and multi-method. I employ longitudinal designs in my studies to identify distinct ethnic/racial features of development that shape the family structures, processes and life course transitions families experience over time."</i></p>
Mark A Chaves	<p>Social organization of religion</p> <p><i>"I'm a sociologist who mainly studies religion. I have several ongoing projects. One major project is the National Congregations Study (NCS), a survey of a nationally representative sample of religious congregations – churches, synagogues, mosques – from across the religious spectrum. The survey collects data about many aspects of congregations and their activities. It occurred in 1998, 2006-07, and it will occur again in 2012. We developed a website so that the public could have access to the data. Another research project focuses on congregations' decision-making about clergy compensation."</i></p>
Gary Gereffi	<p>Development, comparative/historical sociology, economy and society</p> <p><i>"I direct the Center on Globalization, Governance, and Competitiveness at Duke and, as a result, a lot of my research deals with global industries, global supply chains and how they affect development possibilities in different countries. We've done reports on different technologies that not only show linkages to types of jobs in a supply chain, but also the states where those jobs are located and the companies producing those jobs. It's been a bottom up way to identify the markets that actually exist."</i></p>

Deborah T. Gold	<p>Aging/social gerontology, medical sociology, mental health</p> <p><i>“My research focuses on the psychosocial consequences of chronic illness in late life. I’ve studied the impact of exercise and psychosocial intervention on women with osteoporosis. I also study the impact of chronic pain on community-dwelling older women with osteoporosis.”</i></p>
Christian C. Lentz	<p>State formation and nationalism, nature-society relations, environmental history, development, agrarian studies</p> <p><i>“I’m interested in historical sociology and I’m looking at politics of frontiers and borderlands, specifically at the 1940s and 1950s in Vietnam. I did ethnographic work in the field site of Dien Bien Phu and I also did archival work in Hanoi and in the provinces. Much of my work, particularly in my early stages, was looking at archival documents. I spent time in the library pulling out histories of Vietnam. Some of these documents were in French but a vast majority of them were in Vietnamese.”</i></p>
James W. Moody	<p>Social networks theory, quantitative methodology</p> <p><i>“At the broadest level, I study social networks. My main area of concern is the formal organization of informal social life. I try to figure out, across lots of different domains, how social relationships form, dissolve, and evolve over time and what are the causes of these relations, the patterns, and the consequences. The theme that unites it all is network methodology. I do a lot of work on measures for networks, how a network should be understood, and how we track changes in networks over time.”</i></p>

Graduate Students

Name	Research area/focus
Ryan Denniston	<p>Dissertation Title: “Causes and Impacts of Institutional and Structural Variation: Globalization in the Tobacco and Pork Industries”</p> <p><i>“My dissertation work was looking at agricultural industries in the United States and the connections to globalization and policy development. Do these policies drive how industries develop and are there geographic variations? Does the pork industry in NC look different from that found in the Midwest? If so, why is that and are those differences durable? A big chunk of it is statistical analysis.”</i></p>
Allison Wisecup	<p>Dissertation Title: “Do We Have Consensus?: Examining the Sources of Systematic Variation in Cultural Identity Meanings”</p> <p><i>“For my dissertation, I’m doing a community based survey in Durham. I’m knocking on doors to gather my data. I’m looking at the meanings that people give to different identities, like occupational and family identities.”</i></p>

Research methodologies of Duke Sociology faculty and graduate students

The research methodologies of the people interviewed are diverse and include surveys, statistical analysis and modeling, use of visualization technologies, in-depth interviews, and analysis of industry and country reports. Qualitative and quantitative data analysis methodologies are used to examine primary and secondary data sources.

“I’m not really a heavy-duty quantitative researcher. I’m not someone who analyzes big databases, or census data. That’s not my approach. I tend to look at smaller projects. I’m not interested in big science. I don’t want to have to manage a bunch of grants and hire people to do my work for me. I like to be personally involved in the research that I do.”

“The first step is determining your core competence. What do you have to sell? In our case, what we have to sell is really a methodology. It is a way to look at these global supply chains that we can apply to lots of different topics. It can be the environment, global health, nanotechnology, industrial development, or it can be labor issues. So, with the same framework, we can look at lots of topics that are important to different groups.”

“Most of my work is quantitative. I will sit at my laptop and run a stats package and analyze data. A lot of my data is based upon country analysis. I will look across countries and over time. Some of those data sets are not survey data but I use the data sets that the library provides, like the OECD Health Data. I will generate spreadsheets and aggregate them into a big dataset that I build. I use two types of quantitative data. I use macro-level aggregate analyses and individual level survey data. Recently, I’ve been doing more where I merge those two types together.”

Challenges faced while doing research

Interviewees identified a range of challenges to their research. Several said that finding enough time to do their work and juggling responsibilities were the biggest challenges. Others noted difficulties with specific processes, such as gaining approvals from campus and Medical Center Institutional Review Boards. An underlying challenge for several people is how to use technology and skills to effectively present research findings.

“The fundamental challenge is that I don’t have enough time. Part of it is my own fault. If you put too many pots on the stove, you can’t complain about having too many pots on the stove. On the other hand, I think the institution puts a lot of demands on our time. It’s important to make sure that the time is allocated appropriately across projects so they are all moving forward. The second part of this is to make sure that students who are working on these projects get the proper direction they need so they can move the projects forward.”

“There’s the technology aspect, which I was never trained to do, so I always need help with that. Then, there is the writing aspect and thinking through things like the copyright issues which is all kind of very fuzzy to me. A lot of what I’ve been doing lately is thinking about how to get research results and knowledge out in various ways.”

"The hardest part is finding the time and the motivation to write. Data has gotten so easy to use since it is electronic. Data used to take days and days to generate. Those costs have gone way down. But, the fixed cost of writing doesn't change. It's the hardest part of the job."

"We are in a different budget climate now than when we did [our earlier] project. That study was easily \$33 million and \$4 million was spent on ethnography. There was money in there to present research at different conferences. The government and universities are pulling back and I think researchers are going to have to spend their own money to present information at conferences. This will be a little bit of a challenge."

Funding and spending money on research materials

While a few people mentioned buying their own books and photocopies, most respondents referred to grant money used for course development, research support (incentives for survey completion), and infrastructure.

"I buy my own books. If I need something I buy it. I subscribe to the journals I need for my association. The rest I get online. Those are built into my research accounts."

"I don't have a slush fund. The conferences are really expensive. My biggest personal expenses are books and journal subscriptions. I have a fetish for books. Computers are also a cost. I'll buy versions of Stata for my machine. Each professor will buy their own software packages. It's privatized. We do have licenses for some software but not all. Most of the databases I need, I can get from the library or they are free on the web."

"Historically, you could pad your grant to cover expenses. This is not true anymore. I have paid for transcriptions and parking out of my own pocket."

Do you see your work as collaborative or interdisciplinary? If yes, what challenges do you face? What are the benefits of interdisciplinary or collaborative methods to your research?

Most faculty responded that they felt their work was collaborative. Far fewer mentioned interdisciplinarity, but this could reflect the lack of a definition in the survey for interdisciplinary research. The PhD students in the study did not feel that their work was collaborative which reflects the nature of PhD research.

"It's certainly collaborative. Students often co-author articles, so it's collaborative all the way through. Is it interdisciplinary? I have a joint appointment in the Religion Department and the Divinity School, and the study of religion is inherently interdisciplinary."

"I think it is the nature of the projects that has created so much collaboration. On the survey side, getting the sampling and following the data is extremely expensive and is something you can't do by yourself. On the simulation and visualization sides, these are projects you can do by yourself."

"I think we are all so gunning for success in our fields that we don't collaborate with others outside our departments. We get so busy with our own projects that we don't reach out to learn something new. You feel so much pressure to establish yourself that you don't think in terms of the added value of new research."

How do you see your research contributing to the goals of the department (and/or the university)?

Responses to this question tended to refer to "doing work that contributes to the field of Sociology." Several faculty referenced their work mentoring graduate students both through grant based projects and through instruction roles.

"I think the goal of this department is to do really good sociology and to train really good sociologists. My goals contribute directly to the department with the training of students."

"I guess training grad students is the main way that my work fits within the goals of the department. I enjoy it and it keeps me young. I like to build those relationships. I think their success is a great success for the department."

"I think my research provides undergraduate and graduate training. I am one of the few ethnographers at Duke who has done one of these big science studies. I can bring opportunities for doing secondary data analysis. I bring methodological expertise to the table. Not so surprising, this data gives students a "reach out and touch" perspective with poor families."

"I think that my research tends to tie in with the goal of the university to be involved in civic engagement. That's a big issue and community-based research is part of that."

"The interdisciplinary nature of network science contributes to the goals of the university. The rank and status of the university depends on doing cutting edge research and getting large grants. So, I think there is some sense of ring chasing. It is like there is a giant carousel and we are all reaching for the gold ring. Part of the goal is to make sure we have lots of people on the carousel. That can have a negative connotation but I don't intend it that way. The university has legitimate interest in creating cutting edge science and that can only be done at the level of collaborative, multi-investigator big science goals. We want to make a contribution. We have a niche that we can fill there that's useful."

Library/Research/Technology Questions

What role does the library play in your research? At what stages of your research are you most likely to use library resources? What resources do you generally use?

Responses to these questions tend to cluster around a number of themes, but the literature review tended to be the dominant response. More specifically, electronic access to databases and e-journals were specifically mentioned by most respondents. Other library resources that were mentioned included interlibrary loan, geographic information services (GIS), and data resources.

"I would say that the main role of the library has been as a source of relevant literature, so that when I'm developing my research proposal and when I'm writing up articles from the research, I use the databases in the library to search for articles."

"I use the library a lot, especially the e-journals. I live and breathe the e-journals. Ethnography is not just telling a story. It needs to be theoretically grounded."

"We geo-coded our data, and it was the librarians who had the relevant software and the stations and helped us figure out-- so the whole GIS thing-- we got direct help from the library."

What kind of assistance do you need or seek for your research? Who provides research assistance to you?

Respondents do seek help from the library - but mentioned some uncertainty about the boundaries for what kinds of help or assistance for which they might ask. Others mentioned that more online guides or guidance (or better pointers to such guidance) might be enough. Typically, many faculty rely on graduate students for research assistance, though some mentioned involving local IT staff (providing access to databases) and even undergraduates (working in teams) in their research activities.

"I just take care of it myself. I'm not good at asking for help. I can give graduate students tasks but it is not clear that they are accomplishing these tasks competently or efficiently."

"When I was at Penn State I was in a population research institute. There was a research information specialist who would do keyword searches for me. She would send me the latest research on the topic. I find that kind of help immensely useful."

"I pretty much taught myself and asked colleagues for help if I had a question. A lot of what I've done has been through trial and error."

What role does technology play in your research (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?

Responses here really depended on the type of research being done. Some researchers used basic technologies daily (such as Excel), while others needed more advanced tools (SPSS, STATA), often having to come up with their own processes for data collection as a

major part of their research. Another researcher noted heavy use of Blackboard as a tool to store and share resources for different research projects and teams. One researcher noted that this really is a “new age of ethnography” - where the researcher has to go beyond pad and paper plus a tape recorder, and now has to think about websites with digital surveys, mobile devices, etc. to accomplish research goals. Researchers noted using the library for support and assistance on technologies such as ArcGIS and Blackboard (CIT), but also pointed out their use of 3rd party tools like Google Scholar which they felt provided “immediate access.”

“I use Google Scholar and link directly to articles. I also use Google Scholar’s statistics about how often an article has been cited. I find that Web of Science is not as comprehensive as Google Scholar for social science citation statistics and for international research. Google Scholar is the workhorse for this type of work. We use the library links to get to these articles. We want instant gratification for our work. We want immediate access. A lot of us post our articles directly to the web.”

“Blackboard has been very helpful, not just for teaching, but for research projects. We created a Blackboard website and found we could post all the things we needed and everybody could share.”

“I sent Mark Thomas a lot of emails and asked if he would help me with the tax parcel data. Mark emailed back to let me know that the library had just bought the data I needed. How incredible is that! Mark sat down with me and showed me how to use Arc GIS with the data to get what I needed. I went from sitting at home writing down all the addresses by hand to clicking a few buttons to get just what I needed. It was very nice.”

What tools do your students use in their research? How do they learn to use these tools?

Sociology students learn to both access and create online surveys, to record and upload interviews, and access library collections (including advertising resources) and library guides. Faculty noted that students lack training in statistical packages - which might be a gap that the library could fill to a degree. Students also have some desire to learn how to digitize (OCR) historical documents to make them searchable for research projects. One faculty member noted that undergrads learn how to analyze and use data, but don’t often know how to present it and could use some help or training on presentations.

“The tools that librarians teach the honors students are used. What I’m finding is that honors students have not been trained on how to use statistical packages. Unless I have a good research assistant, I am in trouble since I haven’t kept up with the qualitative method. I guess someone who could help students with the packages and the datasets beyond what the grad students can do.”

“We do a pretty good job of teaching our students how to analyze data. We don’t do such a good job teaching them how to present. We ask them to present but there’s no formal training module. There’s a trade off with the amount of time it would take.”

“They use online surveys; recording and downloading interviews, and library guides. Hearing about the collections that the library has and what kind of access students

could have helped some of my students come up with ideas for their research projects. It was very useful.”

What role does technology play in your teaching (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?

Though some faculty use learning management systems (Blackboard), others use blue books and traditional methods for teaching. Beyond traditional tools, such as Excel (for comparing data and making graphs), faculty also ask students to use the library to access collections and datasets. Faculty mentioned an increase in using videos to engage students or supplement content, including YouTube.

“In one class I taught, there was a section where they did a group project. They have to generate their own data. We teach the students how to use Excel, how to make graphs, and how to interpret these numbers. It’s not about the technology but what does this comparison show me. We want them to look at the quality of the sources.”

“I’ve been trying to use multimedia more in my teaching. I’ve been using a lot of clips from YouTube. It has been a deliberate strategy.”

“I want to have the students move from being passive to active learners. I want them to look at data on their own. I ask them to come to the library to look at census data.”

“I use a lot of video clips in the classroom. I find that the students get it very quickly if they can see it in a video.”

Library as Place

One of Libraries’ strategic goals is to use our physical space to help faculty with their research needs. Can you think of ways we could use our space to help you?

“I don’t go into the library. But, I love libraries with good light and soft chairs where you can just go and sit and read and think. It’s a pitiful indictment of the system that I don’t go into the library. I think it’s bad for our students. We have become so good at our targeted searches that we don’t go outside the bounds of our search. The beauty of walking down the stacks is that your eye is caught by a book that you don’t know about. I am all in favor of having beautiful stacks for those people who have the time to do this. I guess most of the books are held in places where people can’t walk through. That’s really sad in some ways.”

The proximity of the library to the Social Sciences building allows some faculty to use the library for social meetings and gives them an appealing place to go when they want to take a break from their office space.

“I use the physical space of the library. The buildings are beautiful. I like to get out of my office. I like to hang out over there. The hours are pretty good. I grade in the

Perk or in the library. It can be pretty crowded at exam time. I guess there could be more tables and chairs but I like to be near the windows when I work.”

Some graduate students find the Data Services Lab to be a place where they can work on their research.

“Having the data services’ computer lab upstairs so it is a secluded place has been fantastic. The doors make people think that it is a private space and that’s been helpful. Occasionally I will come in to do something with my data and the computers will be filled up with people who are writing a term paper or doing Facebook.”

Several mentioned the importance of building a community of scholars and the library could be part of this process, especially for graduate students.

“When you’re working with a class, you may want them to learn something that requires expert instruction. Having the space available where the people can go and enough personnel to help do that, I think is a really big asset. I know having a place in the library where they can go to get that training is really important and those labs at the bottom, those computer labs, I think they work pretty well.”

“When I think about what type of community space would work well for graduate students, I remember a big room in my department that had the best books in the field. Everything stayed there. I can imagine a space like that in the library that included other disciplines. Faculty would give their books when they retire. It would help build a community.”

“There are space issues for graduate students and research assistants. In this project, I needed people to do telephone interviews and there was no place to have graduate students set up where people could call back to, so people had to use their cell phones to do this. So research dedicated space.”

“One of the costs of really cheap personal computing is that students work at home and they don’t work in a lab. In a lab, if you have a problem, you turn to the person beside you and say, “How do I fix this?” and you get the problem solved. If you are home alone, you beat your head against the machine for hours without solving the problem. People underestimate the value of human interaction.”

Follow-up

If I could give you something that would magically make it easier for you to do your work, what would it be?

“First, access to literature searches would help me at this point in my research. This is really critical. Second, we have a lot of GIS data in our datasets. I could use help locally to explore the possibilities of GIS technology. Third, I give lots of

presentations in PowerPoint. I would like to learn some creative things you can do with presentations.”

“A way to collect data in the community and have it stored on the Internet as it’s collected. I would like to take one piece of equipment out in the field and feel confident that it would be secure and accessible.”

“The ability to get answers to questions quickly would be useful. I just don’t know the scope of the questions you work on. The other type is like a free floating RA, people who can provide services that would be more than just providing the answer in an email.”

“I think facilitating research groups that include people who aren’t with Duke. If the library created some space, the way Google has with documenting all this cloud stuff, where you don’t have too many passwords to impede access, but it’s also reasonably secure, where you wouldn’t have to worry about other people. More and more I’m dealing with different research networks where people work in different institutions and yet, you’ve got a common problem or project for a limited period of time. You want to pull together documents or exchange things that you have to write. I’d like an environment where you could do that pretty seamlessly and still have access to Duke materials.”

“Another useful tool would be finding a way to keep on top of my field. What has been published on social networks in the past five years? One way to get time is to lower my search costs. I’m well familiar with the well-known search tools, like Web of Science. At the end of the week, I would like to have the three most relevant articles published in my field that I could read.”

We anticipate, and look forward to, increased involvement with the Sociology faculty and graduate students as a result of our interviews and as the Libraries develop programs and services to meet the goals of its strategic plan. As follow-up, we plan to:

- Offer library tours and training sessions that specifically target graduate students and post-docs to help identify collections and services of interest
- Interview more faculty and graduate students to broaden the results of the study
- Provide training for graduate students in digital research
- Conduct a focus group with graduate students to find out how the Libraries can better support their research and teaching
- Create and promote information about how to set up RSS feeds and Table of Contents alerts
- Contact graduate research assistants to offer one-on-one training on how to effectively use library resources for specific projects
- Promote DukeSpace to faculty, graduate students, and undergraduate honors students as our research repository
- Investigate the potential for the Libraries to create a physical and virtual space to support the needs of upper-level undergraduates, graduate students, and faculty working on projects which involve research beyond the single transactional question. This space might include integrated services for research, data/GIS, visualization, digitization, and storage.

Appendix I: Interview Script for Sociology Faculty

I. General Questions

- Please describe your current research project or projects.
- When you are doing your research, can you describe what you actually do (physically or methodologically)?
- What kinds of challenges do you face as a researcher? (What is easy, what is hard about your research process or processes?)
- What kinds of research-related activities require that you spend your own money? What other kinds of financial support do you seek?
- Do you see your work as collaborative or interdisciplinary?
 - If yes, what challenges do you face? What are the benefits of interdisciplinary or collaborative methods to your research?
- How do you see your research contributing to the goals of the department? (to the goals of the university?)

II. Library/Research/Technology Support Questions

- What role does the library play in your research? At what stages of your research are you most likely to use library resources? What resources do you generally use?
- What kind of assistance do you need or seek for your research? Who provides research assistance to you?
- What role does technology play in your research (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?
- What tools do your students use in their research? How do they learn to use these tools?
- What role does technology play in your teaching (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?

III. Fantasy Research

- One of Libraries' strategic goals is to use our physical space to help faculty with their research needs. Can you think of ways we could use our space to help you?
- If I could give you something that would magically make it easier for you to do your work, what would it be?

Appendix II: Interview Script for Sociology Grad Students

I. General Questions

- Please describe your current research project or projects.
- When you are doing your research, can you describe what you actually do (physically or methodologically)?
- What kinds of challenges do you face as a researcher? What is easy, what is hard about your research process or processes?
- What kinds of research-related activities require that you spend your own money? What other kinds of financial support do you seek and for what activities?
- Is your work collaborative or interdisciplinary? What special challenges do you face? What are the benefits of interdisciplinary or collaborative methods to your research?

II. Library/Research/Technology Support Questions

- What role does the library play in your research? At what stages of your research are you most likely to use library resources? What resources do you generally use?
- What kind of assistance do you need or seek for your research? Who provides research assistance to you?
- What role does technology play in your research (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?
- Do you do any teaching? If so, what course(s) have you taught? What role does technology play in your teaching (e.g. digital archives, databases, GIS, Blackboard, social networking tools, etc.)?

III. Fantasy Research

- If I could give you something that would magically make it better for you to do your work, what would it be?

Appendix III: Informed Consent Form

Shawn Miller
919.660.5978
shawn.miller@duke.edu

Linda Daniel
919.660.5927
linda.daniel@duke.edu

Joel Herndon
919.660.5946
joel.herndon@duke.edu

The Duke Libraries are interested in improving services for faculty and graduate students in the Duke University Department of Sociology. We would like to assess the research needs and strategies you use in order to better understand how you do your research. We would like to gather information about what materials you use, collect, and preserve; what services and technology tools you find useful; and the role the library plays in your research.

The goal of our study is to better understand the key challenges faced by scholars in the Sociology Department and determine how the Duke University Libraries can better support these faculty and graduate students.

The study will involve one in-person interview and one follow-up survey. We hope that your input will help the Libraries improve services, and you will find the interviews to be beneficial in reflecting on your research process. At the conclusion of the study, we hope that we may contribute to a larger body of knowledge about how research is conducted by the faculty and graduate students in the Sociology Department at Duke. This information may be conveyed through publication or presentation of our findings.

Your participation in this study is completely voluntary and will not affect in any way your choice to or the manner in which you use the services of any of Duke's libraries. You may skip questions or withdraw from the study at any time. You may request that your interview responses not be included in the study findings. You will be given a copy of this consent form for your records.

If you have any questions about this study, please feel free to contact the library staff whose contact information is given above. If you have any questions about your rights as a research participant, you may contact the Office of Research Support at 684-3030 or ors-info@duke.edu.

Participant's Agreement

I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in the three interviews that are part of this study.

Participant's signature

Date

Interviewer's signature

Appendix IV: Duke Sociology Research Practices, Audio Release Form

Duke Libraries would like to use the recorded audio of your interview for research and teaching purposes. The resulting audio recording may be transcribed as part of our research. This transcription may be done by a third party that has signed a confidentiality agreement.

Please indicate below if you agree to the use of audio recording, and your preference for how it may be used:

I agree that Duke University Libraries may use the audio recording of my interview for research and teaching purposes.

I do not wish to be recorded.

If you have agreed to be recorded, please select how you'd like to be quoted in any formal report that results from our research:

I would like you to use my name

I would like my comments to appear as anonymous

Printed Name

Signature

Date