

LOCAL SURVEYS 2015: RICE UNIVERSITY

AKA SHR



Alisa Rod

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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**

 Surveys background and methodology
Faculty Survey
Student Survey
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 Marguette 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 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
- \times 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/Factb ook/Faculty_and_Staff/Fall_2 014_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:"



Ph.D. or Psy.D.

0%

20%

40%

60%

80%

100%

DISCOVERY







"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."

Following the work of key scholars

Regularly skimming new issues of key journals

Regularly skimming table of contents alerts of key journals

Reading or skimming book reviews

Reviewing catalogs or announcements from scholarly publishers

Setting alerts for specific relevant keywords

Reading materials rated highly by a relevant repository or scholarly tool

Reading materials suggested by other scholars

Attending conferences or workshops

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

Following other researchers through blogs or social media

Rice Faculty

US National Faculty (R1)

0% 20% 40% 60%

100%

80%

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



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?"



"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 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,...

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

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.)



100%

80%

"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 My college or university library

My college or university IT department

An AV or media support department at my institution

A disciplinary or departmental repository at my institution

A disciplinary repository at another institution

A publisher or a university press

A scholarly society

Freely available software

0%

20%



40%

60%

100%

80%

"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



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:"

Preparing to file my thesis or capstone project or research paper

Preparing for a board, certifying, or other qualifying exam

Practical training (e.g. fieldwork, internship, clinical practice/rotation, clerkship, etc.)

Preparing to defend my thesis or capstone project or research paper

Research or writing for my thesis or capstone project or research paper

Coursework or seminars for my degree or program



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

Preparing to file my dissertation (i.e. my dissertation is complete)

Preparing to defend my dissertation

Writing my dissertation

Collecting data or conducting original research for my dissertation

Research or writing for my dissertation prospectus

Preparing for a comprehensive, qualifying, oral, or other type of...

Coursework or seminars required for my degree or program





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." My major, field, or program of study

The reputation or ranking of my college or university

My collaborative research experience with professors or advisors at this college or...

The type of degree that I expect to receive (such as a B.A., M.A., Ph.D., J.D., M.D.,...

My involvement in organized extracurricular activities, such as clubs, sports, campus...

My work experience or internship(s)

My professional network

My faculty mentor(s) or advisor(s)

The research and analysis skills that I acquired or expect to acquire at this...

Undergraduate Students
Master's/Prof
Ph.D.



ACADEMICS AND COURSEWORK

"In the courses you are Laboratory exercises *currently taking, how* often are you assigned **Group projects** each of the following types of work?" Art or design projects (Undergraduates) **Problem sets** Coding, software, or programming assignments Response scale: Presentations or multimedia projects Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph Fieldwork, internships, clinical practice/rotations, or clerkships displaying responses indicating "Regularly" Literary essays or other papers that do not require research **Research papers Responses to assigned readings** 0% 20% 40% 60% 80% 100%

"In the courses you are Laboratory exercises *currently taking, how* often are you assigned **Group projects** each of the following types of work?" Art or design projects Problem sets Coding, software, or programming assignments Response scale: Presentations or multimedia projects Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph Fieldwork, internships, clinical practice/rotations, or clerkships displaying responses indicating "Regularly" **Research papers** Literary essays or other papers that do not require research Literature reviews 0% 20% 40% 60% 80% 100% Ph.D. Master's/Prof

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."



Focused on finding sources of information for your major, field, or program of study? Taught during an orientation? Taught by a college or university staff or faculty member other than a librarian? Taught by a librarian online (such as in a webinar or pre-recorded video tutorial)? Taught by a librarian invited into a classroom or lecture hall by an instructor or professor? Taught by a librarian in a campus library building? 0% 20% 40% 60% 80% 100% Ph.D.

Master's/Prof

Undergraduate students

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):" "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."

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"

Response scale:

The main responsibility of my college or university library should be supporting student learning by helping students to develop research skills and find, access, and make use of books, articles, data, images, and other resources

The main responsibility of my college or university library should be helping me access print or electronic versions of books, articles, data, images, and other resources that I may need for my coursework or research projects

My instructors help me develop the research skills to find and use academic sources of information for my coursework or research projects

The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research projects

Campus librarians or library staff help me develop the research skills to find and use academic sources of information for my coursework or research projects



"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. Graph displays

category of student

The library helps students develop research skills

The library supports and facilitates my learning or studying activities

Useful; Somewhat Useful; Very Useful; Extremely The library pays for resources that I need for my coursework or research projects, from "Extremely Useful" and "Very academic journals to books to electronic Useful" combined for each databases

> The library stores, organizes, and keeps track of books, articles, data, images, or other resources

> > ■ Ph.D. Master's/Prof

Undergraduate Students



"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 Librarians or library staff provide support in learning and using online search engines or databases

Librarians or library staff provide help for learning about technological, digital, or online tools for coursework or research projects

Librarians or library staff provide assistance or guidance with managing data or datasets

Librarians or library staff provide assistance or guidance on using information ethically (such as to avoid plagiarism)

Librarians or library staff provide assistance or guidance on managing citations of books, articles, data, images, or websites for coursework or research projects (such as for a bibliography,... Librarians or library staff provide assistance or guidance in finding sources for coursework or research projects (such as books, articles, databases, websites, etc.)



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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

