



Grant agreement no. 654139

LEARN**Leaders Activating Research Networks: Implementing
the LERU Research Data Roadmap and Toolkit****Coordination & support action**

H2020-INFRA supp-2014-2

Topic: e-Infrastructure policy development and international cooperation

D1.3 Workshops (3)

Work Package: WP1

Due date of deliverable: month 14

Actual submission date: 18 / July / 2016

Start date of project: 1 June 2015 Duration: 24 months

Lead beneficiary for this deliverable: *LIBER*Contributors: *UCL, UB, UNIVIE, ECLAC*

Project co-funded by the European Commission within the H2020 Programme (2014-2020)		
Dissemination Level		
PU	Public	✓
CO	Confidential, only for members of the consortium (including the Commission Services)	
CI	Classified, as referred to in Commission Decision 2001/844/EC	

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1. Version log

Version	Date	Released by	Nature of Change
First version	8/08/2016	Gema Bueno de la Fuente (LIBER)	
	16/08/2016	Rodney Amis (UCL)	Minor revisions
	30/08/2016	Ilaria Marsili (UCL)	Minor revisions
	28/09/2016	Gema Bueno de la Fuente (LIBER)	LIBER Feedback results added
	30/09/2016	Paul Ayris	Final approval

2. Definition and acronyms

Acronyms	Definitions
LEARN	LEaders Activating Research Networks: Implementing the LERU Research Data Roadmap and Toolkit
LERU	League of European Research Universities
LERU Roadmap	Roadmap for universities and research organisations on how to tackle the challenges which research data poses. It also has a series of messages for researchers, support services, research institutions and policy makers.
LIBER	Association of European Research Libraries
RDM	Research Data Management
UB	Universitat de Barcelona
UCL	University College London
UNIVIE	Universität Wien
UN ECLAC	United Nations Economic Commission for Latin America and the Caribbean

3. Introduction

Work Package 1 “Stakeholder Engagement” (Task 1.1) states that the LEARN Project will organise five Workshops to be organised in Europe and Chile. These Workshops form one of the main project activities. Speakers who are leaders in the field of RDM will address the Workshops. Attendees will come from the various sectors of the research community. The communities from which attendees will be sought will be identified by the project partners. The Workshops will be targeted to encourage attendance by all stakeholder groups in the research community – researchers themselves, data scientists/stewards, library and IT staff, faculty and University managers, research funders. The project partners will ensure that attendance comes from all stakeholder groups by using their influence in their own communities to encourage attendance. The mix of stakeholder groups will ensure that the Workshop presentations and discussions are broad and cover all relevant aspects of RDM. The Breakout Groups in the Workshops will help identify best practice and case studies which are significant to these sectors. These will then be gathered and published in the Toolkit.

This deliverable is the report on the 3rd LEARN Project Workshop entitled ‘*Make Research Data Management policies work*’, held in Helsinki on 28th June 2016.

4. Activities carried out and results

4.1 Organisation

The venue for the Workshop was Helsinki Congress Paasitorni. The logistics for the event included catering and professional photographer support. The Workshop was publicised and promoted via the LEARN Project's website and the LEARN Project's social media (Twitter feeds, LinkedIn) as well as through direct mailings to relevant mailing lists and identified contacts supplied by all the Project partners. The Workshop was also promoted at other relevant organisations across Europe, at their website news or events sections: i.e. RDA Europe, Digital Single Market (European Commission), Openscience.fi, EuroCRIS, Donnees de la Recherche, CODATA Blog, UKB (Netherlands), AIMS FAO, Europa.nu, RatSWD (German Data Forum), Hellenic Academic Libraries Link (Greece), among others.

Registration for the Workshop was possible at the website using the Eventbrite booking system. A maximum ceiling of 75 registrants was set in order to limit the day's three break-out groups to no more than 25 people in each. The Workshop attracted 75 registrations of whom 60 attended on the day, plus 5 on-site registrations, the total number of participants reached 65. The range of institutions represented by the registrants is listed in Appendix A.

A welcome pack was assembled providing each registrant with the Workshop programme, a copy of the *Summary of the LERU Roadmap for Research Data*, and details of the afternoon break-out groups (see 4.2.2 below).

4.2 Programme

The Workshop programme was developed to allow for five key note speakers (four external and one from within the Project (UCL)), four break-out discussion groups and a panel session with a moderator (UNIVIE) and five panellists.

The keynote speakers' presentation slides which can be viewed and downloaded at <http://learn-rdm.eu/workshops/3rd-workshop/presentations>. They are linked to the project's Slideshare account. The full programme is listed in Appendix B

4.2.1 Keynote speakers

Profiles of all the keynote speakers and panellists can be viewed at <http://learn-rdm.eu/workshops/3rd-workshop/speakersprofiles>

4.2.2 Break-out discussion groups

Registrants were offered to choose two of the three break-out groups at the registration and along the morning. The session was organised to have two consecutive rounds of each three different breakout groups. Each break-out group was serviced by a chairperson and a rapporteur provided from one of the Project partners. All groups were given specific briefing notes containing three different topics and suggested questions for discussion (see Appendix C). Rapporteurs took notes during the session

and compiled full reports after the event. A summary report illustrating the main themes to come out of all the discussions was also produced and made available on the Project's website <http://learn-rdm.eu/workshops/3rd-workshop/workshop-outputs>

4.3 Evaluation and feedback

All attendees were contacted in the week following the Workshop and invited to complete an online satisfaction survey. 27 of the 65 attendees completed the survey and the results were made available via the Project website <http://learn-rdm.eu/workshops/3rd-workshop/evaluation>.

The LIBER 2016 Conference Survey received 24 responses in regards to the 3rd LEARN Workshop with a 100% approval rating. Some comments gathered highlighted the content quality and indicated that the programme was too packed leaving insufficient time for questions.

5 Conclusions

The third LEARN Workshop attracted a wide variety of participants including librarians, researchers, research funders, publishers, and IT professionals. These individuals were drawn mostly but not exclusively from Finnish institutions and European research libraries due to the collocation of the event before the LIBER Annual Conference (<http://liber2016.org/>). It is the intention of the Project to retain the contact details of all of these individuals with a view to using this resource as a source of case studies and feedback in the future.

Overall the collected feedback from attendants delivered high approval ratings which has justified the content, approach and organisation of the Workshop. One of the key learning points that arose at previous workshops' evaluation were related to the break-out sessions' organisation to provide more cohesive conclusions and findings to attendees. This revised thinking led to changes in the arrangements at the second workshop in Vienna and the third in Helsinki. In the latter, a mixed approach consisting of two consecutive rounds instead of a single one (London) or three (Vienna) was put in place. This arrangement proved to have some advantages as well as some disadvantages, as in general attendees found the time too short in order to address the topics and questions proposed and to remark upon the importance of final reporting and conclusions.

In terms of the Workshop delivering outputs which will assist with the other Project deliverables, e.g. the Toolkit (D1.6), the day outlined the following themes which need to be addressed through case study follow-up:

Skills Development

The importance of Skills Development was emphasised by practically every group, although the second one was specially focused on that issue. There was a general consensus that starting with early career researchers was the ideal, as those who are new to their research careers are tomorrow's senior researchers. There was also a general agreement around the need for training addressed to librarians and other research support staff, in order to implement and provide RDM services at their institutions.

Legal Issues

Legal issues were mentioned during the discussions of every group although from differing points of view. A training need for researchers to be aware of relates to the opportunities and limits for data sharing and reuse, and of course, for librarians and other staff in the provision of guidance about licensing and data management plan (DMP) development. Some suggestions included the creation of a board or working group on legal issues related to research data that could work on law harmonisation and help institutions and individuals to develop their DMP plans in regards to legal issues. It was also considered a challenge for data reuse mostly because of the lack of clear regulations and the already mentioned need for training and advice on legal matters.

Drivers for researchers

There seemed to be consensus amongst the groups that selling the benefits of research data management was key to getting researchers to embrace change.

However, it was considered difficult to promote the benefits of data reuse from the data owner's perspective and especially a challenge to achieve reproducible science, as there is typically no funding available for reproducibility studies.

Attribution and citation

Where the groups discussed this question, there was accord that further work is needed in regards to data citation policies and practices. Appropriate attribution of authorship and ownership of data is key for researchers to embrace a data sharing culture that protects their rights as data producers, and contributes to the traceability of data as a guarantee of its quality to users. A trustworthy data sharing environment was claimed to be required as an enabler for data reuse.

Costs

It was considered complex to estimate the costs involved on offering RDM services in the long-term. The main difficulties arise from the costs of human resources, both in terms of training and service provision. Technical infrastructure and data storage facilities could be expensive but are more easily costed and justified. Shared services could be a solution for minimising costs at these different levels (technical and personnel). It was suggested that collaboration with other institutions is easier when it is coordinated at a national level.

Appendix A

Institutions represented at the Helsinki LEARN Workshop

Aalto University	Movie Discovery, Israel
Academic Library of Tallinn University	National Library of Finland
Academy of Finland	Natural Resources Institute Finland
ATT/CSC	Swedish University of Agricultural Sciences (SLU)
Confederation of Open Access Repositories	STFC Rutherford Appleton Laboratory
CSC-IT Centre for Science	Stockholm University
Economia Creativa Consultancy	swissuniversities
Electronic Resources for Libraries (EIFL)	Tallinn University of Technology Library
Estonian National Museum	Tampere University Library
European Commission	Tampere University of Technology
Figshare	Terkko, Helsinki University Library
Helsinki University Library	Turku University Library
Helsinki Metropolia University of Applied Sciences	UiT The Arctic University of Norway
IOP Publishing	Università Ca' Foscari Venezia
KU Leuven	Universitat de Barcelona
Laurea University of Applied Sciences	University College of London
Leiden University	University Library, Lund University
Leiden University Libraries	University of Helsinki
LIBER Europe	University of North Carolina at Chapel Hill
London School of Economics and Political Science	University of Oxford
Martynas Mazvydas National Library of Lithuania	University of Vienna Library and Archive Services
Ministry of Education and Culture, Finland	

Appendix B

LEARN Workshop

‘Make Research Data Management policies work’

28 June 2016, Congress Paasitorni, Helsinki

Programme

09.00-10.00 | **Registration.** Coffee and pastries

Morning session (Room 302-303)

10.00–12:15 | **Welcome and Keynote** address by **Martin Moyle**, Library Services, University College London
Key notes:

- *Open by default: the challenges of research data in Europe.* **Jean-François Dechamp**, European Commission’s Directorate-General for Research and Innovation
- *Research data management: the challenge of developing services in a multi-stakeholder environment.* **Kathleen Shearer**, Confederation of Open Access Repositories
- *How to manage and share Spatiotemporal Research Data? Supporting learning and reproducibility online via Linked Open Science.* **Tomi Kauppinen**, Aalto University School of Science

12.15–13.15 | *Lunch*

Afternoon session

13.15–14:45 | **Three parallel breakout groups** each led by LEARN project partners. (Rooms 302, 303, 304)

14:45–15.00 | *Coffee break*

15.00–15.50 | **Panel Session.** Feedback from the breakout groups and plenary discussion. (Room 302-303)
Moderator: **Paolo Budroni**, PhD, Vienna University Library and Archive Service
Panelists: **Kristiina Hormia-Poutanen**, President of LIBER. National Library of Finland
Jean-François Dechamp, EC Directorate-General for Research and Innovation
Juha Haataja, Counsellor of Education, Ministry of Education and Culture, Finland
Kathleen Shearer, Confederation of Open Access Repositories
Tomi Kauppinen, Aalto University School of Science

15:50-16.30 | **Closing Keynote:** *Open Data in a Big Data World: easy to say, but hard to do?*
Sarah Callaghan, Editor-in-Chief of Data Science Journal

Appendix C

LEARN Workshop

'Make Research Data Management policies work'

28 June 2016, Congress Paasitorni, Helsinki

Breakout groups (13:15h-14:45h)

Groups topics, chairs, rapporteurs and rooms

Group 1 | Research Data services planning, implementation and governance

Chair: **Barbara Sánchez Solís** (University of Vienna)
Rapporteur: **Imola Dora Traub** (University of Vienna)
Location: *Room 302*

Group 2 | Mechanisms for competencies and skills development

Chair: **Ignasi Labastida** (Universitat de Barcelona)
Rapporteur: **Pablo de Castro** (LIBER Europe)
Location: *Room 303*

Group 3 | Making possible and encouraging the reuse of data: incentives needed

Chair: **Martin Moyle** (University College of London)
Rapporteur: **Raman Ganguly** (University of Vienna)
Location: *Room 304*

Notes:

Three parallel breakout groups, each chaired by a moderator and a rapporteur (LEARN Project partners).

Each of the breakout group will be assigned to a dedicated topic and commissioned to answer some questions. Rapporteurs will take notes from the discussion and report after the session.

The main outcomes of each breakout group shall be presented by the moderators in the form of a short report containing common position statements.

Rotation formula: two rounds of 40 min. per group and 10 minutes between them to change to another group. Participants have to choose the 2 groups they will join each round. Each group will have a maximum capacity of 25 participants including the chair and rapporteur.

Each group should be opened by asking the floor the following:

- a) Has your institution developed and released a RDM-Policy?
- b) If yes, who was involved in its development?, and when was it published?
- c) Has this RDM policy been put into practice and with which strategies?

Group 1 | specific questions

1. Which services are needed in order to put in practice a RDM policy?
2. Which organizational units should be involved?
3. What is more important, the technical infrastructure or the organizational?
4. Who should be in charge of RDM service planning and its implementation?
5. Which kinds of services are essential for RDM?
6. Which other services could contribute also to RDM implementation?
7. If there is a need to prioritize in order to implement RDM services, what would be in your opinion the most important one? And the easiest or more feasible one?
8. Does your institution have the necessary resources to implement RDM policies? Is there a need for higher investment?
9. Concerning the implementation of the RDM policies and in order to minimize costs/ employed resources: Could your institution share some services with other institutions? (e.g. legal services, assignment of persistent signatures, terminology services, ...)
10. Has your institution done a cost analysis before putting these strategies into practice?
11. Which are the most costly services and strategies?
12. Please share any experience or use case related to this topic

Group 2 | specific questions

1. Which services and units are involved in RDM services?
2. Which are the staff profiles at these units?
3. Is there a lack of expertise and / or a need for training on specific topics or processes?
4. Which are the most important areas of competencies for RDM services? Technical? Legal?
5. Have your institution implemented a strategy or program for competencies development? Do you think that it is needed?
6. How would you develop the necessary skills of supporting roles (librarians, repository managers, IT staff, etc.)?
7. How would you develop the necessary skills of researchers?
8. Who should be in charge of this training / skills development?
9. Please share any experience or use case related to this topic

Group 3 | specific questions

1. What are the main requirements for making data reusable?
2. Which are the main challenges for data reuse?
3. For both, requirements and challenges, are the technical issues the most important ones?
4. Is there a request from researchers to make their data reusable? Are they asking for others' data to be reused?
5. Which are the barriers faced by researchers in data reuse?
6. How can the RDM strategy help researchers in this sense?
7. Which incentives should be offered to encourage researchers to make their data reused?
8. What about the reproducibility of research?
9. Please share any experience or use case related to this topic.