

ITHAKA S+R

# RICE UNIVERSITY SURVEY: DATA PRESERVATION AND MANAGEMENT

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May 12, 2015



# 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 21<sup>st</sup> Century.



PORTICO

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

# LIBRARY ASSESSMENT?

*What are we trying to accomplish?*

- » Determine user satisfaction?
- » Understand effectiveness of existing services?
- » Analyze the extent to which we meet user needs?



# DISCUSSION

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

# RICE FACULTY & STUDENT SURVEYS

# 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



# 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
- » Library spaces
- » Aligning your library

# 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*

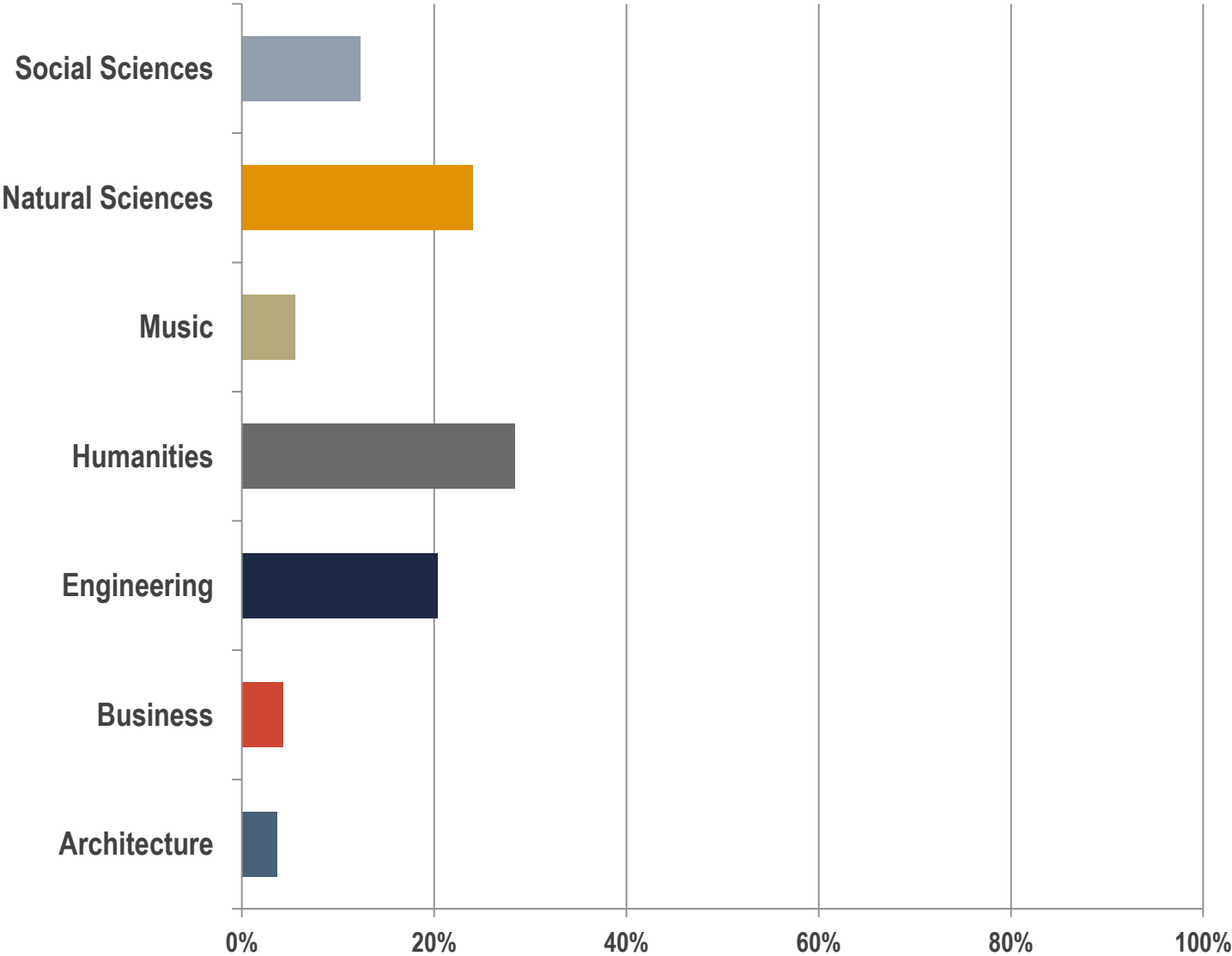
- » 6,751 graduate and undergraduate students invited to take the survey
- » Personalized invitations and links sent via Ithaka platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 1,817 completed responses received (27% response rate)



*Respondents'  
Disciplinary  
Groupings (Faculty)*

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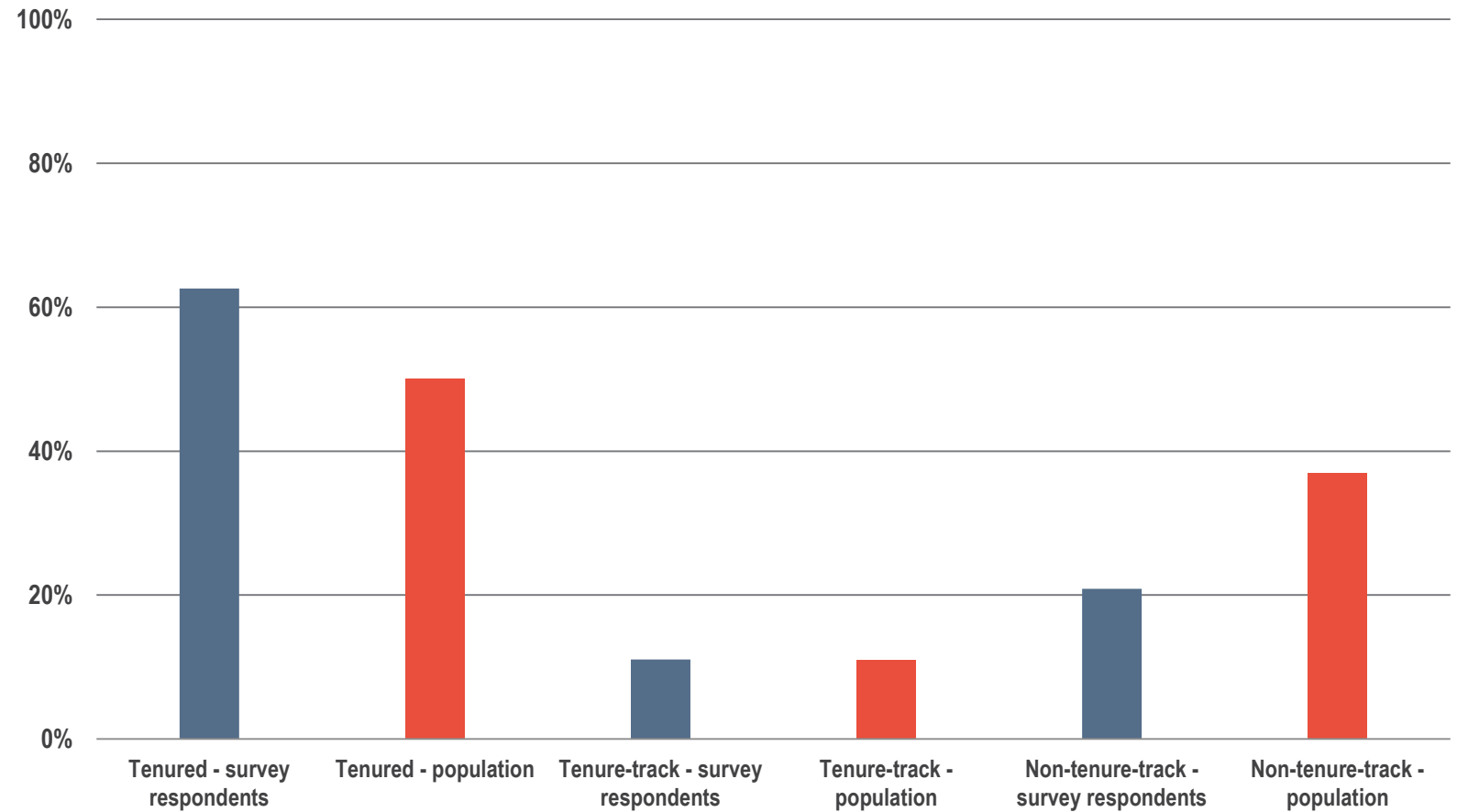
Note: Based on self-identified disciplinary/school affiliations.



## *“What is your rank?”*

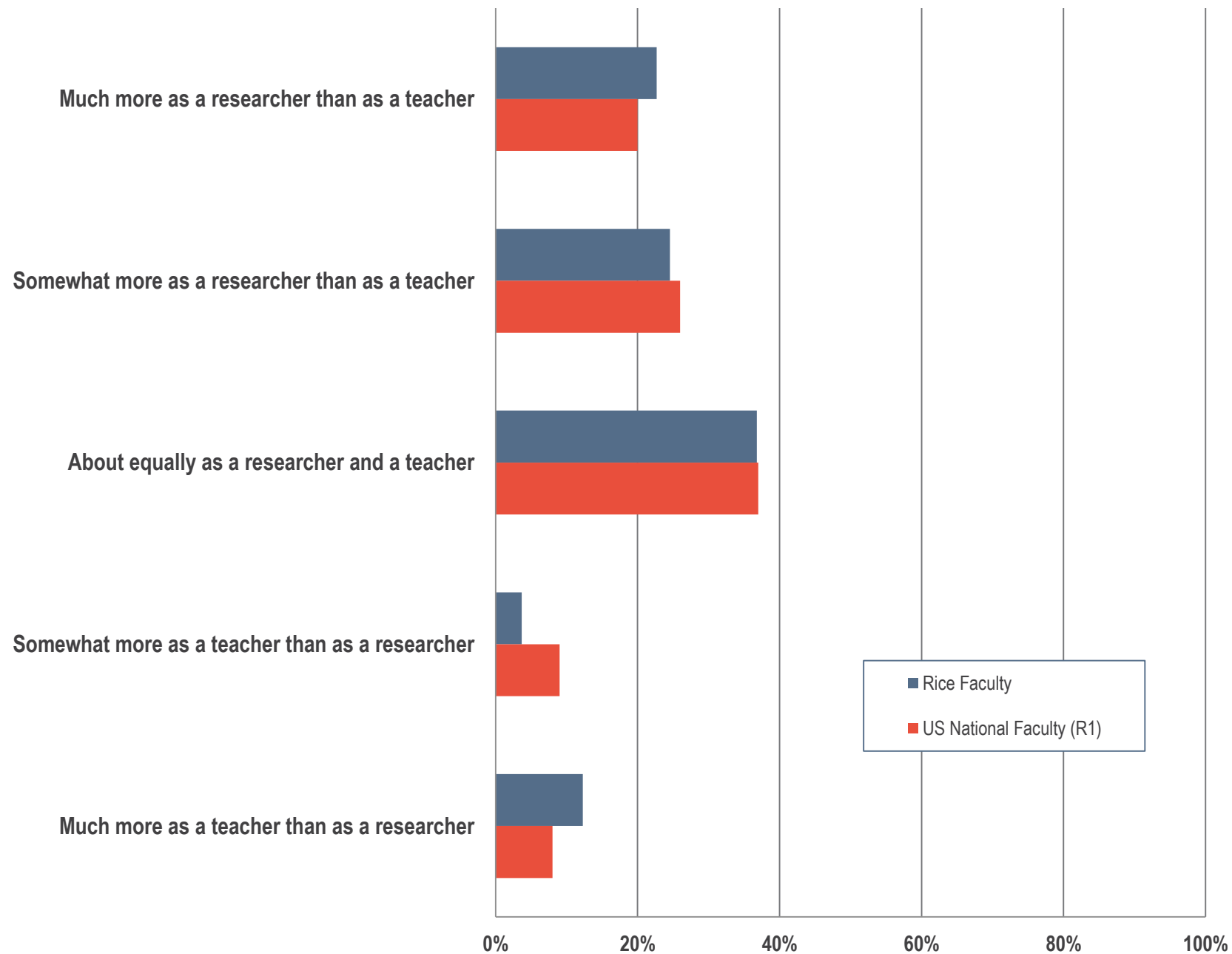
Source for population numbers:

[http://www.oir.rice.edu/Factbook/Faculty\\_and\\_Staff/Fall\\_2014\\_Faculty\\_Headcount/](http://www.oir.rice.edu/Factbook/Faculty_and_Staff/Fall_2014_Faculty_Headcount/)



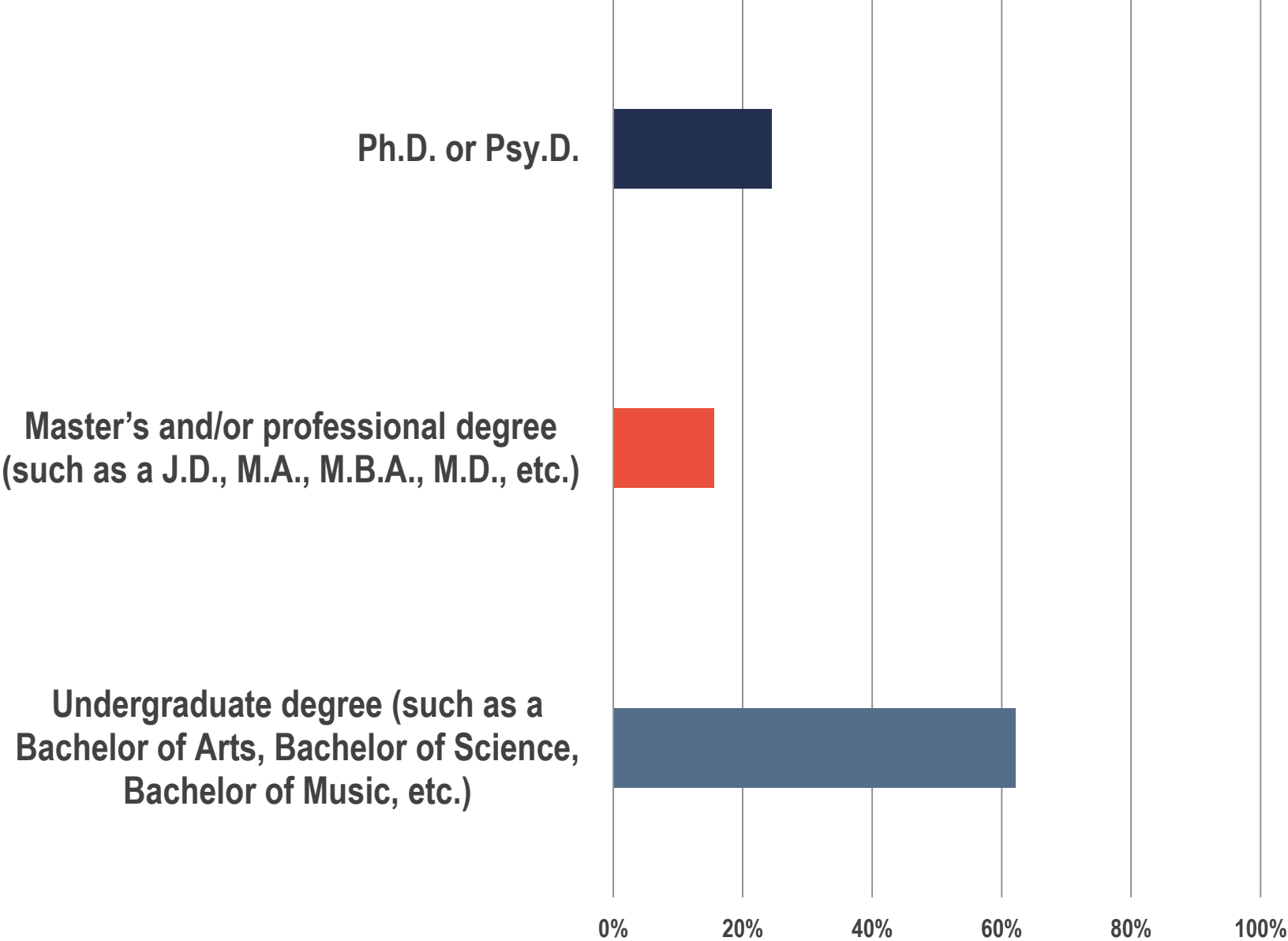
*“Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?”*

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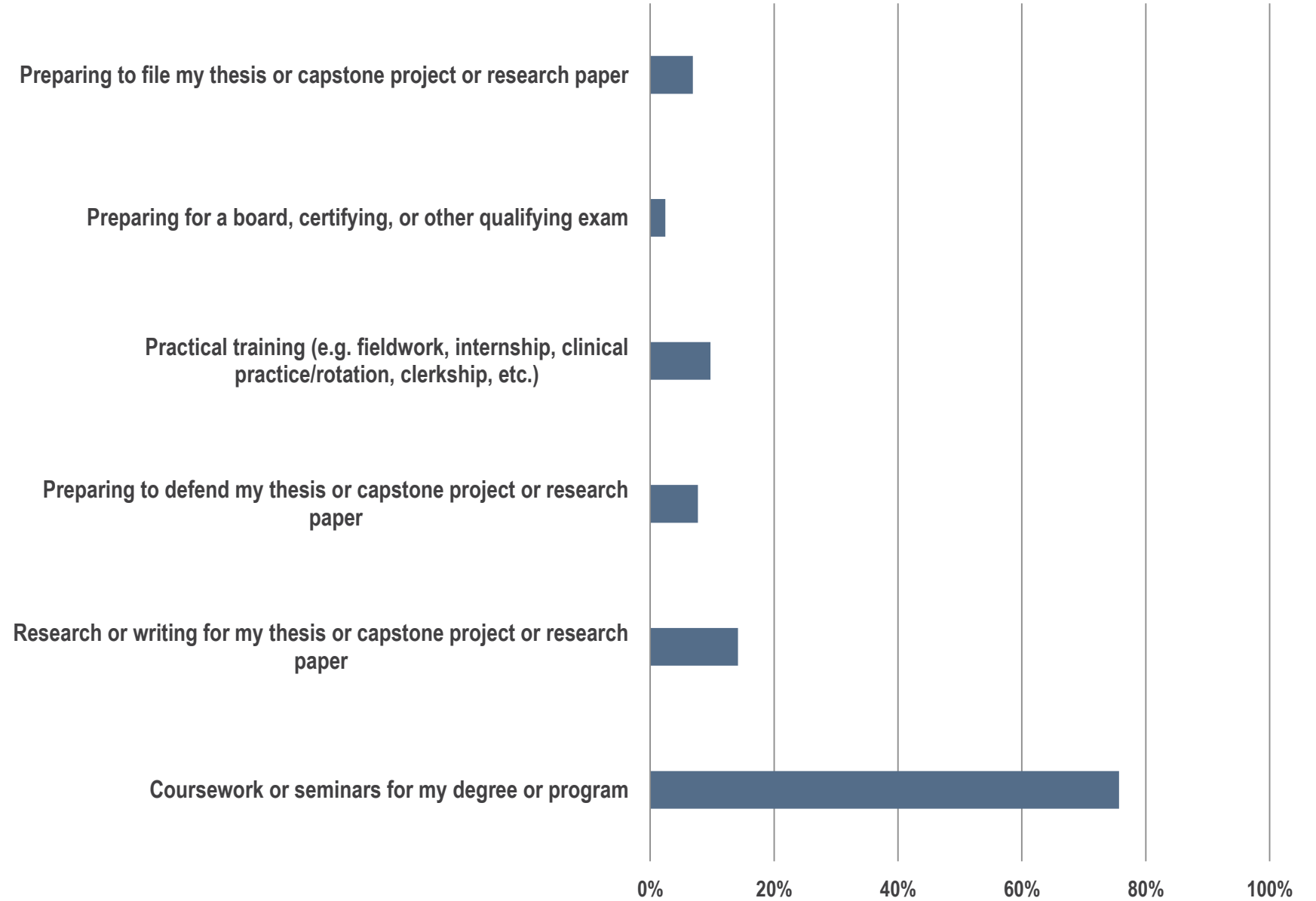
*“Which of the following degrees are you pursuing at this college or university? Please select all that apply or select “N/A” if you are not enrolled in a degree granting program.”*

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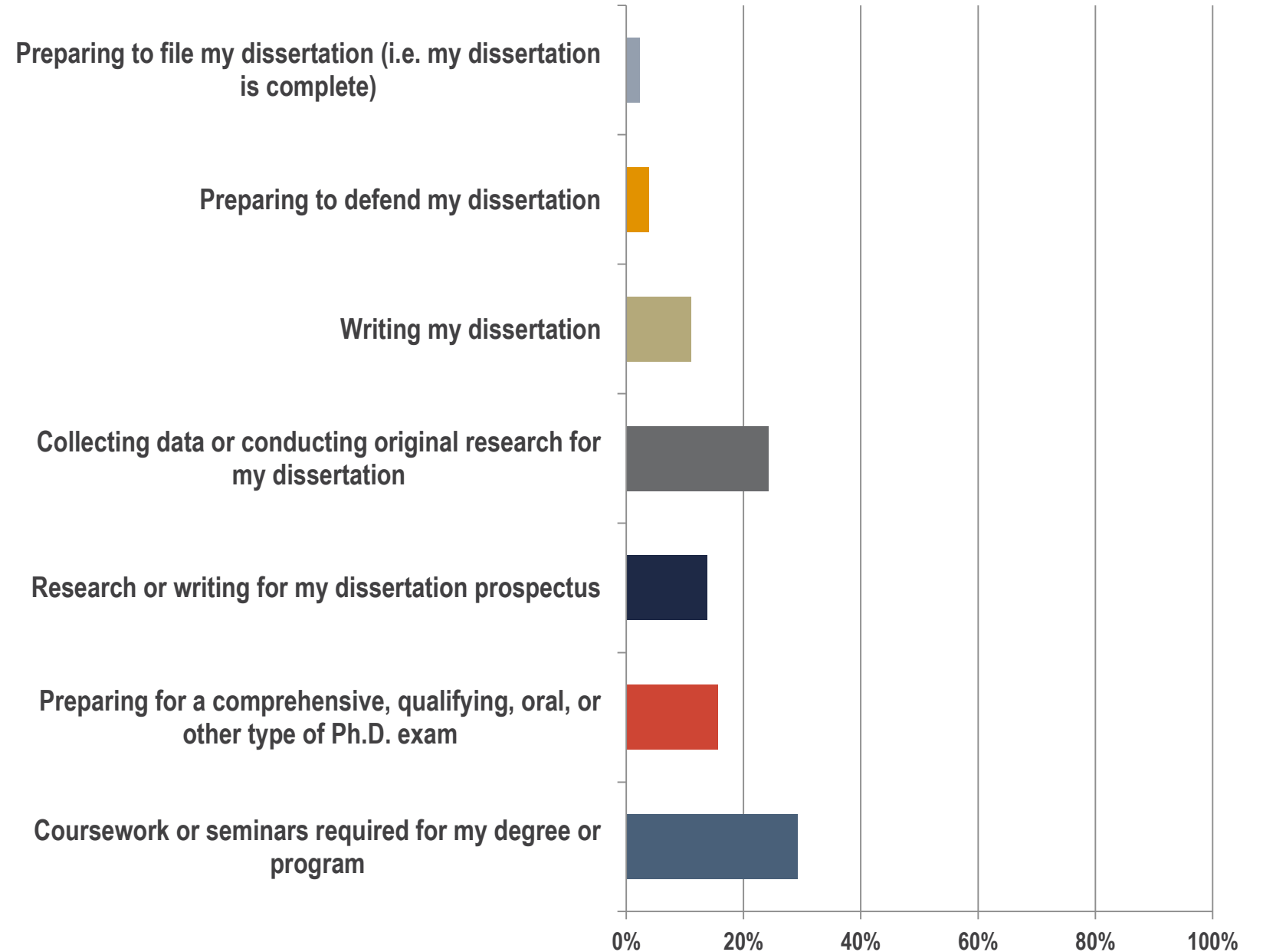


*“Please select the stage or stages from the following list that best describe(s) where you are in your master’s or professional degree program:”*

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

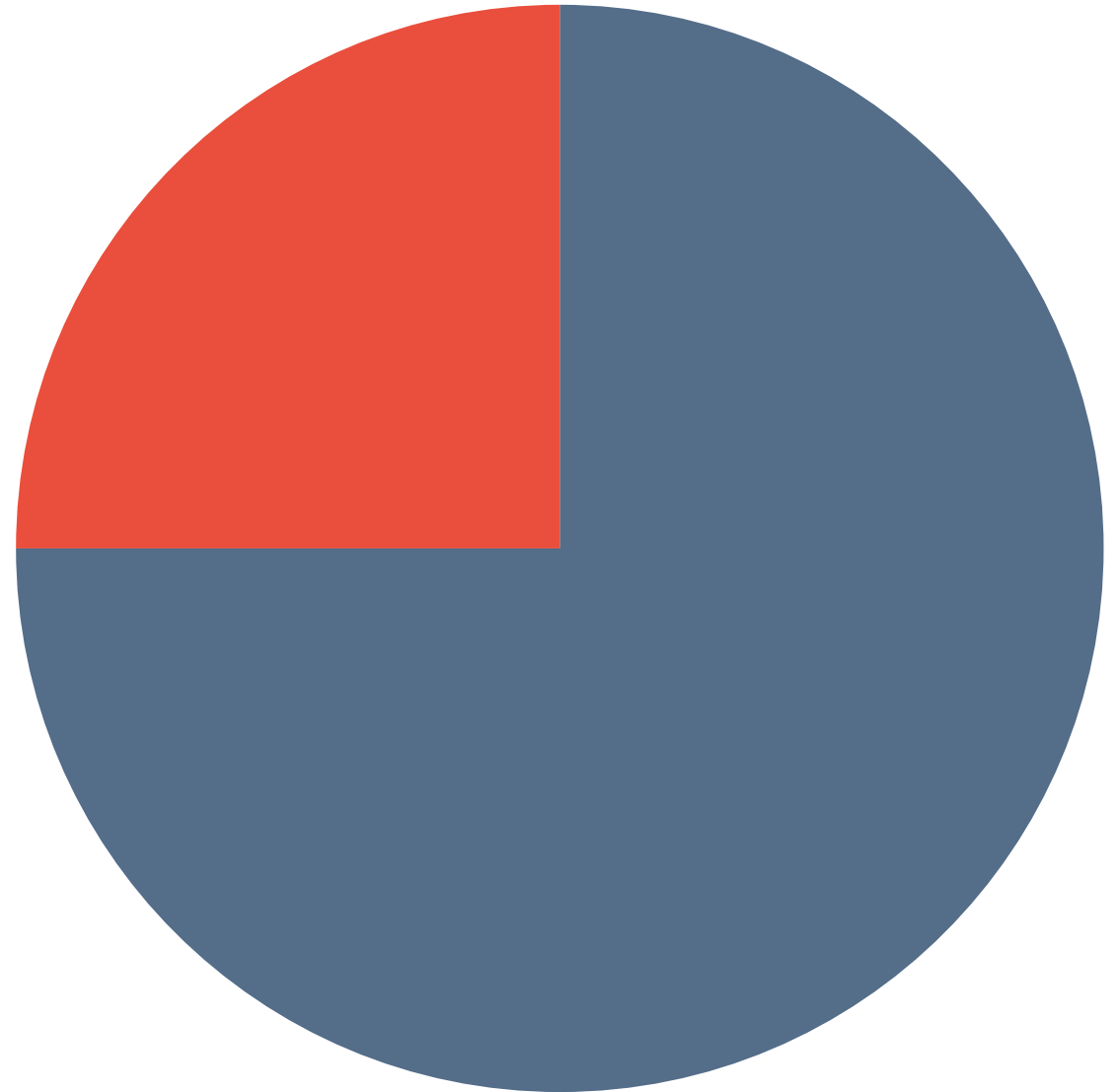


# DATA MANAGEMENT AND PRESERVATION



*“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?”*

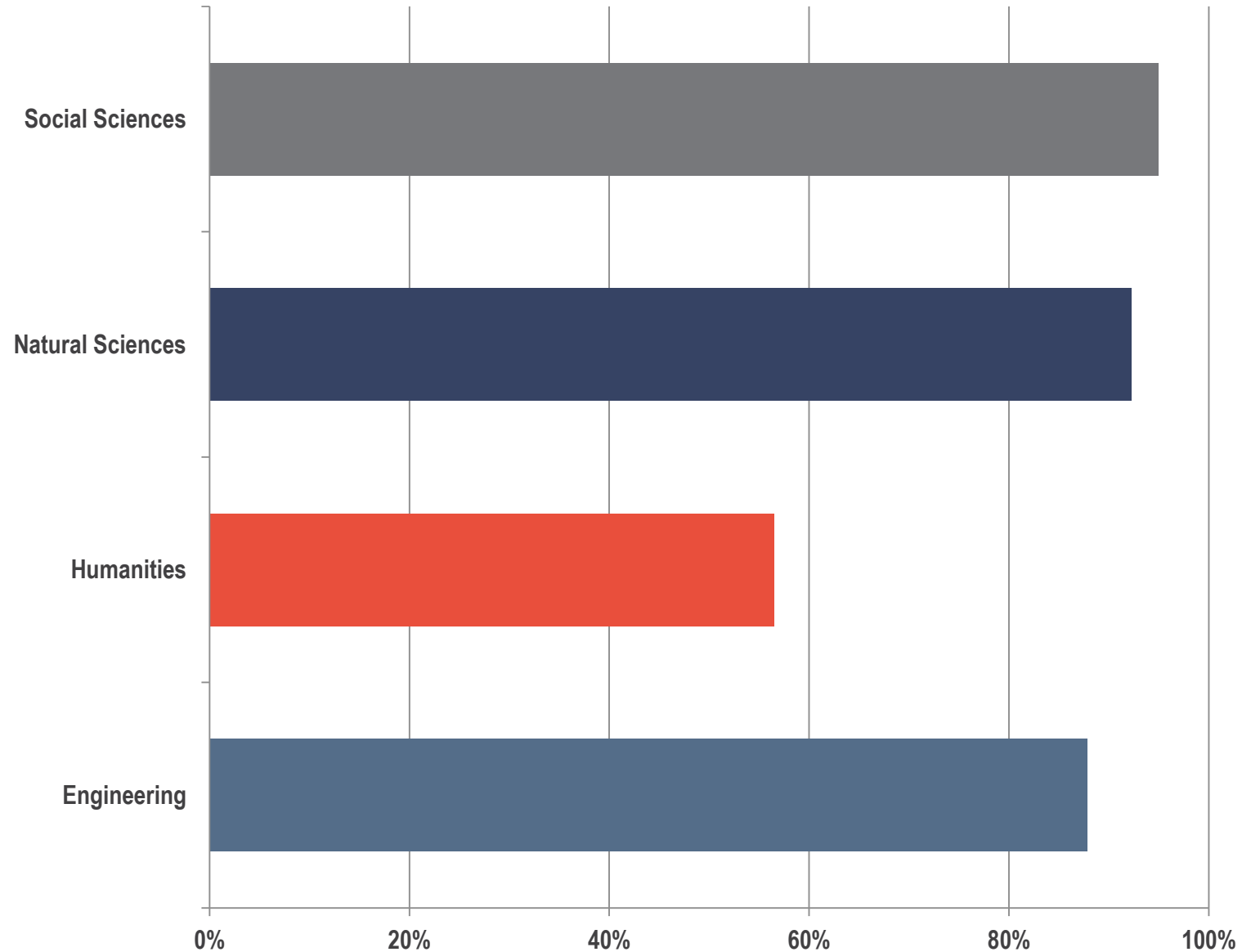
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■ Yes ■ No

*“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?”*

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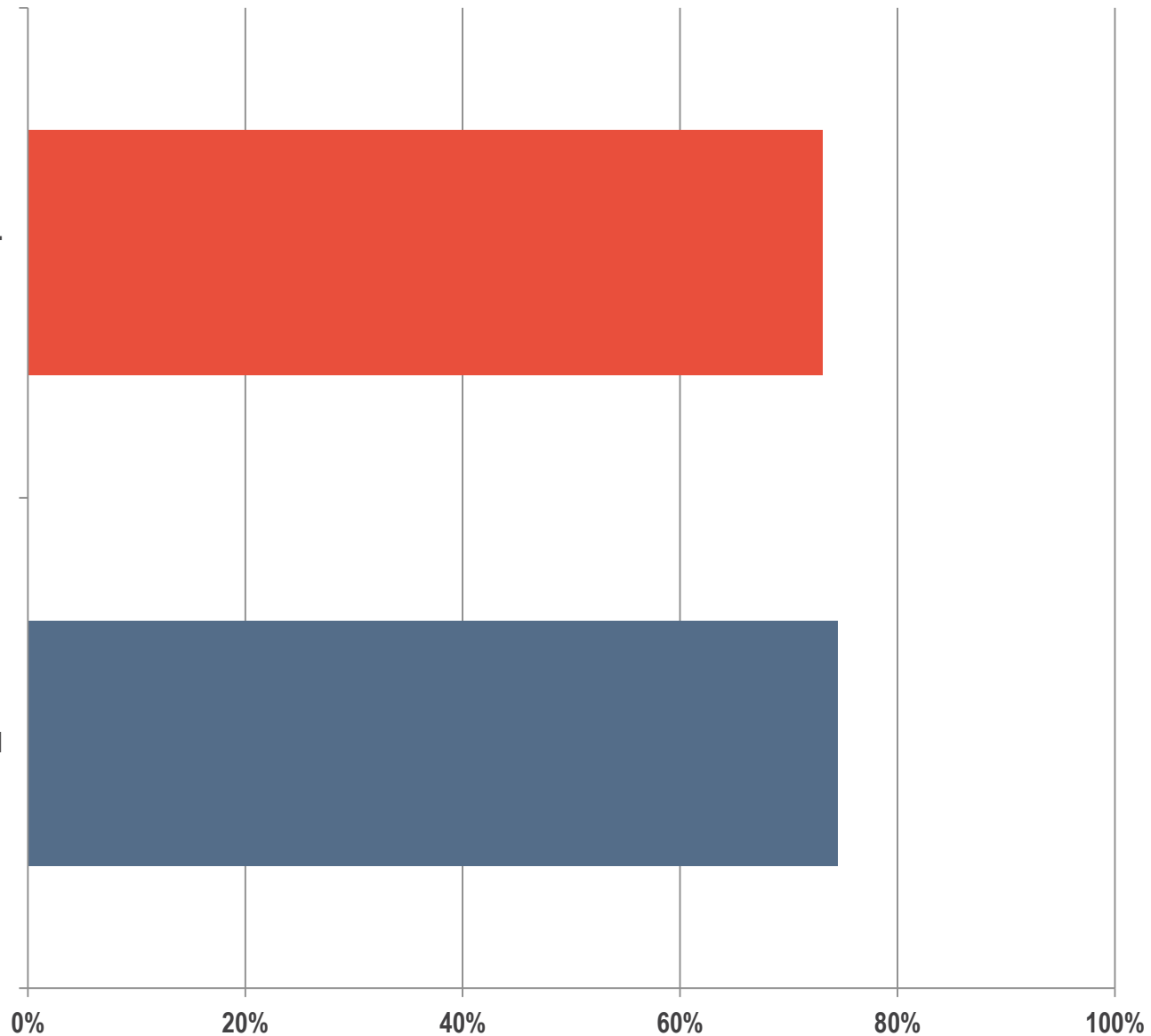


*“In the course of your research, you may build up collections of scientific, qualitative, quantitative, or primary source research data. Do you accumulate any of these types of data in your research?”*

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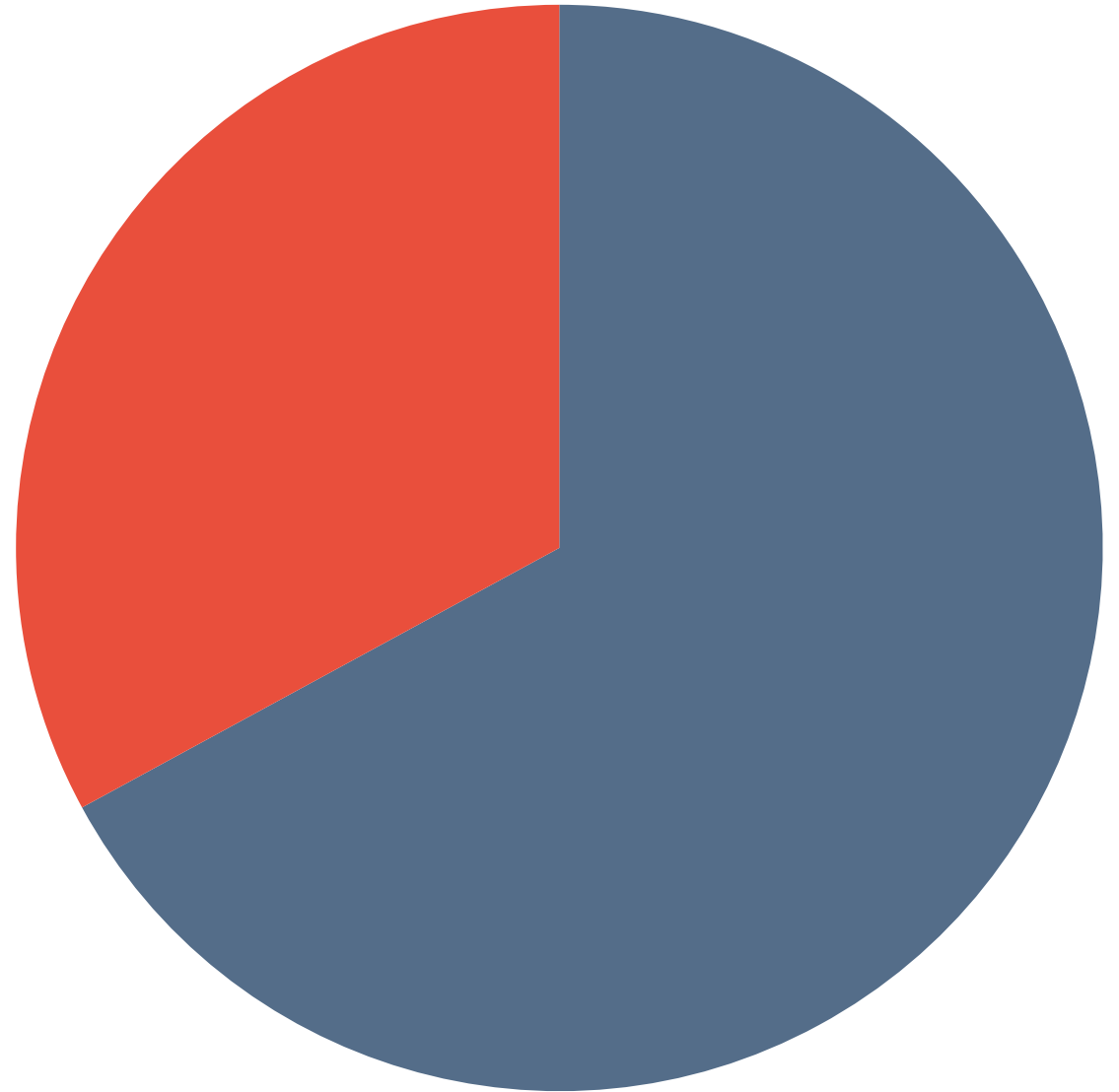
Tenure-track and Non-tenure-track

Tenured



*“In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research?”*

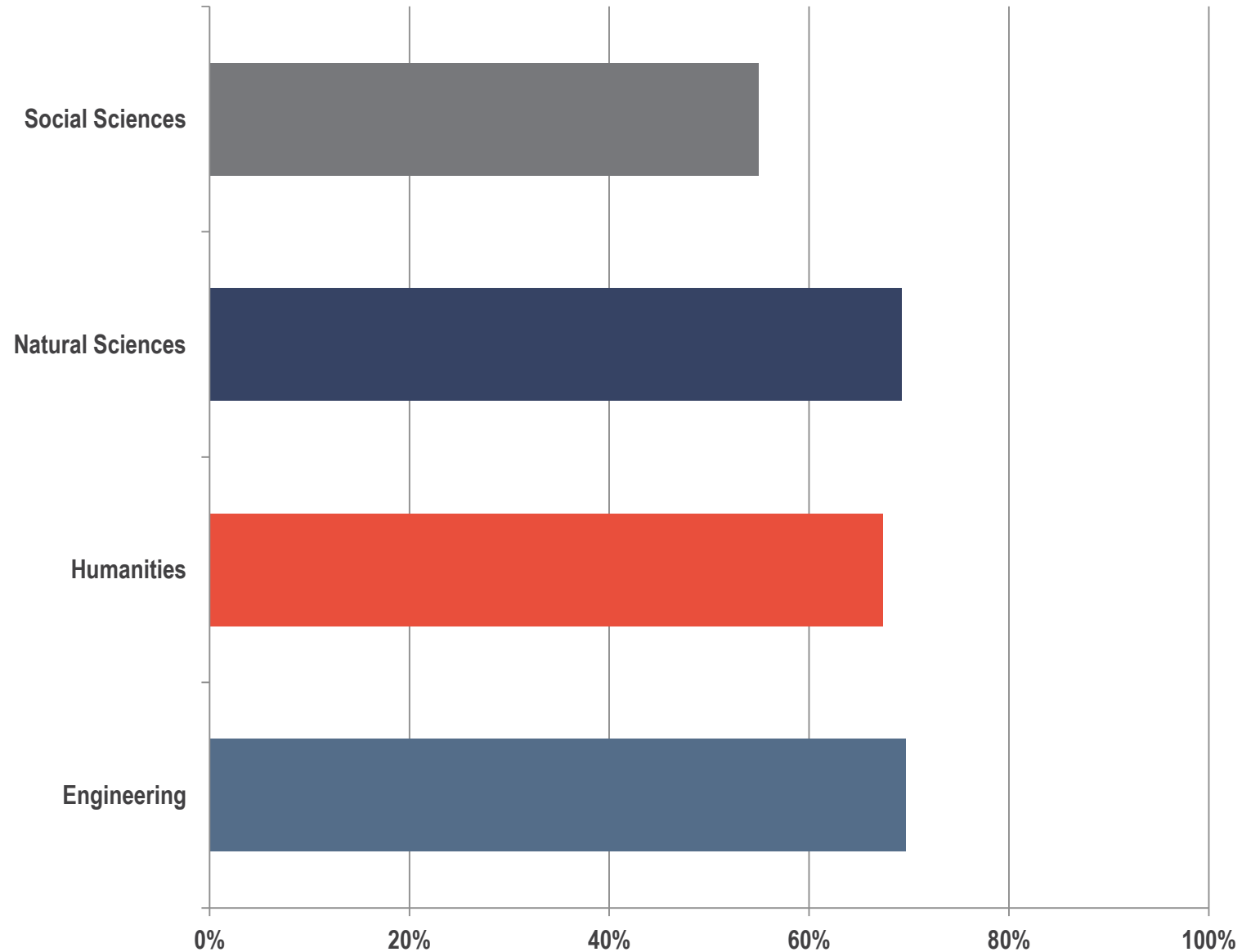
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■ Yes ■ No

*“In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research?”*

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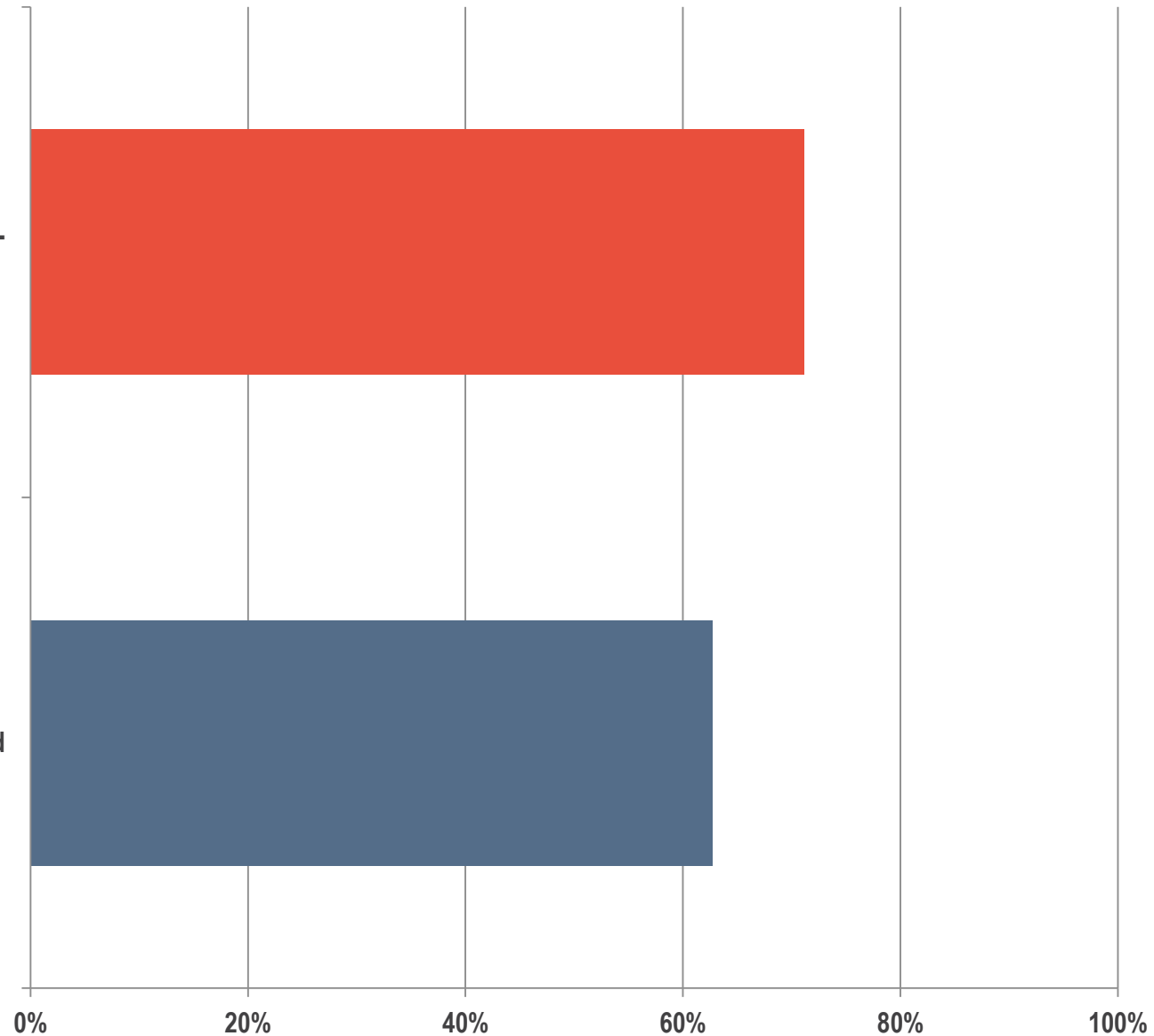


*“In the course of your research, you may build up digital collections of image or media research data, either by personally digitizing these materials or by downloading these materials from other sources. Do you accumulate any of these types of data in your research?”*

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Tenure-track and Non-tenure-track

Tenured



*“How important to your research are the following types of data?”*

Response scale:

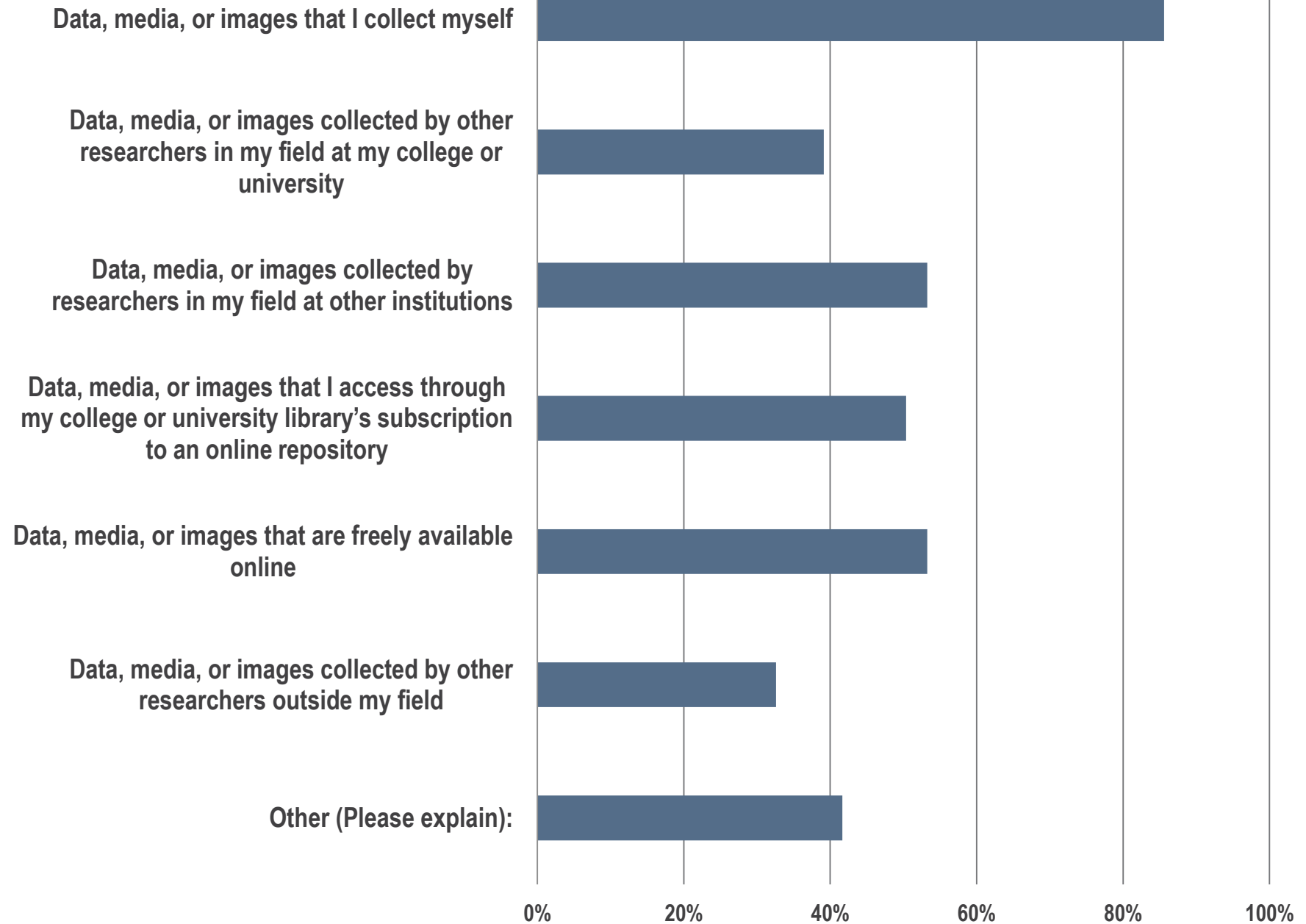
10 point scale, 10 =

“Extremely important” and 1

= “Not at all important”;

Percent of respondents

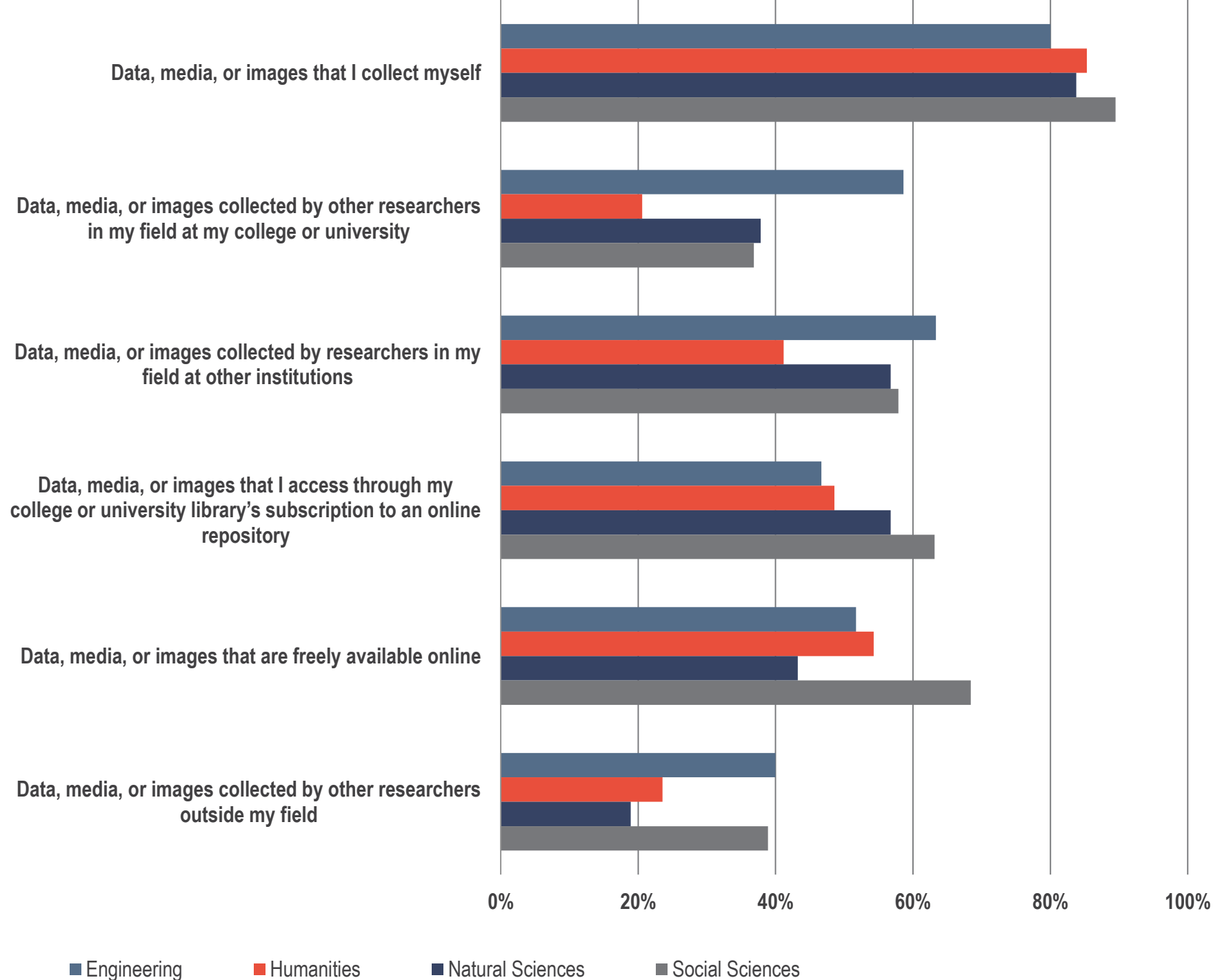
selecting 8-10





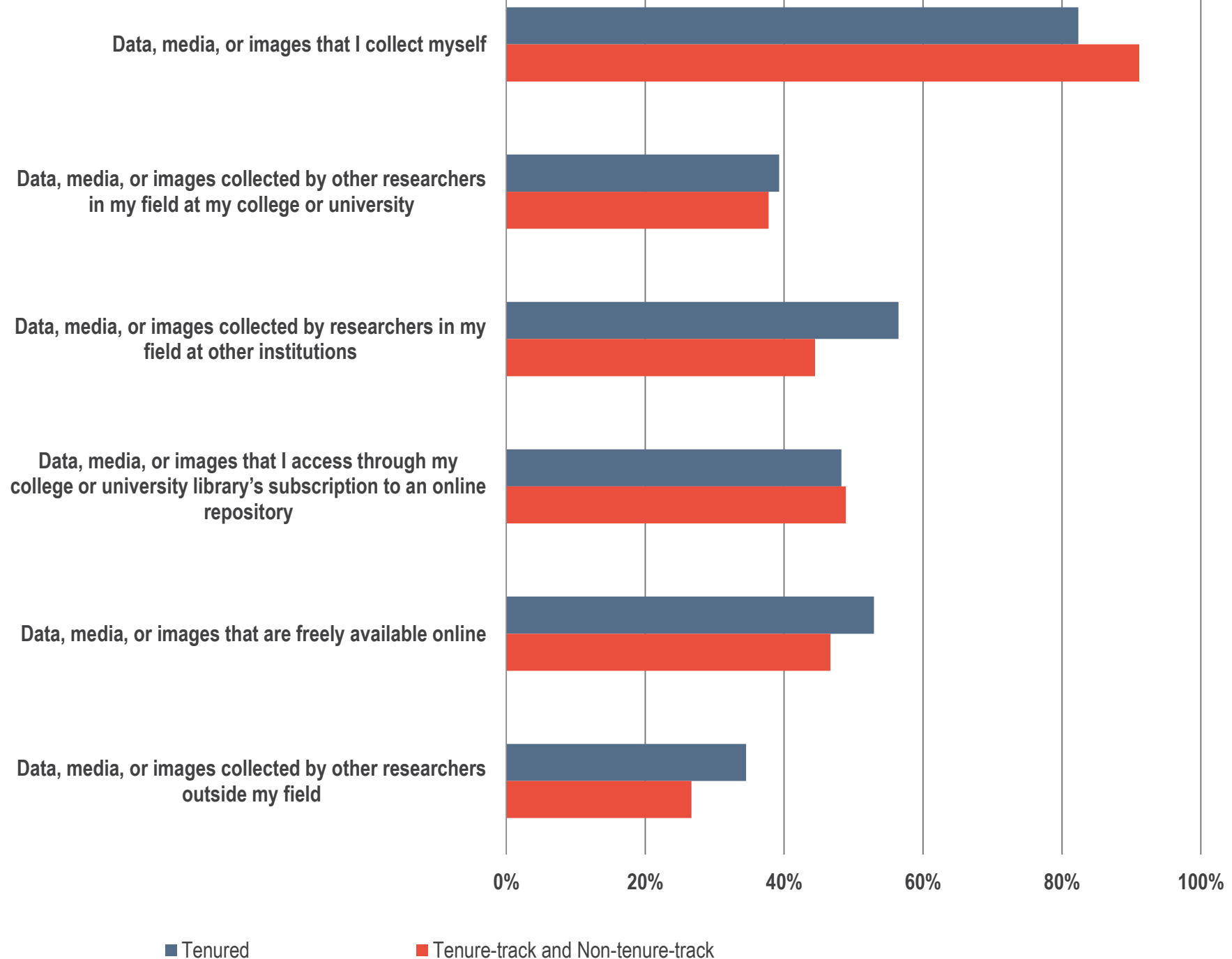
*“How important to your research are the following types of data?”*

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



*“How important to your research are the following types of data?”*

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

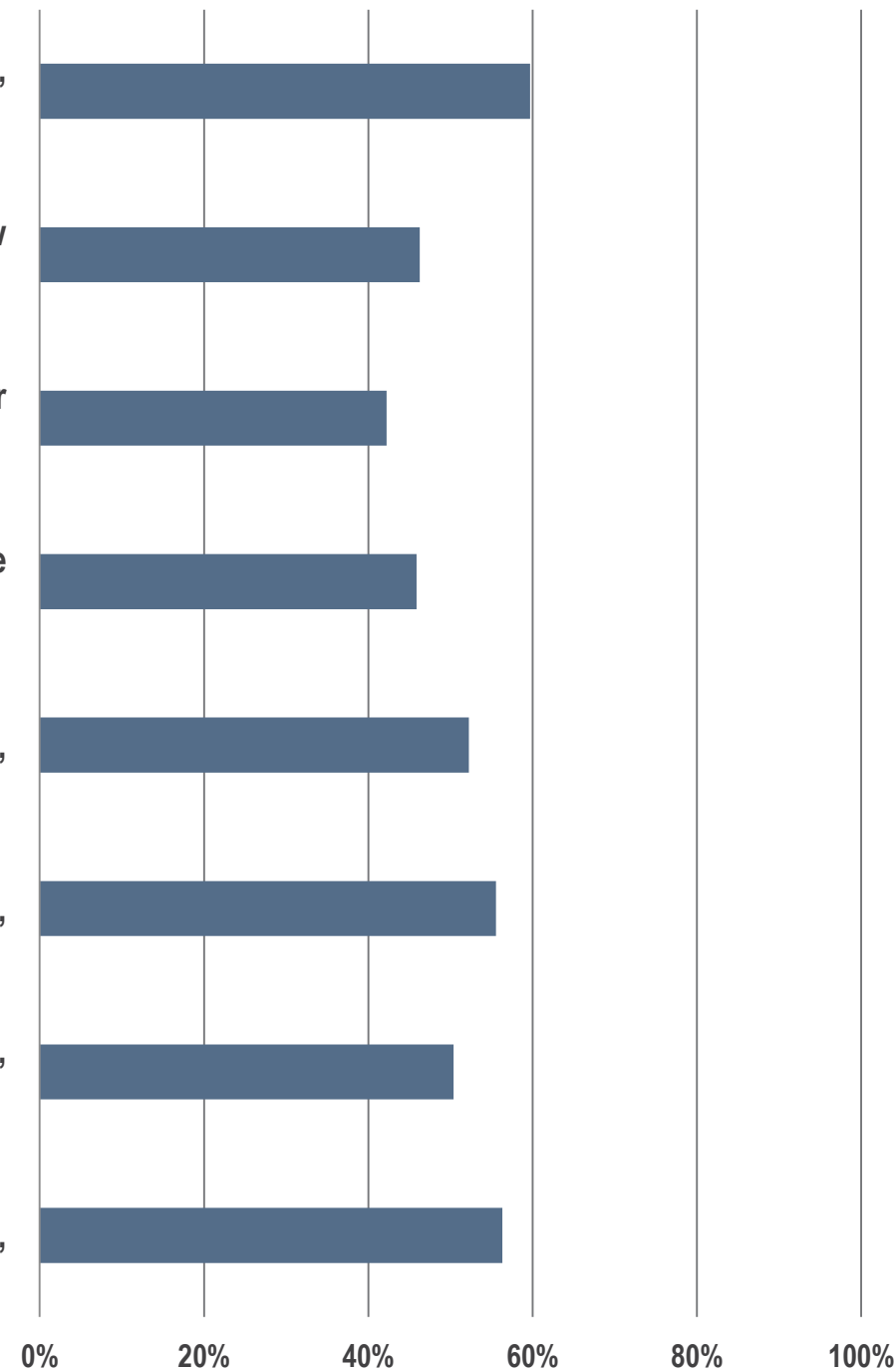


*“When you think about managing or preserving the research data, media, or images that you collect, how important are each of the following features or how important would each of the following features be? Use the scales below to rate each item 10 to 1, where 10 equals “Extremely important” and 1 equals “Not at all important”.”*

Response scale:

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

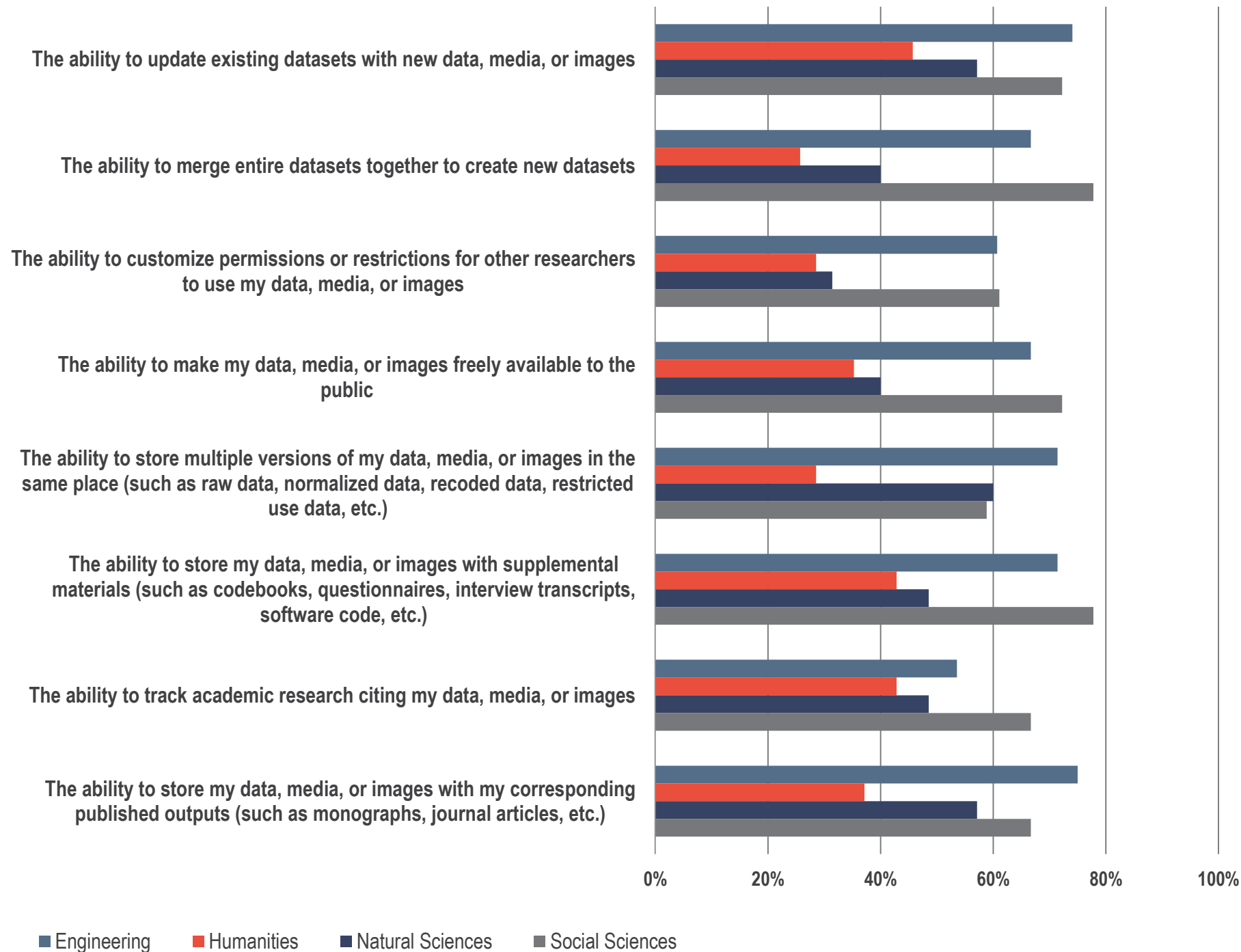
- The ability to update existing datasets with new data, media, or images**
- The ability to merge entire datasets together to create new datasets**
- The ability to customize permissions or restrictions for other researchers to use my data, media, or images**
- The ability to make my data, media, or 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 use data, etc.)**
- The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)**
- 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.)**



*“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:

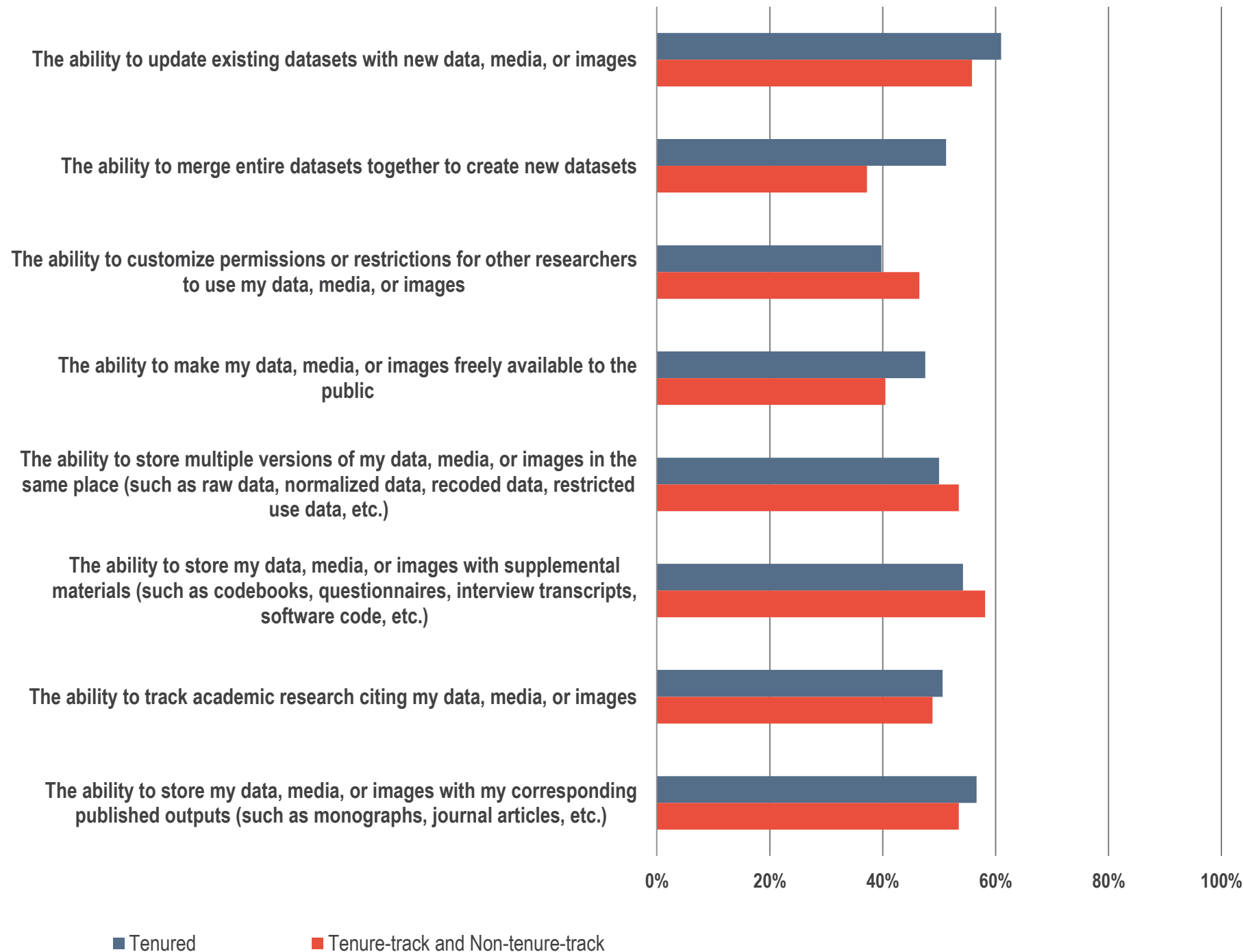
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10, by discipline



*“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”.”*

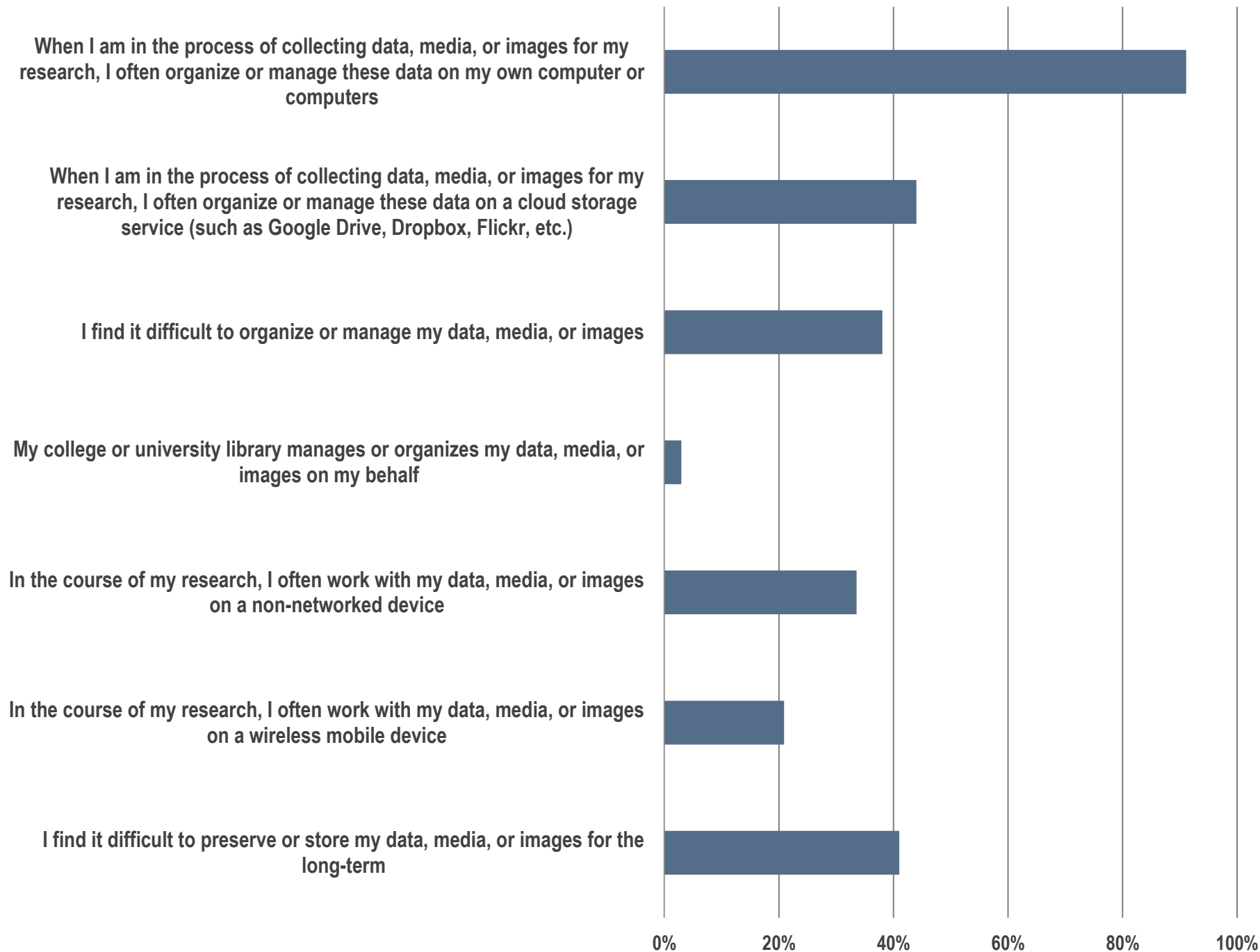
Response scale:

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



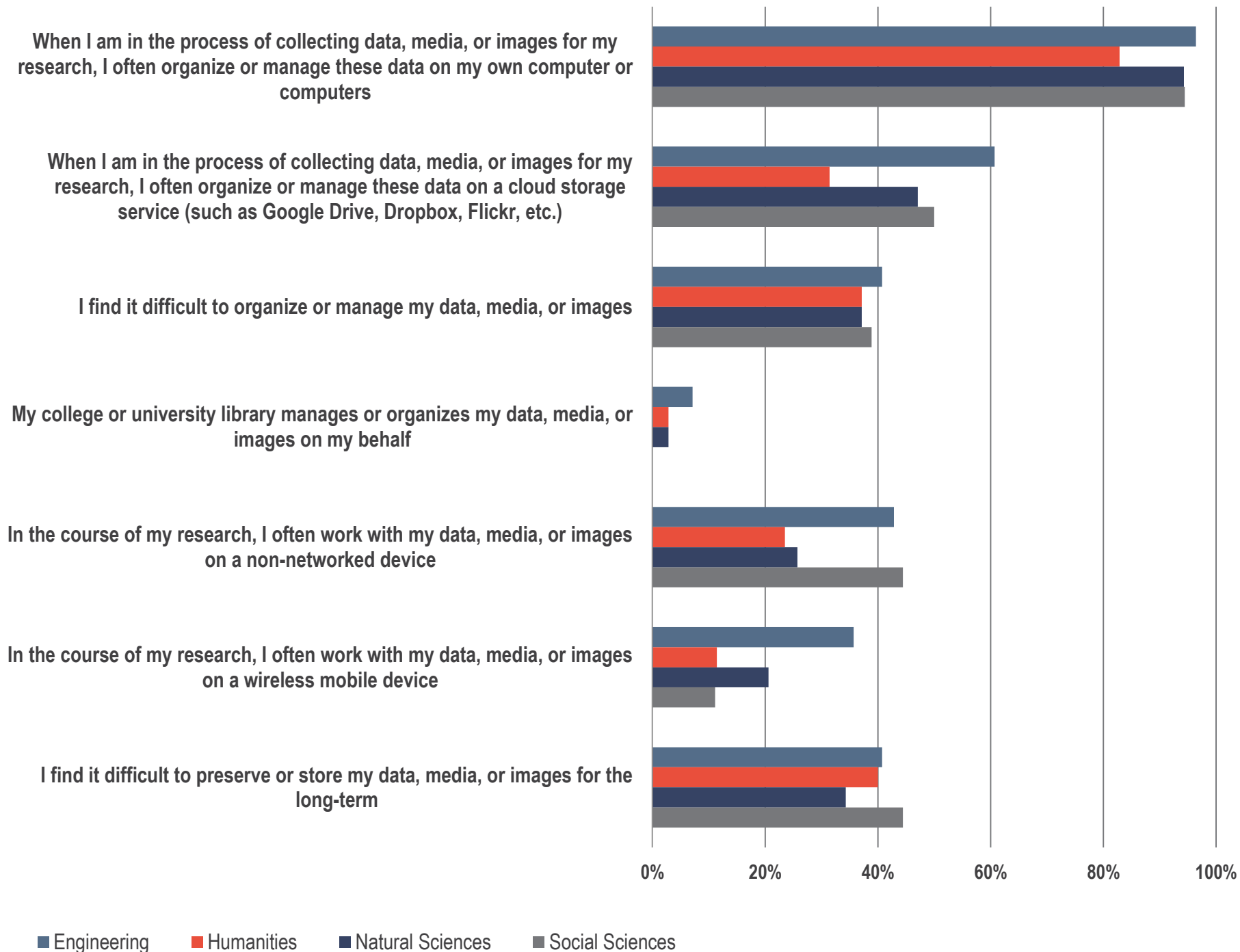
*“Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals “Extremely well” and a 1 equals “Not at all well.” You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



*“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.”*

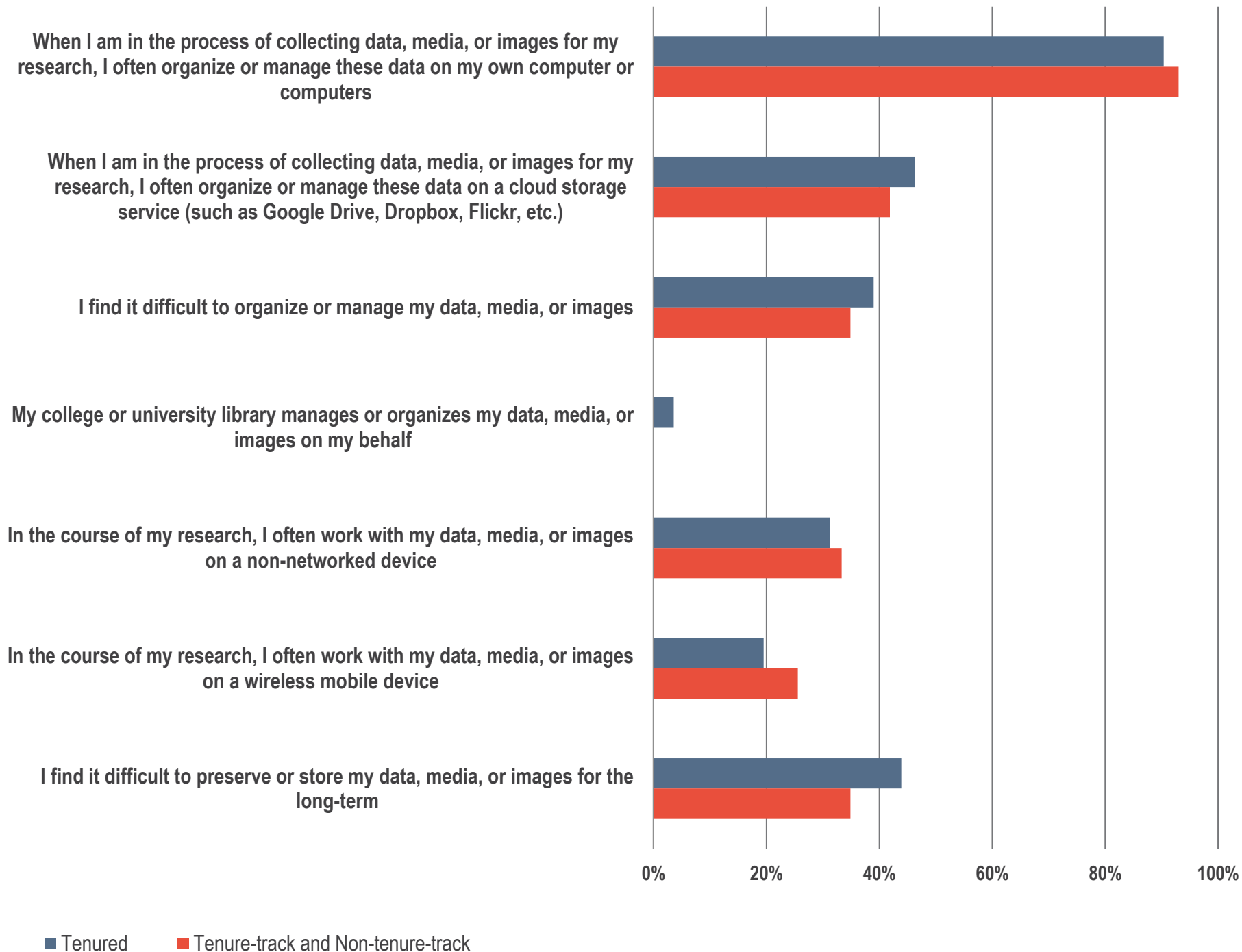
Response scale:  
10 point scale, 10 = “Extremely well” and 1 = “Not at all well”;  
percent of respondents  
selecting 8 – 10, by discipline





*“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.”*

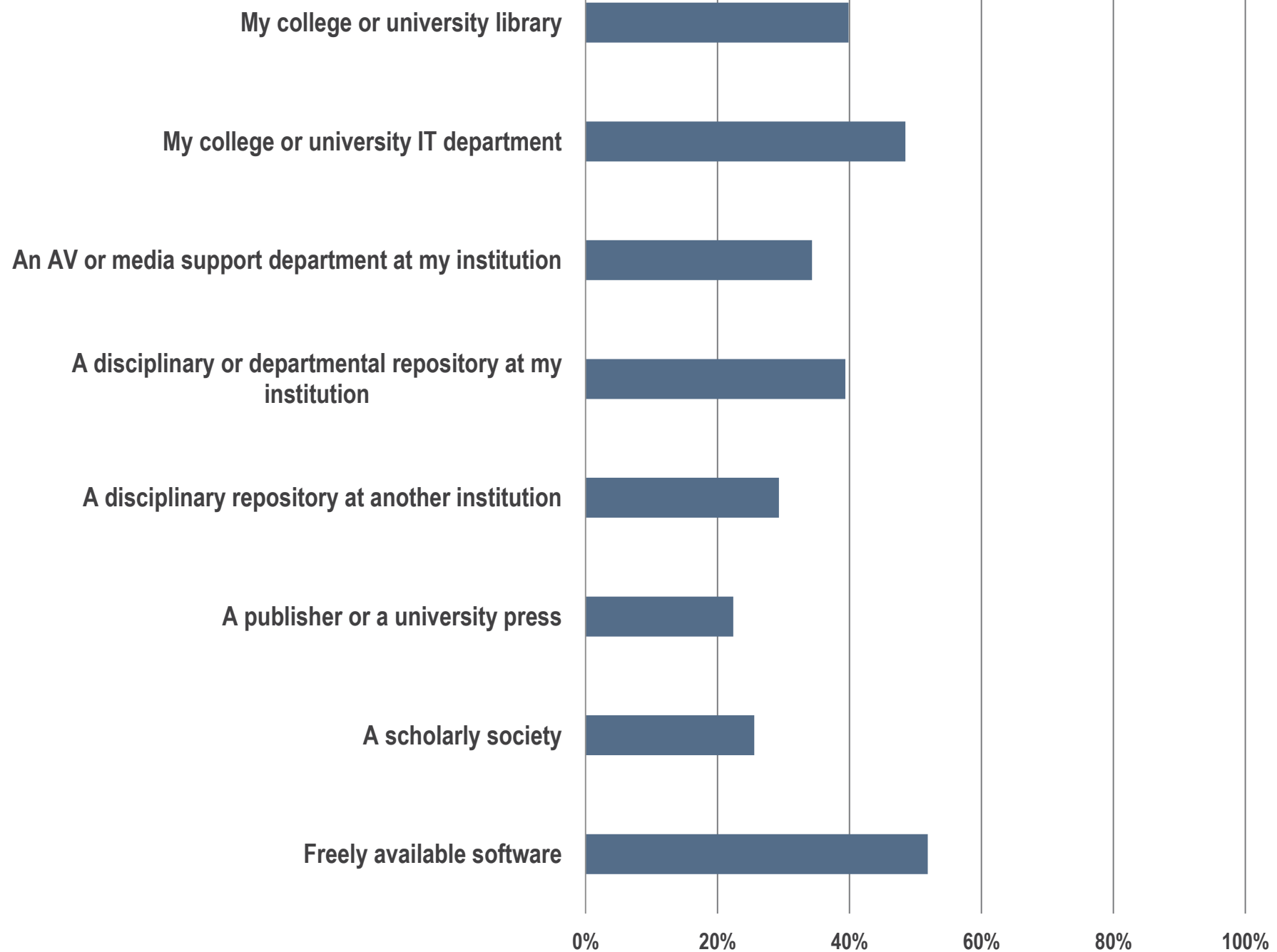
Response scale:  
10 point scale, 10 = “Extremely well” and 1 = “Not at all well”;  
percent of respondents selecting 8 – 10



*“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:

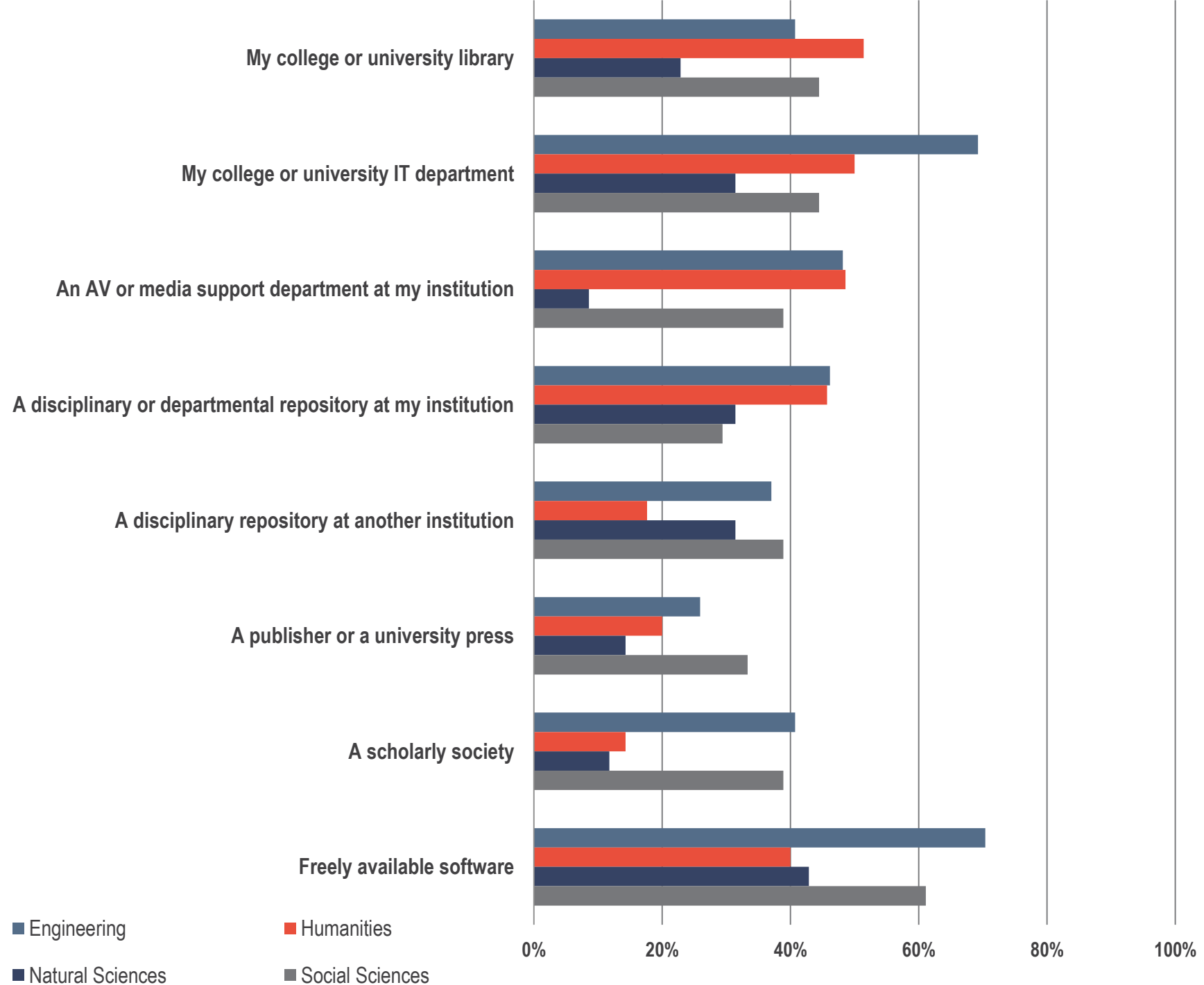
10 point scale, 10 = “Extremely valuable” and 1 = “Not at all valuable”; percent of respondents selecting 8 – 10



*“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”*

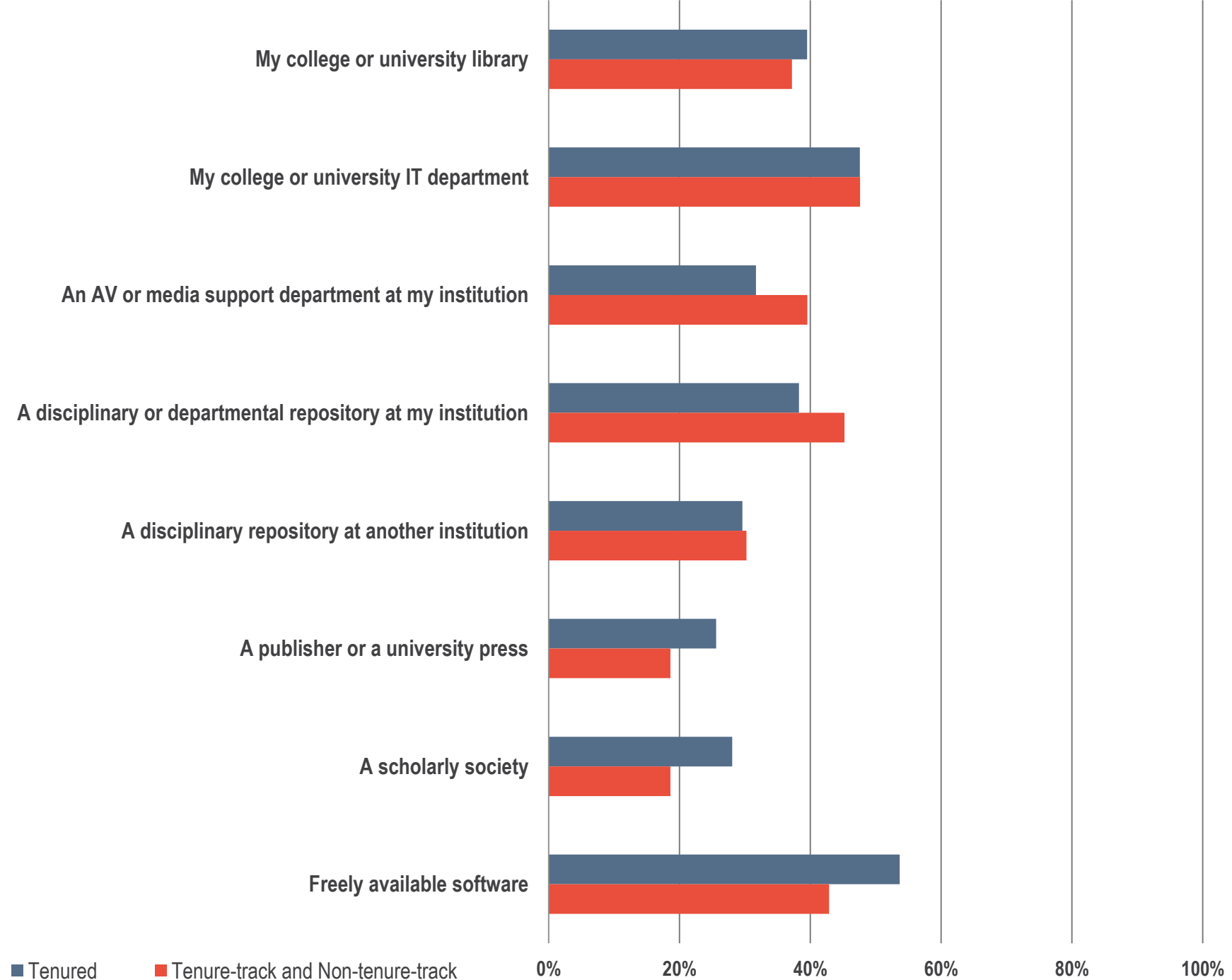
Response scale:

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



*“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?”*

---

**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**

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?”*

---

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

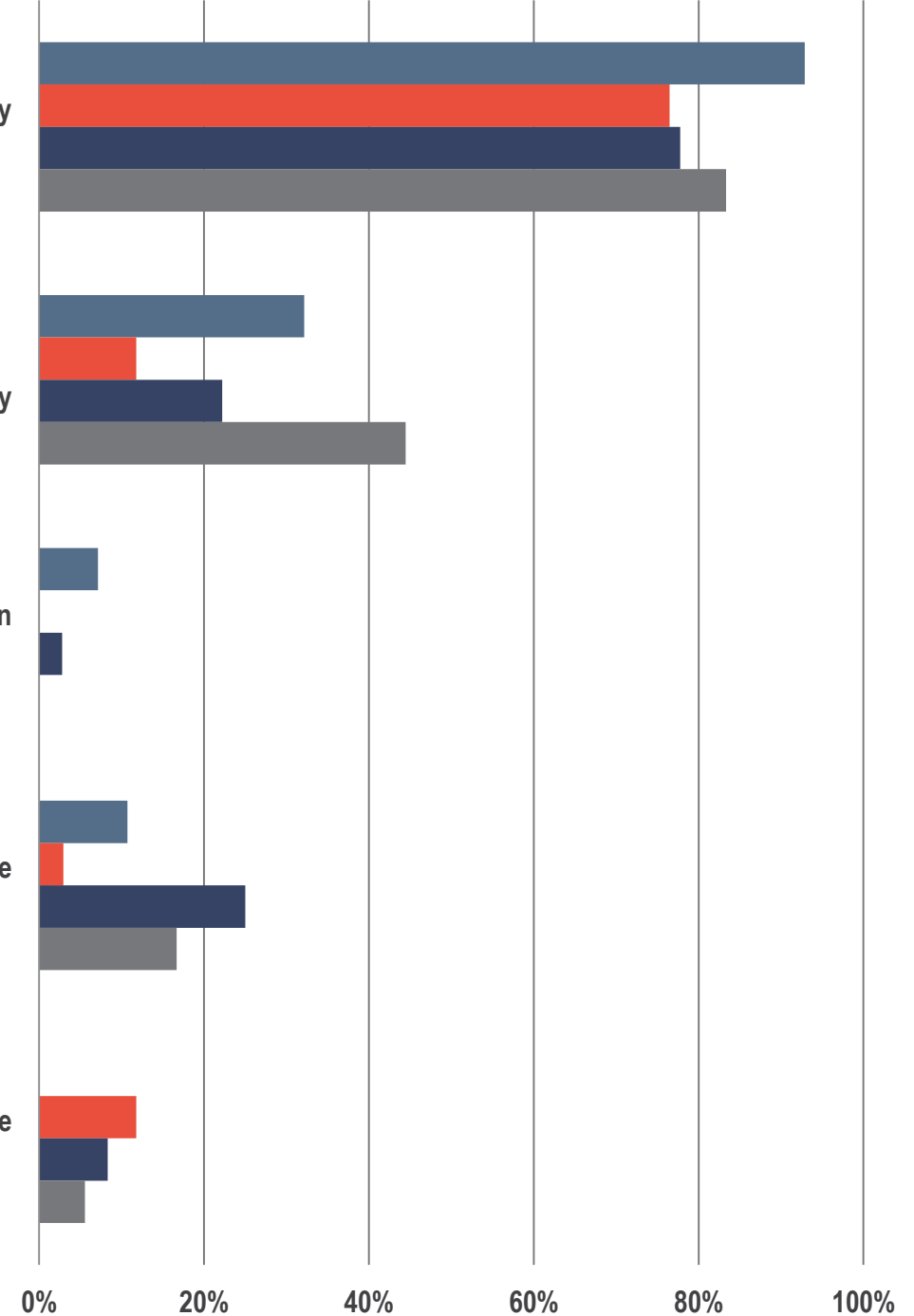
I preserve these materials myself in a repository made available by my institution or another type of online repository

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

■ Engineering      ■ Humanities  
■ Natural Sciences      ■ Social Sciences





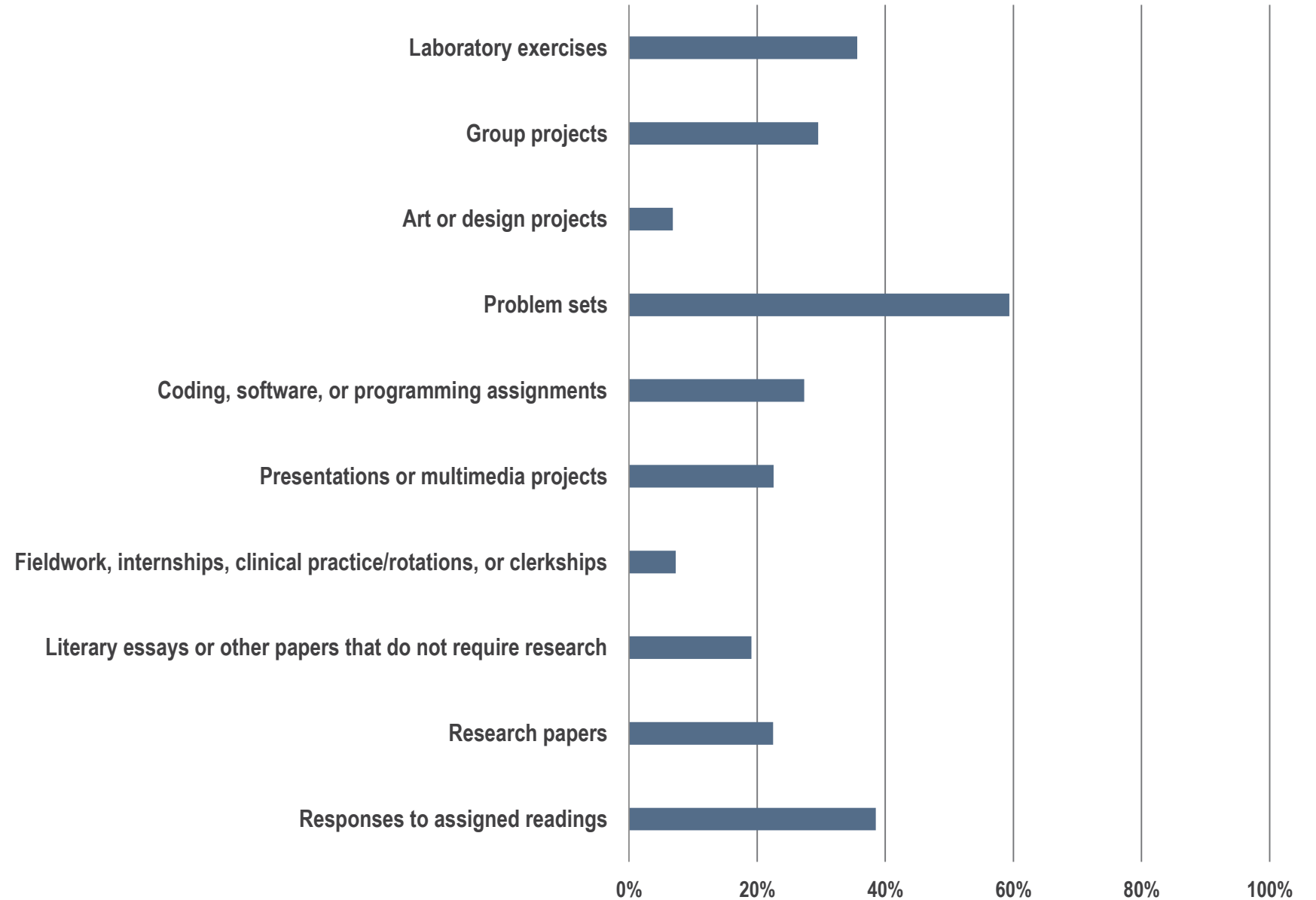
# RICE STUDENT SURVEY 2015



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

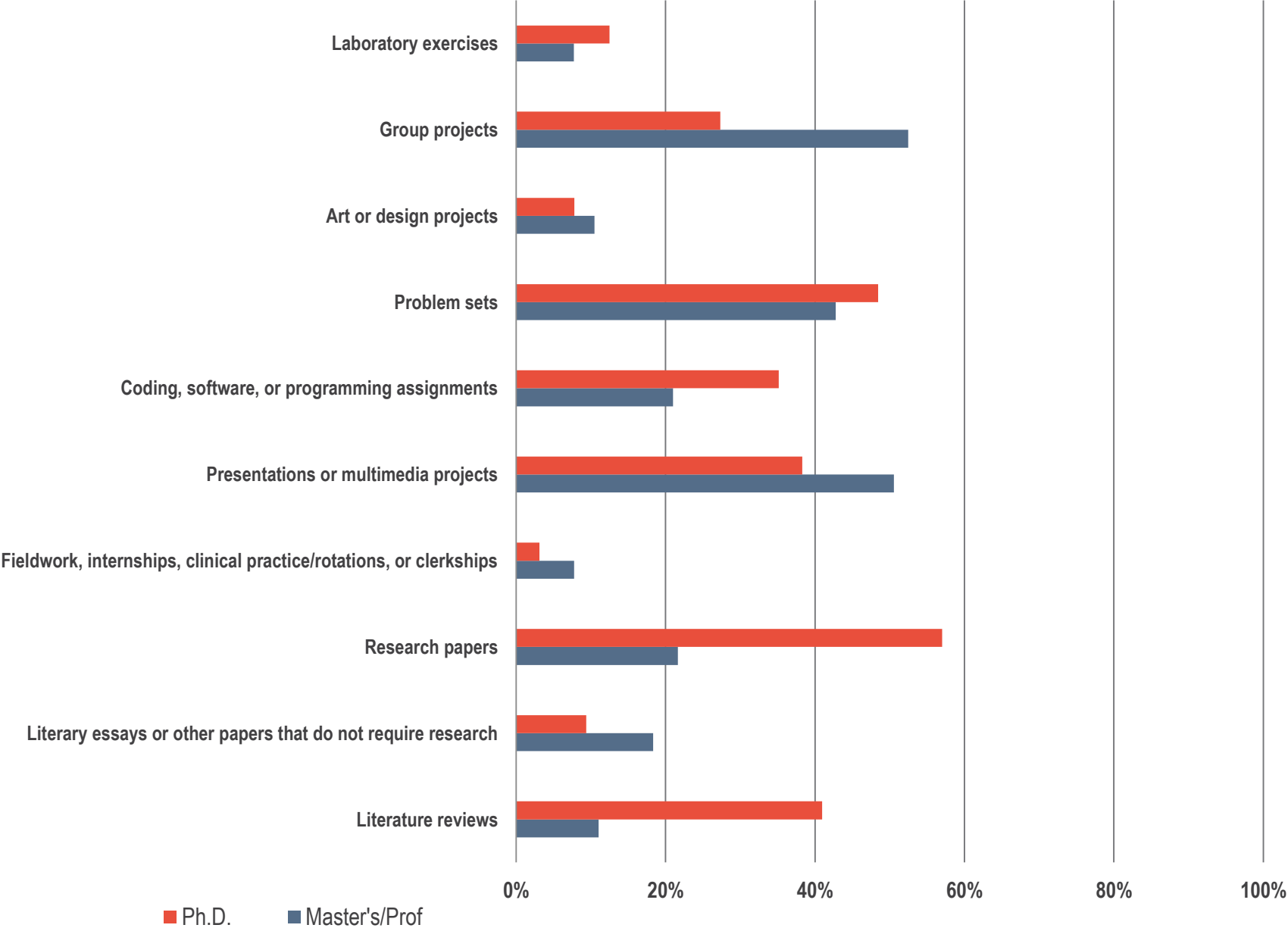
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Response scale:  
Regularly (4); Sometimes (3);  
Rarely (2); Never (1). Graph  
displaying responses  
indicating “Regularly”



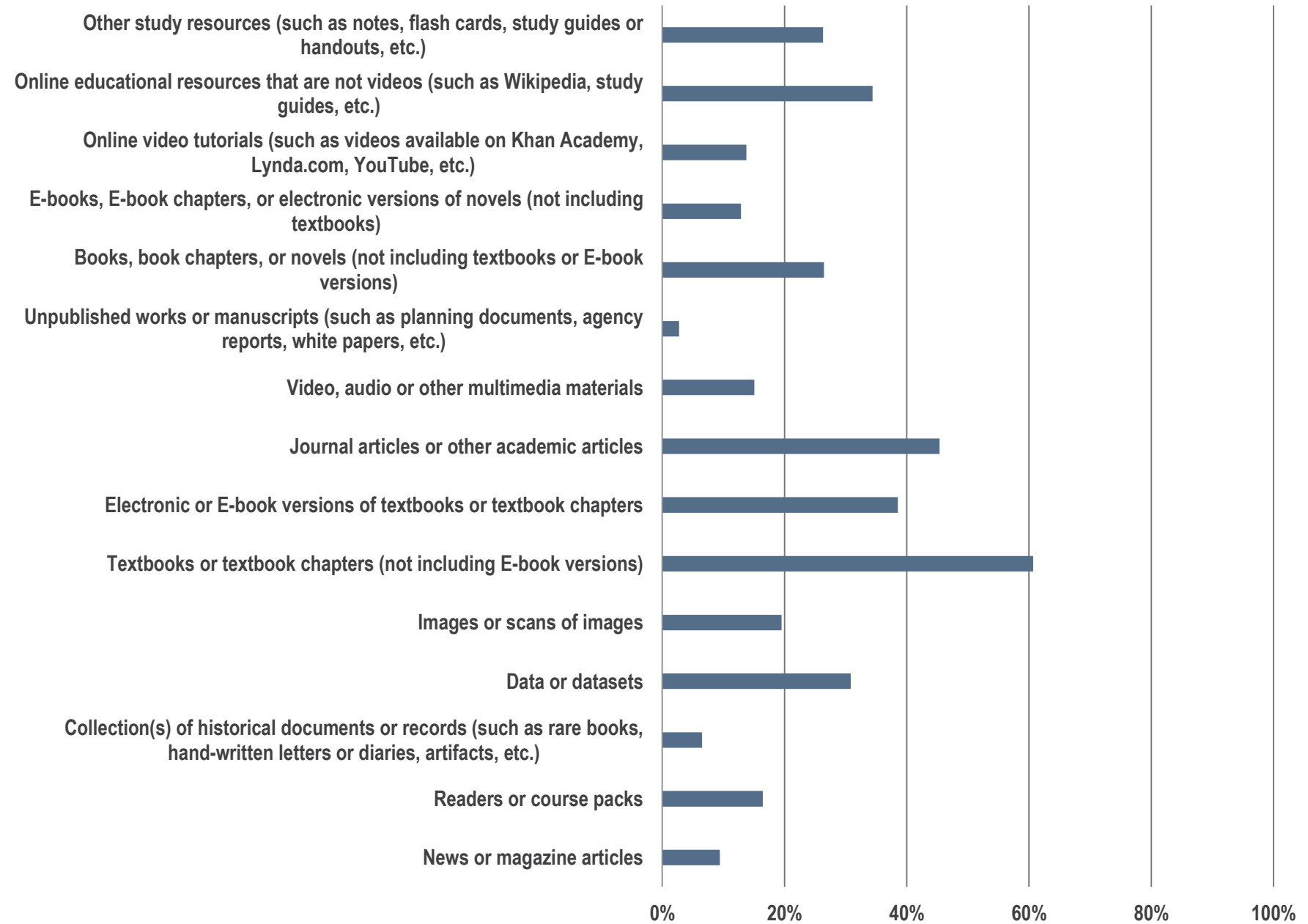
*“In the courses you are currently taking, how often are you assigned each of the following types of work?”*

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



*“In the courses you are currently taking, how often do you use each of the following types of sources of information in your assignments or coursework?”  
(Undergraduates)*

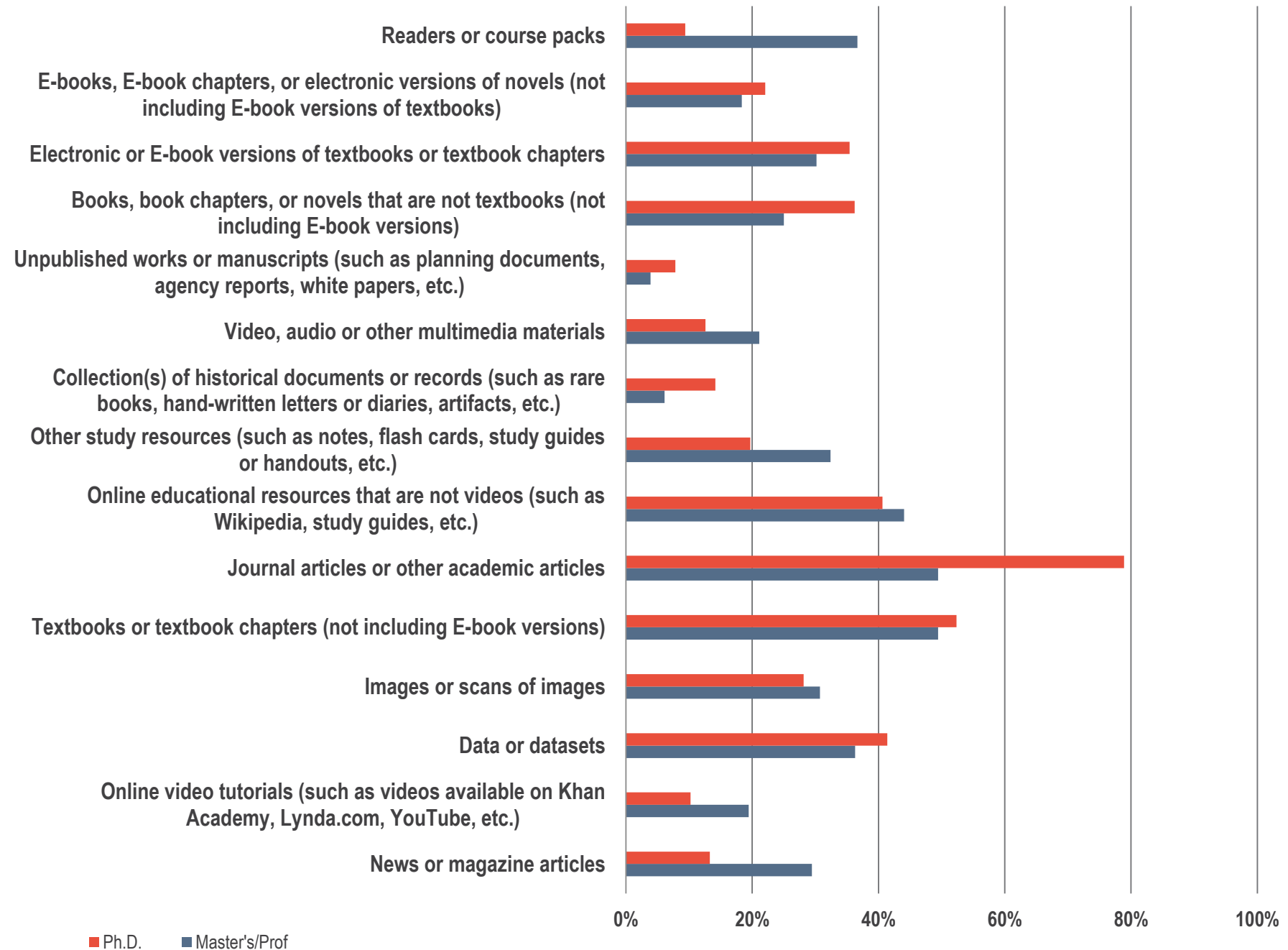
Response scale:  
Regularly (4); Sometimes (3);  
Rarely (2); Never (1). Graph  
displaying responses  
indicating “Regularly”



*“In the courses you are currently taking, how often do you use each of the following types of sources of information for your coursework or research projects?”*

Response scale:

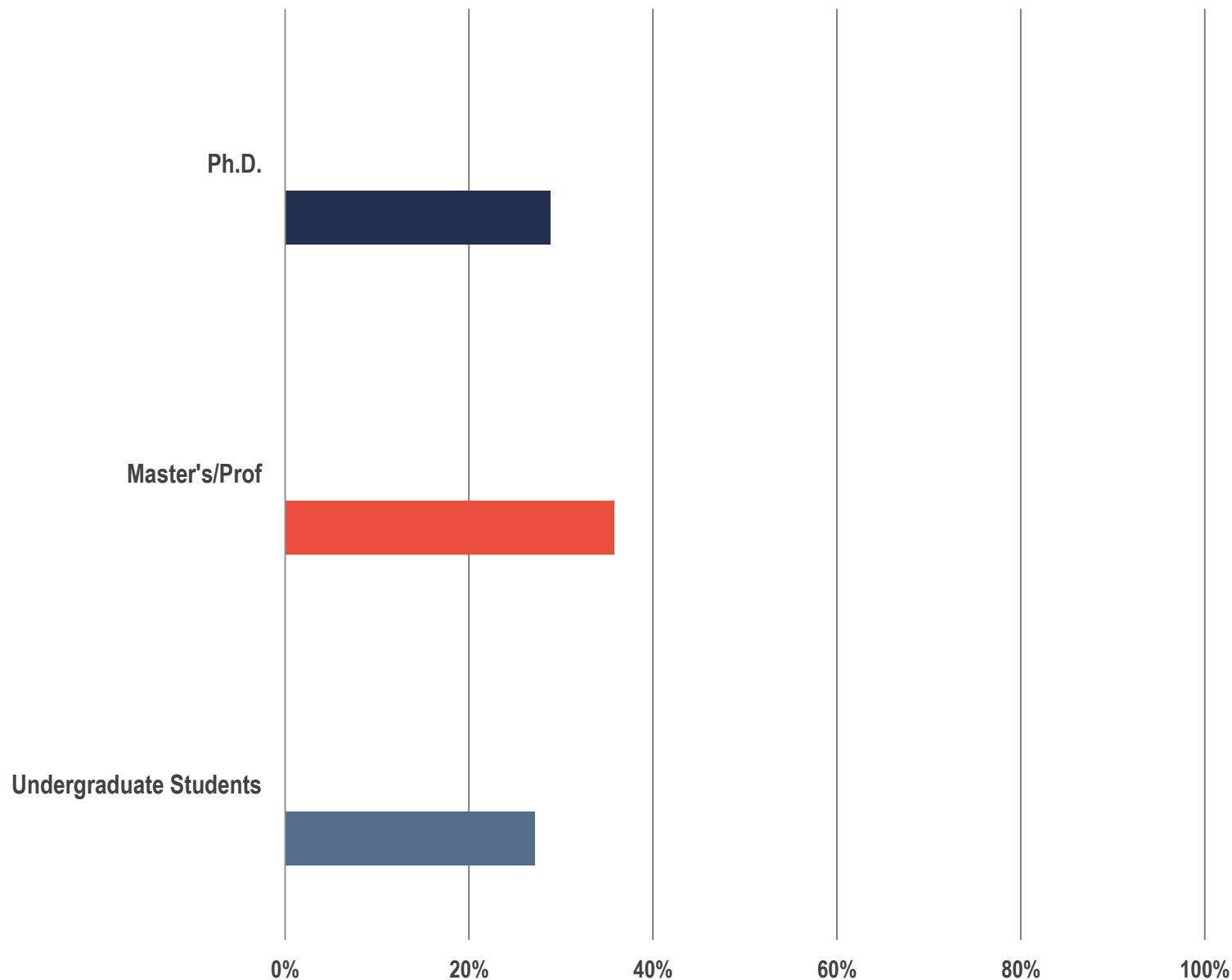
Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph displaying responses indicating “Regularly”



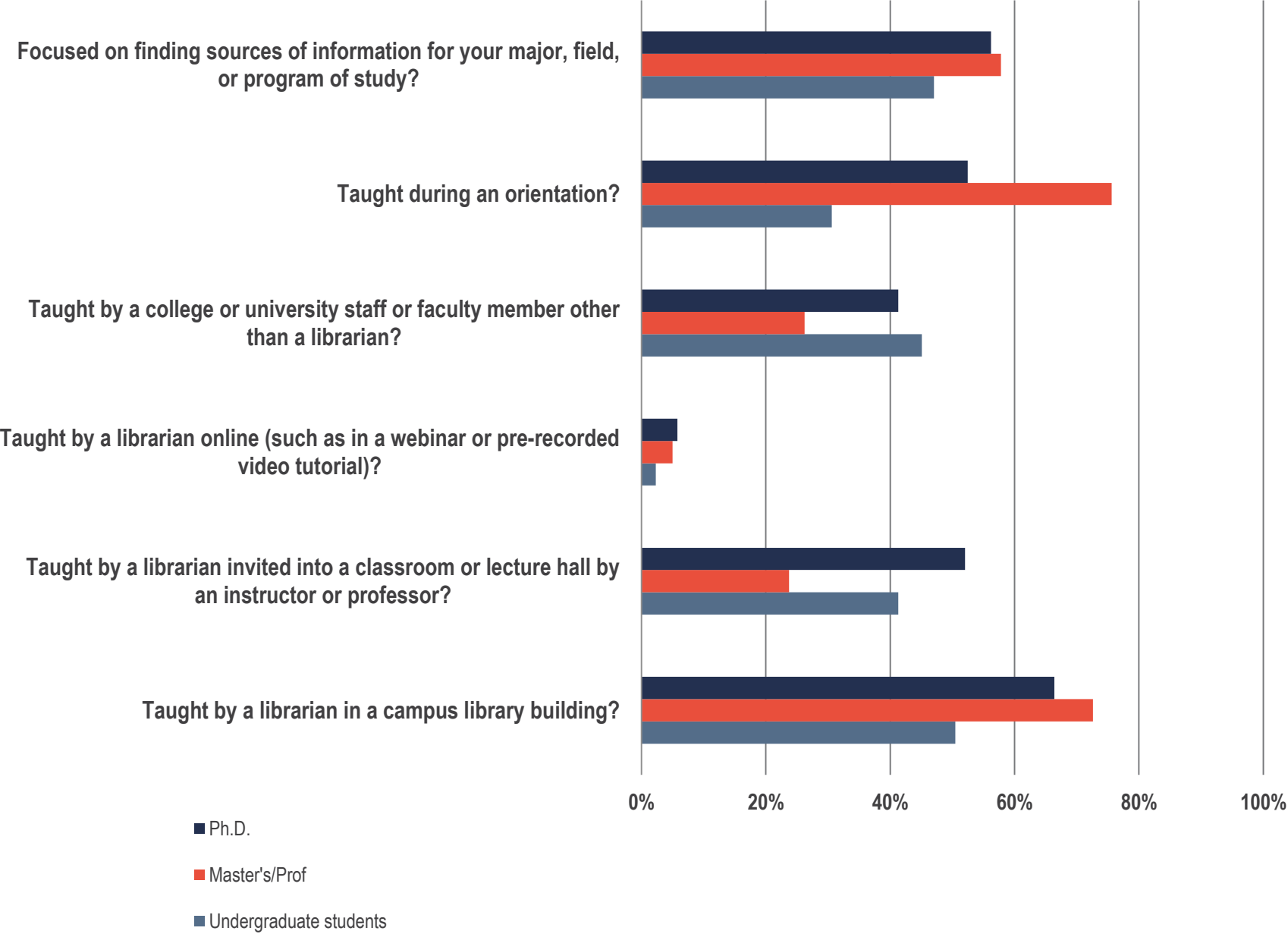
# THE ROLE OF THE LIBRARY

*“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):”*

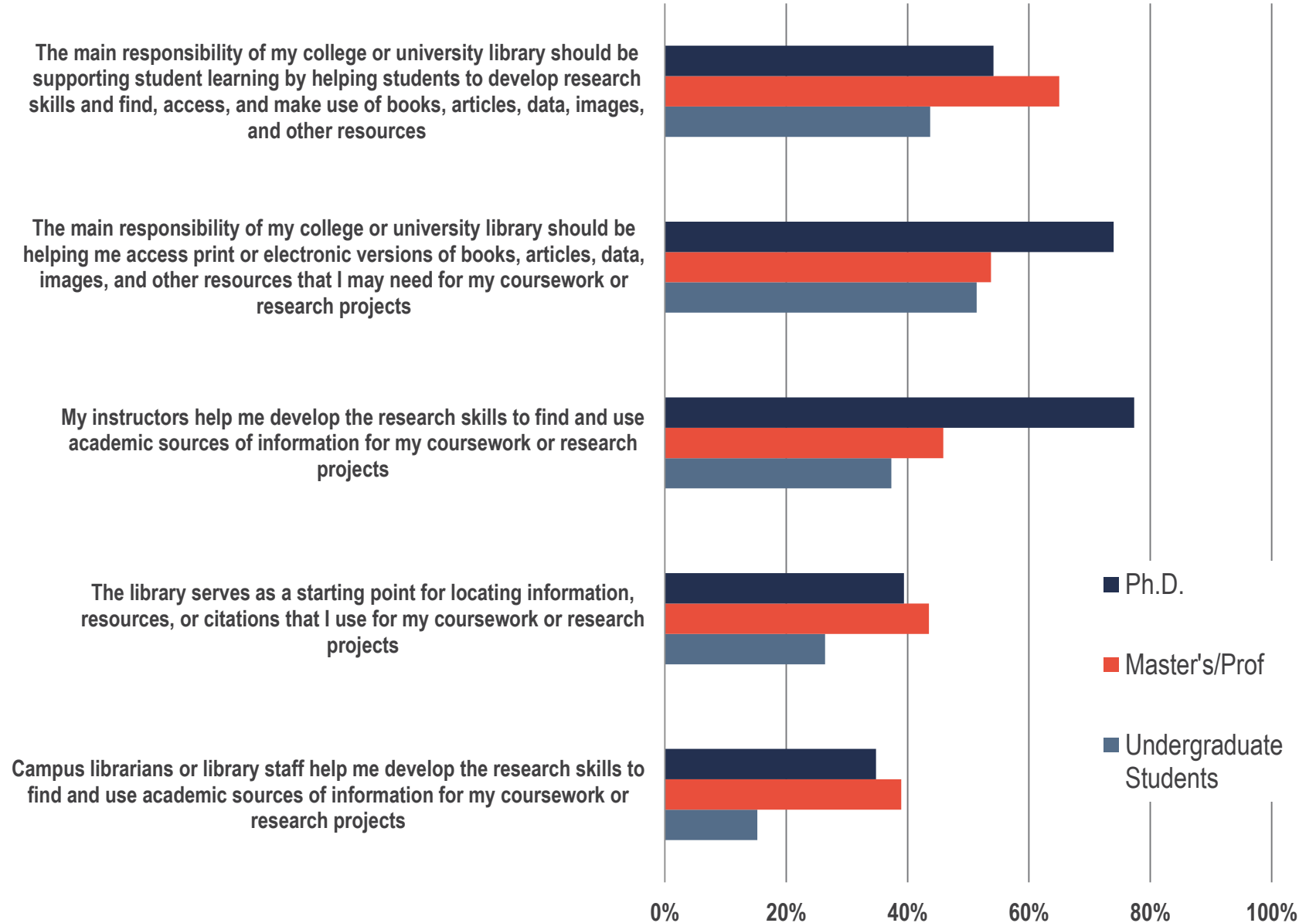


Response scale: Yes; No.  
 Chart displays percent of respondents selecting “Yes.”

*“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:

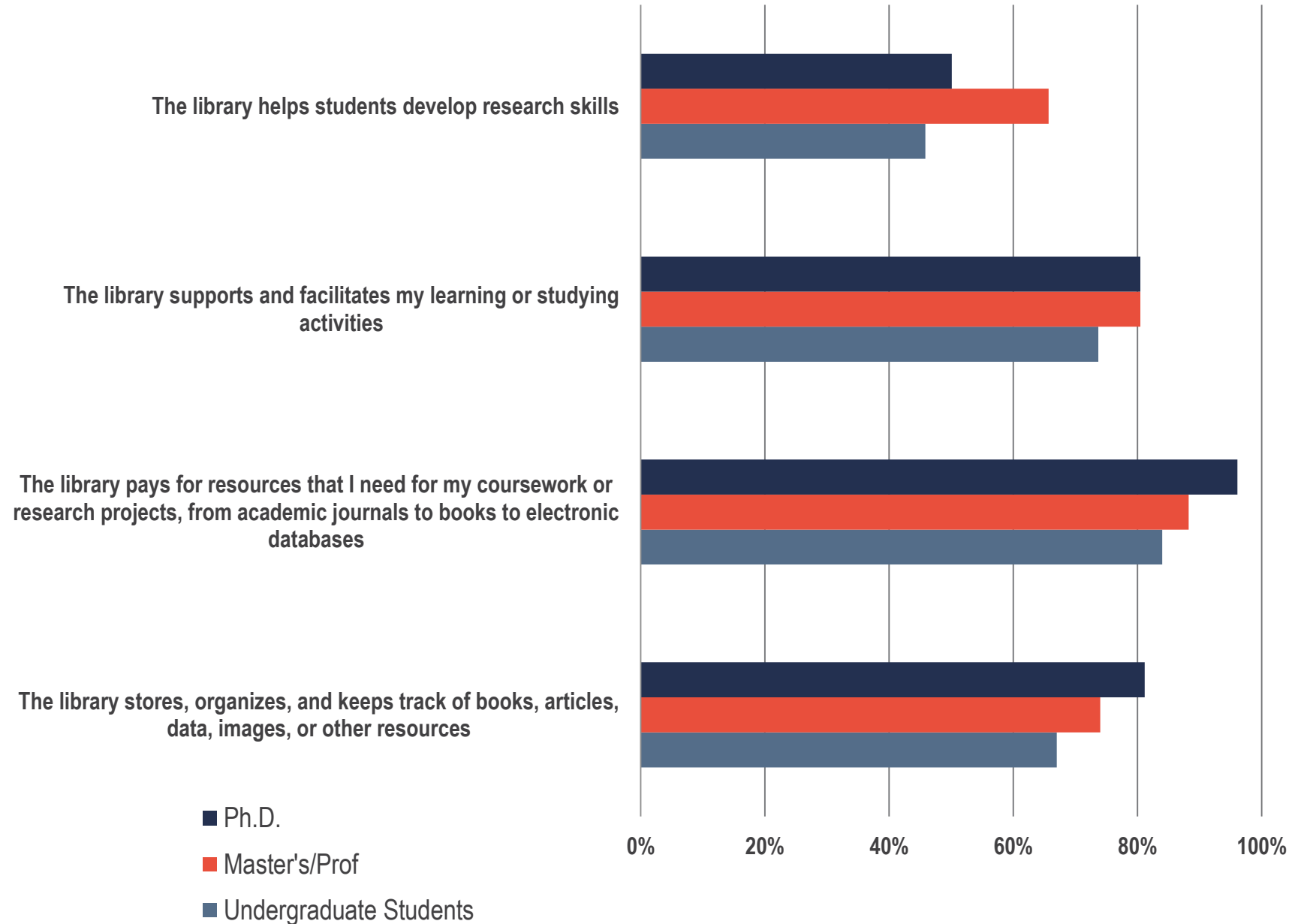
Strongly Agree (7); Agree (6); Somewhat Agree (5); Neither Agree nor Disagree (4); Somewhat Disagree (3); Disagree (2); Strongly Disagree (1). Graph is displaying “Agree” and “Strongly Agree”





*“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



ITHAKA S+R

THANK YOU

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Reports and issue briefs:  
[www.sr.ithaka.org](http://www.sr.ithaka.org)

