

Understanding the experiences and needs of international students at Duke

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Duke University Libraries

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Summary

In 2023, the Duke University Libraries¹ (“the Libraries”) conducted discussion groups and a survey to better understand the library and campus experiences of undergraduate and graduate international students² at Duke. Findings indicate that, on the whole, participants express high satisfaction both with the Libraries and Duke University. In the 2023 Libraries Student Survey, international student respondents were more likely to report feeling welcomed at the Libraries and that the library is an important part of their Duke experience than domestic students. When asked in discussion groups what helps them feel welcome, international students discussed how the Libraries’ wide array of exhibits and events with international focus, as well as visible print materials in non-English languages, make the Libraries a welcoming space for them. Numerous students mentioned the positive impact of the Duke International Student Center (DISC) and a range of orientational programs, such as campus wide, program specific, and international student specific orientations, in fostering a sense of belonging and welcome at Duke. For undergraduates specifically, peers play an important role in making them feel welcome.

Participants were also asked which people, services, and spaces feel supportive and safe at Duke University. For undergraduates, examples include Counseling and Psychological Services; Duke LIFE (Lower Income, First-Generation Engagement); the campus farm; Resident Advisor supervisors; advisors; fellow Duke students; professors and Teaching Assistants; the Career Resource Center; campus events; Duke health insurance; student clubs; and the campus gyms. For graduate students, supportive services primarily revolve around departments and programs, including departmental staff such as program administrators, Directors of Graduate Studies and Director of Graduate Studies Assistants, program advisors, career services teams within schools, and department coordinators. Graduate students also discussed fellow international students, upperclass students within their programs, instructors, and lab mates as sources of support.

Overall, international students at Duke feel welcome and supported by both fellow students and faculty. **Participants also discussed aspects of Duke that have felt unwelcoming**, including the additional stress of administrative requirements around acquiring healthcare, visas, driver’s licenses, social security numbers, and housing. Both graduate and undergraduate participants discussed how cultural differences can make students feel out of place. A few students shared their experiences of encountering microaggressions from some fellow students and faculty. These microaggressions often stem from assumptions made by the microaggressor based on the students’ nationality or from the microaggressor’s own U.S.-centric worldview, even in academic situations where a global perspective is expected. A theme among undergraduate students was the unwelcoming exclusivity of social groups and some clubs, which was described as a cause of social anxiety. For graduate students in particular, the cost of living, feeling unsafe off campus, and transportation are three of the least welcoming aspects of life at Duke. Some students additionally brought up the stress caused by the pervasive nature of academic elitism at Duke, an issue that would not be unique to international students.

¹ “Duke University Libraries” includes Perkins & Bostock Libraries, Lilly Library, the Music Library, the Marine Lab Library, and the Rubenstein Rare Book & Manuscript Library. There is no administrative affiliation with the Medical School Library, Law School Library, Business School Library, or Divinity School Library.

² Definitions of “international student” vary between units and offices on campus. We will provide each definition where relevant in footnotes throughout this report.

Participants were asked who they turn to when they have questions. Undergraduates often turn to friends, upperclass students, advisors, student support offices, and even large chat groups used by their cohorts. Graduate students tend to rely more on formal entities such as advisors, graduate program offices, and faculty, though they also consult lab mates, upperclass students, friends, and their extended networks.

Students reflected on what was most challenging for them when they first arrived in Durham or on campus. Literature reviews discussing the challenges international students face while studying abroad often emphasize language and communication barriers. However, challenges identified at Duke centered more on cultural and social interactions, with little mention of basic communication issues. Students expressed feelings of being overwhelmed with a bewildering variety of resources and facing challenges in navigating through available options. While such overwhelming feelings are not unique to international students, it is notable that their American counterparts are often guided by relatives who have experience with the U.S. education system. Additionally, many undergraduate students talked about differences in education systems and pedagogical approaches between their home countries and Duke.

We also asked participants how they use the Libraries at Duke and what works well for them. The overall attitude toward the Libraries is very positive. International students use and value the Libraries for its variety of study spaces, online resources, textbook loans program, interlibrary loan services, and research support. When asked what works well in the Libraries, the majority of comments focused on the ease-of-use of library facilities and spaces, as well as on the accessibility of library materials. Many students also appreciate the ability to use the Libraries as a place to relax and unwind throughout the day. Students praised the volume of Duke's holdings, its networked relationship to other lending institutions, the ease of finding online resources, and the savvy work of librarians in assisting students during research consultations.

International students also identified several areas of the library that do not work well for them. Among these, students described their limited awareness of library services and librarian subject expertise. Many also commented on the crowded nature of study spaces, and the frustrating waitlist for carrels. While study rooms are highly valued by international and domestic students, we found that they are also one of the Libraries' services for which students express frustrations and a greater need. We found that many undergraduate international students were unaware of the ability to receive personalized help from library staff, and that the Libraries' support role is known only to small cross-sections of the international student population. When students learn of personalized assistance from librarians they often do not do so through the Libraries, but from professors and other students. Students praised information provided by librarians in their Writing 101 and English for International Students classes, but requested that the Libraries provide more outreach and information sessions extended over a longer portion of the student's academic career at Duke. Some students expressed a strong interest in having tour opportunities, more library orientations, and greater awareness of the general services offered by U.S. academic libraries, with which many international students may be unfamiliar.

When asked what services and programs the Libraries could offer to further support international students, participants had several ideas. The overarching theme was a desire for enhanced communication and promotion of library services and resources. This could include promotion through the DISC newsletter and international student orientations. It could also include channels not specific to international students, such as professors, programs, program orientations, and

increasing advertising about the Libraries on campus but outside the library buildings themselves. Students were also interested in the Libraries increasing its offerings of workshops and tours. Echoing findings from the Libraries' 2023 Student Survey, a recurring request from international students in discussion groups was for increased foreign language materials, and in particular, leisure reading materials and current newspapers. Other ideas from students include increasing collaboration with DISC and other campus offices, and providing popular games from students' home countries in a leisure area of the Libraries.

Recommendations for the Duke Libraries

Increase promotion and outreach around the Libraries and its services

1. Design and provide well-designed printed handouts and resource guides on library services at the Service Desks or entrances to the Libraries.
2. Ensure the regular inclusion of information about library programs and services in the international student newsletter managed by Duke International Student Center (DISC) and DISC's social media. Promote all library programming related to international events through DISC.
3. Increase collaboration with campus partners, such as the graduate school, DISC, the Duke Office of DKU Relations, Visa Services, or student clubs. The International Student Study Implementation Team should further explore relevant partners.
4. Create a library webpage and short video with a high-level, non-jargony overview of library resources and services that does not assume prior knowledge of academic U.S. libraries. Display this prominently on the Duke Libraries webpage. This would target all students, not just international students.
5. Increase content about library services and programs on screens in the library and elsewhere on campus, and on sign holders in and out of elevator areas. Investigate collaboration with the Link to provide information about library services on the video wall.
6. To the extent possible, increase library-hosted orientation and preparation for first-year students, both graduate and undergraduate.
7. Consider the Libraries as a central part of students' experience, where other important campus resources could be promoted. Consider whether the Libraries should provide pamphlets and other printed information or digital signage regarding resources such as CAPS, the Wellness Center, Duke Vans, and other University resources.
8. Work more directly with undergraduate program coordinators and Directors of Graduate Studies to actively integrate library orientation sessions into undergraduate and graduate student orientations. Review and enhance the following pages as needed:
 - a. <https://library.duke.edu/services/international>
 - b. <https://guides.library.duke.edu/c.php?g=363377&p=2455044&preview=99c274d694095e7454a073b95319f659>

Services, collections, and spaces

9. Both international and domestic students requested more late night and affordable food options within the Libraries, as well a student-accessible microwave. Investigate how the Libraries can support students in these areas.
10. Add board and card games to a social area of the library, featuring a selection of popular games from diverse cultures represented by international student communities at Duke.
11. Revisit and document the results of discussions around requests for extended opening hours on weekend mornings and holiday breaks.
12. Provide current subscriptions to prominent international newspapers so international students can stay abreast of happenings in their home countries; if it is determined that we already have these subscriptions, advertise them more widely to international students.
13. Remove the Marshall/Rhodes scholar plaques on the first floor of Perkins; replace with something welcoming that does not evoke stress of academic success and competition.
14. Explore ways to increase automated status updates for InterLibrary Loan requests that have not been completed.
15. Increase visibility of International and Area Studies³ exhibits and other less visible exhibits of internationally-related content.
16. Add more bright and welcoming colors across the Libraries (paint, decorations, furniture).
17. Investigate issues with the wifi strength in the outdoor spaces between Perkins & Bostock Libraries.
18. Discuss current temperatures for public spaces and whether or not there is leeway to make the building slightly less cold during air-conditioned months.
19. Provide more printed material (business cards, leaflets, flyers) that direct students at interaction points to specific librarians and that explain physical space; e.g., the various quiet areas around the library.
20. Ensure that the renovated and expanded Lilly Library will have hot water dispensers. Pass this recommendation to the professional school libraries as well.
21. Create and offer more social events and student activities that are advertised to the international student community, among other communities.
22. Consider piloting a book club with a focus on international literature (in English translation, though copies could also be acquired in the original language).

Staff

23. Charge an International Student Study Implementation Team, similar to the teams formed after the 1G and Black Student Studies. The team may have 1-2 overlapping members from the Research Team, but is not the same group.
24. Provide training for student workers and library staff at the Service Desks to increase referrals and information that is provided to patrons about subject specialists.
25. Create an international student liaison as an added title for a librarian, in order to provide a clear staff member for Duke staff and students to approach as a first point of contact.

³ <https://library.duke.edu/exhibits/about/ias>

26. Identify opportunities for intercultural skills development or certification for staff. In the past, DISC offered an Intercultural Skills Development Program (ISDP) for Duke staff, which culminated in a certification. The ISDP program was discontinued during the pandemic, but beginning in the 2023-2024 academic year, DISC plans to host intercultural trainings.
27. Discuss the need for the Libraries to have a dedicated outreach position to coordinate instruction and orientations.
28. Include a refresher/reinforcement during desk training that staff and student workers should offer assistance by accompanying patrons to locate books on the shelf whenever possible. Discuss how to manage this need during busy times when staff cannot leave the desk.
29. Review desk training modules and add or enhance a section focusing on fostering awareness and understanding of international students (e.g., this is a large population at Duke, may not be familiar with how academic libraries in the U.S. work, sensitivity to names staff may not be able to pronounce, etc.)

Introduction

In 2023, the Duke University Libraries (“the Libraries”) conducted discussion groups and a survey to better understand the library and campus experiences of undergraduate and graduate international students at Duke. In the discussion groups, the Research Team asked students about their campus experience because students’ day-to-day context greatly influences their behavior and experiences within the Libraries. The study included a literature review and environmental scan, informational interviews with campus stakeholders, discussion groups with international students, and analysis of the 2023 Libraries student satisfaction survey data. This study is part of a multi-year, mixed methods approach to understand the experiences and needs of different student populations more fully. The goal of these studies is to be sure library services, spaces, and collections meet the needs of all students. The multi-year study began in 2017 when library staff focused their attention on first-generation college students,⁴ and continued with Black students,⁵ veterans,⁶ students with disabilities,⁷ and international students.

Methodology and background

The Assessment & User Experience Strategy (AUXS) department began by conducting a literature review of relevant work in academic libraries and higher education. We also reached out to various campus groups and stakeholders to better understand what support and services existed at Duke for this population and if any research had been conducted at Duke to understand the international student experience. Two campus stakeholders volunteered to review the discussion group scripts and disseminate information about the study via the international student newsletter. These stakeholders were the staff at the Duke International Student Center (DISC, formerly known as “iHouse”),⁸ and Joanna Chang, Global Learning Consultant in the Academic Resource Center of the Office of Undergraduate Education.

AUXS then developed research methodology and a discussion group script.⁹

The discussion groups pursued seven research questions:

1. To what extent are the Libraries viewed as a welcoming space by international students?
2. To what extent is the University viewed as a welcoming space by international students?
3. How can the Libraries improve spaces, services, and programs to ensure international students feel supported and included?
4. What challenges do international students experience in their transition to Duke University?

⁴ Chapman, J., Daly, E., Daniel, L., Hartsell-Gundy, A., Wofford, B., & Yang, B. W. (2018). *Understanding the experiences and needs of 1G students at Duke*. Duke University Libraries. <https://hdl.handle.net/10161/17144>.

⁵ Chapman, Joyce; Daly, Emily; Forte, Anastasia; King, Ira; Yang, Brenda W.; & Zabala, Pamela (2020). *Understanding the experiences and needs of Black students at Duke*. Retrieved from <https://hdl.handle.net/10161/20753>.

⁶ Arnsberg, Emily; & Psoter, Jodi (2022). *Understanding the Experiences and Needs of Military-Affiliated Students at Duke*. Retrieved from <https://hdl.handle.net/10161/25395>.

⁷ King, Ira; Daly, Emily; & Zoss, Angela (2023). *Superficially accessible: Moving from a compliant library to an inclusive library*. In the Proceedings of the ACRL 2023 Conference. Retrieved from <https://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2023/SuperficiallyAccessible1.pdf>

⁸ Kevin D’Arco, Senior Associate Dean of International Students; Andromeda Connor, Assistant Director; and Elizabeth Moore, Assistant Director.

⁹ The discussion group script can be found in Appendix A.

5. What campus and community services, spaces, and programs do international students use and find helpful?
6. What library services, spaces, instruction sessions, and programs do international students use and find helpful?
7. What campus and library services, spaces, and programs help international students feel welcome or supported?

We recruited student participants via the DISC international student newsletter.¹⁰ Students were offered a \$20 gift card to participate in a 90-minute discussion group. In preparation for our 2020 discussion groups with Black students, our research indicated that in order to have honest discussions without racial power imbalances, sessions with Black students should not include White moderators or note takers. For discussion groups with international students, campus stakeholders and other research did not indicate that this same power imbalance would be felt. Therefore, some sessions were moderated by White, non-international staff and some were moderated by the AUXS department's graduate student research assistant, who is a Duke international Ph.D. student.

Sessions were separated into graduate and undergraduate groups. There were four sessions with undergraduate students with a total of 12 participants, including one session with DKU students studying on the Durham campus. There were three sessions with graduate students with a total of 14 participants. Participants were from 16 different home countries and five continents. Sessions were held virtually via Zoom and recorded with participant consent. The AUXS department then created detailed notes of the seven recordings.

The Libraries additionally conducted its biennial student satisfaction survey in February 2023,¹¹ and 2,473 students responded.¹² With the help of DISC staff, the Research Team promoted the survey directly to international students via the DISC newsletter and social media accounts. The Research Team pulled responses and comments from all international students to analyze for this study.

In the spring of 2023 the Libraries formed a small, cross-departmental Research Team of Libraries staff that worked to analyze results of the discussion groups and the Student Survey, and develop recommendations for library staff to consider and implement, time, and resources permitting. The Research Team coded session notes, then worked together to identify major themes and subthemes. The group authored this report and developed a list of 27 recommendations for the Libraries, found above.

It is important to clarify that this research was performed by staff at Duke University Libraries, which includes Perkins & Bostock Libraries, Lilly Library, the Music Library, the Marine Lab Library, and the Rubenstein Rare Book & Manuscript Library. Duke University Libraries has no administrative affiliation with the Medical School Library, Law School Library, Business School Library, or Divinity School Library, though a few study participants commented about those libraries. In this report, we do not make recommendations related to professional school libraries or Duke campus.

¹⁰ The recruitment email can be found in Appendix B.

¹¹ The survey instrument can be found in Appendix C.

¹² Aggregate survey findings are available at <https://library.duke.edu/about/depts/assessment-user-experience/>

Literature Review

Research specific to academic libraries or the broader university

Both prior and current research on the broad use of academic libraries by international students reveals several issues that shape the experiences of these students. Earlier studies of more than one hundred Southern U.S. institutions (Baron and Strout-Dapaz 2001) and of colleges and universities in the Pacific Northwest and Canada (Morrissey and Given 2006; Curry and Copeman 2005) reveal that language and communication barriers were the primary challenges for international students. In these cases, difficulties emerged through communication with library staff, the comprehensibility of signage in library spaces, and the complexity of conducting English-language research, among other issues.

Studies conducted several years later at North American universities (Almeida and Junior 2022; Cooper and Hughes 2017; Zhang 2016; Walker 2011; Ferrer-Vinent 2010) and Australian universities (Hughes, Hall, and Pozzi 2017) reveal a continued need to implement and improve multilingual information and signage and increased awareness of the disparity in language skills and confidence among library staff. Recent studies at local research libraries (Click 2018; Brown 2018) reflect similar needs with regard to not only basic library literacy, but also the implementation of those literacy skills throughout the research cycle. Such studies show a close relationship between student communication barriers and development of sufficient library literacy to enable research success.

Several studies (Murray and Preston 2016; Wu, Garza, and Guzman 2015; Night, Hight, and Polfer 2010; Liao, Finn, and Lu 2007) highlight the need for increased visibility of library services and more directed efforts to engage international students in the development of basic library literacy at U.S. academic libraries. Many of these studies indicate that library services are developed for students already equipped with some familiarity of the U.S. college library ecosystems, and that the presence of international students is often not taken into consideration during the development of library literacy programs. Ishimura and Bartlett (2014) surveyed over 249 academic librarians in the United States and Canada and reported that many had already offered special services to international student populations, especially including orientations and instruction, though some library staff responded expressed interest in receiving more onboarding in this regard. Doucette (2019) utilizes a unique approach to understanding international students on her campus, encouraging them to share their stories of academic success and necessary skills in their own words. This approach identifies gaps in using library resources, understanding the research process, and comprehending complex academic writings in English. This study ultimately led to a pilot library instruction project.

Other studies focus on the levels of access to services for international students. One study of Chinese international students studying in Canada (Liu and Winn 2009) found that cultural differences account for some challenges in accessing library services. In this case, cultural expectations of conversational comprehension on the side of either the speaker or listener, which can differ across cultures, accounted for communication issues. This in turn created difficulties in accessing library materials. Another study (Lu and Adkins 2012) found several barriers to accessing library services, though the authors concluded that affective barriers (e.g., anxieties about navigating a new culture) and staff complacency in meeting needs of international students were more influential factors. These studies are echoed by others (Yi 2007) that describe the basic access

needs of international students to be “intense” and “frequent,” as well as the general lack of strategic planning by libraries in meeting these needs (Witt, Kutner, and Cooper 2015). Some studies make clear and direct suggestions to meet these needs, including the introduction and upkeep of LibGuides focused on library literacy for a wider range of student backgrounds (Han and Hall 2012), or the holistic integration of library services into programs and courses aimed specifically at international students (Essien, et al. 2021; Houlihan et al. 2017; Flierl, et al. 2018).

Flierl et al. (2018) discussed the challenges faced by first-year international students as they adjust to new educational and socio-cultural environments. To address these challenges, the authors recommend several measures, such as providing basic knowledge about the library, offering orientations, engaging in student learning and teaching, and partnering with other campus organizations to create a supportive and inclusive learning environment for all students. Eissien et al. (2021) investigated the correlation between international students' library usage and orientations. The study suggests that providing early and regular orientations to both incoming and current international students can increase their library usage. Houlihan et al. (2017) recommend tailoring related library instruction to the students' current learning context. Conversely, Hughes et al. (2017) offer a unique perspective that encourages educators to shift their focus in the international student outreach and education framework. Instead of solely focusing on the barriers that international students may face, the authors suggest highlighting the positive aspects that students bring to our education system through internationalization.

The international student population at Duke University

The most recent Open Doors Report on International Educational Exchange, published by Duke Visa Services in 2022, reports that 3,708 international students¹³ were enrolled in Fall 2021, including 678 undergraduates and 3,019 graduate students. Although undergraduate enrollment has remained relatively stable, ranging from 548 to 737 students each year over the past decade, the most significant growth has been observed in graduate and professional programs. Despite a sharp decrease in enrollment during the 2020-21 academic year due to the COVID-19 pandemic, the trend has since rebounded, with Fall 2021 enrollment levels continuing those from 2019-20.

¹³ This data includes only students who require visas to stay in the United States, unlike the Libraries' student survey data, which includes permanent residents. DKU students are included in this data.

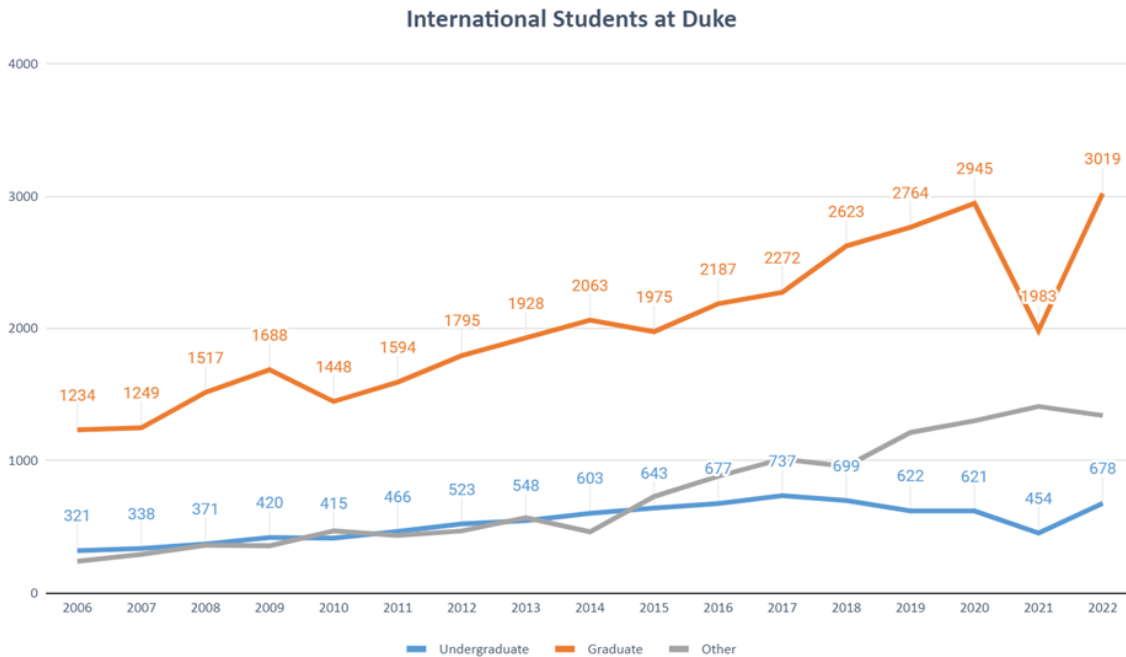


Figure 1. The number of international student enrollment at Duke. (Duke Visa Services 2022; Ku 2018)

In fall 2022, Duke has a total of 10,612 graduate students, 33% of whom were international students.¹⁴

Duke Visa Services provides a breakdown of the student population by field of study. In the 2021-22 report,¹⁵ the most popular fields of study for international undergraduate students include liberal arts and sciences, general studies, and humanities, with 155 students enrolled. Engineering and multi/interdisciplinary studies follow with 105 and 102 students, respectively. At the graduate and professional school level, half of the international students pursue degrees in business, management, engineering, and engineering-related subjects.¹⁶

¹⁴ Email from Duke Office of Institutional Research, 6/9/2023. "RE: Fall 2022 count of international grad students?"

¹⁵ <https://visaservices.duke.edu/about/statistics>

¹⁶ Field of study codes are defined by the U.S. Department of State, and their names may not correspond exactly to the program names at Duke.

Undergraduate and Graduate (Master/Doctoral/Professional) in 2022

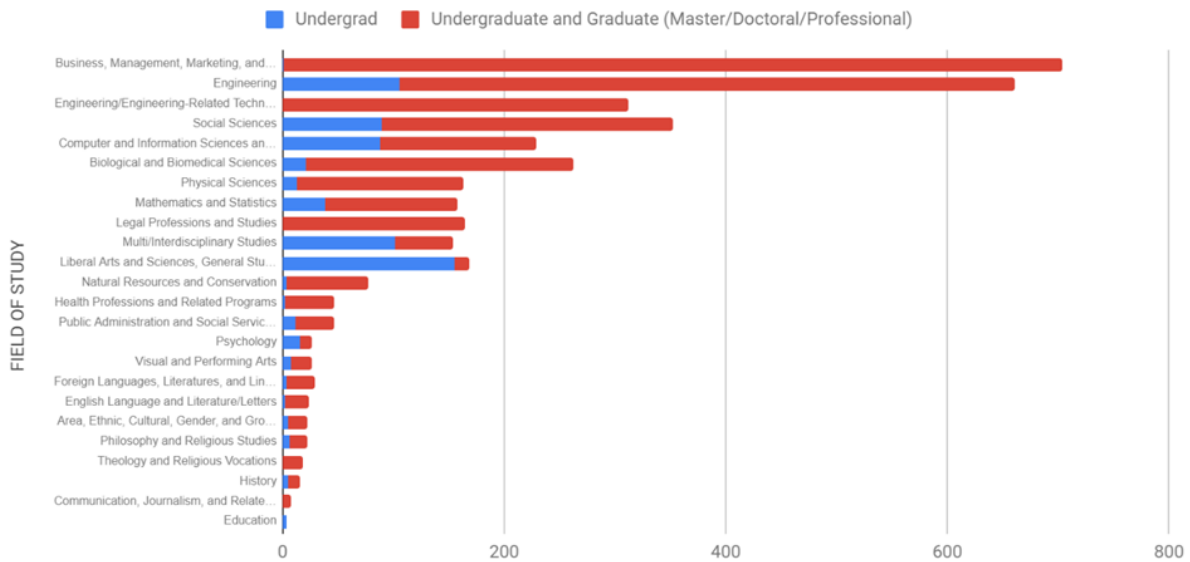


Figure 2. Duke International Students by field of study (Duke Visa Services, 2022)

In our population analysis, we also examined the countries of origin for Duke’s international students. According to the 2021-22 report, international students came from 112 countries. Although the numbers fluctuate annually, the top ten countries sending students to Duke include China, India, South Korea, Canada, Taiwan, Turkey, the United Kingdom, Singapore, Brazil, and Mexico. While China consistently ranks as the top country of origin for Duke international students, the number of students from India has risen by 28.3% since 2018. In contrast, the Chinese student population grew by only 8.2% during the same period.

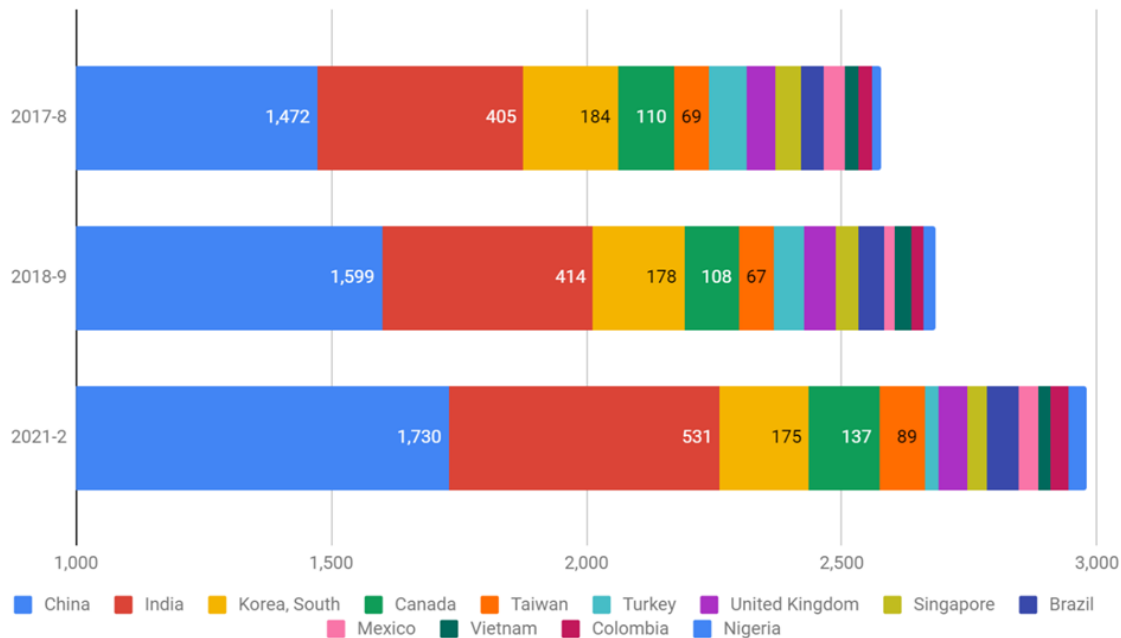


Figure 3. The top 10 countries where international students come from (Duke Visa Services, 2022)

Duke additionally has a unique relationship with Duke Kunshan University, a partnership between Duke University, Wuhan University, and the city of Kunshan, China. Duke Kunshan undergraduate students may spend a semester of their junior year at Duke University in Durham. The student body at DKU is roughly 70% Chinese, 15% American, and 15% other nationalities, and about half of the juniors may be at Duke University in a given semester. For our research, we conducted one discussion group specifically with DKU students, as they have specialized support and an experience at Duke that is different from traditional exchange students.

Findings

Student survey findings

The 2023 Libraries Student Survey¹⁷ was distributed in February 2023 and received 749 responses from international students.¹⁸ Slightly more than half of all survey respondents were graduate students and of graduate students, 47.9% (n=607) were international students. This generally aligns with the percent of all graduate students at Duke who are international. Of undergraduate respondents, 11.8% (n=142) were international students, which is also similar to the percent of all undergraduate students at Duke who are international. The primary library for 81% of international respondents is Perkins, Bostock & Rubenstein Libraries (PBR), while 8% of respondents' primary

¹⁷ The survey instrument can be found in Appendix C.

¹⁸ The demographics data provided by Institutional Research only identified students as U.S. citizens or non-citizens. "International" student survey respondents therefore include some permanent residents, who may or may not self-identify as international or have experiences similar to those of more traditional international students.

library is one of the professional schools' libraries. Half (51%) of international students report only visiting a single library, and 30% report using another of our libraries as a secondary library in addition to their primary library. A quarter of international respondents use a professional school library as a secondary library.

Respondents were asked to rate their level of agreement with a series of statements about the Libraries.¹⁹ Several differences were found between international students and other students. While the statement, "The library is a welcoming place" received the highest overall ratings from both groups, more international graduate students *strongly agree* with this statement than domestic graduate students (82% versus 69% *strongly agree*). Similarly, more international graduate students *strongly agree* that "the library is an important part of my experience at Duke (76% versus 59% *strongly agree*), and have higher confidence in their ability to get help from a librarian (68% versus 58% *strongly agree*). More domestic graduate students feel confident in their ability to find full-text articles on the library's website (68% versus 55% *strongly agree*). There were no statements for which domestic undergraduates felt as confident as undergraduate international students. In one instance, twice as many domestic undergraduates *strongly disagree* that they are confident in how to find a print book in the library than undergraduate international students.

Another survey question asked students which library services they use. Interesting points of difference included the fact that twice as many domestic graduate students do *not* use scheduled assistance from library staff compared to international graduate students (50% versus 26%). Most graduate students are aware this service exists, however, with only 16% of international graduate students and 10% of domestic graduate students unaware of the service. The ability to reserve study spaces online is one of the services with which both groups of students have the most problems. More late-night food options in the Libraries are desired – and would lead to more use of the Libraries – by both groups, in particular for undergraduates. More private rooms to conduct video calls from a personal laptop are also one of the top desired expanded services for both graduate and undergraduate international students and domestic students.

The survey asked students what services are most important and how well those services meet their needs. Responses did not differ greatly between international and domestic students, with ePrint, reservable and drop-in study and interview rooms, and drop-in assistance at a service desk topping the list for both graduate and undergraduate international and domestic students. In terms of how well services meet their needs, the top-ranking services are ePrint; assistance offered by library staff in the form of service desks, workshops, and research help by appointment; and ILL. Study rooms – including reservable and non-reservable, and interview rooms – are among the services that do not meet international and domestic student needs at the highest rates. For example, around 40% of undergraduate international students say that reservable and non-reservable study rooms meet their needs only "a little," and roughly 9% "not at all."

With regard to the library website, 56% of international students *strongly agree* that the website is easy to use, while 32% *somewhat agree* that it is easy to use. When asked if they feel confident about their ability to find full-text articles using the library's website, 55% *strongly agree*. While roughly half of the respondents appear to be satisfied with the navigability of the library website, a few respondents focused on challenges in using the library website in their qualitative survey

¹⁹ The survey instrument can be found in Appendix C.

responses. One student expressed frustration, for example, in trying to find online journal articles, saying “I find it difficult to determine what periodicals (for example monthly industry reports) the library is subscribed to. Also, I was not able to determine a way how to access some publications as a whole (an issue) instead of individual articles.” Another suggested the following: “I think more information online and in the library itself of where we can go to take action would be good.” The ability to find streaming audio or video using the library’s website is one of the areas in which both domestic and international students are least confident: only 27% *strongly agree* and 32% are not confident in their ability.

The survey asked students their ideas for what the library should do if it had unlimited time and resources. We received 365 comments from international students in response to this question. Most of their suggestions would address the needs of all students at Duke. Some areas in which a number of comments were received include:

- Increased food and beverage options (18.4% of comments), including a microwave accessible to students, better late-night food options, health food vending machines, and hot water dispensers on East Campus.
- More library study spaces were requested in 16.4% of comments, as were more private study rooms in 15.0%.
- Extended opening hours were requested in 14.8% of comments.
- Requests for improved aesthetics were found in 4.9% of comments. For example, “be [a] more fun/vibrant space. The outside is gorgeous, the inside is a bit dull.”

Some of the ideas for the Libraries if it had unlimited time and resources that were more specific to international students include:

- Collections requests in 16.0% of comments, including a number of requests for foreign language materials.
- Ideas for increased diversity were found in 14.3% of comments. For example, “I would love to see more spaces be designated to introduce and honor many international figures/publications/arts that are prominent but are not very well known in the U.S. Also, we could designate a specific time of the year to celebrate specific culture, where the literatures and cultures of specific countries may be represented!”
- Eight suggestions were made for library-hosted book clubs.

Safe spaces

The survey asked if students feel safe from discrimination, harassment, and emotional and physical harm at Duke University and Duke Libraries. As found in the 2020 Student Survey, international students report feeling safer at Duke University than domestic students: 76% of international students *strongly agree* with this statement for Duke University, compared to 64% of domestic students. Both groups feel safer in the Libraries than on campus in general and at a similar rate, with 86% of international students *strongly agreeing* for Duke Libraries and 84% of domestic students.

In a follow-up question, students were asked to describe their experience with Duke Libraries in this context. Of the 359 comments from international students in response to this question, the majority of the responses were positive. One student remarked, “When I go to Duke Libraries, I feel like a person. Not a minority. Though I recognize my identities and proudly wear them and embrace them, I

do not always feel the need to be hyper-cognizant of my identities in every space. At Duke Libraries, I am able to just be.” Many students commented on the inclusive nature of library spaces with specific mention of the welcoming effect of staff within the library, as one student described, “Everybody is so kind and try hard to understand me even though I am an international student who sometimes don’t find the precise words for a specific request. I feel happy at the library.” Several other students also commented positively on the efforts of library staff to connect with students despite a language barrier between the two parties.

Physical and emotional safety in the Libraries appears to be a shared experience among most international students, and several commented on feelings of unhindered access to materials and spaces. As one student described, “For me, getting used to a new country has been an adventure. Inside Duke University and Duke Libraries, I have never felt any barriers or difficulties for this new journey. On the contrary, I always feel welcome to work in different Library places. For me, exploring the architecture of the Libraries and being able to access the material makes me feel encouraged.” Several commented on the positive atmosphere of physical library spaces and mentioned the welcoming architecture, “peaceful” and “warm” ambience, and the presence of “kind and understanding people guiding” international students through these spaces. One student mentioned how staff go “beyond their call of duty to help students.” Another mentioned that they “would never have survived [their] undergrad OR [their] graduate school experiences without Perkins and Lilly [Libraries],” and that they are “forever grateful for all the wonderful staff of the Duke Libraries.” Few commented on negative experiences with staff. One example of a negative interaction reported at the service desk may have referenced student workers or staff: “I have been in uncomfortable situations at the library due to my non conventionally American name. I have more than one last name and have heard laughs, comments, etc., about it when trying to check out a book.”

Students were asked to optionally provide their ideas for making Duke Libraries a space where they feel safe from discrimination, harassment, and emotional and physical harm, and 232 provided a comment. Over one quarter (28.4%) of the comments were generally positive statements wherein the respondent replied that they already feel safe in the Libraries and have no further suggestions. Reoccurring themes among the suggestions for improvement centered on visual diversity, messaging, health and wellness, information sharing, and security. In terms of visual diversity, numerous comments discussed the importance of a diverse aesthetic to create a welcoming environment, including art, exhibits, and use of colors. Sample suggestions include: “Change some of the exposed [art] pieces along the Libraries (e.g., historical pieces on Perkins Library) for thematic pieces regarding diversity. These [new] pieces can come from local artists, students...[and] enhance the community feeling and add a little ‘life’ to the already charismatic Libraries,” “Create more sections that celebrate POC at Duke and increase visibility in the art showcased, the student photos shared...normalize the POC and underrepresented minority experience,” and, “it should be more welcoming to first time library users and multilingual speakers.” Additionally, comments underscored the importance of hiring a diverse public-facing staff and student workforce. Numerous comments discussed the importance of posters, messaging, and slogans placed within library spaces to promote diversity and library values, encourage non-discrimination, and convey how to act when observing harmful behavior. There were requests for comprehensive DEI training for library staff, as well for the development of clearer policies to address incidents of harassment. These policies should include provisions for anonymous reporting of such incidents with the Libraries, a designated staff member to receive such report, and the display of clear signage on how to report such incidents. Additionally, there were suggestions to enhance staff visibility and walkabouts, and to provide additional customer service training for staff, including student workers, to ensure all interactions are pleasant and welcoming.

In terms of information sharing, both the survey and discussion groups found that international students – as well as all students – would greatly appreciate more proactive marketing and explanation of library services. “Provide orientation sessions for incoming graduate students. There is an assumption that PhD-level students know what access the Libraries provide and how to use them and especially for international students who have not had access to such a wide array of services,” and, “One thing that could potentially help with unintentional emotional harm is having more basic infographics / guides available for students who are new to the library and/or feel nervous about using it and about asking for help for fear of being treated like they're asking stupid questions.” One student discussed a desire for the Libraries to serve as a gateway to other campus resources like CAPS and the Learning Center, adding, “Duke Libraries to me is almost like a second home so having reminders about Duke's facilities around the main desk or near the printers or something, might be a good idea for making student life easier in general.” This aligns with findings from our literature review from Flierl et al. and Eissien et al. that providing basic knowledge about the library, engaging in student learning and teaching, partnering with other campus organizations to create a supportive and inclusive learning environment for all students, and providing early and regular orientations to both incoming and current international students can increase library usage.

At the end of the survey, students were asked whether they had any additional comments about Duke University Libraries. Out of the survey participants, 124 students provided comments, which accounts for 18.3% of the international student survey respondents. The written comments were predominantly positive, with many students expressing appreciation for the resources and services offered by the library. Some relevant comments include: “As the place I visit every day, I really appreciate your work to make Duke University Libraries a perfect place!!,” “The library is an essential part of my work and study, and I am happy to be able to take advantage of the services provided by Duke Libraries. I use the services on a daily basis and would face a hard time if these services were not available,” and simply “Always thank you.”

Comments addressed room and space availability, often mentioning the need for individual rooms designated for specific purposes, such as interview rooms – “have more interview rooms” – or requests for “more study space.” These comments highlight the growing demand for personal and private spaces for interviews and study sessions. Furniture, particularly comfortable seating, was also mentioned repeatedly, including “the chairs are too uncomfortable,” “some chairs should be replaced or maintained,” and requests for adjustable ergonomic chairs to match different table heights.

Discussion group findings

What helps international students feel welcome, supported, and safe at Duke?

Almost all international students report feeling very welcome at Duke. The student survey asked respondents to rate their level of agreement with the statement, “The library is a welcoming place.” More international graduate students (82%) *strongly agree* with the statement than domestic graduate students (69%). Discussion group participants were asked what helps them feel welcome at Duke University. Many students mentioned DISC and various orientation programs – including

DISC,²⁰ campus-wide, program-specific, and international student-specific orientations – in highly positive terms. For example, “they [DISC] have this amazing orientation program for all international students!” Some students also highlighted events held by DISC. One graduate student reflected that, “iHouse [DISC] is the only place on campus that invites my partner to come with me. They understand that lots of international students bring their family, and that it can be super isolating for the international student, as well as their partner, who uproots their entire life to support their spouse at Duke...So when I am making plans for the weekend, that always makes me want to go to iHouse.”

While undergraduates were enthusiastic about the international student orientation, they also discussed the importance of their peers in helping them feel welcome, including those they met at orientation events, in class, and through residential programming. Many also connect with peers through student clubs, and some found clubs on social media before stepping foot on Duke campus: “...[I] joined a club online at Duke, before coming to campus. [I] got to know some people from Zoom. When I stepped on campus, met those people in person, that made me feel welcome at Duke.” Undergraduate students also discussed joining clubs based around cultural identity to find a sense of belonging, such as the Asian InterVarsity club or the Brazilian Student club.

Undergraduate international students also find a sense of welcome and support from formal offices, such as Duke Visa Services (DVS) (“If I have a problem, they can help me!”), the Duke Office of DKU Relations (DODR) (“This was home away from home”), and DISC (“Everyone working there is dedicated to supporting the international students...It was super nice talking to them, they were super welcoming and caring”).

For graduate students, the department and program play a central role in their sense of welcome, both in terms of official programming and services, and in terms of informal support from upperclass students: “First, department itself was very welcoming. They tried different events. It wasn’t necessarily an international student thing, just a new cohort thing. Second thing is, at least for those of us who study Latin America, the Center for Latin America and Caribbean Studies has events where you can meet people that are studying the region. Not only do they do academic events but social events too. They have picnics and things that help you get to know people outside the department and feel closer to home to some extent.” For many graduate students, their specific academic program is their primary community at Duke: “This is my first semester at Duke. When I joined, something I felt happy about was the community I was a part of, especially the program. It made me feel welcome. The sense of community is something I really cherish here.” Some programs have orientations specifically for their international students, while others do not. These programs are appreciated: “There was an orientation just for international students in my department...[the] week before the real orientation that was held by our department. We met international students from other countries before the semester begins. That was very helpful.” Some students whose programs do not have special orientation events for international students wished that they would in the future.

²⁰ DISC hosts an early move-in for undergraduate international students, to support a smooth transition to life at Duke. Recognizing that international graduate students may have different program start dates, varying pre-experiences prior to arriving at Duke, and staggered arrival times in Durham, DISC also organizes opportunities for graduate students to meet one another throughout the month of August.

Unlike undergraduate international students, some international graduate students are enrolled in programs that have an international student majority, and this can make the transition to Duke easier. For example, “at Fuqua – [there are] large amount of international students in a small environment. That itself is welcoming.” Seemingly small things that are culturally sensitive also contribute to a sense of welcome. One graduate student made a point to mention the hot water dispensers at the library as a welcoming amenity: “I want to share a small thing about the library – I come from Asia, and I personally love hot water. Most campus places only have cold water. I can find hot water at the library, and that makes me feel welcome.” Others mentioned the welcoming presence of multilingual books in the library and availability of a broad range of international food options on campus.

Participants were additionally asked what people, services, and spaces feel supportive and safe at Duke University, and responses were wide-ranging. Students discussed many of the same resources that make them feel welcome upon arrival. For undergraduates the list included CAPS (Counseling and Psychological Services); Duke LIFE (Lower Income, First-Generation Engagement); the campus farm; RA (resident advisor) supervisors; technology support from the LINK, operated by Duke’s Office of Information Technology; DKU advisors; fellow Duke students; professors and Teaching Assistants; the Career Resource Center; campus events; Duke health insurance; student clubs; and the campus gyms. A considerable portion of students mentioned the CAPS program not only for its direct outreach in counseling support, but also as a major hub for other support programs and divisions across Duke campus: “[The] biggest thing I gain from CAPS is how they can be a very good point of navigating Duke’s other resources. When you show up to CAPS, they see what you are struggling with, and be like, ‘how about you talk to this other resource.’ They are very good at directing you to other resources at Duke, which by yourself is initially very overwhelming.” One undergraduate reflected, “I really like the Wilson Center, [the] group fitness classes I can sign up for, as many as I like...it’s good opportunities to meet people and get exercise. The coaches are nice.” Another discussed the support provided by clubs, “The clubs...I feel that was the one resource that was helpful. The Duke Groups website gives you a very nice overlook of all the clubs at Duke, so you can just go to any event.”

For graduate students, supportive services focused more on departments and programs, and included departmental staff such as program administrators, DGSs and DGSAs (Director of Graduate Studies/Director of Graduate Studies Assistant), program advisors, career services teams within schools, and department coordinators; fellow international students, upperclass students within their programs, instructors, and lab mates. Among these, school-specific career services received praise from several participants. For example, “The career services team at the School of Engineering is absolutely amazing and very welcoming!” And, “the [department] coordinators help a lot because I receive a lot of information, lots of emails, they tell me what I need to do, what forms I need to fill in. Everything you want to know you can ask the coordinator!” When discussing faculty and advisors, one student commented: “Teachers here are nice. I have an English class and the professor there told us [how] to prepare for the hurricane. Also, our program advisor...is very supportive. They not only care about your academics, but also your lives, how you are settling down.” Another reflected, “For me, having faculty who understand our difficulty of not being able to go back home, and try to negate our anxiety was really helpful, made me feel belong to Duke.” In a discussion of peers, one student commented, “[I] really love the community that gets built up especially my seniors, who helped me a lot when I first joined. They did not have any incentive to help me, but they still did.”

While we did not ask specifically about the Libraries in these questions, many students made general comments about the supportive nature of library staff. Several went further to enumerate

specific divisions or individual staff members who have helped them feel supported in unique scenarios. One student remarked, “I have a favorite librarian who's been very helpful...when I was fasting during Ramadan, he offered me snacks after sunset. All my experiences with library staff have been super supportive,” and another student commented, “I talked to a librarian and he was so helpful. [He] asked me how my day was going [and] that was really welcoming. I know other new students also interact with librarians. They are sort of an authority figure but also a friend you can reach out to.” A third student discussed feeling supported by librarians embedded on research teams.

Other non-departmental resources mentioned by graduate students included the lockers in Brody gym (used to store class materials during the day, not for intended gym purposes), instructors, Duke Create and Duke Arts, Duke Vans service, and campus health services and the Wellness Center: “There are activities, and it is very nice place to just sit. There [is] group counseling”, and “[there’s] meditation day that calms you down and helps you unwind from all the chaos. They make you feel welcome and supported because it is an area where you can be at ease. They offer you tea and speak calmly.” A student reflecting on other wellness activities said, “I just enjoy those small little activities that Duke Create or Duke Arts do, like making [things] or painting. You can connect with people and you are creating little arts.”

What causes international students to feel unwelcome at Duke?

Overall, international students at Duke feel welcome and supported by both students and faculty, and students who participated in library discussion groups did not perceive the aspects of the Duke experience that feel unwelcoming to be intentional. However, there are areas for improved support. In addition to the stresses that all new students feel at Duke, international students experience the additional stress of administrative requirements around acquiring healthcare, visas, driver’s licenses, social security numbers, and housing: “the amount of things I had to do that no one else had to [do] was just a little bit overwhelming...Getting a social security, getting your ID, all this stuff...” and, “It’s the extra stuff like vaccinations... People there treat you like a usual student, not like a new student who doesn’t know anything. But even when they say, ‘go there or go there,’ I don’t know *how*.” Another reflected, “I know some of them are things that other U.S. students deal with, but it is harder for international students. You don’t have family [to help]. You basically don’t know anyone.” Some international students are in programs that are largely comprised of international students and have well-developed structures and support systems for the international community. Others are more isolated and struggle alone through the myriad administrative hurdles: “I felt that people who surrounded me never had this issue. So that was sort of isolating.”

Both graduate and undergraduate participants discussed how cultural differences can make students feel out of place: “It’s not necessarily my nationality that matters. The fact that I didn’t grow up in the same American community blocks me from joining social groups. Not sharing the same young adult culture is what makes the gap between [what] I want to join but I cannot join.” Some students discussed experiencing microaggressions from fellow students who make assumptions about them based on their nationality, or differential treatment when their status as an international student is disclosed: “I’ve never felt active aggression or anything overly negative, [it’s more] like I feel a door has been shut.... I haven’t had overt stereotypes been thrown at me, but more like, ‘what to do with you?’” One student recounted an illustrative story about a shared experience of cultural fatigue: “Not so long ago I talked to my other friends [and] every one of us has a fake name in the

U.S. that we use when we go to Starbucks, because no one wants to go through the motion of spelling your name every time...No one knew that we shared this experience because...we [each] just kind of started doing it on our own.”

While many faculty are themselves from international backgrounds and experiences, which feels supportive, some participants discussed occasionally experiencing microaggressions from faculty members. One student illustrated this point with an example from a class: “[It can be] something as subtle as the professor always referring to the United States as ‘our country.’” In one undergraduate discussion group, students discussed the fatigue resulting from dealing with professors whose mindsets can be hyper focused on the United States, and who refused to consider topics from a global perspective: “Political science and other humanities majors are really U.S.-centric...That feels very, how do I say, like superior[ity] complex mindset. You get tired of [trying] to fix your professor’s mindset.” One student even based their major around this issue, selecting a combination of programs in which the professors were more open to considering and teaching global perspectives. “A lot of professors [in my current major] are foreigners, that helps me a lot. I don’t have to go through the process of ‘you need to think about global issues,’ and try to fix professors’ mindsets. That eases my burden of trying to learn, but at the same time trying to change people’s perspective.”

For graduate students in particular, the cost of living, feeling unsafe off campus, and transportation are three challenging areas and some of the least welcoming aspects of living in Durham. Particularly in comparison to one’s home country, the food and beverages on and off campus can be cost prohibitive, and the graduate and professional school Community Pantry²¹ has limited opening hours. “Food is stressful ... Accessibility and infrastructure makes it really -- it just becomes a problem, how you can grocery shop, what kind of stores you can access.” Graduate students also discussed the disparity in wealth among different groups of students as unwelcoming: “I have found the level of wealth at Duke super alienating... I had exposure to extreme wealth before, but Duke was a shocker...it’s super hard to make it here without a lot of resources,” and, “it being expensive to be here made me feel like, part of the Duke experience -- I don’t identify with them.”

Many international students struggle to acclimate to – but must also rely on -- the poor public transportation infrastructure in Durham: “From campus to my apartment, it’s an eight minutes’ drive. But if I want to take public transportation it’s 40 minutes,” and, “In Durham you cannot get around without a car. In my hometown I can take the metro anywhere. Here I have to plan ahead. I don’t have a car. I take the bus to Harris Teeter every two weeks, because I need to wait so long. If I miss one, I have to wait for another hour.” There were several discussion groups in which the Duke Van system was discussed. “The bus system at Duke is broken, to say the least. Duke Van is trying to help, but that system also needs help,” and, “Duke Vans doesn’t go to where I live, so I cannot use this service.” Safety while living and walking to off-campus housing was discussed as a sizeable concern for arriving international students: “Especially for grad students living off campus, safety is a huge concern. I’ve seen a lot of robberies happening to very close friends to me and I’ve seen how it affects people. It’s very difficult to deal with. That’s a huge issue new students raise.”

A theme among undergraduate students was the unwelcoming exclusivity of social groups and some clubs, causing social anxiety. Selected comments include: “A lot of clubs are selective. That’s definitely unwelcoming...It took me four years to get into one. That’s something that was really

²¹ <https://gpsg.duke.edu/resources-for-students/community-pantry/>

frustrating for me” and, “It really just used to trigger my impostor syndrome to think, ‘why did I get into this university but can’t get into the groups in it?’”

What was most challenging when you were new to Duke?

Students were asked to think about what had been most challenging for them when they first arrived in Durham or on campus. Many literature reviews addressing the challenges international students face while studying abroad emphasize language and communication barriers. However, discussion group participants identified challenges more centered on cultural and social interactions, and not basic communication. One undergraduate student summed up a core challenge, saying: “The campus is new to every freshman, but the country is not new to every freshman.” A master’s student shared their experience of “feeling really dejected. I remember my first semester going to events and no one would talk to me even though I wanted to talk to others.” Another student commented, “the most challenging thing was feeling like everyone just immediately had best friends” due to sharing a cultural background, while they did not. Others discussed a range of cultural differences, such as how people of different genders interact with each other, alcohol consumption and U.S. and “party culture,” or coming from cultures that place a greater emphasis on individual friendships instead of valuing large social groups. Some participants offered insights that moved beyond mere observations of interactions. One participant said, “People are able to conceptualize the fact that education systems are different, but there’s not as much of an understanding that culture influences the very way you think, and the very way you relate to other people is just really different depending on the culture you grew up in... definitely still feel like I’m trying to get over that barrier of superficial understanding.”

Some comments addressed the challenges of making choices, expressing feelings of being overwhelmed with abundant resources and having difficulty browsing through the options. One student described “navigating life itself” as an additional challenge experienced by international students, alongside the new academic environment that every first-year student faces. While such overwhelming feelings are not unique to international students, it is notable that their American counterparts, who at least appear confident in their choices, are often guided by relatives who have experience with the U.S. education system.

A challenge experienced by international students that is not experienced by many other new students is profound differences in culture, from social interactions to food. Students were asked to recall times when things were different at Duke from their prior homes or schools. Both international undergraduate and graduate students mentioned the social aspect at Duke: “the social side of it, the way people relate to each other, make friends, spend time to get to know each other in informal settings, everything is really different in that respect. Even the concept of small talk is very different than what I’m used to.” The contrast was felt especially poignantly by an undergraduate student from DKU: “at DKU there was general acceptance that this is “no one’s land,” everyone there was more open minded, learning from each other, accepting of each other, easier to assimilate socially. at Duke, I would say there are boxes you should get into. the boxes are made of high, strong walls, strong materials. you have to fit into these boxes and if you don’t fit into these boxes, you just have to find a box that has a variety of things. it’s very hard to get into these boxes, a lot of unspoken expectations that go along with it.”

In addition, several undergraduate students talked about differences in education systems and pedagogical approaches between their home country and Duke: “The Indian education system is

different, grading scale, the way classes are taught. I did economics back in India and I take economics here. There's a huge difference in the way the same subject is taught. I wouldn't say it's bad, just different." For graduate students, the differences are also related to the transition from undergraduate to graduate education: "For me the main difference is the education system because our education system totally relies on teachers. So the student doesn't need to do anything apart from homework. Here the student has to do everything. You have to be proactive. Your assignments, your readings. It was a huge difference. Even if you are interested in the subject, you are not used to these things."

Healthcare in the U.S. was also identified as a difference: "the health system in the U.S. is just crazy [others laughed and nodded] and I think there is a lot of information. I know people who avoid going to the doctor because they don't know how much it'll cost and don't want to pay. So they use Duke's free services but sometimes you know I'm doing fieldwork right now, had to get vaccines, and had to pay \$300. That's crazy. The cost at home wouldn't be remotely close to that." Lastly, one graduate student commented on the structure of the university itself: "How universities work in the U.S. They are businesses, often as a student you're the customer. So, with that comes a set of privileges or – that has consequences on your student experiences that can be kind of confusing. There's not a lot of structure or guidance for you to follow, you have to tell them what you want and then everyone is super helpful in helping you achieve that goal it's up to you to define what your experience is supposed to look like. The German education system is nationalized, not super competitive, usually you can study what you want to study. So your institutional affiliation is not a huge mark of your identity it doesn't reflect how smart you are or what type of future you will have."

What do you do when you have questions?

Duke international students seek assistance from various offices and personal connections to find answers to their questions. Undergraduates often turn to friends, advisors, student support offices, upperclass students, and even large chat groups used by their cohorts. One undergraduate student mentioned, "I'd just ask my close friends questions like what is the American way of doing this and that, what is the norm here." Another undergraduate student in a different discussion group cited upperclass students as their first contact for help, "it came down to a lot of upperclassmen as a starting point. If they don't have the answer, then take it to the appropriate office."

In contrast, graduate students tend to rely more on formal entities such as advisors, graduate program offices, and faculty, though they also go to lab mates, upperclass students, friends, and their extended networks. Many graduate students involved in research labs start by asking questions among lab members, then go to their advisor or DGSA. One student mentioned that some peers are hesitant to interact with official personnel, preferring to seek answers through personal networks before consulting official advisors. Overall, graduate students appear to have stronger ties to their departments and program directors, while undergraduates rely on broader support from campus-wide offices.

As mentioned previously, international students tend to not have a personal support network that knows how to function within the U.S. system, which many domestic students are able to rely upon for extended assistance. One student shared their experience of getting help from the parents of their American friends: "I've been leaning on my friends' parents...When we signed a rental contract, I asked an American friend's parent who's a lawyer to look it over...my own parents are super

supportive but they don't know English and don't know what I'm doing here. So to be able to ask someone else's mom about rental contract is helpful and weirdly humbling."

International students and the Duke Libraries

After gaining an understanding of participants' overall experiences at Duke University, we asked how they use the Libraries at Duke. Similar to domestic students, international students use and value the Libraries for its study spaces, research support, online articles, checking out textbooks, and ILL: "They have study rooms, good study spots. I study with my friends there. I read a lot of books, so I also use the library to check out books." "I also enjoy being able to access research articles through Duke Libraries." Additionally, a few students have worked with librarians and/or subject specialists: "I reach out for help to librarians. They are helpful in terms of shaping the argument, finding resources. These consultations are really helpful..." The overall sentiment toward the Libraries is highly positive: "Most of the time when I'm not in classes or my dorm I'm in the library...I study there, I use all the resources possible...It's a very welcoming environment. A great environment." Consistent with the Student Survey results, the library is perceived as a safe space: "I really like the library...it's a really safe space, super comforting."

Participants were asked if there are things they know now about the Libraries that they wish they had known before they started at Duke. A number of undergraduates were unaware of the ability to receive personalized help from library staff before the discussion groups, but were pleased to learn of the service. In the words of one student, "for me it's shocking that I can have this personalized attention from librarians." While many students remember a librarian speaking at their orientation or in their Writing 101 class, the sheer volume of information and resources presented to students when they start at Duke is overwhelming and easily forgotten – something that is not unique to international students. Additionally, one student mentioned that not everyone has these classes in their first semester, so if the class presentation is the only point of contact for the Libraries, that's a problem: "For myself, I'm not doing Writing [101] this semester, only the next one. So, I would lack an understanding of the library system until next semester." Several graduate students discussed not having received a library orientation in their particular program: "In [my graduate program] we don't have library orientation, [which is] probably why people don't know about the library resources, and don't use the Libraries. Maybe just a short one, or an introduction online could help." There was interest in having a library orientation integrated into programs across the board: "Library orientation should be part of every department orientation. Also, maybe library can provide resources for labs...[could there be] a library contact for the lab?"

Students praised information provided by librarians in their Writing 101 and English for International Students classes, but requested that the library provide still more outreach and instruction, and over a longer period of time, beyond their first semester at Duke. Some students requested more tour opportunities, more library orientations, and more promotion and marketing about general services that many international students may be unaware the U.S. academic libraries provide. Similar to domestic students, participants struggle to determine when the best time would be to introduce library services so that they are not lost in an overload of new information about Duke resources. "The session we had at the beginning of the first year with the librarian telling us about the library was useful, but it was only 15 -20 minutes and it was during all the other rotations. Maybe it should be longer and maybe happen even a couple weeks later so that you are done with the chaos. I still feel like there are a lot of things I don't know about the library."

Some of the other aspects of the library that students discussed wishing they knew about earlier include lockers, Rubenstein Library special collections, the Doctoral Research Space and Graduate Reading Room, carrels, the Oasis in Perkins Library, the Center for Data and Visualization Science, the Multimedia Project Studio, the Lilly Maker Space, how to use library printers, how to use library databases, and the ability to borrow materials from TRLN and Ivy Plus shared collections.

Research and the Libraries

Participants were asked to recall the last time they did a research project, and whether they engaged library services in their research, as well as what was difficult about the research. Undergraduate use of the Libraries was limited, but all participants had at least used online resources before, if not for their last research project. All but one graduate student reported using library resources for research, and many had used more services than the undergraduates. A majority of responses focused on an uneven awareness of librarians as direct resources. In cases where students seemed aware of the fact that they could directly contact librarians for subject-specific research support, many referred to their “unspoken” understanding; these students were either told by professors, learned from friends, or just happened to come in contact with a librarian in class who could lend direct research support. One student captured this issue most clearly: “I like librarians. They are really accessible, if you know it’s accessible. If you don’t know, you don’t know.” A graduate student said that: “Apart from this assignment from my professor, who asked us to go to the library, I mostly use Google or things on the internet. I do have a hard time finding information or trusting whether something is correct at times. I don’t think I’ve used the library doing research yet.” Likewise, an undergraduate student said: “If you don’t know about [the Libraries’ resources], there’s no way to find out about this. The way I learned about this is my professor took us to the library during one of the classes and showed us this is how you can use the library at Duke. So that was helpful, but I don’t know if everyone has that.” In these responses, it is clear that the Libraries’ support role is known only to small cross-sections of the international student population, or that the library’s role is generally made clear not by the library itself, but by professors or fellow students. In other cases, students seemed to only be aware of the library if they received direct instruction during a first-year general education course. Discussion group participants often framed as an “advertising issue,” and implicit in these comments is a lack of universal promotion by the Libraries that communicates library services and the role of librarians clearly to students.

When asked what is confusing or challenging about doing research at Duke, some undergraduates felt they could not speak to the question because they had not yet been asked to perform research. Difficulties cited by other undergraduates included having to navigate between different research databases provided by the Libraries, understanding what “research” is, and understanding what resources are available from the Libraries in general. Challenges discussed by graduate students included finding the time to do research, the language barrier for formal writing, “finding information, or trusting whether something is correct at times,” and meeting the high standards of research at Duke – for example, wanting to match the quality of research conducted by lab mates.

What works well about the Libraries?

Participants were asked what works well in the Libraries. The majority of comments focused on the ease-of-use of library facilities and spaces, as well as on the accessibility of materials held within the Libraries. On the first issue, many students appreciate the ease and convenience of reserving rooms as study spaces (though as discussed above, the Student Survey found this is also one of the services that is struggling to meet needs). One student remarked, “I also reserve room, The Edge, a lot, for my independent study groups. It’s really convenient that I can see when it’s available and which room is available without going into Bostock to figure out the empty rooms.” Another commented similarly: “It’s nice you can reserve rooms, especially if you have group projects that you need private space for, or if you have interviews.” Many students also appreciate the ability to use the library as a convenient stopover between classes, and as a place to recharge, relax, or be with friends throughout the day. One student described how the beauty of Bostock library allows them to “get their energy back,” while another described how spaces like the Oasis²² can help students to “balance the stressful or productive parts of the day with a place [they] can chill.” Several commented positively on the variety and organization of spaces, with comments such as: “I like the structure, in Perkins the first floor is a talking floor, if you go up it gets more silent. It makes it easy for people to go where they want to go,” and “I like the different kinds of spaces, for different needs. I like to change spaces. I can focus and relax.”

On the issue of access to materials, students primarily commented on the volume of Duke’s holdings, its networked relationship to other lending institutions (e.g., TRLN or international borrowing), the ease of finding online resources, and the savvy work of librarians in assisting students during research consultations. Several example comments include: “Just being able to have access to super cool books. Duke library has lots of books,” “The other thing is online resources. If Duke doesn’t have a paper I need I can reach out to the library, within a week or less I get the paper from them. That’s very helpful,” and, “Librarians reply really fast! I don’t know how they find those resources in less than 24h and I get really surprised. It’s really helpful.” On the issue of access to digitized primary sources, one student gave an anecdote: “I also think the connection between the actual library and the stuff on the website is decent. I was looking at library archives for a niche project, found Rubenstein archives from 17th century, hand scanned and OCRed so you can highlight and underline. I admired the amount of effort that went into the online library infrastructure. Really helpful.” These comments convey a general appreciation and satisfaction with the physical layout of Perkins & Bostock and the supportive nature of the physical spaces with regard to mental health. The library staff, especially as liaisons to physical and digital materials within the Libraries, received similar positive comments.

What does not work well about the Libraries?

International students also identified several areas of the Libraries that do not work well for them. Students took this opportunity to again discuss their lack of awareness of library services and librarian subject expertise. While a few students highlighted their appreciation of one-on-one research consultations, the majority of students were unaware that this service is not only provided by subject librarians, but that it comprises a major aspect of their occupational duty within the

²² <https://library.duke.edu/using/oasis-perkins>

Libraries. Students again described a need for more public-facing communication on what resources and services the library offers and where to find them.

Study space also appears to be a central concern. Many commented on the crowded nature of study spaces, and the frustrating waitlist for carrels. Some remarked on issues surrounding unoccupied spaces that have been reserved by students, a known issue at the Libraries: “What I noticed about reservation is some people just reserve rooms but don’t actually go there. It’s frustrating to see that there’s no room available to be reserved but they are not being used.” Others focused on a lack of direction within physical spaces, referring to both physically getting lost within the Libraries, and to a lack of awareness of which areas allow food and drinks. As one student described, “For me I just want to know what places are allowed to have food or drinks. Because many places are occupied by students and when you find a place and it’s not allowed to have food because you usually study for three to four hours, you get hungry. So it’s a bit of judgment, and also a bit difficult to tell.”

Some students additionally brought up the stress caused by the pervasive nature of academic elitism at Duke, an issue that would not be unique to international students. One explained, “I really love the library and studying there, but some of my friends – just because of the sheer amount of people and stress – they don’t go to the library at all.” Another student suggested things the Libraries could do to create a less academically stressful and more welcoming atmosphere: “I find it so weird that in Perkins on the first floor the[re are] posters with the Marshall and Rhodes scholars. I don’t want to see that in the library. It just adds to the stress people have about achievement and performance.”

One of the other issues described by discussion group participants was the lack of flexible hours to accommodate studying during campus closures. Library opening hours also came up in the Student Survey, where a number of international students asked for the Libraries to have longer opening hours, specifically earlier opening time on weekends and more hours during the holidays, when it is difficult to find other study spaces: “Extend weekend hours,” “The only issue about the library is the closing hours. Library closes too early on Fridays and Saturdays. Especially in holidays. This is a serious mistake. I hope this gets fixed soon,” and, “I don’t have an office in my department. Instead, the library is generous enough to provide me with a carrel...But this also means I lose my office when the library is closed. I really hope that the library would open for longer hours on Friday and Saturday nights and on some holidays.”

Lastly, a few students remarked on the temperature of the Libraries, saying that the cold temperatures drive them away from the spaces: “In the summer it’s very cold. Can’t stay for more than half an hour or an hour, after that it feels too cold.” This also came up in the Student Survey, where cold indoor temperatures were mentioned multiple times by international students with comments such as, “it is usually way too cold in the library! My experience would honestly be a lot more comfortable if the temperature were better regulated,” and “[group study rooms] get too cold sometimes, but we couldn’t adjust the temp.”

How can the Duke Libraries support international students?

The final question we asked discussion group participants was “what services and programs can the Libraries offer to further support international students at Duke?” Participants had a number of ideas. The central, overarching theme was a desire for much increased communication of library services and resources through the Libraries’ website and physical spaces, avenues such as the

DISC newsletter and international student orientations, and through general campus channels including professors, programs, program orientations, as well as by providing increased workshops and tours. This was discussed and requested in every discussion group that we conducted. Example comments include: “Library orientation should be part of every department orientation,” “The library should have a proper orientation program, not included with other things. It should be in the library. It should be a mandatory thing,” and, “in [my graduate program] we don't have library orientation, probably why people don't know about the library resources and they don't use the Libraries. Maybe just a short one -- or an introduction online -- could help.” Another student noted that, “the academic systems in different countries are different...[You could provide] a quick crash course in how to use the Libraries for every international kid, before coming to Duke. Or right after arrival.”

A reoccurring request in response to this question was for increased foreign language materials, in particular leisure reading materials and current newspapers to help international students relax, feel less homesick, and stay abreast of current events in their home countries. This was echoed in the Student Survey, where international students made twice as many collections requests as domestic students. A theme to the survey's collections requests was the desire for more foreign-language reading materials. While these comments more often refer to leisure reading materials, a few students also mentioned wanting easier access to foreign language newspapers to keep up with current events in other countries and foreign language scholarly materials for their research: “Provide access to more resources in other languages. For example, my research is in Brazil, sometimes I have a hard time getting access to literature/news articles in Portuguese.” While the Libraries frequently receives requests for more leisure reading materials, the Libraries' response is to try and connect students with the Durham County Library, which students can join to access ebooks and streaming audiobooks without leaving campus. However, the public library has few electronic leisure reading materials in non-English languages other than Spanish and to a lesser extent, several Western European languages. In discussion groups, one undergraduate commented, “it might be helpful to get books in [our] own languages [second student nods in agreement], if they are homesick, they can come to the library and read about their culture in their own language.” On the issue of current foreign newspapers, one student explained that, “I just wish library has an easier way to get subscriptions to foreign newspapers...sometimes international students want to learn what's going on in their home country through their own media outlets, it's hard...I'm sure it's low demand, but it's important for international students to stay connected with their own community where they come from.” The Libraries does have many current foreign language newspaper subscriptions in digital format, and it was unclear whether students were unaware of these offerings, wanted more subscriptions beyond those the Libraries has, or wanted subscriptions in paper format.

Other ideas from students include increasing collaboration with DISC and other campus offices, and providing popular games from students' home countries in a leisure area of the Libraries. In terms of collaborating with DISC, suggestions included providing DISC event space within the Libraries, working together on programming, and advertising events and services via DISC (social media, newsletter, etc.). Some of the services requested were less clearly the purview of the Libraries, and related to the need for assistance understanding basics about the United States – in particular its political and administrative aspects – and learning the American writing style. To the first point, one undergraduate student requested a “condensed guide on the country itself...This is kind of embarrassing, but I still don't know much about the political structure here...when you are trying to learn American politics or history, there's just so much out there, it's hard to know which resources you want to be looking at...I know this is something American students learn since they are in like middle school, but I personally would find that helpful. Like, why are they having midterms? What is the difference between a senator and a governor?” To the second point, one student expressed that

the “American writing style is really different than the one we know in [my country]. So maybe other than the Writing 101 resource, have workshops [on the American writing style].” Ideas from international students that were echoed by domestic students in survey responses included providing a coffee machine in the Libraries, increasing bright colors and art in library decor and aesthetics, and providing more communication about delays and expected wait times for ILL materials.

Overall, participants were very happy with the Libraries, as well as with Duke University. One student said, “I never felt any discrimination at Duke because of the fact I'm an international student.” Some students talked about how the Libraries’ wide array of exhibits and events with an international focus, as well as visible print materials in non-English languages, make the Libraries a welcoming space for them. When asked what the Libraries could offer to support international students specifically, one undergraduate commented, “that's a very interesting question because when I think of the library I don't see it through an international student lens...that itself is a testament to the library and the infrastructure. How it's everyone's space.”

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Appendix A: Discussion group script

Introduction

Welcome, everyone, and thank you for being here. My name is Joyce, 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 Duke's international student community. Again, thank you for being part of today's focus group and talking to us about your experiences on Duke's campus and using the library.

I will moderate today's session, and Candice will take notes. I have some questions to guide us through the discussion. First, just a few ground rules that we have found helpful in keeping these discussions productive.

1. We are here to learn from your experiences. All responses are valued and helpful. There are no right or wrong answers to any of these questions
2. You don't have to answer every question, if you don't have thoughts on one, no problem.
3. We expect that you will not all agree with each other and/or will share varying experiences. We value these differences and hope that you do too.
4. Everything we say in this room will be treated as confidential feedback. Please do not share any of the individual experiences that come up today outside of this room.
5. If a question doesn't make sense, please let me know so I can rephrase it.

Discussion questions

Warm-up (5 min)	<ol style="list-style-type: none">1. Brief intro from moderator2. Brief intros from participants: Name, area of study, year at Duke, where are you from?
Belonging – self perception	<ol style="list-style-type: none">1. What has made you feel welcome at Duke?2. What has made you feel unwelcome at Duke?3. Think about the people, services, or spaces you feel are most supportive and safe at Duke. What and who are these, and how or why do they make you particularly supported or safe?
First experiences	<ol style="list-style-type: none">1. What did you find most challenging during your first semester (or year) at Duke?
Info seeking	<ol style="list-style-type: none">1. Has there ever been times when things at Duke were different from your home country or your previous school? Can you share examples? (<i>"culture shock" question</i>)2. Since you've been at Duke, what do you do if you have questions or concerns about things that are different from what you are familiar with in your home country/previous school?

	<ol style="list-style-type: none"> 1. Is there a person, group, office, or place you usually go to? Describe them and a time you went to that person or place for help.
Library – experience	<ol style="list-style-type: none"> 1. How have you used the Libraries since you’ve been at Duke? Describe what sorts of things you come to the library for. If you don’t use the Libraries, tell us why. 2. What works well for you (about library services/space)? 3. What does not work well (about library services/space)? <p><i>Build in time for follow ups on different uses of the library that are not research.</i></p>
Research anxiety	<ol style="list-style-type: none"> 1. <i>Critical incidence:</i> Tell us about the last time you did a research project...did you engage library services in your research? Who did you ask for help? 2. What do you find most confusing, challenging, or uncomfortable about doing research here at Duke?
Informed – reflection (Libraries)	<ol style="list-style-type: none"> 1. Are there things that you know now about the Libraries at Duke that you wish you had known before you started at Duke? <ol style="list-style-type: none"> 1. If so, what are those things? 2. How did you come to know them? 2. What services, programs, or other things could the Libraries offer to further support international students at Duke? Why?

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: Recruitment materials

Duke International Student Center – newsletter (opt out, all international students)

Email subject:

Duke Libraries wants input from international students! Receive a \$20 Amazon gift card

Email body:

The Duke Libraries need your help! We want to understand the unique needs of International students at Duke. Your input will help us improve library services, spaces, and resources to better meet your needs and help staff understand your experiences at Duke and with the Libraries.

We need both undergraduate and graduate volunteers for virtual focus groups. You will meet virtually for a moderated 90-minute discussion with a group of 5-8 other students. To thank you for your time, students who participate in the focus groups will **each receive a \$20 Amazon gift card**.

Sign up here: [link]

If you are interested in participating, please sign up by the end of the day on Monday September 19th.

Once we have a list of volunteers, we will schedule the discussions at a time that works for the majority of volunteers in September and October. We understand that you might not be able to participate once the exact date and time are set, and that's OK – at this point, we just want to know who's interested!

Questions or concerns? Don't hesitate to get in touch with Joyce Chapman, joyce.chapman@duke.edu.

Thank you for considering this request and helping Duke Libraries staff improve services to better meet your needs!

Joyce Chapman
Assessment Analyst & Consultant
Assessment and User Experience department
Duke University Libraries

Your privacy is important to us:

We 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 with our library staff as well as with the Duke International Student Center and other offices on campus that work with international students, 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.

Duke International Student Center newsletter – 2023 student survey recruitment

Duke Libraries wants to hear from international students!

Do you have ideas for improving Duke Libraries? The [short survey](#) should take no more than 5 minutes to complete, and all respondents will be entered in a raffle for a **\$150 Amazon gift card**. The Libraries want to hear from as many international students as possible. Share your thoughts about your experiences using the Libraries, and provide suggestions for making library spaces, materials,

and services work better for you! The more feedback we get, the better equipped we'll be to expand existing services and develop new ones to meet emerging needs. Check out some of the changes we implemented as a [direct result of past surveys](#).

Duke International Student Center social media – 2023 student survey recruitment

Help make the library better!

Take a **short survey** and be entered into a drawing for a

\$150 Amazon gift card!



 **DUKE UNIVERSITY LIBRARIES**

Survey open Jan 25 - Feb 15
bit.ly/DukeLibrarySurvey23

Appendix C

Duke Libraries Student Survey 2023

Thank you for taking a few minutes to provide feedback about your library experience. Your responses will be used to enhance and improve the Duke University Libraries' spaces, collections, and services. Responses are confidential. We appreciate your time and valuable contributions.

Please rate your level of agreement with the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Does not apply
I find the Duke Libraries website easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to locate a print book in the library	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, the library is a welcoming place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to find streaming audio or video using the library's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to find full-text articles using the library's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to request materials from another library via Duke Library (ILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to get help from library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duke Libraries staff are committed to providing a positive, welcoming, and enriching experience for all members of the community. The next questions ask for your opinion about Duke University and Duke Libraries in this context.

I feel safe from discrimination, harassment, and emotional and physical harm at....

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Prefer not to answer
Duke University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duke Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe your response and your experience with **Duke Libraries** in this context.

What are your ideas for making **Duke Libraries** a space where you feel safe from discrimination, harassment, and emotional and physical harm? (You will have the opportunity to provide general feedback about the Libraries later in the survey.)

Which library do you visit **most frequently**? (not including teaching or attending a class)

- Perkins, Bostock & Rubenstein Libraries
- Lilly Library
- Divinity Library
- Ford Library at Duke's Fuqua School of Business
- Goodson Law Library
- Marine Lab Library
- Medical Center Library & Archives
- Music Library
- I don't physically visit a library

Which other libraries do you visit regularly? (Please select all that apply.)

- I only visit one library
- Perkins, Bostock & Rubenstein Libraries
- Lilly Library
- Divinity Library
- Ford Library at Duke's Fuqua School of Business
- Goodson Law Library
- Marine Lab Library
- Medical Center Library & Archives
- Music Library

How frequently do you visit the **Perkins, Bostock & Rubenstein Libraries**?

- Daily
- More than once a week
- Once a week
- 1-2 times a month
- 1-2 times a semester

Which of the following are important to you?

	Important to me
ePrint	<input type="checkbox"/>
Public computers in the library	<input type="checkbox"/>
Availability of reservable study/project rooms	<input type="checkbox"/>
Availability of reservable interview rooms	<input type="checkbox"/>
Availability of non-reservable (drop-in) study rooms	<input type="checkbox"/>
"Top Textbooks": Loanable textbooks at the Libraries	<input type="checkbox"/>
In-class research sessions led by library staff, either in-person or virtual	<input type="checkbox"/>
Tours and orientations led by library staff	<input type="checkbox"/>
Workshops led by library staff (e.g., RCR, data management), either in-person or virtual	<input type="checkbox"/>
Drop-in assistance at a library service desk (e.g., circulation/holds)	<input type="checkbox"/>
Scheduled assistance from library staff (e.g., research help by appointment)	<input type="checkbox"/>

Delivery of books or materials from non-Duke libraries (Interlibrary Loan)	<input type="checkbox"/>
Exhibits on display in the library	<input type="checkbox"/>
Library news and tips by email	<input type="checkbox"/>
Other	<input type="checkbox"/>

Carry Forward Displayed Choices from "Which of the following are important to you?"

To what extent do the following **meet your needs** at Perkins, Bostock & Rubenstein Libraries?

	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

ePrint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public computers in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of reservable study/project rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of reservable interview rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>...[repeat all items from previous question list]...</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past year, why have you visited the Rubenstein Library? (Please select all that apply.)

- I don't know which part of the building "Rubenstein Library" is
- I have not used this part of Perkins, Bostock & Rubenstein Libraries
- To use the public study spaces
- To attend an instruction session as part of a class
- To use the Rubenstein Library collections in-person
- To use the Rubenstein Library digital collections
- For a research appointment in the reading room
- Personal enrichment
- To see an exhibit
- To attend a program
- Other. Please describe: _____

Library staff are **considering offering or expanding** the following library services. Select the four services that would most improve your library experience.

- Enhanced outdoor library spaces to study or meet in groups
- Space for practicing presentations
- Additional absolute quiet space
- More daily or hourly use lockers to store personal belongings
- More textbooks to check out for my classes
- Better directional and informational signage for navigating the Libraries
- Private rooms to conduct video calls from your laptop
- More events in the library where students can relax or have fun (e.g., miniature horses, end-of-semester study breaks)
- Late-night food options in the library

Display This Choice:

If TYPE = Undergraduate

- Ability to have books delivered between libraries (e.g., from Perkins to Lilly)
- Any other suggestions: _____

Please rate your overall satisfaction with the **Perkins, Bostock & Rubenstein Libraries**:

- Not at all satisfied
- Not very satisfied
- Somewhat satisfied
- Very satisfied
- Extremely satisfied

To what extent do the following limit your in-person visits to Duke University Libraries? (Please select all that apply)

	Not at all	A little	A lot	No opinion
I am not coming to campus regularly due to the pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I no longer feel comfortable in crowded spaces due to the pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I access all the library resources I need online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library isn't open when I need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't find a space to work or study in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking is inconvenient or unavailable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coursework or research doesn't require library materials or services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past, I didn't find what I needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not received good service at the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't live near Duke University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I mostly use non-library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

Which of the following **online services** are important to you at Duke Libraries?

	Important to me
Help from library staff via live chat (Ask a Librarian)	<input type="checkbox"/>
Help from library staff via email	<input type="checkbox"/>
Help from library staff via virtual research consultations (e.g., over Zoom)	<input type="checkbox"/>
Information on the library website about library spaces, collections, and services	<input type="checkbox"/>
Off-campus access to online library resources (e.g., databases, journals, ebooks)	<input type="checkbox"/>
Ability to reserve study spaces online	<input type="checkbox"/>
Streaming music (music that can be streamed online directly from the library's website)	<input type="checkbox"/>
Streaming videos (documentaries and other films that can be streamed online directly from the library's website)	<input type="checkbox"/>
Other	<input type="checkbox"/>

Carry Forward Displayed Choices from "Which of the following online services are important to you at Duke Libraries? "

To what extent do the following online services **meet your needs** at Duke University Libraries?

	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
Help from library staff via live chat (Ask a Librarian)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from library staff via email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from library staff via virtual research consultations (e.g., over Zoom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>...[repeat all items from previous question list]...</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In a perfect world, with unlimited time and resources, the Libraries would... *What are your ideas for what the library should do if we had unlimited time and money?*

Any additional comments about Duke University Libraries?

Would you be willing to participate in future discussions about Duke Libraries? If so, please provide us with your contact information below. This information is not necessary to be entered in the raffle for an Amazon gift card; you will be entered regardless.

Name _____

Email address _____