Attracting, training and retaining staff in Research Data Management

RDMF17: “the road less travelled?” Research data, careers and other pathways
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Slides available https://www.repository.cam.ac.uk/handle/1810/264700
Start at the beginning, not the end

• Talking about ‘Open Data’ or ‘sharing data’ is not a good way to start
• This is about changing research practice
• Good RDM helps everyone
• Done properly it makes sharing simple
• Disciplinary approaches work

Training researchers

<table>
<thead>
<tr>
<th>Audience</th>
<th>Response</th>
<th>Return on investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD students</td>
<td>Understand conceptually, keen but impact depends on where they are in their degree</td>
<td>Low. Vast majority of PhDs don’t go into academia. Those that do will be at another institution</td>
</tr>
<tr>
<td>Early Career Researchers</td>
<td>Most responsive group – are creating data, publishing and looking to grants</td>
<td>Medium. This group is publishing, but is also mobile, particularly in the context of the REF cycle</td>
</tr>
<tr>
<td>PIs</td>
<td>Least available and willing to be trained. Established behaviours. Resistance to perception of ‘extra work’</td>
<td>High. Stable staff who have large publishing output</td>
</tr>
</tbody>
</table>
Work underway at Cambridge

- RDM workshops
  - Modular and highly interactive workshops
  - Very popular, discussion about making the compulsory in some areas

- Data Champions Programme
  - 30+ embedded staff
    - [https://www.data.cam.ac.uk/intro-data-champions](https://www.data.cam.ac.uk/intro-data-champions)

- RDM Project Groups
  - [https://osf.io/wbt2x/](https://osf.io/wbt2x/)
Who is delivering this training/curation?

Business school lecture room. Should you pursue an advanced degree?

Photo by: PromoMadrid / Alfredo Urdaci / CC BY-SA
• High skills gap in nine key areas
  – Ability to advise on preserving research outputs
  – Knowledge to advise on data management and curation, including ingest, discovery, access, dissemination, preservation, and portability
  – Knowledge to support researchers in complying with the various mandates of funders, including open access requirements
  – Knowledge to advise on potential data manipulation tools used in the discipline/subject
  – Knowledge to advise on data mining
  – Knowledge to advocate, and advise on, the use of metadata
  – Ability to advise on the preservation of project records e.g. correspondence
  – Knowledge of sources of research funding to assist researchers to identify potential funders
  – Skills to develop metadata schema, and advise on discipline/subject standards and practices, for individual research projects

Skill sets for RDM (2016)

• NASIG: "Librarians' Competencies Profile for Research Data Management” identifies the following areas of responsibility:
  – Providing access to data
  – Support and advocacy for managing data
  – Managing data collections

For a decade there were ‘repository managers’. Of the 16 roles posted to the list in 2016 only 2 explicitly mention the word ‘repository’ and just 1 ‘librarian’:

- Research Repository Data Administrator
- Research Publications Officer (x2)
- Research Data Management Advisor
- Research Data Support Manager
- Copyright and Scholarly Communications Manager
- Research and Scholarly Communications Consultant
- Open Access & Research Data Advisor
- Open Access Officer
- Manager of the Institutional Repository
- REF and Systems Manager
- Research Data Adviser
- Research Publications Manager
- Research support librarian
- Research Data Officer
- Research Publications Assistant

http://ukcorr.org/2016/10/21/repository-professionals-the-next-generation/
Small research project

- Survey sent out September 2016
  - 540 responses
  - 177 said that RDM was part of their job

- **Are academic librarians getting the training they need?**
  - [https://unlockingresearch.blog.lib.cam.ac.uk/?p=995](https://unlockingresearch.blog.lib.cam.ac.uk/?p=995)
  - Our hypothesis is simple: *there is a systematic lack of education on scholarly communication issues available to those entering the library profession. This is creating a time bomb skills gap in the academic library profession* and unless action is taken we may well end up with a workforce not suited to work in the 21st century research library.

- **Changing roles and changing needs for academic librarians**
  - [https://unlockingresearch.blog.lib.cam.ac.uk/?p=1189](https://unlockingresearch.blog.lib.cam.ac.uk/?p=1189)
  - Literature review of research on the issue of training for librarians.
  - Many people working in scholarly communication come from outside the Library sector.
Job titles
How long job been established?
Size of organisation

- 1-50: 20
- 51-100: 20
- 101-200: 20
- 200+: 120
- Don't know: 2
- No response: 2

Total: 184
### Who is training the trainers?

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Response rate</th>
</tr>
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<tbody>
<tr>
<td>Working with RDM</td>
<td>177/540 respondents</td>
<td>33%</td>
</tr>
<tr>
<td>Of those - have/are working towards a PG qualification in LIS</td>
<td>120/540 respondents</td>
<td>23%</td>
</tr>
<tr>
<td>Of those - feel that their LIS qualification equipped them with knowledge to perform role</td>
<td>46/120 respondents</td>
<td>38%</td>
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</table>
It is particularly bad in the UK

Lowest level of satisfaction
And who is paying for it?

Source: Credit Card With Money V3 by Chris Potter
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It has been a long road

- Initially looked to put RDM as a line cost in grant applications
- Two year non-recurrent grant to support 3xFTE staff until July 2017
- Now RDM cost included in overheads (providing 25% of the cost)
- Remainder dependent on Planning Round
- Result? Fixed-term roles and soft funding

“Show me the money – the path to a sustainable Research Data Facility” – 8 May 2016
[https://unlockingresearch.blog.lib.cam.ac.uk/?p=631](https://unlockingresearch.blog.lib.cam.ac.uk/?p=631)
It is across schol comm generally
In 2016:

- Assessment of applications - 143
- Interviews for OSC staff - 32
- Probationary interviews – 27
- Interviews for staff elsewhere in the University – 10
- Job descriptions written and progressed through (convoluted) HR review process - 5

“2016 – That was the year that was” – 17 January 2017
https://unlockingresearch.blog.lib.cam.ac.uk/?p=1172
Extravagant claim?

- Barend Mons, Professor in Biosemantics at the Human Genetics department of Leiden University Medical Center
- Keynote at the recent UKSG conference about the future research landscape:
  - “A web of data and service is not just bigger computers and more cables, it is standards and best practices, core resources including databases and ontological mapping tables, and human expertise. [...] And if you have built all this and you don’t have data stewards then it still doesn’t work because we don’t have people to run the training and the internet. So we have recommended that we have to train 500,000 data stewards in Europe alone”.

“GO FAIR – beyond open access” (see timestamp from 17:00)
https://tv.theiet.org/?videoid=10044
Manchester cancer hospital fire 'may have destroyed vital research'

Cancer Research UK institute likely to have lost millions of pounds of life-saving equipment in blaze, says its director

https://www.theguardian.com/uk-news/2017/apr/28/manchester-christie-cancer-hospital-fire-research-equipment-destroyed
Strategies engaging senior leadership w RDM

• – IDCC discussion – 5 May 2017
  – Refer to doomsday scenarios and risks to reputations
  – Provide high profile cases of fraudulent research
  – Ask senior researchers to self-reflect and ask them to imagine a situation of being asked for supporting research data for their publication
  – Refer to the institutional mission statement / value statement
  – Collect horror stories of poor data management practice from your research community

https://unlockingresearch.blog.lib.cam.ac.uk/?p=1435
Questions/Discussion

Thanks!

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