

From Ph.D. to Library: Parallels and Divergences between Data Librarians and the Researchers They Serve

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Outline

- From Ph.D. to library
- Problematic divides
- Promising overlaps
- Strategies for more effective cooperation



The Ph.D. Journey

- B.S. in Biology & B.A. in Spanish from Southeast Missouri State University
- Started Ph.D. program in Integrative Biology at Oklahoma State University in Fall 2018
 - Studying effects of duration, intensity, and timing of predation risk on behavior & physiology in pond snails
 - Plan to defend Spring 2024!
- Love for all things data – data cleaning, data analysis, data visualization

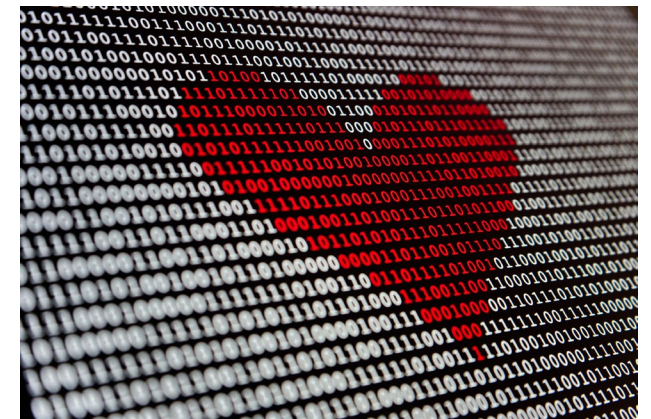
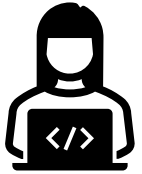


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Entry into Data Librarianship



Spring 2021: Developed short “Intro to Data Analysis & Visualization with R” workshop for undergraduates



Spring 2022: connected with 2 librarians heavily involved in our campus Carpentries program



Fall 2022: started work as graduate research assistant in Research & Learning Services department

- Introduction to research data services
- Opportunities for professional development, workshop instruction



Summer 2023: started full-time position as Research Data Specialist



Problematic Divides

- **Motivation mismatch**

- “Publish or perish” culture
 - Rapid pace of grant-to-publication pipeline
 - Publication bias against null or negative results¹
- RPT** expectations^{2,3} – what do researchers get “credit” for?
- Libraries & librarians value open access to information, knowledge-sharing

- **Limited time, energy, and funds**

- Non-research responsibilities and obligations
- “Old habits die hard”

- **Lack of knowledge or understanding**

- Some institutions decentralize research support
- Narrow view of library research services
- Assumptions about researcher needs and wants

**Reappointment, Promotion, & Tenure (RPT)

¹[Cook & Therrien 2017](#); ²[Pontika et al. 2022](#); ³[Schimanski & Alperin 2018](#)

Promising Overlaps

- **Shared values**
 - Research integrity/transparency¹
 - Importance of open scholarship (in both teaching and research)^{1,2}
 - Appropriate metrics to evaluate research impact³
 - Recognition of non-traditional research outputs in RPT^{**},⁴
- **Complement work by other research support units**
 - Librarians as facilitators – connected with research support across campus
 - Augment quality of research services and deliverables
 - e.g., data management & sharing plan content, IRB consent form language

^{**}Reappointment, Promotion, & Tenure (RPT)

¹[Baker 2016](#); ²[Ithaka S+R U.S. Faculty Survey 2021](#);

³[Wellcome Report 2020](#); ⁴[Schimanski & Alperin 2018](#)

Strategy: Find Common Ground

- **Get to know researchers and their work**
 - Better understand their motivations (priorities AND values)
 - e.g., increased citation & impact/visibility of papers¹
 - Find out what they need, rather than telling them what you can offer
- **Speak the same language**
 - Reframe things in ways that reflect researcher priorities and needs
- **Try to catch researchers on the front end of a project**
 - Educate and coordinate with other research support personnel
 - They can inform researchers about research data services and redirect as necessary
 - More time and ability to plan for data management & sharing
 - Fit or complement existing research workflows

Strategy: Allies and Advocacy

- **Cultivate “champions”**
 - Researchers seek advice from peers, peers recommend library research data services
- **Get in front of researchers**
 - Departmental meetings, faculty councils, research-related events
 - Don't forget students and postdocs!
- **Participate in community-driven initiatives**
 - Regional data librarian groups (OK-ACRL, SEDLS, MDLS, etc.)
 - Research Data Management Librarian Academy ([RDMLA](#))
 - Framework for Open and Reproducible Research Training ([FORRT](#))
- **Advocate for policy and cultural change**
 - Ensure alignment with mission and vision of institution
 - e.g., extension as a pillar of a land-grant university's mission

Questions?



References

Baker M (2016). [1,500 scientists lift the lid on reproducibility.](#)

Cook BG, Therrien WJ (2017). [Null effects and publication bias in special education research.](#) Behav. Disorders. 42(4): 149-158.

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Pontika N, Klebel T, Correia A, Metzler H, Knoth P, Ross-Hellauer T (2022). [Indicators of research quality, quantity, openness, and responsibility in institutional review, promotion, and tenure policies across seven countries.](#) Quant. Sci. Stud. 3(4): 888-911.

Goodey G, Hahnel M, Zhou Y, Jiang L, Chandramouliswaran I, et al. (2022). [The State of Open Data 2022.](#) Digital Science.

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