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Iowa Regents Faculty Survey 2015: Research Data

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Ithaka S+R

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ITHAKA S+R

IOWA REGENTS
FACULTY SURVEY 2015:
RESEARCH DATA

Roger C. Schonfeld
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November 19, 2015

ITHAKA S+R

Educational Transformation

Broaden access to higher education, improve student outcomes, and control costs

Libraries & Scholarly Communication

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

LIBRARIES & SCHOLARLY COMMUNICATION

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

Strengthening Services & Spaces

- The Ithaka S+R Faculty Survey and
The Ithaka S+R Library Survey
- Surveys of student and faculty member practices and needs at individual universities
- Collaborative examinations of research practices and support needs by field
- Anthropological consulting to improve teaching, learning, and space planning

Research Agenda

- Discovery & Access
- Library organizational structures
- The changing monograph
- Staff diversity

PARTICIPANTS

United States – Universities

American University

Auburn University

Baylor University

California Polytechnic State University

Carnegie Mellon University

College of William & Mary

DePaul University

Duke University

Harvard University

Indiana University

Iowa State University

Louisiana State University

Marquette University

Mississippi State University

Montana State University

Princeton University

Rice University

Texas A&M University

Tulane University

University of California – Davis

University of California – Los Angeles

University of California – San Diego

University of California – Santa Cruz

University of Central Florida

University of Chicago

University of Dayton

University of Florida

University of Illinois Urbana-Champaign

University of Iowa

University of North Carolina – Chapel Hill

University of Pittsburgh

University of South Carolina

University of Southern California

University of Texas San Antonio

Virginia Commonwealth University

Washington University – St. Louis

PARTICIPANTS

Australia

Curtin University

University of Melbourne

University of New South Wales

University of Queensland

University of Sydney

University of Western Australia

New Zealand

Auckland University of Technology

Canada

McMaster University

Memorial University of Newfoundland

Ryerson University

York University

University of Alberta

University of Guelph

Université de Montréal

University of New Brunswick

University of Ottawa

University of Windsor

Hong Kong

Chinese University

Lingnan University

University of Hong Kong

University of Science and Technology

	Role of the library	Scholarly comms	Undergrad instruction	Student research skills	Discovery	Data mgmt / preservation
UNI	X	X	X	X	X	
Iowa State	X	X	X	X	X	X
University of Iowa	X	X	X			X

METHODOLOGY

Collaboration

» Surveyed faculty members in parallel in the spring

» Response rates varied from 27-29% for all three schools

Interpreting results

1. Additional question on Undergraduate Instruction (wording of item contributed by Harvard, response choice options taken from Ithaka S+R questionnaire)

2. Questions from the Ithaka S+R US Faculty Survey 2012: peer comparisons from Carnegie class: research university - very high research activity (R1)

3. On a 10-point scale, selections of 8,9, and 10 are considered "strong"

OBJECTIVE

- Focused on faculty practices and needs, not on the library

- To provide an evidence basis for service development and strategic planning

- Not evaluative

SURVEYS

- Provide broad view of a population in a structured way

- Ready comparison with similar populations

- Opportunity to track trends over time

- Not exploratory or open-ended

IMPACT OF ASSESSMENT

- Too often assessment is conducted but not acted upon

- Action must be calibrated

- Sometimes there are clear directions forward

- In other cases, patterns may suggest areas where additional study or outreach is needed

DEMOGRAPHICS

DISCIPLINARY MAPPINGS – IOWA STATE

Arts & Sciences

Liberal Arts & Sciences

Veterinary/Agriculture

Agriculture & Life Sciences, Veterinary Medicine

Business

Business

Engineering

Engineering

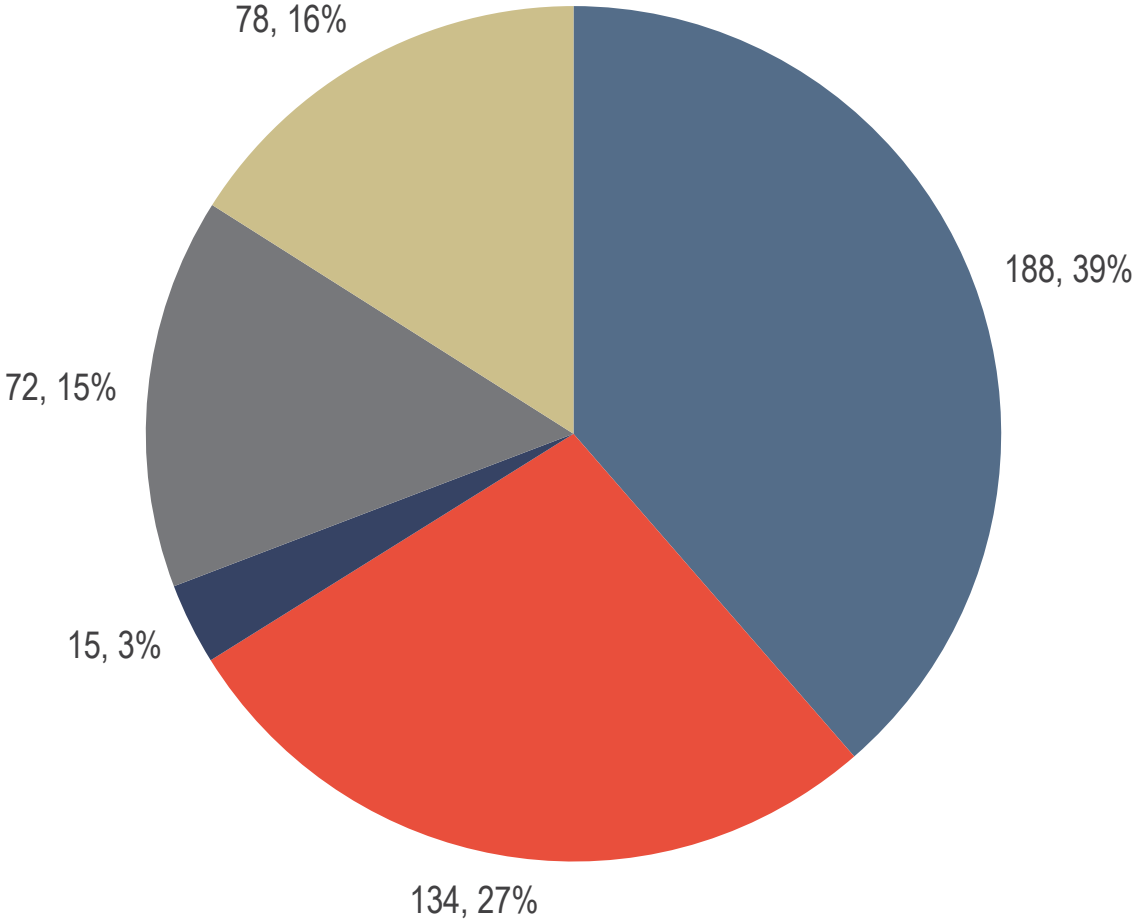*Other Professions*

Human Sciences, Design

Completed Responses, Mapped by Macro Disciplinary Grouping – Iowa State

188, 39%

78, 16%

72, 15%

15, 3%

134, 27%

Legend:
- Arts & Sciences
- Agriculture & Veterinary
- Business
- Engineering
- Other Professions

DISCIPLINARY MAPPINGS – IOWA

Arts & Sciences

College of Liberal Arts and Sciences, Graduate College

Health Sciences

Carver College of Medicine, College of Dentistry, College of Nursing, College of Pharmacy, College of Public Health

Engineering

College of Engineering

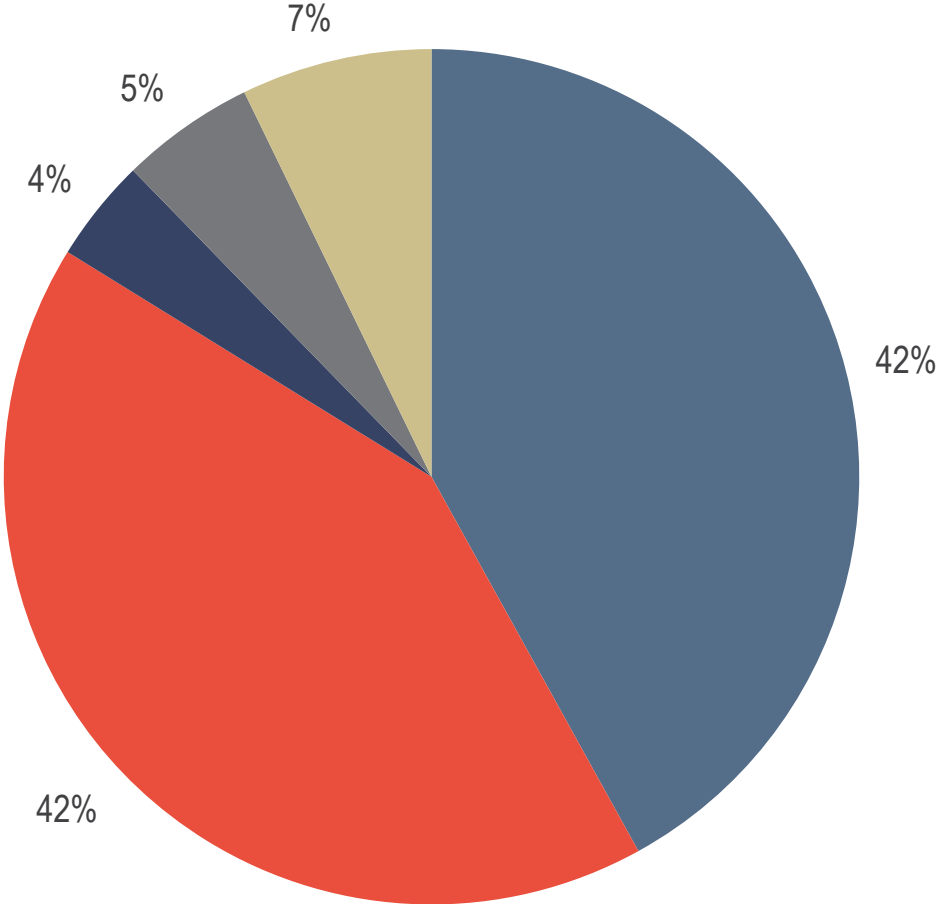## Business

Tippie College of Business

Other Professions

College of Education, College of Law

Completed Responses, Mapped by Macro Disciplinary Grouping - Iowa

Legend:
- Arts & Sciences
- Health Sciences
- Business
- Engineering
- Other Professions

42% — Arts & Sciences
42% — Health Sciences
4% — Business
5% — Engineering
7% — Other Professions

Completed Responses, Mapped Research / Teacher Identity – Iowa State

Legend:
- Much more as a researcher than as a teacher
- Somewhat more as a researcher than as a teacher
- About equally as a researcher and a teacher
- Somewhat more as a teacher than as a researcher
- Much more as a teacher than as a researcher

14%
17%
22%
10%
37%

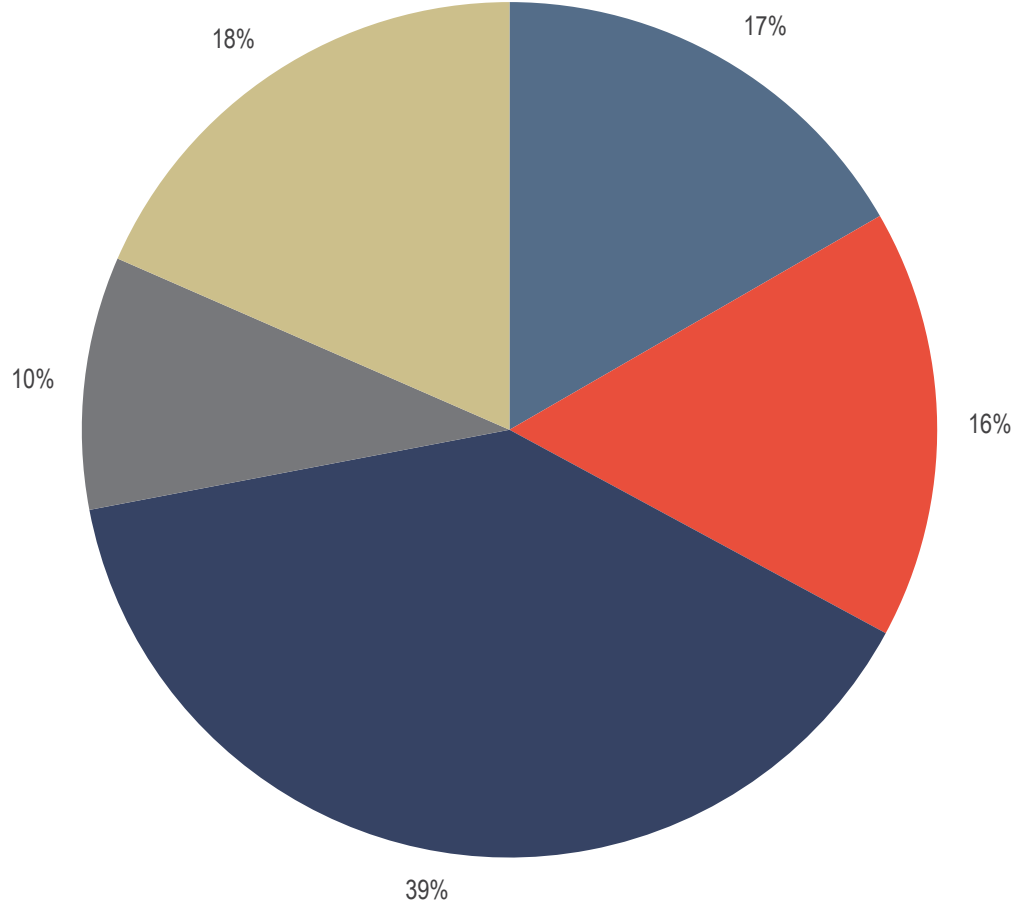*Completed Responses, Mapped Research / Teacher Identity – Iowa*

Legend:
- Much more as a researcher than as a teacher
- Somewhat more as a researcher than as a teacher
- About equally as a researcher and a teacher
- Somewhat more as a teacher than as a researcher
- Much more as a teacher than as a researcher

17%
16%
39%
10%
18%
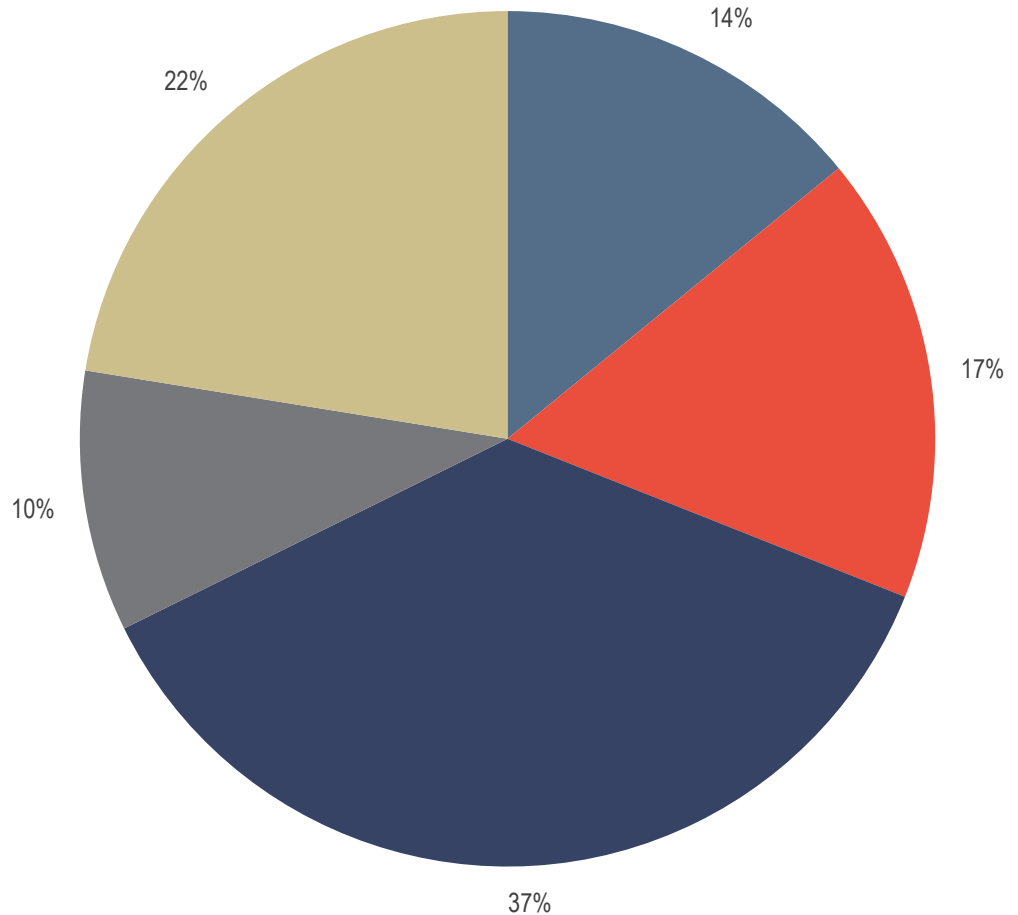
I FIND IT DIFFICULT

I Find It Difficult

How well does each statement describe your point of view?

Response scale:

10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; Percent of respondents rating each item as "extremely well" (8-10 on a 10-point scale)

I find it difficult to preserve or store my data, media, or images for the long-term

I find it difficult to organize or manage my data, media, or images

- Iowa State
- Iowa

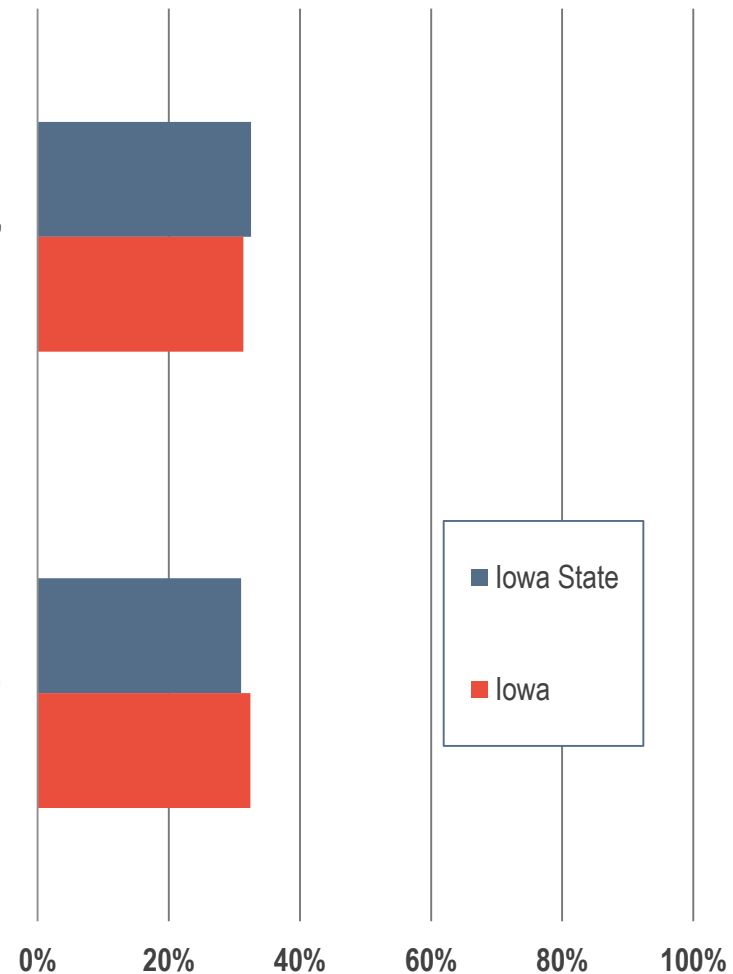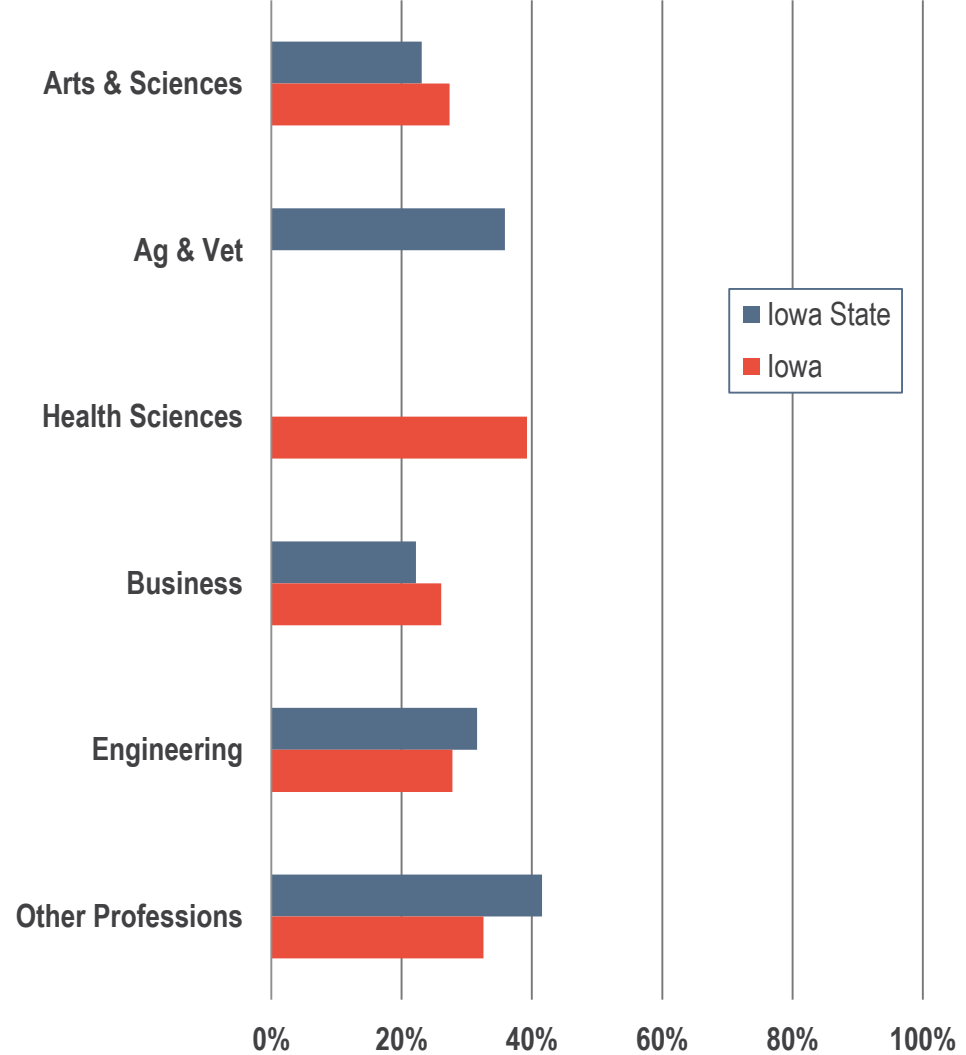*"I find it difficult to organize or manage my data, media, or images"*

How well does each statement describe your point of view?

Response scale:

10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; Percent of respondents rating each item as "extremely well" (8-10 on a 10-point scale)

LEVEL OF ACTIVITY

"In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?" – Iowa

Percent of respondents who indicated "yes" to this item

Iowa State

- *Much more likely for researchers (80+) than for much more teachers (44%)*

- *Somewhat more common in engineering (81%) than in arts & sciences or business (70%-)*

Iowa

- *Much more likely for researchers (86%) than for teachers (50%)*

- *Somewhat more common in engineering and health sciences (75%+) than in arts & sciences or business (66%-)*

MANAGING RESEARCH DATA

Managing and Organizing

When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers

When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)

My college or university library manages or organizes my data, media, or images on my behalf

■ Iowa State

■ Iowa

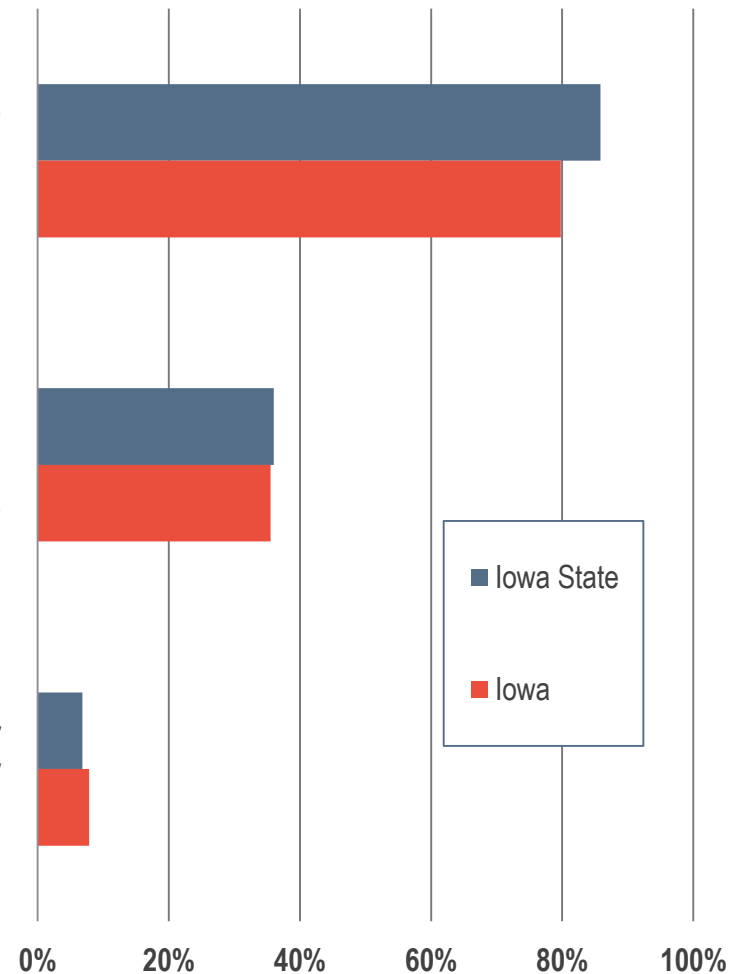How well does each statement describe your point of view?

Response scale:

10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; Percent of respondents rating each item as "extremely well" (8-10 on a 10-point scale)

0%   20%   40%   60%   80%   100%

PRESERVING RESEARCH DATA

"If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?" – Iowa

I preserve these materials myself, using commercially or freely available software or services

I preserve these materials myself in a repository made available by my institution or another type of online repository

My campus or university library preserves these materials on my behalf

A publisher preserves these materials on my behalf alongside the final research output

These materials are generally not preserved following the conclusion of a project

- Arts & Sciences
- Health Sciences
- Business
- Engineering
- Other Professions

0% 20% 40% 60% 80% 100%
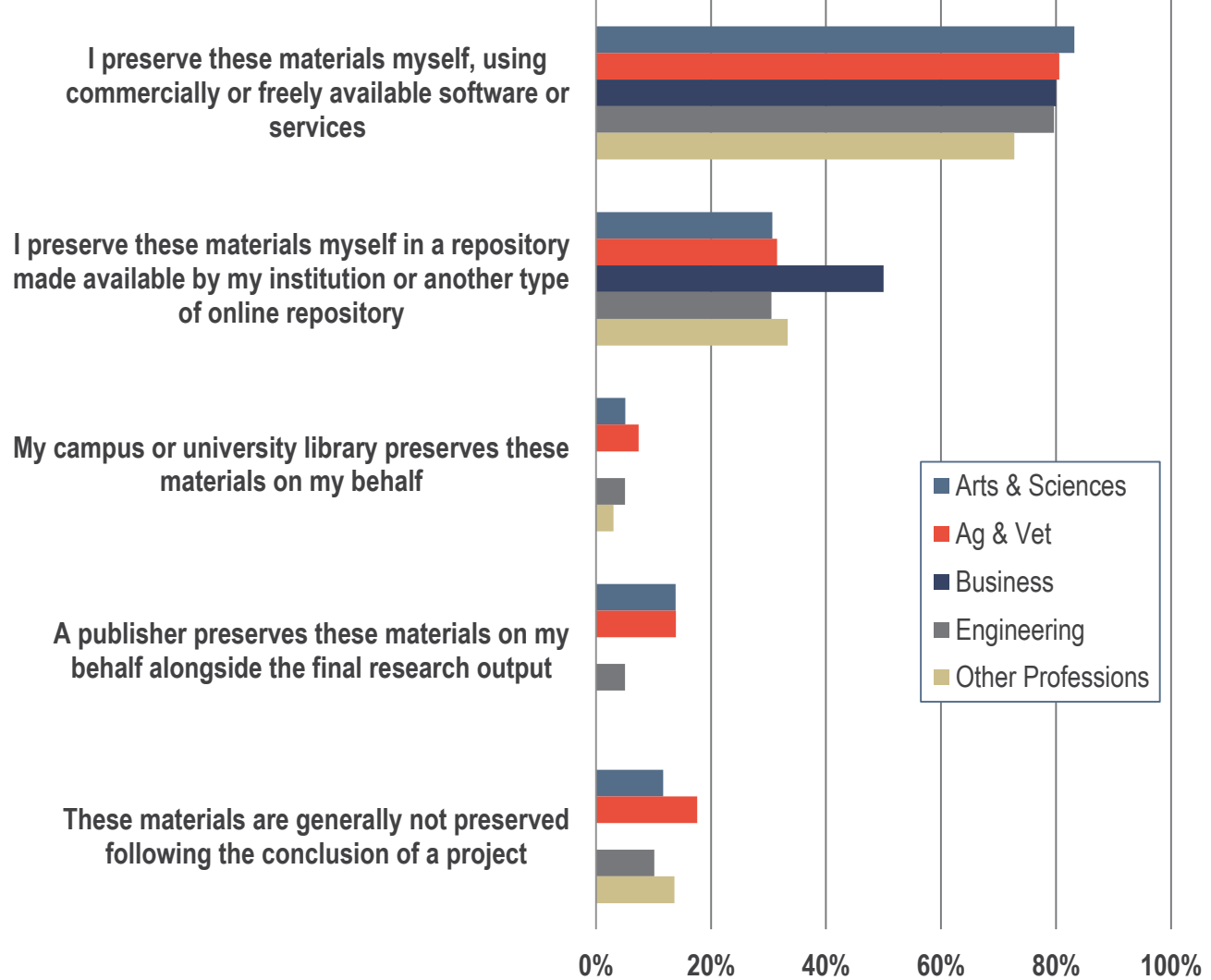
"If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?" – Iowa State

I preserve these materials myself, using commercially or freely available software or services

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These materials are generally not preserved following the conclusion of a project

Arts & Sciences
Ag & Vet
Business
Engineering
Other Professions

0% 20% 40% 60% 80% 100%

"Please...rate...how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images"
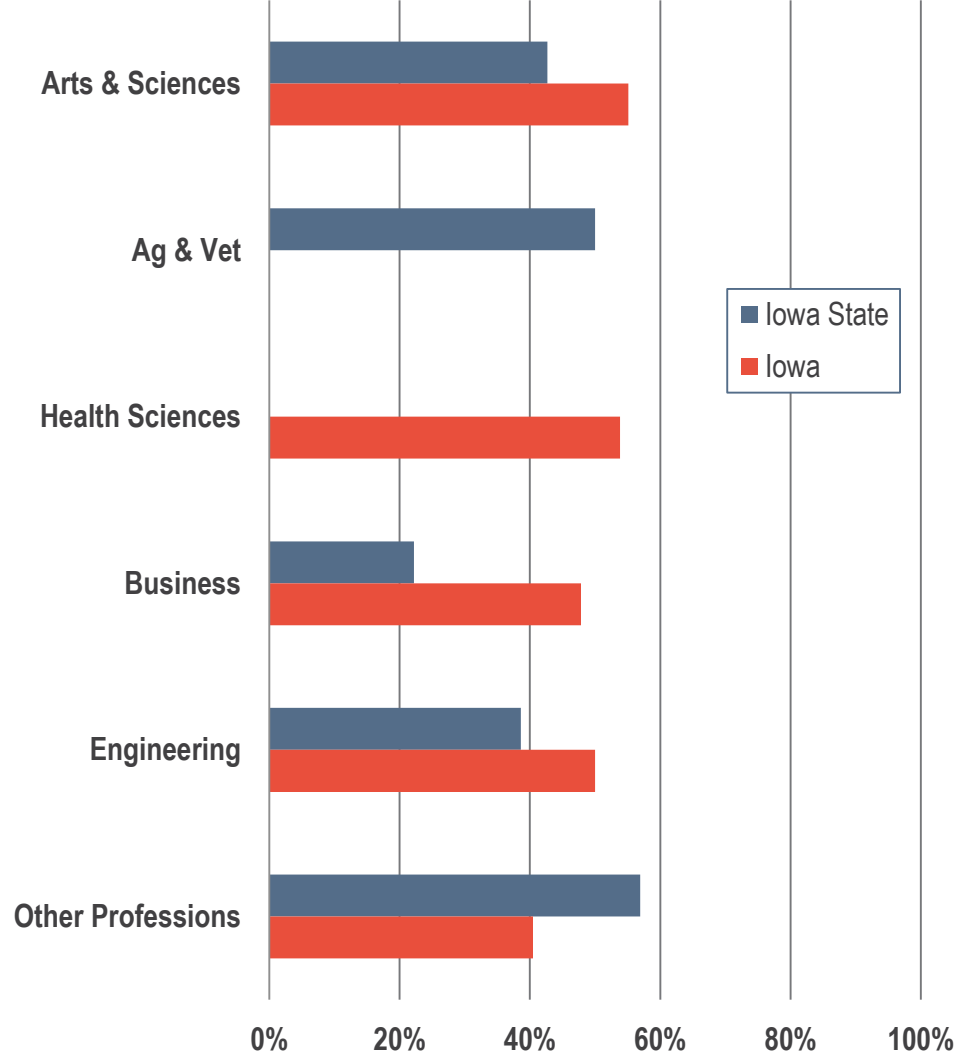
Response scale:
10 point scale, 10 = "Extremely valuable" and 1 = "Not at all valuable"; Percent of respondents rating each item as "extremely valuable" (8-10 on a 10-point scale)
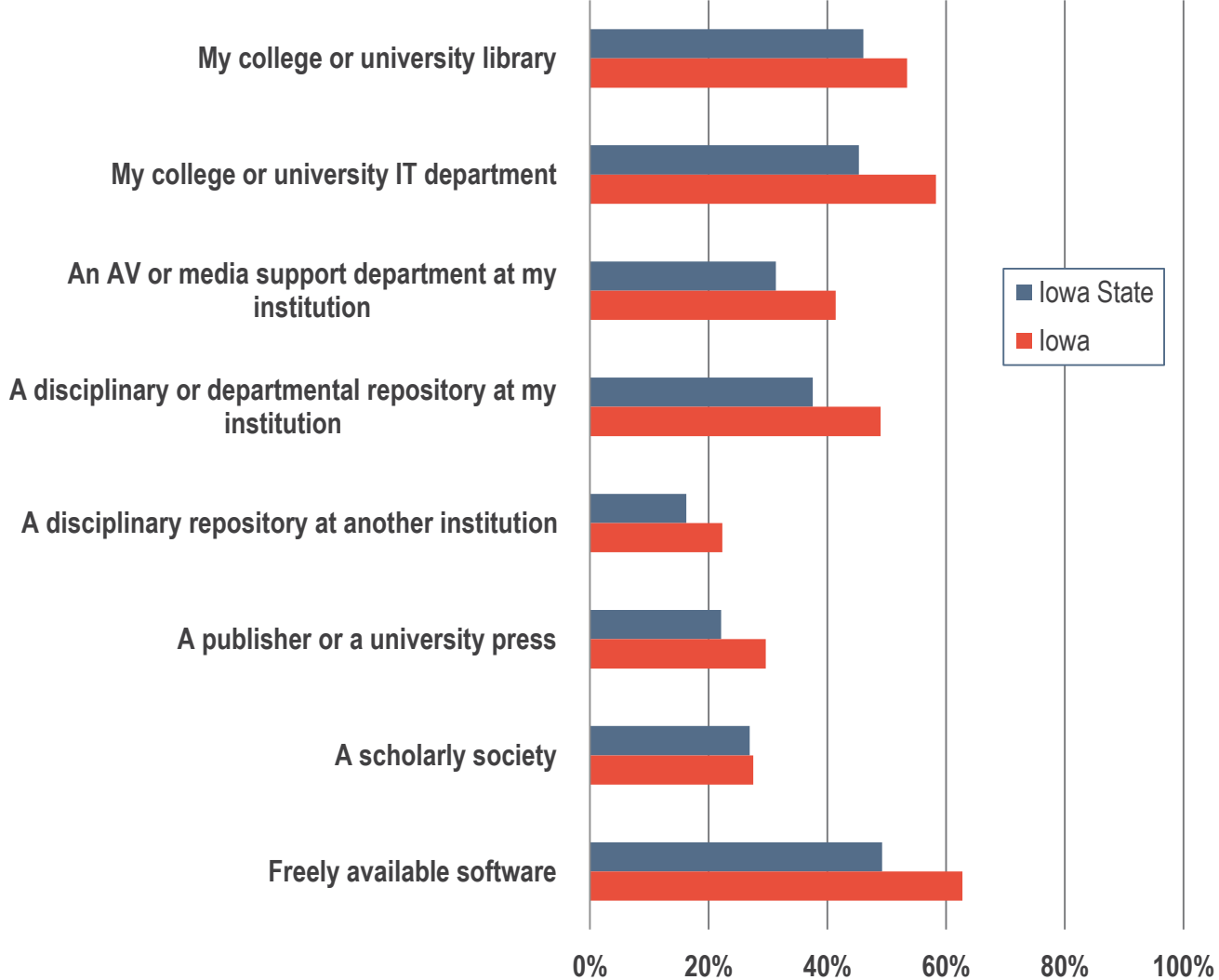
"Please…rate…how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images" My College or University Library

Response scale:
10 point scale, 10 = "Extremely valuable" and 1 = "Not at all valuable"; Percent of respondents rating each item as "extremely valuable" (8-10 on a 10-point scale)

Arts & Sciences
Ag & Vet
Health Sciences
Business
Engineering
Other Professions

- Iowa State
- Iowa

0%   20%   40%   60%   80%   100%

FEATURES

"When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be?"

Response scale:
10 point scale, 10 = "Extremely important" and 1 = "Not at all important"; Percent of respondents rating each item as "extremely important" (8-10 on a 10-point scale)

The ability to update existing datasets with new data, media, or images

The ability to merge entire datasets together to create new datasets

The ability to customize permissions or restrictions for other researchers to use my data, media, or images

The ability to make my data, media, or images freely available to the public

The ability to store multiple versions of my data, media, or images in the same place (such as raw data, normalized data, recoded data, restricted…

The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview…

The ability to track academic research citing my data, media, or images

The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)

Legend:
Iowa State
Iowa

0%   20%   40%   60%   80%   100%
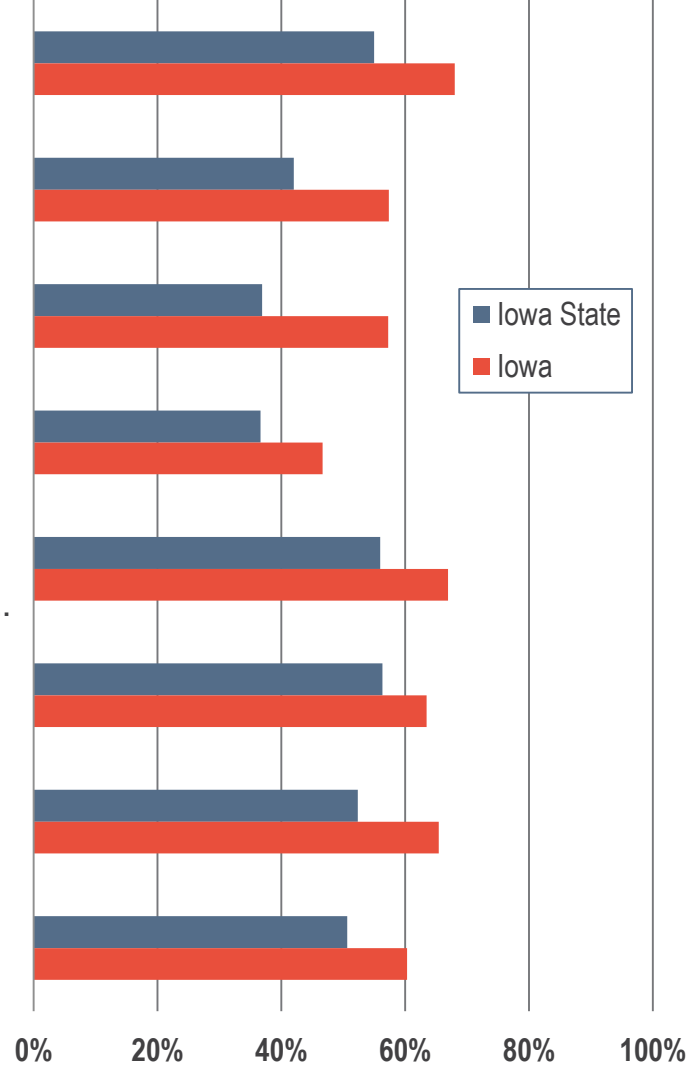
ANOTHER ANGLE: NON-INSTITUTIONAL COLLECTIONS

ART HISTORY

Capturing Images and Managing Personal Image Collections

» Standards and practices for image capture

» Vast personal collections, poorly organized

» Some images may be valuable and should be institutionalized

The Departure from Kashima (Deity of the Kasuga Out), Late 14th Century, Japanese. Seattle Asian Art Museum. Photograph: Roger C. Schonfeld.

ARCHIVAL HISTORY

Digital Capture of Archival Records

» Unbundling access to and analysis of archives

» Organizing digital captures to create a narrative

» Opportunities for improved discovery and access

Source: Supporting the Changing Research Practices of Historians

CHEMISTRY

Managing Lab Group Data

» Research projects incorporate data from multiple instruments in some cases in multiple locations

» Data management during the course of a project remains a challenge in most chemistry labs

» Long-term data preservation is not the primary concern

Source: Supporting the Changing Research Practices of Chemists

» *Should the library richly support non-institutional collections?*

» Should it systematically train and offer assistance to graduate students as well as established scholars?

» Would assistance with the organizational challenges users face help the library over time achieve its collecting and preservation objectives?

CASE STUDY:
NYU
HEALTH
SCIENCES
LIBRARY

NYU HEALTH SCIENCES

» "…most stakeholders did not think of the library as providing eScience, or data management, services…[and] not many services were offered in this area. Where there were services, it was largely piecemeal and limited."

» "precise targeting of services"

» 20 data interviews

» Education

» Data catalog

» Lab organization tool

http://www.sr.ithaka.org/publications/research-data-management/

ISSUE BRIEF

Research Data Management
Roles for Libraries

October 22, 2015
Neil Rambo

ITHAKA S+R

QUESTIONS & DISCUSSION

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@rschon

Local surveys and workshops:
www.sr.ithaka.org/local-surveys

Reports and issue briefs:
www.sr.ithaka.org

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