

2018 Biennial Survey: Follow-up Focus Groups

Methodology

The 2018 biennial survey was released in January. Four focus groups were conducted to follow-up on issues identified in the survey: one with undergraduate students (one graduate student attended; $N = 4$), two with graduate students ($N = 7$), and one with faculty ($N = 6$). Focus groups were conducted in April and May of 2018. A fifth focus group was planned with undergraduates, but was cancelled because no focus group registrants attended the session.

Students were asked a variety of questions on topics including study spaces and furniture, reserving spaces on campus in the library, Interlibrary Requests, scheduled assistance from library staff, textbook and course reserves, safe spaces, and the Duke University Libraries website. Faculty were asked about working with librarians in their classroom teaching, open educational resources (OERs), increased support for understanding how scholarship is read, cited, and used online, scheduled assistance from library staff, eBooks, library webpages for a subject area or course, InterLibrary requests, and the Libraries website. See Appendices A – C for focus group scripts, which document the specific questions asked for all three types of focus groups.

Big picture insights

Advertising and marketing is a big theme from all stakeholders. Some of the services requested by students already exist, and other users expressed that they found key resources later in their time at Duke than they would have liked. In particular, students and faculty spoke glowingly about their interactions with librarians. They expressed surprise that this had not been taking advantage of the human resources at the Libraries.

Similarly, creating more opportunities for users to interface directly with librarians is one way to address scholarly and research concerns, to the extent that capacity allows for this. Individual or small group sessions are one of the best ways for users to get the individualized help they need and learn about additional resources. Class visits by librarians are useful to both students and faculty. However, scholarly skills (e.g. online search) are not completed in “one and done” sessions.

The faculty focus group was revealing regarding library instruction for graduate students: faculty don’t feel graduate students have use for library instruction, or that it’s “too late” for them. However, graduate students expressed in the biennial survey that they need and want both basic and sophisticated library skills. Thus, library staff should consider how best to market research sessions for graduate students to faculty or consider other ways to reach graduate students.

Students, especially undergraduates, are primarily concerned with getting more study spaces of all kinds. Everyone likes the idea of getting ergonomic seating: standing/sitting desks, exercise balls, tall counters.

For more information, please contact emily.daly@duke.edu.

People are quite pleased with Interlibrary Request (ILR) services. There is a demand for both eBooks and print copies of books – they each have their use. The same user may prefer a digital copy in one context and a print version in another.

Issues and recommendations from student focus groups

Seating and furniture

Users want comfortable, flexible, ergonomic furniture:

- Consider getting the furniture currently offered by the box office in the Bryan Center. Basically little pods with desk space, power plugs, a foot rest. (two requests)
- Footstools and footrests are good.
- Consider furniture that allows for standing or sitting are popular e.g. standing desks that move, counters with high stools (available in the marine lab)
- Consider furniture that allows for furniture and movement, not wooden furniture
- Most people use laptops, but many of the couches don't have a table to put the laptop on. Consider offering side tables or seating that has a foldover desk. People like the tables that have movable little desks, so the seats can be used as regular seats or to hold a laptop.
- Consider more fit desks (one request)
- Consider more rocking chairs (one request)

There are not enough study spaces, especially at peak times of the semester. This is common and frustrating experience for students. Multiple students report spending 15 to 20 minutes hunting for spots.

- Consider more study spaces and tables for small groups (<4 people), as many of the existing spaces are larger tables.
- Consider more study spaces in stacks and in between books, as books muffle the sound, and it reduces the distraction of people walking by (one suggestion)
- Consider a parking-structure type system of red and green lights, or an online system of how many people are around. (While this solution was suggested by one student, the problem was noted by several.)

Other suggestions around study/scholarly spaces include:

- Consider a foreign languages room where students and practice speaking safely. (one request)
- A major pain point is wanting to take a short break while studying, and having to choose between leaving one's valuables out and risking getting the stolen or bringing one's things and losing the spot. This concern was raised by several users. A few possible solutions were suggested:
 - Lockable drawer desk
 - More lockers
- More lockers, like in the Edge. Put on the 4th floor? Or every floor. This came up several times.

Food

People really want a microwave.

- Consider more hot water machines
- Consider microwaves – none accessible to students in Library. Maybe in the Perk. People expect to find one in the Edge, but it's not there.

Outlets

Because students essentially camp out in the library, access to a power outlet from basically every study spot in Perkins & Bostock is ideal.

- Ensure that all electric outlets work.
 - Check the outlets in the triangle cubicles in Bostock basement
 - LL2: "There are so many outlets that just don't work. I used to study in LL 2 when I had papers, and I'd be working for awhile and my laptop would be almost dead. I'd try to plug it in and it'd be like that outlet's dead, so I'd plug into the next outlet and that one's dead too. Then I'd have to get on the floor and scrounge around for the one outlet that works and oh look someone else is already using it. Then my laptop dies and hopefully I saved my document before that."

Social

Many of the rules and guidelines for how to behave are not specified, not well advertised, and/or not enforced.

- Create and advertise a set of ground rules. Rules suggested by focus group participants included:
 - Individuals shouldn't be able to have a table for 4 people
 - Individuals shouldn't leave stuff on a table for hours to reserve it
 - Priority for the dual monitors in the DVS Lab should be given to those who are using the dual monitors or actively using, analyzing, or visualizing data

Room reservations

These rooms are in high demand.

- There is a practice of one group reserving a room for a really long time, which becomes an issue around finals.
- Pain point: Confusing that there are different reservation rules for different spaces: Bostock versus Perkins versus The Link versus the rest of campus
 - Consider taking the Link off of 25 Live. People think of it as part of the libraries.
- Enforce that interview rooms should be used for interviews. People book them as places to study.
- Consider more spaces where people can practice for presentations i.e. where there is a projector or monitor on the wall.
- Pain point: it's hard to get a room if you need it immediately.
- Consider a system for resolving room conflicts: people book a room and then don't use them.
- Change minimum booking time to 30 minutes, so people can book 45 minute meetings.

Books on reserve/textbooks

Primarily, this service needs to be better advertised. People also want it to be expanded, but it's kind of a "sky's the limit" resource – people will be glad for as many textbooks as they can get, for as long as they can get them for.

- Consider targeting faculty and encouraging them to 1) put textbooks on reserve and 2) advertise the service generally for students.
 - "My professors haven't let me know that books are available at the library. This is important to think about 1st generation or low socioeconomic status students."
- Consider developing a 101 textbook room (one request). This would be a communal space where the textbooks stay in the room, and there are many (10 – 20) copies of all the basic textbooks for computer science, math, chemistry. Another student mentioned one issue with this idea is that a lot of intro classes are really big – would this idea scale?
- Lengthen the period that reserve textbooks can be held to 6-8 hours, or 12 hours. (one request)
- Offer the ability to donate (or sell) used textbooks to the library. Students mentioned that if framed correctly, they would donate textbooks: there is a community aspect to giving textbooks back to other students that is more attractive than giving or selling it to a third party. This is an interesting proposal!

Research assistance and workshops

People really want to know how to use these services and find them quite valuable. However, there are so many resources that it's hard to know how to find an entry point to everything. If a few "gateway services" could be identified and offered to students early, they could find more sophisticated resources on their own.

- Consider a big push at the beginning of the year.
 - Library Fair or Library Orientation to instruct people how to use library/website, resources, and who the specialists. This specific suggestion was given 3 times.
 - Nicholas School has a library orientation during graduate orientation week, which is really helpful. The physical tour of all the floors, the Link, and the lockers is impactful. It's not just a list of resources; students remember because they see it!
- Consider offering all-inclusive "Library Tours" a few times beyond the beginning of the year. Maybe there could be a limited number of spots, and it could be incentivized with snacks? If it seems desirable and semi-exclusive, this might increase demand for it. Reaching smaller pools of students who tell their friends about the resources may spread the information faster than pamphlets or webpages a few people skim.
- Advertise research specialists and workshops more: "I've never independently scheduled an appointment, partly because I'm not sure who there is, but also hard to reach out to them. Be nice if the presence of those resources was so obvious that I felt ashamed for not using them."
 - "My lesson on how to use EndNote was really useful. It's super useful and not directly taught in any class. Publicizing that we have a super amazing friendly staff that is there to train students on how to use these tools."

Technology

- Get more overhead scanners (one request)

Safety

- Improve lighting in the basement stacks. It feels scary.
- Consider the new technology that is available at Sanford for an active shooter situation, where one pulls a handle (like a fire alarm) and the classroom becomes locked from the inside. “Maybe you can lock someone inside the staircase from the floor outside the stair.” (one request)

Collections and scholarly material

- Have more fun audiobooks available on OverDrive. People want to listen to them while they are doing mindless tasks in lab. Right now, it’s all business-y stuff. (multiple requests)
- Implement a minimum (1 week?) of having a book before it can be recalled. (multiple requests from students and faculty)
- Consider Amazon style suggestions in the search catalog (one request)

Website

People generally find it easy to use. Some people (grad students, faculty, mostly) have strong opinions about using other resources, and find it clunky.

- “In the past the website seemed to be designed for the easy use of librarians and not for the students/faculty.”

Misc

- Whiteboards are often dirty, especially in the Edge. (I believe this is being addressed already.)
- It is hard to find Expo markers, even when they are ostensibly available.
- Consider a Lego building station, like at UNC. Way to take a quick break – work with Duke Wellness.
- There needs to be a light in front of the computer lab in the data vis area (Link, underground; one request)
- The Link is not staffed 24 hours, but the service desk is? Students come asking for help at night (e.g. projector cable), and it’s hard to help everyone (from a student staff member)
- Have Clorox wipes available, especially in DVS labs. Especially during cold/flu season. Preference for compostable. (one request)
- Have composting more generally (one request)
- Fines are posted for a long time in the library account (one request)

Recommendations more specific to graduate students

- Have and advertise more spaces for graduate students that are both quiet and communal (i.e. not carrels)
- Advertise the Graduate Research Commons
- Library Hours are structured around undergraduates: expand hours during breaks and summer. Consider that the Law Library is open all the time, but unstaffed sometimes.

- Consider translation services of some kind: old science lit in German or Russian, current lit in Chinese (one request)

Issues and recommendations more specific to faculty

Librarian visiting classes

- Searching is a skill that takes practice. When librarians show resources, have guided examples/group exercises, rather than going over tools in an abstract sense.
- Advertise services and/or create more opportunities for faculty and librarians to interact organically: “The way I’ve reached [people at the library] has always been unusual, you meet them in a meeting or you hear about them from someone. So it’s not always clear how to reach the right person or what are the resources that should be available at the library.”

Other

- Scholars at Duke is confusing, often inaccurate, and difficult to maintain. (group consensus)
- Clarify and advertise the range of Open Educational Resources (OERs) available to faculty. They are generally unaware of the range of options.
- Improve, expand, and advertise research guides and course guides. Faculty vary in their knowledge and use of them, and often find ones for their course or subject area that are out-dated.
- Partner with faculty to develop, update, or market Research and Course Guides.

Appendix A: Undergraduate Student Focus Group Scripts

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 [introduce notetaker]. We're here today to learn more about how you use Perkins & Bostock Libraries. We're especially interested in your ideas and suggestions for ways we can improve library spaces, services, and collections.

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.

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

1. If you don't understand a question, please let me know. It's absolutely fine not to have an answer to a question. There will be times when I'll ask for everyone to respond, if possible, but it's always okay not to answer.
2. Only one person should speak at a time, but you don't have to raise your hand to talk.
3. You have in front of you scratch paper and a pen and pencil. 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 notes at the end of the session unless you'd prefer we not.

Undergraduate discussion questions

Introductions

As we go around the room, tell us your first name and your favorite place to study in Perkins & Bostock.

[Note that we'll ask the following in the registration request: major/program, year, frequency of visits to Perkins & Bostock – daily, weekly, monthly, once a semester, less often]

Okay, now for our questions. Again, feel free to write your responses if you don't have a chance to respond to a particular question.

Enhancing library spaces

1. Think about a space you wish were available in Perkins or Bostock Libraries that is currently not available.
 - a. SCRATCH PAPER: Take a moment to sketch this ideal space, using as much detail as possible.
 - b. Briefly describe the space.
 - c. Why do you feel this space is particularly necessary?
2. Think about furniture you wish were available in Perkins or Bostock Libraries that is currently not available.
 - a. SCRATCH PAPER: Take a moment to sketch this ideal furniture, using as much detail as possible.
 - b. Briefly describe the furniture.
 - c. Why do you feel this furniture is particularly necessary?
3. Have you ever moved furniture in the library to accommodate your needs? (Y/N - raise your hand if

you've moved furniture in the library at some point)

- a. If so, describe.
4. What do you find most annoying or bothersome about the current spaces and furniture in Perkins & Bostock Libraries?
 - a. Describe that space or furniture.
5. Has there been a point during your time at Duke when you've needed a designated space in the library? [Follow up with examples if needed – e.g., a special space only available to undergraduate thesis writers – but try to leave open-ended]
 - a. Describe that need.
 - b. If we were to create a new space to meet this particular need, what would it look like?
 - c. How would you access this space?

Reserving spaces on campus and in the library

1. Have you ever reserved a space *on campus, outside the library*? [Indicate that we'll be asking about the library in a moment, if needed.]
 - a. Briefly describe your experience reserving a space or room *on campus*.
2. Have you ever reserved a space *in the library*?
 - a. Briefly describe your experience reserving a space or room *in the library*.
3. What would have improved your experience reserving rooms/spaces *in the library*?
4. Are there times when you wanted to reserve a space or room somewhere on campus or in the library but could not?
 - a. Describe this experience.

Textbook and course reserves

1. Have you ever checked out a textbook, book, or workbook that was on reserve at the Perkins or Lilly Service Desk?
 - a. If so, how frequently do you check out textbooks or other items on reserve?
2. How many of you knew that the library had textbooks available to check out from the Perkins or Lilly Service Desk?
3. Have you checked out a *textbook* from a Library Service Desk this academic year?
4. If you knew about this service and haven't used it, why not?
5. If you have checked out a *textbook*, describe your experience.
6. What worked best?
7. What would have improved your experience?

Scheduled assistance from library staff [Skip entire section if we don't have enough time]

1. Have you scheduled an appointment with a library staff member at some point during your time at Duke? [Show of hands – count number of raised hands]
 - a. If yes, briefly describe your experience – for what purpose did you schedule an appointment?
 - b. What did you find most effective or helpful about the experience?
 - c. What would have improved your experience?

Safe spaces

1. SCRATCH PAPER: What makes you feel safe in the libraries, either emotionally or physically? On the scratch paper provided, take a moment to write about what makes you feel safe. This is also an opportunity for you to write about a time when you did *not* feel safe in the library, either emotionally or physically. Feel free to share that experience with us, if you like.
2. What could the Libraries do to improve emotional/physical safety?

Enhancing your library experience

1. Think for a minute about your time in Perkins & Bostock Library. We'll be talking about the website in a moment; for now, let's think about the spaces, services, and print items in Perkins & Bostock.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Describe.
2. Now, think about your time using the Duke Libraries website.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Describe.
3. What one thing would you suggest to improve your experience in Perkins & Bostock or using the Libraries website? (SCRATCH PAPER: Feel free to use your scratch paper to write or draw about it if you prefer.)

Conclusion

Those are all the questions I have. Would you like to share anything else with us? Feel free to give us feedback now or on the paper in front of you.

We'd love to collect your hand-written responses now.

Thank you for your time and participation in this session; we really appreciate your input!

Appendix B: Graduate Student Focus Group Scripts

Introduction

Welcome, and thank you for being here. My name is Joyce, and I work in the Assessment & User Experience department here at Duke Libraries [introduce notetaker]. We're here today learn more about how you use Perkins & Bostock Libraries and the Duke Libraries website. We're also interested in your ideas and suggestions for ways we can enhance library spaces, services and collections.

I will moderate today's session, and Angela/Bethany will take notes and help watch the clock to make sure we stay on schedule. I have a set of questions that I will use to guide us through the discussion. There are no right or wrong answers to any of these questions, and you don't have to answer every question. Everyone's viewpoint is important and valid, and it will be my job to make sure each of you has a chance to share your thoughts.

We have a lot of material to cover today, so I'll go over a few ground rules that we have found helpful in keeping these discussions productive.

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

1. If you don't understand a question, please let me know. It's absolutely fine not to have an answer to a question. There will be times when I'll ask for everyone to respond, if possible, but it's always okay not to answer.
2. Only one person should speak at a time, but you don't have to raise your hand to talk.
3. You have in front of you scratch paper and a pen and pencil. 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 notes at the end of the session unless you'd prefer we not.

Graduate discussion questions

Introductions

As we go around the room, tell us your first name and your favorite place to study in Perkins & Bostock.

[Note that we'll ask the following in the registration request: major/program, year, frequency of visits to Perkins & Bostock – daily, weekly, monthly, once a semester, less often]

Okay, now for our questions. Again, feel free to write your responses if you don't have a chance to respond to a particular question.

Enhancing library spaces

1. Think about a space you wish were available in Perkins or Bostock Libraries that is currently not available.
 - a. SCRATCH PAPER: Take a moment to sketch this ideal space, using as much detail as possible.
 - b. Briefly describe the space.
 - c. Why do you feel this space is particularly necessary?
2. Think about furniture you wish were available in Perkins or Bostock Libraries that is currently not available.
 - a. SCRATCH PAPER: Take a moment to sketch this ideal furniture, using as much detail as possible.
 - b. Briefly describe the furniture.

- c. Why do you feel this furniture is particularly necessary?
3. Has there been a point during your time at Duke when you've needed a designated space in the library? [Follow up with examples if needed – e.g., a special space only available to undergraduate thesis writers – but try to leave open-ended]
 - d. Describe that need.
 - e. If we were to create a new space to meet this particular need, what would it look like?
 - f. How would you access this space?

Reserving spaces on campus and in the library

2. Have you ever reserved a space *on campus, outside the library*? [Indicate that we'll be asking about the library in a moment, if needed.]
 - a. Briefly describe your experience reserving a space or room *on campus*.
2. Have you ever reserved a space *in the library*?
 - b. Briefly describe your experience reserving a space or room *in the library*.
5. What would have improved your experience reserving rooms/spaces *in the library*?
6. Are there times when you wanted to reserve a space or room somewhere on campus or in the library but could not?
 - b. Describe this experience.

Interlibrary Requests

1. Now, let's think about books or articles you may have requested from other libraries. Have you requested a book or article from another library?
 2. Approximately how many times this semester have you requested a book or article?
 3. Describe your experience requesting books or articles.
 4. What would improve your experience getting books or articles from other libraries?
- [Prompt students to describe their experiences requesting print/ebooks, if possible]

Scheduled assistance from library staff [Skip entire section if we don't have enough time]

2. Have you scheduled an appointment with a library staff member at some point during your time at Duke? [Show of hands – count number of raised hands]
 - a. If yes, briefly describe your experience – for what purpose did you schedule an appointment?
 - b. What did you find most effective or helpful about the experience?
 - c. What would have improved your experience?

Textbook and course reserves [Skip entire section if we don't have enough time]

8. Have you ever checked out a textbook, book, or workbook that was on reserve at the Perkins or Lilly Service Desk?
 - a. If so, how frequently do you check out textbooks or other items on reserve?
9. We were a bit surprised that graduate student survey respondents noted that “more textbooks to check out for classes” would “improve their library experience a lot.”
 - a. Can you tell me more about that?

- b. In what ways would having more textbooks available to check out improve your library experience?

Safe spaces

3. SCRATCH PAPER: What makes you feel safe in the libraries, either emotionally or physically? On the scratch paper provided, take a moment to write about what makes you feel safe. This is also an opportunity for you to write about a time when you did *not* feel safe in the library, either emotionally or physically. Feel free to share that experience with us, if you like.
4. What could the Libraries do to improve emotional/physical safety?

Enhancing your library experience

4. Think for a minute about your time in Perkins & Bostock Library. We'll be talking about the website in a moment; for now, let's think about the spaces, services, and print items in Perkins & Bostock.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Describe.
5. Now, think about your time using the Duke Libraries website.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Describe.
6. What one thing would you suggest to improve your experience in Perkins & Bostock or using the Libraries website? (SCRATCH PAPER: Feel free to use your scratch paper to write or draw about it if you prefer.)

Conclusion

Those are all the questions I have. Would you like to share anything else with us? Feel free to give us feedback now or on the paper in front of you.

We'd love to collect your hand-written responses now.

Thank you for your time and participation in this session; we really appreciate your input!

Appendix C: Faculty Focus Group Scripts

Introduction

Welcome, and thank you for being here. My name is Emily, and I work in the Assessment & User Experience department here at Duke Libraries [introduce notetaker]. We're here today to learn more about how you use Perkins & Bostock Libraries and the Duke Libraries website. We're also interested in your ideas and suggestions for ways we can enhance library spaces, services and collections.

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 a set of questions that I will use to guide us through the discussion. There are no right or wrong answers to any of these questions, and you don't have to answer every question. Everyone's viewpoint is important and valid, and it will be my job to make sure each of you has a chance to share your thoughts.

We have a lot of material to cover today, so I'll go over a few ground rules that we have found helpful in keeping these discussions productive.

1. If you don't understand a question, please let me know. It's absolutely fine not to have an answer to a question. There will be times when I'll ask for everyone to respond, if possible, but it's always okay not to answer.
2. Only one person should speak at a time, but you don't have to raise your hand to talk.
3. You have in front of you scratch paper and a pen and pencil. 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 notes at the end of the session unless you'd prefer we not.

Faculty discussion questions

Introductions

As we go around the room, tell us your first name, the campus library you visit most frequently, and your favorite thing about the Libraries.

[Note that we'll ask the following in the registration request: department, frequency of visits to Perkins & Bostock – daily, weekly, monthly, once a semester, less often]

Okay, now for our questions. Again, feel free to write your responses if you don't have a chance to respond to a particular question.

Working with librarians in your classroom teaching

1. Do you know you have a subject librarian assigned to your discipline or subject area? [show of hands]
2. Did you know you could invite subject librarians to participate in classes you teach? [show of hands]
3. Have you ever invited the subject librarian for your area (or a subject librarian for another area) to participate in an undergrad or graduate-level class you teach (e.g., lead a research instruction session, meet with your students for out-of-class research consultations)?
 - a. If yes, briefly tell us your experience – for what purpose did you schedule an appointment? [prompt to determine whether faculty are referring to general upper-level instruction vs. RL archival sessions, if needed]
 - b. What did you find most effective or helpful about the experience?

- c. What would have improved your experience?
- 4. If you were aware of this service but haven't used it, what has prevented you from inviting a subject librarian to participate in a class you teach?

Open Educational Resources

- 1. A large percentage of faculty reported in the Libraries' user survey that they would find increased support using or creating OERs valuable.
 - a. First, what does "OER" mean to you?
 - b. Have you used OERs in your teaching or research?
 - i. If so, how? Why?
 - c. Have you created OERs in your teaching or research?
 - i. Briefly tell us about that.
 - d. What kinds of library support in this area would you find most valuable or helpful?

Increased support for understanding how my scholarship is read, cited, and used online

- 1. A large percentage of faculty reported that they would find "increased support for understanding how my scholarship is read, cited, and used online" valuable.
 - a. What does "increased support for understanding how my scholarship is read, cited, and used online" mean to you? What are your particular needs in this area?
 - b. What kinds of library support in these areas would you find most valuable or helpful?

Scheduled assistance from library staff

- 3. Have you ever scheduled an appointment with a library staff member [show of hands]
 - a. If yes, tell us about your experience – for what purpose did you schedule an appointment?
 - b. What did you find most effective or useful about the experience?
 - c. What would have most improved your experience?
- 4. If you were aware of this service but haven't used it, what has prevented you from scheduling an appointment with a library staff member?
 - a. [PROMPT, if needed] Has there been a time when you have considered asking a library staff member for assistance and haven't, for whatever reason?

Ebooks [skip if we run short on time]

- 1. Over 50% of faculty respondents reported that eBooks **do not** fully meet their needs.
 - a. Have you accessed eBooks through the Duke Libraries website?
 - b. If so, what has your experience been like?
 - c. What has worked well when you have used eBooks?
 - d. What would most improve your experience using eBooks?
 - e. Tell us about your format preferences.
 - i. Do you tend to use eBooks or print books more frequently? Why?
 - ii. If given the option, which do you prefer?

iii. Are there times when you use both formats?

Library webpages for a subject area or course [skip if we run short on time]

1. Nearly 40% of faculty respondents reported that [library webpages created for a subject area or course](#) (not the Duke Libraries website as a whole) do not fully meet their needs.
 - a. Have you ever used a library webpage created for a subject area or course, perhaps a research guide created by a librarian for your discipline or subject area?
 - b. Have you ever encouraged your students to use one of these subject or course research guides?
 - c. What has your experience been using subject or course research guides?
 - d. What about these subject or course guides has been most effective to you or your students?
 - e. What would most improve your experience using these types of guides, either for yourself or when encouraging your students to use them?

Interlibrary Requests [skip if we run short on time]

1. Let's think about books or articles you may have requested from the Library Service Center or other libraries. Have you requested a book or article from the Library Service Center? A library other than Duke?
2. Approximately how frequently do you request books or articles through the Libraries?
3. What has worked best for you when you've requested books or articles from other libraries?
4. What would improve your experience getting books or articles from other libraries?

Enhancing your library experience [skip questions 1 and 2 if we short on time]

7. Think for a minute about your time using the Duke Libraries. We'll be talking about the website in a moment; for now, let's think about the spaces, services, and materials in Perkins & Bostock or Lilly.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Tell us about that time.
8. Now, think about your time using the Duke Libraries website.
 - a. Has there been a time when your expectations have not been met? (Y/N; hear from everyone)
 - b. Tell us about that time.
9. What one thing would you suggest to improve your experience using library spaces, services, materials, or the Duke Libraries website? (SCRATCH PAPER: Feel free to use your scratch paper to write or draw about it if you prefer.)

Conclusion

Those are all the questions I have. Would you like to share anything else with us? Feel free to give us feedback now or on the paper in front of you.

We'd love to collect your hand-written responses now.

Thank you for your time and participation in this session; we really appreciate your input!