A Further Perspective on Data Stewardship
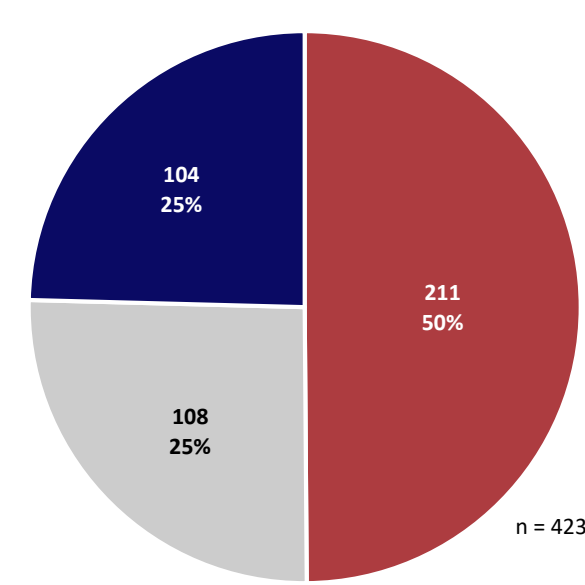
Experiences and Challenges of „RDM-Stewards" in a Collaborative Project in Rhineland-Palatinate

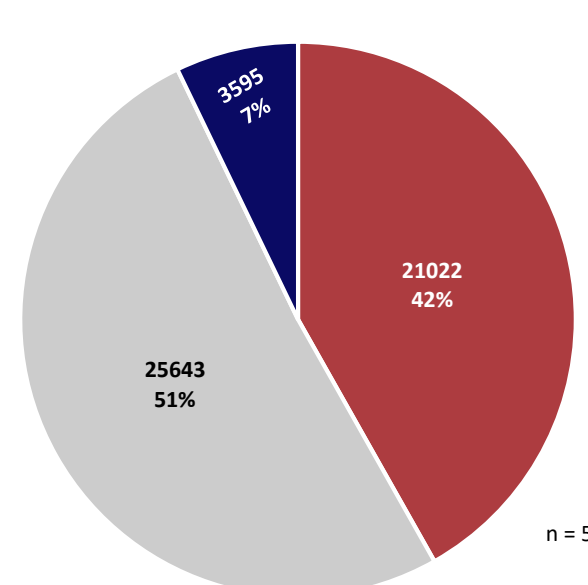# FDM@HAW.rlp

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[1]Mainz University of Applied Sciences, [2]Trier University of Applied Sciences,
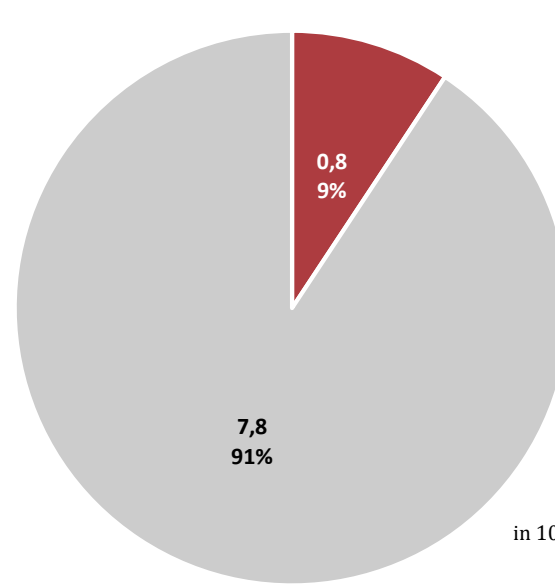
Universities of Applied Sciences (UAS)

Number of Higher Education Institutions (HEI) (2022/23)

- 104 25%
- 108 25%
- 211 50%

n = 423

Statista [1]

Universities of Applied Sciences

Professorships (2021)

- 2099 7%
- 21022 42%
- 25643 51%

n = 50260

Destatis [2]

Universities

Third-party funding (2019)

- 0,8 9%
- 7,8 91%

in 10³ €

HRK [3]

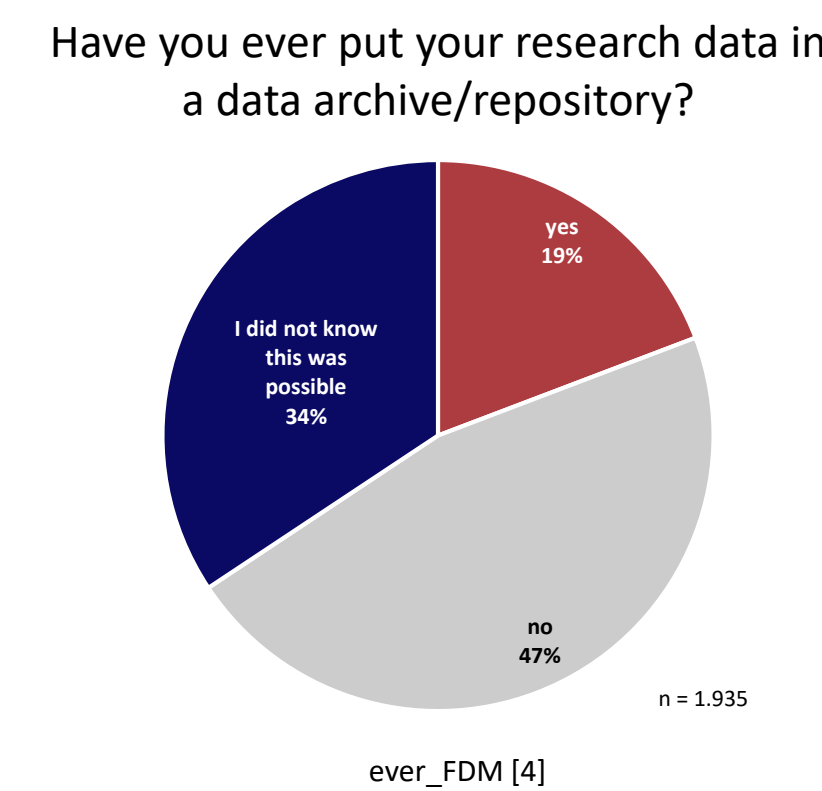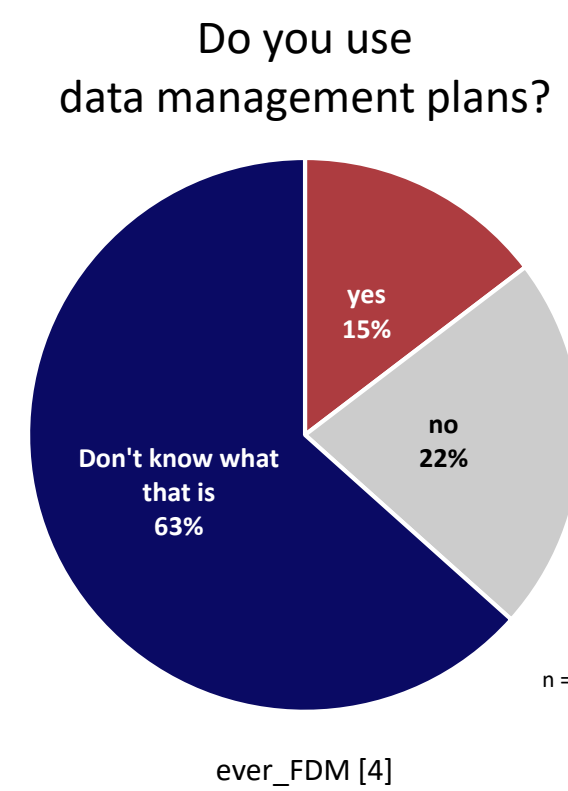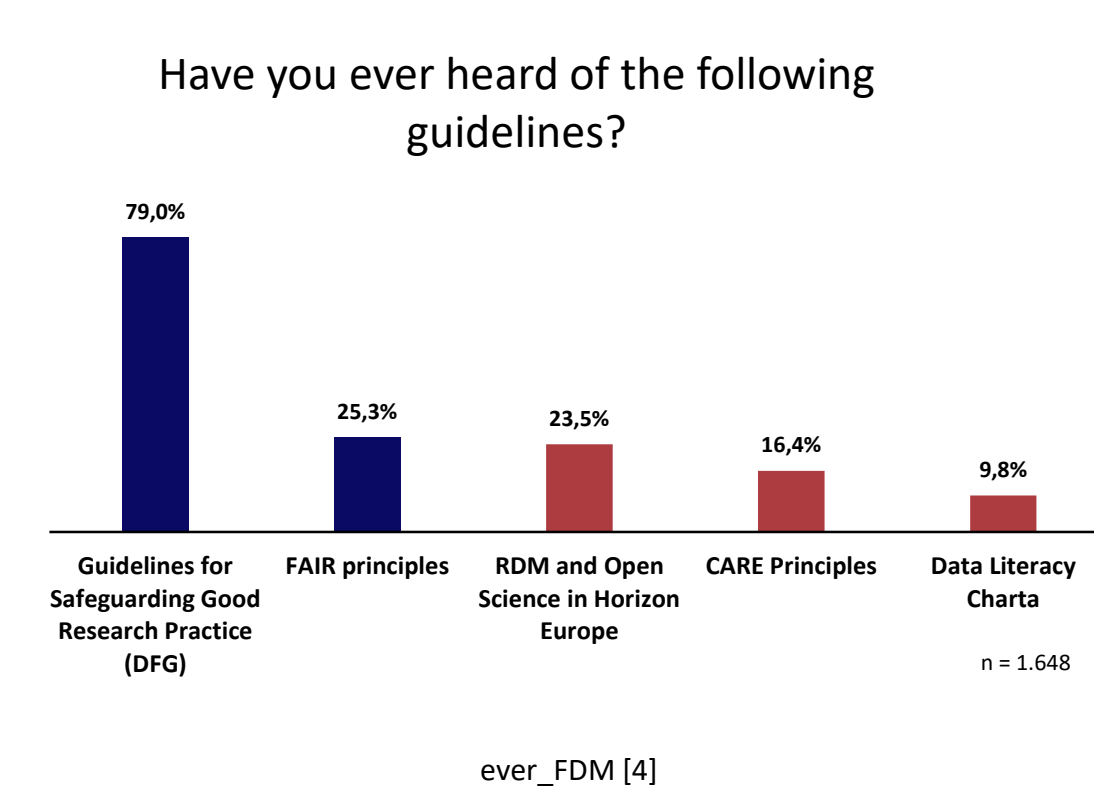Other (Art, Administration, Theology, Pedagogy)

- ➤ most common type of HEI
- ➤ heterogeneous foci
- ➤ small to medium-sized institutions

- ➤ less professorships per UAS
- ➤ hardly any academic mid-level staff
- ➤ teaching as the main task

- ➤ research mission exists
- ➤ low financial resources
- ➤ cooperation with industry and business

Research Data Management at UAS

Scholars paid increasingly attention to research data management (RDM) practices ([5], [6]). In this context, particularly the role model and tasks of data stewards have been subject to research ([7]-[12]). So there is a connection between RDM knowledge and tasks of data stewards.

Have you ever heard of the following guidelines?

- 79,0% Guidelines for Safeguarding Good Research Practice (DFG)
- 25,3% FAIR principles
- 23,5% RDM and Open Science in Horizon Europe
- 16,4% CARE Principles
- 9,8% Data Literacy Charta

n = 1.648

ever_FDM [4]

Do you use data management plans?

- yes 15%
- no 22%
- Don't know what that is 63%

n = 2.097

ever_FDM [4]

Have you ever put your research data in a data archive/repository?

- yes 19%
- I did not know this was possible 34%
- no 47%

n = 1.935

ever_FDM [4]

- ➤ Awareness and knowledge of RDM at UAS is limited.
- ➤ Data stewardship has to develop and establish jointly with RDM.
- ➤ Stewardship for RDM is needed.

Werth, Robert, & Balic, Arnela (2023): Research data management practices at Universities of Applied Sciences in Germany - Evidence from a nationwide mixed methods study

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Competence and service development for Research Data Management at Universities of Applied Sciences in Rhineland-Palatinate

- 7 public UAS
- 1 Catholic UAS
- 940 professorships
- 41 000 students
- 2.1 Mio € funding for 3 years
- part of state wide network

FDM.rlp Forschungsdatenmanagement Rheinland-Pfalz
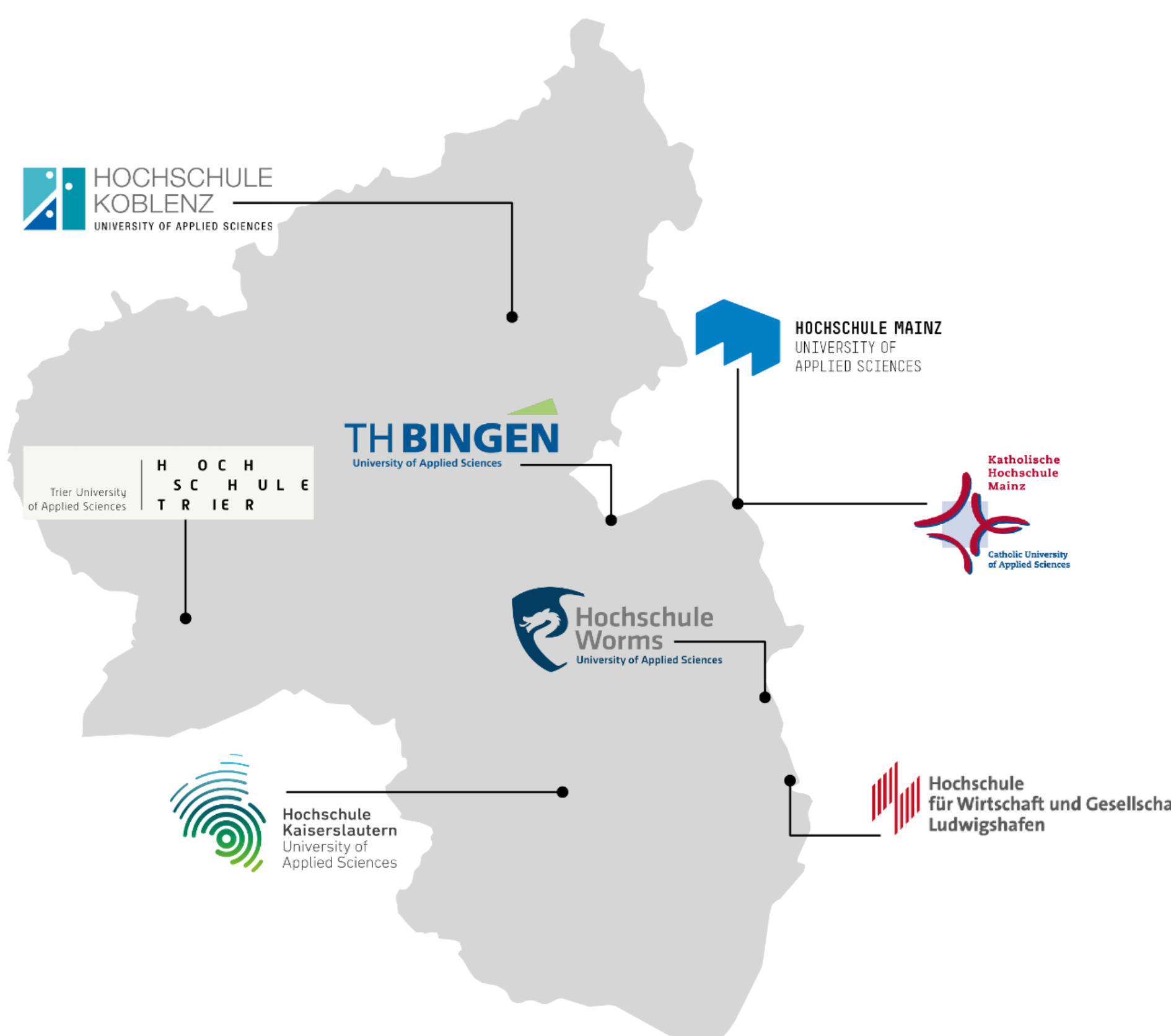
Objectives

- building up competences
- UAS and subject-specific needs assessment
- raising awareness and conducting trainings
- implementation of consulting services for project proposals
- networking & visibility of UAS in the RDM field
- development of/ access to technical infrastructure

- ➤ establish RDM at the participating universities
- ➤ competence development of personnel through further training
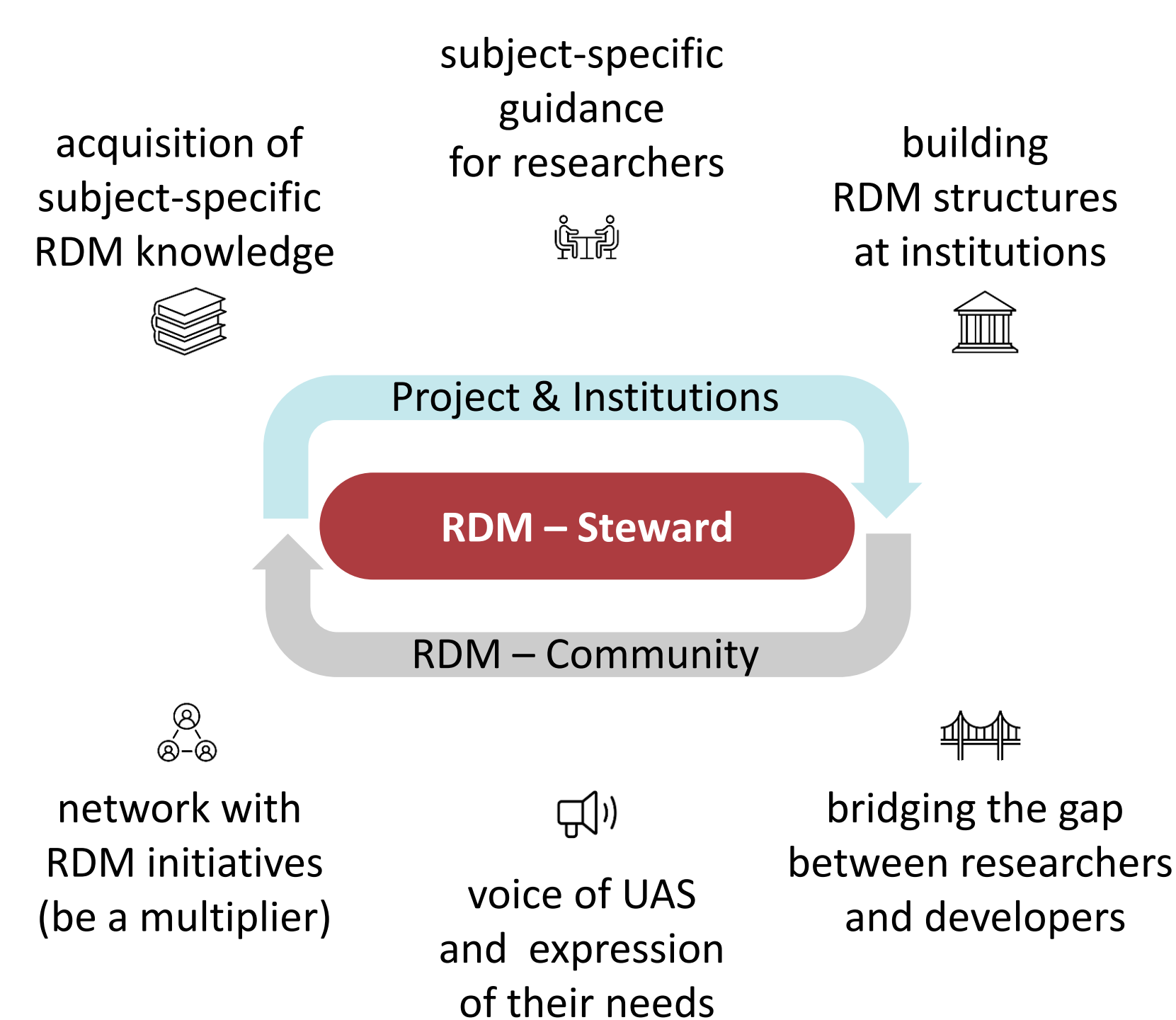- ➤ preparation for continuation after end of project
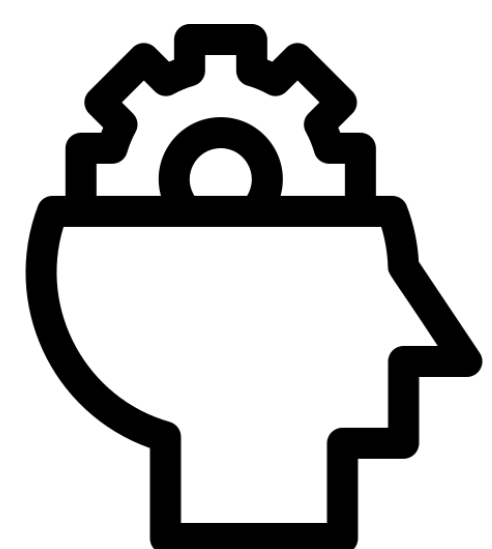
Distribution
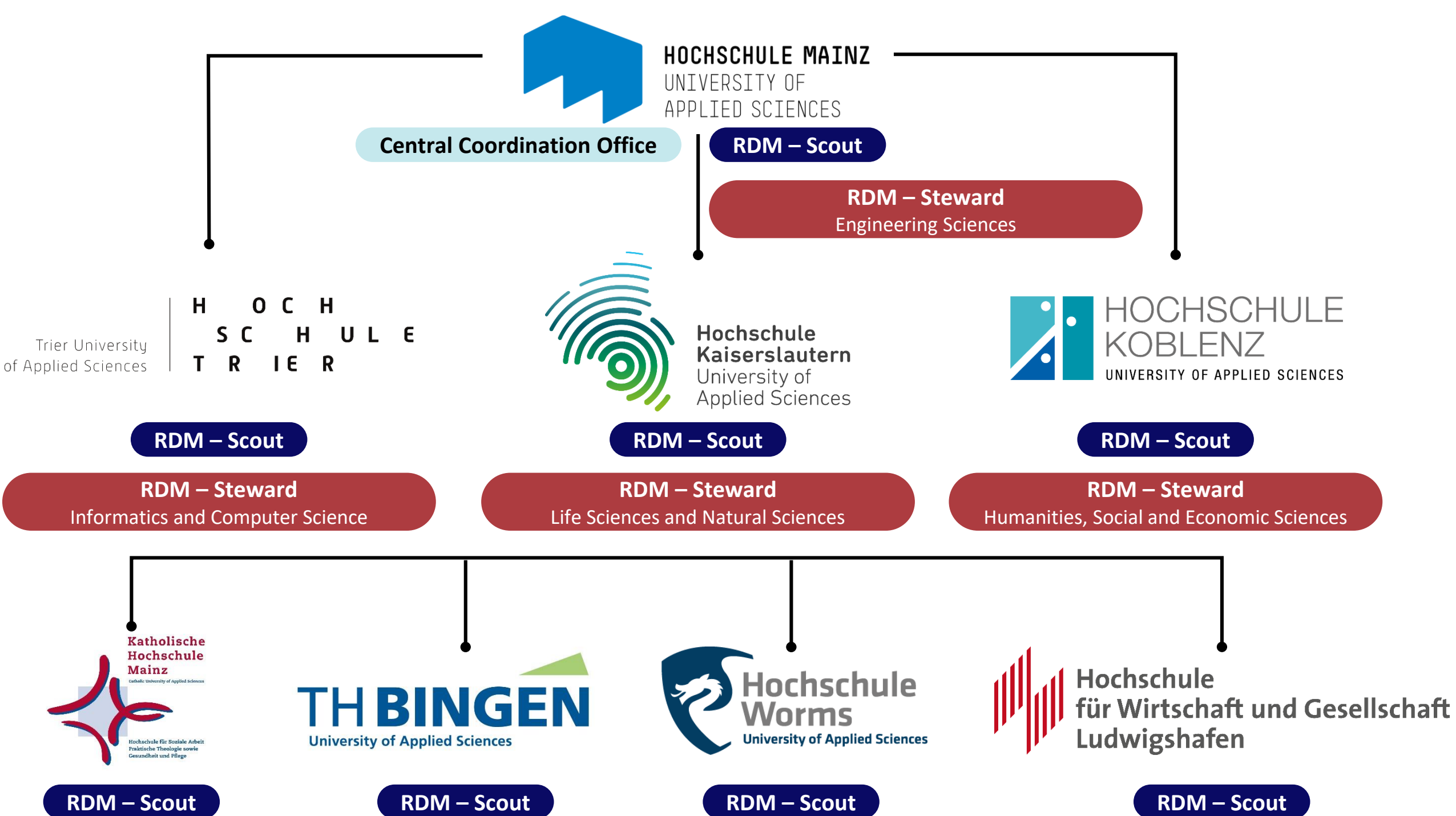
Project Roles

Central Coordination Office

- ➤ establishment and expansion of network activities
- ➤ management of project activities
- ➤ determination of current requirements of third-party funders

RDM – Scout — "FIRST LEVEL SUPPORT"

- ➤ informative, awareness-raising and advisory function
- ➤ direct contact at UAS
- ➤ assessment of needs

RDM – Steward — "SECOND LEVEL SUPPORT"

- ➤ specialized advice and guidance
- ➤ individual support (statewide)
- ➤ establish networks

Role Understanding Stewards

- acquisition of subject-specific RDM knowledge
- subject-specific guidance for researchers
- building RDM structures at institutions
- Project & Institutions
- RDM – Steward
- RDM – Community
- network with RDM initiatives (be a multiplier)
- voice of UAS and expression of their needs
- bridging the gap between researchers and developers

Experiences and Challenges

Learning the ropes takes time. Variety of offers for own further qualification available.

Raising awareness of RDM is a key task. Topic is mostly still a marginal note among researchers.

RDM community is heterogeneous, widely spread and complex. Getting an overview requires good connections.

Clear distribution of roles and assignment of tasks is not always feasible in everyday project work.

Researchers may be reluctant to share information with RDM-Stewards from other institutions. Need to develop policy.

Ensuring the sustainable development of competences without a current continuation perspective.

Interpreting one's own role, duties and responsibilities when collaborating with researchers.

Creating the conditions for subject-specific consulting requires many resources.
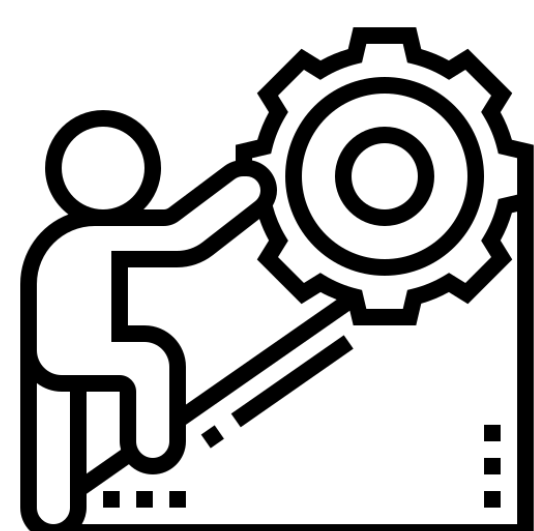
Vision

RDM structures are implemented at institutions. RDM-Stewards turned into data stewards.

Staff positions are financed on a long-term basis. Staff members are very well trained for their tasks.

Stewards bridging between different "data communities". Interdisciplinarity is part of every research project.

RDM as part of good scientific practice is a matter of principle.

There is a nationwide network of experts accessible for everyone, regardless of the type of HEI.

Stewards work with researchers in a needs-based manner.

Resources

[1] Statista (2023): Anzahl der Hochschulen in Deutschland in den Wintersemestern 2017/2018 bis 2022/2023 nach Hochschulart
[2] Statistisches Bundesamt (Destatis) (2022): Bildung und Kultur – Personal an Hochschulen, Fachserie 11 Reihe 4.4
[3] Hochschulrektorenkonferenz (HRK) (2021): Hochschulen in Zahlen 2021
[4] Werth, Robert, & Balic, Arnela (2023): Research data management practices at Universities of Applied Sciences in Germany - Evidence from a nationwide mixed methods study, https://doi.org/10.5281/zenodo.8335445
[5] Donner, E. K. (2023): Research data management systems and the organization of universities and research institutes: A systematic literature review. Journal of Librarianship and Information Science, 55(2): 261-281. https://doi.org/10.1177/09610006211070282.

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[7] Curdt C.; Dierkes, J.; Helbig, K.; Lindstädt, B.; Ludwig, J.; Neumann, J. & Parmaksiz, U. (2021): Data Stewardship im Forschungsdatenmanagement - Rollen, Aufgabenprofile, Einsatzgebiete. Bausteine Forschungsdatenmanagement, 4(3): 70-81. https://doi.org/10.17192/bfdm.2021.3.8347.
[8] Gruber, A.; Schranzhofer, H.; Knopper, S.; Stryeck, S. & Hasani-Mavriqi, I. (2021): Kompetenzen von Data Stewards an österreichischen Universitäten. Mitteilungen der Vereinigung Österreichischer Bibliothekarinnen und Bibliothekare, 74(1): 12-32. https://doi.org/10.31263/voebm.v74i1.6255.
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[11] Seidlmayer, E. & Dierkes, J. (2022): Forschung unterstützen: Empfehlungen für Data Stewardship an akademischen Forschungsinstitutionen - Ergebnisse des Projektes DataStew. https://doi.org/10.5281/zenodo.7327371
[12] Verheul, I.; Imming, M.; Ringersma, J.; Mordant, A.; Van der Ploeg, J. L. & Pronk, M. (2019): Data stewardship on the map: A study on tasks and roles in Dutch research institutes. https://doi.org/10.5281/zenodo.2669150 (doi Dutch version: https://doi.org/10.5281/zenodo.2642066).

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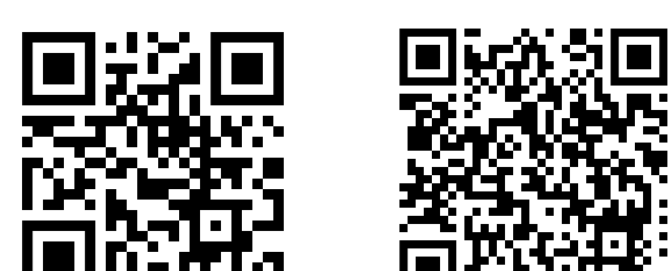
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