Assessing Skills, Training, Positions, and Partnership to Support Growing Research Data Management Services Support: Findings from the 2013 ARL SPEC Kit #334

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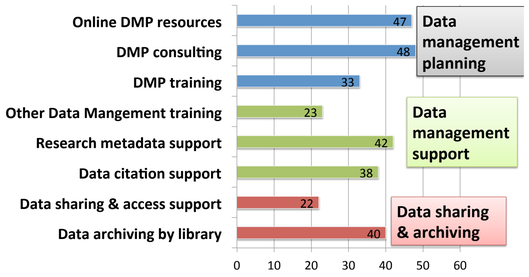
Key Findings

RDM Service Offering



Skills and Training

Ranked as Important Skills

1. Subject domain expertise	75%
2. Digital/data curation expertise	60%
3. IT experience	59%

Background for current positions (n=228)

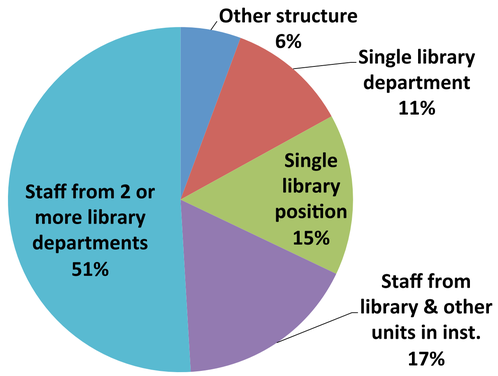
MLS/ MLIS	75%
Data curation emphasis	6%
Masters in another domain specialty	27%
PhD in another domain specialty	13%

Challenges

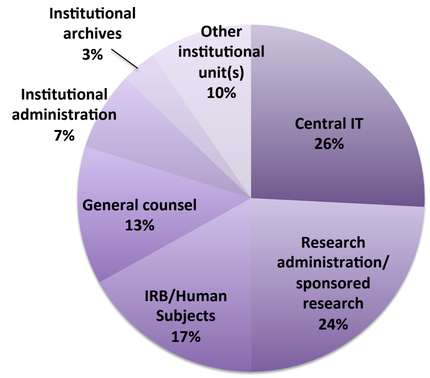
Theme	Responses	% w/ theme
Collaboration campus-wide	18	37%
Funding	17	35%
Faculty Engagement	15	31%
Technology Infrastructure	13	27%
Limited Staffing	12	24%
Marketing Services	12	24%
Staff Training	11	22%
Scoping services	9	18%
Institutional commitment	7	14%
Faculty education on need	5	10%
Evaluating demand	4	8%
Other	3	6%
Scaling service expansion	3	6%
Funding Agency ambiguity	2	4%

Key Findings

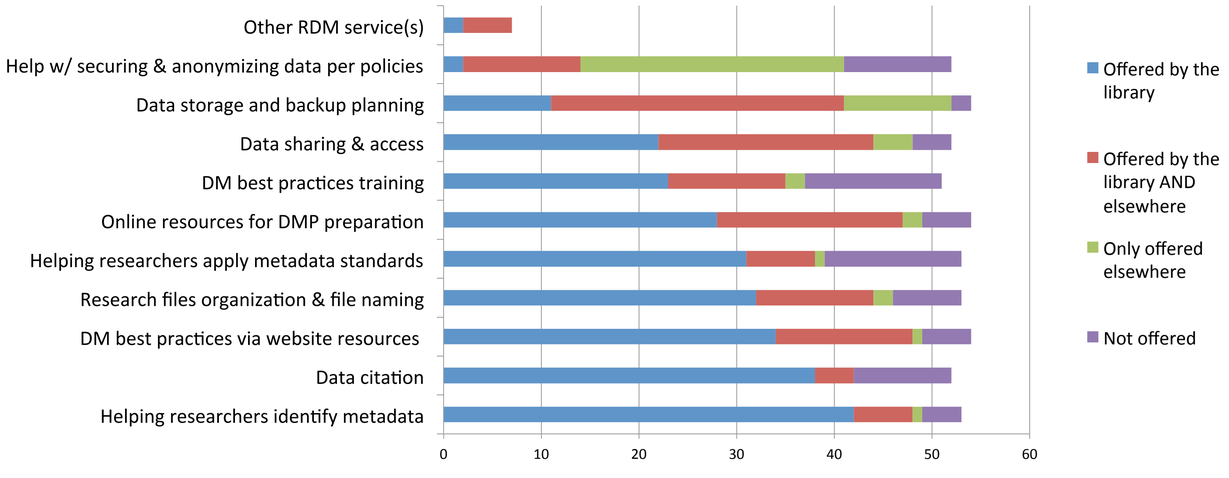
Staffing: Organization Structure for RDM Services



Library Referrals Across Campus



Campus-wide Research Data Management Service Support



Lessons Learned

- Campus wide communication and collaboration enables the possibility of providing a wider range of RDMS services and support
- RDMS services provision requires an investment in human resources and technical infrastructure
- More ongoing engagement with researchers is needed to continue to build awareness and value of RDMS services
- There are lots of opportunities for continued service growth and development by the library and/or in partnership with other campus units
- RDMS service and support models are as diverse as the needs of different campus research environments, no one model fits all situations

Acknowledgements

David Fearon, Johns Hopkins University
Betsy Gunia, Johns Hopkins University
Andrew Sallans, Center for Open Science

With thanks to
Lee Ann George, ARL's SPEC Kit editor
And ARL's E-Science Working Group

David Fearon, Jr., Betsy Gunia, Barbara E. Pralle, Sherry Lake and Andrew L. Sallans. *SPEC Kit 334 Research Data Management Services*. Association of Research Libraries, July 2013.

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