

Data Curation Profiles Symposium 9/23/2012

Lunch Presentation and Discussion: What have we learned from the DCP workshops?

JC: And that brings us to lunch. Lunch is set up across the hallway in room 311. But we'd like you to bring your lunch back into this room once you've got it, I'll be doing a presentation on what we've learned from doing the Data Curation Profile workshop.

[3:40:15]

JC: Has everyone had a chance to have their lunch? And uh we could go ahead and get started with the uh lunchtime presentation. So I drew the short straw, I get to present to you during lunch, uh [laughs] we'll see if we can make this entertaining and not too disruptive of your lunchtime. So we have had the chance to hear from a lot of folks who have used the profile or interacted with it in some way, shape, or form and what have they gotten out of it. We wanted to present a little bit about what we learned about the folks who have attended the data curation profile workshops and maybe a bit about the state of the field at the moment at least from the library perspective. So a little bit of background on it, we won't spend a whole lot of time on this because we've sort of been covering this through the day. Research and scholarship are changing, we need to change our support services accordingly. So if we're looking at data driven research, what does data driven support services mean? What do libraries have to consider and incorporate in their services to address research practice in the 21<sup>st</sup> century? So increasingly research data has value outside of their traditional context. Rather than letting it die a slow horrible death on somebody's computer, we're now thinking that it really does need some attention, some services, some management to ensure that uh the quality and the value of the information resource represented by data are maintained and available and preserved long term. And the central question in a lot of this is what roles could librarians play in working with researchers to support their data needs?

And so, you know, in considering the data curation profile and the toolkit, we came to an understanding that before we can say well let's collect, let's design services, let's do something with this data, we have to really understand what is current practice, what are the needs that are out there with regards to the researchers, where do they see themselves or not see themselves in this process and what is their understanding so that we can react appropriately to design services that really meet their needs, not what we think their needs might be. And to do that, what do librarians need to know in order to engage faculty in discussions and to gain this understanding, to learn what current practices and what the needs are to make all these things happen. And so that was sort of the central premise behind the data curation profiles toolkit, the central question being who's willing to share their research data with whom, when, and under what conditions? And the data curation toolkit is meant to do three things overarchingly, it's meant to provide information about a particular data set. So what are it's characteristics, what is its lifecycle? How does it move and change and grow as it moves through that lifecycle? What is the researcher doing to manage or curate the data set currently? What is current practice with regards to backing up the data or managing it or sharing it? are they currently sharing it now and if so, what's the context in which that sharing is taking place? And then would a researcher like

to do with the data, but isn't currently for whatever reason. So what are the unmet needs that he or she has with regards to his or her data set.

And so we developed the toolkit and we went out as Scott mentioned earlier to do 12 different workshops across the country from March 2011 to March 2012 and I really want to stop here and thank all of our sponsors and our hosts and institutions profusely. We could not have done all of this without you. We appreciate the hard work and effort that went into hosting the work shop, so thank you very much.

So our objectives in doing the workshop was to educate the librarians in the use of the toolkit itself. So how can we get librarians going out there, going through the data interview process, producing profiles, and then sharing them for others to see and to learn from as we discussed earlier this morning. But above and beyond sort of that immediate goal, how can we provide enough of a foundation in data curation issues to acclimate librarians to do these sorts of things? What do they need to know before they do the profile to feel comfortable and confident that they could conduct an effective data interview? Uh um the workshop was designed for practicing librarians; we've been very pleased to see the number of educational institutions that have taken the data curation profile toolkit and used it as part of assignments in some way, shape, or form. But the workshop itself was designed for practicing librarians who are already in the field; how could we help take what they do currently and translate that into this sort of semi-new data context. We're looking for a capacity, to build capacity to engage faculty in ways that librarians may not have done before or may not be comfortable doing. How could we encourage talking to faculty with some degree of credibility and confidence about these three data issues. And really oriented ahead towards spurring action, it's great if you want to come and hear about this, but we'd really like you to get out there and do this, to act on the information that we're trying to teach you in the workshop.

The structure of the workshop is that it was one day. We really wanted to try to lower the barriers to entry, so we made it a one day long workshop, we also made it free to attend. I think that has its pros and it's cons in that people could attend who wanted to attend, but anybody could attend who could, "hey I've got a couple of free hours, I might as well go to this thing." So that that was sort of a pro and con, overall I think it worked out pretty well. We tried to cover some background information about data curation or data management issues as we saw them, some overview of what these issues were, and some context, so again not just introducing the data curation profile toolkit, but introducing enough context and information that one could take it and use it effectively. We covered a number of the modules in the data curation profile, but not all of them, we spent an awful lot of time talking with them about the data lifecycle and data sharing type issues, we also spent some time covering organization and description and intellectual property issues as they pertain to the DCP toolkit. We tried to make this, we didn't want to be just me or Scott standing up for 8 hours talking at people because that would kill both of us and that wouldn't be terribly exciting, so we tried to make it interactive or participatory or to really give a sense of what would it be like to go out and conduct a data interview, what would that feel like, what would that look like? How would that sort of shape out? And we are very indebted, as someone mentioned earlier, to Marianne Bracke who willingly participated in sort of our librarian model, although I don't know if she quite knew what she was getting into and to Dr. Sylvie Brouder, her faculty partner in

that particular endeavor. Thank you to both of them, again we could not have done this without you. We provided a number of hands-on exercises both to sort of get a sense of what would the interview be like and then how could or potentially how should you go about interpreting what it is that you've learned in the profile context. How could you take a conversation that you've had and turn it into something structured according to the profile guidelines?

So our desired outcomes was to really foster and increase an interest in data management and curation issues overall. To help sort of increase the confidence levels in reaching out to faculty. To make data sort of less exotic, and strange, and mysterious, but more approachable or attainable in terms of having those kinds of connections; o increase engagement with faculty about their data, to start sort of you know either re-sparking relationships that may already exist or creating new relationships with faculty in ways, again that further our mission as librarians, and again to increase utilization of the Data Curation Profile Toolkit. And so as a part of this workshop, we sent out a series of three surveys to all who participated, we sent out surveys to folks who were attending about two weeks, a week and a half or so before the workshop itself to get sort of a sense of a baseline, where are they coming from? Where do they see themselves in this? How much are they doing already with regards to data? We sent out a survey immediately after the workshop, to sort of get a sense of how did we do? Now do you feel more confident? Do you feel more comfortable? Do you feel more prepared in how to do these sorts of things? But we wanted to not just measure sort of an immediate impact, but a longer term impact as well. So we sent out another survey three months afterwards to sort of say, hey remember that thing you did three months ago, the workshop you did? How's that going? Are you acting on that? Where are you now in terms of all the things that you're doing? We had a total of 324 people attend the 12 workshops, we had 259 filled out the pre-workshop and it sort of steadily went down, although I think we managed to do a decent capture of the folks who were there, we came—we ducked under the 50% three months afterwards, but I still think that given the number of surveys people are bombarded with these days, it's probably not a bad rate of return. We had 119 participants fill all three surveys, so some folks filled out one, or filled out two, 119 filled out all three of those. And that was roughly a little more than a third of the participants in the workshop.

So who came to these things? Who were the participants types? Uh so not surprisingly, we really sort of targeted this at subject liaisons, but we got a whole lot of other folks as well, which was great. Uh a lot of diverse different types of folks um you notice the "other" category is awful large, so that's sort of the canned category types of job responsibilities didn't always fit in with how people saw themselves and in going through the other categorizations, sometimes it was different parts of the subject librarian role so we had folks say, "no, I'm a reference librarian," or "I'm an instruction librarian." We had some categories of folks we didn't account for maybe adequately, we had scholarly communication librarians, uh fall into that category of other, we had some instructional technology librarians—some sort of tech focus positions that didn't quite fit into the what, what we had described in the survey so we got a large variety of folks but by and large we got a lot of front line folks, which I think was great. So people the people we're looking to try to engage; we really were after a lot of front line folks to try to make that connection.

So we also asked a question about job duties as they pertain to data. So what are you currently doing now that relates to data in some way shape or form. And there was a fairly active contention out there, so a lot of folks are engaged in data reference, looking at applying their reference skills, reference duties, and incorporating data into that in some way, shape, or form. Number of folks out there doing data management plans. Some folks are working on deposits or supporting for tools, or other technical or sort of back end things; instruction and workshops seemed to be a pretty large contingent as well which was good to see. So a real variety of different types of job duties that pertain to data and a fairly substantial number of people who are actually engaged in these particular areas. And folks I should mention that they could check off more than one particular area, so they were limited just to choosing one or the other, so you sort of see a number of folks who are strongly engaged in data across the board reflected a bit differently in this particular chart than it would be if a one-to-one kind of relationship was asked for.

We asked sort of the basic standard question of sort of “what do you hope to learn from this workshop?” and this was asked as a free text question. We didn’t ask sort have little checkmarks for people to tick off. We really wanted to sort of get a sense of what it was they wanted from their words and their own perspective. So this my interpretation, this is my sort of going back and categorizing the free text responses based upon sort of the overarching theme that I saw from each response. And again, a response that was made could fall into more than one category. So a lot of folks who attended wanted some kind of background, wanted to sort of know what this was all about, what is data curation and how does it pertain to me? A lot of us really were looking to start engagement, to really start looking at how, not only how do I know what this is about, but how do I start engaging my clientele, my faculty, my students in all of this. A number of folks said that they wanted to learn the DCP directly, which was encouraging. There’s a lot of sort of, you know the idea of the role, or the idea of how do I fit into this? I think sort of emerged in all of this. A number of folks wanted something practical, so how do I not only learn about data curation or learn about this issue, but how do I actually apply it in ways that are practical in my position? And there are a lot of folks also who are interested in sort of what are the trends, best practices, or particular areas of information, as you can see from this chart.

And then I asked how do you expect to apply what you learn in this workshop at your institution? So what do you hope to actually do with the content in the workshop? And here again we asked it free text, we wanted them to sort of tell us in their own words and this is my categorization of what I heard. So again really strong sense of I want to be able to do something with this, to engage my faculty, to apply this in some kind of way, and a sense of I want to make this a part of my job or see how it relates to what it is I’m doing. And then there’s a lot sort of in the middle as sort of plan or start or report, uh the idea that we’re just sort of on the cusp of this, we just sort of starting to see this on our radar; how do we react? How do we get going? How do we plan? How do we move forward with all of this? And there was also a fairly sizable contingent that said, you know, I don’t really know, I’m just sort of here to figure out what is this thing and then just sort of figure out, to sort out how does it make sense for me and my institution? So a wide variety of responses here.

This is a chart that depicts responses form the pre-workshop, the post workshop, and the follow up survey that we did looking at change in confidence levels. And this is where I think we look pretty good.

These are the 119 folks that filled out all three surveys and their responses to the change in confidence levels across the different areas that we asked. So we asked about interview faculty, how confident are you doing that? Understanding the lifecycle, data sharing, organization, and description information, discussing intellectual property with faculty, you could see we had a significant uptake from the pre workshop to the post workshop, but then even three months later we managed to sustain and in some cases even slightly increase that confidence level in having attended the workshop, so I'm really particularly proud of that statistic.

We asked about um the number of discussion that you've had with faculty or students with regards to data curation and again comparing the pre-workshop response with the three month follow up, we see a little bit of an uptake here. There's still a sizable contingent even after the workshop that haven't been exposed to this, that have not gone out and had a discussion or really used what they learned in some way shape or form and I think that that still an area that needs some work and needs some extra attention, but in other cases we did see some folks especially where you get to the one sort of two to four times where there has been a bit of an up take in terms of the number of interactions they've had uh with faculty or students. And actually the five to seven times went up by 3 or 4 percentage points. We can't take plain, total credit for that necessarily it isn't sort of a scientifically done survey in that we eliminated other factors that may play in here, but I'm still encouraged by the fact that it seems like we're moving as a profession in the right direction of getting more contact and interaction with faculty and students.

Similarly, working directly with faculty, not just talking about stuff, but have you actually started the work with the in some way shape or form? And "never" still dominates; we still have an awful lot of folks over half who have never had that kind of working relationship with faculty or students, but we are starting to see an uptake in at least this particular instance of folks who have done so once and the folks who have done so two to four times. We had a little bit of a drop in the five to seven or 8 or more, but I'm not quite sure how to explain that other than sort of statistical variance of some kind. I think it roughly stayed the same. But at least I think, again, we're starting to see a bit more interaction with librarians and faculty in meaningful capacities.

So three months afterwards, we asked, so have you discusses the data curation profile with colleagues? Three months after they attended the workshop, did they have some kind of discussion in some way, shape, or form with our colleagues in the library? And the majority, the vast majority have had that discussion. So I think we were pretty happy with the level of penetration and awareness that folks took from the workshop and wanted to share with our colleagues in some way, shape, or form.

We also asked about have you discussed the data curation profile with faculty researchers? And there's a bit of a disconnect there. So we had a lot of folks say they discussed it with their colleagues, but there hasn't been nearly as many folks actually discussing it with faculty. So actually bringing it up and taking the next step from awareness of this tool exists and here's how I might use it to actually acting on that, to actually making those connections and starting the process. However, we are encouraged though that folks who had the discussion seem to follow up and actually take the next step in terms of planning

a data curation profile. So actually, not just talking about it, but looking towards doing it and actually making it happen. So that was encouraging.

We also were encouraged by in the three months survey, we asked, well three months from now, so six months out of having done the workshop, do you intend to actually go through and actually start the process of a data curation profile. And there we had a number of folks who said, “Yes, we still intend to do this. We may not have done this now, but we still intend to move forward with it.” So it’s not clear how many of the thirty five who said “yes we’re doing it now” fell into that red slice here of fifty three, but I still think that’s an encouraging sign for folks, that their still intending to go through and work on the process.

So the impact, these are a couple of quotes that I took from the three months survey talking about what folks thought the impact was. So I think we had some folks, we achieved our goal in getting people sort of more acclimated to this idea and potentially more comfortable with it, of sort of broadening perspectives, looking a people incorporating the profiles into plans, some folks have done data curation interviews and have adjusted service or initiated service as a result. There are ideas for how do we engage and how do we build capacity in our libraries to offer data services, the bottom quote, and seeing the data curation profile toolkit as a part of that offering or a part of the process to finding out what it is we could or should offer with regards to data services. The comments that we got were very gratifying for me and for Scott as instructors of all of this as to the kind of impact we had hoped to have.

We also heard a number of things about potentially improving the data curation profile, one thing that came up on a fairly regular basis was the need for a “lite” version. What does DCP lite look for? As a number of folks have pointed out, yesterday and today, this is a real significant investment of time and energy and effort, and folks were interested in doing this, but they may not have felt that they had the capacity or the ability of that level of investment at the moment. So there was a request for lite versions—and different types of lite versions. The reduction of time commitment, reducing the length or the number of questions, not to go quite so broad, making it geared toward a particular type of library, so we got a couple of folks from more teaching-oriented or liberal arts schools who said “this seems like a research one kind of thing, could you make sort of a liberal arts version of this.” And then we wanted, we heard some folks, sort of how do we make this more sort of a natural, seamless part of the current liaison role. I think the quote at the bottom reflects that desire of “Gosh this is good, but it’s too much right now. What does sort of the pre-profile version look like?” How can I kind of get information without doing a full fledge profile, to get the depth of information that’s provided by the profile, but still sort of keep things going based upon what I have time and capacity to do right now.

We also heard that there was interest in sort of getting a more directed version of the data curation profile, toward a particular case. So we deliberately designed the data curation profile toolkit to be fairly generic, in hopes that it could be applied in many different ways by many different people, many different types of institutions, and maybe different data types. But we recognize that you know there’s certain areas that people are really interested in, such as making a data management plan, where we think the data curation profile can certainly help inform a data management plan, but that’s not the output at the end of the day. You’re not going to get a full-fledged data management plan after having

done a profile. Though again I would argue, you certainly would get a lot of information that would be applicable to a data management plan. We heard a lot of things about could you actually make that the output or make that the outcome. Another thing was making it more tailored toward getting data into an institutional repository. So again, doing a data curation profile will give you lots of information that will help you craft a repository or help you craft a plan to get the data into the repository, but it's not designed for that specific purpose within itself. And then designing a particular service. Again looking at a particular use case or a particular scenario where the data curation profile would be helpful, but not directly target for that particular service.

And we also heard sort of on the opposite end, the need to broaden the scope of the profile beyond just an individual data set, so the idea behind the profile is to get a lot of information, or really go into a fair amount of depth on an individual data set, so but researchers of course work with multiple data sets from multiple projects and so could we look at maybe broadening the scope of the profile towards applying to a particular individual researcher or a lab in which he or she works. And Marianne talked a bit about in her presentation that we've tried to do that with a lab in the agricultural department here at Purdue, we've done multiple profiles and now are sort of putting together, not a profile of the lab per se, but a response as to how might the lab think about data management/data curation issues. How might they respond to some of the needs that were expressed by the students and some of the weaknesses that were expressed by the students. If you are looking at also a department level or campus level profile of, you know, what does the biochemistry department need in terms of uh of data management or data curation-type services, can you broaden the scope of the profile to the department level to get that kind of information? And then even on the discipline scale, how does biochemistry as a discipline need to look at for data curation and data management type purposes. And I think this quote at the bottom sort of gets at that idea of the person who looked through the profile had a separate conversation with the scientist to discuss a sort of disciplinary need for a particular tool and this person felt that well if I'd used the profile I would have missed that kind of conversation. And I think he or she is probably right. Although the idea of a discipline scale for a data curation profile makes me really skittish because that just seems so huge and really difficult wrap your hands around. Whereas the individual data set, while it's certainly directed and certainly localized, it's a lot easier to wrap your hands around and really feel confident about the material that you're getting, the information that you're getting and reporting back out. And so I can definitely understand the need for that, and I think it's a really interesting area to explore, I don't know if the data curation profiles are the right model for sort of the level of scopes.

So we also asked about we also asked about opportunities and barriers with regards to getting into not only the Data Curation Profile Toolkit, but the data management/data curation issues in general from the libraries. And we heard sort of two overarching themes when we got responses for these particular questions. One was the lack of time. It was really difficult to find the time to do these things given all the other things that we have to do as librarians, all other responsibilities that are on our plate. This is still sort of seen as for most folks something extra or additional that they have to do and there's not a whole of time freed up from other responsibilities to actually do it. So the first person responding here still felt that he or she had to go out and gain additional expertise, but there just wasn't time to do that and so it

was really difficult to feel confident to actually engage here because he or she still didn't feel confident enough to go out and have those kinds of conversations. The second quote gets at the fact that we're working in very difficult times; we are losing resources, we are facing budget cuts, we are under pressure to do more with less as came up this morning with some of the panels and given that kind of context, that kind of environment, how do we make time and ensure the amount of investment that is needed to do these things actually happen, actually take place. And another barrier is typically the amount of time it takes to do the interviews, um and so the final person here commented about doing the interviews with researchers and really seeing a benefit of that, but the interviews themselves really do take a long time and if you don't feel you have the time available and support needed to do that, it can be really difficult to make that happen.

And there's also a question of timing. So not just when do I find time to do this? but when is the best time to do this? And so this first person responded, "we're just getting set up, so I don't think that this is the right time to do it because we don't have anything in place yet to close the loop in their perspective to bring faculty too." The second quote sort of gets at, "well if I do this and get so much stuff that I can't handle it. What if my time is even more under pressure because I'm getting increasing demands from researchers to do this." Um and I like the third quote of this is a library that really seems to have thought about this through and is trying to engage in this area in sort of a thoughtful planned out manner. So starting with a pilot project and making it a strategic plan in order to do something, to get involved, and to just start the exploration, but to do it in a way that doesn't seem too overwhelming or that there's some structure around it to make it manageable.

So the other theme that we heard throughout the opportunities and barriers responses is the idea of organization support and readiness. So I'd like to do this, but I just don't feel I can, given the support, given where my library currently is organizationally, I can't feel I can devote my time to getting out there and doing it. So the first person sort of mentions that "Well there seems to be a lot of interest but when actually sort of the rubber hit the road, it kind of petered out. I didn't get the support I needed for my library to go forward." Second person said that, "I feel more equipped to do this, but I can't sort of jump out in front of my library's organization. That's not the right way to do it, so I'm kind of stuck where I am doing what I'm doing." And again the third quote kind of gets at that as well, "there's only so much I can do, only so much planning we can do without the full support of the administration behind us."

And a large part of that came from sort of staffing levels and resources, it sort of straddles both the timing issues and the organizational support issues of "there's just not enough of us to go around." We need to get more people involved, this can't just be you know, something that I do, it has to be something that the libraries do and we don't have the staff necessarily or the staff are not ready, able, and willing to engage in this area to the extent that we feel we need to do or to move things forward. And so I think a lot of these things play into that.

Also the need for, institutional support, so outside of the library the larger institution, what kind of connections need to be made and need to happen in order to make this viable in going forward. So there's a lot of interest in the library but not in my university. So there's a bit of a disconnect there to overcome that. Um we've, we're just one of a possible option for centralizing data. So there's questions



of how to we relate to other organizations who have a stake or a role here in looking at data management and curation issues. And so a lack of—this is a, the third one's from someone who's not a librarian, of it's really hard to talk to librarians as our sense of terminology and approaches don't seem to mesh up at least right now, so we're actually involved in curating data and the library's sort of interested in this, but they're just talking about it they're not actually doing anything. So again sort of a disconnect between the library and the other points, the other units in the organization and in the institution as a whole. So this is sort of a lengthy quote but one that I think really gets at the what I see as the heart of the matter of really looking at alignment between individual librarians interested and active in this area and larger intuitional support and connections that the ARL e-science institute was designed to really get a hold of. So I think we need efforts in both directions, but we also need to be conscious that these need to mesh together and align in some way, to sync up, how can we as organizations support and engage in data management and data curation issues, but how can ensure that the individual librarians that are doing this have sense of what is it that they need to do, the skill sets they need to have, and the engagements they want to have and the connections they want to have with faculty at the same time. How about we bring both sides of that equation together to form a more cohesive unit, a more holistic approach to all this? Anyway questions about what I've presented?

Yes, Susie.

[4:08:56]

SA: When did you conduct most of the surveys in relationship to the NSF announcement about the data management plans? Because that seemed like a high number if had been like 2 years ago. So I wasn't sure.

JC: Yeah, that's a really good point. So we did this from 2011, March 2011 to March 2012, and I think the NSF data management plan, did it come out in 2012 or 2011. 2010 was the original? Okay, yeah, so it was sort of known in 2010 and sort of became more and more of a hot thing, so I think we sort of captured a lot of that from the timing of the surveys, you're right. I'd be curious to go back now and see how many of you are still involved in data management plans? And what does that service look like? Is it a consulting service? How does it actually manifest at your particular library?

SA: I don't mean to take all the questions, but when you did the workshops did you like approach the, approach the institution and then they encouraged certain librarians to come or you know, did they, you know, how did librarians come to be you know, participants?

JC: Yeah, we worked with sponsoring institutions and we relied on them heavily in order to get the word out in terms of hey there's a workshop going on here, you as members are all invited. We wanted to go above and beyond just inviting the membership of that organization, so but let them have sort of first crack at it. And once time had passed, we sent out a more general announcement to encourage them to send out more general announcements as well to recruit more librarians.

[Inaudible]

JC: Yeah please.

SB: So we, our model was that we wanted to—so we weren't sure how we could get librarians across, straight across the United States, so we thought if we worked across state library groups, that they could be sort of the focus for identifying who in their region would be somebody that they could contact to come. So we meant it to be regional, we wanted it to be all across the states where people didn't have to travel. It was really meant to be low price, low effort for the amount that they get. And then we got somebody who was then the institutional support person for those people traveling. And there were a couple of them where the institutions, we asked them to provide some refreshments or a way to figure out how to get people to lunch and back and some people said, "Well we'll provide this if you guys will come here." There were a couple that weren't so we had one sponsored particular DLF helped out with our last two workshops, and so it was a combination of working with people in trying to pull it off, but it was really meant to have that reach of trying to get as many people as we got.

JC: Yeah, so as you saw from the slide, I was all over the place and Scott was all over the place for the year of 2012, sorry 2011 to 2012. So we really did try to touch every corner of the US as much as possible. The other thought behind the regional approach was we wanted to get people together who may not get together all of the time or have existing relationships locally to sort of start them forming a sense of community and forming places that they could go or have conversations above and beyond the workshop, after the workshop to compare notes and bounce ideas off of each other. Sort of form you know, take advantage of regional communities where they existed or try to help form new ones.

Any other questions? Yes.

KD: I'm wondering in looking at the survey responses, did you notice a difference between larger institutions and small institutions in people's perceived abilities to either gain more expertise and explore these areas more or provide services those areas?

JC: Yeah, so we didn't ask that question directly. I saw that more in the comments as I mentioned going through here. So we asked a number of different kinds of questions to get a sense of who were the people that came to this, but institutional affiliation directly or sort of type of institution directly was not one of those. But through the comments, we did get a sense that this was more, or perceived as more of a research library thing and because I'm in liberal arts school, I don't have to deal with this and same sense of pressure or same sense of need as there was in the larger research institutions. But on the other hand, we've heard from panelists who are from smaller colleges or from teaching-focused institutions who have made use of the profile in meaningful ways. So I guess I sort of wonder about that given that I think data is data to an extent and if you are working with data at a liberal arts institution, you still have needs and you still have to address what is it that you are going to do with data at the end of the project or how are you going to increase the value of your data by sharing it somehow. So I would be interested to learn more about that kind of perspective and how people perceive that that we got through the survey.

Yeah?

NK: I was just wondering, again this is Nabeel from University of Michigan, I was wondering do you have any, do you have anything in place in which to capture the faculty's reaction? Because so much of this is about creating a two way street and I'm just curious if there's any way for the faculty to provide input or to somehow describe what the impact was on the faculty.

JC: You know that is a really good point. No we don't, at least not yet. The surveys were designed to attract librarians and not faculty necessarily, but I would really love to go and to talk to the faculty who were a part of this and we have to a bit at Purdue, but not to the wide range, I think would really be helpful, informative in terms of thinking about what comes next or how we can make this a smoother process or a better process for the faculty, so that's a really good idea I hope we can capitalize on it.

Any other questions? Charlotte

Charlotte: When you started these workshops, there probably weren't as many institutions ready to help capture data, has that changed in the last few years since this project started?

JC: Um, I don't think so. I think really the catalyst of interest was the announcement by the NFS of the data management plans and because that took place before we started doing these workshops, I think we saw a pretty high level of interest throughout. It very from place to place and institution to institution, but I think overall there was a pretty high level of interest in the topic as a whole. I guess I would wonder now, you know given that it's not as sort of a new thing, is that level of interest sustained for different situations, but I think it is. I mean given the response we got for the ARL E-Science Institute, which we put on last year, we had over 70 institutions participate in that out of ARL's total membership which is much more than they had originally planned on or assumed would sign up, so I think that there really is a sustained level of interest here in going forward.

Okay, if that's all thank you very much and I'll go eat my lunch.

[4:16:22]

[4:16:44]

SA: Well if, if we really do have more time. This more of a, um, that I see an opportunity more than a question, is just, I've been involved with baccalaureate universities from a science point of view and an awful lot of the master's, a lot the universities really concentrate on providing a really strong science education to go on to a science master's degree, so it seems like an opportunity for educating folks who are in the information fields in those baccalaureates, how important this is to give those students a good step forward when they move on to their master's degrees, so it might be a really good time to for them to be thinking about the information process even if they aren't actually capturing it.

JC: Thank you for that, this has come up in little ways, but I haven't talked about it directly, there is another NSF funded project that I'm leading, um referring to as data information literacy, so looking at, focusing on graduate students in particularly, but I definitely see this as applying to undergraduates as well. What do graduate students need to know about data management, data curation to be successful in their particular discipline? And so we're really looking at how do we leverage and take what we've

done and the work that we've accomplished in information literacy this far and apply it to this semi-new world of data. Are there things that translate easily that we could build off and expand our program with regards to data information literacy? Where are the tripping points? And what are the areas that we need to pay attention to? How does this differ in this new context? And so we're about halfway through the project. We've done our first stage of environmental scanning, so looking at—I should actually explain the structure of the project first. There are five teams that are working on these issues and were each partnered with a specific faculty member and a discipline. We had two teams here at Purdue. We have a team in Minnesota, we have a team in Oregon, and a team at Cornell. Those teams consist of a subject librarian or an information literacy specialist, a data librarian, and the faculty subject person. So our first course of action was to go out and do some environmental scanning work to look through the literature and reports of the discipline in which we're partnering with to get a sense of how are these issues treated or considered or thought about or manifest in those individual disciplines. We then went on to do some interviews with faculty members and graduate students of the discipline that we're partnering with to get a sense of current practice with regards to data management and curation, how do they currently do it in their lab? How do they currently conceptualize it? How do they act on it? And then to look at what are the gaps between the two. Are there any gaps between the literature and what's being said versus the actual practice? And can we develop educational programs to address those particular gaps? Informed by the knowledge that we bring as librarians and looking at curation issues as a whole to better improve skill development and actual practice. And so now we're in phase two and we're developing and implementing those educational programs. Stage three will be assessing the work that we've done and looking at what we've found across the five teams to come up with a guide or a model that other librarians at different institutions could use to institute their own data information literacy programs and there's much more information on our website which is [datainfolit.org](http://datainfolit.org). So a small plug for my project.

SA: I attended UNC's symposium on open access. It was devoted to data last spring and there was a rep from NSF. And what he said was that the data management plan is gonna be a change sometime this fall, so that might be another bump in interest.

JC: Did they mention what the change is going to be?

SA: I've talked to two people and nobody would ever say anything.

JC: So watch the space.

Okay so we're going to get started again around 1:15?

SB: So I guess what we could do is chuck is supposed to come on the line at 1:30, so we could start our panel with one of the two speakers and then as long as we can bring Chuck in at 1:30 we'll be okay. So just sort of parse the time differently. So if Helen ... Pardon?

UNK: [inaudible]

SB: Then you get to.

[4:21:12]