ITHAKA S+R

LOCAL SURVEYS 2015: **RICE UNIVERSITY**

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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 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

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)

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 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

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?

RICE FACULTY & STUDENT **SURVEY**S

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
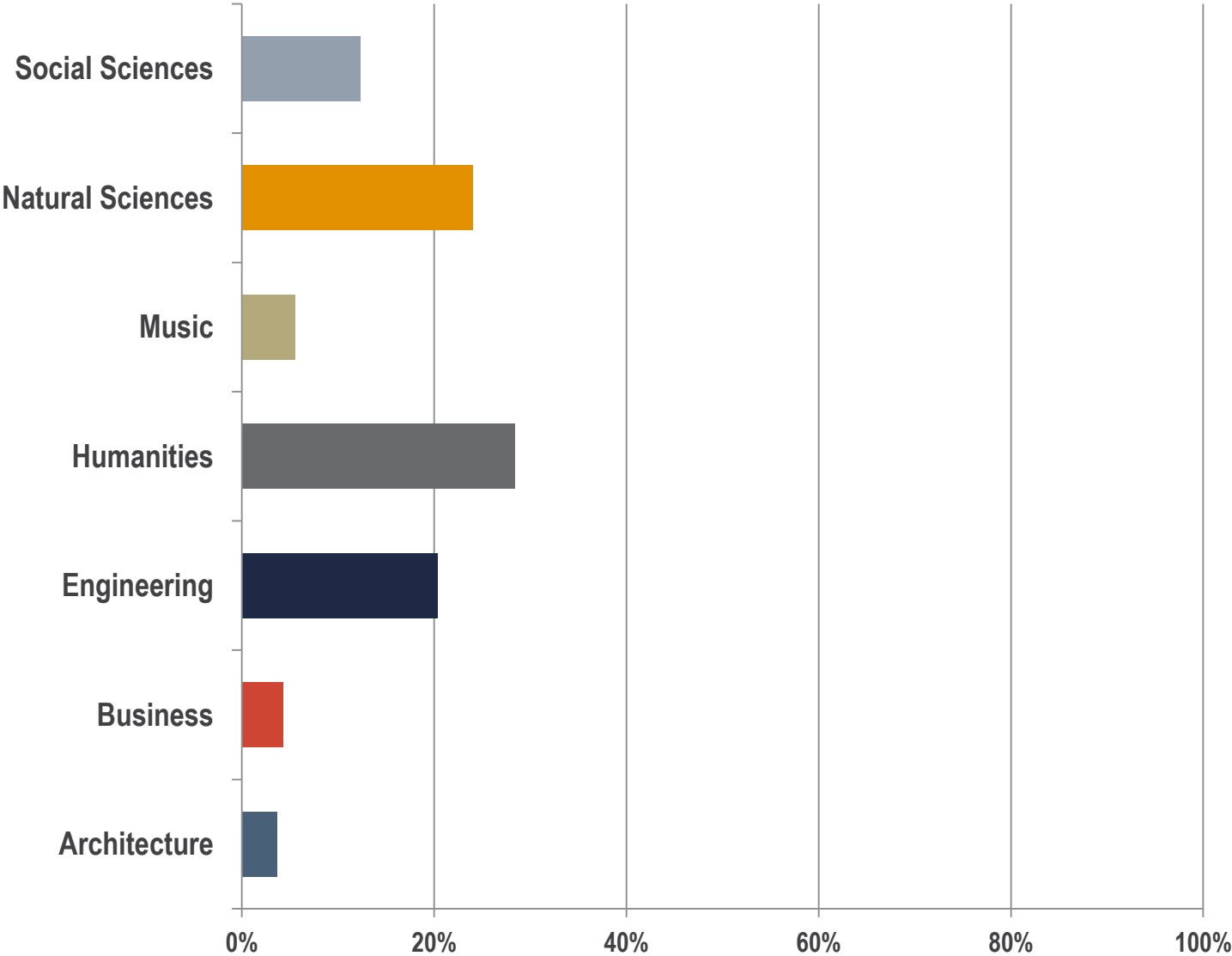» Serving clinicians and health scientists

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

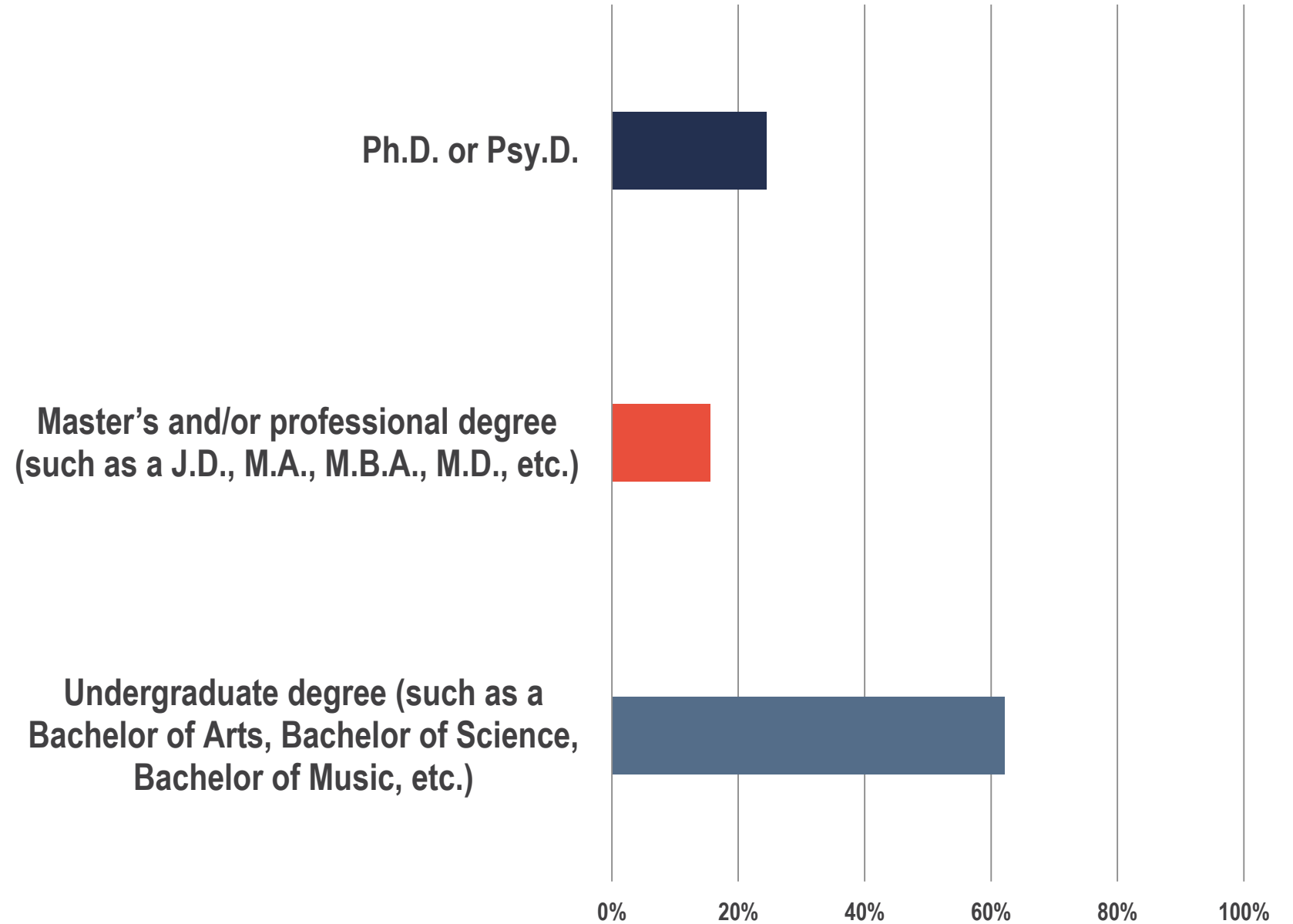» 164 completed responses received (13% response rate)

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.

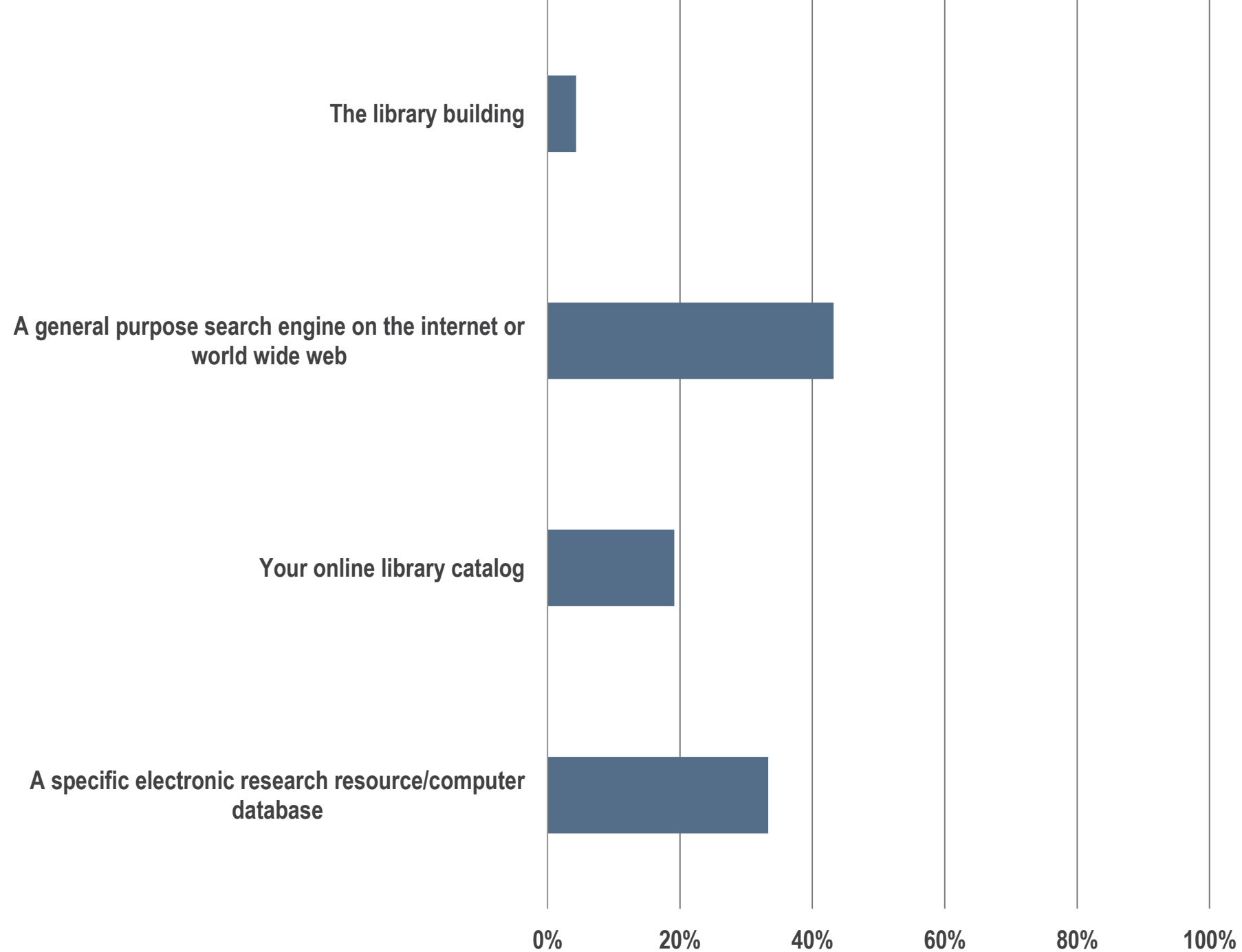*"Which of the following degrees are you pursuing at this college or university? Please select all that apply or select "N/A" if you are not enrolled in a degree granting program:"*

Ph.D. or Psy.D.

Master's and/or professional degree (such as a J.D., M.A., M.B.A., M.D., etc.)

Undergraduate degree (such as a Bachelor of Arts, Bachelor of Science, Bachelor of Music, etc.)
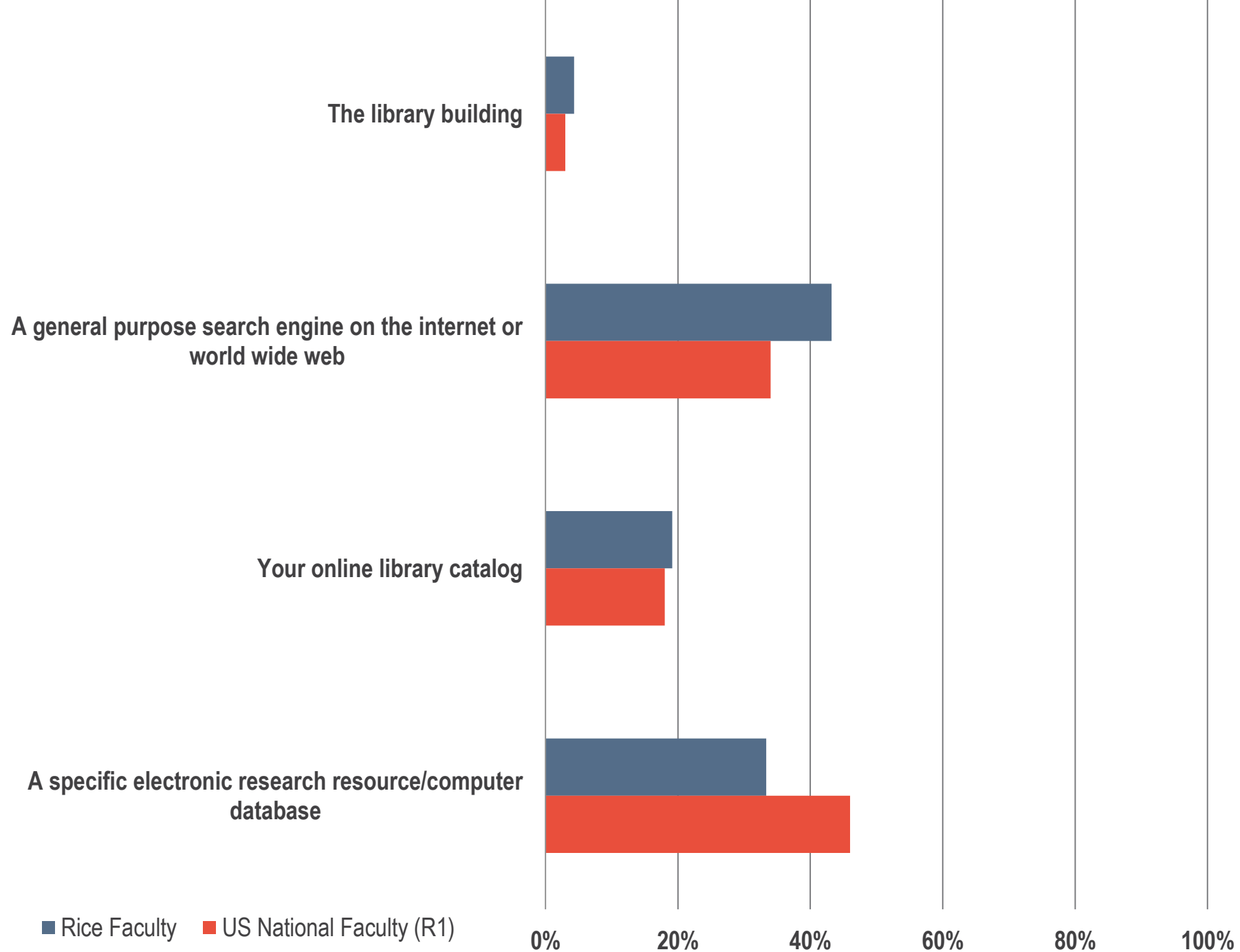
0%   20%   40%   60%   80%   100%

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?"

- The library building
- A general purpose search engine on the internet or world wide web
- Your online library catalog
- A specific electronic research resource/computer database
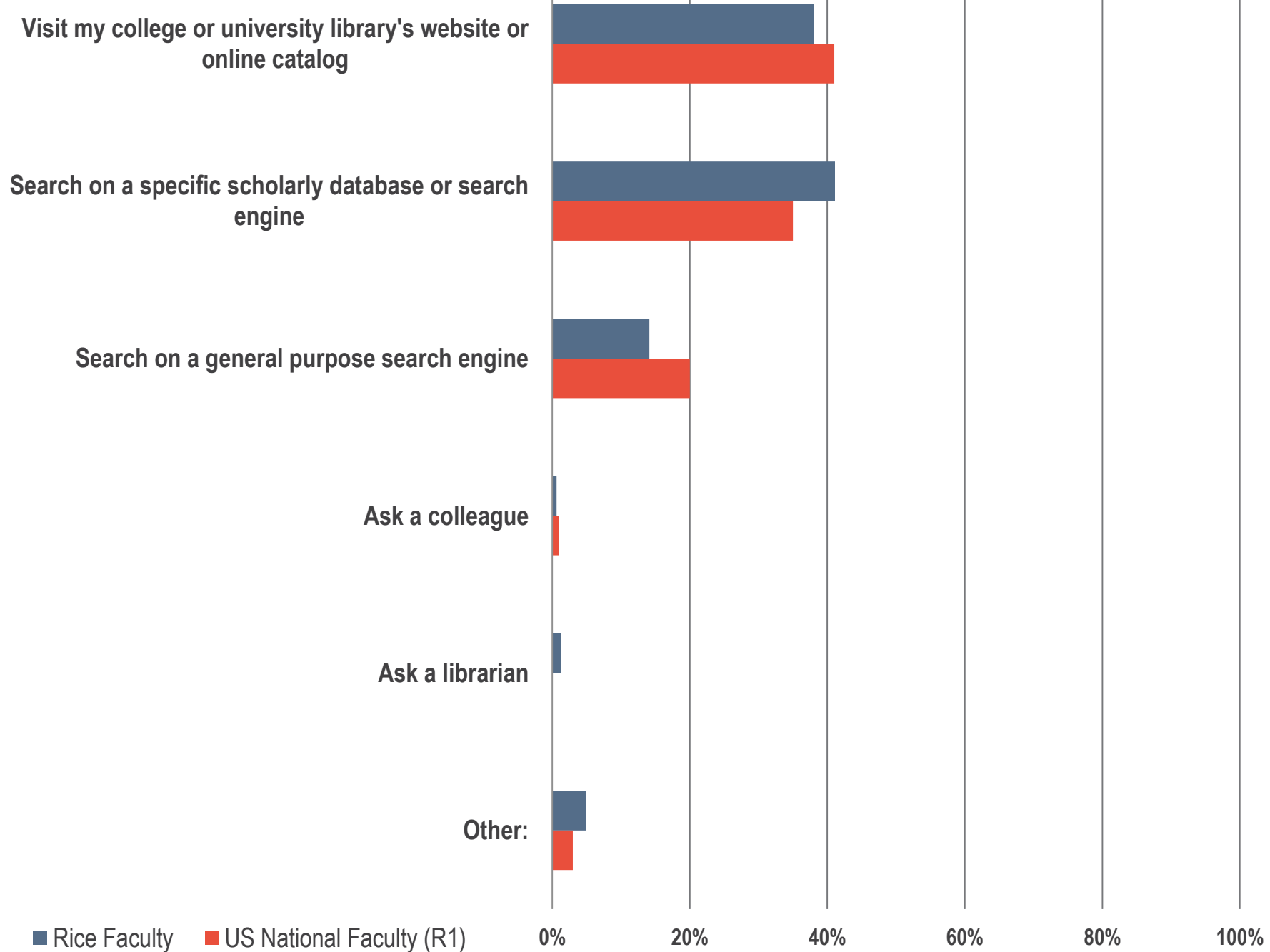
0%   20%   40%   60%   80%   100%

"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?"

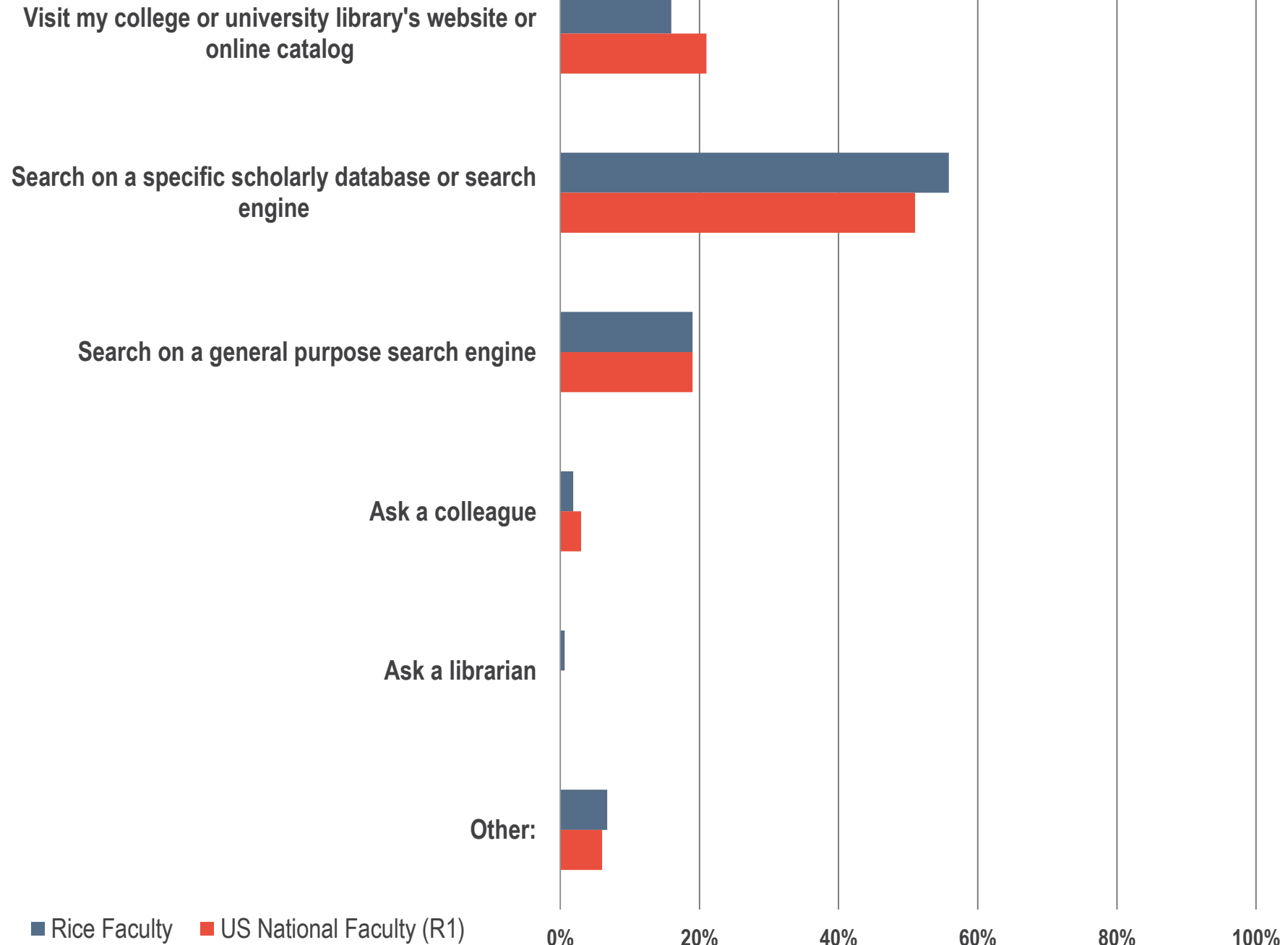The library building

A general purpose search engine on the internet or world wide web

Your online library catalog

A specific electronic research resource/computer database

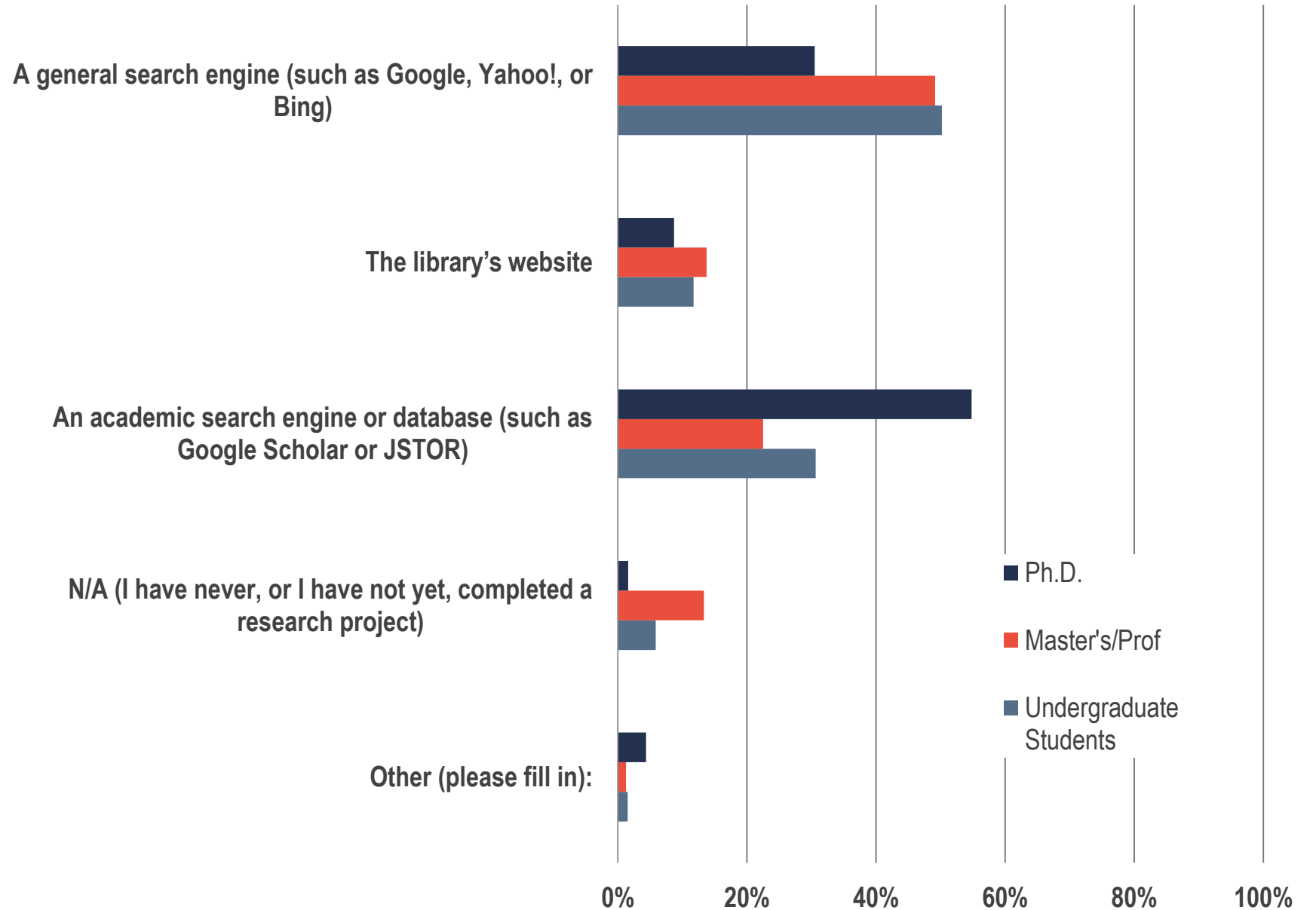■ Rice Faculty ■ US National Faculty (R1)

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

"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?"

Rice Faculty   US National Faculty (R1)

"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?"

Visit my college or university library's website or online catalog

Search on a specific scholarly database or search engine

Search on a general purpose search engine

Ask a colleague

Ask a librarian

Other:

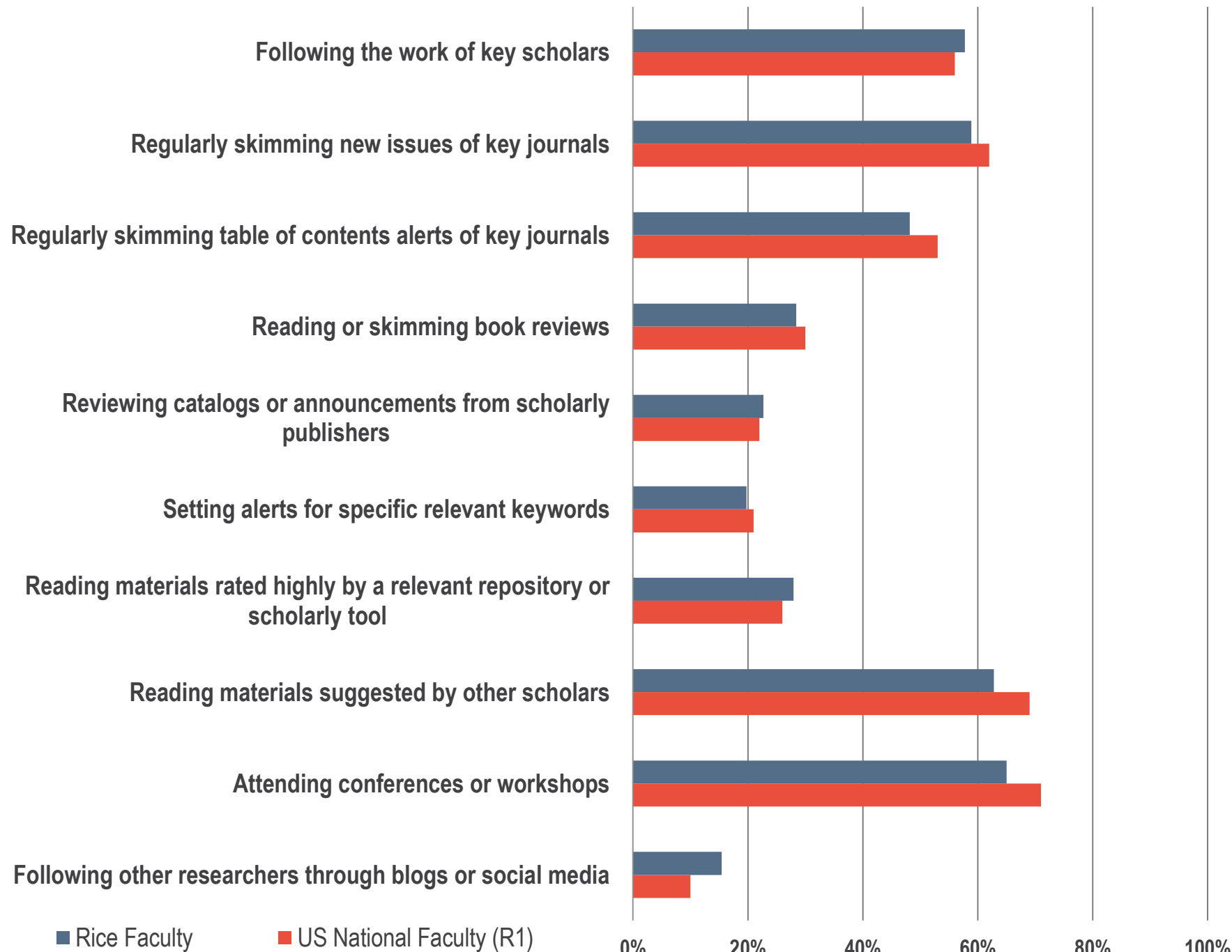■ Rice Faculty   ■ US National Faculty (R1)

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

"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):

Ph.D.

Master's/Prof

Undergraduate Students

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

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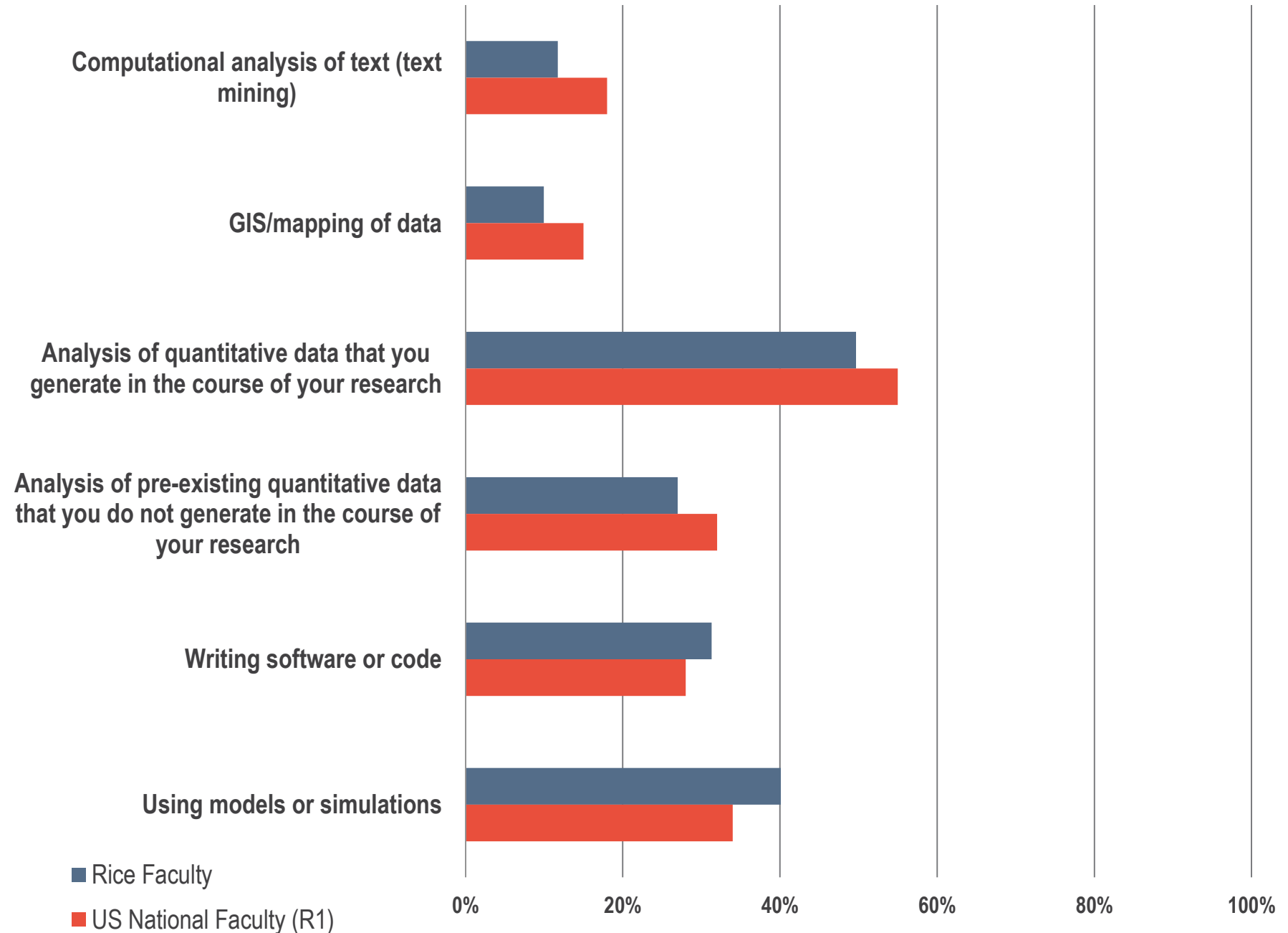
Response scale:
10 point scale, 10 = "Extremely important" and 1 = "Not at all important"; percent of respondents selecting 8 – 10

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

Following other researchers through blogs or social media

■ Rice Faculty   ■ US National Faculty (R1)

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

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)
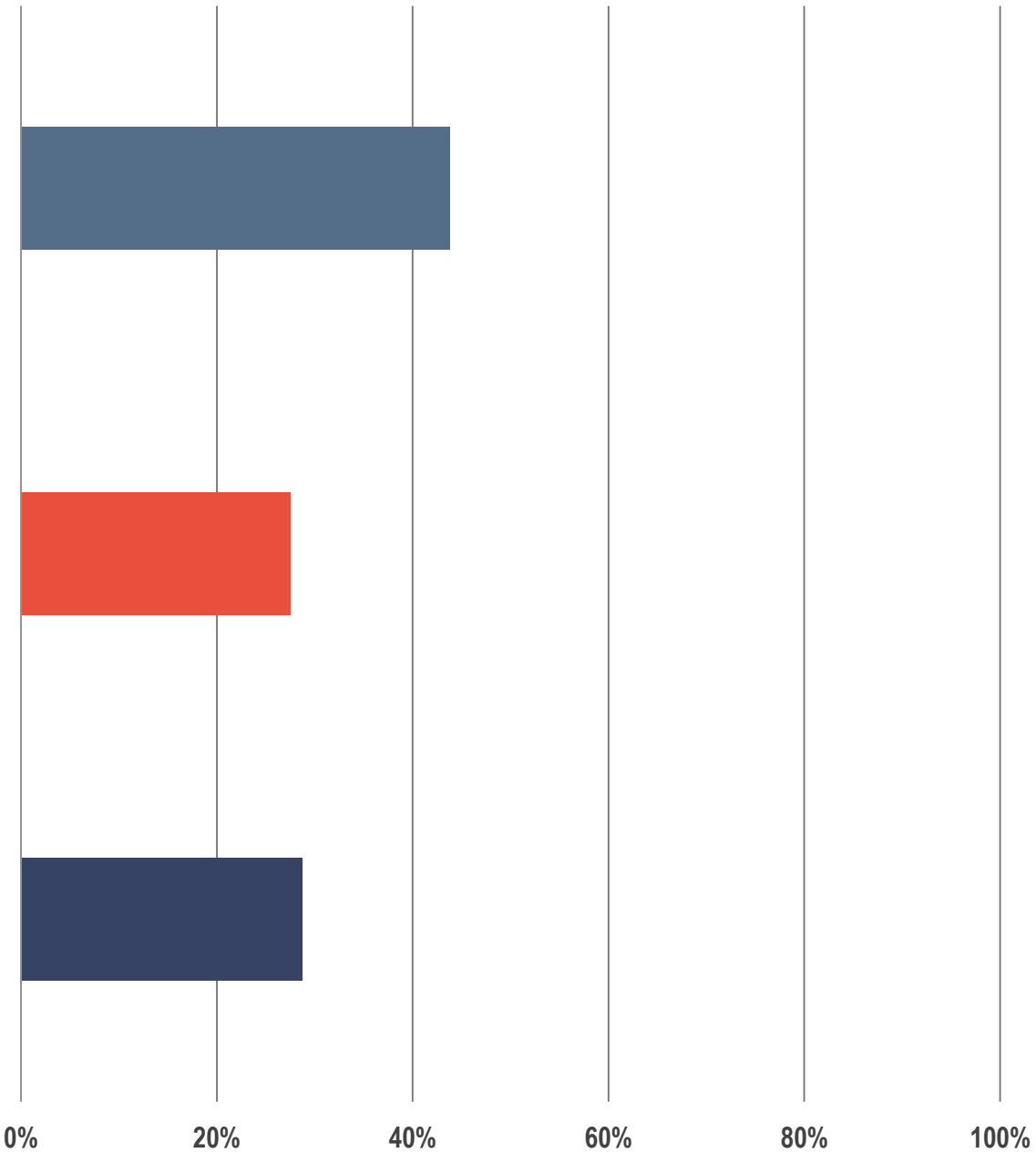
Computational analysis of text (text mining)

GIS/mapping of data

Analysis of quantitative data that you generate in the course of your research

Analysis of pre-existing quantitative data that you do not generate in the course of your research

Writing software or code

Using models or simulations

■ Rice Faculty
■ US National Faculty (R1)

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

Interest in integrating digital research activities and methodologies

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

Note: Forced choice

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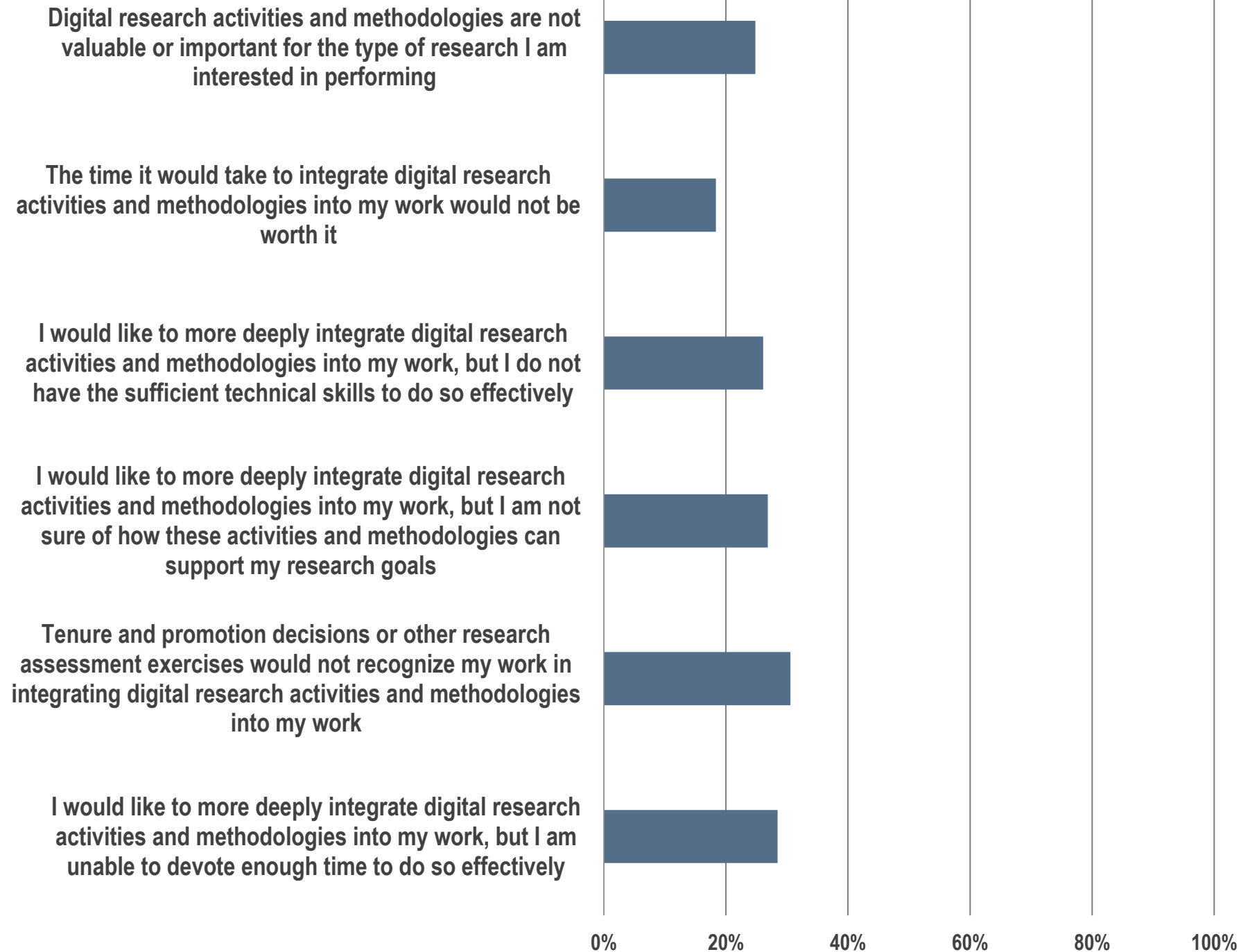
0%   20%   40%   60%   80%   100%

"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."
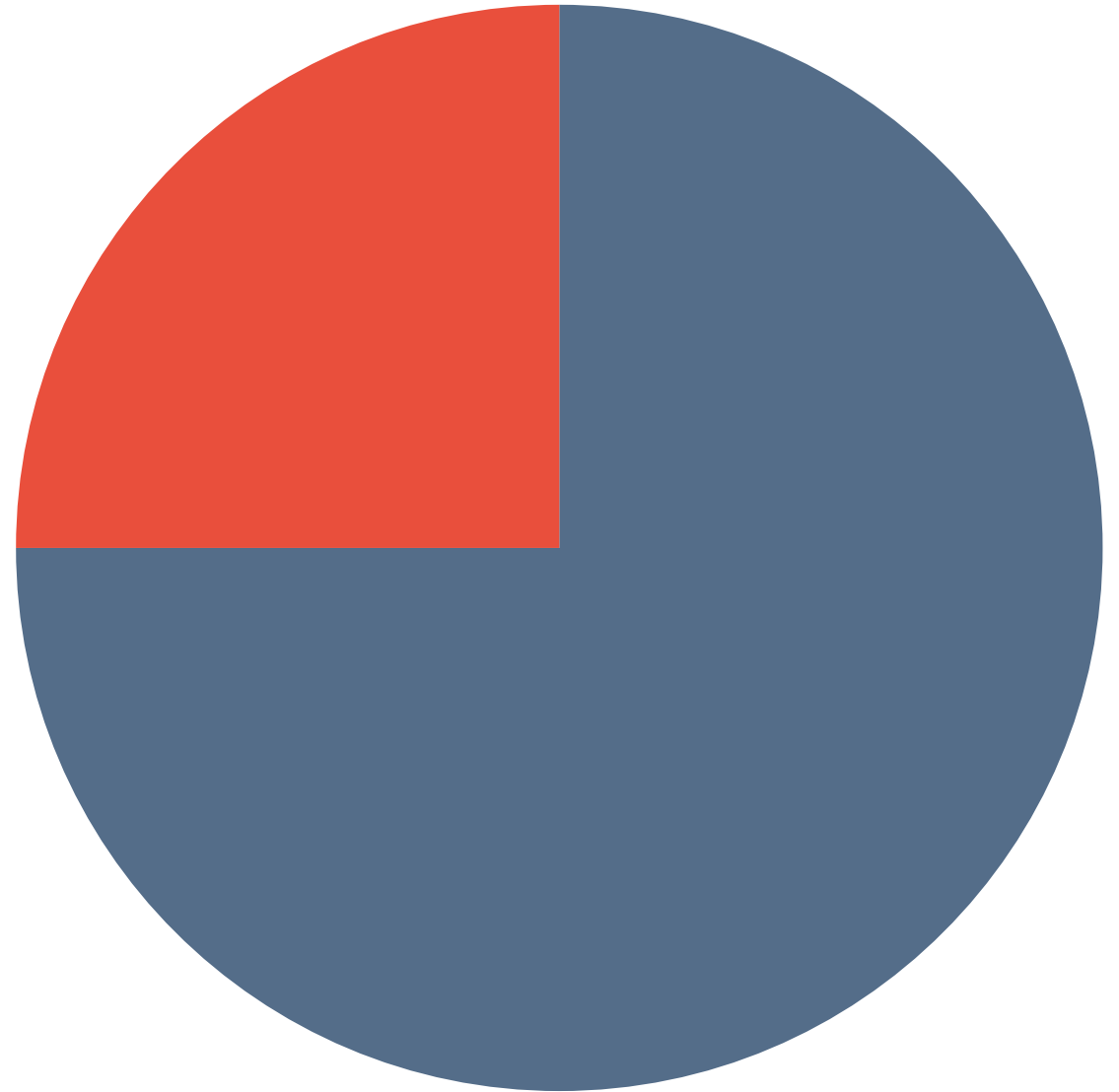
Response scale:

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)
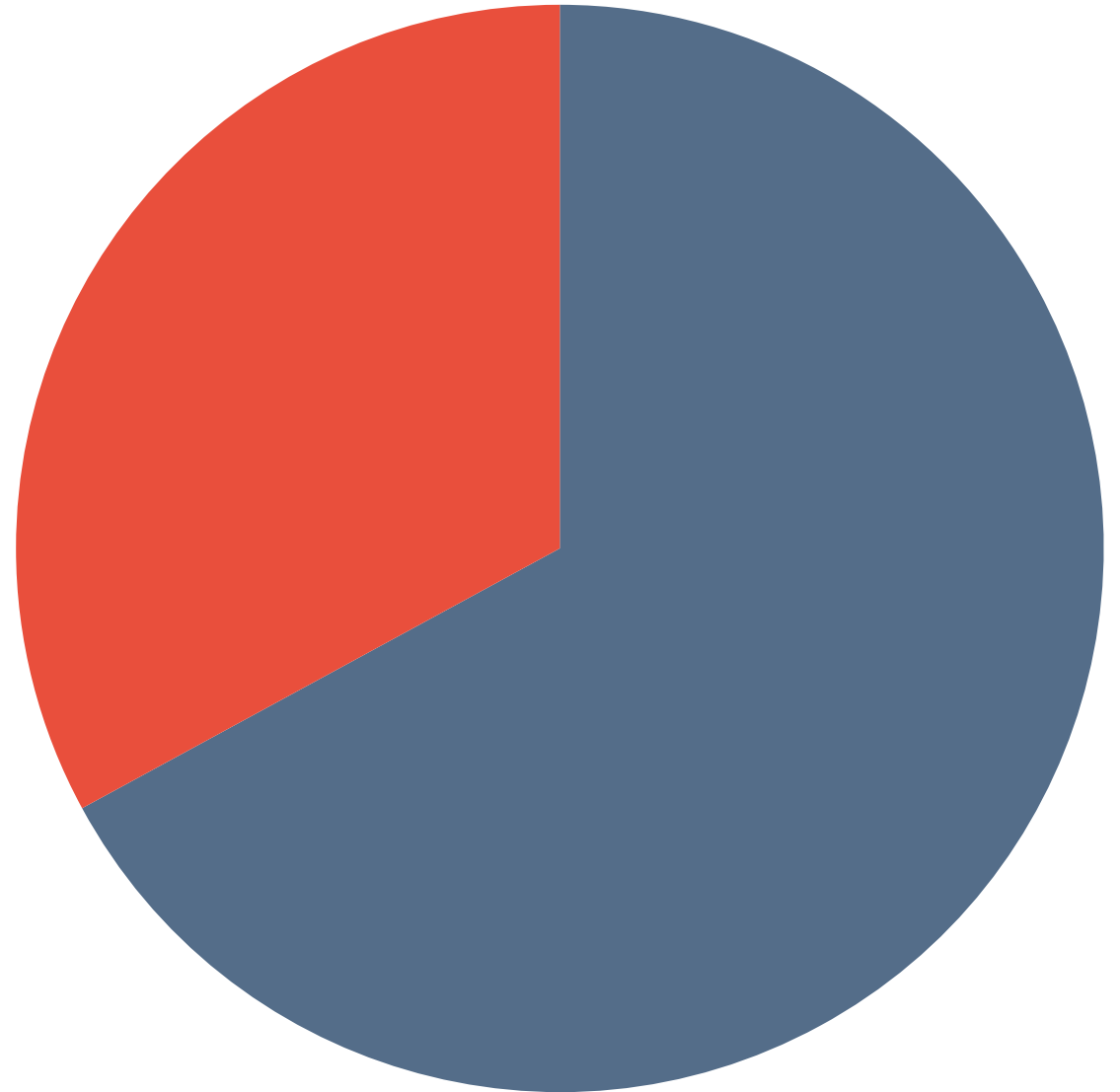
DATA
MANAGEMENT AND PRESERVATION

"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?"

"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?"
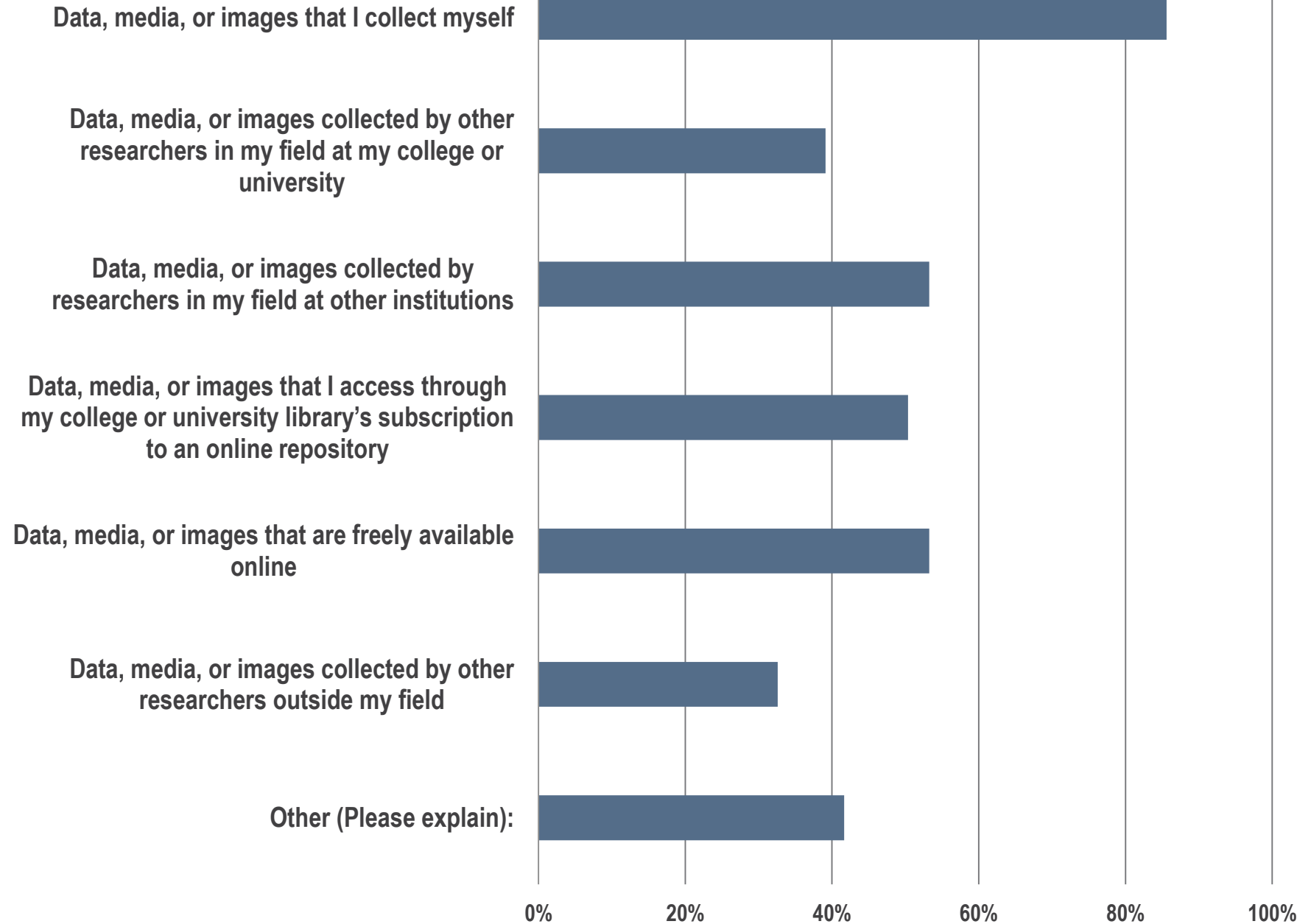
Response scale:

10 point scale, 10 = "Extremely important" and 1 = "Not at all important"; Percent of respondents selecting 8-10

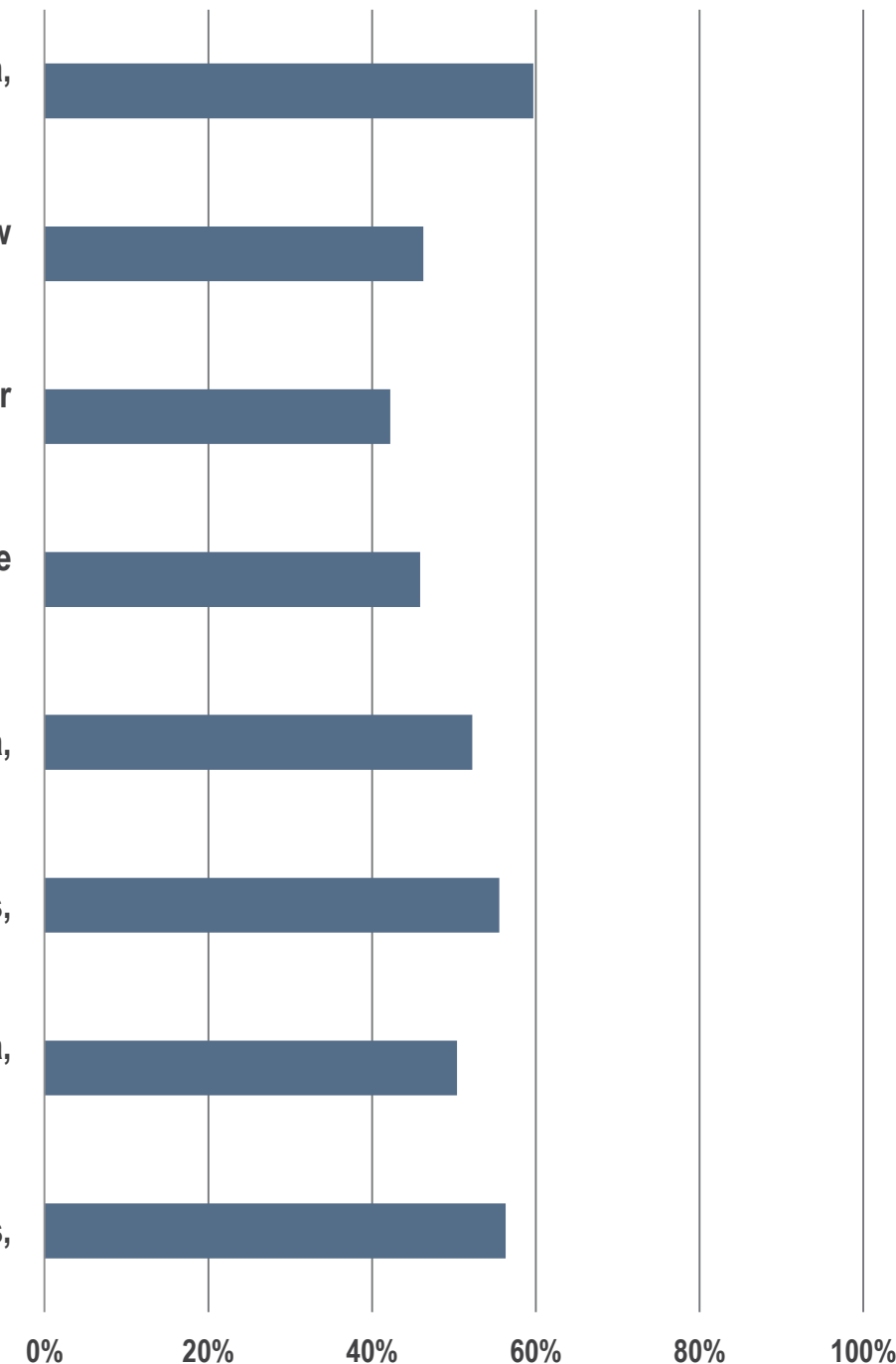|	
Data, media, or images that I collect myself	
Data, media, or images collected by other researchers in my field at my college or university	
Data, media, or images collected by researchers in my field at other institutions	
Data, media, or images that I access through my college or university library's subscription to an online repository	
Data, media, or images that are freely available online	
Data, media, or images collected by other researchers outside my field	
Other (Please explain):	

"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
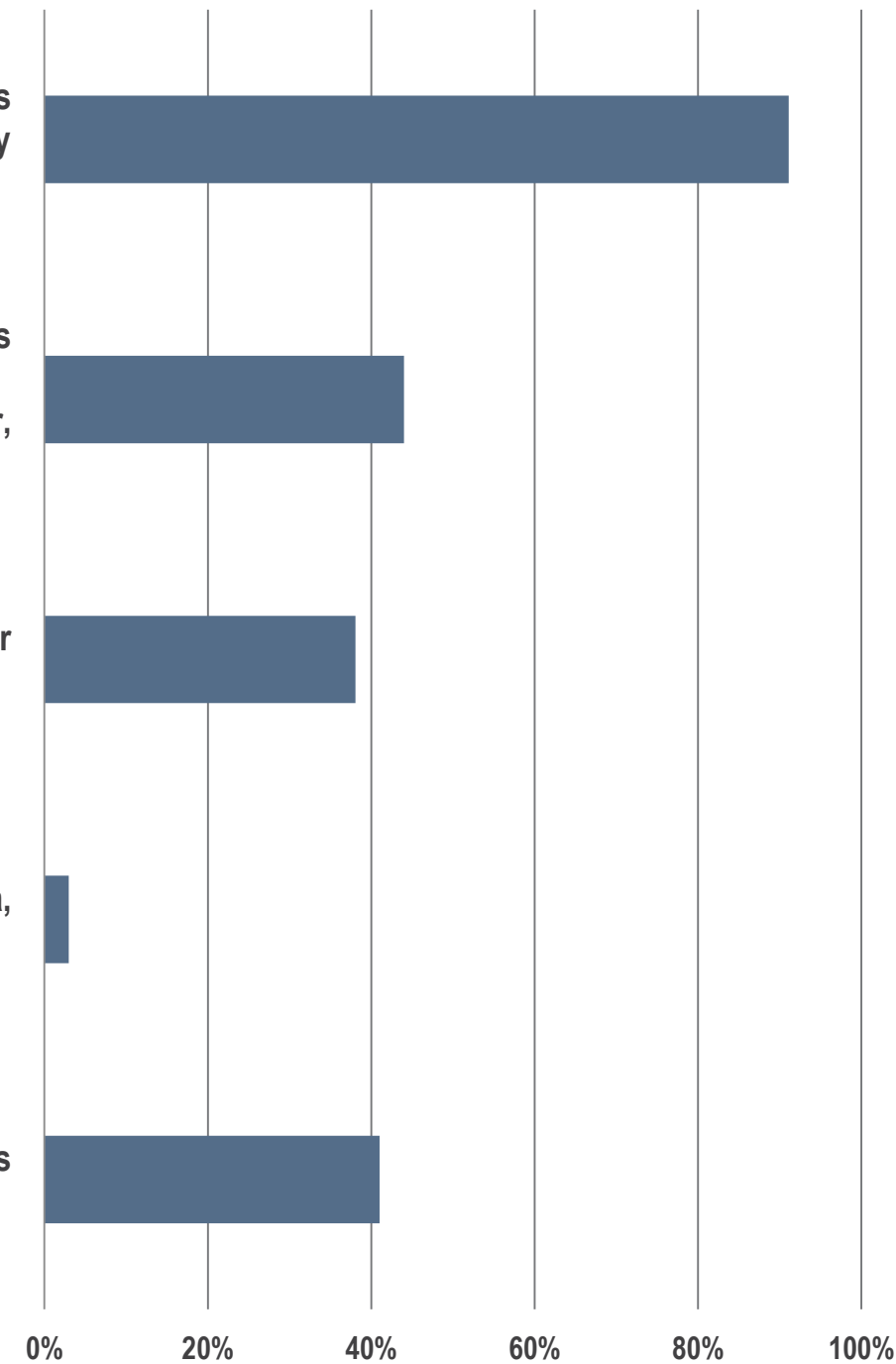

The ability to update existing datasets with new data, media, or images

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.)

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

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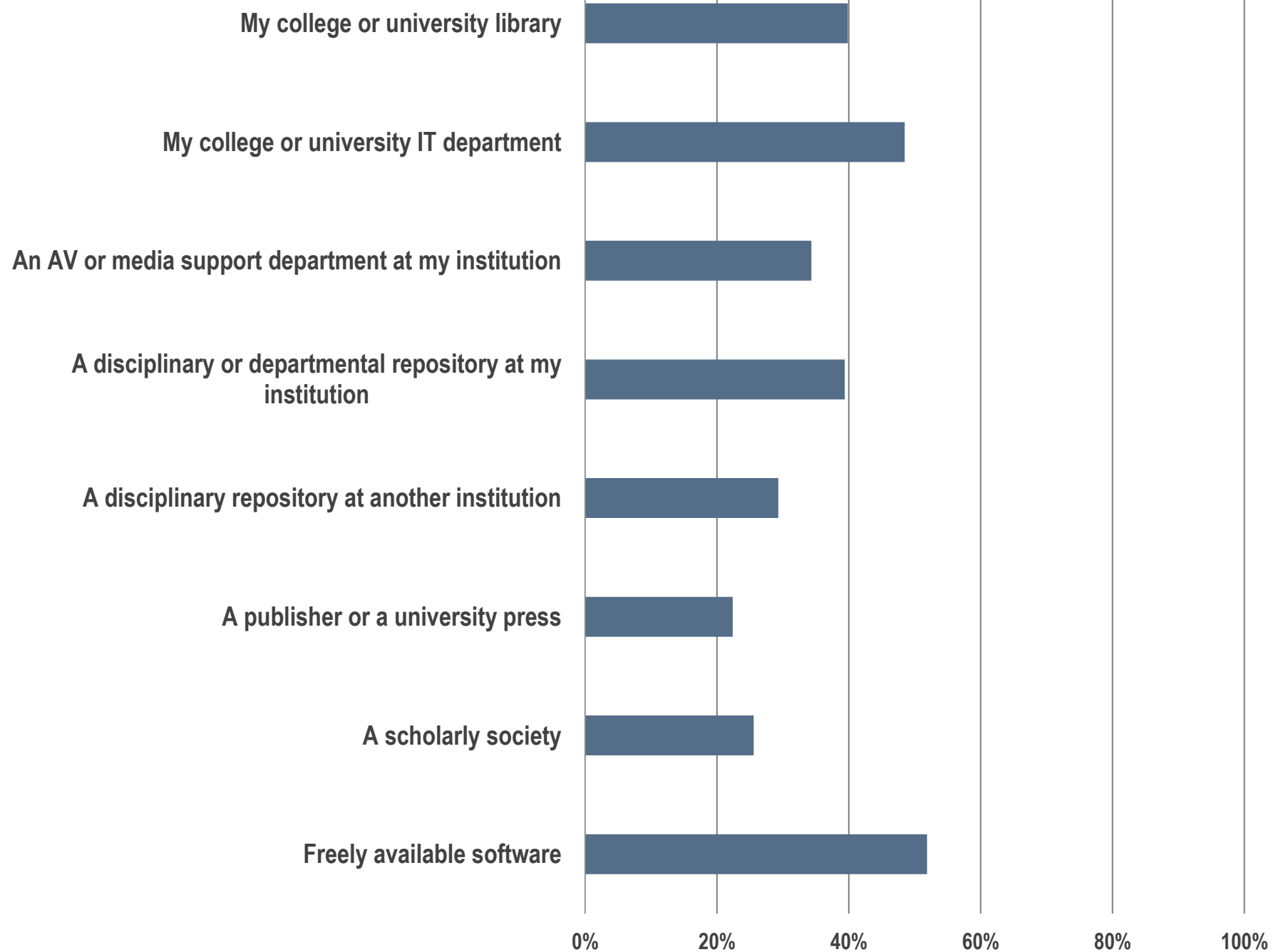
Response scale:
10 point scale, 10 = "Extremely well" and 1 = "Not at all well"; percent of respondents selecting 8 − 10

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"

"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%

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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

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

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