



ANALYZING THE DATA GATHERED

After data have been compiled through the faculty survey, you may wish to prepare the dataset according to your information needs (suggestions of topics to focus on are below) so that it is easier to analyze using quantitative statistical programs. The chief categories to which you may want to pay particular attention when sorting through the data include:

Key units and offices providing support for digital projects on campus. Using questions 13 through 18, you can add together each time respondents indicated that they went to each named site for support throughout the life cycle of their projects to see, at an aggregate level, which units and offices are most active in providing support. Depending on the size of your dataset, it might also be useful to break down this calculation by life-cycle stage in order to see clusters of activity, e.g., whether multiple sites provide upfront support, while only one assists project leaders in the ongoing stages.

It is worth underscoring that these responses reflect faculty members' perceptions of the meaning of each of the terms used—especially less clear-cut terms, such as preservation and dissemination. Accordingly, in the faculty interviews, you may wish to dig deeper into these questions and ask about the specific activities taking place around certain life-cycle stages.

Greatest faculty concerns. Question 21 directly prompts faculty respondents to indicate their greatest sustainability concerns about their resources. This information is especially helpful when presented together with the open-text responses to the four questions that follow, which cover not only what faculty concerns are, but what they think will help alleviate them.

Because the list of sustainability concerns is so long, you may also wish to group together responses that seem to cluster together. For example, in reading the answers to questions 22 through 25, you may realize that concerns about staff time are closely related to financial constraints, because these faculty members primarily need more money in order to support full-time, rather than part-time, workers.

Behavioral patterns by subgroup. Subgroup analyses are especially valuable in helping to guide thinking around the types of decisions that have the potential to be widely applicable or to scale rather than serving niche interests. You may want to organize, filter, or otherwise analyze your data so that you can make comparisons across groups that might reveal behavioral patterns:

- **Department:** Do all history faculty members turn to the library for support, while all English faculty members rely on their department-provided IT staff?
- **Rank:** Are associate professors—who enjoy the security of tenure and are typically younger than full professors—more likely to experiment with creating digital resources than assistant professors?
- **Project type:** Are all or most software projects grant-funded, while all or most primary-source collections are covered by in-kind support?
- **Project launch year:** Are older projects more likely to be hosted by IT, and newer projects more likely to be hosted at the library?
- **Funding received:** Do grant-funded projects more commonly bring together support from a variety of units across campus, while projects supported by “donations” of staff time are more commonly supported by a single unit?

- **Department of primary responsibility:** Does instructional technology offer support only to course-related websites with internal grant funding, while the digital humanities center works only with faculty who are already affiliated with that unit?

As the data are being analyzed, it will become possible to compare what faculty have reported is happening on the ground with what you heard in the interviews conducted with service unit providers in the library, IT, and elsewhere. This will provide a way to verify whether the intentions of those support units align with actual practice. The templates in the Overlaps and Gaps Worksheet (<http://sr.ithaka.org/research-publications/sustainability-implementation-toolkit/overlaps-gaps-worksheet.xlsx>) offer a way to illustrate the perspectives of the support units alongside the experiences of the faculty members.

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