

ITHAKA S+R

LOCAL SURVEYS 2015: RICE UNIVERSITY

Alisa Rod

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I T H A K A

ITHAKA is a not-for-profit organization that helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.



JSTOR is a not-for-profit digital library of academic journals, books, and primary sources.



Ithaka S+R is a not-for-profit research and consulting service that helps academic, cultural, and publishing communities thrive in the technological and economics context of the 21st Century.



PORTICO

Portico is a not-for-profit preservation service for digital publications, including electronic journals, books, and historical collections.

A LOT TO COVER – AND DISCUSS

1. Surveys background and methodology
2. Faculty Survey
3. Student Survey
4. Discussion

OUR SURVEYS PROGRAM

SURVEYING U.S. FACULTY MEMBERS

Analyzing research and teaching practices and tracking them over time so they can be more effectively supported by libraries and others

US Faculty Survey

- » Run triennially since 2000, most recently in 2012 and upcoming in 2015
- » Advisory committee
- » Supported by scholarly societies, universities, and information vendors
- » Widespread coverage and engagement

International comparisons

- » UK Survey of Academics 2012 and upcoming in 2015
- » Surveying collaborations for research universities in
 - » Australia (2013-14)
 - » Canada (2014-15)
 - » Hong Kong (2015)

PURPOSE & COVERAGE

To help academic libraries plan for the right strategies and future services in support of research, teaching, and students.

Faculty Members

- » Research practices
- » Research support needs
- » Instructional practices and student learning
- » Collections, formats, and discovery
- » Aligning your library

Students

- » Higher education objectives
- » Academics and coursework
- » Research practices
- » Collections, formats, and discovery
- » Aligning your library

PARTICIPANTS

United States – Universities

American University

Auburn University

Baylor University

California Polytechnic State
University

Carnegie Mellon University

College of William & Mary

DePaul University

Harvard University

Indiana University

Iowa 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 Southern
California

University of Texas San
Antonio

Virginia Commonwealth
University

Washington University – St.
Louis

PARTICIPANTS

United States – Medium and Small Institutions

Claremont University Consortium

Community College of Rhode Island

John Carroll University

Lafayette College

Nevada State College

Providence College

Roger Williams University

Southwestern Oklahoma State University

State University of New York – Potsdam

Swarthmore College

University of Northern Iowa

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

**RICE FACULTY &
STUDENT
SURVEYS 2015**

METHODOLOGY

Faculty Survey

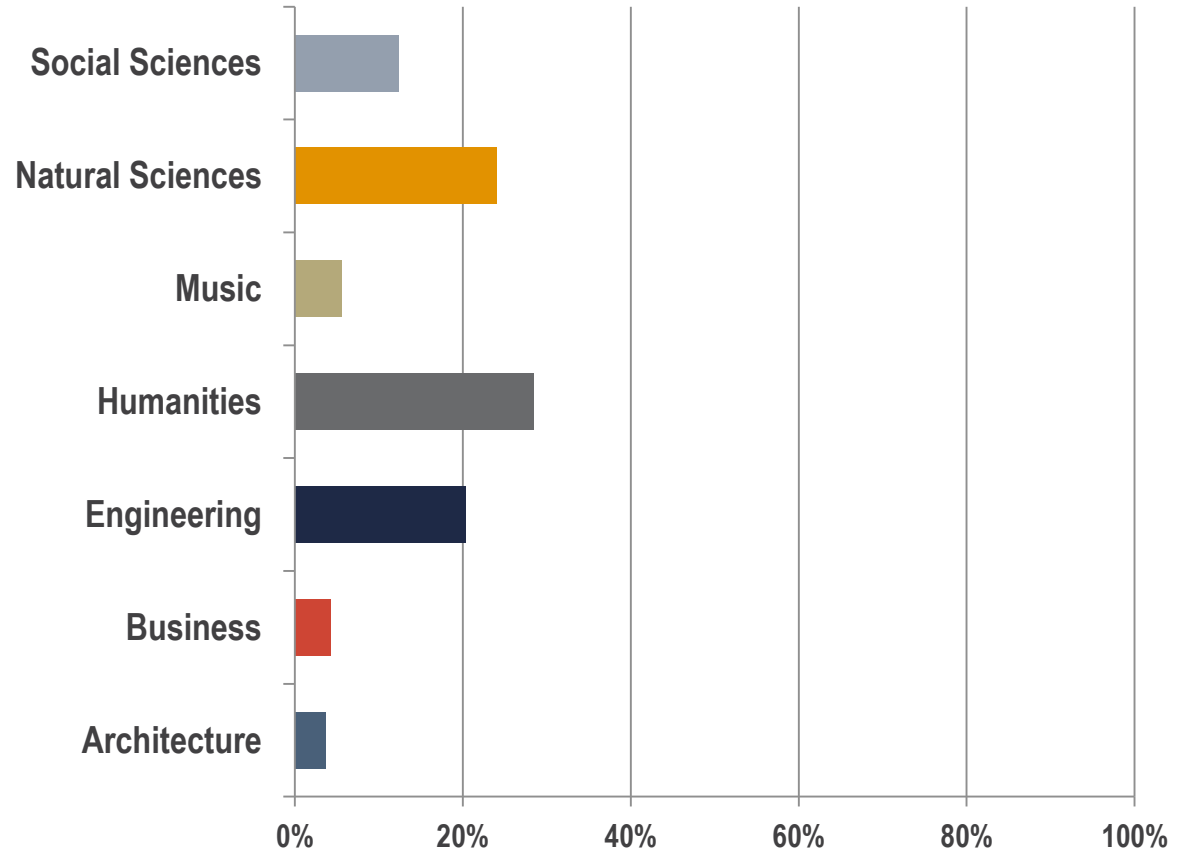
- » 1,274 faculty members invited to take the survey
- » Personalized invitations and links sent via Ithaka survey platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 164 completed responses received (13% response rate)

Student Survey

- » 6,751 graduate and undergraduate students invited to take the survey
- » Personalized invitations and links sent via Ithaka platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 1,817 completed responses received (27% response rate)

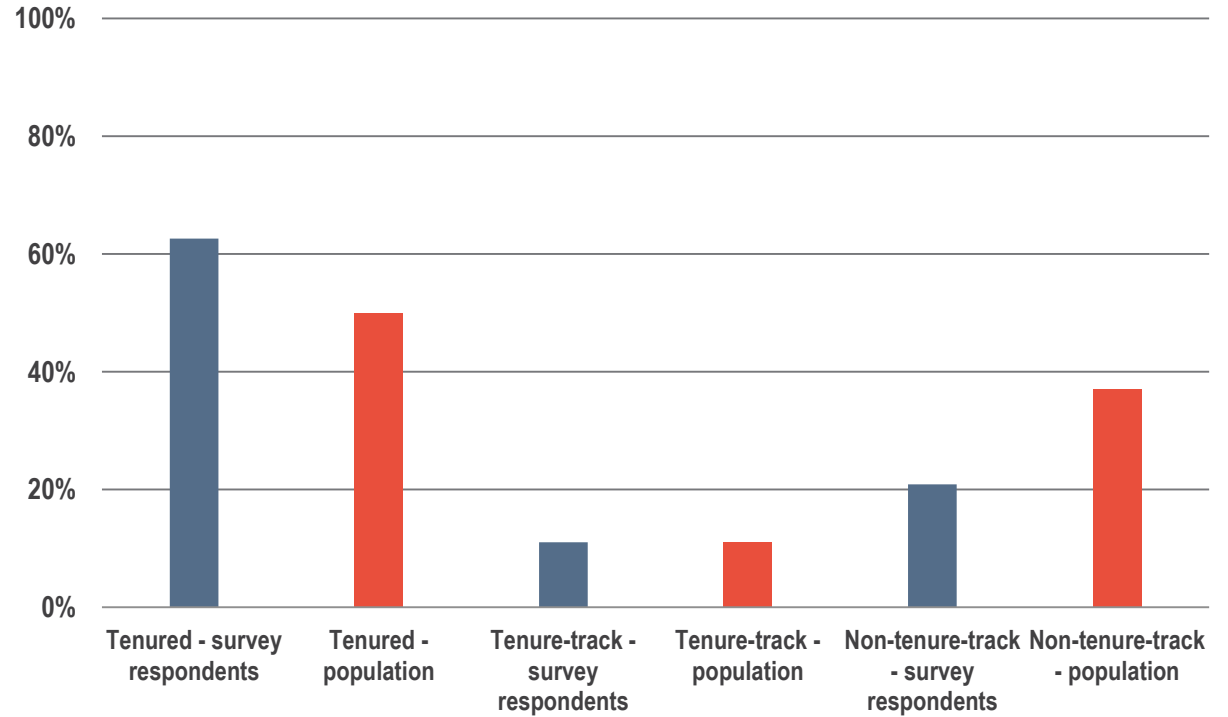
*Respondents'
Disciplinary
Groupings (Faculty)*

Note: Based on self-identified disciplinary/school affiliations.

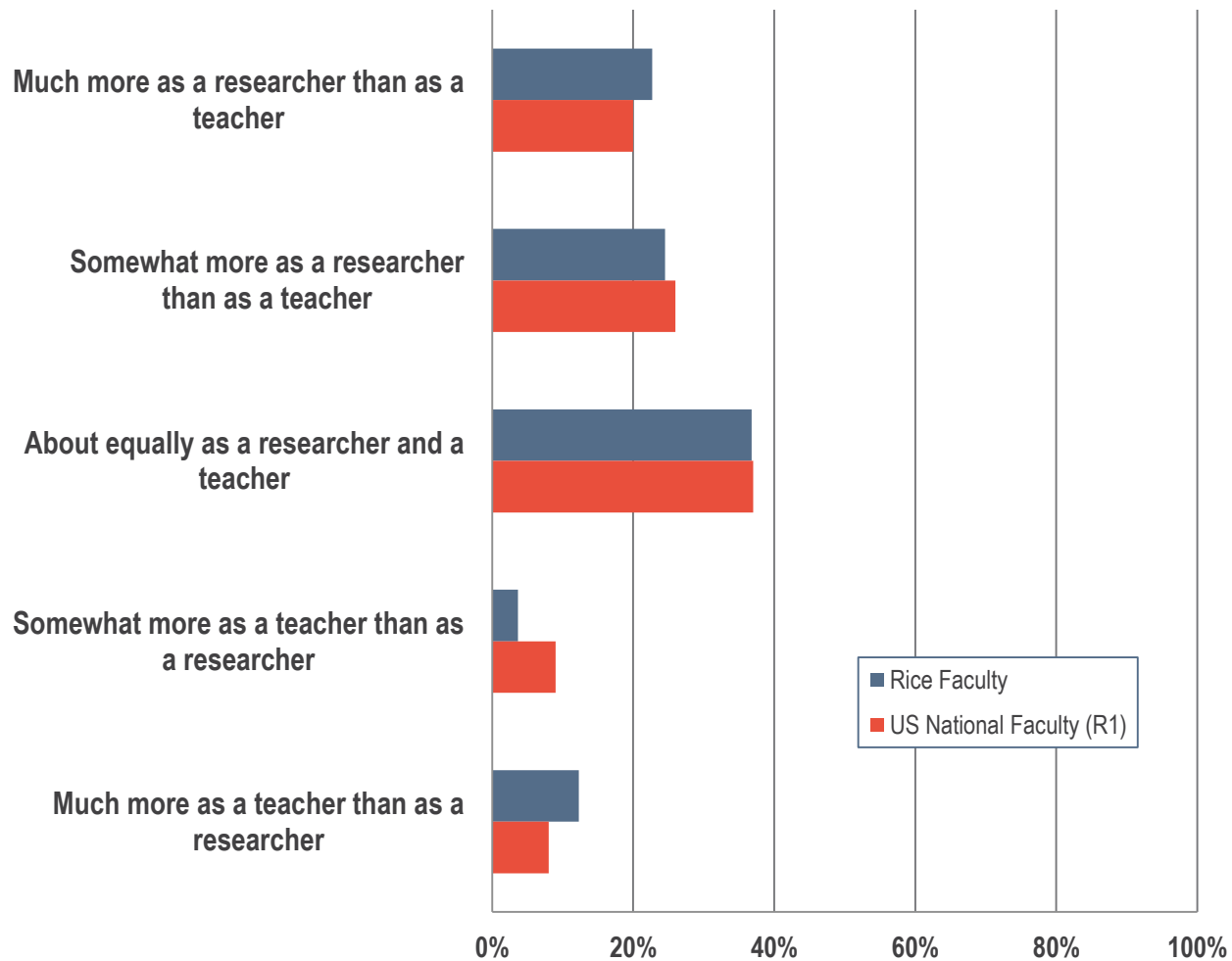


“What is your rank?”

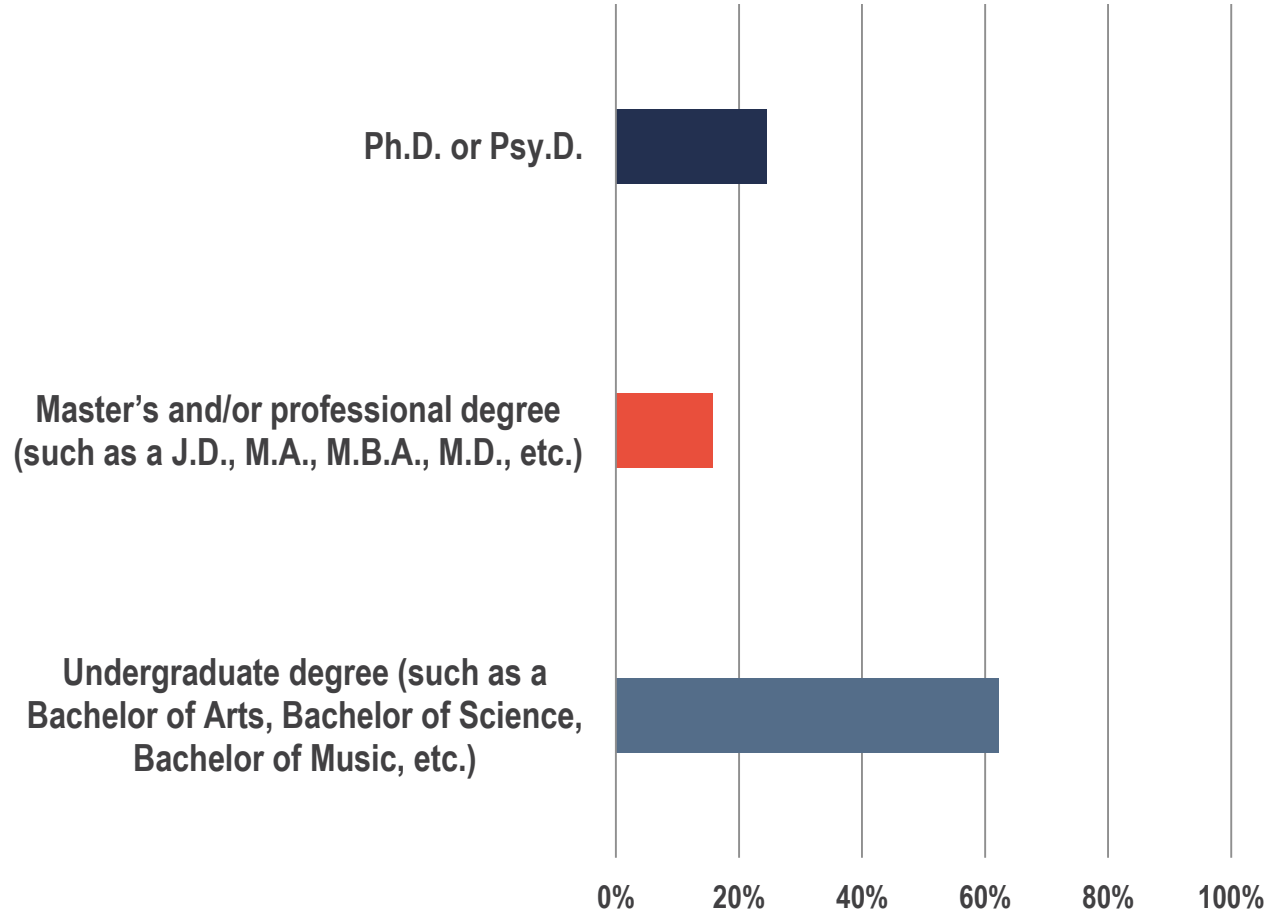
Source for population numbers:
http://www.oir.rice.edu/Factbook/Faculty_and_Staff/Fall_2014_Faculty_Headcount/



“Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?”

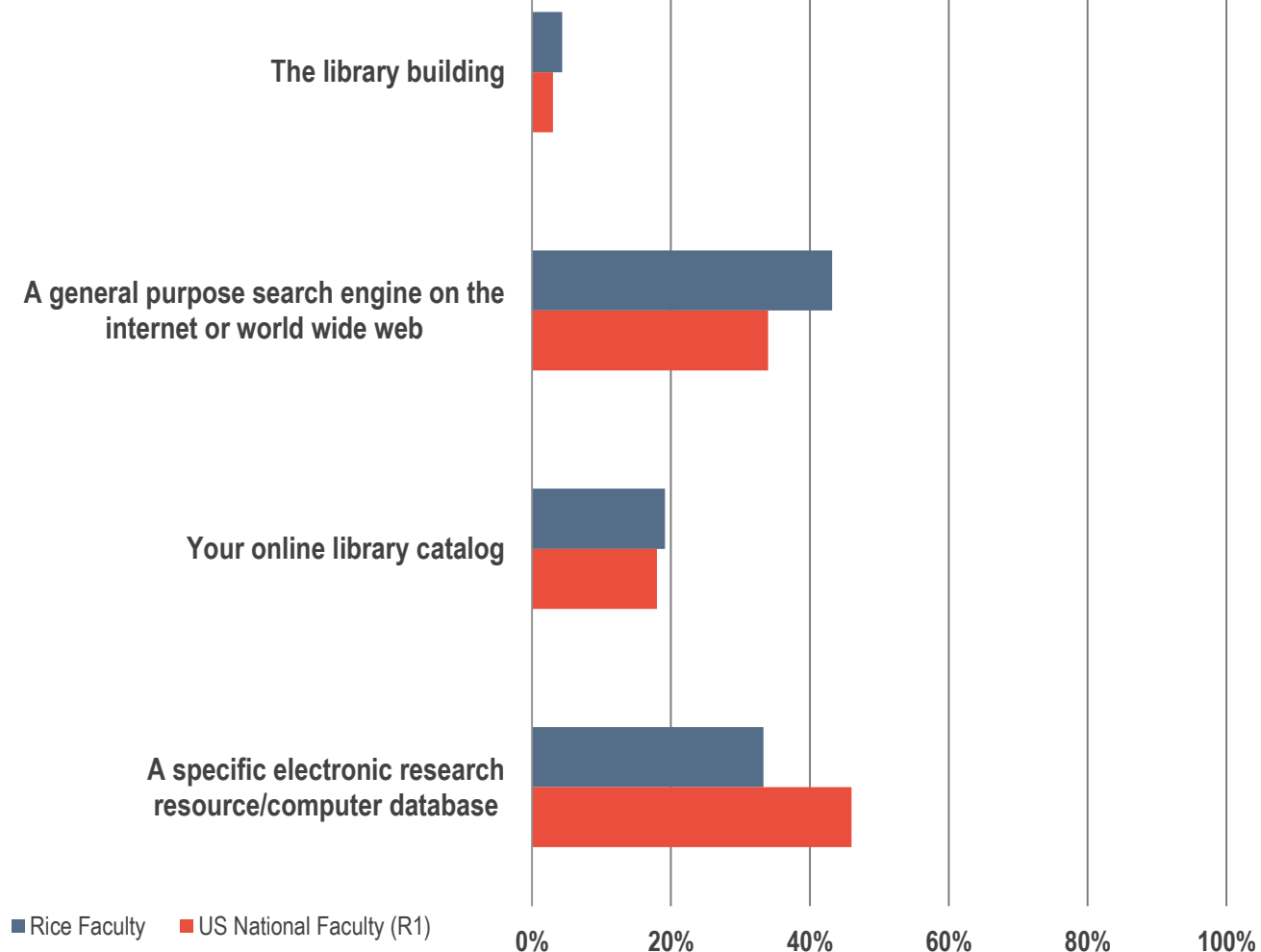


“Which of the following degrees are you pursuing at this college or university? Please select all that apply or select “N/A” if you are not enrolled in a degree granting program:”

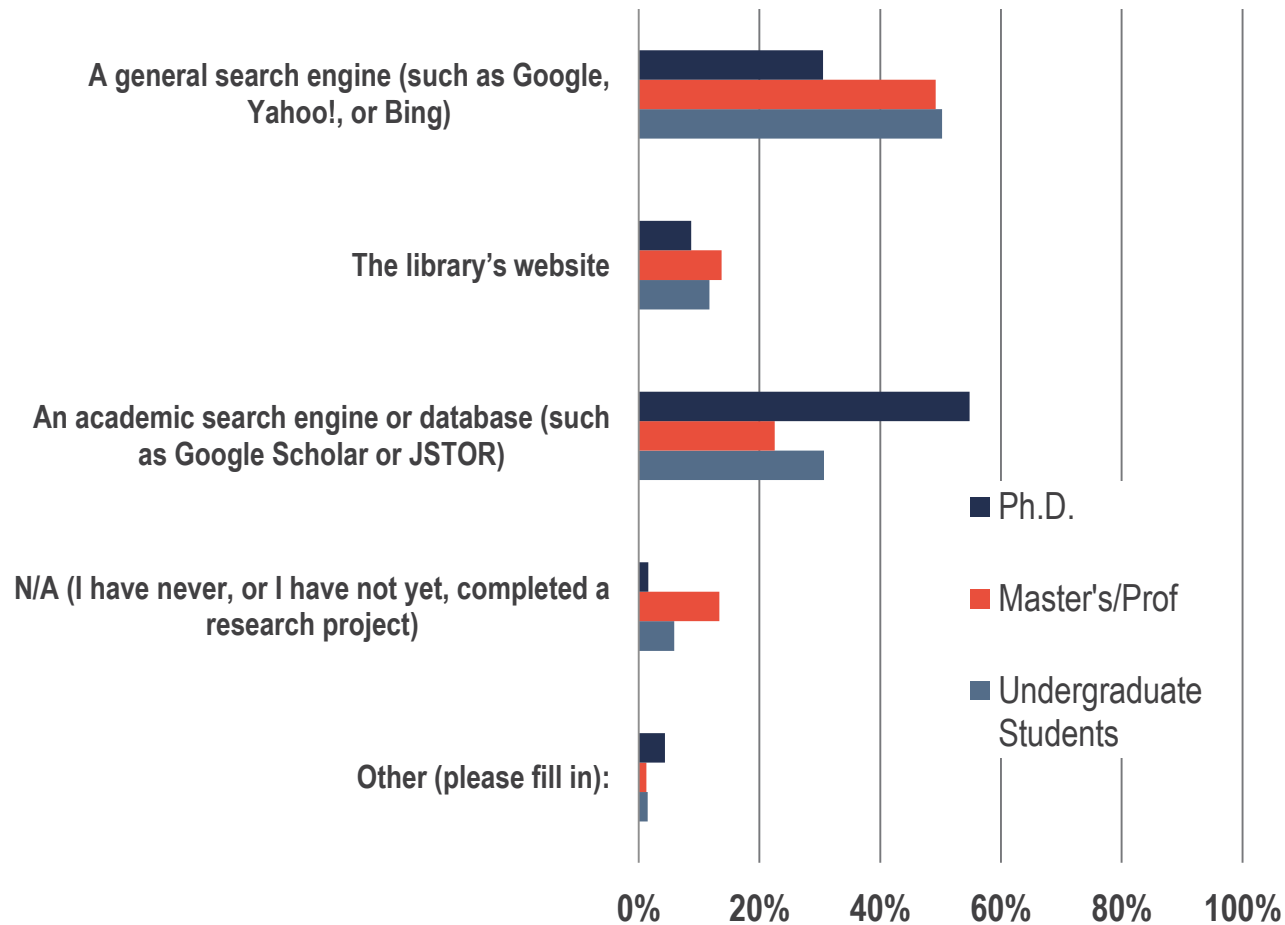


DISCOVERY

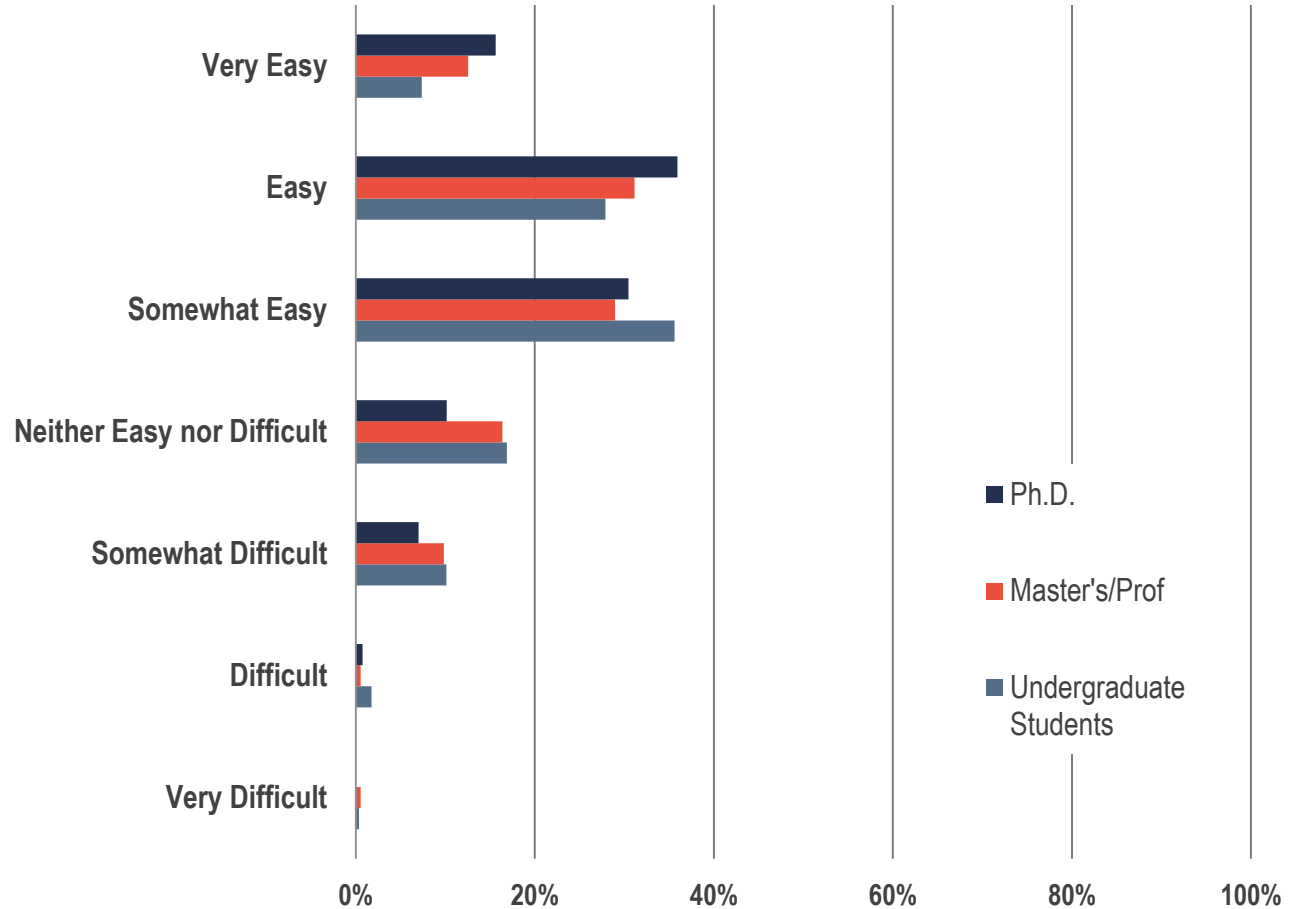
“Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?”



“Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?”

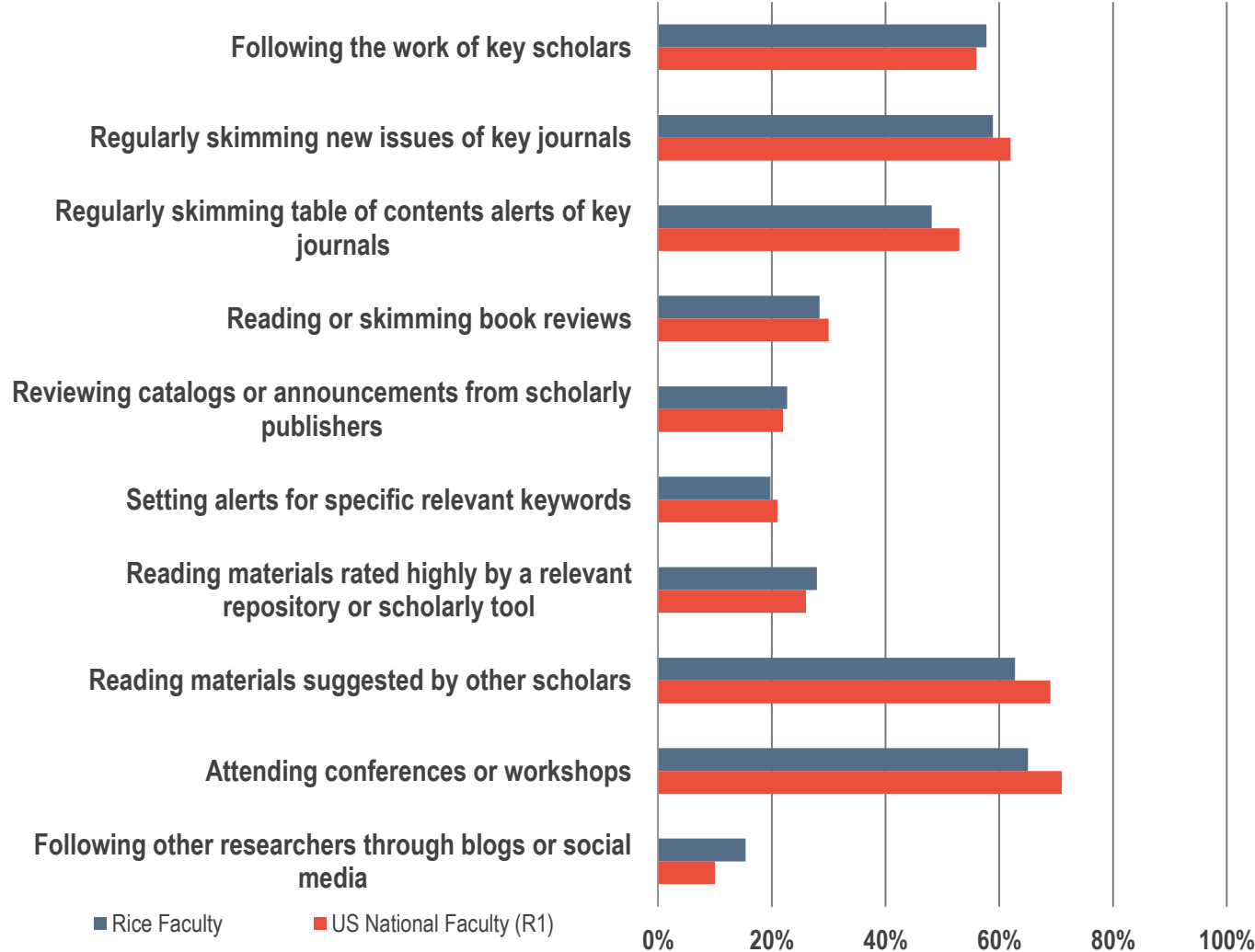


“How easy or difficult do you find it to access information and resources that you need for your coursework or research projects?”



“You may employ a variety of different tactics to “keep up” with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals “Extremely important” and 1 equals “Not at all important.” Please select one rating for each item.”

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10



RICE FACULTY SURVEY 2015

RICE FACULTY SURVEY MODULES

Participants can run a standard national questionnaire, or construct a questionnaire from our thematic modules:

» **Discovery**

- » Material types
- » Formats
- » Access

» **Digital research activities**

- » Research topics and practices

» **Data management and preservation**

- » Research dissemination
- » Scholarly communications services

- » Student research skills

- » Undergraduate instruction

- » Online learning and MOOCs

- » Graduate instruction

- » The role of the library

- » Library market research

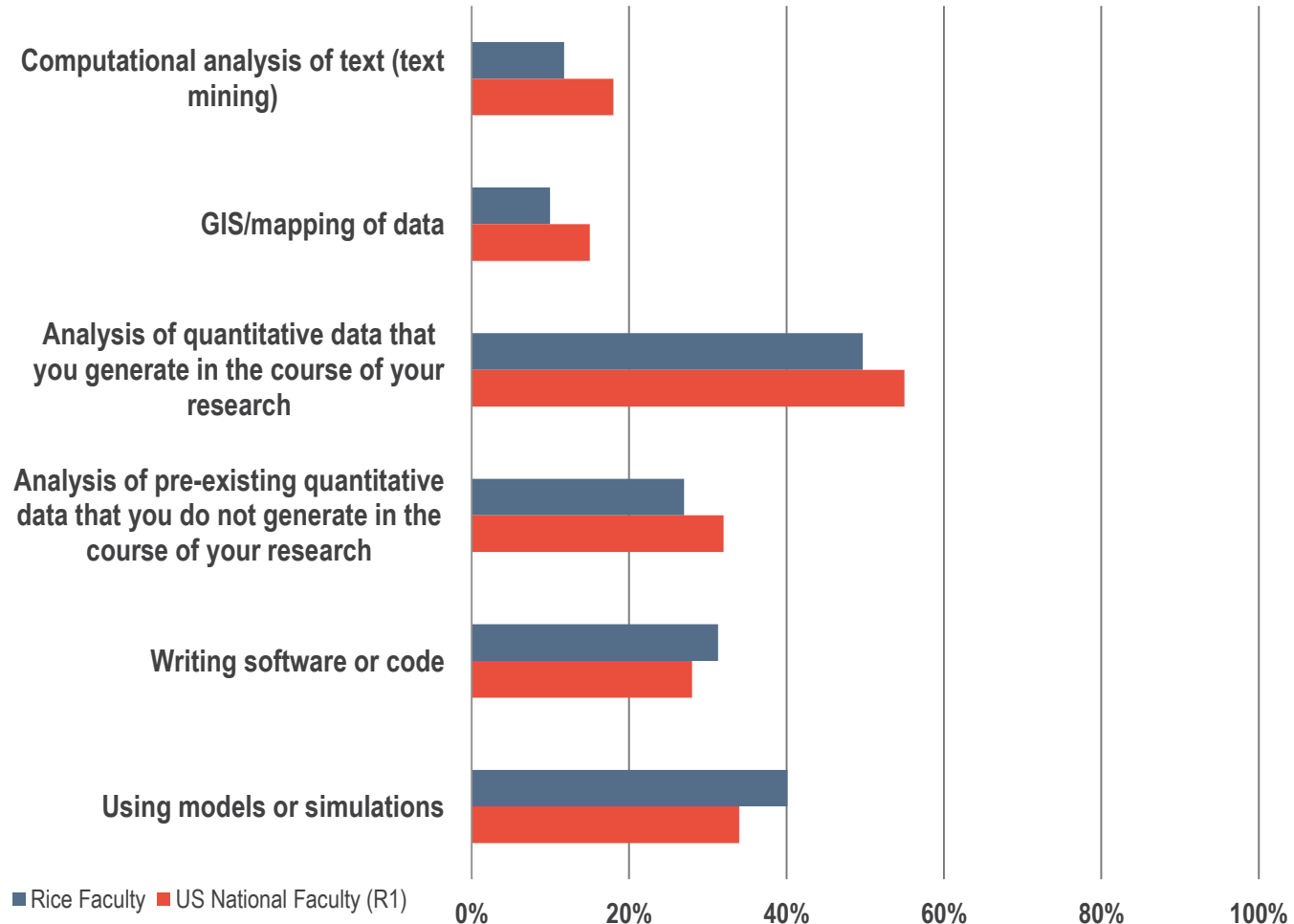
- » Space planning

- » Serving clinicians and health scientists

DIGITAL RESEARCH METHODS

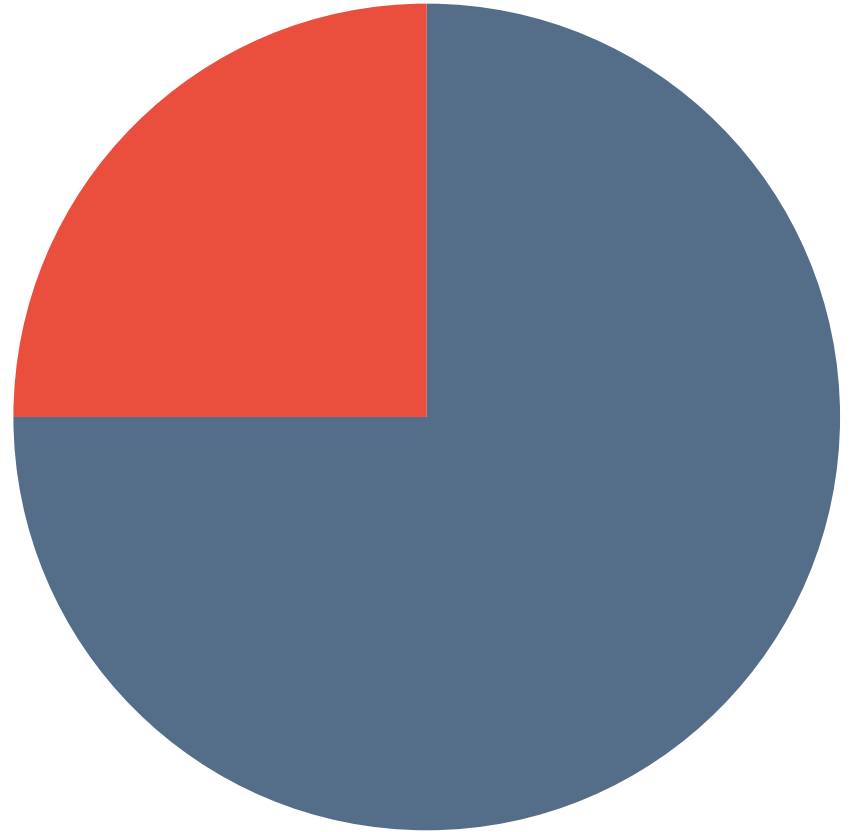
“How important to your research is each of the following digital research activities and methodologies today?”

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)



DATA MANAGEMENT AND PRESERVATION

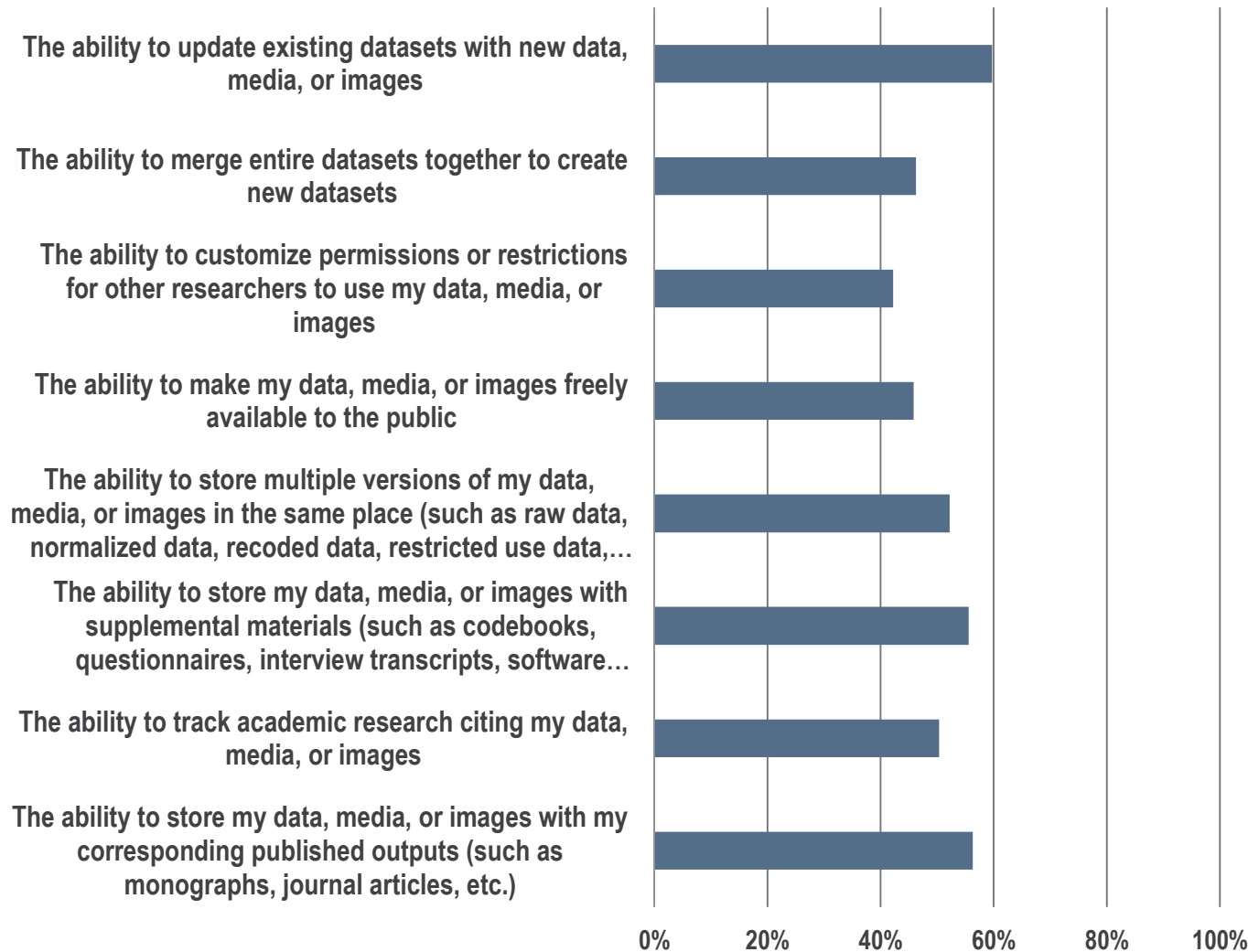
“In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?”



■ Yes ■ No

“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? Use the scales below to rate each item 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important”. ”

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10, by discipline



“Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals “Extremely well” and a 1 equals “Not at all well.” You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.”

Response scale:

10 point scale, 10 = “Extremely well” and 1 = “Not at all well”; percent of respondents selecting 8 – 10

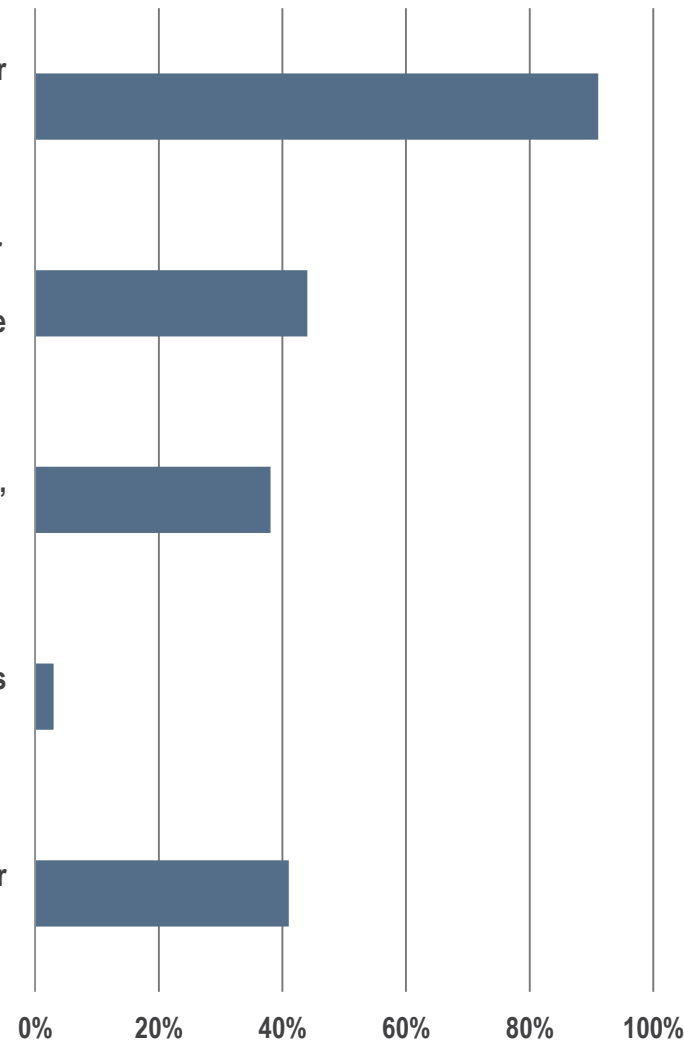
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers

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.)

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

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

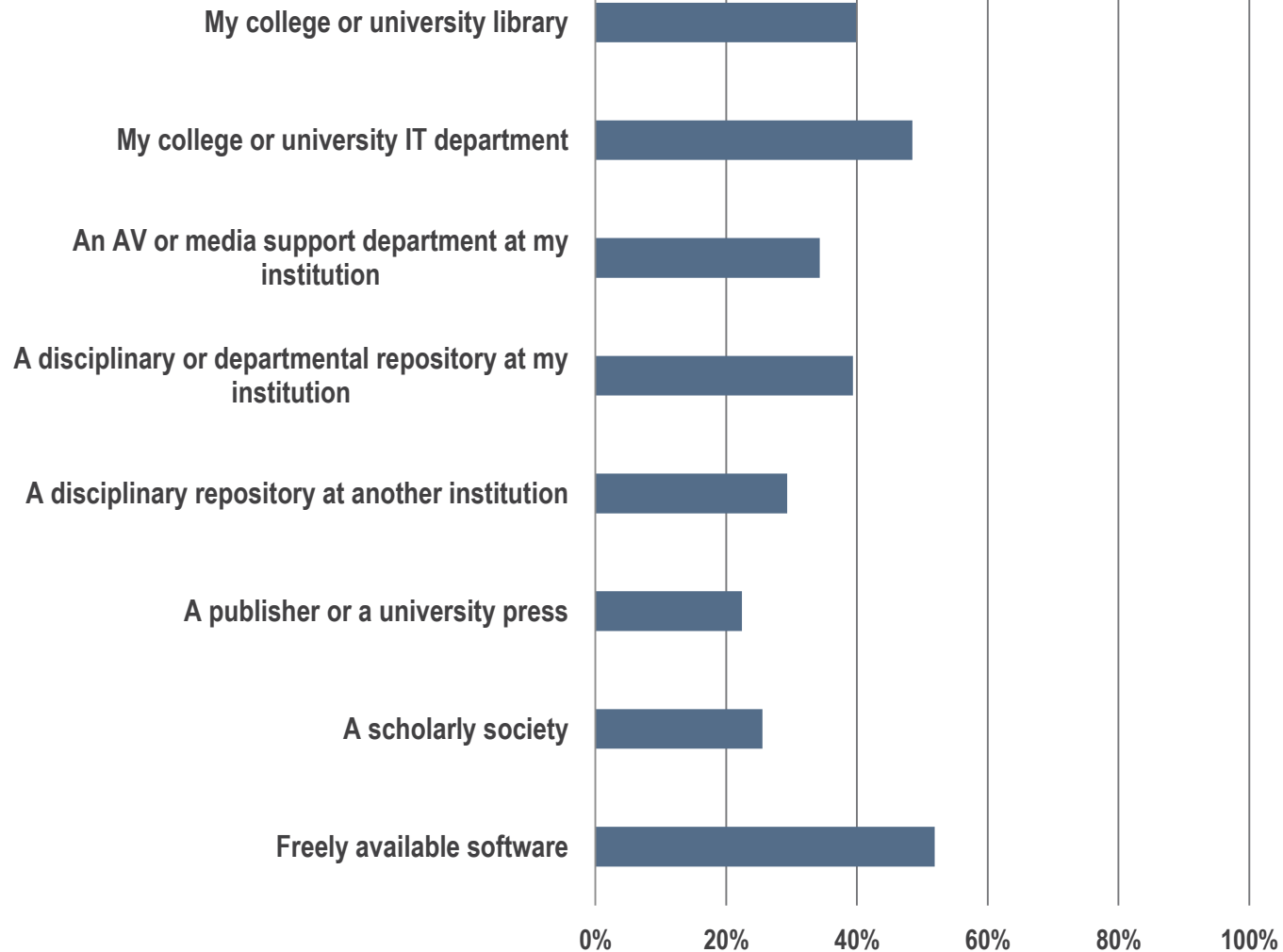
I find it difficult to preserve or store my data, media, or images for the long-term



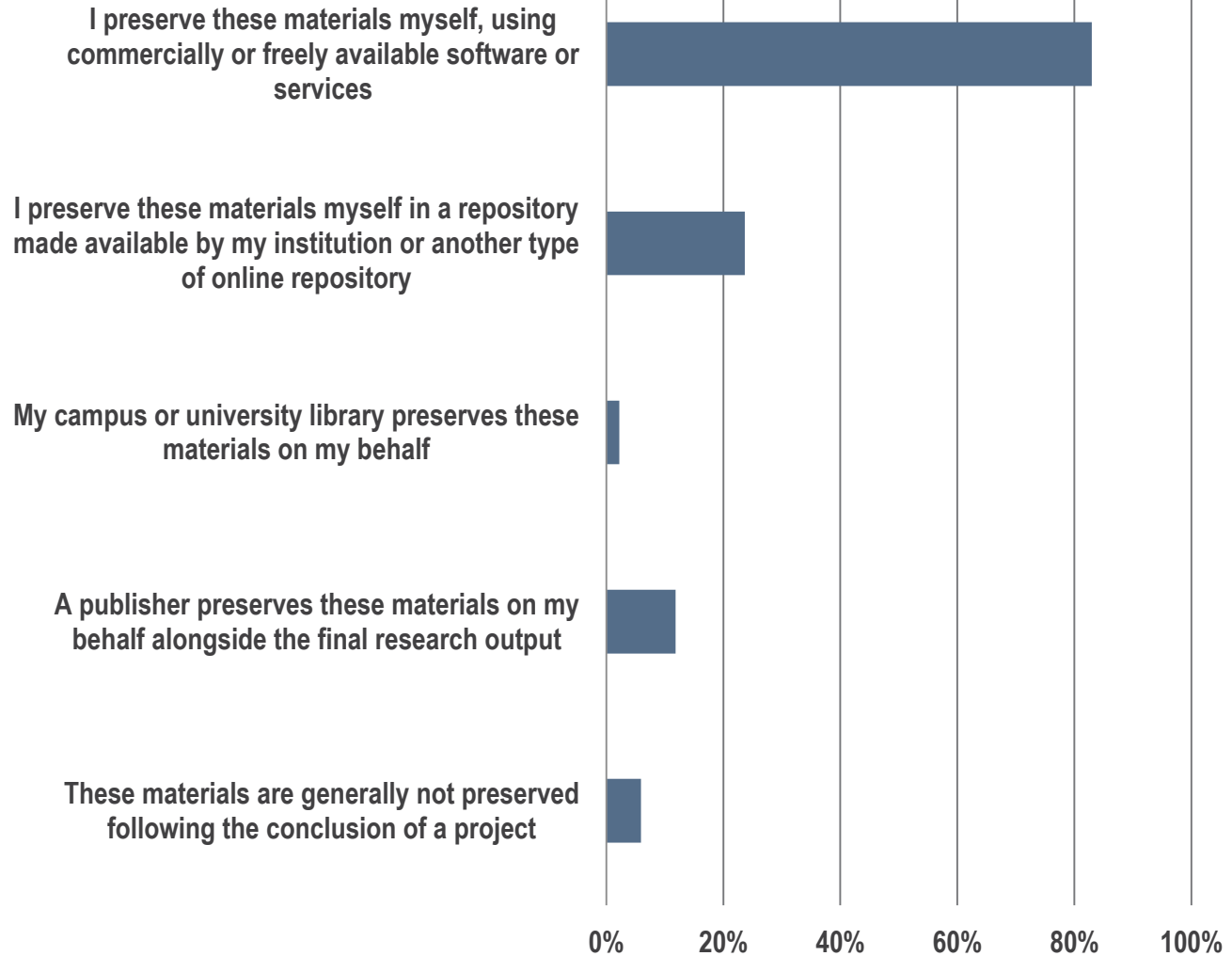
“Please use the scale below to rate from 10 to 1 how valuable you would find each of the following possible sources of support for managing or preserving research data, media, or images or how valuable you do find each of the following sources of support for managing or preserving research data, media, or images”

Response scale:

10 point scale, 10 = “Extremely valuable” and 1 = “Not at all valuable”; percent of respondents selecting 8 – 10



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



RICE STUDENT SURVEY 2015

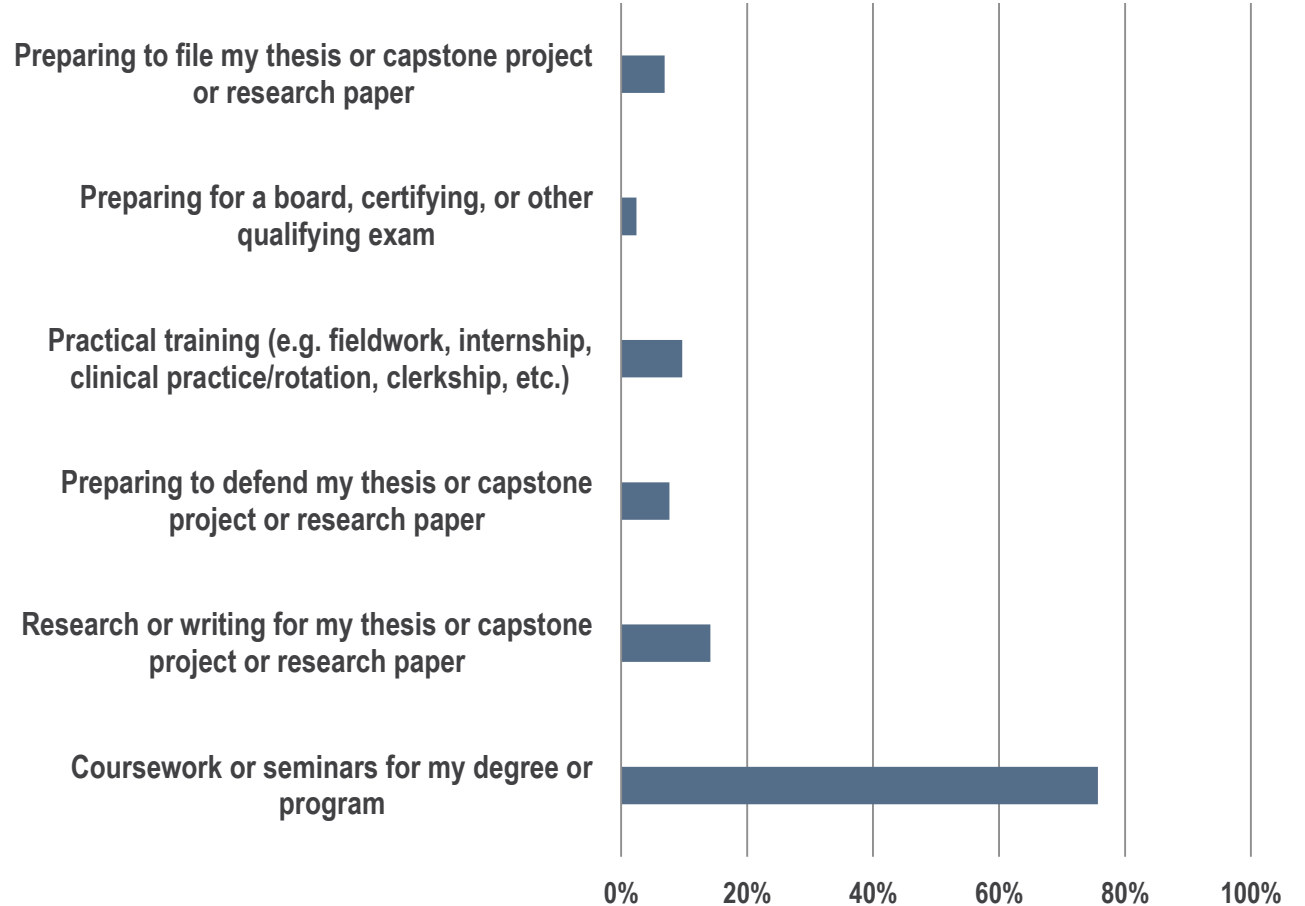
STUDENTS

Participants can run a standard national questionnaire, and have the option to add additional thematic modules:

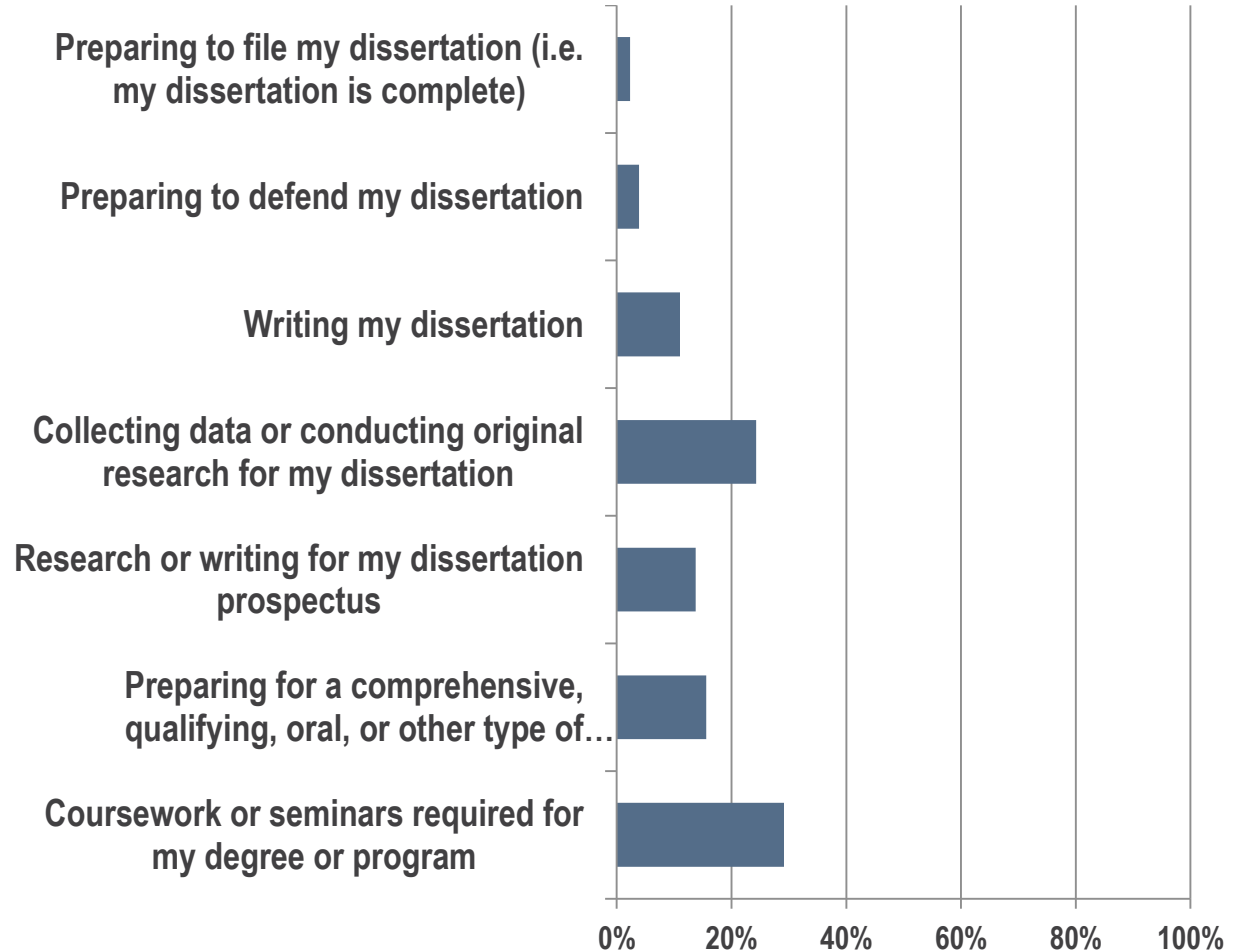
Core National Questionnaire

- » Higher education objectives
- » Academics & coursework
- » The role of the library

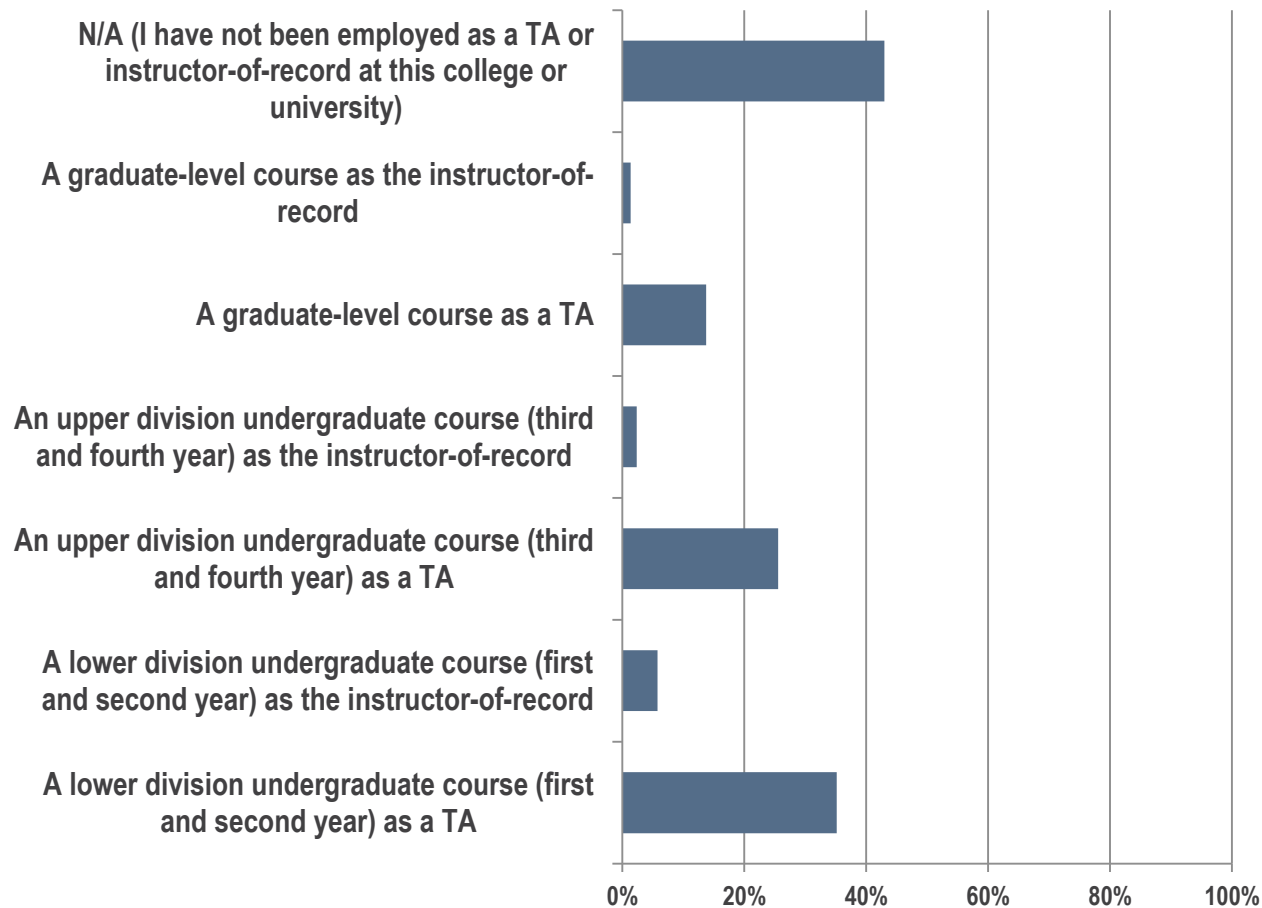
“Please select the stage or stages from the following list that best describe(s) where you are in your master’s or professional degree program:”



“Please select the stage from the following list that best describes where you are in your Ph.D. program:”



“Graduate students may have the opportunity to teach undergraduate or graduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you have taught while enrolled as a graduate student at this college or university (select all that apply):”

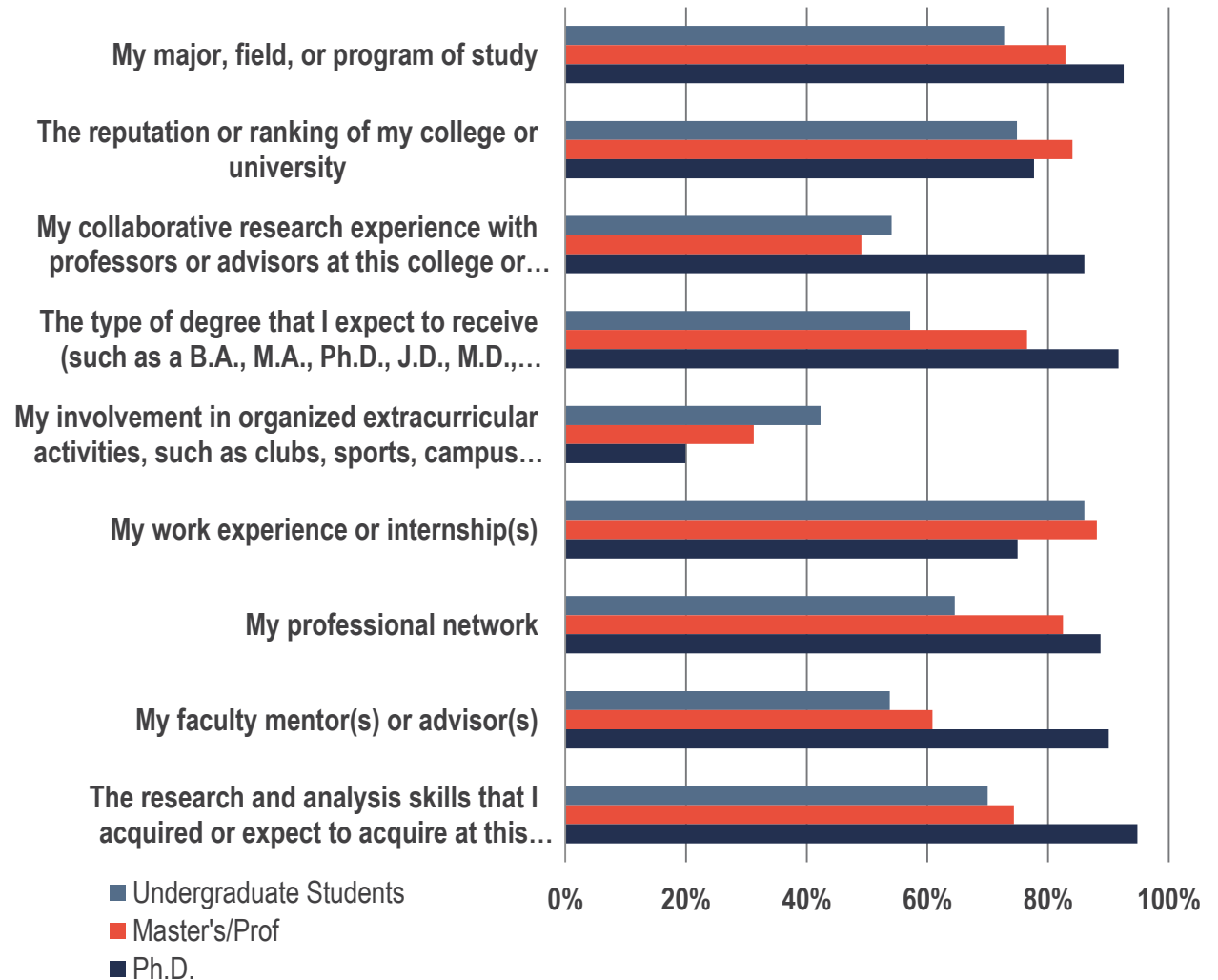


HIGHER EDUCATION OBJECTIVES

“When you think about the type of job or career that you hope to have, how useful do you think each of the following factors will be in helping you get your desired job or career?”

Response scale:

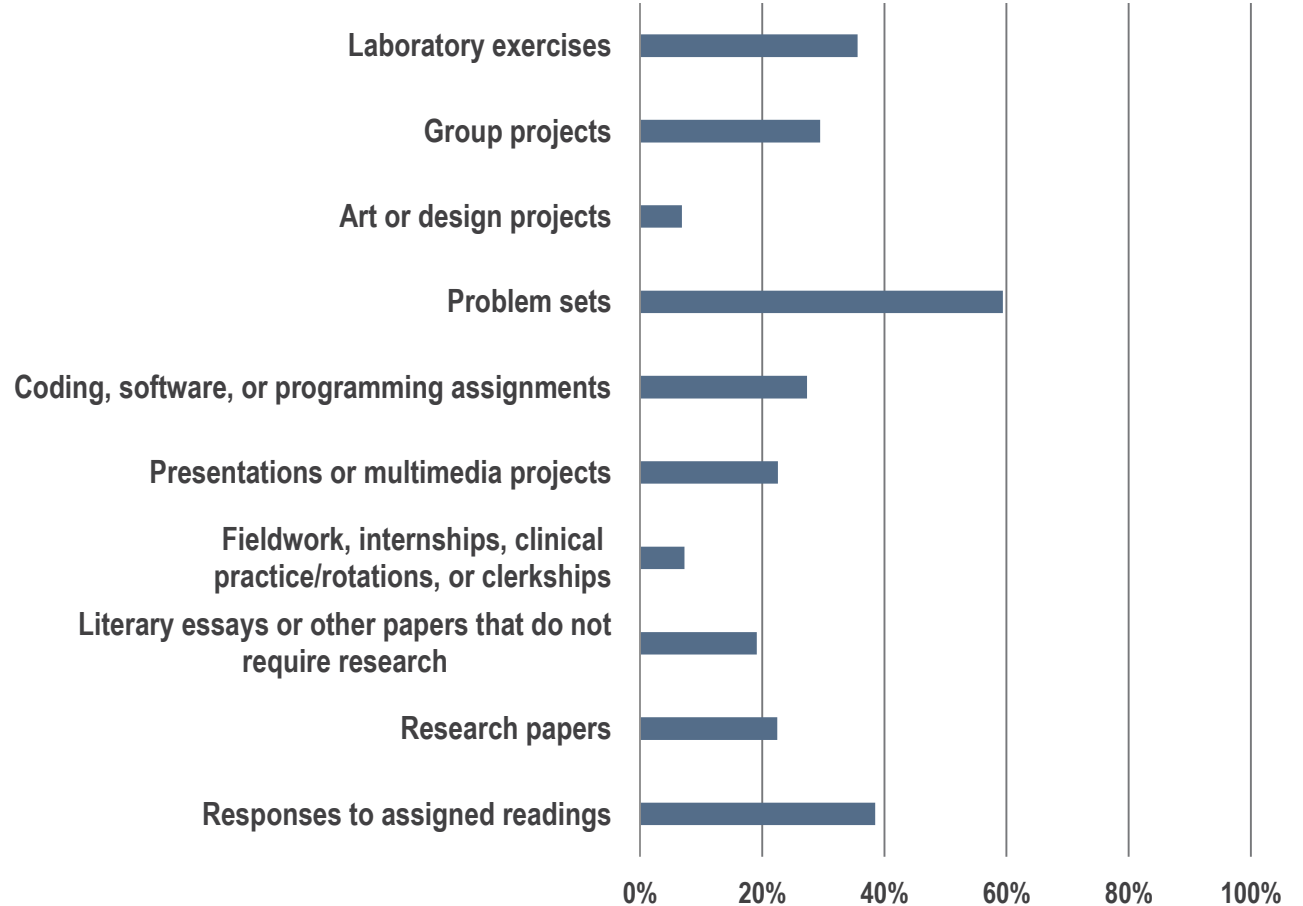
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Percent selecting “Extremely Useful” and “Very Useful.”



ACADEMICS AND COURSEWORK

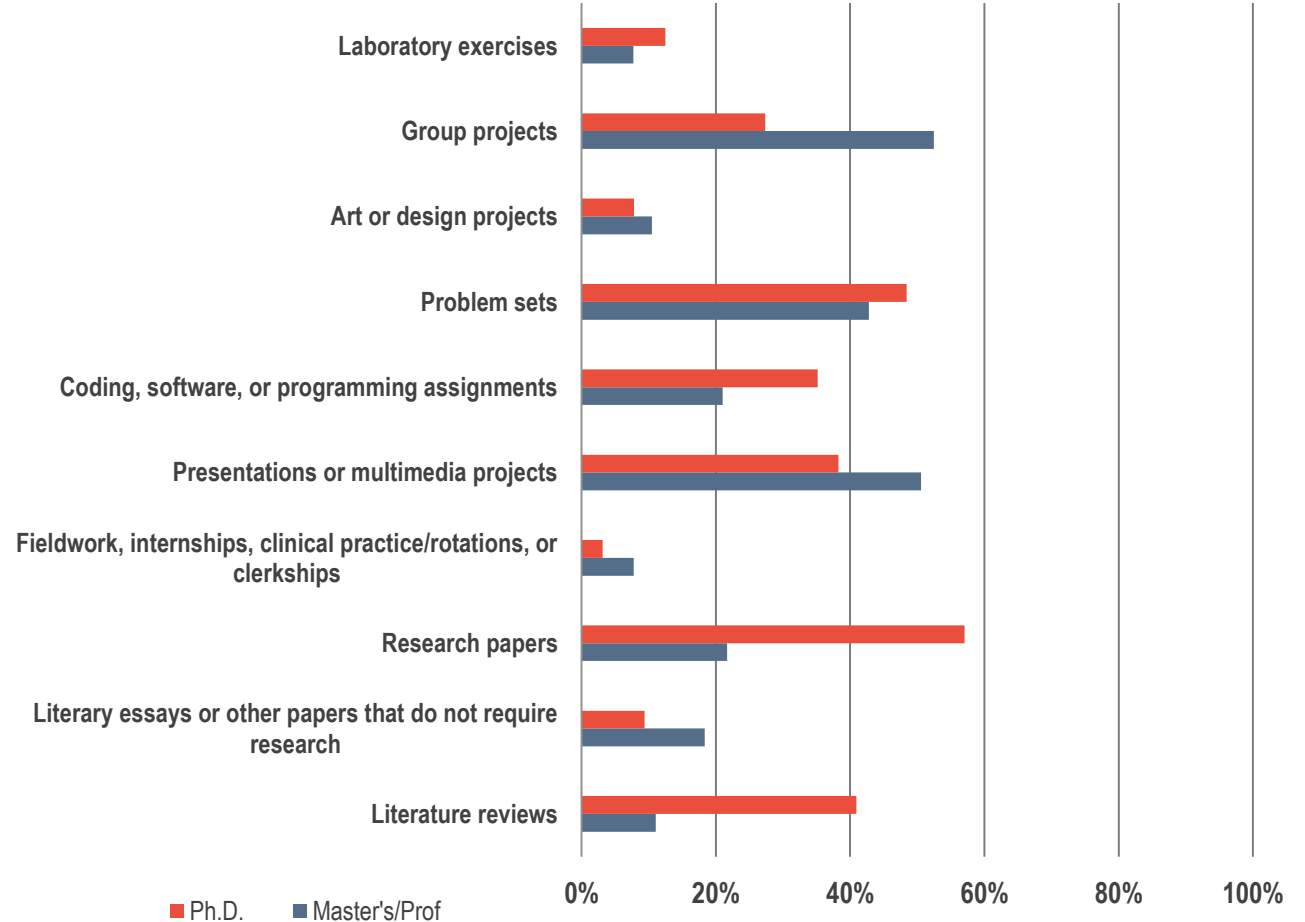
*“In the courses you are currently taking, how often are you assigned each of the following types of work?”
(Undergraduates)*

Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
displaying responses
indicating “Regularly”



“In the courses you are currently taking, how often are you assigned each of the following types of work?”

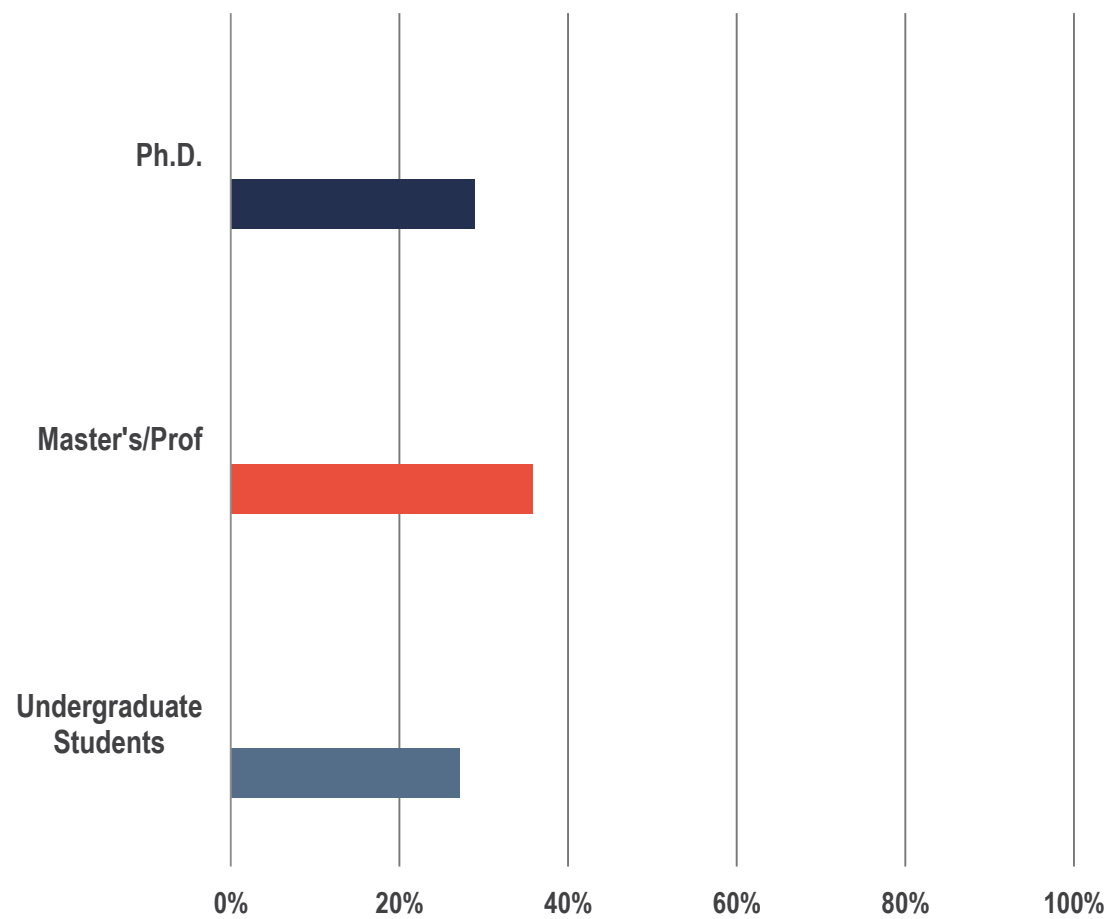
Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
displaying responses
indicating “Regularly”



THE ROLE OF THE LIBRARY

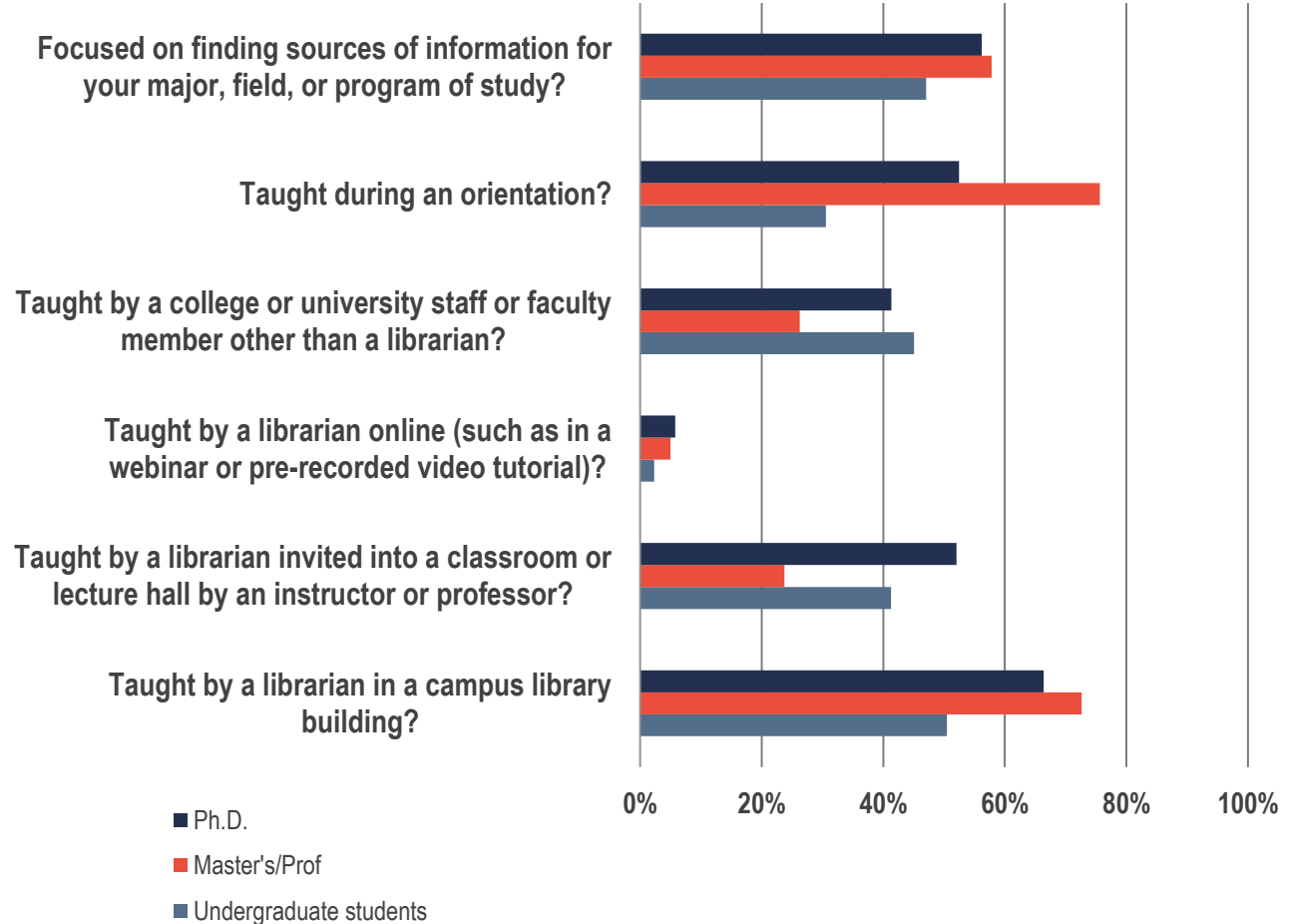
“Have you ever attended a session, class, or section on how to find information for your coursework or research projects using your campus library’s resources?”

Response scale: Yes; No.
Chart displays percent of respondents selecting “Yes.”



“Have you attended a library information session, class, or section that was (please select “yes” for all that apply):”

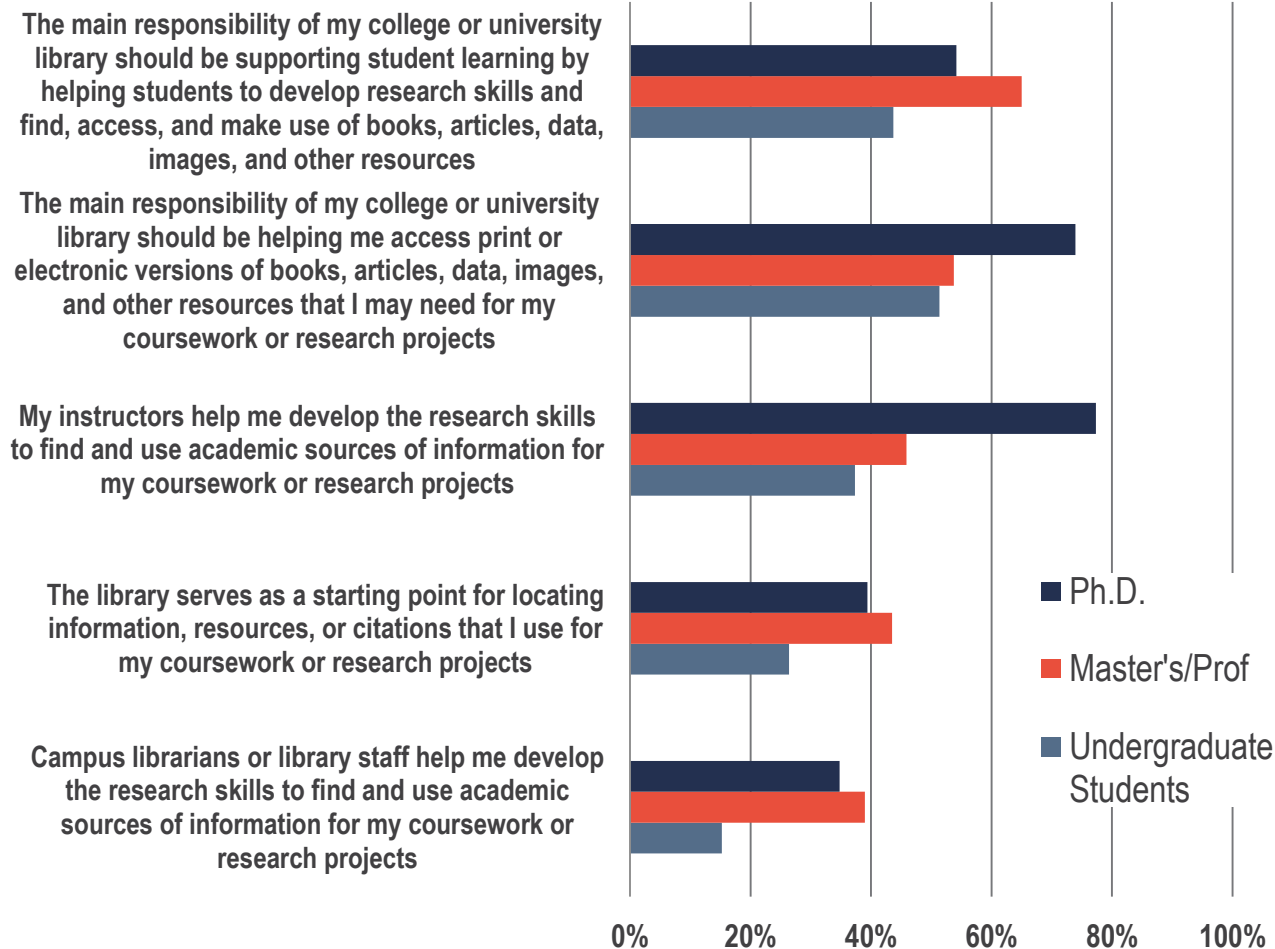
Response scale: Yes; No.
Chart displays percent of respondents selecting “Yes.”



“Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.”

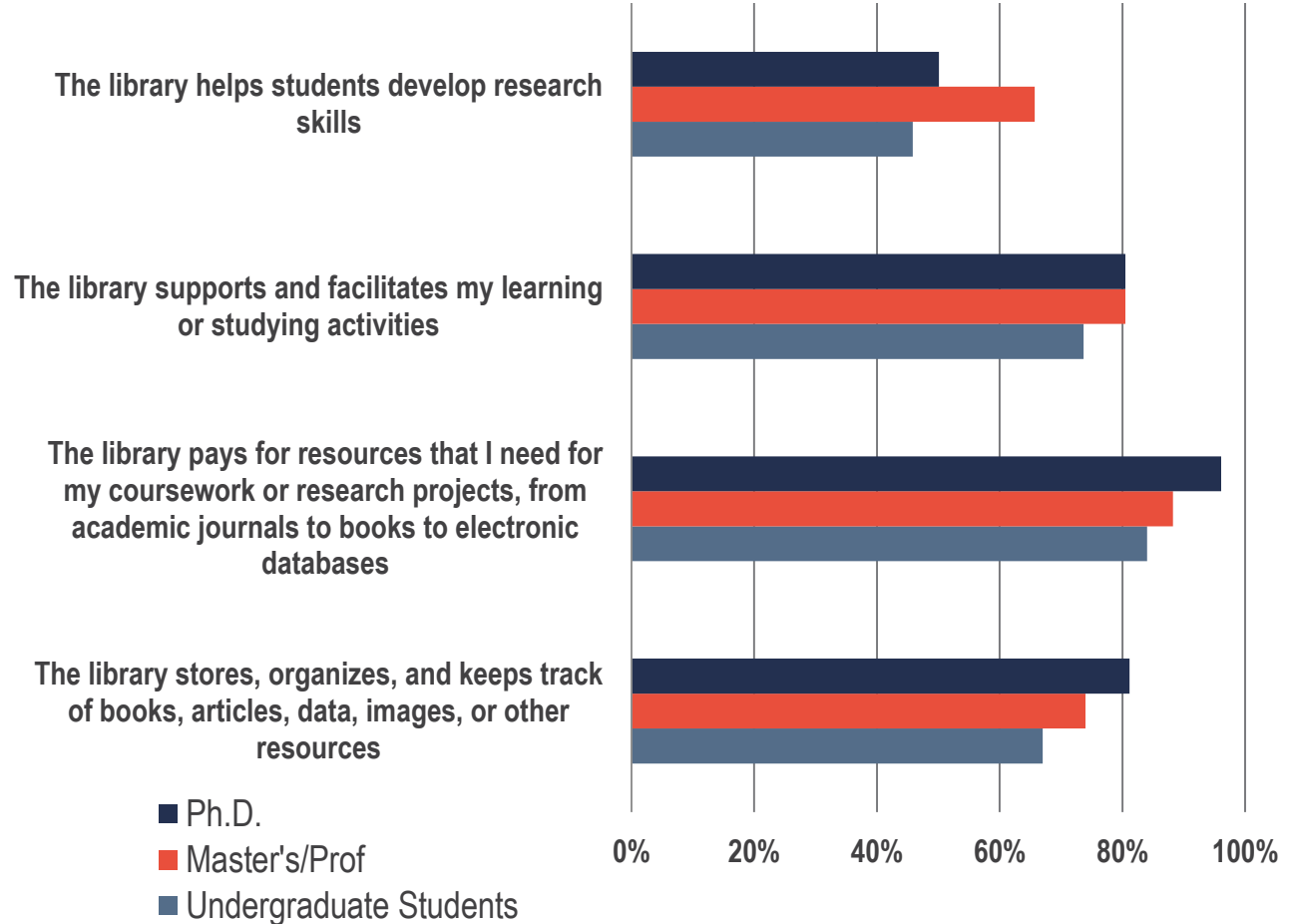
Response scale:

Strongly Agree (7); Agree (6); Somewhat Agree (5); Neither Agree nor Disagree (4); Somewhat Disagree (3); Disagree (2); Strongly Disagree (1). Graph is displaying “Agree” and “Strongly Agree”



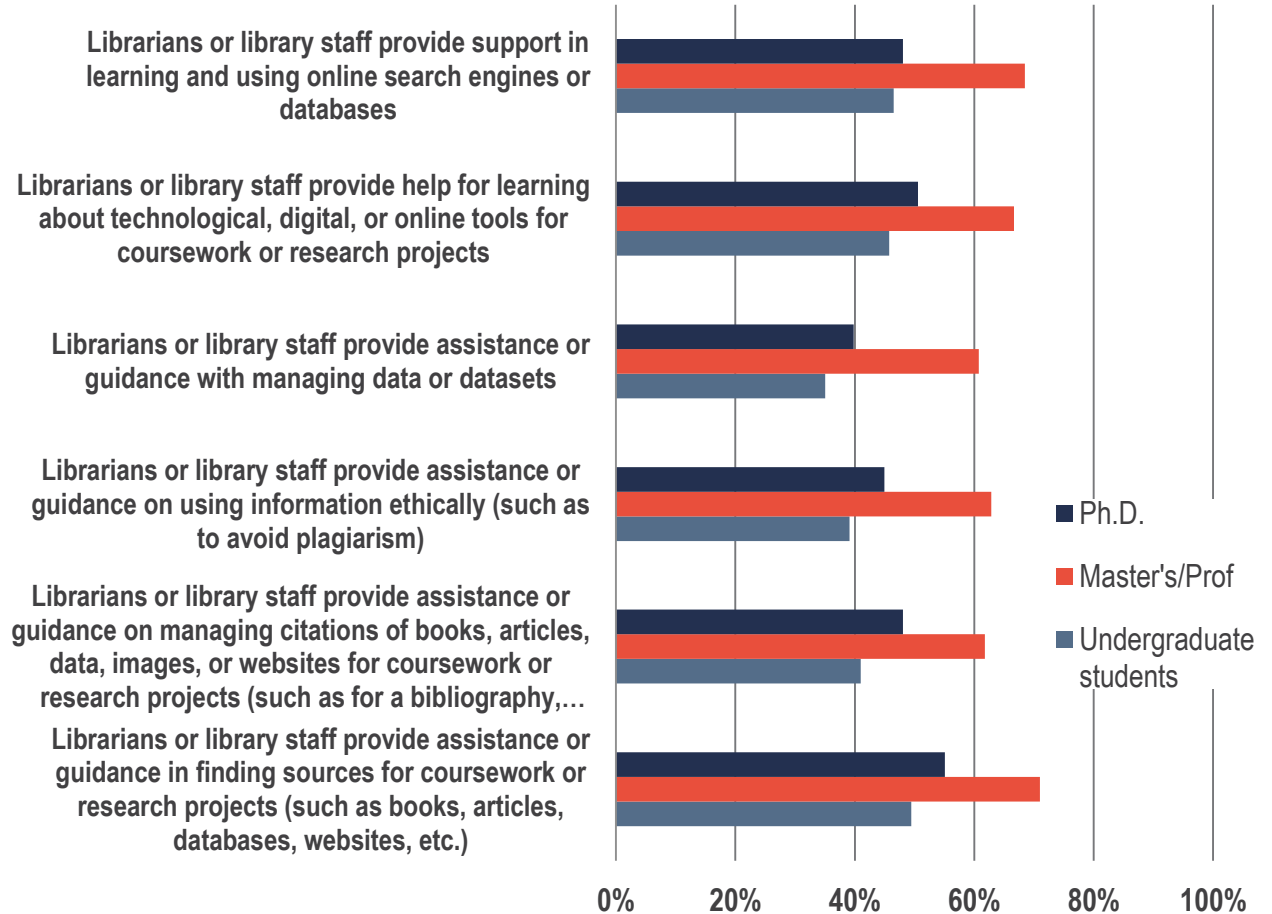
“How useful is it to you personally that your campus library provides each of the services...?”

Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student



“How useful is it to you personally that your campus librarians or library staff provide each of the services...?”

Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student



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QUESTIONS AND DISCUSSION



DISCUSSION

- » What do you think these results mean?
- » What else does the library and the university need to know?
- » What should come next?

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THANK YOU

Alisa Rod
@AlisaBethRod
Alisa.rod@ithaka.org

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

