

*University Libraries*  
*The University of Iowa Libraries*  
*Administrative and Public Relations Materials*

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University of Iowa

11-19-2015

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Iowa Regents Faculty Survey 2015:  
Research Data

Roger C. Schonfeld  
Ithaka S+R

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This paper is posted at Iowa Research Online.

[http://ir.uiowa.edu/lib\\_ar/20](http://ir.uiowa.edu/lib_ar/20)

ITHAKA S+R

# IOWA REGENTS FACULTY SURVEY 2015: RESEARCH DATA

*Roger C. Schonfeld*  
@rschon

November 19, 2015



# ITHAKA S+R

## Educational Transformation

Broaden access to higher education, improve student outcomes, and control costs

## Libraries & Scholarly Communication

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

# LIBRARIES & SCHOLARLY COMMUNICATION

*Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship*

## Strengthening Services & Spaces

- The Ithaka S+R Faculty Survey and The Ithaka S+R Library Survey
- Surveys of student and faculty member practices and needs at individual universities
- Collaborative examinations of research practices and support needs by field
- Anthropological consulting to improve teaching, learning, and space planning

## Research Agenda

- Discovery & Access
- Library organizational structures
- The changing monograph
- Staff diversity

# S+R SURVEYS

# PARTICIPANTS

## *United States – Universities*

American University

Auburn University

Baylor University

California Polytechnic State University

Carnegie Mellon University

College of William & Mary

DePaul University

Duke University

Harvard University

Indiana University

Iowa State University

Louisiana 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 South Carolina

University of Southern California

University of Texas San Antonio

Virginia Commonwealth University

Washington University – St. Louis

# PARTICIPANTS

## *Australia*

Curtin 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

	Role of the library	Scholarly comms	Undergrad instruction	Student research skills	Discovery	Data mgmt / preservation
UNI	X	X	X	X	X	
Iowa State	X	X	X	X	X	X
University of Iowa	X	X	X			X

# METHODOLOGY

## *Collaboration*

- » Surveyed faculty members in parallel in the spring
- » Response rates varied from 27-29% for all three schools

## *Interpreting results*

1. Additional question on Undergraduate Instruction (wording of item contributed by Harvard, response choice options taken from Ithaca S+R questionnaire)
2. Questions from the Ithaca S+R US Faculty Survey 2012: peer comparisons from Carnegie class: research university - very high research activity (R1)
3. On a 10-point scale, selections of 8,9, and 10 are considered “strong”

# OBJECTIVE

- Focused on faculty practices and needs, not on the library
- To provide an evidence basis for service development and strategic planning
- Not evaluative

# SURVEYS

- Provide broad view of a population in a structured way
- Ready comparison with similar populations
- Opportunity to track trends over time
- Not exploratory or open-ended

# IMPACT OF ASSESSMENT

- Too often assessment is conducted but not acted upon
- Action must be calibrated
- Sometimes there are clear directions forward
- In other cases, patterns may suggest areas where additional study or outreach is needed

# DEMOGRAPHICS

# DISCIPLINARY MAPPINGS – IOWA STATE

## *Arts & Sciences*

Liberal Arts & Sciences

## *Veterinary/Agriculture*

Agriculture & Life Sciences, Veterinary Medicine

## *Business*

Business

## *Engineering*

Engineering

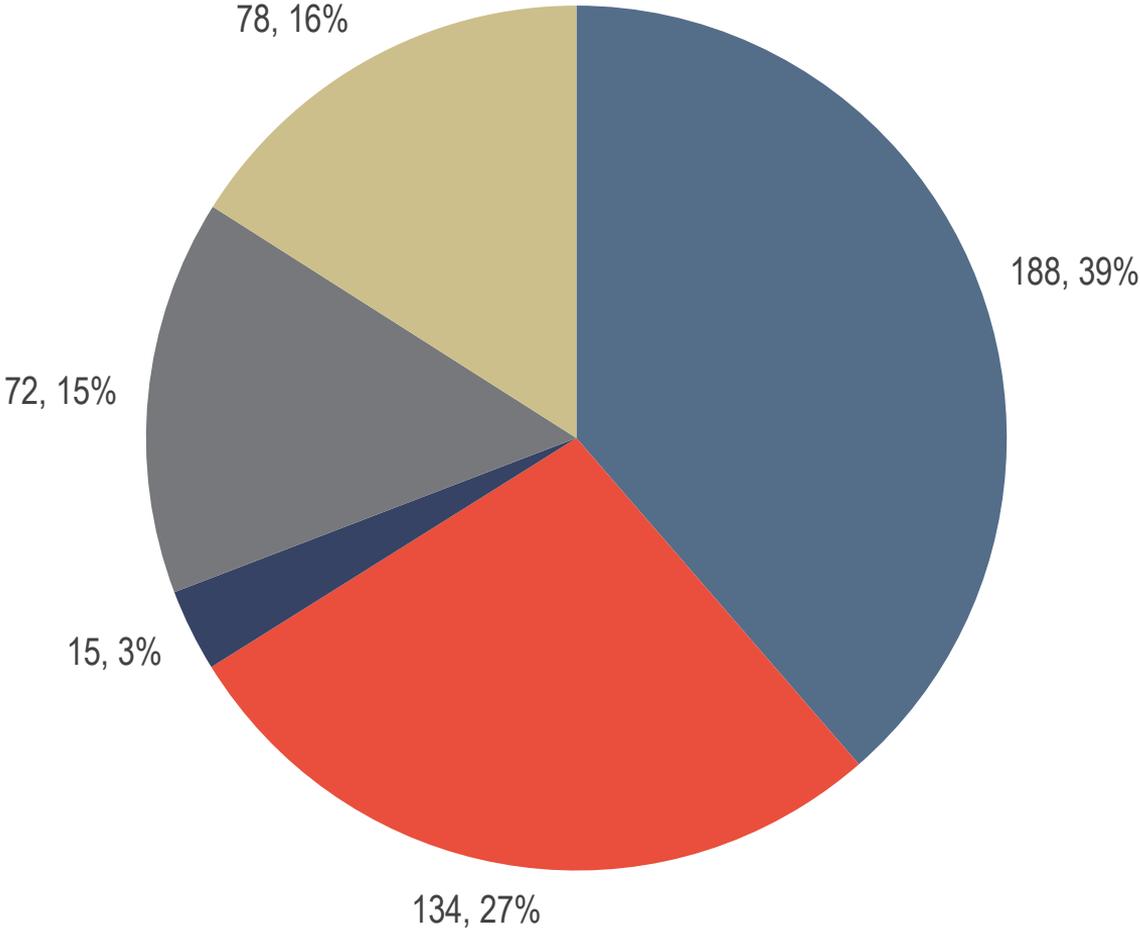
## *Other Professions*

Human Sciences, Design

*Completed Responses,  
Mapped by Macro  
Disciplinary Grouping –  
Iowa State*

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- Arts & Sciences
- Agriculture & Veterinary
- Business
- Engineering
- Other Professions



# DISCIPLINARY MAPPINGS – IOWA

## *Arts & Sciences*

College of Liberal Arts and Sciences, Graduate College

## *Health Sciences*

Carver College of Medicine, College of Dentistry, College of Nursing, College of Pharmacy, College of Public Health

## *Engineering*

College of Engineering

## *Business*

Tippie College of Business

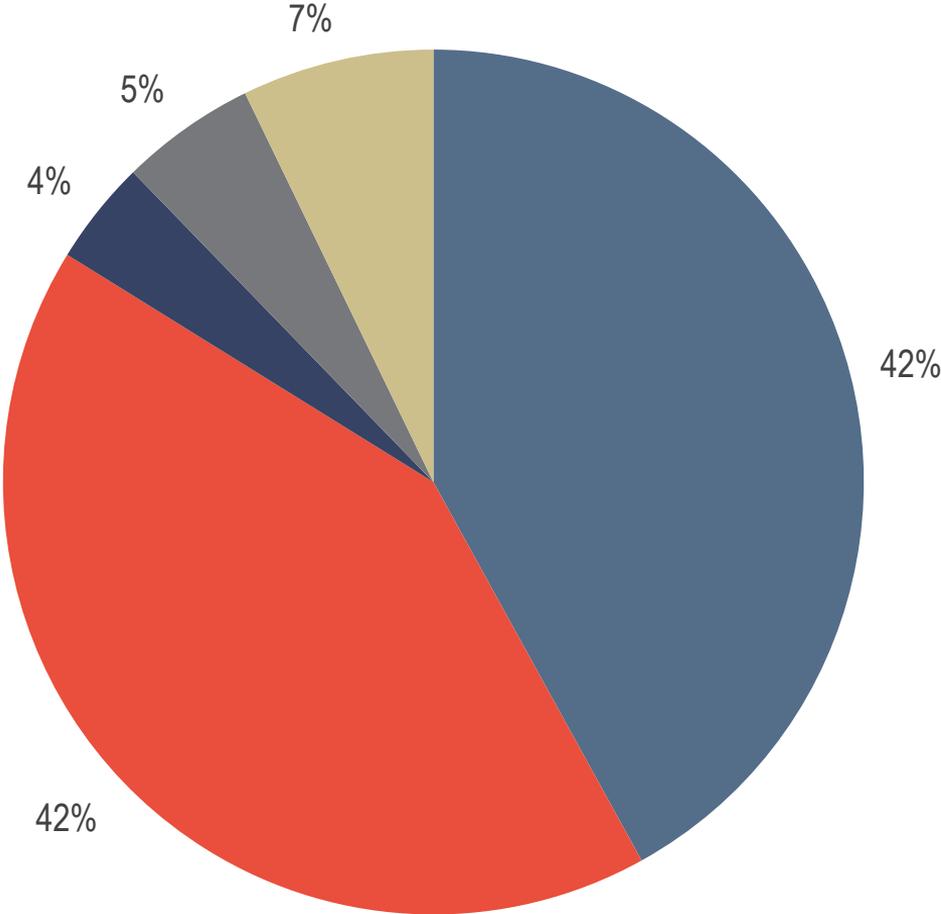
## *Other Professions*

College of Education, College of Law

*Completed Responses,  
Mapped by Macro  
Disciplinary Grouping -  
Iowa*

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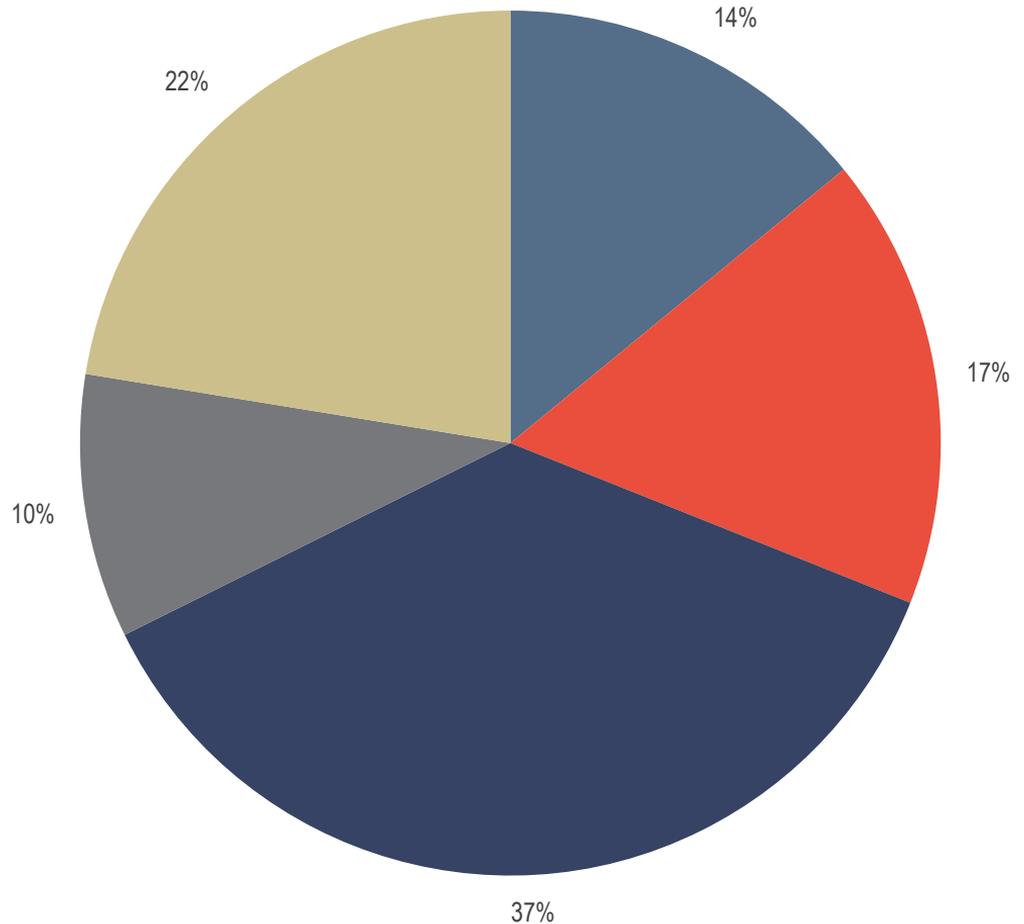
- Arts & Sciences
- Health Sciences
- Business
- Engineering
- Other Professions



*Completed Responses,  
Mapped Research /  
Teacher Identity – Iowa  
State*

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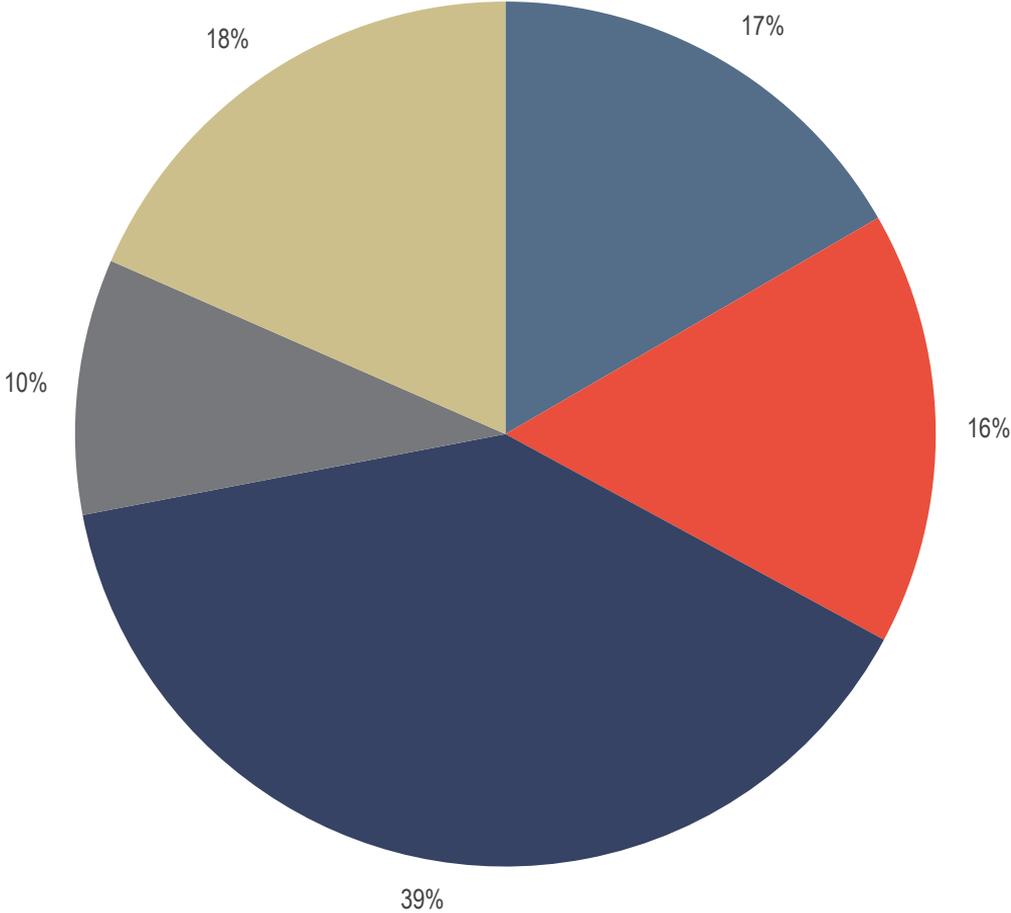
- Much more as a researcher than as a teacher
- Somewhat more as a researcher than as a teacher
- About equally as a researcher and a teacher
- Somewhat more as a teacher than as a researcher
- Much more as a teacher than as a researcher



*Completed Responses,  
Mapped Research /  
Teacher Identity – Iowa*

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- Much more as a researcher than as a teacher
- Somewhat more as a researcher than as a teacher
- About equally as a researcher and a teacher
- Somewhat more as a teacher than as a researcher
- Much more as a teacher than as a researcher



**I FIND IT  
DIFFICULT**

## *I Find It Difficult*

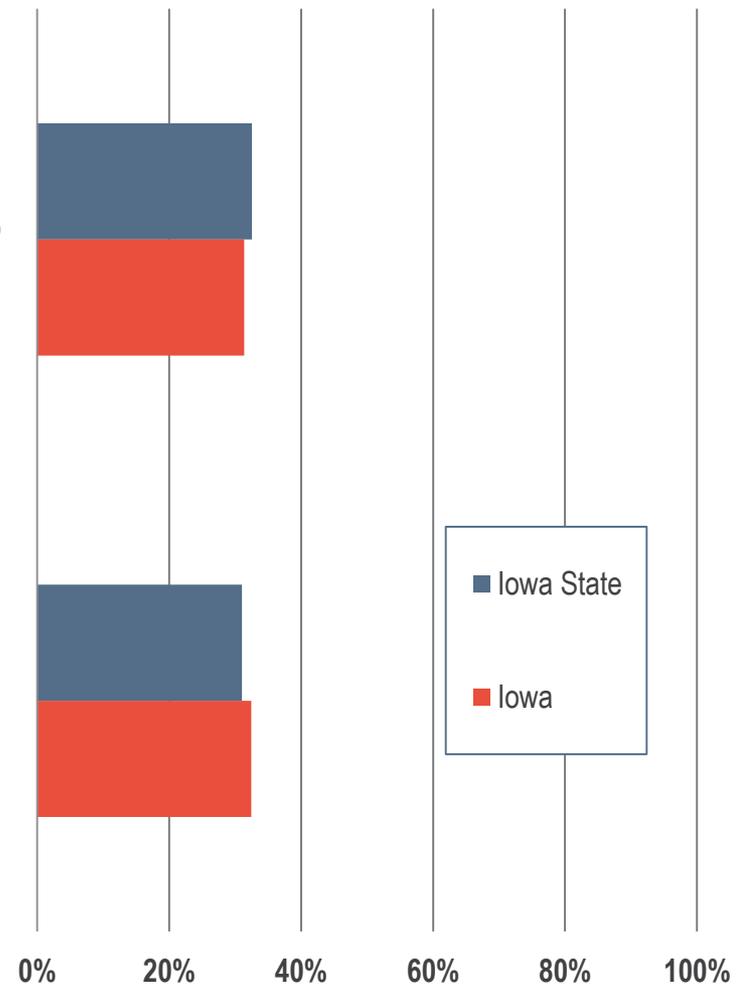
How well does each statement describe your point of view?

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)

**I find it difficult to preserve or store my data, media, or images for the long-term**

**I find it difficult to organize or manage my data, media, or images**

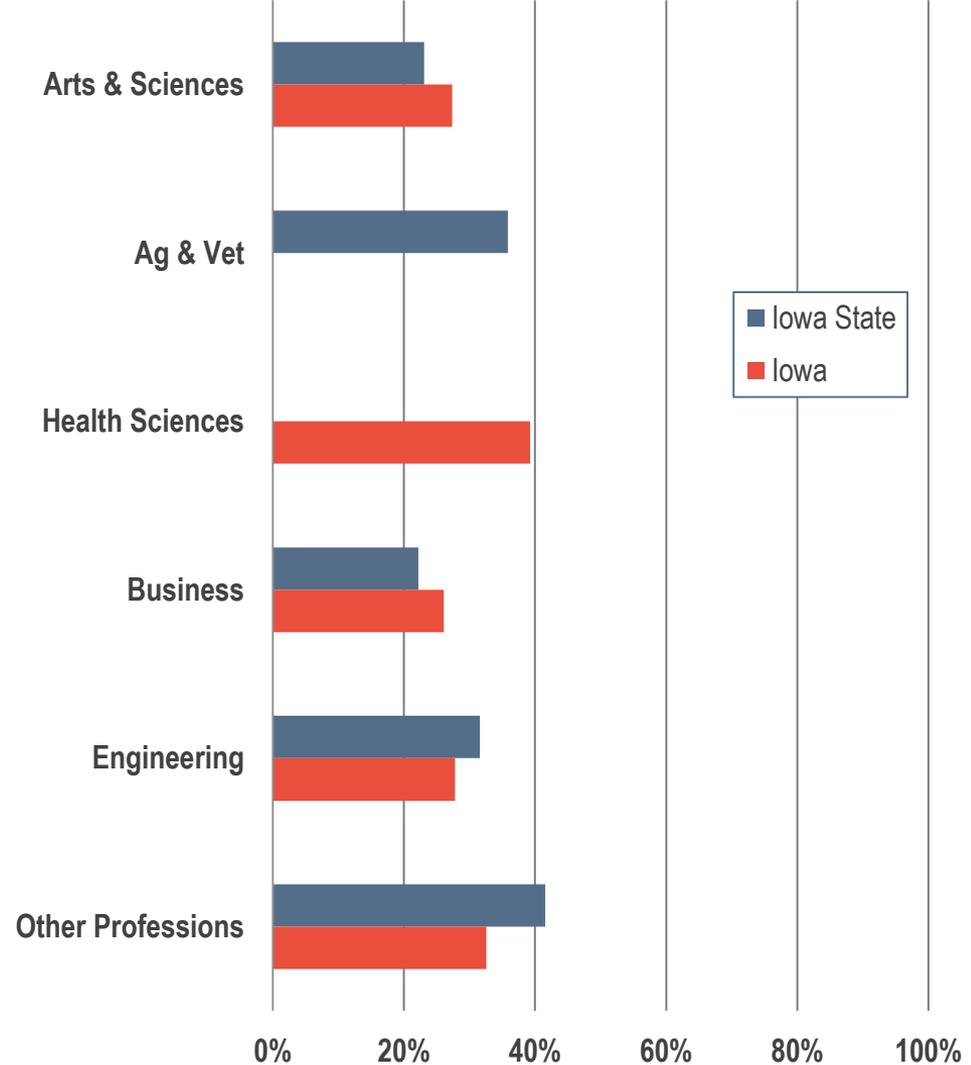


*“I find it difficult to organize or manage my data, media, or images”*

How well does each statement describe 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)



**LEVEL OF  
ACTIVITY**

*“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?” – Iowa*

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Percent of respondents who indicated “yes” to this item

### *Iowa State*

- *Much more likely for researchers (80+) than for much more teachers (44%)*
- *Somewhat more common in engineering (81%) than in arts & sciences or business (70%-)*

### *Iowa*

- *Much more likely for researchers (86%) than for teachers (50%)*
- *Somewhat more common in engineering and health sciences (75%+) than in arts & sciences or business (66%-)*

# MANAGING RESEARCH DATA

## Managing and Organizing

How well does each statement describe your point of view?

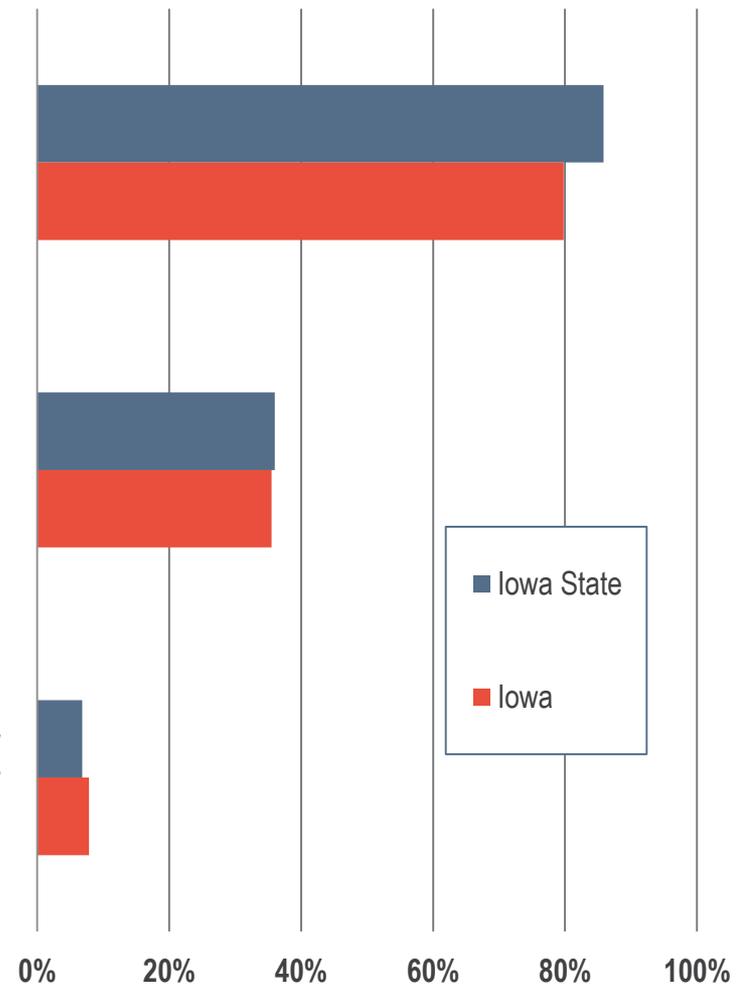
Response scale:

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)

**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**

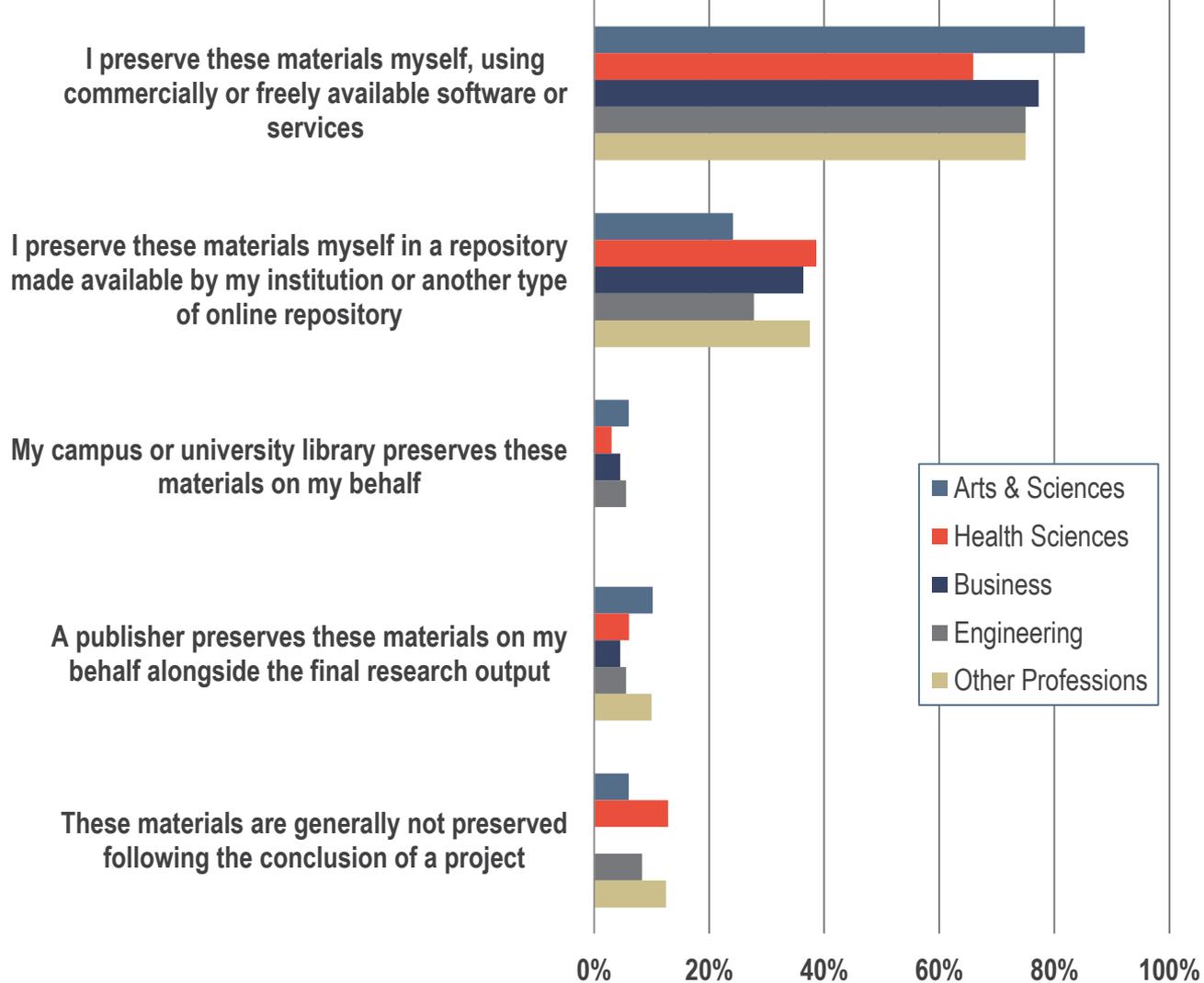
**When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)**

**My college or university library manages or organizes my data, media, or images on my behalf**

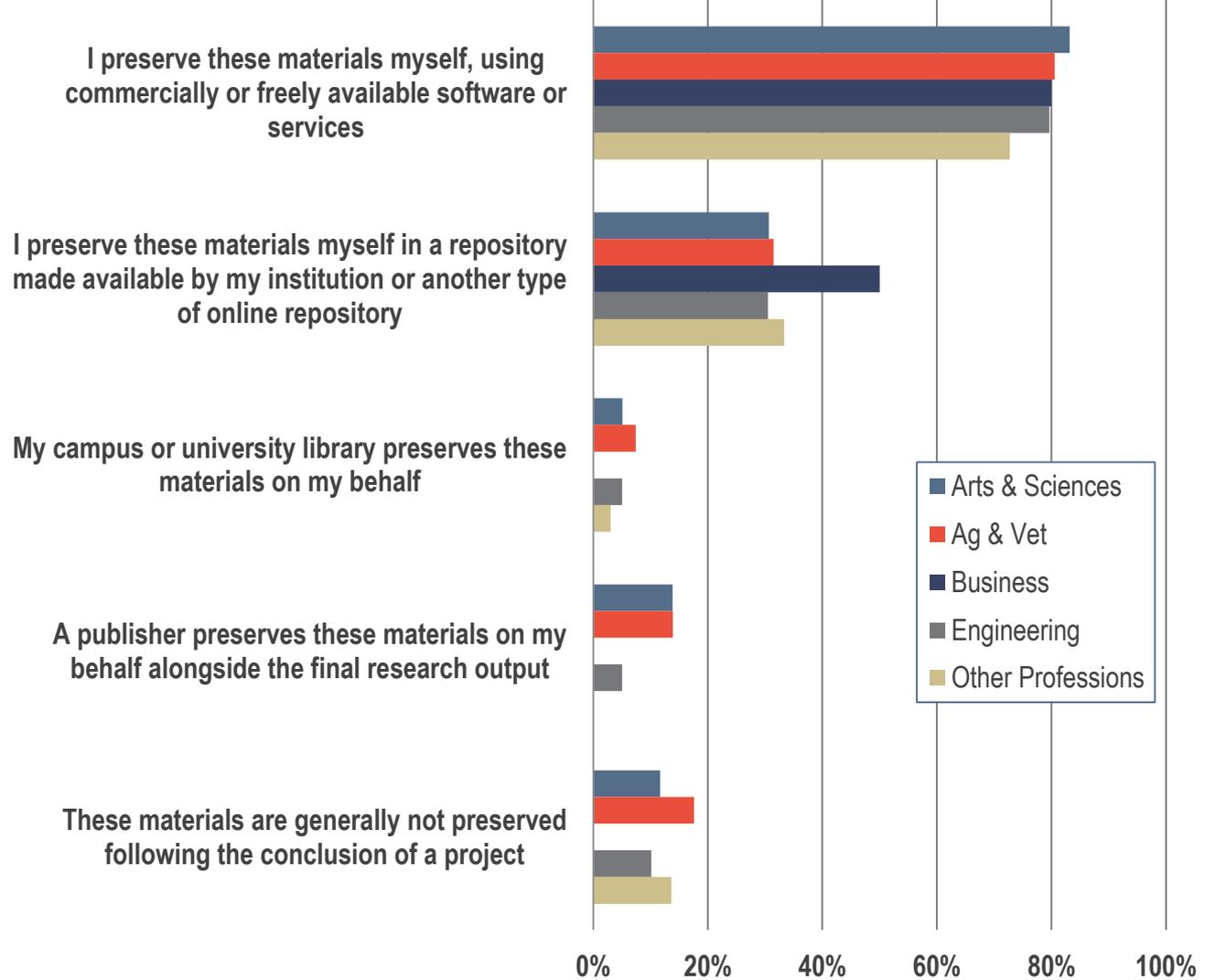


# **PRESERVING RESEARCH DATA**

*“If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?” – Iowa*



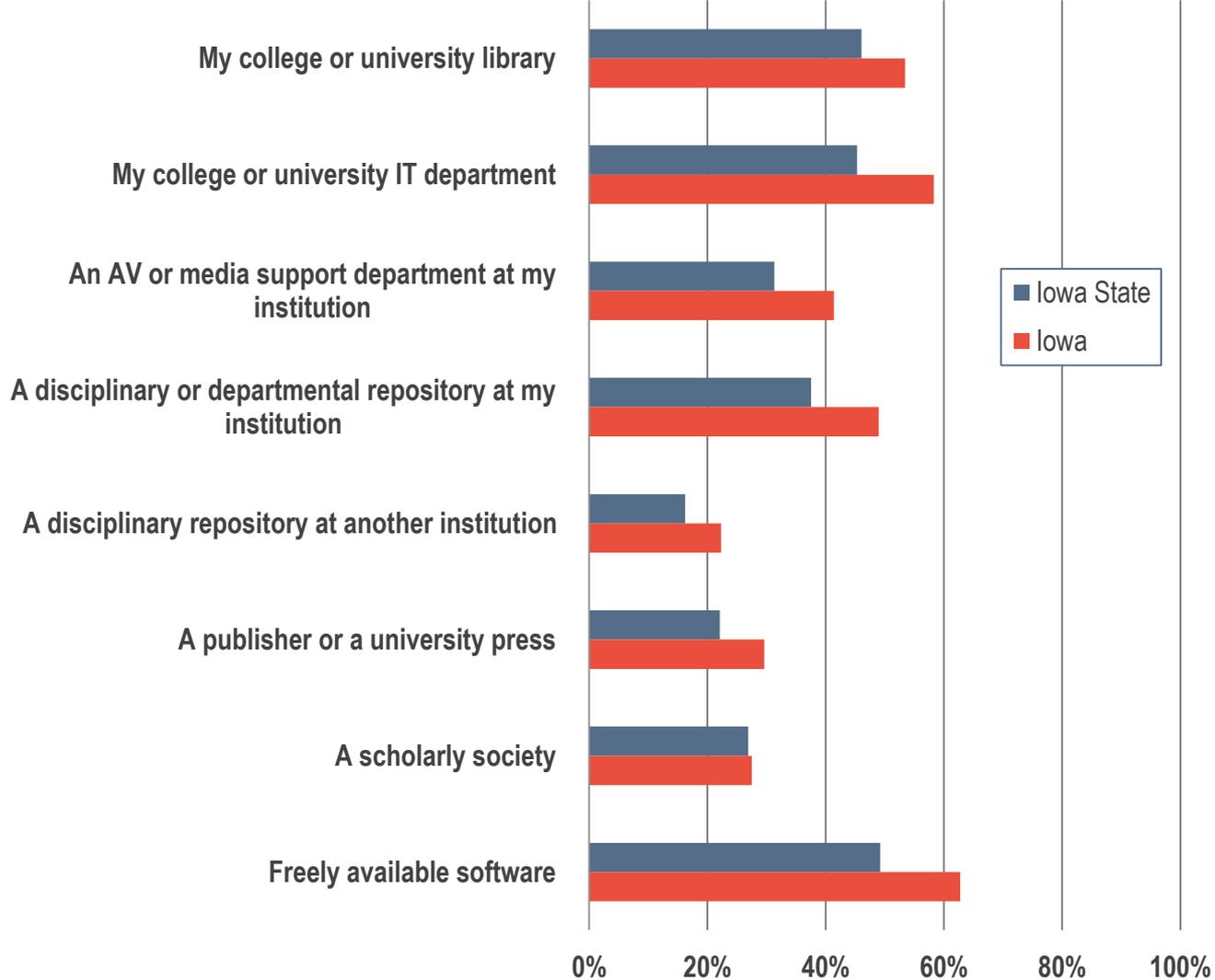
*“If these collections or sets of research data are preserved following the conclusion of the projects, what methods are used to preserve them?” – Iowa State*



*“Please...rate...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:

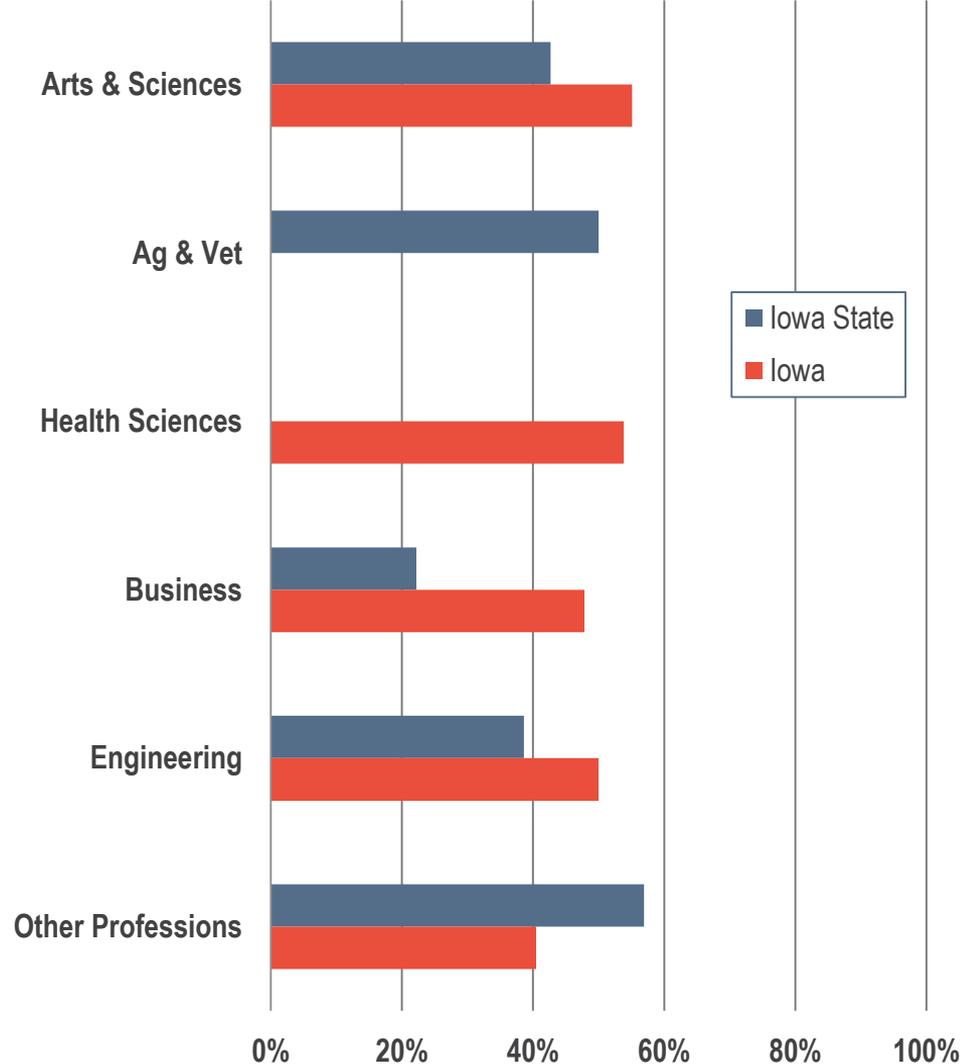
10 point scale, 10 = “Extremely valuable” and 1 = “Not at all valuable”; Percent of respondents rating each item as “extremely valuable” (8-10 on a 10-point scale)



*“Please...rate...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” My College or University Library*

Response scale:

10 point scale, 10 = “Extremely valuable” and 1 = “Not at all valuable”; Percent of respondents rating each item as “extremely valuable” (8-10 on a 10-point scale)



# FEATURES

*“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?”*

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)

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

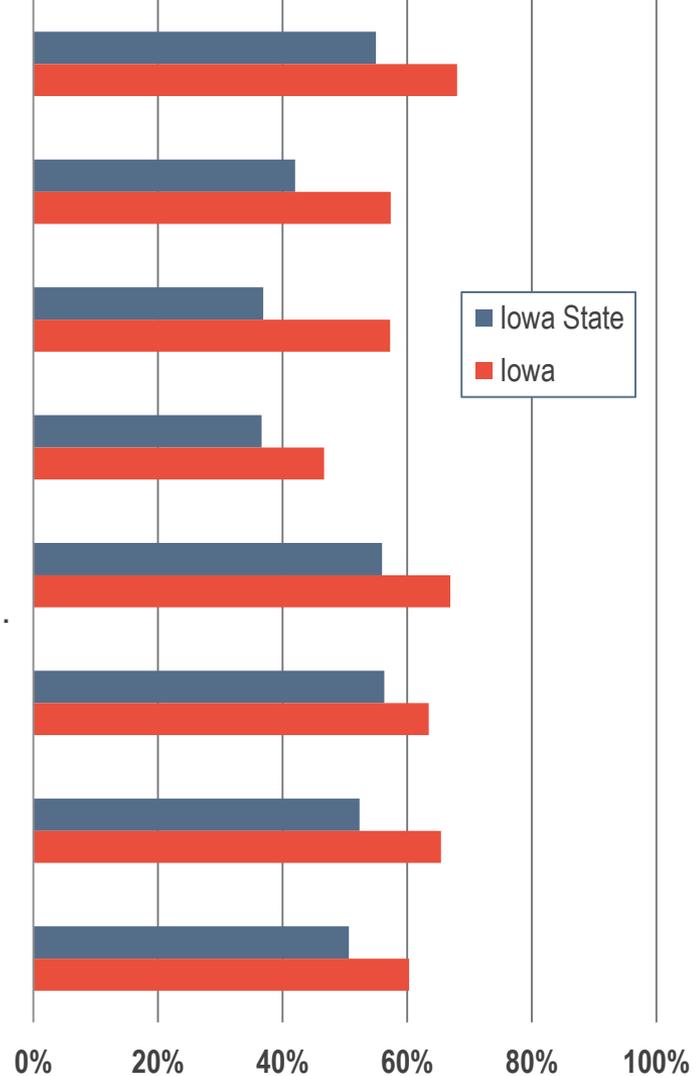
The ability to make my data, media, or images freely available to the public

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...)

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

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.)



**ANOTHER ANGLE:  
NON-  
INSTITUTIONAL  
COLLECTIONS**

# ART HISTORY

## *Capturing Images and Managing Personal Image Collections*

- » Standards and practices for image capture
- » Vast personal collections, poorly organized
- » Some images may be valuable and should be institutionalized



The Departure from Kashima (Deity of the Kasuga Out), Late 14th Century, Japanese. Seattle Asian Art Museum.

Photograph: Roger C. Schonfeld.

# ARCHIVAL HISTORY



## *Digital Capture of Archival Records*

- » Unbundling access to and analysis of archives
- » Organizing digital captures to create a narrative
- » Opportunities for improved discovery and access



Source: Supporting the  
Changing Research  
Practices of Historians

# CHEMISTRY

## *Managing Lab Group Data*

- » Research projects incorporate data from multiple instruments in some cases in multiple locations
- » Data management during the course of a project remains a challenge in most chemistry labs
- » Long-term data preservation is not the primary concern



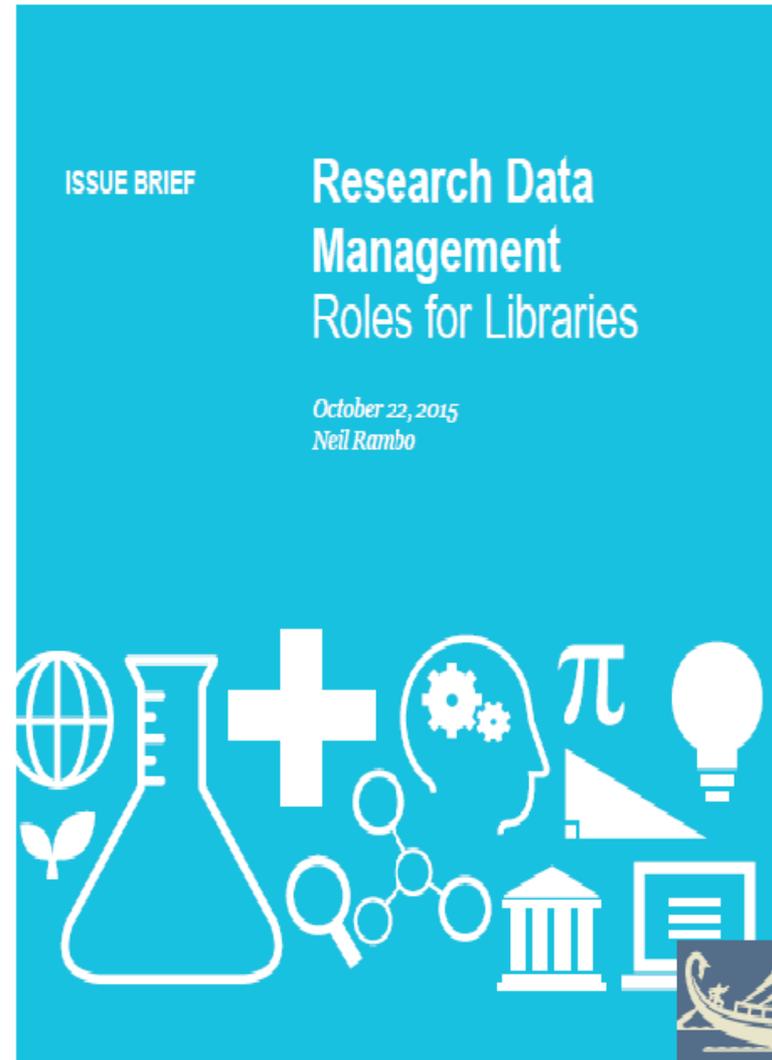
- » *Should the library richly support non-institutional collections?*
- » Should it systematically train and offer assistance to graduate students as well as established scholars?
- » Would assistance with the organizational challenges users face help the library over time achieve its collecting and preservation objectives?

CASE STUDY:  
NYU  
HEALTH  
SCIENCES  
LIBRARY

# NYU HEALTH SCIENCES

- » “...most stakeholders did not think of the library as providing eScience, or data management, services...[and] not many services were offered in this area. Where there were services, it was largely piecemeal and limited.”
- » “precise targeting of services”
- » 20 data interviews
- » Education
- » Data catalog
- » Lab organization tool

<http://www.sr.ithaka.org/publications/research-data-management/>



ITHAKA S+R

# QUESTIONS & DISCUSSION

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*@rschon*

Local surveys and workshops:  
[www.sr.ithaka.org/local-surveys](http://www.sr.ithaka.org/local-surveys)

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

