ADMIRe and RDM training for IT Staff

Raising awareness and building RDM capacity and capability

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“Establish and pilot a sustainable research data management (RDM) infrastructure for The University of Nottingham. It aims to develop an infrastructure to support the research data lifecycle, acknowledging & responding to differing practices across subject disciplines.”

Funded by Jisc for 18 months
- Collaboration with LRLR, IT Services & RGS
- Monthly project team & Steering Group meetings
- Reporting internally & externally

http://admire.jiscinvolve.org/wp/
University of Nottingham

- Research portfolio of £300 million
- 200 industrial sponsors of research
- Campuses in Malaysia and China
- 44,000 students (9,000 postgraduates)
- 2,600 funded research projects
- 2,500 career researchers

http://www.nottingham.ac.uk/research/
Early challenges

- CIO left
- Information Services ‘de-converged’
- Pro-Vice Chancellor for Research newly appointed
- Low awareness and expertise in RDM
- RDM Policy not yet approved
- RDM not a **priority** issue
• Existing liaison with Schools and embedded within Faculties
• IT Support for research highlighted within internal review
• Significant expertise with technical appendices in bids (expert)
• Produced a data classification schema
• Members of working group on research data security
• IT representation on ADMIRe Project Group
• Key professional service stakeholder

http://www.nottingham.ac.uk/is/help/contact/itsupportcontacts.aspx
Assumption:
That there was a role to play for all three professional services, in supporting RDM

Agreed:

• **Training** was essential in order to build RDM capacity and skills

• **RDM Policy 1.4.** [The University will provide training, support, advice and where appropriate guidelines and templates for the research data management process and research data management plans.]

• **Senior IT staff** engaged with value of RDM training

http://www.nottingham.ac.uk/is/help/contact/itsupportcontacts.aspx
Training for IT

- **Three two hour workshops for IT Support**
- **Initial brief** from Head of IT Support
- EPSRC expectations & UoN compliance
- Skills required to support RDM activities
- Internal and external drivers
- What is the research data lifecycle?
- What is ‘open data’
- DMPOnline and Data Management Plans

http://www.nottingham.ac.uk/research/
Mix of presentation and group work:
- RDM Skills Matrix
- Examples of different research data lifecycles
- Overview of local RDM activities
- National and international drivers
- Competitive interest “What are our competitors doing?”

http://www.nottingham.ac.uk/research/
### Research Data Management activity

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An example of the ADMIRe Skills matrix used in RDM training sessions in 2012/2013
Reflections on a RDM journey from Dr Pontika

• Not a requirement to have a DMP in place

• Difficulties with depositing and publishing PhD

• Issues with data deposit

• Preparation for publication and time required to make her dataset suitable for deposit

“Perspective of the real researcher was very useful to have alongside the higher principles.”
The role of research data metadata, Dr Wharton, Head of Cataloguing, UoN
- Importance of metadata in this landscape
- What should be included in the metadata
- Appropriate formats
- Subject specific schemas and vocabularies
- Where to go for guidance and help at UoN
Benefits for IT Support

• Developing & embedding RDM skills

• Improve and enhance engagement with their research community

• Improved cross-service collaboration with colleagues

• RDM website created to assist with signposting

• Early adopters to RDM concept and institutional importance
Benefits for ADMIRe

• Greater awareness of current skill-set

• Evidence for business case with IT support as RDM lead

• Improved advocacy with other IT colleagues

• Key author on RDM Training Plan with IT Services

• A robust dissemination channel for ADMIRe activities and outputs
Key takeaways

• IT involvement at RDM project level

• RDM champions

• Training in RDM improves confidence

• Training IT staff – not always about data security!

• Make it ‘real’ – use real-life examples if possible

• Sustainable training – professional development hour for RDM specific training
• **RDMRose** activities to be undertaken during ‘technical forum’ sessions

• The Information Security Awareness Learning Suite – University of Leicester

• Embedded [supportDM](#) course in Moodle

• Monitor and re-use outputs from the [Jisc RDM Training projects](#)
IT Support for research

- Talk to us – are you exploiting IT enough?
- Talk to us – we can advise on standards, costs and much more.
- Talk to us – hopefully you’ve already engaged with us and we can get your project off to a good start by getting the IT in place.
- Talk to us – any problems with IT?
- Talk to us – we can help with archiving, DOIs and more.

- At all stages of research we want to work with you to get the most out of IT.
- We need your feedback at all stages whether we are getting it right or wrong.
- IT should be an **enabler**.
Thanks

•ADMIRe colleagues, Dr Tom Parsons, Caroline Williams, and Bill Hubbard.

•Jisc and the DCC

•Dr Nancy Pontika and Dr Janet Wharton for their expertise

•University of Sheffield for allowing me ‘time-out’ to present on a University of Nottingham project