

**Yale University**

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**From the Selected Works of Denise Hersey**

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March 6, 2015

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# Understanding the Research Practices of Humanities Doctoral Students at Yale University

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## Introduction

In 2011 the Yale Graduate School of Arts and Sciences (GSAS) reviewed its doctoral programs to determine successful practices that might be applied to other programs experiencing poor graduation outcomes. (Graduate School of Arts and Sciences, 2011) This report stated that the average percentage of students in the humanities completing their degree was 68% while, in the natural and social sciences it was 79% and 74% respectively. Among these three disciplines, humanities graduate students took only slightly longer to complete their program, 6.7 years as compared to 6.3 years for the natural and social sciences.

Humanities doctoral students at Yale are not unique in this regard. A number of published reports support this trend, indicating that, nationally, humanities doctoral students take longer, on average, to complete their programs than do students in the sciences or social sciences, and that attrition rates for doctoral candidates in the humanities are higher than the other two disciplines. (American Academy of Arts & Sciences, 2014; Ehrenberg, Zuckerman, Groen, & Brucker, 2009; Hoffer & Welch, 2006; National Science Foundation, 2013) These documents also report that the number of doctorates awarded in the humanities has declined, particularly the proportion of degrees awarded compared to other fields.

Recent studies examining the research habits, practices, and challenges of graduate students help explain these two trends. (Foster, 2011; Gessner, Jaggars, Rutner, & Tancheva, 2011; Randall, Smith, Clark, & Foster, 2008; Rutner & Schonfeld, 2012; University of Minnesota Libraries, 2006) An important joint study on humanities graduate students was presented at the 2012 Library Assessment Conference by librarians from Columbia and Cornell University Libraries (2CUL) (Gessner, Jaggars, Tancheva, & Rutner, 2012).

These studies provided the impetus to do a similar study at Yale. A team of Yale University librarians developed a research project to understand how humanities doctoral students were identifying, accessing, using, and organizing research materials, and what habits and research methodologies they had developed. In addition the project team attempted to identify challenges, including workspace needs. Based on the findings, the team prepared recommendations on how the Yale University Library system can better support humanities doctoral students and to help improve their academic success. Although these recommendations are unique to Yale, other similar libraries may find them to be of use.

## Methodology

With permission and funding from Yale's University Librarian, the lead co-principal investigator put out a call for interested librarians. A research team was created consisting of eleven librarians, all of whom worked in public services.

A proposal was written and submitted to the Institutional Review Board. After approval, the lead co-principal investigator approached the Assistant Deans of the Graduate School for the Humanities graduate programs. The deans contacted the appropriate departmental Directors of Graduate Studies to recruit students for individual interviews, especially doctoral students who had recently completed their degrees and some who had withdrawn from their programs. The plan was to collect information from students in different stages of their education. In total, the team interviewed 26 current humanities doctoral students, 5 former students who had completed their doctorates, and one student who had withdrawn. Data from two students was discarded, including the withdrawn student, for quality purposes.

Two interview instruments were created: a pre-interview online survey and an interview protocol. The former was based on the 2CUL instrument to gather information on demographics, and the use of library resource and services by doctoral humanities students. The interview protocol was created specifically for Yale students with the intention of examining research study habits.

All team members attended a two-day training session on ethnographic research methods led by anthropologist Dr. Nancy Fried Foster. In addition, Dr. Foster helped the team develop the interview questions.

Interviews were conducted in person in locations chosen by the interviewees, who were asked to choose a spot in which they typically worked. Digital recorders captured the interviews, and the audio files were sent out for transcription. Through this whole process, the interviewees were identified only by alphanumeric, abbreviated designations. Each participant signed a consent form.

For evaluating the interview responses, a five-member working group was created, since using the whole research team was not efficient. A mixed-method approach was utilized, and thematic labels from the responses were created by a card-sorting method from grounded theory. The transcribed interviews were first read aloud and relevant comments were highlighted. The comments were pasted onto cards and then categorized into themes by creating and defining codes to describe content. After coding the transcripts, the subgroup identified themes that they presented to the entire research group. The team at large then used this information to formulate recommendations.

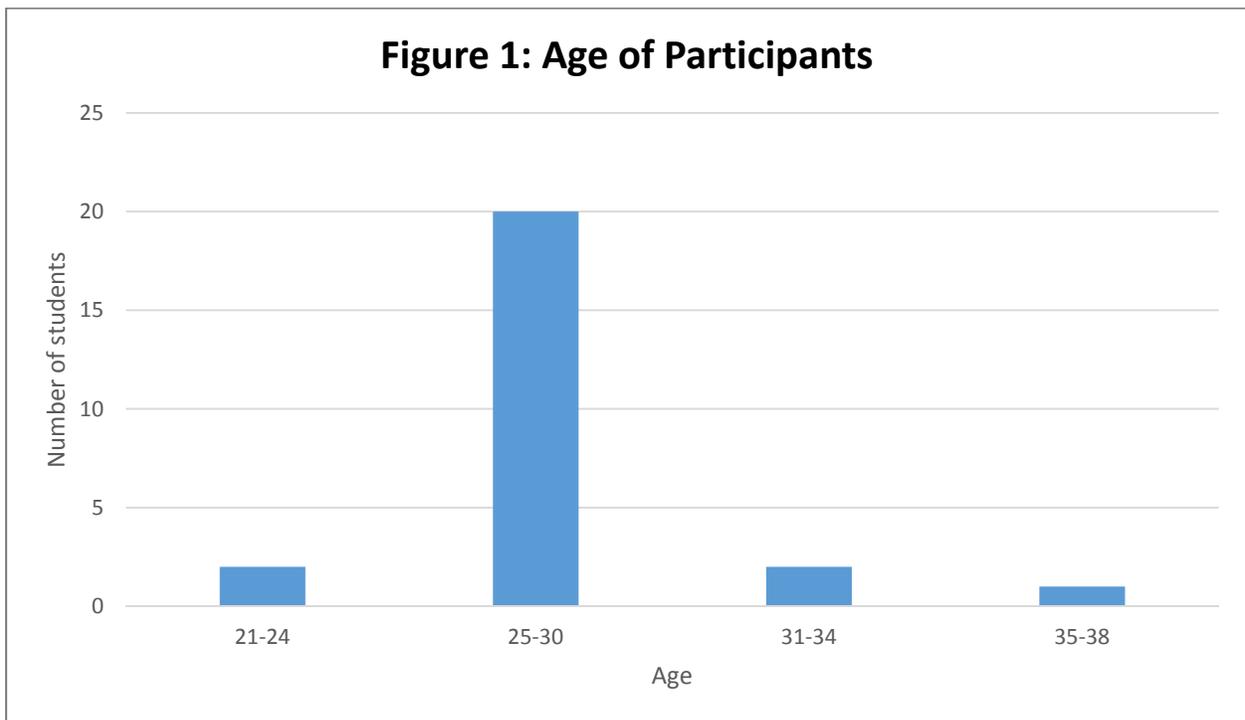
## Results

Interviewees represented a cross section of 12 different programs (see Table 1). A total of 33 students were interviewed; 27 who are currently matriculated in the graduate school, 5 who successfully completed their doctoral work, and 1 who withdrew from his program of study. All but one student completed the pre-interview online survey.

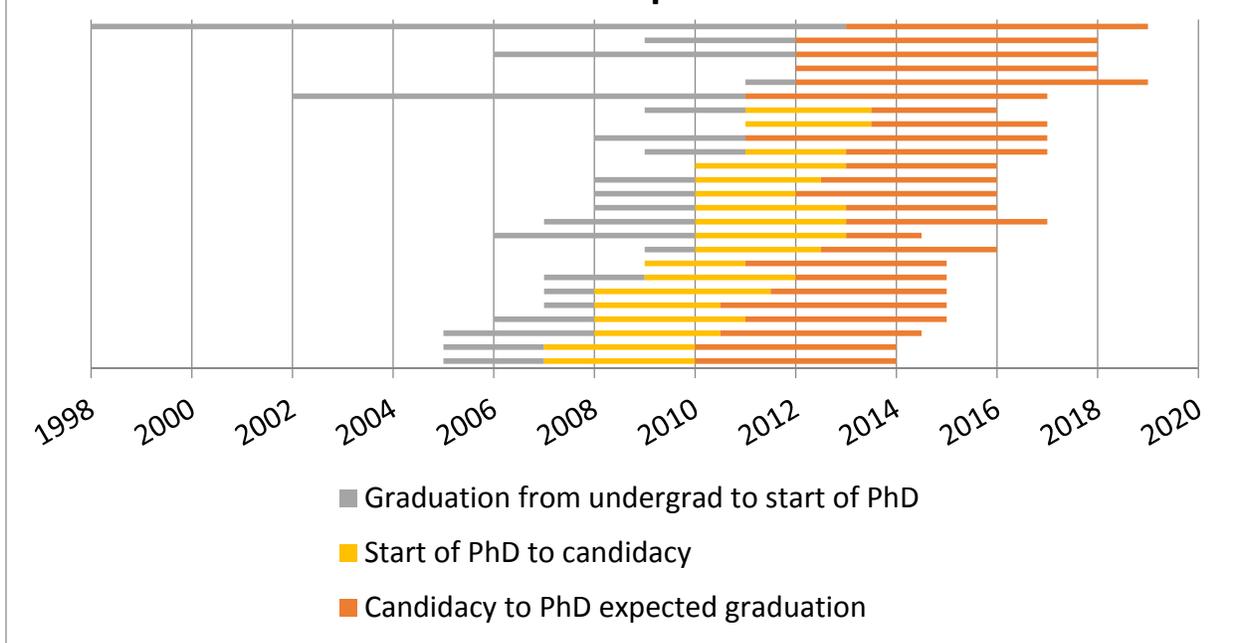
Current students (13 male, 14 female) ranged in age, with most in their late 20s, and they expected that it would take 6 years to complete their PhD (see Figures 1 & 2). Current students were in different stages of their program with 8 of them having earned Master's degrees before beginning their doctoral programs at Yale, and 18 having already passed their qualifying exams at the time of the interview.

**Table 1: Programs of Study Represented by Participants**

American Studies	History	Music
Comparative Literature	History of Art	Near Eastern Languages & Civilizations
East Asian Languages & Literatures	History of Science & Medicine	Renaissance Studies
Film Studies	Medieval Studies	Slavic Languages & Literatures



**Figure 2: Time from BA graduation Through Expected PhD Completion**



## Discussion

### I. IDENTIFYING RESEARCH MATERIALS

Humanities graduate students discussed myriad research methodologies to identify both primary and secondary sources as well as archives. A large number of those interviewed identified Google as a starting point for their research, although several felt self-conscious about using it as a point-of-departure for their dissertations. When asked how they began their research one student commented, *“It usually starts with a little bit of pathetic Googling . . .”* Google was used not only to identify current sources but also to find primary source materials. One student used Google *“to look for sixteenth- and seventeenth-century . . . writings . . . I usually work with court documents.”*

Students also identified Google Scholar as one of the tools used most frequently as a starting point for research. Students were cognizant of the differences between Google and Google Scholar and used them accordingly.

*“I’ll be looking for a particular type of information and so I’ll Google Scholar search it, and then everything that’s related to it I’ll open and sort of review and see if it’s*

*relevant. So that's usually what I do. I usually start with a key issue that I'm looking for, usually a citation from reading a paper book, so."*

Many avoid the subscription library databases (e.g., Academic Search Premier, Historical Abstracts, or Humanities Full Text) or use them as a second step after searching Google or Google Scholar. In addition to Google, many students also identified JSTOR, a digital library of nearly 2,000 journals, as a discovery tool for current research. *"I don't use articles databases that much. That's pretty bad. I guess I would use JSTOR and that would be a keyword search."* But another student commented:

*"JSTOR is always really helpful to me. We've kind of learned to look up journal articles because we don't ever really read the whole book. We never have time to read whole books nowadays, so journal articles are really helpful for me to find book reviews and just get condensed versions of all of the scholarly literature."*

Other platforms identified as starting points for research were Google Books, Amazon.com, WorldCat (the world's largest network of library content and services), HathiTrust (a partnership of academic and research institutions that offers a collection of millions of titles digitized from libraries worldwide), and subject-specific subscription library databases. One student used ebrary, an online digital library of full texts of over 700,000 scholarly electronic books, to discover new titles, even though the student preferred to read the books in print format rather than electronic. Many students pointed to the importance of understanding the background or getting an overview of their topics. Several students used reference books to launch their research. Oxford Bibliographies Online, an online collection of authoritative research guides that combines the features of an annotated bibliography and a high-level encyclopedia, was one discovery tool that several students named. Many graduate students also made use of the reference materials found in specialized reading rooms at Yale, such as the Middle East & Islamic Studies Reading Room in Sterling Memorial Library.

Students also named Orbis, Yale's online library catalog, as an important discovery tool in the nascent research period. Those who identified using Orbis often indicated that they used it as a second step in conjunction with Google, Google Scholar, and Amazon.com. Several students also used the "Subject Browse" option in Orbis to identify relevant Library of Congress Subject Headings (i.e., terms found in the official list of subjects maintained by the US Library of Congress) in catalog records when conducting their preliminary research. They identified the controlled vocabulary of the subject headings as an essential strategy in discovering other material. One student took the opposite view, stating:

*"I find Orbis really hard and clunky to use, especially for key topic and keywords. I don't think anybody uses this anymore... I'm pretty sure that nobody on the planet uses library catalogs by keyword search anymore. That is what Amazon was invented for and Amazon is actually, like you get some crackpot books too, but if you follow the trail I can often find a lot of books that are interesting to me."*

A number of students noted that they often begin looking for relevant books in Amazon because it is easy to understand its functionality. *"If I know I want a book related to . . . another book, I will go to Amazon because I'll look at the 'see similar' tool."*

## Citation Tracking and Browsing

*“And you know when you find an article, it’s almost like some weird kind of ... I don’t know how to explain it. You know, it’s like a Wikipedia death thread, where you’re like, “Oh, I’m going to read this one article in the bibliography, and then I’ll look at the bibliography for another.” You know, you get one reference and it spirals into a lot of references.”*

As varied as students’ research methodologies are, there is one universal research strategy - citation tracking or browsing. “Browsing” refers to the act of casual scanning or reading. “Citation tracking” is a more deliberate, methodical approach. Nearly every student interviewed identified browsing or citation tracking as a principal research methodology, and many described it as their starting point when undertaking research. For some it is the only way they do research. Several routinely take extensive notes on information that they find in bibliographies or footnotes or both as a component of this research strategy.

The most prevalent method of citation tracking is to review footnotes and bibliographies in books and journal articles. Graduate students interviewed also engage in citation tracking using Google, Google Scholar, ebrary, and subscription library databases. They use the materials found in Sterling Memorial Library’s reading rooms along with both print and electronic reference books.

Students use citation tracking and browsing to accomplish several goals. These include identifying lines of inquiry, research trends, recently published materials, major journals in their field, materials written by important authors, and appropriate archives. In addition, these methodologies also help them to find primary and secondary sources, to complete or correct citations, to provide subject overviews, and to understand the context of their specific research question. As one student noted, *“A lot of times either I’ll be reading a book, and they’ll have a reference, or they’ll make a point, or they’ll have just something of a point of interest, and then I’ll go and I’ll Google Scholar search it.”*

Once materials have been identified for further study, the graduate students follow up by searching to find the actual items using Orbis, MORRIS (Yale Law School’s online library catalog), subscription library databases, Google, Google Scholar, JSTOR, WorldCat, Interlibrary Loan (ILL), and Borrow Direct, an unmediated library resource sharing partnership launched in 2001 that currently encompasses twelve Ivies Plus academic institutions. *“...and if there are certain books that they keep mentioning, that they all have in common, like if there’s a common denominator, I’ll go look that up.”*

Browsing in the book stacks is fairly common, and several students rely to a great degree on this method for research.

*“The first thing I would do is I would go to Orbis and I would either look up the subject or, if I knew who it was who had written about this topic a lot, look up their name or*

*simply do a keyword search. I would find the call number for one of the books in the area and then I would just go to the library and look at the stacks.”*

In response to the question, “*If the library could give you a magic wand, what would you like it to do?*” one student replied that he would like to have access to the Library Shelving Facility, Yale’s offsite book storage space, so that he could browse. Another student found almost all his primary source materials by browsing in the stacks of Yale Law Library. He pointed out two specific corridors to the interviewers, explaining that these were the areas that he discovered by browsing and continued to peruse on a daily basis.

Besides the book stacks, graduate students also browse the Periodical Reading Room in the Sterling Memorial Library:

*I just went around the room, one by one, looking at every single journal ... to get a general idea of the type of journals that I could be looking at and prefer not looking at, and whether or not we have them. Then [I] went home and saw how far back...records [go] and [whether] we can Borrow Direct them.... I compiled a list of all the new journals that I discovered when I was there. It was useful because they were in sections, and that helped me out. .... I tried to seek out journals in different languages that I can read, which normally I wouldn't know about just because they're not necessarily something that gets quoted a lot in English language literature, so I also found some good journals in Spanish and Russian and in French, and wrote those down too.*

Students also browse online in Orbis using the “Call Number” search. Most felt that Orbis was an imprecise but important tool. MORRIS was cited as much easier to use. When they found Orbis to be unhelpful, they deferred to using Amazon. *“If I know I want a book related to something- related to a book, I will go to Amazon because I'll look at the ‘see similar’ tool. You know, I'd definitely do a theme and textual analysis [in Orbis], like a true database, and create a similar algorithm, or you should ... [show] what is next on the shelf. That would be awesome because, you know, actually that's one of the reasons to go to a shelf is like I want this book but then you can look at everything around it.”* Students using this methodology of browsing virtually did so systematically.

Another common form of citation tracking is to search for authors’ CVs to identify other materials using Google. Authors are first identified through browsing and then the student searches for his/her CV online. A variation of this is to search syllabi. *“My order of looking for things is usually, first [use] a periodical search bank .... Next is footnotes of books, and then after that sometimes I go through syllabi. ...That’s more for ... general reading but I like to ... pick scholars who I really like and then I’ll see how they teach their course and what books they make their students read. Those are often a great way for me to find ...really important books I need to know for my field.”* One student then uses the novel approach of looking for the author on YouTube. *“Are there any YouTube Talks? I like to know what scholars look like and what they talk like because I feel like it gives me an intuition of who they are as a person and I can kind of interpret their work a little . . . easier.”*

## Serendipity

*“Human resources... People point you in the right directions. There are so many people coming through Yale... who give great talks. You have all these moments - encounters with people that remind you why your work is important and that’s really motivating...for me.”*

*“I actually found out [about an important resource] from one of my graduate schools friends... who said ‘Oh hey, have you seen this thing?’ And I hadn’t so I checked it out.*

As illustrated by some of the research methodologies outlined above, many graduate students adopt a haphazard approach to research. They rely heavily on chance to find research resources. Serendipity within the research process is most certainly one of the major findings of this study.

Human relations play a significant role the research equation. Unplanned conversations and casual social interactions contribute greatly to graduate student research. These encounters involve peers, colleagues, more experienced graduate students, advisors, and professors. These scholars are often seen as a resource for the humanities student, resulting in book and journal recommendations, information about special collections and archives and other relevant primary sources, information on library databases and software, shared syllabi, and valuable research advice.

*“If you’re asking about recommendations from colleagues and peers that happens pretty much every day, which is great... We send each other links, or, . . . if I see a book somewhere that seems very new at a conference or a library or a bookstore, and I know one of my colleagues is working on this stuff, I usually snap a picture of it with my cell phone and then send it to them and say, ‘Are you aware that this has been published?’”*

Besides citation tracking, serendipity within the research process is the other most important discovery tool in the research process.

Graduate students also exploit more traditional interaction spaces, such as conferences, where they can network and discuss their research with colleagues. But other emerging practices, such as networking and social media, have a large impact on their research and research directions, and make the dissemination of new and current research relatively easy and fast. Graduate students in the humanities network through electronic mailing lists, scholarly associations, and social media. *“I know pretty much within days when one of my colleagues publishes something, if I’m in touch with that person on social media, because they advertise it.”* Research help is also a click away, since students receive advice from colleagues via chat or postings through scholars’ mailing lists or Facebook.

Other students receive valuable advice on research strategies from advisors, peers, or other scholars in the field. For example, several students integrated previous papers into their dissertations based on recommendations from others. Those students felt that this research strategy worked strongly in their favor.

*“I’ve been working on these topics in some way or another for a couple of years already so I designed my orals field around material that I will have to cover in my dissertation because that’s useful advice that I got, so that was already a head start on my research.... I’m using several papers, course papers, or even articles that are written to sort of formulate some parts of the dissertation...or just honestly borrow whole sections of it because they are essentially the same things that I will be talking about in the dissertation just on a larger scale.*”

Students reported the role of advisors and departmental support as especially beneficial to them. Advisors were a significant resource in offering research advice, recommending research material, and introducing students to scholars. Most interviewees perceived the advisor to be the most important research resource: *“When I meet with particular professors, they’ll often pull something off their shelf.... That’s one way I find resources.”* Students felt that monitoring mechanisms set up by individual departments were useful in keeping them on track and for exposing them to their peers’ progress and research. Conversely, when students viewed advisors as not helpful, or sensed departmental tensions, they felt adrift or disoriented. They tended to look to peers for research advice and stability.

Many interviewees reported positive interaction with librarians. They described librarians as supportive and responsive to their needs, whether on the level of research help or purchase requests. *“At least in the library it’s so much easier [than another Yale department] to find people and get to people who want to help you and say yes. It’s so different which is fabulous. It’s refreshing in the libraries. People actually often say yes a lot which I think is really fabulous.”* There were many students interviewed, however, who had never sought help from a librarian. This occurred despite the fact that many librarians had reached out via email or other avenues to contact students.

Overall, students felt that the depth and breadth of the collection were favorable factors in writing a successful dissertation. *“I’m very grateful for the library here. This is awesome, and that’s what I keep hearing from friends who have graduated and gone to other institutions.”* Still, a few remarked that budget cuts are negatively affecting the collections in their area.

Because manuscript and archival collections are indispensable in the humanities research process, humanities graduate students come into contact with librarians and archivists while using such materials at academic institutions, independent archives, and local, state, and national archives. Many students formed special bonds with archivists. However, interviewees reported many negative interactions with librarians and archives abroad.

## **Research Skills**

*“I didn’t really understand until this year...how to use the databases that Yale had.... I didn’t understand all the resources available at the libraries.... They just assume you have this when you came but most undergrads don’t get very good training. There’s no...reason why we would have great research [skills] when we get here in the same way that, like, no one’s had to really*

*write like 300 pages before....there's just a lot of assumptions I think made about what we already know [how] to do and I think they're all incorrect."*

Graduate students come to Yale with a wide range of research skills. Those who feel the most comfortable often have a skill set developed at other universities either as an undergraduate or from previous graduate work. Some even refer to skills learned in high school. For many students, however, research skills are poorly developed. Their methodology is inefficient and ineffective: *"A problem is that I came in assuming that I knew everything I needed to know, and haven't really gone for follow-up training."* Those students who cited high school as laying the groundwork for their research skills were stuck in time and never progressed beyond using JSTOR. *"I feel a little sad because . . . my research process should be more organized or something and . . . I just Google JSTOR to see if they have it."* Graduate students do still manage to uncover some high-quality sources, but they do so in a circuitous manner that considerably lengthens the time spent on research. During our interviews one of the most popular answers to the question "What is working against you?" was "time."

Some graduate students feel they are at a disadvantage because their professors assume they already have extensive research skills. *"My advisor started just listing journals the day I showed up and I genuinely didn't know what the acronyms meant for like years... I was so new to the field, I would write down what I thought he said as opposed to what it was actually because I didn't really know. . . . The learning curve was steep. My first six months were rough. I would go into the library and be like, 'I think this is a thing.'" Like this student, many of the graduate students act independently. They try a variety of methods to find the materials they need, and although some are aware of librarians in their subject area, this does not mean that they consult them. (See Figure 7)*

Interviewees pointed to several methods that they use to learn about library resources. Some continued to rely on resources found at their previous college or university libraries including online catalogs, subject guides, and how-to guides. The methodology several students employed was to search or browse online catalogs from other universities that they had attended and then try to find the materials in Orbis. Human resources again featured prominently in that the students asked friends, other students, and professors how to use the library. Students identified emails from helpful people such as librarians, archivists, or faculty members as important: *"[One Yale faculty member] is extremely...good at putting me in touch with manuscript librarians and other libraries. . . . [S]he'll email me if she sees something that she thinks will interest me. She knows everybody in the world.... [H]er specific area is not my specific area but she is so well connected and so willing to be helpful."*

[Regarding a Yale librarian] *"I guess I didn't think of Yale as actively acquiring in the same way that I realize now...Like how responsive our librarian is and I think he seems to be really attuned to what people need and is asking and getting feedback. . . . [T]hat's been awesome."*

Some students maintain close relationship with subject librarians and have benefited from their specialized research skills. They also rely on Yale Library subject guides: *"[A Yale librarian] was very, very helpful to me....he also created this amazing website for history students... [and] I still have his website bookmarked because I find that it's really helpful."* Some interviewees

had jobs in the library or worked as research assistants for advisors. In this capacity they were required to seek help from librarians and in this way honed their research skills. Several graduate students pointed to the Yale Library website as the primary method they used to improve their research skills and learn about the library. Some interviewees browsed the reference stacks, Periodical Reading Room, or book stacks in an effort to discover additional resources.

Coursework is essential to developing research skills and for introducing students to their current research. Many students pointed to hands-on library projects or class work as the impetus behind improving skills. Some indicated that undergraduate freshman writing courses had been crucial for learning research skills. Only one student interviewed mentioned having a course with a library session taught by a librarian. Most cited professors who demonstrated essential databases in classes or introduced resources during their lectures. Several students depended on syllabi that contained brief bibliographic guides with resources available at the library. Others had courses that held sessions in one of the subject-specific Sterling Memorial Library reading rooms and had projects that required them to use the resources held there. A few interviewees were matriculated in departmental bibliography courses or research seminars that integrated library information skills: *“I was helped . . . because I had taken the research seminar in my second year...in American studies/History. [It] helped me just figure out how to do archival work ... and just how to be less scared of emailing archivists and reading finding aids and all that.”* One student indicated that most of her research skills were acquired through a writing class she taught that included a library session on research.

During the course of the interviews, graduate students proposed that the library offer subject-specific workshops for graduate students. One student in particular requested a workshop to learn how to search newspaper databases effectively. Several identified their lack of paleography skills as an obstacle to their research, and they noted the need for a paleography course at Yale. One student was able to apply to a Master class in paleography at the Beinecke Rare Book and Manuscript Library, noting: *“It opened up the Beinecke collection in a way that it hadn’t opened to me before.”*

### **Foreign Language Skills/Needs**

*“I’ve done quite a bit of language work already, [and] probably the single most important thing is that I can actually read primary sources immediately rather than having to spend all of my time learning languages while I’m taking classes.”*

A number of graduate students consider their lack of foreign language skills to be an impediment to research. Most students who lack language skills go through the time-consuming process of trying to read works written in foreign languages on their own. One student mentioned trying to use Google Translate to assist her. *“Theoretically I’m supposed to know French and German for my field. I took the courses. You know, I passed the courses. That doesn’t mean I can read with great fluency, and so OCR [i.e., optical character recognition] and Google Translate [i.e., Google’s free instant translation feature] are my best friends.”* Another asked other graduate students to translate the texts or to give the student a summary. *“There [were] some Czech and*

*Swedish publications that I had to have translated because I couldn't read that, but the majority [were] English, French and German. ...The English, French, and German ones I just read myself...and the others I got other graduate students, who were teaching the classes, to do it."*

For many students, more than one language was essential to their research, but it was difficult for them to be fluent in all of them and they did not expect that they would be. As one student stated:

*"Language work is always a- I mean I can read [first foreign language], and I'm in first year [second foreign language], but I need to be fluent in [second foreign language]. I've taken [third foreign language] twice- I've passed the [third foreign language] exam and I've taken the [third foreign language] reading class twice, but I still don't read [third foreign language] materials, which is a problem. . . . [Y]ou [would] think that I would because I should be able to. . . . I can, but it just takes me so long because I haven't gained that proficiency yet, so- and I haven't even started [fourth foreign language] and I really need to because [fourth foreign language] is extremely important for my field, so that's probably, in terms of what would make me a better student and aspiring academic would be to have this language training down, which I don't fully yet..."*

Doctoral students in the humanities have developed myriad methods to determine which materials they will need for their research. Once they have identified relevant articles, books, and chapters, they tend to use these sources' citations, bibliographies, and references to track relevant information. Although these tactics are often fruitful, graduate students recognize weaknesses and inefficiencies in their methodology and could benefit from instruction that addresses these issues.

## **II. ACCESSING MATERIALS**

### **Using Yale Library Services**

*"There's never been a time when I've really, really needed something and I haven't been able to find it at Yale or through Borrow Direct or something like that so . . . I never feel like I'm scrambling."*

Unlike students in the sciences and even the social sciences, PhD candidates working in the humanities need to find and use materials in a great variety of formats. Electronic resources, while often helpful in identifying materials they will need, are not typically the main source of those materials. PhD humanities candidates need to work with materials that are born digital, professionally digitized, and archival. They also need printed books, films, microfilms, and manuscripts. As a result, getting access to these materials can be both challenging and time-consuming and can prove frustrating to PhD students in a manner unique to these disciplines.

Doctoral students have routinely commented on the advantages of working at Yale, particularly the breadth and depth of the library systems' collections. *"The library is by far- well I don't know-maybe this is too strong: I think it is actually fair to say, it is the best thing about being*

here.” Because PhD students in the humanities value immediate access to information no less than their science and social science counterparts, they are particularly appreciative of library services that enable them to access materials faster than they would have just a few years ago. The library’s involvement in Borrow Direct receives consistently high praise from students, who can now request physical materials that are either not available at Yale or are checked out when they need them. With a turnaround time of four business days, Borrow Direct allows doctoral students to access the materials from eleven large library systems. *“Borrow Direct- any time I need something from Borrow Direct it’s . . . super-efficient and great.”* This is particularly valuable since PhD students within the same department often use the same materials, and they expect to hold on to these materials for months at a time.

*“And the other big problem, of course, is things that are checked out and then...that happens to me a lot because we’re a small field and we all pretty much rely on the same books. Let’s say there’s only one or two copies here and somebody checks that book out for the next...three months...I never recall books because I think that’s horrible, so I just Borrow Direct them, but sometimes that slows down the research because, you know, I have to wait like a week versus a day, and if I need it urgently then sometimes I try to find it on Google Books, or my last resort is just buying it.”*

Traditional interlibrary loan is still important to obtain materials not available through Borrow Direct, often for more esoteric works, but Yale’s interlibrary loan service received mixed reviews from three different PhD students:

*“The only place that I have really had trouble with is... ILL, interlibrary loan. They just lose orders. They don’t know what happens to them. You email them. Go to them. They [say] “we never saw it.” I have confirmations. Then they never email you again...—so I stopped using them.... I can do any way I can to not have to deal with them.”*

*“And so I had to wait . . . a month for the order to be completed and so they delivered it and they sent me the wrong numbers, so I had to resubmit my order and so eventually I had to wait a month and a half for- usually time-sensitive research process and the reason why I bought the article is because I couldn’t- I didn’t feel I could afford waiting at least two weeks . . . for that article to arrive when . . . I need it just right now.”*

*“The standard interlibrary loan through Sterling takes forever to get an article...And so you’re already on your next chapter by the time you get all these resources back. It’s really frustrating.”*

Conversely, often depending on what types of items they need, many students had positive experiences with ILL.

*“I often times find myself using ILL because there are a number of obscure materials that are useful for my work that aren’t available through Borrow Direct or through Yale libraries, and 99.9% of the time, ILL always comes through, and I even have an ILL in my bag right now that I plan to scan after this meeting.”*

Regardless, students often rely on Yale Library services to get them the materials they need to complete their work. The quality of these services affects their own workflow and timelines and

is beyond the control of the students who use them. In general, however, students find Yale Library delivery services invaluable: *“I feel if there’s something I can’t find, then the librarians at Yale will find it for me.”*

A more recent library service, Scan and Deliver, has also proven to be a positive addition to the methods students use to access their materials. This service, through which patrons can request that library materials be scanned by library staff and delivered to them electronically, provides a variety of benefits that other services do not. Students can save both time and money by not having to find and then scan chapters, articles, and other works on their own. In addition, there is an advantage to having an electronic version of a work, since PhD students prefer to organize their own materials in electronic storage even though they often choose to read them on paper.

Eli Express, Yale’s intra-library delivery service, has also helped students save time, though they never refer to the service by name. They tend to use Eli Express to have items “paged” (as they put it) for quick pick up at a service desk, or to be sent to the library closest to their home or study space, relieving them of the need to trek across campus: *“[A]ny time I put in a request, I request it to [the] Divinity [Library] because often times I’ll go there in the evening...and just take my car over there where there’s free parking and pick up whatever I need....Even if I have a stack of books this big, I’ll be able to bring them home because I won’t be walking.”* PhD students in the humanities typically collect hundreds of physical items. Any strategy that will save them time they consider invaluable.

Graduate students have been known to bypass library-provided access to materials if acquiring items they need seems to be too complicated or time-consuming. For instance, if they are having trouble getting an item through ILL, they will turn to personal connections to obtain it. Calling on friends or colleagues at other institutions to have items scanned, copied from collections, special collections, and even databases, is not uncommon.

*“[Y]ou know there’s a library in [Western Europe] that I wish I could have daily access to but sometimes I ask research friends to... check out the shelf and just scan this one thing for me.”*

*“I rely heavily on ILL but there are times when a request doesn’t go through, when I’ll try to go through a personal network. Then there are times when I know where a particular resource is and I know somebody could help me out with it so I just do that for convenience sake, even though I’m sure ILL could pull through with the request.”*

*“Yale said, yeah, we have all the volumes [of a particular journal], but then you go look on the shelves and . . . this one particular volume is missing. And so I couldn’t get that, couldn’t Borrow Direct it in time, so I just emailed my friends that I have at Harvard and said, ‘You guys have Scan and Deliver, and I know you have this volume on the shelf. Can you Scan and Deliver this to me?’”*

## Non-traditional Formats

*"I use more physical books, and when I have the e-book, I sometimes just check the book out. Yes, I like that more....I guess it's easier to look at and check when I'm writing."*

While the library system continues to purchase more electronic resources, including e-books for 24/7 access online, graduate students consistently expressed dissatisfaction with current e-book platforms. Most find ways to acquire a paper copy of a book even if the e-book is readily available to them.

*"I really don't mind reading on my laptop. . . . I might even sometimes prefer it, depending on convenience, but the eReader of Orbis is not very user friendly, and that is something that has been a problem. Where they'll have something that is an electronic resource, or I can Borrow Direct it, and I'll just Borrow Direct it because it's so hard to read on that eReader."*

*"With digital stuff I tend to use that for journal articles. I find e-books to be- while they are super, super useful, especially when books are checked out . . . if I need to use a work for a long time, physical versions of the book are like way more usable for me."*

Even if the Yale Library system does provide access to materials, students are more likely to use their personal network rather than spend time trying to determine or understand the Yale access, particularly if it is not immediately clear how to get an item through Yale. This can be true if items are misshelved, poorly cataloged, or buried under a number of web links, *"So I do know that it's just the nature of the beast . . . that there's a link that goes to another link that goes to another link and you somehow have to find out where....you have to go through all of the mess before you can find that one little link that then just takes you straight to what you need."*

Students who need material from Yale's Film Study Center voiced numerous complaints about the collection. Because the Center is administratively separate from the library, there is little connection between its resources and the library's, other than that Film Study Center materials are supposed to be cataloged in Orbis. Moreover, at least one student could not determine whether or not the Film Study Center has a collection development strategy: *"They [the Film Study Center] seem totally disconnected from the library and for somebody who does film, that's a facility that has no place for me at this point because...they seem to have no current collection strategy at all. . . . I know Yale's added a Media Studies program. . . They've added it to the Film program but . . . the people who are going to do research in that area are totally separate from the rest of the library."*

## Non-circulating Materials

Access to materials that cannot be removed from the library can prove particularly challenging to students.

*"I would have liked to be able to take out books that nobody else was using, even if they were restricted to the library."*

Reference materials found in some of Sterling Memorial Library's reading rooms, such as the Egyptology room, are typically non-circulating. Students' access to them depends on whether a colleague is already using the needed items and whether the library is open at a time convenient for study. Almost universally, PhD students commented on the inconvenience of the library's hours.

*"The really frustrating part for me is that the library's hours are in line with the undergraduate calendar so like spring break is when graduate students get all our work done because like that's the only two weeks we have to ourselves in the spring, from teaching and then the library's hours are all reduced. Like working students are here over the summer but then all the library hours are reduced."*

*"And it's really not bad but one of the bigger issues, I think, is the fact that the library hours are operated based, as far as I can tell, on the needs of undergraduates, and if the libraries are closed, the undergraduates can go to the study spaces in their colleges whereas students living in HGS or graduate students in general don't have study space unless the department provides for them, which not all departments can do because of limitations of space. And so certainly over the summer and on weekends, one does have the feeling of being homeless and having to go to a coffee shop just to sit there for six hours because there is nowhere else to go. If you don't want to set up a home office, and I'm not sure if this is something that has a solution, it may be just what it is."*

*"I mean people are walking around with piles of books all summer because they have nowhere to put their books."*

Working with non-traditional materials clearly provided students with particular challenges that added inefficiencies to their work processes. Using newspaper collections was especially daunting since this material came in various formats, each with its own challenges. The machines needed to read the microfilm are one example. More than one student still preferred older microfilm readers, and commented on the inadequacy of the newer readers. As one student put the matter, "[F]or newspapers they have these new digital machines that a lot of people don't deal really well with. It's hard to read newsprint on them." The irony of preferring the older machines is not lost on the students.

*"[T]hey have all these new fancy machines which is great if you're looking at published stuff like document-sized published or even handwritten 8.5 x 11, but for a newspaper it's terrible. The new ones . . . don't have any manual focus and whoever microfilmed in the 1970s or whatever, it's not the same focus for the entire page so it takes way longer on the digital ones because it has to find the new focus every time you want to move columns. So you have to get there in the morning because if you don't, then somebody might be on the two old machines."*

The materials that many humanities doctoral students need to use come in a variety of formats, many of which they do not find ideal. Unfortunately, they have few if any alternatives to using them.

## Materials outside of Yale

*“[I]t was challenging to move to a new city where I didn’t have an institutional affiliation to use and borrow books. That was certainly a big hurdle. . . . In terms of the resources that I was able to get, there was a learning curve to collecting them outside of Yale.”*

*“I was going to an archive just to see what they had. If they had a digital catalog, it wasn’t complete. A lot of times some of these archives didn’t have any digital catalog. Even within the archive you have to get the book or card catalog, and I just didn’t have the time. It wasn’t efficient for me to sit there and do this research.*

*“I find, with these types of materials, it’s really the precariousness or the whims and wills of the holder of the materials whether you can have access to them or not and what kind of access.”*

PhD students in the humanities inevitably need to use materials located outside of Yale and library delivery services. It is not unusual for students to spend long periods of time at other institutions working with materials they cannot access elsewhere. Students frequently noted that they are often not able to check out materials from other institutions and libraries and have to work at specific places during the times that those institutions are open. This is not optimal for their work. A common wish expressed was for Yale to negotiate reciprocal borrowing agreements with some of the larger research institutions so that students can check out materials while there: *“That would be really nice . . . if there was a way to do . . . a partnering library membership thing if you’re in school and you’re at another university. That would be amazing.”*

Fortunately, the library has already begun addressing this desire by participating in the expanded Borrow Direct service, which allows students from participating institutions to borrow materials on-site while working at other Borrow Direct libraries. Students also mentioned their frustration at not being able to access Yale books while working outside of New Haven. The Scan and Deliver service has helped ameliorate this problem to a degree, but does not completely rectify the issue if students need entire books or other physical materials.

Yale’s special collections materials and staff typically garner high praise from students: *“The Beinecke, they have, I think, the most friendly knowledgeable and helpful staff of any archive that I’ve ever worked at in the world.”* However, many PhD humanities students need to use materials located outside of Yale: *“But [for] unpublished, primary source type things, I always have to go outside of the Yale system.”* Due to the difficulties of physically going to these non-Yale archives, students expressed a desire for the Yale Library system to try to purchase copies of manuscripts, equating this type of purchase with either an ILL request or a regular book purchase request. *“And the only reason we don’t have it is because it’s in manuscript even though the cost of buying those manuscripts is probably not that different from buying books that are printed. So I don’t see why we couldn’t do that. That would be great.”*

Being able to avoid traveling often would be optimal, so having needed collections and materials digitized and available online is a common wish: *“Having things digitized is just absolutely essential to being able to do primary source research.”* If the materials they need are not digitized, as most are not, travel will be necessary. However, travel requires time and funding,

both of which are often in short supply for humanities PhD students. In addition, many students are not adequately trained in the use of archives. As one student commented,

*“I know what archives I need but I don’t have a good, solid sense of archival resources.”*

*“I didn’t really understand how to use the system when I first got [to a foreign library], then later I went on sort of a library tour that they offer.”*

One graduate student traveled on a grant to another region of the country to use a collection of manuscripts, only to be told when she arrived there that Yale also owned this collection on microfilm. *“I actually discovered the hard way, after taking a recent trip to [city in the southern US], that all of the materials that I was looking at there were available through Yale, which nobody told me. Maybe I didn’t ask per se, but I guess my advisor was like you need to go to [city in the southern US] to look at these so I said okay.”*

Understanding exactly how to use archives and special collections beyond Yale can also be a challenge, especially since collections’ policies vary, particularly from country to country.

*“[A]ccess policies differ. Sometimes you have to pay for a library card or for access to special collections.”*

*“As someone who has done both [foreign country] studies and [religion] studies and I’ve worked with [first foreign language] materials in [first foreign country] and [second foreign language] materials in [second foreign country], it’s just completely different country to country....[Y]ou have to get to know someone or you have to have some kind of status or prestige for them to want to help you or you have to bribe them....I think the most important thing in terms of getting resources there is just patience, like you have to put the time in. If you go to the library every day for three weeks they will eventually help you.”*

The more time students spend at a special collection, the more money it costs them for essentials like accommodations, food, and transportation. Unfortunately, many materials in special collections are not well organized or cataloged, so it can be difficult for students to have a clear understanding of what they will find before they arrive at the collection.

*“[T]hat’s why we go abroad is to get manuscripts and things we can’t get here, so . . . for example, there’s a huge library in [African city] which has all sorts of manuscripts which aren’t even fully catalogued yet you can find all sorts of things in there which you didn’t even know existed.”*

*“I also felt like I have spent 10 hours today on a train to get to this manuscript, and manuscript stuff is always a bit frustrating because you travel so far and you don’t necessarily know if what you want is in there...I spent an hour wandering around like a lost soul.”*

*“[A German library] gave me a list and said we have all of this stuff, and I got there and they were actually missing a whole bunch of stuff which they realized had been blown up in World War II, they just didn’t realize it.”*

Having an understanding of how a particular collection is organized and what its policies are before they travel there would benefit them in both money and time.

Travel in itself constitutes an extra expense for doctoral students, who must spend time trying to obtain grants to both get to and spend time with the collections they need. *“[A]rchival work abroad is a huge hurdle or two, but again, the funding is always a question.”* For students focusing on American studies or American history in particular, obtaining a grant to travel abroad can be especially difficult:

*“Americanists can’t get funding to go away for long.”*

*“I think any historian who is not rich and depends on fellowships and grants has to travel and...live on a budget. I wish an archive would be open 24/7.”*

In addition, time spent trying to find grants is time not being used to write a dissertation, and graduate students are keenly aware of this.

Unfortunately, once they find the materials they need at a collection, acquiring copies of those items can be expensive. *“I had to pay a lot of money for primary source materials.”* Special collections may charge a lot of money for scans or digitization of materials and students, who need the material and cannot acquire it elsewhere, are forced to pay for it. *“From the archives of [Western European country], I actually just got a bill this week for like \$850, which was double what they told me it was going to cost.”* As a result, students must pay for both travel and material costs.

Humanities doctoral students, almost universally, need to use materials located beyond Yale. This disrupts their work processes and can result in unexpected costs, delays in work, and frustration. While the Yale Library system has provided services that allow graduate students to obtain materials more conveniently and efficiently than in the past, students still face challenges in obtaining access to resources, particularly primary resources, that are essential to their research. Any policies or services that would give graduate students greater access to materials, or make their time working with those materials more efficient, would prove invaluable to them.

### **III. ORGANIZING MATERIALS**

*“I’ve been pretty lucky in getting a lot of small libraries’ little travel grants...which is super, super helpful. Not like big ones, just like \$1,000 to fly out, be there for a week or two and then come back. And then I photograph like crazy.”*

*“I usually take only notes in a note-book....and then afterward – this is probably why I don’t have that much written on my dissertation because I have a very slow process – then I’ll go through and highlight or underline in a color the key points that I want for what I’m writing, and then I transfer them and then I write it by hand, and then I type it.”*

One of the key components of the dissertation process in most humanities departments is intensive archival work. This could be work in the Yale University Art Gallery or the Beinecke, or it could be weeks spent in a small library in India or Poland. However, while it is now becoming relatively easy for graduate students to get access to nearly any modern bound monograph within a few days, thanks to Borrow Direct and ILL, it is still not possible to take a 17th-century Arabic manuscript from Cairo and bring it back to New Haven for the months of study or translation needed to complete the dissertation research. Dissertation research in archives is one of the few tasks that is, generally speaking, tied to a very particular location, and this reality brings with it many unique challenges.

In order to minimize these challenges students often attempt to artificially reproduce the paper archive. Reproduction efforts can take many different forms. Some students purchase digital or paper surrogates from the archive, others make digital or paper copies themselves, and still others simply take notes.

Once students find the sources they need for their dissertation, they then try to organize these items and make them discoverable. Two successful methods students use are creating digital derivatives of archival sources and applying methods of text coding to both these derivatives and their notes.

### **Restrictive Rules of Archives**

*“They are infuriating, like no photography at all....They won’t give me a raw file- they just kind of refuse.”*

The methods students use to capture archival content and bring it away with them vary based on the rules of the particular archive and the resources the student has at his or her disposal. For instance, some archives ban personal photography and allow patrons to keep only photocopies made by staff members.

*“I paid [out of pocket] for a lot of photography and things but that was just part of the research.... [S]ometimes they let you shoot the photos yourself and that was great, and sometimes, like when I was in [African country], you’re not allowed to do anything with the materials. They have to do everything with the materials. You just get to be there and watch. And so I had...a photography team that did it for me and so they actually were great. I didn’t have to pay them but you have to pay the government...a nominal fee for stuff like that. And for... images from [museum in the United Kingdom] and [museum in New England]...I had to pay them for photos and things like that.”*

*“Sometimes you have to pay a fee to take photographs. Sometimes I cheat and take photographs when they’re not looking.”*

While having archive or library staff reproduce special collections material can result in a better quality reproduction, it can also become pricey in some parts of the world. Students highlighted private institutions in the United States and the United Kingdom as being some of the most expensive. Sometimes price-conscious graduate students attempted to circumvent these regulations surreptitiously in order to save money, since many of them were paying for reproductions out of pocket.

For instance, one student who was doing intensive work on manuscripts held by the British Library was running into the problem of quality versus cost when ordering reproductions. In order for this student to work with the manuscript in the way that was required for the dissertation, a full color file was needed. This, however, was expensive:

*“[I]t’s 60 pounds, [or] I think 70-something [\$90-\$100 per image], if you want digital color [reproductions]. If you have black and white on CD then less than that. Black and white is not necessarily helpful for certain things.”*

Both cost and quality limited this student to paying for far fewer and far more expensive color digital reproductions of these manuscripts. While students often cite practical reasons of portability and ease of manipulation for their preference for digital, it does often have the drawback of higher costs. This becomes a more acute problem when the student lacks adequate funding or time to visit the archive directly, or if he or she is not allowed to photograph items.

Once obtained, though, digital reproductions allow for the luxury of having more time to work with a given source, and in particular, work with this source back at home and not bound to a specific location and its regulations. The greatest advantage of this mobility is that students do not need to seek out as much funding to cover expensive research trips into the field to use these primary sources.

*“When I go to archives ...to be budget conscious I ... get as much stuff as possible [and] I don’t spend a lot of time working through the sources there, but instead ... take photographs of as much material as possible and I just stay at a place for a week or two rather than like several months, and then [I] go through the material later...on my computer. So I ... have ... a digitized version of ... archival material.”*

*“[E]ven when I was in the archives, I spent a lot of time just photocopying documents and waiting until I would be home, and I did most of the analysis part actually at home.”*

While this may seem like a problem unique to the “area studies” humanists who need to travel to foreign locations like Russia or Egypt, it seemed to affect all disciplines equally within the humanities. One student writing a dissertation about the United States commented on this blind spot in funding.

*“[O]bviously sometimes things are lost when you’re not actually looking through the materials yourself.... [but] if you study in the United States there’s not a lot of funding in general to do...long term research.... [H]aving things digitized is just absolutely essential to being able to do primary source research.”*

This student wanted to be able to work with the sources in their original form, but the reality of scarce funding made it impossible. In fact, this same student ended up working with a digital scan of one collection that had already been digitized by the holding institution, in part because it was easily accessible.

### **Extracting Information from Archives**

*“I have an iPod Touch with a camera. I was using the camera to take a couple of pictures of some of the documents I was looking at.”*

Perhaps in some part due to these external pressures of funding and cost, the graduate students we spoke to seemed generally to want to have a first contact with a manuscript or archive in its original form, but then switch to doing intensive work on that item in a digital form in a different location. Many students are starting to engage in small-to-medium-scale ad hoc digitization in order to conduct their research more quickly and at a lower cost. Digital derivatives, created by either the archives themselves or by students, help to ease the logistical pressures associated with materials held in distant locations. This practice is useful even for students doing all of their dissertation research in Yale special collections, and is driven less by a love for all things digital, than by extreme pragmatism.

While students sometimes rely on the official system within a given library or archive to procure the reproductions, more often than not they cobble together solutions using a variety of their own invented methods. One student summed up the methods employed in this way:

*“It’s a combination of taking notes on a computer, scanning when available, and converting it into a PDF or taking photographs with my Smart Phone of the page itself and then turning that into a PDF.”*

Graduate students have become adept at seeking out and exploiting the thousands of small loopholes that allow them to acquire digital reproductions of primary source material for their dissertation research. One student would *“take a lot of pictures of documents.... [T]hat’s my way of avoiding carrying photocopies around, which I find so burdensome.”* Now this student can choose whether he or she wants to print the documents or keep them virtual. The question is often decided in favor of the virtual due to portability issues.

Likewise, having a digital copy of a manuscript can save students large amounts of travel funding. This is particularly enticing when the student is working on a less stable area of the world. One student commented that *“as a scholar, it’s worth paying quite a bit to get a [digital copy of a] manuscript from [country in the Middle East] rather than travel there.”* Security and politics can sometimes play a large role in determining the types of work that graduate students are able to do.

However, not every student prefers to work in a completely digital environment. Many students are still showing a strong preference for paper, even with reproduced archival and manuscript material. One student discussed the tension between wanting to take photographs to save time and money on the one hand and the preference for paper on the other.

*“Actually, if I take photographs they tend to languish on my computer because I don’t feel like dealing with them because....I’m a very tactile person and I want to be able to touch things, which is why I bought [photocopies at archives] so I could pretend that it was a piece of paper.”*

This student understands the benefits of having digital copies of the archival material but still prefers to have a printout of the item to work from.

Depending on the work that the student is doing, photographs or complete recreations of the physical organization of the collection may not be necessary. Sometimes the student simply needs the data: *“When I was in the archives doing the research, I would type all my notes [on my laptop] -- sometimes...lengthy quotations just into my...files.”* This particular student was not concerned with a full reproduction of the original manuscript. While this student seemed to do this by choice, others were not so lucky. Another student commented: *“I transcribe a lot so I’ll just take notes [on my laptop] when I’m reading....Because I’m checking documents that are sixteenth or seventeenth century...[the library staff] don’t let you take pictures.”* Lacking the option for full photographic digital reproductions, this student was forced to transcribe the documents.

Just about every humanities dissertator relies heavily on large-scale and time-intensive primary source research in an archive. However, constraints on the amount of travel funding available to visit the necessary archives have driven these students to find time- and money-saving alternatives. One of the major options to which many of them in all fields turn is digitization. While every student finds his or her own method for extracting and organizing digital derivatives from an archival collection, this seems to be a universal practice.

## **Organizing Printed Scholarship**

After they have extracted the information they need from an archive, the students then embark on large-scale organizational projects. While each student has his or her own particular system, many are still thinking of copies or notes as a replica of the analog world—and are still placing their trust in the archivists who originally organized the collections: *“I know that there are different software [programs] that organize materials ... I’m not very savvy in tech, so basically I sort of duplicate a physical archive on my Windows 7 computer.”* This seemed to be a common solution for many students and usually involved simply using the computer’s built-in directory tree structure to mimic the box-folder organization of physical archival collections. Since many students cannot afford to stay as long as they would like in the archive, they seem to try to retain the experience of being there the only way they can: mirroring the structure of the physical in the virtual.

Students do not seem to be quick to do such large-scale ad hoc digitization for published material as they do for unpublished material. When they do, it is usually after more planning. With the increased use of and reliance on Borrow Direct and ILL, students have greater access to more books but have to deal with shorter loan periods. One student observed: *“I noticed that a number of Borrow Directs [books] I had requested were going to be due this week . . . I went over to the library and scanned the materials that I wanted from those books and returned them.”* In this case the student did not need permanent access to the entire book, just specific parts of it, and so was able to capture the relevant material rapidly and return the books.

However, this scanning is not necessarily driven by a preference for having the material available in a digital form. Instead the student captures important parts of books in order to have sustained access to them. In fact, the same student commented: *“I have a little filing cabinet under my desk where I keep printouts of things and folders of various topics related to my dissertation....[I]deally I would print everything out....I find being able to work with paper helpful.”* It is worth noting that this student is working in both media. Just because a student is taking advantage of a piece of technology does not mean this technology is their preferred mode of accessing scholarship.

Students rely on their own notes and bibliographies to create their own digital vertical files of important bits and pieces.

*“I tend to build a lot of spreadsheets with the bibliographies and materials, and so on. So I tried to select what I scan in order to have the most important things always available in digitized form.”*

*“I’ll mark things. I’ll take little sheets of paper and [say to myself] ‘All right okay, I want pages 36-49,’ and I kind of move the stack over and...these I scan. I’ll go to the Bass [Library] copier and I’ll scan, scan, scan, scan, scan.”*

Students engage in more selective digitization of printed material, though some of this is driven not by a preference for the digital format but by short loan periods.

## **Organizing Notes**

*“I’ve used Zotero [a free tool that collects, manages, and cites research sources] and Evernote [a suite of software and services designed for note taking and archiving]...to keep track of my citations as well as my research notes...and in addition to that I still largely use pen taking methods for notes.”*

*“What I do is I usually take quite extensive notes...then I’ll go through and highlight or underline in a color the key points that I want for what I’m writing, and then I transfer them and then I write it by hand and then I type it.”*

The humanities students used very different methods to organize their own personal notes and secondary scholarship. In fact these seemingly disparate genres of material overlapped far more with each other than either of them did with archival material.

Students expended great energy organizing their own thoughts and notes. Sometimes this effort to organize took as mundane a form as notes on why they placed a request for a book, whether it be through Eli Express, Borrow Direct, or ILL.

*“I have a notebook where I try and keep track of [Eli Express, Borrow Direct, or ILL] requests so I can remember why I requested a certain item or where I originally found the reference in case [too] much time elapses between when I put the request in and when I actually receive it.”*

While the notebook seems a creative solution to a common problem, the more common organizational systems that arose in the interviews tended to have to do with the mechanics of taking notes. One common practice is still *“taking notes directly on the article because it had big enough margins.”* When not writing directly on an article copy, students still write notes by hand in a notebook.

*“I usually take only notes in a [paper] notebook. I’m trying not to do that because everyone tells me that it’s a terrible idea because you can’t find things as easily, but I’m used to it.”*

This student seems to be feeling peer pressure to “go digital,” but even so, continues to use a tried-and-true method. While this student only mentioned highlighting and color-coding in passing, other students went into far greater depth about note taking habits. One described in detail the visceral experience of writing with a pen on paper.

*“It’s funny that you ask that, because that’s a big question in my life. So, notebook: I’m very particular about the kind of notebook that I use. I’m very particular about the lines that I use. So, I hate thick lines and I also hate very blurry lines. I enjoy sort of clean, thin lines in my notebooks. I do prefer gel pens!....Gel pens of many, many colors...I tried getting into pencils because I used to use pencils all the time, but I failed, so I am back to pens.....I color code everything.....I use colors in my Word documents....It’s not weird – it’s a very important thing, yes.”*

Both of these students felt the need to defend what they perceived as unusual or even deviant behavior, namely taking notes by hand on paper and color-coding those notes. These were not the only two students to mention note-taking by hand, yet they felt the need to defend their practice.

Another common practice among graduate students is writing notes initially by hand and then later transferring them to a digital format, usually into a Microsoft Word document. Again, this seemed to be a fairly common practice for the handwriters of the group.

Not every student starts with his/her organizational metadata on paper, however. As one other student commented:

*“I also have... [Microsoft] Word documents where I’ll keep lists of things [on particular subjects, and I’ll write] a note to myself: ‘See author, name, year,’ because then...even if I can’t find the [electronic] folder that that file is in, I can just do a quick search of the computer of that author’s name and then find the particular year and then I have the file.”*

This same practice of intensive metadata creation also applies to digital copies. Most students seemed to be struggling in this area, and even overtly voiced a desire for help, but a few students seem to have really found successful solutions to this problem.

*“What I do is that I take pictures of whatever [I’m working on, and] select the [photographs] I like and I group them according to where they come from and I made PDFs with all the pictures, and then I know that with that PDF I can annotate the pictures. I can do whatever I want. If I annotate them well, then I can do search functions with the pictures and what I do is I do comment bubbles and I transcribe bits of the picture, and then I can search through and then if the picture is good enough, I do the text recognition and then that becomes searchable.”*

While an outlier among this group of students, this technique proved to be a successful solution for the student. Another student simplified the metadata process by relying on skills learned from social media: *“I go through all of the images...and I take notes and I use hashtags [i.e., words or phrases prefixed with a number sign to form a label].”* While many doctoral students have adopted some organization system over the course of years, they all spoke of this as a difficult process, and few were convinced that they had arrived at the best solution to the problem of organization.

Graduate students used an array of software to organize their digital notes and scholarship. In addition to Microsoft Word and Adobe Acrobat, they also mentioned Scrivener (a content-generation tool for writers that allows them to concentrate on composing and structuring long and difficult documents) for organizing drafts of documents; Evernote or Microsoft OneNote (another note-taking and information management program) for notes or *“very quick ideas”*; and Zotero or EndNote (another tool that collects, manages, and cites research sources) for bibliographic information. They only mentioned RefWorks (yet another tool like Zotero and EndNote) in order to observe that they do not use it. Some students were paying monthly access fees for these services. Many students seemed to have entered the digital writing world in a rather haphazard fashion.

In general, humanities graduate students are clearly still working in both a paper and digital world. To organize all the information they are collecting, they have to cobble together solutions that involve multiple pieces of hardware and software, photocopies, photographs, notebooks, and scraps of paper. They are using ad hoc digitization as an alternative for more difficult and expensive alternatives such as lengthy stays at archives all around the world, paying for expensive reproductions, or continually re-borrowing via ILL or Borrow Direct. They are using

their own notes to help make their digitization more targeted through methods such as tagging and extensive metadata. However, even though much of their work is intensively digital, many students still prefer working with paper.

#### IV. RESEARCH HABITS

##### Transitions

*“Everything can easily devolve into reading stuff that’s not really related to my dissertation. That and the anxiety of just not being able to write. I don’t know, since getting the prospectus passed, I wish that I had just kind of taken the adrenaline then that I had, like yes, it got passed – I’m so into this topic, and just written something, rather than waiting until I thought like, ‘Oh no. Why did they pass this prospectus? I can’t write this. This is ‘unwriteable.’ This is too ambitious a project, or it’s not coherent enough or something, so that’s working against me. Feeling weighed down by anxiety now.”*

Transitions proved to be some of the most significant sources of anxiety and procrastination. One example of such a transition is moving from one phase of the dissertation process to another, such as from proposal to writing a chapter. More broadly, transitioning between research, writing, teaching, work, and family posed larger problems for graduate students, as they wrestled to balance the many moving parts of their lives, usually in small chunks of time.

Also, difficulty learning and transitioning all at once between multiple professional skill sets, such as coursework, teaching, research, grant writing, and long form academic writing often created problems for the humanities graduate students as they struggled to develop and effectively use new skills. *“You know, you can teach yourself anything, if you have the discipline. But it’s not that I can’t do it, it’s that it’s very slow, and because I have all of these other demands on my time.”* Developing strong research habits early, from better organization of time to writing with the support of a community of other students, helped successful students overcome problems with these transitions.

The loose structure of humanities doctoral work, which leaves students to decide how to manage time and to develop research habits, contributed to the anxiety and procrastination they experienced during transitions. In the traditional trajectory of the humanities graduate student, one to two years of coursework with exams, with a paper presented before the department, is followed by a dissertation proposal, which is defended before a committee. Students usually become teaching fellows in their second year, leading sections for courses in their department. The focus of these first two years is on mastering content in the field, developing the skills needed to research and write a graduate-level paper (preferably one worthy of publication), starting to teach, beginning to research the doctoral project, and cultivating a network of colleagues.

With clear departmental expectations (attending classes, teaching sections, passing exams), the first two years of graduate study are more regimented than later years. At the end of the second

and into the third, students formulate their doctoral projects and defend their proposals, with critical input and support from their advisors. After the proposal is accepted, students are expected to move forward on their doctoral projects without the structure of the first two years, other than teaching. One graduate student noted how critical it was to develop research habits early, as these habits carry through their doctoral work:

*"I feel like in grad school, since there's so little structure compared to other professions, start habits early. Like I can't start a habit when I'm in my fourth year because I just won't use it and I think that I would have."*

Doctoral research and writing is not a straightforward process, and there is ample opportunity to get distracted or drawn into research strands that have nothing to do with the larger project. While this is not a problem in itself, since these other strands may lead to smaller articles or other research directions, they consume time that could be used for the doctoral project. Without strong deadlines imposed by the advisor or department, some students end up "lost" for a while. Many students find it difficult to know when to stop researching and turn to writing, or get lost in what one student called the research "*red herring worm hole*." Even when researching and writing their dissertations, students may find that days have passed with their making no visible progress, as one interviewee stated:

*"Not good right now because I've just been procrastinating ever since the prospectus got approved. And I've been distracting myself by teaching [foreign language], which is a lot more fun right now, and more fulfilling. I can say, 'Okay, we're going to learn this lesson now.' And I will make a worksheet, and then we'll do it, and it's done, and we've accomplished something, and let's move on and do it again; whereas with the dissertation, I'm going to read a stack of books, and then I'm going to sit in front of my computer and maybe I'll write two pages today, and maybe I'll delete them tomorrow."*

Developing the framework for the dissertation, finding the primary and secondary sources, chasing down avenues of research, with complete freedom of process, makes for challenging doctoral work, neatly summarized by one of the interviewees:

*"It is surprising just how hard it is to create this whole mental structure on your own. I mean my advisors were definitely helpful, but they weren't doing my research or my work for me. So it would seem like once you have complete freedom to do whatever you want, it might be easier than doing something that someone else told you to do, but it's not."*

When an advisor does not have background in a student's specific field of study, the student may lack valuable input that could help shape the dissertation, or may struggle to identify what he or she needs to research and how to find appropriate sources.

## **Time Management**

*Interviewer: What is currently working against you?*

*Interviewee: Time. That's always the problem as a graduate student.*

Challenges regarding time management impede students' progress on their doctoral work in a number of ways. One problem is procrastination. Students tend to be especially vulnerable to procrastination after the dissertation proposal is approved. Without the structure of classes or strong deadlines, many students whittled away their time on other projects, social media, and email. However, students also spent time applying for grants and scholarships to fund research or writing. While the applications for scholarships and grants actually helped some students focus their research or pressured them to complete writing a section of their dissertation, the main drawback on searching for funding was that it took up precious time that could have been devoted to their doctoral work:

*“Applying for scholarships- they are taking a huge amount of my time, which I could use to write a dissertation, but unfortunately that’s part of the research.”*

Most Yale departments provide only five years of funding for their doctoral students, while the average time for Yale's doctoral students to graduate is 6.7 years. (Fortunately, as of 16 December 2014, six years of funding are now guaranteed.) This gap between funding and completing the dissertation often triggers the hunt for funds. Some departments can stretch funding another year and some offer teaching fellowships. Students may also try to develop courses, which, if approved, can provide funding for a semester. Other students find outside employment to provide income, or depend on partners or family to lend support. Even with departmental funding, students often find themselves seeking external fellowships and grants to support travel and research at libraries and archives because departmental funding falls short of their needs. Securing external fellowships and grants also proves beneficial to the student's research in less tangible ways than providing money: it lends credibility to the project and enables valuable experience that enhances the student's CV. Still, in general, time spent on applying for grants and fellowships detracted from doctoral work.

## **Teaching**

*“I’m a little bit concerned because I have to finish, and I’m very worried that it will be hard for me to balance a heavy teaching load and write effectively the way that I need to.”*

Teaching was another area that students identified as a major time commitment that competed with doctoral research and writing. As part of the training in their respective fields, a majority of humanities students initially learned to teach as a teaching fellow (TF) for a large lecture course. They led sections, discussed readings or themes from the larger course, helped undergraduate students navigate assignments, discussed students' research, and assigned grades to student projects. Some doctoral students, engaged in researching and writing their dissertation, expressed concern about how much time and effort they could or should dedicate to teaching. As one student put it:

*“Your life is a series of tradeoffs. I have a section I’m TFing [teaching] for and I can do a great job or a mediocre job or a lousy job and I feel like I’m incentivized to do a*

*mediocre job because if I do a great job, it takes more time and . . . there's so much pressure on publishing."*

There are no clear boundaries on the amount of time and work teaching should take, since courses have a wide variety of readings and assignments that require various degrees of effort from teaching fellows. As a result, undergraduate students may not be getting the best instruction from their teaching fellow. However, some teaching fellows enjoy teaching and working on their dissertations at the same time, since it helps them organize their time, even though there may be less total work on the project. As one graduate student noted:

*"[T]eaching, on the one hand, takes away from time for me to work on my project but I also, even though I have less time when I'm teaching, I usually actually do better work on my dissertation when I'm teaching. So this semester I'm not teaching because there's no classes for me to teach. I have one semester of my EBF [funding] left but it's a lot harder to actually get that work done."*

## **Dissertation Writing**

*"...you talk to older students about this and they tell you a good approach to completing a dissertation...is just to write pretty much every day. It doesn't matter how much of that you are going to keep. You just keep yourself in the process of doing it."*

Humanities graduate students identified multiple ways that they successfully overcame hurdles in writing their dissertations. The most common strategy was to develop networks of people to help support writing instead of working in a solitary and isolating environment. Accountability to others, whether it was an advisor, writing partner, or presentation at a conference, stimulated writing and helped them meet deadlines.

*"So I have this . . . weekly check in with a friend....So what we did was . . . create a timeline for finishing...and then we set goals for two weeks basically, and then at the end of two weeks we write to each other and check in or we call each other and check in."*

By holding to deadlines, dissertation writers moved forward in their writing while soliciting important feedback from colleagues or advisors who understood their work, or from audiences that heard their papers at conferences. Graduate students were often able to incorporate writing for conferences into their dissertations.

*"I was just at a graduate conference...and both of these papers are on subjects which I'll incorporate in my dissertation by researching and writing those and presenting them."*

Students also found the Dissertation Boot Camps and workshops offered through the Graduate School Writing Center helpful by providing them with strategies for writing and for managing time. The Boot Camps or other students in their programs encouraged them to write daily as a way of making progress on their dissertation.

*"[T]his semester I signed up for a dissertation writing workshop through the Writing Center and it is helpful in that it is very productive way of...looking at your writing practices and time management techniques."*

*"...[S]o the dissertation boot camps, and then, in addition to that, there was also sort of an informal network where people could partner up with other students writing their dissertations....In fact, for a year, we would meet twice or three times a week with another student...and we would just sit every morning and write our dissertations. That was good in terms of getting us both out there."*

Students discovered their optimal practices for writing a dissertation throughout this process, but this tended to take up valuable time that many of them then felt was wasted.

Having never written what is essentially a book, many graduate humanities students feel adrift as they begin working on their dissertation. Students would benefit from having a variety of strategies available to help them navigate their many responsibilities and manage their time more efficiently. Although they work independently for long periods, humanities doctoral students appreciate opportunities to connect with colleagues as they write their dissertation. These opportunities can make them more productive and satisfied with their work.

## **V. YALE LIBRARY SPACES**

*"So it's very quiet and I work in my bedroom. I have a desk in my bedroom. Yeah, like bookshelves. I have all my books and like stuff- materials that I have from the library there. I have a printer so I can print articles and things like that if I need to. One of the other things I like about working from home is that, you know, if I need a snack or if I need to eat or something like that, that's all there and I don't have to like leave or feel weird about leaving my stuff at the library to go to the bathroom, so that kind of makes it comfortable....So I think that's the one downside of like going outside is that ...sometimes I find that, oh I forgot to bring this with me to the library, or like I have to figure out what to do for lunch or leave to eat lunch even if I brought my lunch with me, so those things I find comfortable about my house..."*

At Yale University, many humanities graduate students do not have office spaces within their departments or, for that matter, any place on campus. As a result, the students interviewed discussed a number of different places they have found in which to do their work. Not surprisingly, these preferences are personal; however, certain themes did emerge. Humanities students' ideal work space allows them to have everything they need at their fingertips: computer with their digital files and access to online resources; books, journal articles, and other print materials; food and drink; note-books, pens, sticky notes, and other supplemental materials. In addition, they want these spaces to be secure so they can feel comfortable leaving items there if they step away briefly. These are the amenities they might expect if they had offices, but there are few alternatives on campus that meet these criteria.

The Yale libraries, as a preferred work space, present a number of problems that the graduate student interviewees identified. Security is a concern within the library because students do not feel safe leaving valuables, particularly computers, behind while they use a restroom or go out for food or drink.

*"[T]here's always signs that are like don't leave your stuff here and don't leave your books here, but that's the whole point of having a carrel, is that I don't have to schlep my stuff back and forth."*

*" [I wish] that I could leave my own books there, library books there, and not worry about where they're going, and be able to come in just every day with my laptop and get going."*

Graduate students would like a place where they have most of the materials they need to use readily available in one spot, but they cannot find this type of space in the libraries. Certain library policies compound this problem. In a number of libraries students are not able to keep all of their material together. Books that they obtain from other libraries through ILL or Borrow Direct often cannot be checked out to or left on library carrels.

*"Borrow Direct books, you're not supposed to leave there [in a carrel]. I mean you can check a Yale Library book out to your carrel [so why not Borrow Direct books?]"*

Books that are non-circulating or have restricted use, art materials in particular, often create unintended difficulties for graduate students. Circulation policies can force students to use spaces they would prefer not to, or prevent them from keeping all of their materials together in a single location. One student comments:

*"[I]f you were able to sort of cobble together [an unofficial reserve] shelf in one of the underused rooms..., you can't keep your art library books there. So you either have to commute to the library with your other material, or not, or take one book out for one day from the art library and use it at home or your office somewhere else."*

## **Other People and Noise**

*"I reserve rooms in Bass [Library] as often as I can but that's not always possible and it's hard to find spaces to hold study groups or working groups as graduate students ...especially during those times that you're in the undergrad library [Bass] and it's time to study."*

Another concern for graduate students is working in close proximity with the undergraduates on campus. Interestingly, the reasons stated for this do not have to do with undergraduates directly talking to graduate students, but instead with their sheer numbers. The graduate students complained that the undergraduates were claiming the prized study locations and often contributed to unwanted noise and disruption.

*"[T]hat would be nice, just having a place where we could leave our things. In the History [Department], our biggest problem is that we don't have office space. So the*

*library is essentially our office. That is the one place we work, and so I understand the undergraduates need the library, there are other disciplines that need the library, but we are one of the few disciplines that have absolutely no space. And so it would help if the library could take into account that there are 190 historians who really need a home somewhere."*

*"And then . . . Bass [Library] is . . . great but it's overrun by undergrads . . . during the day, and it becomes . . . a social meeting space for them as well and they do all their group work in there . . . [T]he thing that has slowed me down the most I think actually has been trying to find a space where I can be the most productive. Like a physical space."*

While most graduate students who spoke of undergrads seemed to agree that their presence was disruptive for various reasons, graduate students did not agree about the ideal noise level for their workspace. Some students liked to work in a space with some ambient noise.

*"I can tune out better I think in public than in private. So sometimes also I guess I work in [a local New Haven coffee shop], or sometimes there's just a general level of noise and that's easier to tune out, but at home it's harder.... I think I do tend to be more focused with other people in the room."*

At the other end of the spectrum, however, are the students who prefer to work in a stiller and quieter space.

*"I have trouble concentrating with writing unless it's basically silent."*

*"The libraries here are great and it's also very quiet and empty during the break."*

Some students also noted that they preferred different levels of noise based on the type of work they were doing on a particular day. For instance, when a student is working on outlining a section of a paper, he or she may prefer some distracting music in the background. On the other hand, a student may need complete silence for the intensive final editing of his or her dissertation.

Some students had more introverted tendencies, and preferred to work in solitude.

*"At L&B rooms [i.e., the Linonia and Brothers room in Sterling Memorial Library] if you get one of those side cubby holes . . . you can feel like you're on your own and you're doing your work and there's nobody like rustling around near you."*

*"For my department we have a shelf and then a communal working space, which can be nice, but I guess I tend to work...by myself.... I don't have to talk, I don't have to make polite conversation or anything like that. I can just kind of focus without feeling rude."*

*"Metro North [regional train] is a good time where I'm captive, held still and it's completely uninterrupted work time. So it's actually really productive in that way."*

On the other hand, some students preferred a more communal work environment:

*“I like working in Blue Dog [café in the McDougal Graduate Student Center], and I think many grad students do because it’s like a self-fulfilling prophecy – . . . we like studying there because other people like studying there, so then you know that if you go there you’ll see someone you know and then you can just sort of get together and work on your own stuff and take little breaks every now and then...., so everybody on their laptop, and every, say half an hour we sort of look up and say something funny or watch a cute video or have a cup of coffee or something like that....Kittens will get me through the PhD. I know that they will.”*

*“I was [working] at [local New Haven coffee shop].... I think having people milling around and watching other people who are continuing to work probably is some kind of indirect peer pressure.”*

In this case, it was the presence of other graduate students -- friends -- that made Blue Dog an ideal study space for the more extroverted students, and not the advantage of having food and drink available. Humanities graduate students are involved in hours of solitary research and writing. Having fellow students surrounding them, going through the same challenging work at the same time, seems to be reassuring and even calming.

The student working at the local New Haven coffee shop appreciated having other people around for exactly the opposite reason: peer pressure. Knowing that someone is watching becomes a great motivating factor to get work done instead of spending time watching YouTube. In general, flexibility and options with respect to noise levels was greatly desired.

## **Library Facilities and Furniture**

While the age and architecture of many of the Yale Library buildings contribute to their beauty, they also are the cause of other attributes that most graduate students find problematic. The lighting in some of the libraries is inadequate and too dim, and doctoral students continually noted that they preferred working in spaces with plenty of bright or natural light:

*“Basically I tried to pick places that had natural light or just a lot of light.”*

*“I actually really like the secluded carrels in the stacks...that have walls and windows, which I think are reserved for faculty. If they were just slightly larger and had more natural light and were open to graduate students or advanced graduate students, I think that would be a good place to work.”*

In addition, the temperature varies considerably in some library spaces, particularly in the carrels located in the Sterling stack areas which would be desirable because of their secluded locations.

*“[W]hy is one part of the library deathly hot and another part deathly cold?”*

*“I think the carrels in the library would be a great idea if they were not freezing all winter because they're right next to windows that half of them are broken or feel like there's that much air coming in.”*

Not surprisingly, most graduate students would like to have access to food and drinks in their ideal study space. Campus library policies on food and drink differ, but most are fairly restricted.

*"Being able to have food in Bass [Library] has changed my life for the better. But I don't like reusable coffee mugs because I think they start tasting like old coffee...which I don't understand why at Sterling [Library] you can't use a to-go cup if it has a lid....That's usually what I want- I want coffee or tea and I can't bring it to Sterling and I wish I could.*

Food and drink was a constant refrain in nearly every interview. Like many other aspects of life, everyone has slightly different opinions on the matter, but nearly every student wanted to have greater access to caffeinated beverages in particular. Since these students are often doing their intensive work alone for long stretches of time, they rely on coffee or tea to keep them awake and get them through. One student described why he now thinks of a local New Haven restaurant as the perfect work space, *"Everything I need is right there. Light. Coffee. Plugs and a table to sit up at and . . . comfy chairs. "*

Even if students can find an adequate work space at one of the campus libraries, they often find the furniture to be problematic. This pertains primarily to the Sterling Memorial Library, which contains many of the materials humanities students need but is also one of the older libraries on campus.

*"A lot of furniture in [the L&B room of Sterling] is really broken or like worn out. It's not actually broken but like the seats have dips in them from too many butts over the years."*

*"[T]he carrels in the tower [are] very austere, those desks and chairs...Unless they're padded, it can get quite painful."*

The recent renovation of the Sterling Nave, and the addition of new furniture there may provide students with more comfortable options. Sometimes it was not the condition of the furniture that students objected to but a desire for a greater variety.

*"People are different heights, right. And I am particularly short. And that's something that I don't know how you could account for, but like, there are periods when I'm writing a lot and I think there are certain parts of the library that I sit in and I get, not carpal tunnel, but bad wrists, and it might be worth sort of exploring different options. Maybe moveable chairs or something so that people who are different heights can accommodate that--different table sizes and things."*

Students want furniture that is comfortable to use when working long hours. In general, they preferred large tables on which they could spread out their materials. One student described a favorite workspace, saying it has *"several windows. [T]here's obviously no natural light at 10 P.M., but during the day there is, and you have an entire table to spread out your materials."* While almost all students were in agreement that having enough room for the different types of

materials they use is essential, they differed concerning whether they preferred large rooms or private cubicles.

Ultimately, many students work in a variety of spaces, often because they may need to be on campus to teach, meet with their advisors, or use restricted materials; or they find themselves in specific spaces regularly and make the most of their time there. Consequently it was rare for students to say that they had worked in the same location for their entire time at Yale. In fact, some students just prefer a change of scenery, with one student noting, *“Sometimes it helps with my writing to move to different locations.”* Another student had a few favorites:

*“I can work wherever I need to but I would say home, the library, and here [local New Haven restaurant] [are] the three places I tend to rotate the most often....It happens to be a place where I don’t tend to know a lot of people who come in here so that’s a good thing for me.”*

Humanities graduate students are no different from others in that they have specific individual preferences for where they work best. However, it does seem clear that they appreciate spaces where they can securely keep most of the material they will be using, spaces that have a reasonable temperature setting and good lighting, spaces where food and drink are available, and spaces that offer them the ability to be removed from things (and people) they find distracting.

*“I wonder if you could come up with some kind of flex space for the humanities with all these rooms where students have . . . lockers and could actually put valuables in [them] and . . . leave things in there but they could have some- there’s . . . not necessarily cubicles but . . . tables and space where people could sit down and plug in and work and have writing hours and . . . some of it . . . could be . . . talking spaces and some of it just be quiet.”*

Students differed in their preferences for noise levels, large tables, small carrels, private cubbies, or the positive peer pressure that comes from being around others who are working. Not surprisingly, the optimal solution would be for a wide variety of different types of spaces to be available within the library.

### **Available Technology**

*“Again, one thing- sorry to keep comparing us to [another academic institution], but one thing they did that students found really popular was they had stand-alone monitors into which you could plug your laptop computer, and give yourself a double screen that was obviously much larger. That was very highly regarded among the students and relatively cost-effective.”*

Students noted that their work would be more efficient if there were specific types of technology and hardware available within the library. The availability of extra monitors that students could use to plug their laptops into was mentioned frequently.

*“I’d like plugging into like big monitors actually. That’s really helpful for me... [to] see all of my sources and mirror onto another screen. So I usually go to CSSSI if I can get over there to do it but the only place that you can plug into a monitor here in Bass is in the group meeting rooms and half of them don’t work and then everyone yells at you for being the only person in the room. And also they are up here and the tables are down here, so they’re not even like mounted in the right spot on the walls to be useable in those meeting spaces.”*

*“I don’t really like the computers downstairs [probably first floor of SML or Bass Library]. I just need to plug into them and mirror into them.”*

According to the online survey results of the interviewees, most humanities graduate students come to the library primarily to pick up items, and scan/print materials. (See Table 8) Students have noted some problems with the library scanners.

*“[T]he big thing for me is scanning books and articles. I feel like the sort of flatbed scanners that have been put in the library are not very good quality and very slow. They are run by different companies. They’ve outsourced to different companies. So I actually use the copy machines which are much faster and you can also scan on them...but there’s only one in Bass and there’s one in HGS [i.e., the Hall of Graduate Studies] . . . so that’s pretty inconvenient that there’s only one or two available for scanning. That would actually be something that would make a concrete difference in my work.”*

This population does use the library space (reading and writing being the next most likely activities), but has indicated that this space would be more inviting and used more often if some policy and physical adjustments could be made.

## **Working at Home**

*“It would be nice to have carrel space where I have these books that are here and I have a space that’s my own and I don’t have to compete with the piled up papers of section grading or grocery lists or anything like that on my home desk . . . someplace where you can sit and eat.”*

Lack of campus-based office space and inadequate space in the libraries leads most PhD students to create a near ideal work environment in their homes. Working at home is more convenient and offers students the opportunity to have most of what they need in one spot.

*“I think it’s always comfortable to be at home. If you take a break from writing you can get something to eat or drink quite easily. You’re never far from your favorite distraction. I also feel like if you check out a bunch of books it’s kind of cumbersome to tow them back to the library, and to take them to security....It’s also kind of a nuisance if you want to use the bathroom.....I never felt a strong attraction to writing in the library for those reasons.”*

*"I'd consider [my apartment] the ideal place [to work] because the way I have one room set up is kind of as an office space. I have a large desk, I have multiple shelves and so many references to library books that I would need to consult is there. I wouldn't be sitting at a library thinking, 'Oh, it would be nice if I were in my apartment where that book is on my shelf and can consult this paragraph or that footnote.' And so I work there as often as possible but when teaching responsibilities or other meetings bring me downtown, then I'll make do and have my computer and work at Bass Library but that sort of office space in my apartment is what I've set out as the ideal areas to work in.*

Working at home does come with some detriments, however, such as working efficiently with roommates, children, or other family members present, or too many other distractions. Students also recognize that working at home can be an isolating experience, as one student mentioned, "[S]ometimes it just feels like I haven't seen anybody in like two days." In addition, many commented that while their home provided them with the most convenient space, they would ideally prefer a clearer delineation between their home life and their work life, "somewhere where I don't have to schlep everything and could just get used to like going to my office or my desk away from home."

Some noted that they are more productive if they have a separate space for their work and research, where they could keep most of the materials they need.

*"To work in the very same place that I wake up in is difficult, whereas if I had that little transition saying, 'Okay, you gotta get up by 9:00 a.m. so you can get to your office and spend your solid day there,' I imagine it would help.... So I think that's one thing- I guess that would be, you know, more than getting materials on time, it would be having a 24/7 space that's not my apartment where I could get my work done and be able to kind of close the door."*

*"Well my home is a good place but I have many distractions. That's the downside, but I do have all the materials I need. That's what makes it a good place. I am able to have my books there, my computer with everything, and I also have notes. So that's what makes it a good place. What makes it a bad place is the distractions because I'm married and I have a son, so there are lot of distractions going on."*

*"[W]hen I'm at Yale I live in graduate housing.... So I'm sort of confined to one room and one desk and it does make doing research more difficult because I can't really have a separate space.... I don't really like [the fact] that where I sleep is also where I study.... During the daytime what I have to do is spread out books on the bed so then I kind of turn around and get a book and then put it on the desk because...the desks are so small."*

While students enjoyed the amenities of home, they did not necessarily want to be working at home. They wanted an external space that replicates the feel of their home offices: flat, empty work spaces; storage space for large amounts of printed material; few distractions; a way to secure belongings so that they can get up to go to the bathroom without fear; and cheap food and drink close by and accessible.

## Recommendations

These recommendations are based on demonstrated needs from the interviews. Since these interviews were done in the early part of 2014, some identified issues have been or are beginning to be addressed by the library or the Graduate School.

### Identifying Materials

Humanities doctoral students prefer to be self-sufficient in their search for materials applicable to their dissertation. The library should create more robust discovery systems for graduate students to use.

- Offer a virtual library “stack browsing tool that gives visual clues to the character of the holdings and their frequency of use” such as Harvard library’s Stack View: <http://librarylab.law.harvard.edu/blog/stack-view/>
- Add Amazon-like recommendations within the catalog using an algorithm based on the item a patron is currently viewing.
- Optimize useful features in the library’s new “Quicksearch beta” tool (a single search interface that returns results from multiple data sources so that patrons do not have to identify the correct resources and search each separately). For instance, add local call numbers. In addition, include more expert user options, which are often particularly useful for searching special collections.

Graduate students admit that they often feel ill-equipped using library resources, particularly archives and special collections. This is an especially pronounced problem in the early years of their graduate careers when they are beginning their research. The library can offer diverse user education opportunities to help graduate students.

- Create succinct online tutorials. These could cover subjects such as: how to find articles and books both in digital and physical formats in the stacks; how to browse finding aids to identify relevant special collection material; and how to find and use non-Yale indexing tools such as WorldCat and ArchiveGrid (a collection of over two million archival material descriptions from collections held by thousands of libraries, museums, historical societies, and archives). Link these not only to the library’s website but from the GSAS website as well.
- Offer hands-on tutorials throughout the year on the mechanics of using special collections and archives.
- Teach more subject/discipline-specific classes for targeted audiences and particular departments/programs.
- Teach classes about how to find foreign language materials.
- Teach classes on how to use the library’s website. This instruction would have a greater return on investment if taught during the beginning of the research process, instead of before it begins. For instance, this could be a unique session offered to first-year graduate students a few months into their work at Yale, instead of as part of an orientation.

## Accessing materials

Although graduate students spoke positively about the library's collections and services, there are still specific improvements that can be made, especially regarding access to materials from outside Yale.

- The interlibrary loan (ILL) department should enact a standard protocol for following up with patrons on items that cannot be provided.
- Include a patron notes field in the original ILL request form so patrons can add notes regarding their need for or use of the particular item. The note field should remain with the record of the request, even after the item is delivered, so that students can easily recall why they ordered the item.
- Investigate whether established ILL systems can be used for procuring scans of manuscripts for students, especially from the British Library.
- Investigate the creation of a YUL policy for selectors regarding purchasing scans from other libraries, and/or creating a pool of money that students can apply for (perhaps by partnering with the Graduate School) if they need funds to scan, photocopy, or photograph items that cannot be obtained in any other way.
- Offer free high-resolution scanning for Yale graduate students doing research in Yale special collections locations. Depending on resources available, it may be necessary to put a cap on the number of scans allowed per year or per person.
- Likewise, because of a strong preference for paper, it would also make sense to offer a certain amount of free printing or photocopying. This would be similar to a service the Medical School provides. The school offers a specific amount of scanning/photocopying funding for each medical school student per year.

Many students must physically spend stretches of time away from campus to do their research. While off-campus, they have difficulty getting access to Yale materials important to their work. As a result, they are unable to benefit from their affiliation with the University Library's resources.

- The library should investigate how to send Yale materials, specifically books, to Yale students who are working remotely. It may make sense to pursue this option only for students still within the United States and Canada.
- The recent expansion of reciprocal borrowing agreements among Borrow Direct institutions is a very positive development. The library may want to work on developing similar privileges with other institutions, perhaps starting with ARL libraries. It is likely that other institutions' humanities doctoral students face the same issue and would benefit from this type of agreement.

It is crucial for graduate students to make the most efficient use of their time at archives or special collections. Otherwise they end up wasting both funding and time. The library is uniquely placed to provide student with techniques, skills, and information necessary to better prepare for using not just Yale collections but also collections at other institutions.

- Create a “Library Ambassador” program for students planning to use specific archives. Yale librarians can meet with students planning a trip to a collection and make sure that the material they intend to use is not already in our collection.
- Library Ambassadors could help students navigate a specific institution’s finding aids, or obtain information on a specific collection’s policies. Librarians could even make email introductions on behalf of students to archivists and curators who can assist them while they are using a collection.

There are a number of Yale Library policies that inhibit access and use of library resources, specifically to graduate students who need a variety of resources from many different sources and sustained access to them.

- Graduate students consistently noted how most of the University Libraries’ hours align with the schedule and needs of undergraduates. The Sterling Memorial Library should reconsider staying open longer on Fridays (9:00pm was often cited as an ideal closing time), weekends, and during school breaks. Given budgetary constraints, perhaps a specific location or a portion of SML or Bass could be open longer.
- Longer and more liberal checkout policies for arts materials, including for course reserves and reserve shelves. Using books from the Arts Library was particularly problematic for graduate students doing work concerning art or architecture but who were in non-Arts departments, such as Religious Studies.
- Provide secure areas for students to store books from many locations, including regular Yale circulating material, Yale Arts books, Borrow Direct books, ILL books, and books from their own personal collections. This is currently impossible to do in certain areas of the YUL system.
- Promote collaboration with the Yale Film Studies Center for purchasing, accessing, and putting items on course reserves.
- Provide and promote shelving swing space for graduate students and faculty to request large sets of bound items to be brought back from the Library Shelving Facility for a month or two for intensive browsing. This would be especially helpful for older census reports and long runs of paper serials that have not been indexed.

E-books are clearly still in a state of flux. While some students appreciated the ability to quickly check references or passages, most did not like the current e-book platforms. Also, many students of all ages still voiced a strong preference for paper.

- Use data to analyze the use of e-books in Library of Congress call number ranges most relevant to the humanities (such as B, D, and P).
- Compare data about humanities e-book use to Yale circulation data for similar books on paper.
- Compare data about humanities e-book use to humanities Borrow Direct and ILL borrowing data to determine whether or not students are foregoing e-books and requesting paper versions instead.
- Perform usability testing of current e-book platforms to determine which platforms the library may want to favor in its licensing policies, especially for long-form writing. In addition this type of information would provide the library with specific

recommendations to give to e-book publishers and vendors and perhaps create opportunities to work more closely with these publishers and vendors to improve their platforms.

## Organizing Materials

In addition to wanting instruction on some library basics, students also indicated a need for more personalized technical support. For this type of instruction, the library may even consider working more closely with Academic Technology or other divisions within ITS; the forthcoming Center for Teaching and Learning; or even the Student Technology Cooperative (<http://its.yale.edu/centers/student-technology-collaborative>). Once students gain access to the software, they still seemed unsure how to organize digital items or how to think about and define the types of metadata that would make the items more discoverable in their own internal system.

- Set up a private, cloud-based “virtual archive” system, or recommend available resources for students to store and continue to work with large amounts of raw data of a potentially sensitive nature. This might include copyrighted photos or notes from their fieldwork in archives and special collections.
- Offer workshops throughout the year on how to create a personal, virtual archive. This would involve some “how to” suggestions both for beginning fieldwork and for what to do upon returning, including instruction on how to “catalog on the fly” when taking photos in an archive, how to do smart keyword tagging, and when and how to insert geographic descriptions also known as geotagging.
- Do not talk to humanists about “data.” While these students all were dealing with sometimes hundreds of gigabytes of material, they were still thinking of this material couched in the same terms used for the analog versions: archive, collection, box, folder, and notebook.
- Provide access to Adobe Pro, which allows for modification, manipulation, and integration of digital derivatives of both textual and photographic material.
- Provide instruction on the mechanics of how to clean up a scanned text document, perform and correct OCR, and add notes or other extra-textual details.
- Offer more support for and instruction on Evernote, Scrivener, OneNote, or other note-taking and drafting services.
- Offer hands-on technical support with installing citation management software on individual students’ computers. In particular, humanities students seemed to be interested in Zotero and EndNote, and not as much in RefWorks or Mendeley (a desktop and web program for managing and sharing research papers, discovering research data, and collaborating online).

## Research/Writing Habits

Research and writing habits are highly personal, but students could benefit from recommended methodologies that they can customize. If the library is to support humanities doctoral students in developing efficient and productive research and writing habits, librarians need to work closely with humanities faculty and the Center for Teaching and Learning (CTL) to draw on their expertise.

- Partner with faculty either to offer regular research methods classes or to develop best practices for research methods. These classes or practices can then be taught by library staff and/or staff from the Center for Teaching and Learning. Investigate whether these classes can be integrated into departments' graduate curricula.
- Investigate habits of successful graduate students or programs and find ways to disseminate this information to new graduate students so that they can develop those habits early in their graduate careers.
- Support and complement dissertation boot camps/writing camps, perhaps by offering space conducive for writing or by offering a research boot camp.
- The library should consider branding itself as the University's "Research Center" or "Center for Research," to use language that parallels the Center for Teaching and Learning.

## Space

Every graduate student has his or her own specific preferences regarding work spaces. While the library will not be able to satisfy all student needs, this study revealed a number of space-related issues that the library should consider when making changes to study/work spaces in its buildings. Students are quite sensitive to the environment in which they write and study. Most of these requests have to do with the bodily toll from long-term sitting still and staring at a computer screen.

- Allow beverages, especially coffee, into Sterling Memorial Library. Easier access to food and drink is necessary during lengthy writing sessions.
- Build a larger café near Sterling Memorial Library. Students interviewed seemed to like the idea of Thain Café in Bass Library, but disliked it because it is too small and too crowded.
- Offer 24-hour writing spaces. It is possible that a larger cafeteria with food and coffee could also function as a 24-hour space in Sterling Library.
- Maintain better temperature control. The greatest offenders were the Sterling stack tower (too cold and drafty, especially in the winter), the Music study carrels in the basement (too hot), and Bass Library (too cold all year round).
- Provide areas with natural light or better lighting.
- Set aside a number of cubicles or cubbies that only graduate students can use/reserve. (Bass Library included.)
- Offer lockers in more of the library spaces or include carrels with locking drawers for security purposes.

- Create special or separate space for graduate students. The graduate students commented on the problems of overcrowding, high energy levels, and high noise levels within the Bass Library, especially late at night. They seem to enjoy the space in general, especially its longer hours, but felt that the environment was not conducive to graduate research and writing.
- Have clearly delineated and well-advertised noise levels in each reading room (i.e., some dead quiet, some with ambient noise). One possible way to manage noise levels would be to have signs recommending that you contact someone in the library if you have a problem. [Example: [https://apps.carleton.edu/campus/library/about/maps/?image\\_id=363914](https://apps.carleton.edu/campus/library/about/maps/?image_id=363914)]

While aspects of buildings and rooms are always a concern for students, graduate students also have specific preferences for their immediate work spaces.

- Offer external monitors (in a variety of sizes) into which students can plug their laptops. Although nearly every student has a laptop, they all find it difficult to stare at the small, non-ergonomic screen for long periods of time. In addition they feel they can work more efficiently if they are able to use various programs simultaneously.
- Provide more large tables so students can spread out the full array of required materials, including books, dictionaries, notebooks, and laptops.
- Provide ergonomic furniture in a variety of heights or tables that have adjustable height. Some students prefer to work while standing; some students are taller/shorter than the average person.
- Provide self-service sophisticated scanners with page-turning capability, high-definition, and high-speed at various libraries on campus.
- Have easy-to-use, more efficient self-checkout machines.
- Provide microfilm machines that function better in a more comfortable space and on stable surfaces. Microfilm digitization would be helpful, though some students preferred to use the old optical viewer to look at older periodical film.

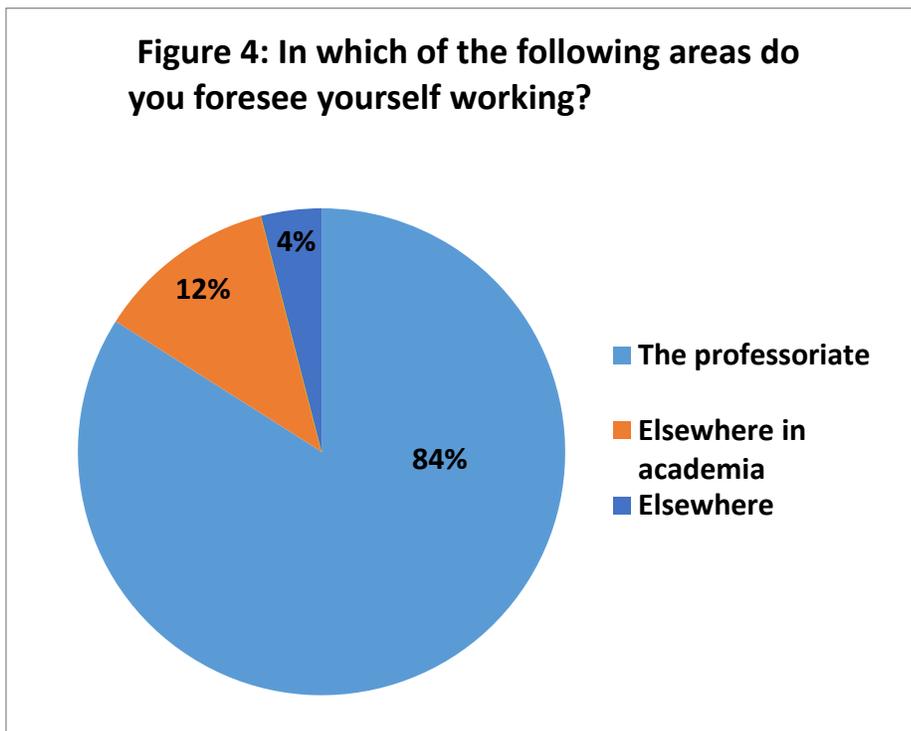
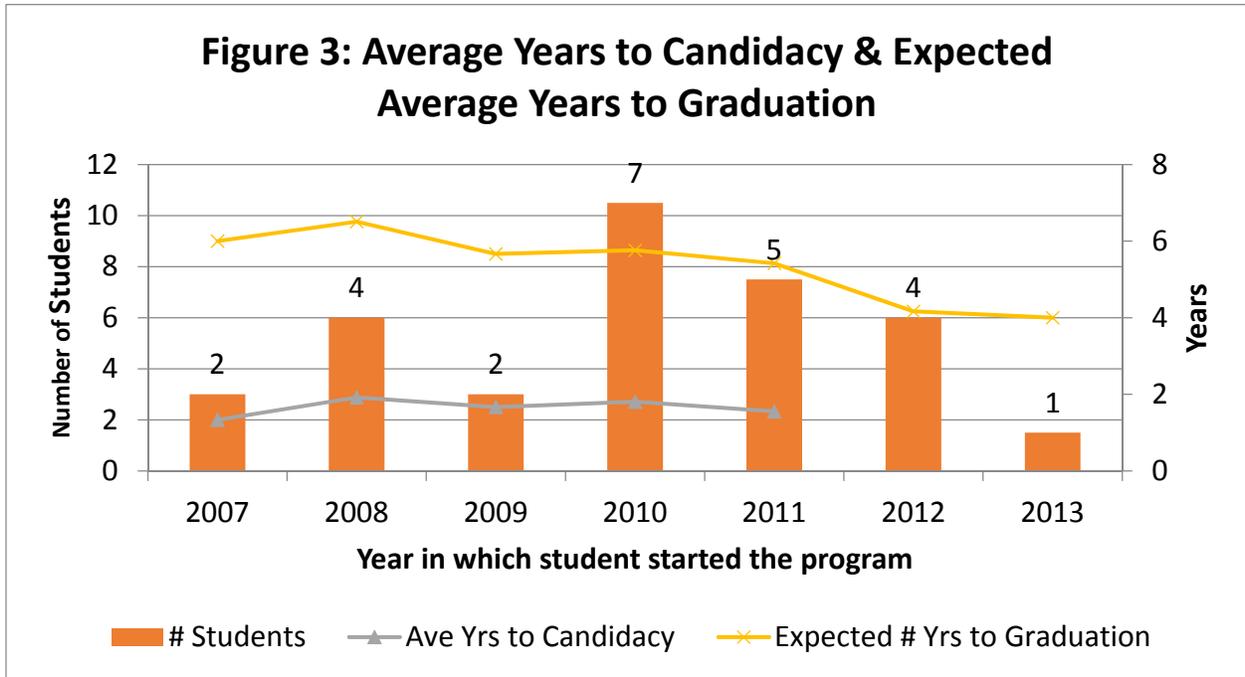
### **Internal to the Library System**

- Identify conferences, blogs, and websites that will allow librarians to keep current on new research trends and useful resources for graduate students.
- Investigate methods to market classes specifically for humanities graduate students. How do these students hear about or discover classes and workshops? What time of day is best for them to attend sessions?
- Maintain or strengthen collaboration with Yale ITS (or relevant department) to ensure that computing classrooms are updated and have all necessary programs installed.
- Create a Director of Graduate Research Education and Outreach librarian position that provides support to the graduate schools and coordinates activities.

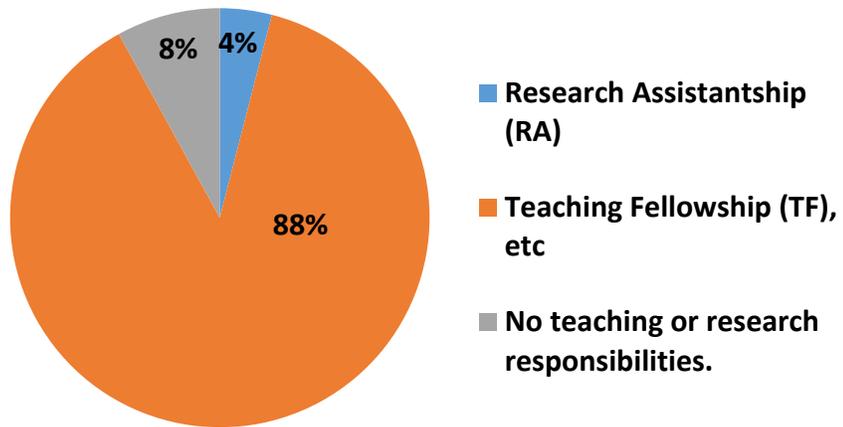
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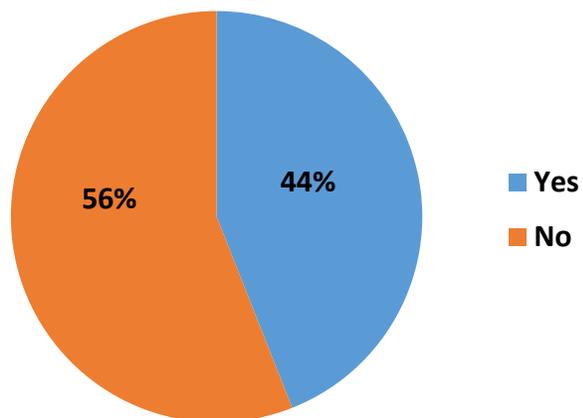
Appendix I: Pre-interview Survey Results -Current Students (25 respondents)



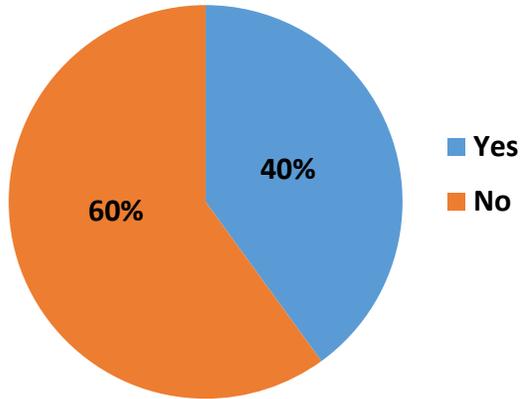
**Figure 5: Teaching/research responsibilities**



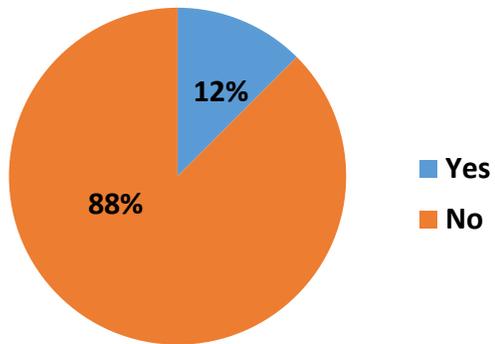
**Figure 6: Do your TF or RA responsibilities interfere with the time you could spend working on your doctoral program?**



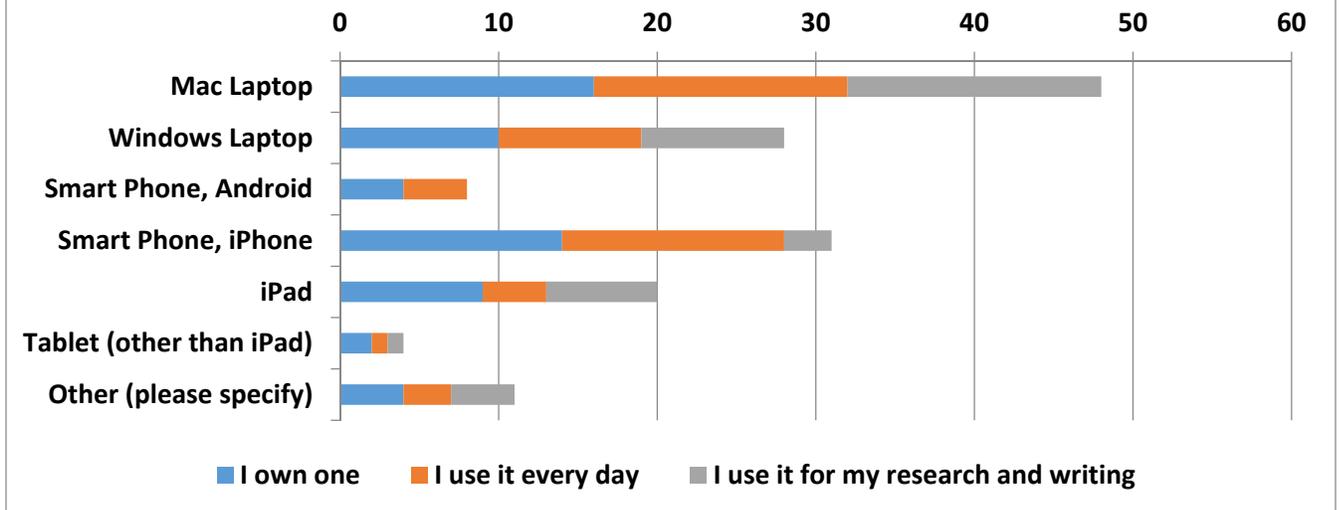
**Figure 7: Do you have another job that is not part of the responsibilities of your doctoral program?**



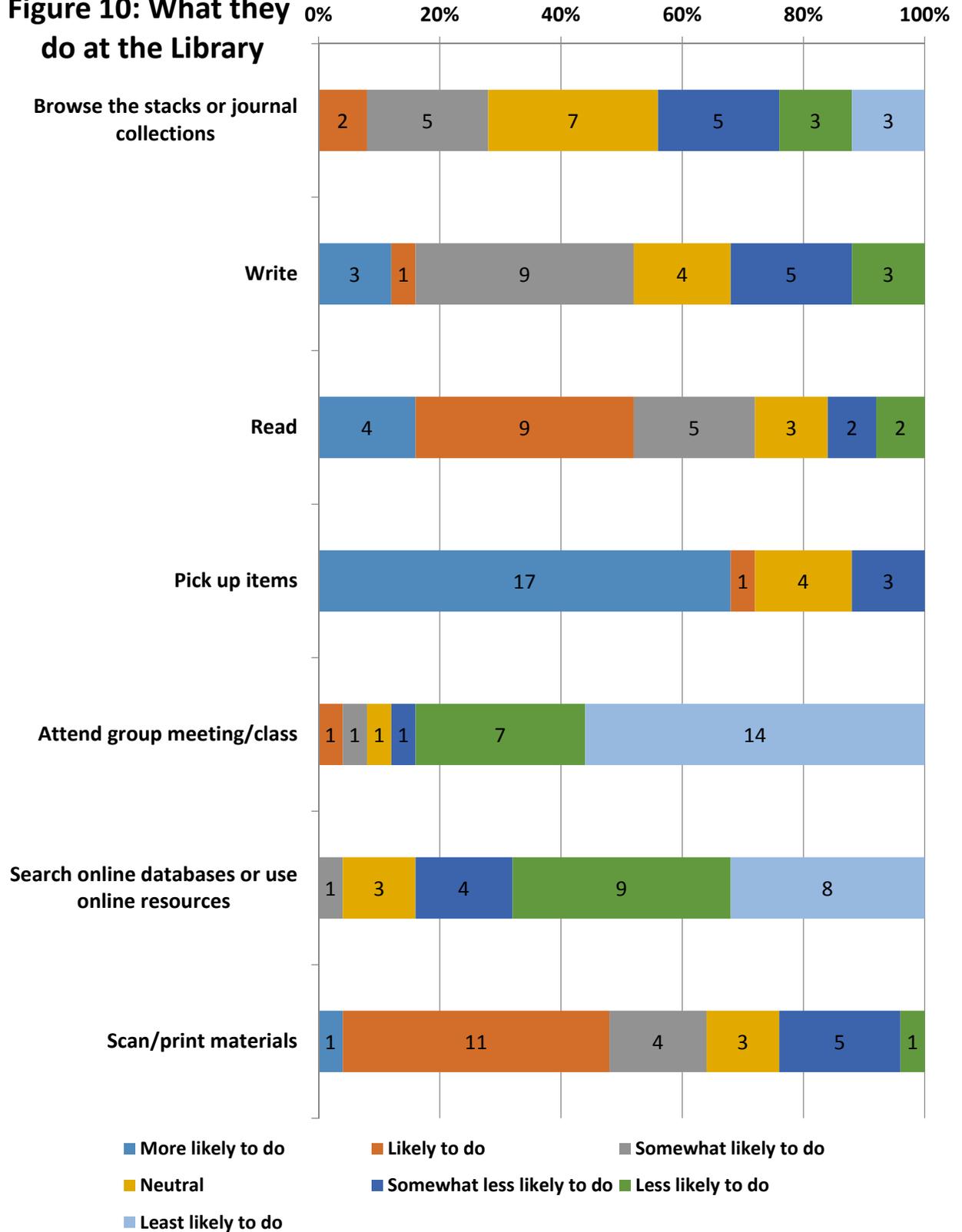
**Figure 8: Does that job interfere with the time you could spend working on your doctoral project?**



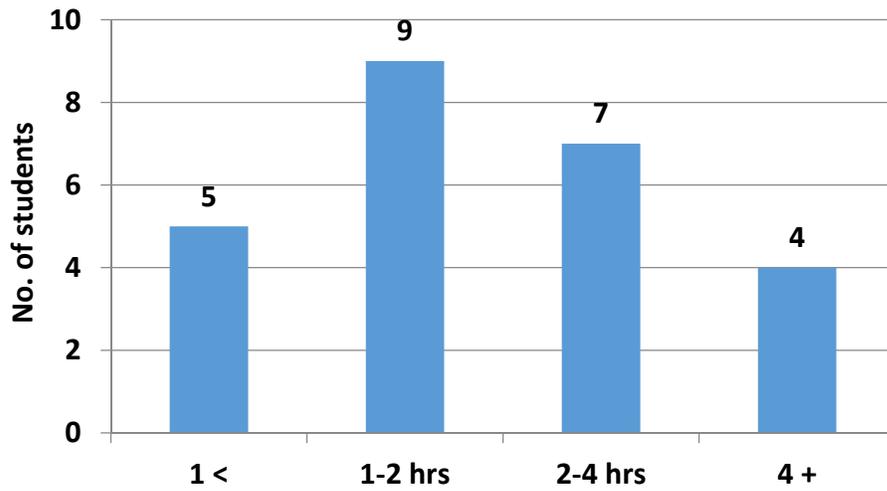
**Figure 9: Use of Computers and Mobile Devices**



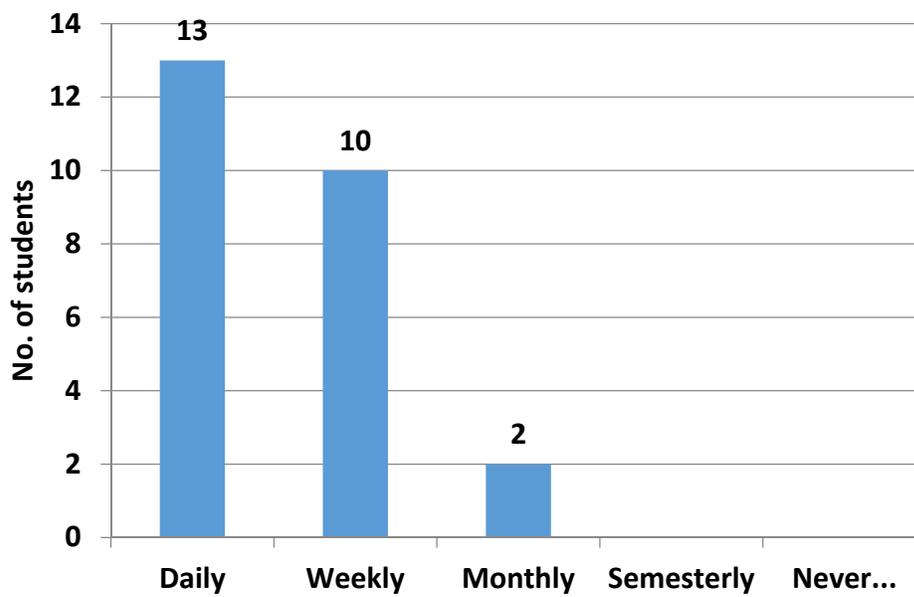
**Figure 10: What they do at the Library**



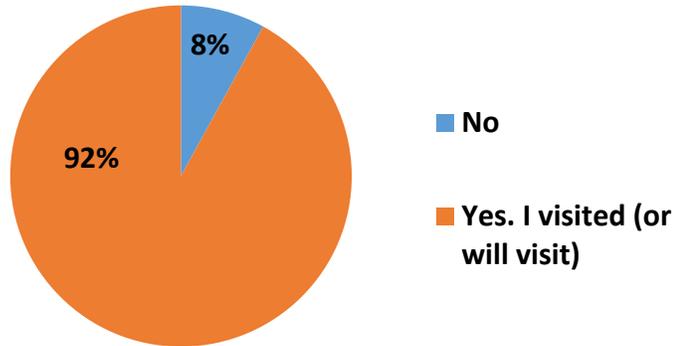
**Figure 11: Time spent in the Library by duration**



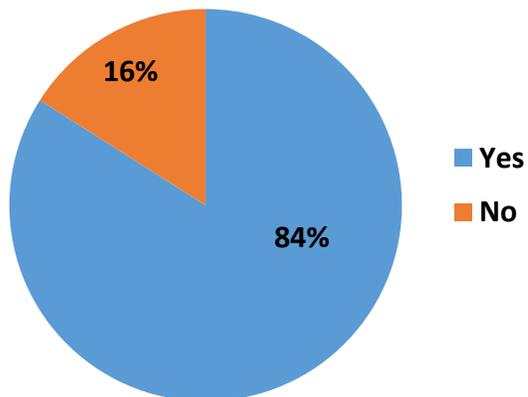
**Figure 12: Time spent in the library by frequency**



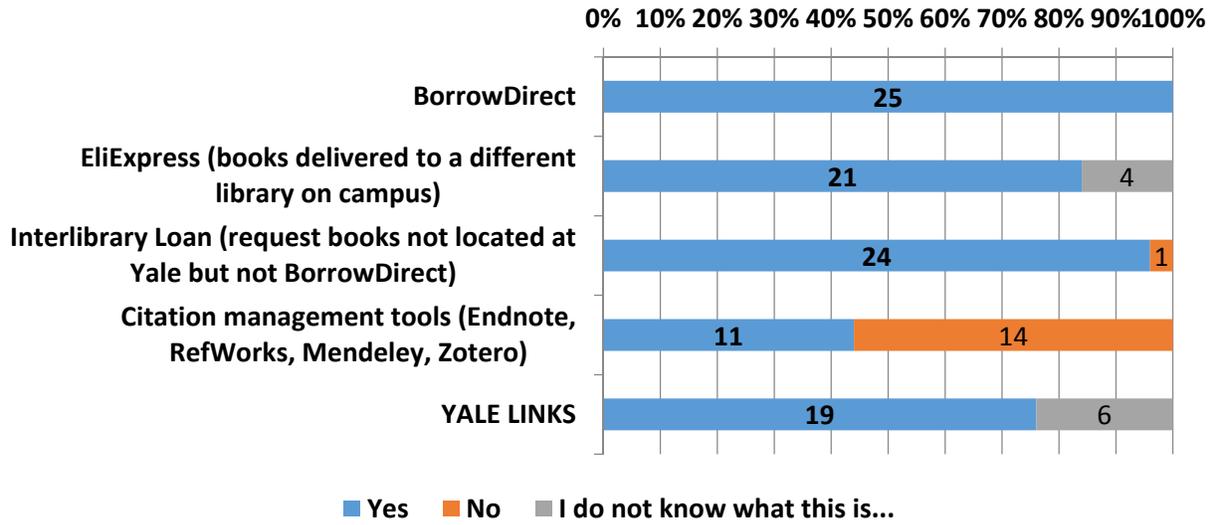
**Figure 13: Have you visited (or intend to visit) any non Yale libraries to use their collections for your dissertation research?**



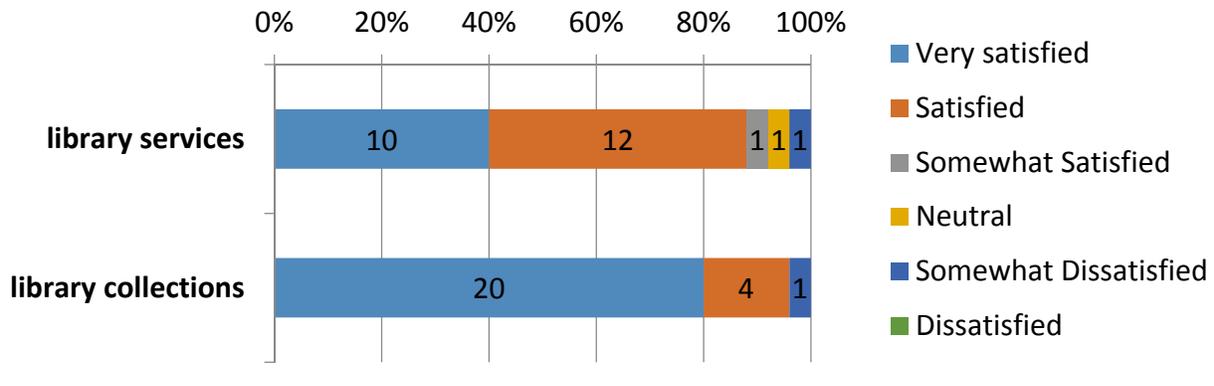
**Figure 14: Do you know if there is a librarian assigned to support your department (liaison or subject specialist)?**



**Figure 15: Do you use any of the following services?**



**Figure 16: Overall Satisfaction with Library Services & Collections**



## Appendix 2: Interview Protocol, Current Students

### I. Introduction

1. I want to find out a little about you to start. Can you give me the “elevator speech” about your dissertation topic?
2. Where are you in the process?
3. What do you think lies ahead of you in terms of the steps you will take and the timing of the rest of your doctoral work?

### II. Research and Writing

1. I want you to think about the last time you spent at least one solid hour working on your doctoral project.
  - a. When was that?
  - b. Where were you?
  - c. What were you doing?
  - d. Was that a good time for you to be working on this?
  - e. Was that a good place? If not, what place would be best?
  - f. Were you using any published material – can you tell me what it was and the format you used?
  - g. How about other material – were you using other scholarly resources?
  - h. Were you using any technology, such as a laptop, tablet, e-reader or smartphone?
  - i. How did you feel about the work you did on that occasion?
  - j. If you could have a do-over, would you do the same thing or something different?
2. Now, I want you to try to remember the time before that. Again, this is a time when you spent at least one solid hour working on your dissertation.
  - a. When was that?
  - b. Where were you?
  - c. What were you doing?
  - d. Was that a good time for you to be working on this?
  - e. Was that a good place? If not, what place would be best?
  - f. Were you using any published material – can you tell me what it was and the format you used?
  - g. How about other material – were you using other scholarly resources?
  - h. Were you using any technology, such as a laptop, tablet, e-reader or smartphone?
  - i. How did you feel about the work you did on that occasion?
  - j. If you could have a do-over, would you do the same thing or something different?

### III. Finding and Getting Resources

We've talked about how you work on your doctoral project, now I want to ask a few questions about your use of resources.

1. What is one place (person or thing) where you have found lots of good scholarly or other informational resources for doing this project? (can ask for more specificity if necessary)
  - a. How did you find out about this source?
  - b. How have you gotten access to the materials?
  - c. Has anyone helped you find what you needed?
  - d. Have you had any problems getting access or using materials?
2. What is another place where you have found lots of good resources?
  - a. How did you find out about this source?
  - b. How have you gotten access to the materials?
  - c. Has anyone helped you find what you needed?
  - d. Have you had any problems getting access or using materials?
3. I want to ask whether there is yet another place where you have found lots of good resources.
  - a. How did you find out about this source?
  - b. How have you gotten access to the materials?
  - c. Has anyone helped you find what you needed?
  - d. Have you had any problems getting access or using materials?
4. [If not yet discussed:] When you sit at your computer looking for materials to support your dissertation topic, can you describe the process you use to find scholarly literature or materials? Generally speaking, where do you start? (Examples: database, blog, scholarly online resource...)
5. [If not yet discussed:] Is there a place in *another country* where you have found lots of good resources?
  - a. How did you find out about this source?
  - b. How have you gotten access to the materials?
  - c. Has anyone helped you find what you needed?
  - d. Have you had any problems getting access or using materials?
6. Have you purchased any resources? If so, can you tell about one of the things you purchased?
  - a. Why did you purchase it?
  - b. How about something else that you purchased?
  - c. Why did you purchase it?

### IV. Prospects

1. In general, how are you feeling about this project? Are you feeling on track? Are you feeling like you have what you need to do what you want to do?
2. What is currently working in your favor? That is, what factors are contributing to your progress?
3. What is currently working against you?
4. If the library gave you a magic wand to help you finish and graduate, what would you ask it to do for you?
5. Is there anything else you think I should know about that I didn't think to ask?

### **Appendix 3: Pre-interview Written Questionnaire (Graduate students with pre or post qualifying exam)**

1. Current date:
2. Age: \_\_\_\_\_
3. Gender: \_\_\_\_\_

#### **About Your Program**

4. Date of graduation with a BA/BS or equivalent undergraduate degree: \_\_\_\_\_
5. What department are you in at Yale? \_\_\_\_\_
  
6. Did you earn a Master's Degree prior to beginning graduate studies at Yale?  
Yes  
No
7. How many years have you been enrolled in your doctoral program at Yale?  
Years in program \_\_\_\_\_ Months in program \_\_\_\_\_
  
8. Have you passed your qualifying exams?  
Yes: \_\_\_\_\_ No: \_\_\_\_\_  
How many years was it from the time you enrolled in your doctoral program at Yale to the time you passed your qualifying exams?
  
9. How many years do you expect it will be from the time you enrolled in your doctoral program at Yale to the time you submit your dissertation?
  
10. In which of the following areas do you foresee yourself working?  
The professoriate  
Elsewhere in academia  
Business, industry or self-employed  
Government or Non-profit  
Elsewhere
  
11. Do you now, or have you in the past, had teaching or research responsibilities as part of your program?
  - a. Research Assistantship (RA)
  - b. Teaching Fellowship (TF), etc.
  - c. I haven't had any teaching or research responsibilities
  
12. Do your TF or RA responsibilities interfere with the time you could spend working on your doctoral project?  
Yes  
No
  
13. Do you have another job that is not part of the responsibilities of your doctoral program?  
Yes  
No

14. Does that job interfere with the time you could spend working on your doctoral project?

Yes

No

### Electronic & Mobile Devices

15. Please tell us about your mobile devices (check the corresponding boxes)

	I own one	I use it every day	I use it for my research & writing
Mac Laptop			
Windows Laptop			
Smart Phone, Android			
Smart Phone, iPhone			
Smart Phone, other			
iPad			
Tablet (other than iPad)			
Other (specify)			

### Library Use

16. How often do you visit the physical libraries at Yale?

- a. Daily
- b. Weekly
- c. Monthly
- d. Semesterly
- e. Never...

17. When you visit a Yale library, what do you usually do? (please circle all that apply)

- a. Browse the stacks or journal collections
- b. Write
- c. Read
- d. Pick up items
- e. Attend group meeting/class
- f. Search online databases or use online resources
- g. Scan materials

18. When you visit a library at Yale, how long do you usually stay there?

- a. Less than an hour
- b. 1- 2 hours
- c. 2-4 hours
- d. More than 4 hours

19. Have you visited (or intend to visit) any non-Yale libraries to use their collections for your dissertation research?

Yes, I visited (or will visit): \_\_\_\_\_

No

20. Do you know if there is a librarian assigned to support your department (liaison or subject specialist)?

Yes

No

21. Do you use any of the following services? (Yes, no, do not know what this is)

Borrow Direct

EliExpress (books delivered to a different library on campus)

Interlibrary loan (request books not located at Yale but not BorrowDirect)

Citation management tools (Endnote, RefWorks, Mendeley, and Zotero)

YALE LINKS

### **General Satisfaction –Library & Beyond**

22. Please rate your overall satisfaction with library services at Yale:

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

23. Please rate your overall satisfaction with library collections at Yale.

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied