

ACCOLEDS 2017 - Table Talk Session Notes

November 30, 2017

Table Talk 1: Incorporating data into undergraduate assignments

Our first line of thinking was that you need to get your name out there

- Three members in our group had recently been contacted to provide data orientation to a class
 - Census data for an advanced GIS geography class
 - Neighbourhood data for an Education financing class
 - Community change for an English 105 class
- This is more reactive, reacting to a request

On the more proactive side:

- Create maps to promote your service and show that maps are not just for geography
- GIS day once a year to promote the use of spatial data
- Drop in classes for various data tasks. (i.e. Cansim data into Excel and create a graph or chart)
Often a lower turnout, but still helps make you visible.
- Send out emails concerning new data to a faculty research listserv. Be selective. After a while they get to know your name and contact information.
- Take advantage of opportunities. A student comes to you looking for microdata for a research methods class. Ask about the course and the professor. Later contact the professor and have him/her invite other students to contact you if they need data.
- Send out links to Webinars, Statistics Canada or ICPSR, to promote data use. Once they have the link, they can access the webinar anytime that is convenient for them.

Table Talk 2: Launching RDM services at your institution

Question:

- Is there a tool (probably a survey) that we could use to send out to faculty in order to assess their current level of knowledge about and readiness for RDM?
 - There doesn't appear to be one at the moment, but it could be useful, both as an assessment tool and as a "sneaky" promo/awareness campaign

Good steps to take:

- Join in with a network of expertise training session through Portage
- Promote using the DMP, and customize it to give your researchers a sense of "home base"
- Create an RDM week, or join in on current activities in a Research or Open Access week
- Be prepared to discuss issues of confidentiality and anonymity, and how to preserve both while making data accessible
- Contact Portage and get assistance and advice for both the implementation and the planning stages of your RDM process

- Talk to the VPR, Library, Research Office, IT Department, Ethics Board, and Grad Studies Office, and get everyone on side and involved in various aspects of implementation.

Table Talk 3: Strategies for learning new tools/software

This topic was omitted.

Table Talk 4: Data services at small institutions

- Lethbridge: 9,000 (2 campuses; 8 librarians + Archivist + Copyright librarians)
 - Data not officially in title
- TRU: 9,000 + Open Learning (2 campuses; 8.5 librarians)
 - Data not officially in title
- Okanagan College: 8,000 (4 campuses; 8 librarians)
 - Data not officially in title
- KPU: 9,000 (4 campuses; 16 librarians)
 - Data Services Librarian

Multiple hats:

- All have multiple roles
- Only one of four at table has Data Services in job title

Level of service

- Important to define level of service: what we will do, turnaround time
- Refer users to self-serve sources as much as possible b/c lack of time
- Challenging to Juggle tasks and respond to data requests with short timelines
- Work with instructors to clarify what data is available to students to make more reasonable assignments

Tools:

- 3 of 4 have ODESJ;
 - still has value for ease of use compared with DLI's NESSTAR and B2020 WDS
- 3 of 4 have CHASS with Canadian Census Analyser
 - You can now get usage stats
- Most Q's can be answered by CANSIM on Statcan website

Instruction:

- Data literacy piece is important part of what we do
- Major part of role is helping students/users understand what type of data might be available; who would produce it; where to start looking; data vs statistics
- Hope to produce libguide for city-level data
- Make use of guides produced by others
- Fair bit of explanation of permitted uses for contracted work
- Some resources that might be useful:

- Sarah would be willing to share data life cycle HTML she developed
- Knight Foundation infographics materials are useful
- Spurious correlations web example

Promotion:

- Afraid to promote because already overstretched and don't feel expert enough
- TRU: made it easier to book one-on-one consultations this year and a couple of their librarians have been overwhelmed with bookings (not just data Q's)

Assessment

- TRU just got LibInsight
- Okanagan College will be developing an assessment plan

Table Talk 5: Promoting data services at your institution

- Word of mouth is the best method of promotion. One faculty member telling another, or telling their students, is the most resonant method of promoting your services.
- Frame your help the right way. Be specific about what you can do. Instead of asking if you can meet researchers to tell them about Library services, tell them you want to help them find existing datasets or figure out how to abide by funding requirements for making their data open and discoverable.
- Have an elevator pitch ready to go at all times. 30 seconds on how your service delivers value to researchers.
- Attend departmental meetings
- Explain why re-using datasets is such an efficient use of time
- Look for opportunities to reach out, such as 'Love your data' week in February