2016

Assessing the Unpredictable

Margaret E. Henderson
Virginia Commonwealth University, mehenderson@vcu.edu

Follow this and additional works at: http://scholarscompass.vcu.edu/libraries_present
Part of the Library and Information Science Commons

CC-BY

Downloaded from http://scholarscompass.vcu.edu/libraries_present/50

This Presentation is brought to you for free and open access by the VCU Libraries at VCU Scholars Compass. It has been accepted for inclusion in VCU Libraries Faculty and Staff Presentations by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.
Assessing the Unpredictable

Margaret Henderson
Director, Research Data Management
mehenderson@vcu.edu
@mehlibrarian

RDAP16
May 2016
## B) Annual Work Plan, Report and Assessment

<table>
<thead>
<tr>
<th>Job Responsibilities: % of time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan/Goal 1:</strong> Develop and maintain web pages and libguides for RDM on VCU Libraries web site.</td>
</tr>
<tr>
<td><strong>Plan/Goal 2:</strong> Customize DMPTool (currently beta tester for DMPTool 2.0 that will allow me to customize, rather than sending info to developers.)</td>
</tr>
<tr>
<td><strong>Plan/Goal 3:</strong> Consult and teach about data and RDM – NSF CAREER Institute, open classes, liaisons, etc.</td>
</tr>
<tr>
<td><strong>Plan/Goal 4:</strong> Review and recommend repository options for VCU researchers based on findings from e-Science Institute project. (Dryad, GitHub, figshare, Zenodo, REDCap, VCU IT resources, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship: % of time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan/Goal 1:</strong> Book reviews for LJ and others.</td>
</tr>
<tr>
<td><strong>Plan/Goal 2:</strong> Systematic Reviews: 2 here at VCU, MLA Research Agenda Team 9.</td>
</tr>
<tr>
<td><strong>Plan/Goal 3:</strong> MLA HSL book chapter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service &amp; Professional Development: % of time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan/Goal 1:</strong> MLA Continuing Education Committee</td>
</tr>
<tr>
<td><strong>Plan/Goal 2:</strong> MLA Molecular Biology and Genomics SIG convener</td>
</tr>
<tr>
<td><strong>Plan/Goal 3:</strong> Teaching MLA CE course in Chicago, Genetics for Librarians</td>
</tr>
<tr>
<td><strong>Plan/Goal 4:</strong> VCU Data and Information Management Council, my work team is looking at incomplete faculty data in Banner and how to improve</td>
</tr>
</tbody>
</table>
SET YOUR GOALS
## Compare?

<table>
<thead>
<tr>
<th>Group</th>
<th>Size</th>
<th>Topic</th>
<th>Time</th>
<th>Planning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, staff, post-docs, grad students</td>
<td>40+</td>
<td>VADMBC</td>
<td>1.5 days (2 lectures were mine)</td>
<td>12 hours +</td>
</tr>
<tr>
<td>BB lunch for faculty</td>
<td>2</td>
<td>DMP and OSTP</td>
<td>1 hour</td>
<td>2 hours</td>
</tr>
<tr>
<td>Office of Research – Data Policy</td>
<td>3</td>
<td>Discussed proposed University data policy – helped with changes</td>
<td>1 hour meeting</td>
<td>3 hours after to write</td>
</tr>
<tr>
<td>Departmental Grant Compliance officers</td>
<td>50+</td>
<td>OSTP memo</td>
<td>15 minutes</td>
<td>2 hours +</td>
</tr>
<tr>
<td>Clinical trials personnel</td>
<td>80+</td>
<td>Data preservation and public access to data</td>
<td>35 minutes</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
In EBM

Start by asking a relevant, focused, clinically important question that is answerable.
COUNT

ALL THE THINGS
Assessment and evidence based library and information practice

by Lorie Kloda
Assessment Librarian, McGill University

I have held the position of Assessment Librarian for almost three years, and been involved in the evidence-based library and information practice (EBLIP) movement for over a decade. Since taking on this position, I have been trying to make sense of EBLIP in my job – trying to understand how these two concepts complement each other, overlap, or
“I see assessment as having two (not mutually exclusive) goals: one, to inform decision-making for quality improvement to anticipate and meet users’ needs, and two, to demonstrate impact or value. There are, however, some occasions (OK, there are a lot of occasions) when one cannot conduct assessment.”
Creating a Culture of Assessment: A Catalyst for Organizational Change

Amos Lakos and Shelley Phipps

Abstract: In the rapidly changing information environment, libraries have to demonstrate that their services have relevance, value, and impact for stakeholders and customers. To deliver effective and high quality services, libraries have to assess their performance from the customer point of view. Moving to an assessment framework will be more successful if staff and leaders understand what is involved in organizational culture change. This paper describes the new paradigm of building a culture of assessment, and places it in the framework of organizational culture change, utilizing a learning organization and systems thinking approach.
“In the rapidly changing information environment, libraries have to demonstrate that their services have relevance, value, and impact for stakeholders and customers. To deliver effective and high quality services, libraries have to assess their performance from the customer point of view.”
BASIC BIRD HOUSE

1 3/4" HOLE

FRONT
BACK

6" x 8" 8"

BOTTOM

12"

6 1/2"

PENCH

X2 ROOFS

X2 SIDES

https://www.flickr.com/photos/ssicore/3342782835/in/photostream/
Inspiration


REAL scientist

WHAT? Where are your data files?
What format are they in?
How many log books do you have?
Which shelf?
What about that old cabinet in your office?
Should I get that too? HEY!

Please...
save my work...

MOVIE scientist

Please...
save my work...

Done.