



Rice University Faculty Survey: Report of Findings

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Overview

The Rice University implementation of the Ithaka S+R Faculty Survey was launched on March 17, 2015, and was closed to new responses on April 8, 2015, with a total of 164 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover materials for research; faculty members' data preservation and management behaviors and needs; and their digital research activities and methodologies. The following report provides a high-level overview of findings from the Rice University faculty survey.¹

Details

1,274 Rice University faculty members received an email invitation to participate in a survey about faculty research habits. Two email reminders were sent before the close of the survey. The following incentives were offered: a chance to win one of twenty-five \$25.00 Amazon gift cards or thirty-five \$10.00 Rice Coffee House gift cards. In total, 204 respondents clicked the survey link (about 16% of those who received the email invitation), with 186 of those starting the survey (15%), and 164 of those respondents completing the survey, for an overall response rate of about 13%. Due to the survey flow and skip patterns, not all Rice University faculty respondents received every question in the survey.

How to interpret the findings

For each question in the Rice University survey, this document provides a single graph and table of overall responses. Title pages provide information about survey flow and contingent items, which signify that a question was only presented to those who satisfied a condition in their response to another question.

If you have any questions about this report or working with the raw data provided, please contact Christine Wolff, Ithaka S+R Survey Administrator, at Christine.Wolff@ithaka.org.

¹ This report covers results from completed surveys and does not include an overview of partially completed responses. Partially completed responses are included in the spreadsheet of raw data.

Discovery

DSC1

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 select one of the following answers.

DSC2

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? Select one of the following answers.

DSC3

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? Select one of the following:

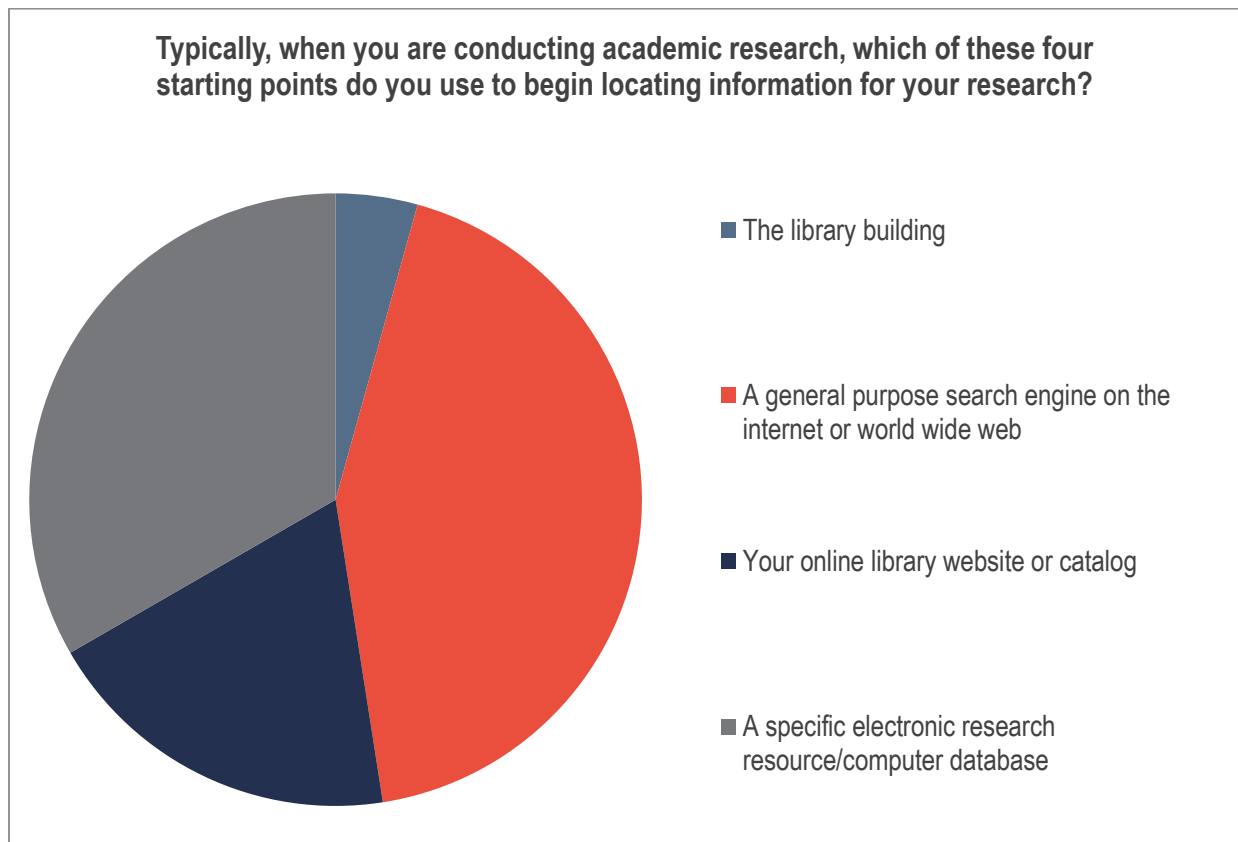
DSC4

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.

DSC1

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 select one of the following answers.

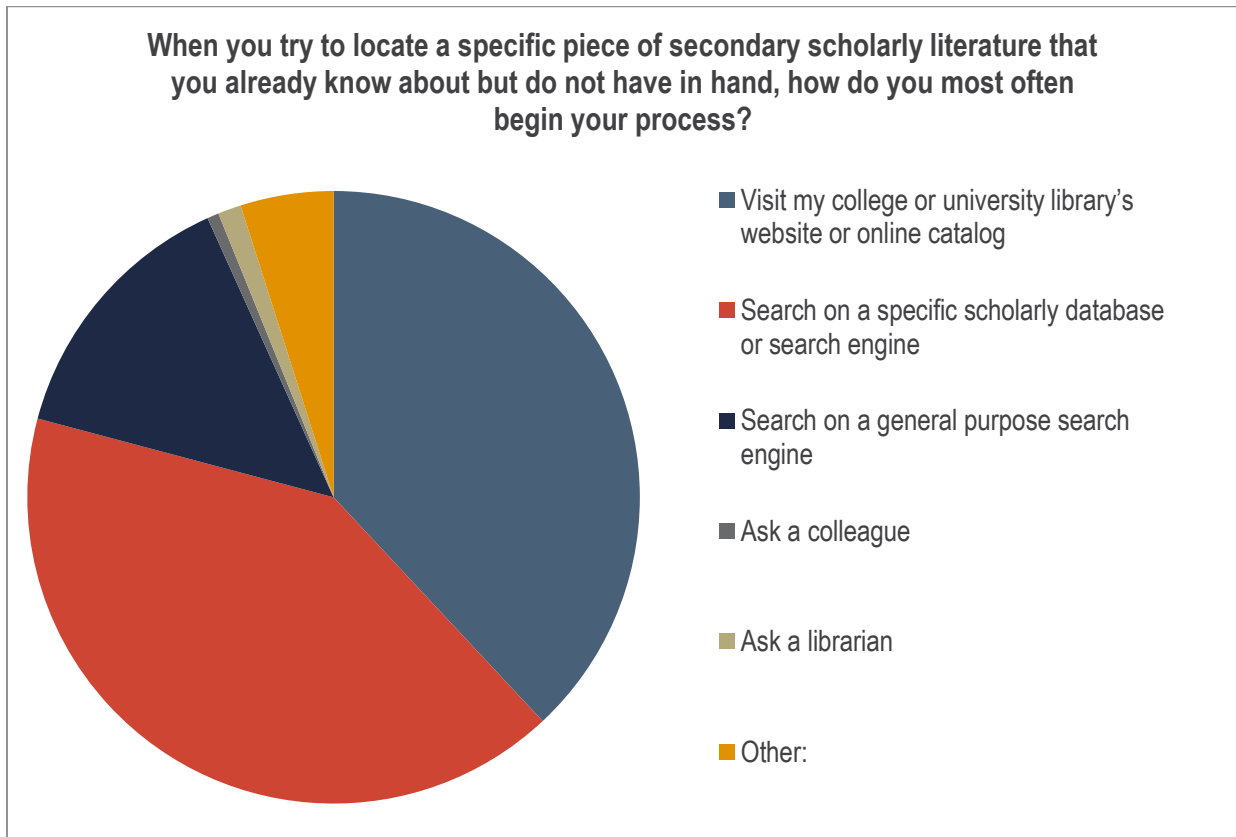
	Response	Percent
The library building	7	4.32%
A general purpose search engine on the internet or world wide web	70	43.21%
Your online library website or catalog	31	19.14%
A specific electronic research resource/computer database	54	33.33%
	162	100.00%



DSC2

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? Select one of the following answers.

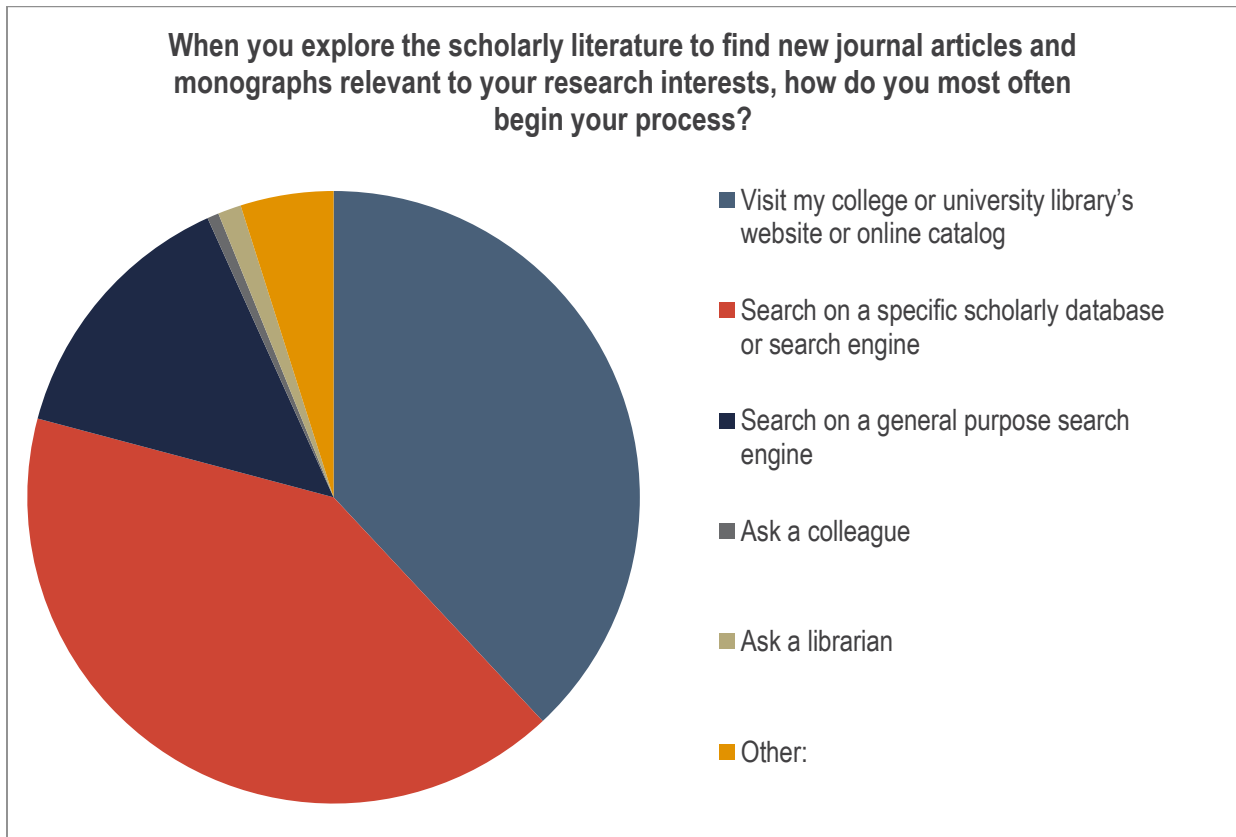
	Response	Percent
Visit my college or university library's website or online catalog	62	38.04%
Search on a specific scholarly database or search engine	67	41.10%
Search on a general purpose search engine	23	14.11%
Ask a colleague	1	0.61%
Ask a librarian	2	1.23%
Other:	8	4.91%
	163	100.00%



DSC3

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? Select one of the following:

	Response	Percent
Visit my college or university library's website or online catalog	26	15.95%
Search on a specific scholarly database or search engine	91	55.83%
Search on a general purpose search engine	31	19.02%
Ask a colleague	3	1.84%
Ask a librarian	1	0.61%
Other:	11	6.75%
	163	100.00%



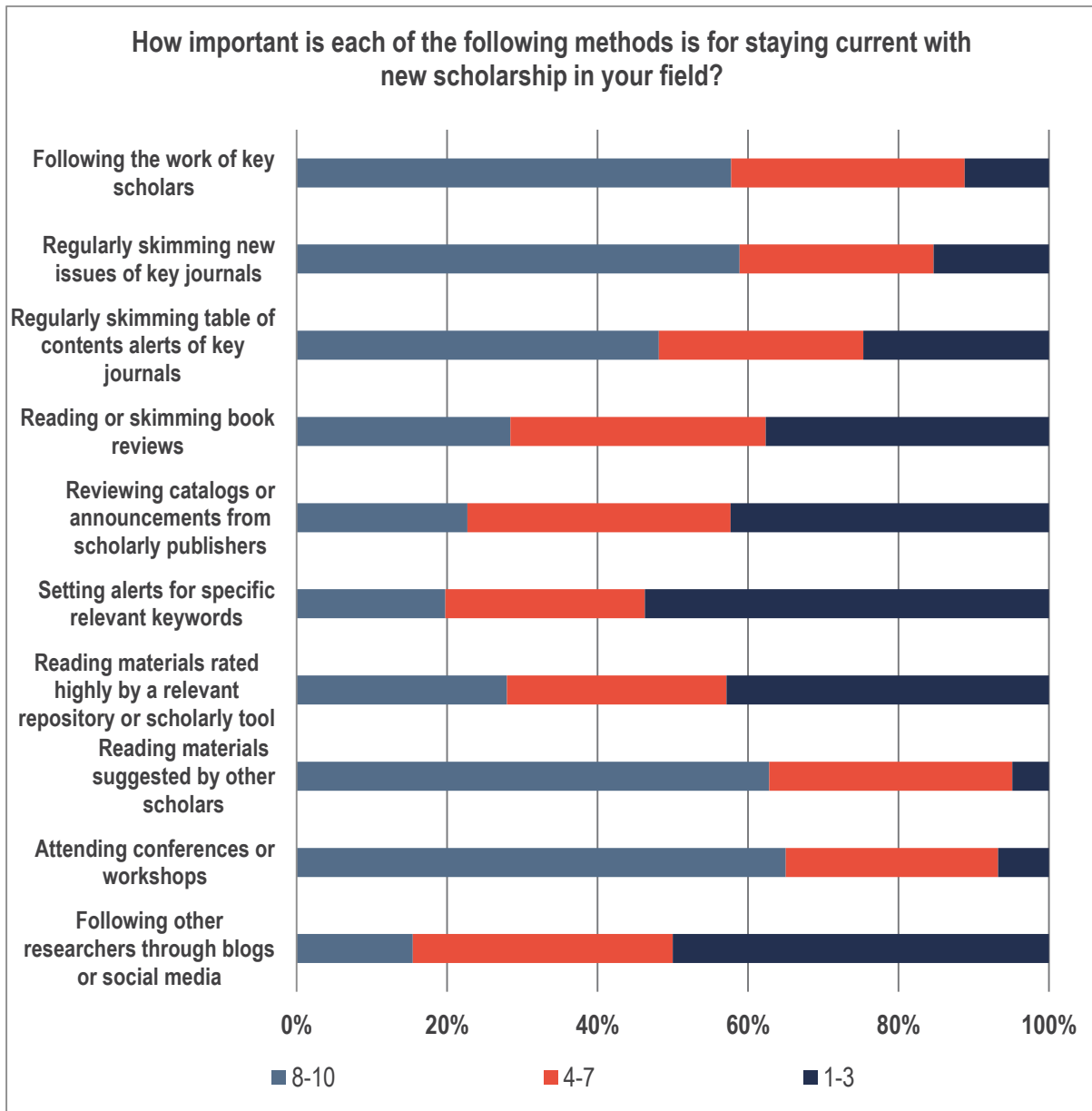
DSC4

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.

	8-10	4-7	1-3	Response
Following the work of key scholars	57.76%	31.06%	11.18%	161
Regularly skimming new issues of key journals	58.90%	25.77%	15.34%	163
Regularly skimming table of contents alerts of key journals	48.15%	27.16%	24.69%	162
Reading or skimming book reviews	28.40%	33.95%	37.65%	162
Reviewing catalogs or announcements from scholarly publishers	22.70%	34.97%	42.33%	163
Setting alerts for specific relevant keywords	19.75%	26.54%	53.70%	162
Reading materials rated highly by a relevant repository or scholarly tool	27.95%	29.19%	42.86%	161
Reading materials suggested by other scholars	62.80%	32.32%	4.88%	164
Attending conferences or workshops	65.03%	28.22%	6.75%	163
Following other researchers through blogs or social media	15.43%	34.57%	50.00%	162

DSC4

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.



Digital Research Activities

DRA1

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

DRA2

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

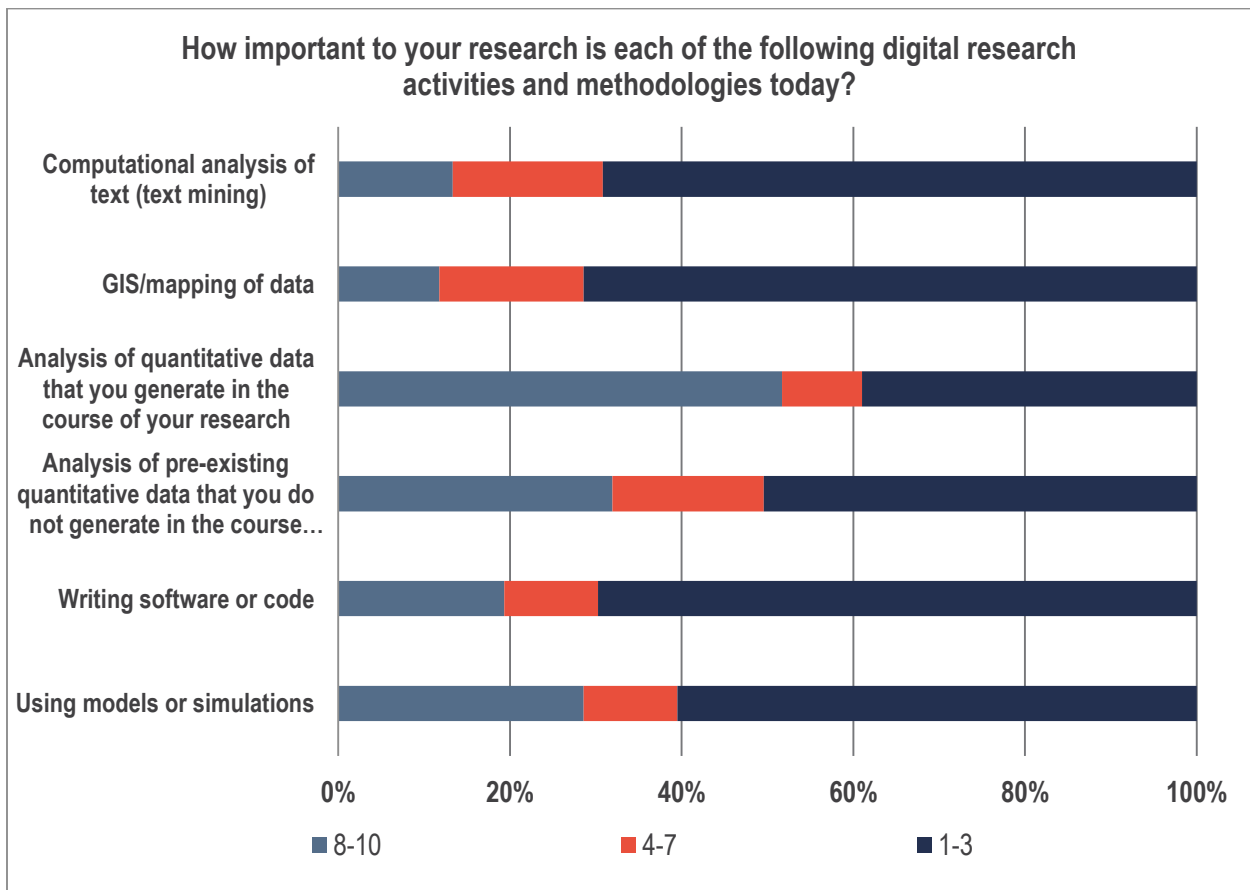
DRA3

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – 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.

DRA1

How important to your research is each of the following digital research activities and methodologies today? Use the scales below to rate from 10 to 1 where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

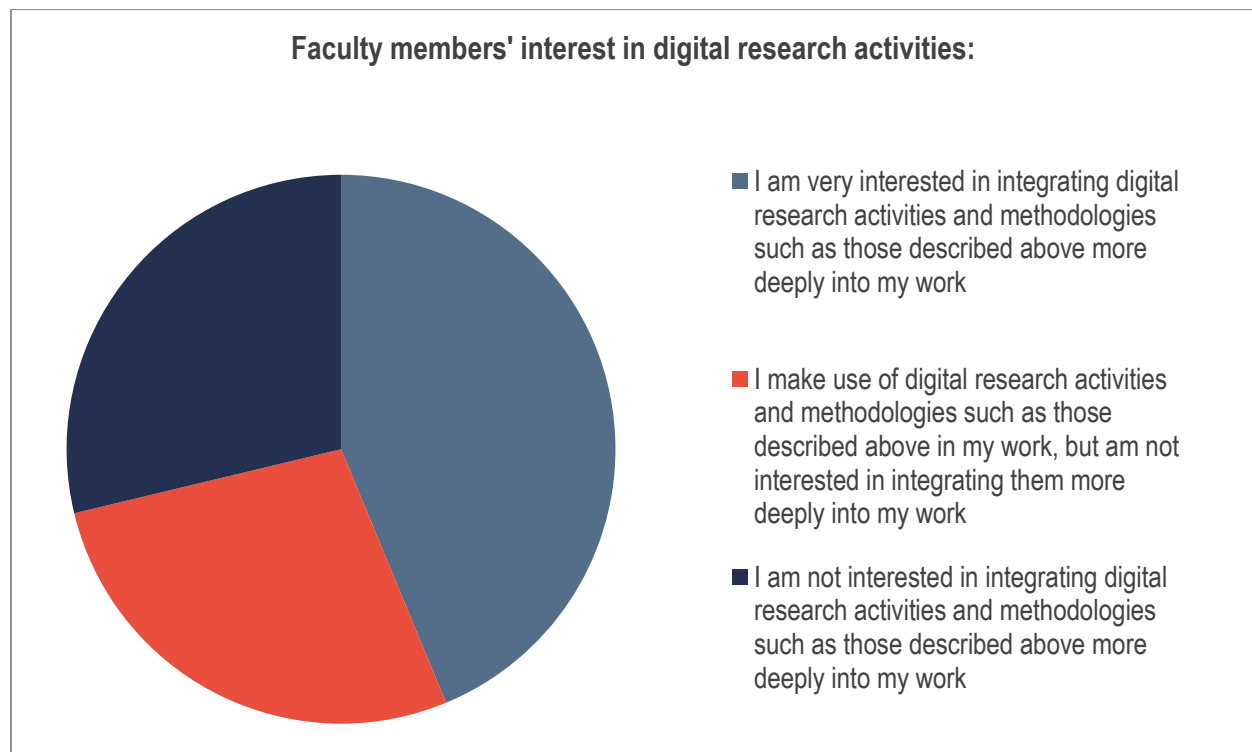
	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	11.73%	15.43%	72.84%	162
GIS/mapping of data	9.94%	19.25%	70.81%	161
Analysis of quantitative data that you generate in the course of your research	49.69%	11.66%	38.65%	163
Analysis of pre-existing quantitative data that you do not generate in the course of your research	26.99%	25.15%	47.85%	163
Writing software or code	31.29%	16.56%	52.15%	163
Using models or simulations	40.12%	15.43%	44.44%	162



DRA2

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

	Response	Percent
I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work	70	43.75%
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	44	27.50%
I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work	46	28.75%



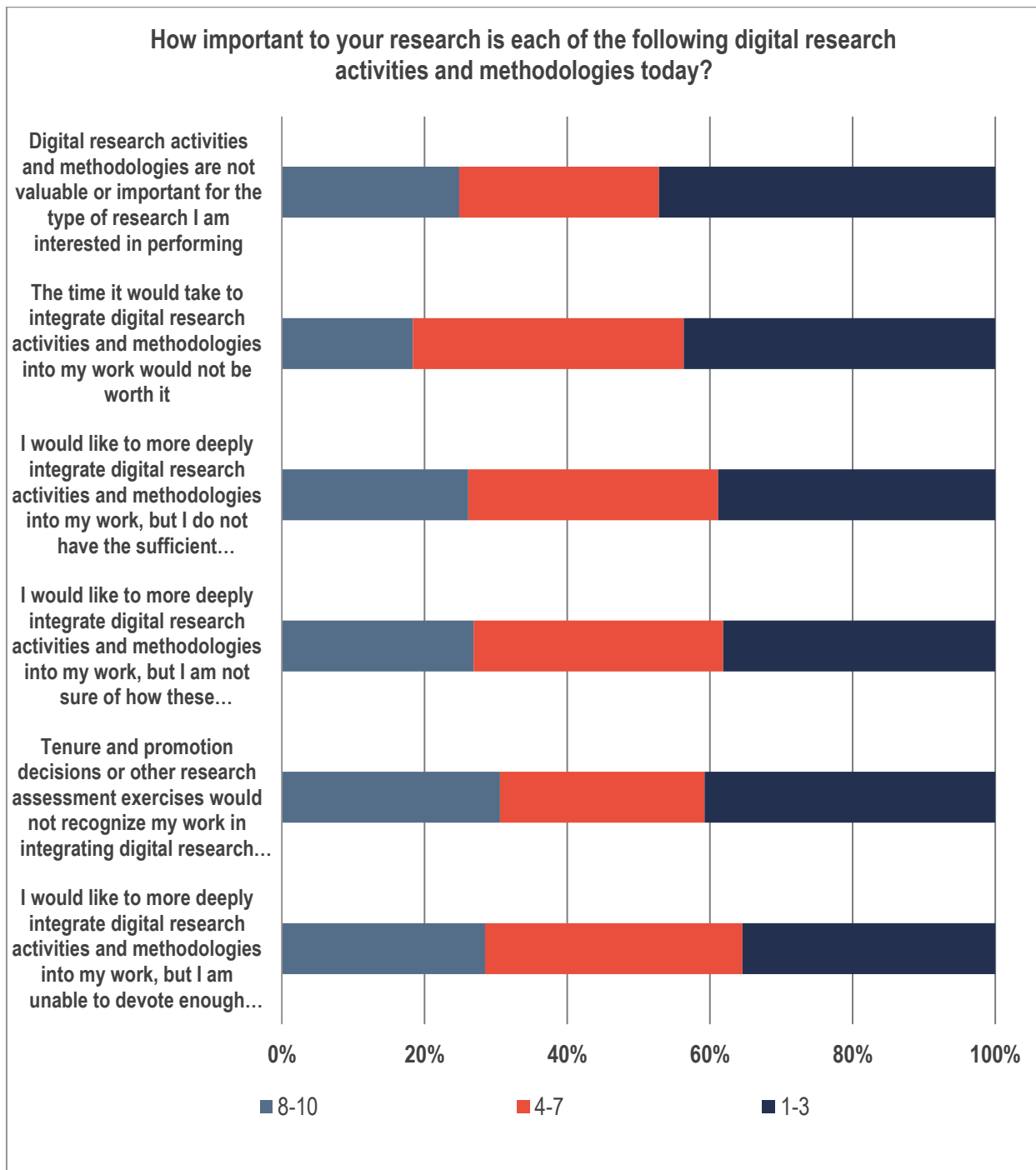
DRA3

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – 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.

	8-10	4-7	1-3	Response
Digital research activities and methodologies are not valuable or important for the type of research I am interested in performing	24.84%	28.03%	47.13%	157
The time it would take to integrate digital research activities and methodologies into my work would not be worth it	18.35%	37.97%	43.67%	158
I would like to more deeply integrate digital research activities and methodologies into my work, but I do not have the sufficient technical skills to do so effectively	26.11%	35.03%	38.85%	157
I would like to more deeply integrate digital research activities and methodologies into my work, but I am not sure of how these activities and methodologies can support my research goals	26.88%	35.00%	38.13%	160
Tenure and promotion decisions or other research assessment exercises would not recognize my work in integrating digital research activities and methodologies into my work	30.57%	28.66%	40.76%	157
I would like to more deeply integrate digital research activities and methodologies into my work, but I am unable to devote enough time to do so effectively	28.48%	36.08%	35.44%	158

DRA3

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view – 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.



Data Preservation and Management

DATA1

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? Please select one answer.

DATA2

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? Please select one answer.

DATA3 [Contingent on DATA1 and DATA2]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

DATA4 [Contingent on DATA1 and DATA2]

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".

DATA5 [Contingent on DATA1 and DATA2]

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.

DATA6 [Contingent on DATA1 and DATA2]

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, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

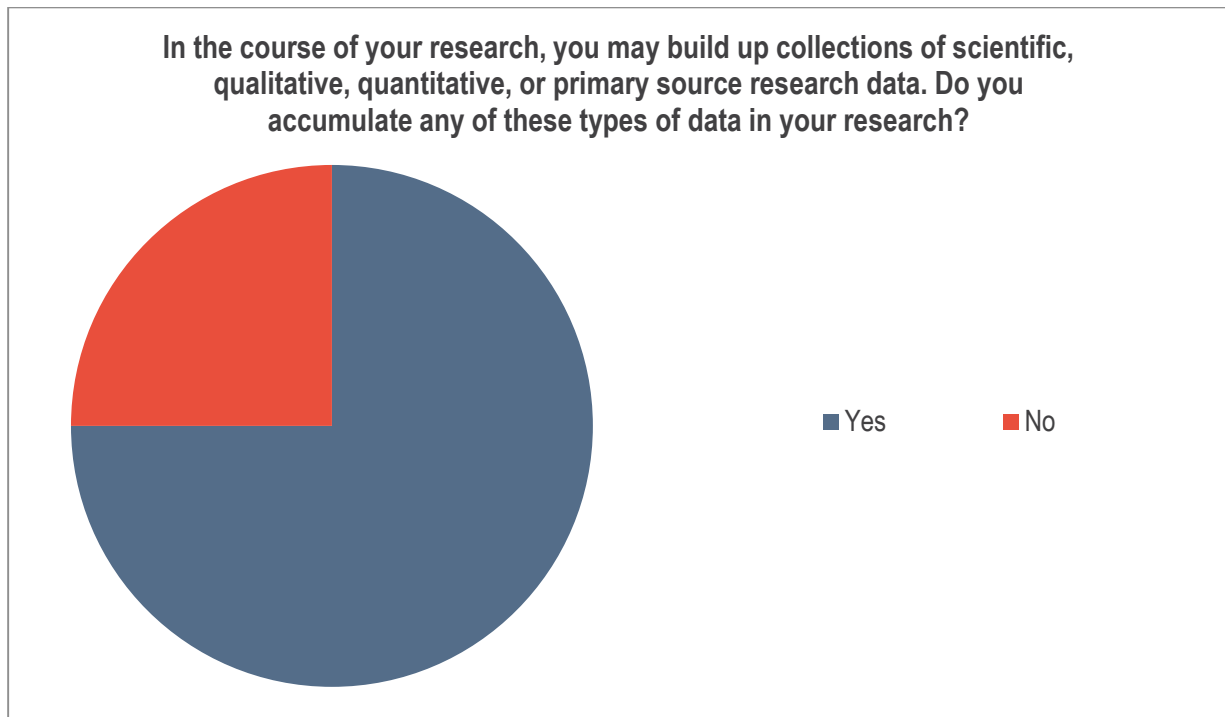
DATA7 [Contingent on DATA1 and DATA2]

If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

DATA1

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? Please select one answer.

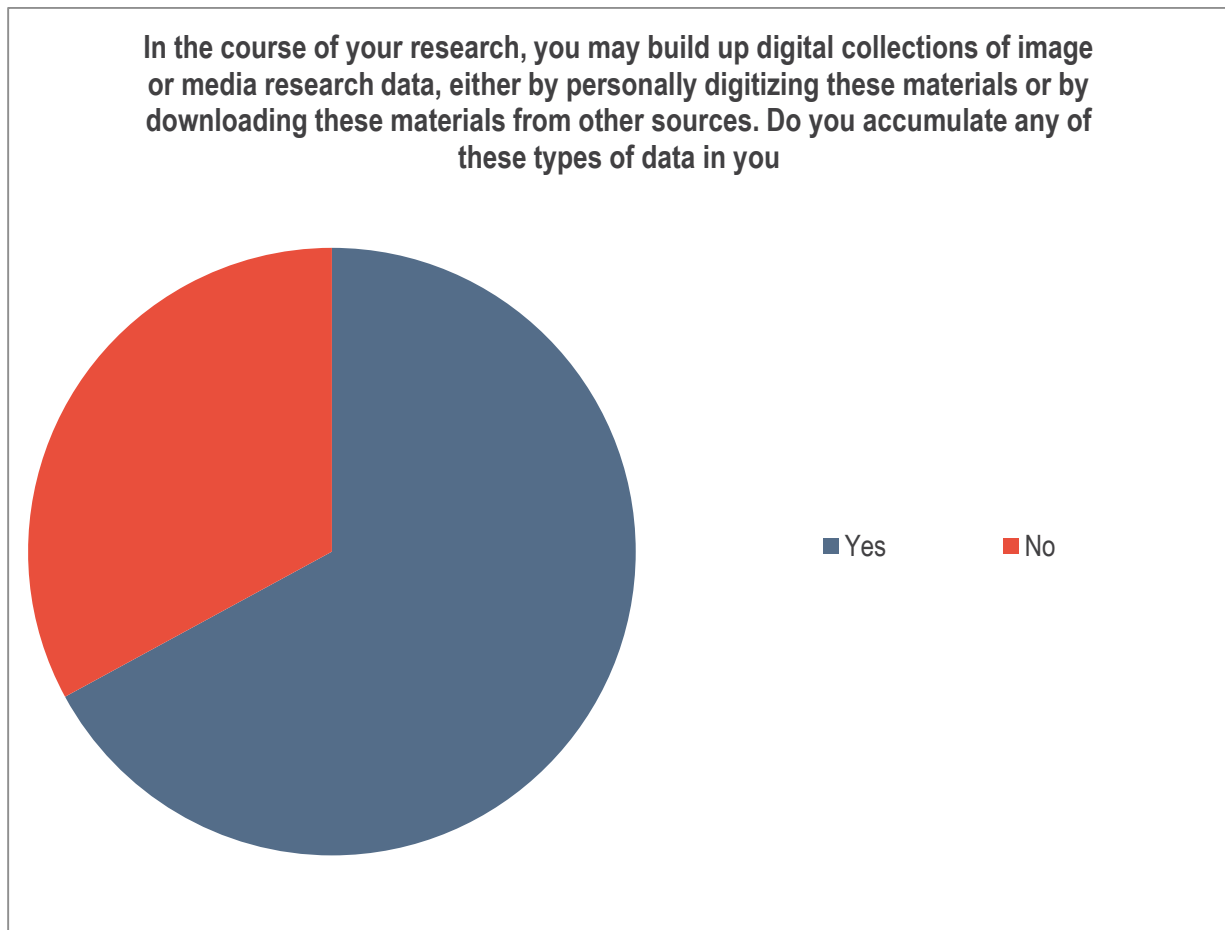
	Response	Percent
Yes	123	75.00%
No	41	25.00%
	164	100.00%



DATA2

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? Please select one answer.

	Response	Percent
Yes	110	67.07%
No	54	32.93%
	164	100.00%



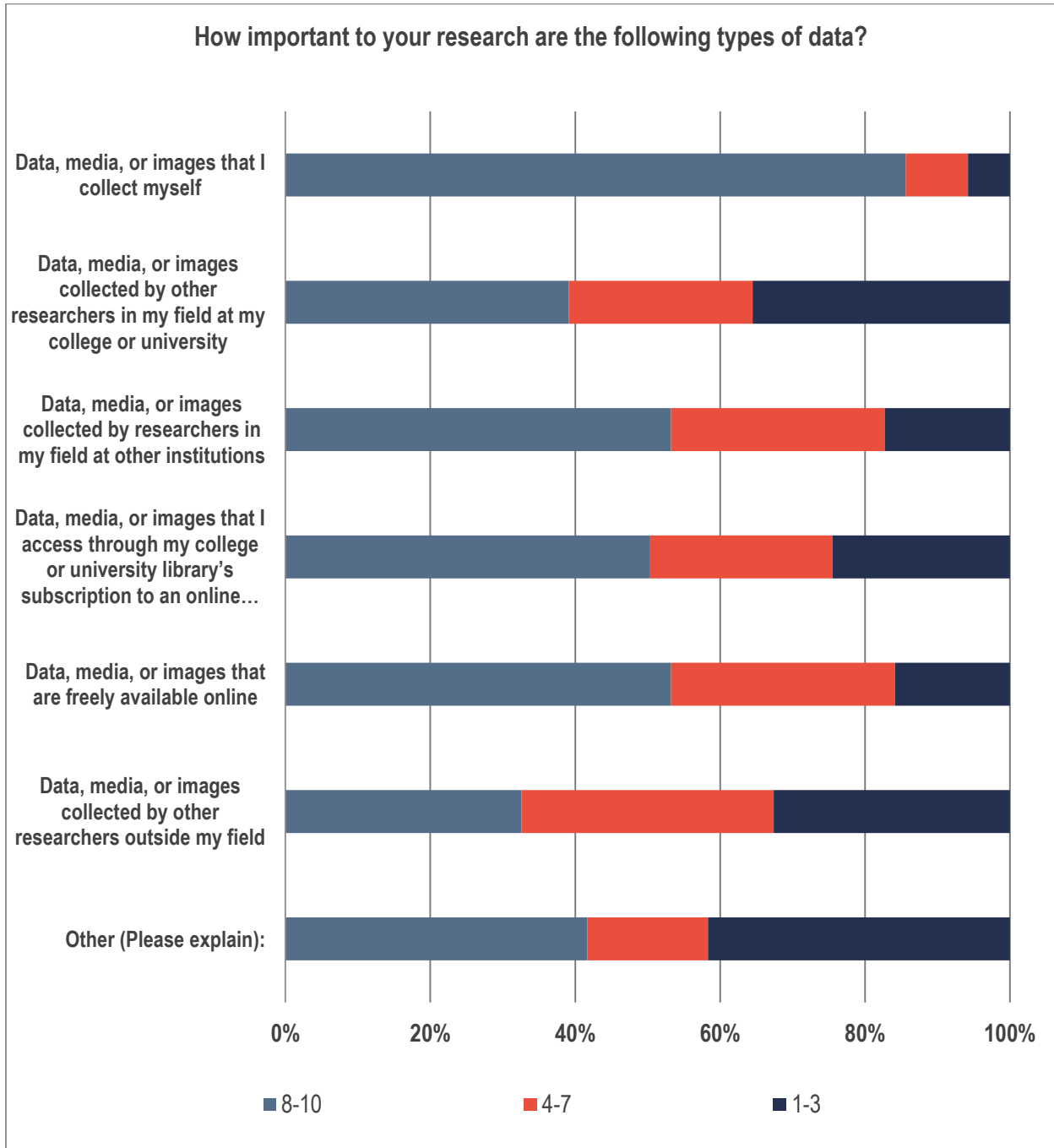
DATA3 [Contingent on DATA1 and DATA2]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.

	8-10	4-7	1-3	Response
Data, media, or images that I collect myself	85.61%	8.63%	5.76%	139
Data, media, or images collected by other researchers in my field at my college or university	39.13%	25.36%	35.51%	138
Data, media, or images collected by researchers in my field at other institutions	53.24%	29.50%	17.27%	139
Data, media, or images that I access through my college or university library's subscription to an online repository	50.36%	25.18%	24.46%	139
Data, media, or images that are freely available online	53.24%	30.94%	15.83%	139
Data, media, or images collected by other researchers outside my field	32.61%	34.78%	32.61%	138
Other (Please explain):	41.67%	16.67%	41.67%	12

DATA3 [Contingent on DATA1 and DATA2]

How important to your research are the following types of data? Use the scales below to rate from 10 to 1, where 10 equals "Extremely important" and 1 equals "Not at all important." Please select one answer for each item.



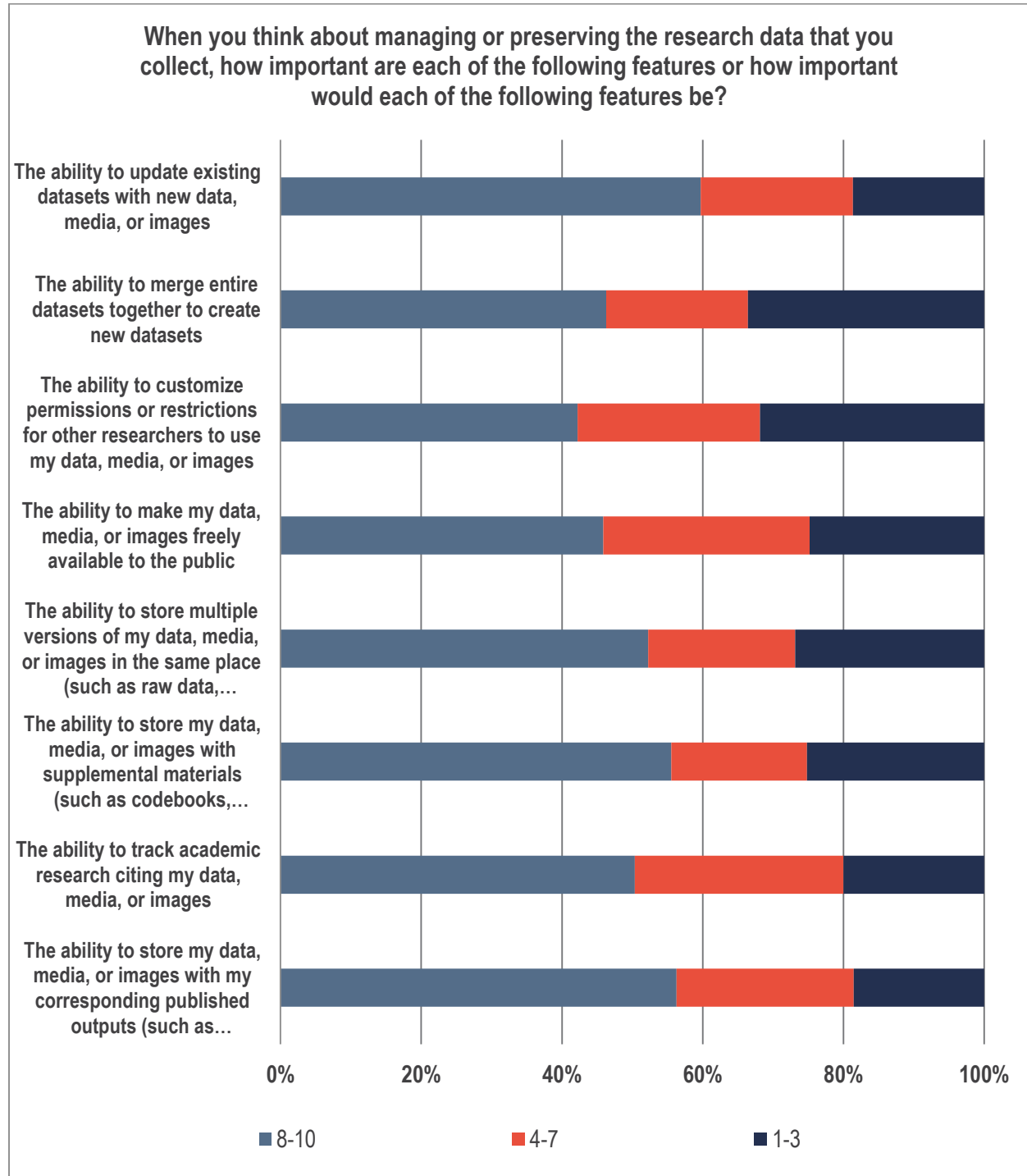
DATA4 [Contingent on DATA1 and DATA2]

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".

	8-10	4-7	1-3	Response
The ability to update existing datasets with new data, media, or images	59.70%	21.64%	18.66%	134
The ability to merge entire datasets together to create new datasets	46.27%	20.15%	33.58%	134
The ability to customize permissions or restrictions for other researchers to use my data, media, or images	42.22%	25.93%	31.85%	135
The ability to make my data, media, or images freely available to the public	45.86%	29.32%	24.81%	133
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.)	52.24%	20.90%	26.87%	134
The ability to store my data, media, or images with supplemental materials (such as codebooks, questionnaires, interview transcripts, software code, etc.)	55.56%	19.26%	25.19%	135
The ability to track academic research citing my data, media, or images	50.37%	29.63%	20.00%	135
The ability to store my data, media, or images with my corresponding published outputs (such as monographs, journal articles, etc.)	56.30%	25.19%	18.52%	135

DATA4 [Contingent on DATA1 and DATA2]

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".



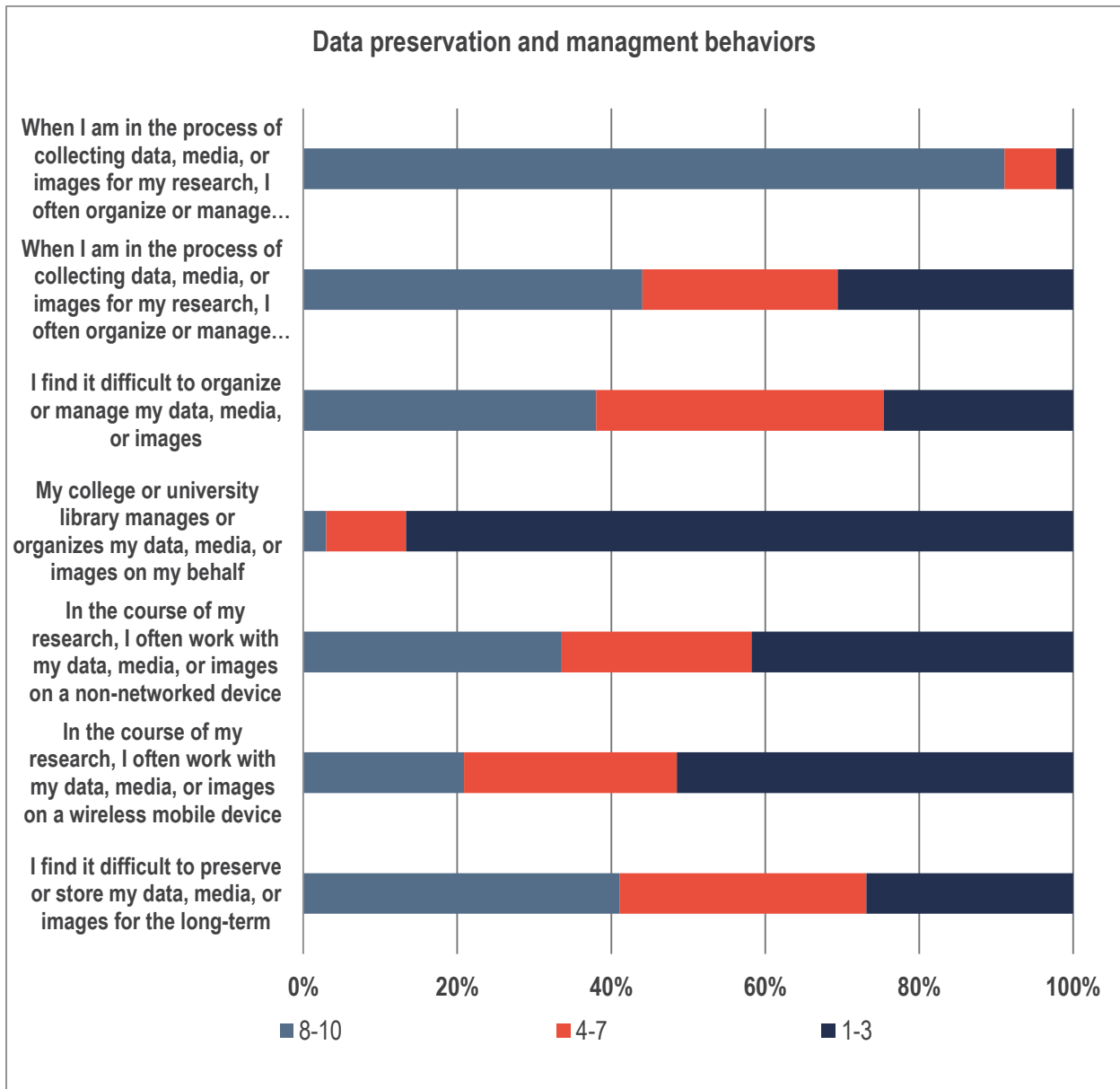
DATA5 [Contingent on DATA1 and DATA2]

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.

	8-10	4-7	1-3	Response
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	91.11%	6.67%	2.22%	135
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.)	44.03%	25.37%	30.60%	134
I find it difficult to organize or manage my data, media, or images	38.06%	37.31%	24.63%	134
My college or university library manages or organizes my data, media, or images on my behalf	2.96%	10.37%	86.67%	135
In the course of my research, I often work with my data, media, or images on a non-networked device	33.58%	24.63%	41.79%	134
In the course of my research, I often work with my data, media, or images on a wireless mobile device	20.90%	27.61%	51.49%	134
I find it difficult to preserve or store my data, media, or images for the long-term	41.04%	32.09%	26.87%	134

DATA5 [Contingent on DATA1 and DATA2]

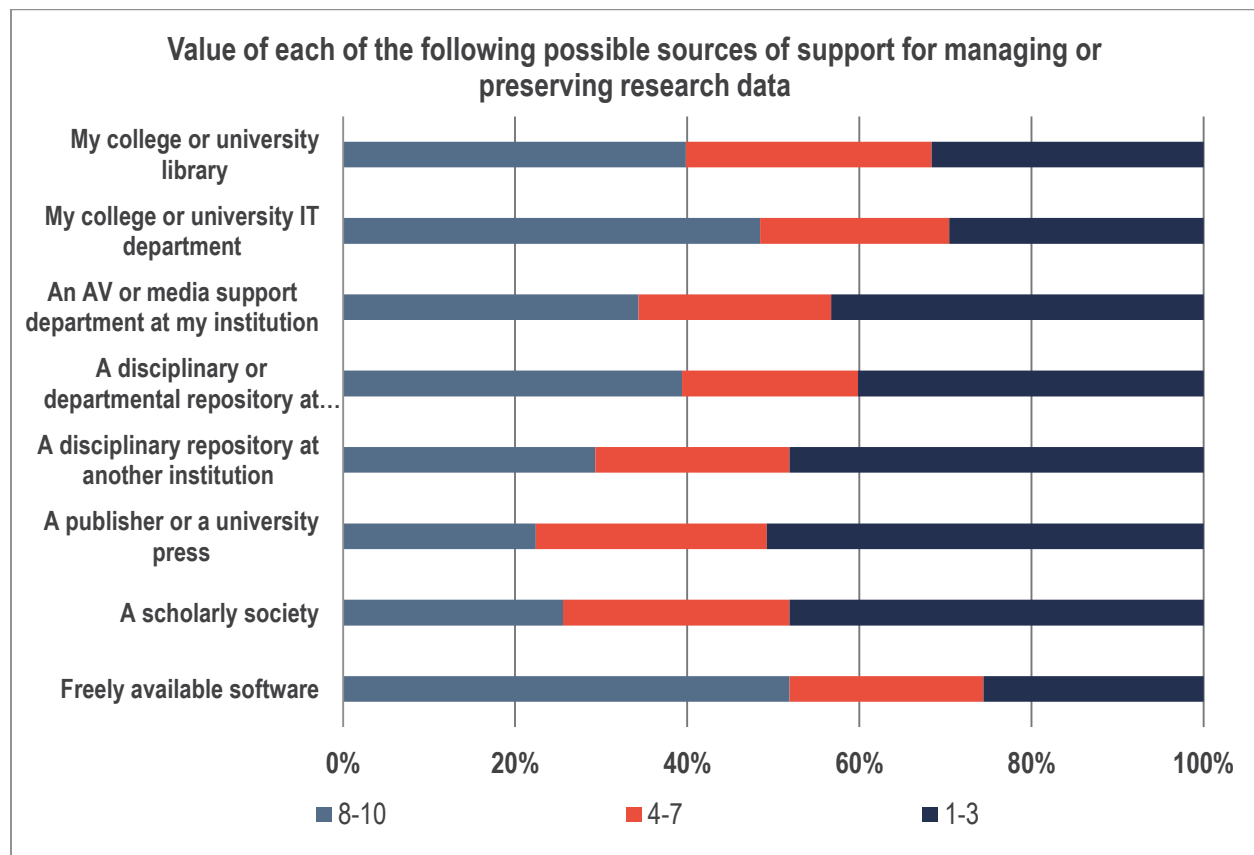
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view.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



DATA6 [Contingent on DATA1 and DATA2]

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, where 10 equals "Extremely valuable" and 1 equals "Not at all valuable." Please select one answer for each item.

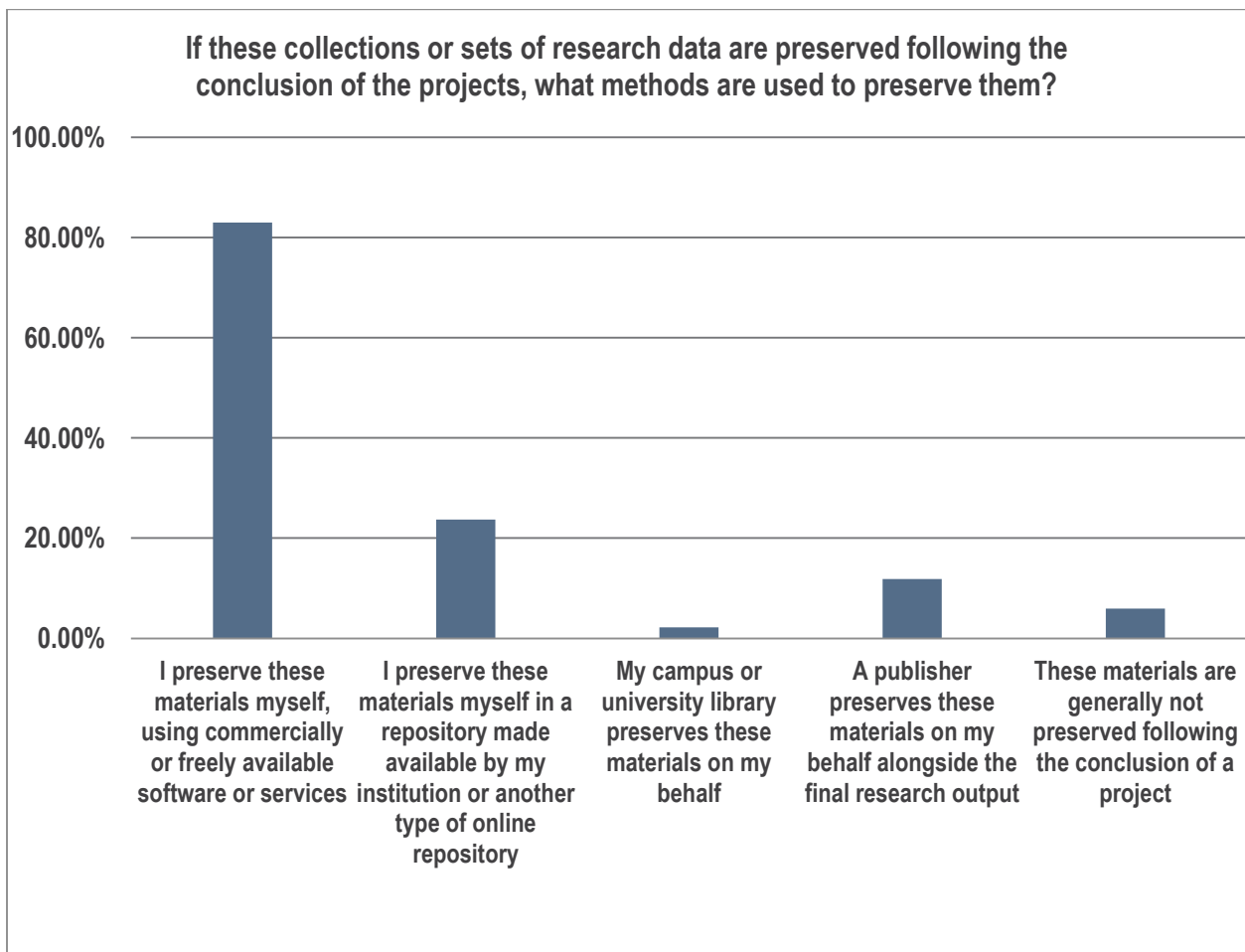
	8-10	4-7	1-3	Response
My college or university library	39.85%	28.57%	31.58%	133
My college or university IT department	48.48%	21.97%	29.55%	132
An AV or media support department at my institution	34.33%	22.39%	43.28%	134
A disciplinary or departmental repository at my institution	39.39%	20.45%	40.15%	132
A disciplinary repository at another institution	29.32%	22.56%	48.12%	133
A publisher or a university press	22.39%	26.87%	50.75%	134
A scholarly society	25.56%	26.32%	48.12%	133
Freely available software	51.88%	22.56%	25.56%	133



DATA7 [Contingent on DATA1 and DATA2]

If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	112	82.96%
I preserve these materials myself in a repository made available by my institution or another type of online repository	32	23.70%
My campus or university library preserves these materials on my behalf	3	2.22%
A publisher preserves these materials on my behalf alongside the final research output	16	11.85%
These materials are generally not preserved following the conclusion of a project	8	5.93%
	171	100.00%



Demographics

D1

What is your rank?

D2

Please select the academic field or school that you are primarily affiliated with:

D3

For how many years have you been at this institution?

D4

For how many years have you been in your field?

D5

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

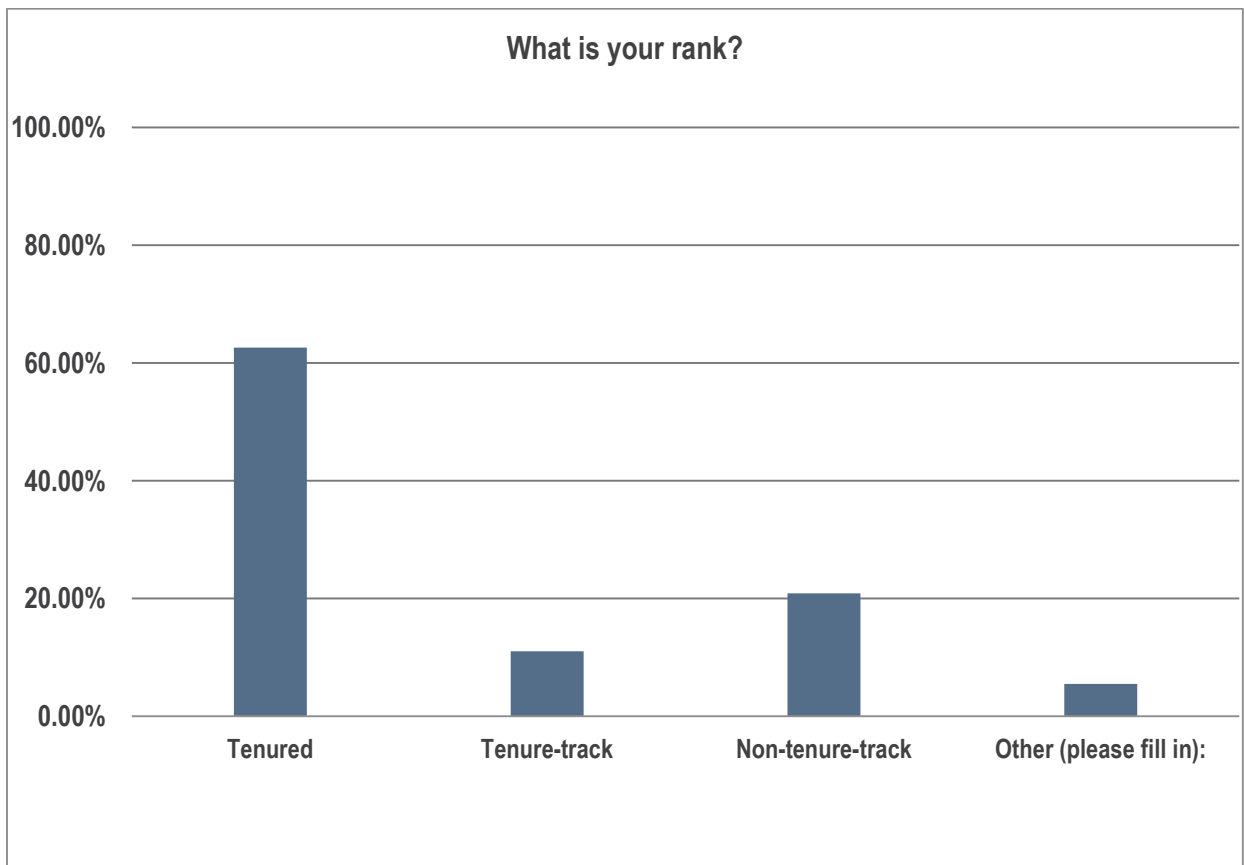
D6

Faculty members teach courses both in traditional face-to-face classroom settings and using a variety of distance education models. Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

D1

What is your rank?

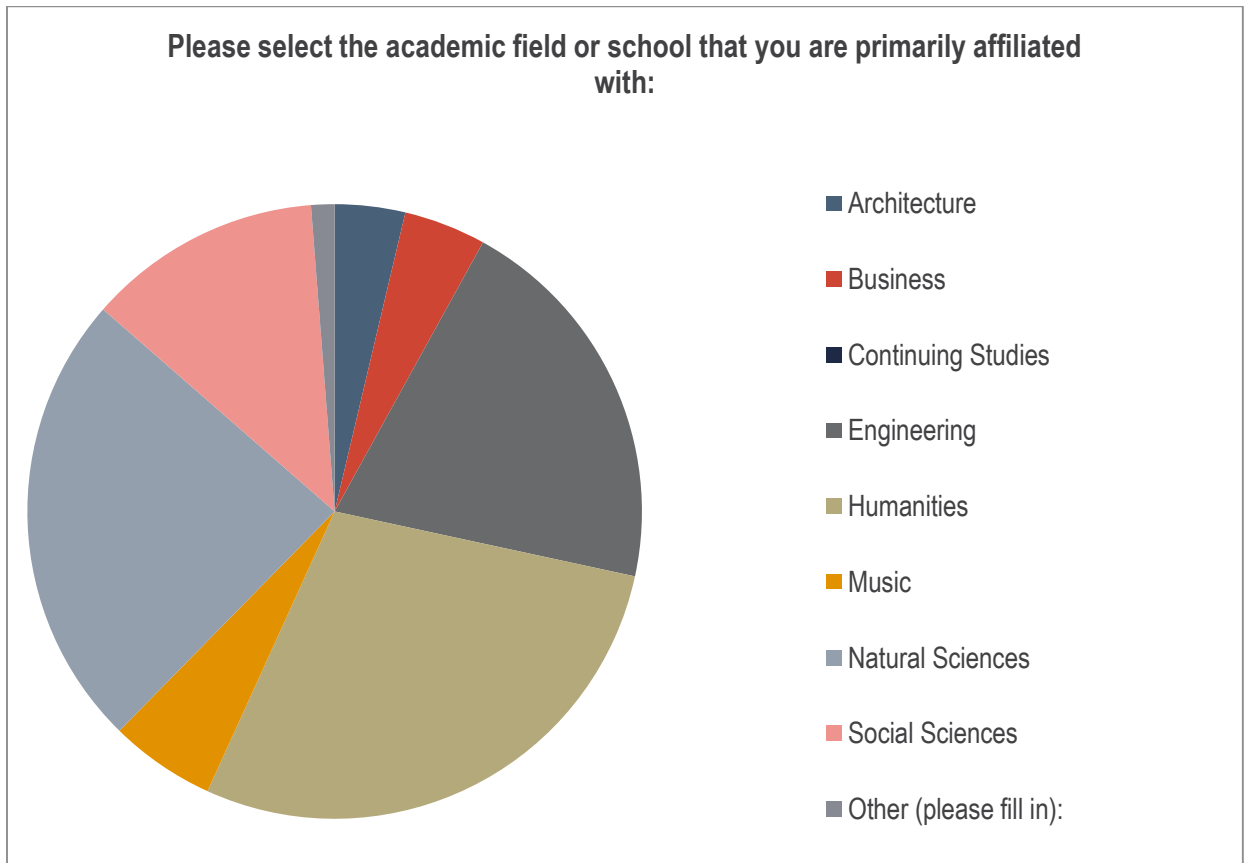
	Response	Percent
Tenured	102	62.58%
Tenure-track	18	11.04%
Non-tenure-track	34	20.86%
Other (please fill in):	9	5.52%
	163	100.00%



D2

Please select the academic field or school that you are primarily affiliated with:

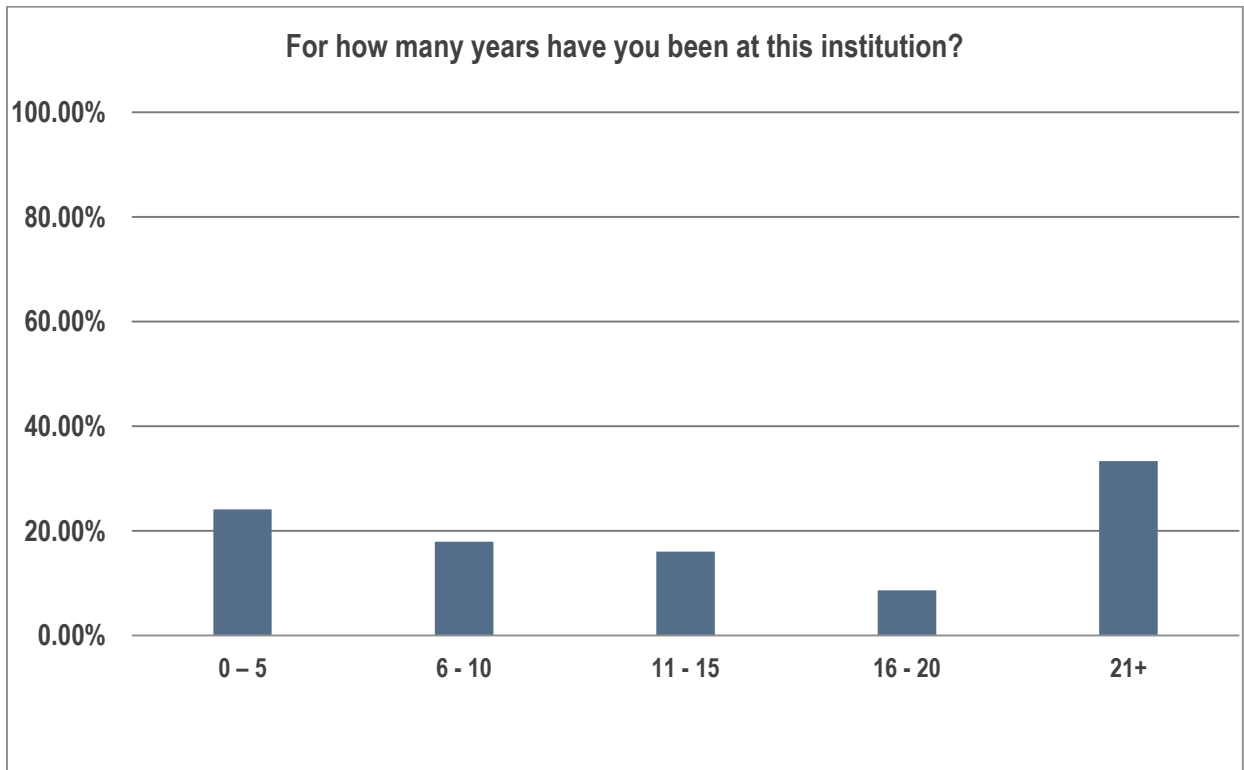
	Response	Percent
Architecture	6	3.70%
Business	7	4.32%
Continuing Studies	0	0.00%
Engineering	33	20.37%
Humanities	46	28.40%
Music	9	5.56%
Natural Sciences	39	24.07%
Social Sciences	20	12.35%
Other (please fill in):	2	1.23%
	162	100.00%



D3

For how many years have you been at this institution?

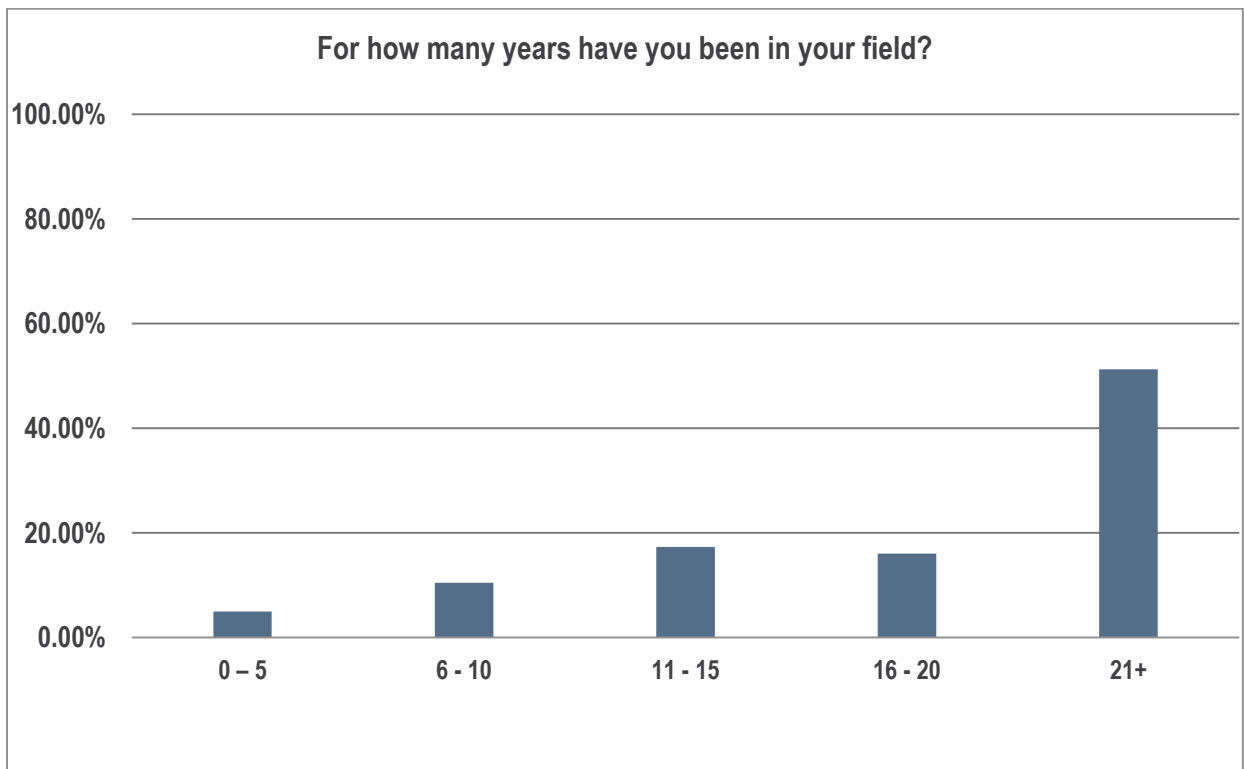
	Response	Percent
0 – 5	39	24.07%
6 - 10	29	17.90%
11 - 15	26	16.05%
16 - 20	14	8.64%
21+	54	33.33%
	162	100.00%



D4

For how many years have you been in your field?

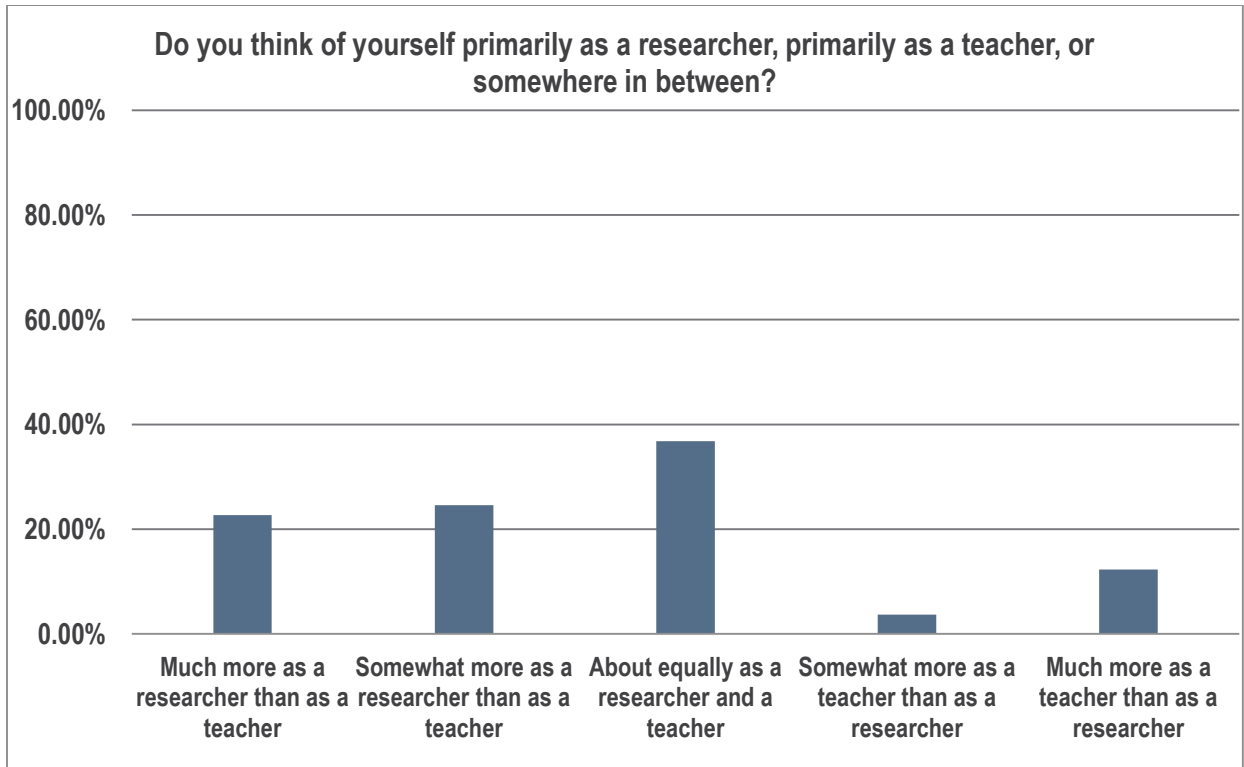
	Response	Percent
0 – 5	8	4.94%
6 - 10	17	10.49%
11 - 15	28	17.28%
16 - 20	26	16.05%
21+	83	51.23%
	162	100.00%



D5

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

	Response	Percent
Much more as a researcher than as a teacher	37	22.70%
Somewhat more as a researcher than as a teacher	40	24.54%
About equally as a researcher and a teacher	60	36.81%
Somewhat more as a teacher than as a researcher	6	3.68%
Much more as a teacher than as a researcher	20	12.27%
	163	100.00%



D6

Faculty members teach courses both in traditional face-to-face classroom settings and using a variety of distance education models. Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

	Response	Percent
Primarily teach face-to-face	160	99.38%
About equally face-to-face and at a distance	1	0.62%
Primarily teach at a distance	0	0.00%
	161	100.00%

