# Appendix A Scientists and research data: Continuing to build an understanding of your data needs

You are invited to participate in an NSF-sponsored research study, in which the DataONE (Data Observation Network for Earth, [www.dataone.org](http://www.dataone.org)) organization is investigating how scientists work. Your responses will help us better understand how scientists manage their data, which will then allow DataONE to better serve their data management needs.

The questionnaire should take about 20 minutes to complete. In addition to demographic information, other questions relate to the data management practices of scientists, the data education practices of scientists who are also educators, and finally how your organization and how designated data managers are involved with your research data. As such, no sensitive items are included in our survey, and therefore we do not anticipate that your participation poses any more than minimal risk. Also, your responses will be recorded anonymously so that no one can link your responses to you personally.

Your participation in this research is voluntary, and you may decline to participate without risk. While it is useful to be complete in your responses to the survey, you may skip any questions, and you are free to withdraw from the study at any time.

If you have any questions about the study or procedures, please contact Dr. Carol Tenopir (ctenopir@utk.edu) or Dr. Suzie Allard ([sallard@utk.edu](mailto:sallard@utk.edu)) of the University of Tennessee.  If you have questions about your rights as a participant, contact the Office of the Research Compliance Officer ([blawson@utk.edu](mailto:blawson@utk.edu)) or (865) 974-7697.

If you would like to keep a copy of this consent statement, you can save or print this page.

**By proceeding to the survey I acknowledge that I have read the above statements, I am 18 years old or older, and I agree to participate.**

**<Core Survey>**

First, we would like to ask you a few questions about yourself.

**9) Which one of the following best describes your primary work sector?**  
  
  Academic  
  Government  
  Commercial  
  Non-profit  
  Other (please specify) 

**10) Which one of the following best describes your primary subject discipline?**  
  
  Agriculture and Natural Resources

 Atmospheric science  
  Biology  
  Business  
  Computer science  
  Ecology  
  Education  
  Engineering  
  Environmental science  
  Geology  
  Hydrology  
  Information science  
  Law  
  Medicine  
  Physical sciences  
  Psychology  
  Social sciences  
  Other (please specify) 

**1) Do you ever teach data management in courses or outside the classroom?**

 Yes  
  No

**1A) You have indicated that you teach data management. Where does this teaching occur?**

 In courses

 Outside the classroom

 Both

**2) Which of the following data management topics do you teach? (For each topic, choose all that apply.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | in an undergraduate course | in a graduate level course | in other types of courses | outside of courses | I don’t teach this topic |
| Data life cycle: the stages through which data passes from the inception of a research project to its conclusion |  |  |  |  |  |
| Planning: Creating a data management plan to control how data are handled throughout the research project |  |  |  |  |  |
| Quality control: making sure that data are accurate and there are no missing values or errors |  |  |  |  |  |
| File management: types of files, file naming (such as assigning descriptive file names that indicate spatial and/or temporal information about the data) |  |  |  |  |  |
| Metadata generation: descriptive information describing data characteristics and software used |  |  |  |  |  |
| Workflows: detailed description, flow chart, or computer script of how raw data were transformed into final results |  |  |  |  |  |
| Protecting data: backing up data, creating multiple copies in multiple locations |  |  |  |  |  |
| Data archiving & preservation: strategies for long-term accessibility of digital information |  |  |  |  |  |
| Data re-use: using data that was collected for one purpose, for a new or different purpose |  |  |  |  |  |
| Meta-analysis: statistical synthesis of results of separate studies |  |  |  |  |  |
| Citing data: how to give attribution and credit for data |  |  |  |  |  |
| Other data management topics |  |  |  |  |  |

If you selected other, please specify 

**3) Do you feel that you are covering these topics sufficiently? (Choose only the one best answer.)**

 Yes, thoroughly (I wouldn’t add any more.)  
  Yes, but there is more that I could add.

 Yes, minimally   
  No, I should add more.

 No, and I don’t plan to add more.   
  No, I don’t cover them.

**4) What barriers do you experience in teaching data management? (Choose all that apply.)**

 There is no time to teach data management.

 I don’t have enough information.   
  It is not my area of expertise.   
  It is not appropriate at the level I teach.

 It isn't relevant to the courses I teach.

 Students are getting this information in other ways.

 Other (please specify) 

**<End of Core Survey>**