LOCAL SURVEYS
2015: RICE UNIVERSITY

Alisa Rod

May 11, 2015
ITHAKA

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 is a not-for-profit preservation service for digital publications, including electronic journals, books, and historical collections.
A LOT TO COVER – AND DISCUSS

1. Brief overview - Surveys background, methodology, and findings
2. Discussion
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)
# PARTICIPANTS

## United States – Universities

<table>
<thead>
<tr>
<th>University</th>
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<tbody>
<tr>
<td>American University</td>
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<tr>
<td>Auburn University</td>
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<td>Baylor University</td>
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<td>California Polytechnic State University</td>
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<td>Carnegie Mellon University</td>
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<td>College of William &amp; Mary</td>
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<td>DePaul University</td>
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<td>Harvard University</td>
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<td>Indiana University</td>
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<td>Iowa State University</td>
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<td>Marquette University</td>
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<td>Mississippi State University</td>
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<td>Montana State University</td>
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<td>Princeton University</td>
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<td>Rice University</td>
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<td>Texas A&amp;M University</td>
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<td>Tulane University</td>
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<td>University of California – Davis</td>
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<td>University of California – Los Angeles</td>
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<td>University of California – San Diego</td>
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<td>University of Central Florida</td>
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<td>University of Chicago</td>
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<td>University of Dayton</td>
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<td>University of Florida</td>
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<td>University of Illinois Urbana-Champaign</td>
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<td>University of Iowa</td>
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<td>University of North Carolina – Chapel Hill</td>
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<td>University of Pittsburgh</td>
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<td>University of Southern California</td>
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<td>University of Texas San Antonio</td>
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<tr>
<td>Virginia Commonwealth University</td>
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<td>Washington University – St. Louis</td>
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</tbody>
</table>
PARTICIPANTS

United States – Medium and Small Institutions

Claremont University Consortium  Southwestern Oklahoma State University
Community College of Rhode Island  State University of New York – Potsdam
John Carroll University  Swarthmore College
Lafayette College  University of Northern Iowa
Nevada State College
Providence College
Roger Williams University
PARTICIPANTS

Australia
Curtin University
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
What are we trying to accomplish?
» Determine user satisfaction?
» Understand effectiveness of existing services?
» Analyze the extent to which we meet user needs?
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

<table>
<thead>
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<th>Digital research activities</th>
<th>Student research skills</th>
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<tbody>
<tr>
<td>Research topics and practices</td>
<td>Undergraduate instruction</td>
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<tr>
<td><strong>Data management and preservation</strong></td>
<td>Online learning and MOOCs</td>
</tr>
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<td></td>
<td>Graduate instruction</td>
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</tbody>
</table>

- Research dissemination  
- Scholarly communications services  
- The role of the library  
- Library market research  
- Space planning  
- Serving clinicians and health scientists
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.
“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:”

- Undergraduate degree (such as a Bachelor of Arts, Bachelor of Science, Bachelor of Music, etc.)
- Master’s and/or professional degree (such as a J.D., M.A., M.B.A., M.D., etc.)
- Ph.D. or Psy.D.
“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?”
“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?”
“When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process?”
“When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process?”
“Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?”

A general search engine (such as Google, Yahoo!, or Bing)

The library’s website

An academic search engine or database (such as Google Scholar or JSTOR)

N/A (I have never, or I have not yet, completed a research project)

Other (please fill in):
“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
“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)
I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work.

I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work.

I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work.

"Please select the statement below that best describes your point of view."

Note: Forced choice
“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 rating each item as “extremely well” (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
“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?

[Yes] [No]
“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".”

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage of Respondents Rating 8–10</th>
</tr>
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<tbody>
<tr>
<td>The ability to update existing datasets with new data, media, or images</td>
<td>70%</td>
</tr>
<tr>
<td>The ability to merge entire datasets together to create new datasets</td>
<td>60%</td>
</tr>
<tr>
<td>The ability to customize permissions or restrictions for other researchers to use my data, media, or images</td>
<td>60%</td>
</tr>
<tr>
<td>The ability to make my data, media, or images freely available to the public</td>
<td>70%</td>
</tr>
<tr>
<td>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.)</td>
<td>80%</td>
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<tr>
<td>The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)</td>
<td>70%</td>
</tr>
<tr>
<td>The ability to track academic research citing my data, media, or images</td>
<td>50%</td>
</tr>
<tr>
<td>The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)</td>
<td>80%</td>
</tr>
</tbody>
</table>
“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
“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
What do you think these results mean?

What else does the library and the university need to know?

What should come next?
THANK YOU

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