

RENDRE PUBLIQUES VOS DONNÉES DE RECHERCHE

Atelier sur la conservation des données pour les projets des sciences humaines numériques



RDM AWARENESS AND TRAINING IN SUPPORT OF INSTITUTIONAL STRATEGY REPORT 2021

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MAKING RESEARCH DATA PUBLIC

Workshopping Data Curation for Digital Humanities Projects



RDM AWARENESS AND TRAINING IN SUPPORT OF INSTITUTIONAL STRATEGY: REPORT 2021

Prepared by Felicity Tayler, Chantal Ripp, Fatoumata Bah, University of Ottawa Library DOI: 10.20381/em48-bj57

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EXECUTIVE SUMMARY

This report covers three approaches to Research Data Management (RDM) training and awareness initiatives at University of Ottawa that took place over the 2020-2021 academic year. Within the global pandemic context, the program shifted from in-person delivery to online delivery.

PART 1

Learning from success:

- Making Research Data Public: Workshopping Data Curation for Digital Humanities Projects
- Recommendations for 2022 Institutional Strategy Consultation

PART 2

Online RDM training models:

- Library-led training sessions
- Customized workshops by invitation

PART 1 SUMMARY

In May 2021, the Library delivered the fifth in a series of annual uOttawa library events dedicated to research data management (RDM). The disciplinary focus in this year's event, *Making Research Data Public: Workshopping Data Curation for Digital Humanities Projects*, aligned with the recommendations set out in the Report on Shifting Horizons II¹, which stated that disciplinary-specific RDM instruction is preferable over general instruction for both librarians and researcher learning retention. The event leveraged the SSHRC RDM Capacity Building Initiative for additional external funding and was hosted and promoted as part of the DHSITE 2021 programming. When the event was adapted to an online format its success resonated with both the uOttawa researcher community and a wider disciplinary field of Canadian Digital Humanities (DH) researchers. The two-part event used interactive break-out groups and collaborative document authoring as pedagogical moments for researchers to better incorporate data management into their methodologies. Future impact from these workshops includes the publication of a Data Primer and video documentation in partnership with the NDRIO/Portage National Training Committee and University of Victoria's sister training event, *RDM for Digitally Curious Humanists*.

RECOMMENDATIONS

In winter 2022, the Library will lead a consultation process as Chair of the University of Ottawa campus-wide RDM Advisory Committee. This consultation process should take a researcher-centred approach to incorporating feedback into an Institutional RDM Strategy as mandated by the Tri-Council RDM Policy. This report recommends implementing the consultation process using a researcher-centred approach modeled at the 2021 event, *Making Research Data Public: Workshopping Data Curation for Digital Humanities Projects*.

PART 2 SUMMARY

Taylor, F., Ripp, C., and Jafary, M. (2020) *RDM Readiness Report: Shifting Horizons II: Realities of Research Data Management* DOI: [10.20381/s1pj-1x65](https://doi.org/10.20381/s1pj-1x65)

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The library continued to deliver training sessions and customized workshops in 2021 to the uOttawa community in a virtual model while the library was closed. In partnership with Information Technology, the library delivered a series of webinars on Research Data Management (RDM) that explored best practices in RDM through the full research data lifecycle. While the sessions were targeted to uOttawa faculty, staff, and students, participants beyond uOttawa registered for these events.

In addition to the training sessions planned as live webinars, customized training workshops were also developed and delivered upon request. For events where the RDM librarian is an invited speaker, often at Faculty department meetings or faculty-led information sessions, there is a higher participation rate than library-led sessions. What is of significance is the audience that engages with the two types of session; library-led sessions tend to attract predominantly a student-based audience or other library professionals, while the invited speaker type sessions are primarily composed of researchers. Training and capacity building in Research Data Management requires a significant investment of time, whether online or in person. Drawing on insightful feedback from training events and participation data, several recommendations are made to better position the library's efforts in RDM campus awareness-raising and outreach:

RECOMMENDATIONS

The Library should continue to work with RMS and research facilitators to deliver disciplinary focused RDM advanced sessions, including DMPs and data deposit.

Resources should continue to be allocated to disciplinary-specific RDM training in local campus environment, as has proven successful with the *Making Research Data Public* RDM workshop for DH as well as with the preceding two years of *Shifting Horizons* programming with disciplinary-specific workshops.

The RDM unit should work with other units within the Library, notably the Interdisciplinary Data Team, to offer data skills based RDM workshops for graduate students.

The Library should continue to dedicate a budget line to the translation of bilingual materials that serve a wide audience (i.e. translation of workshop content and interpretation services for select virtual events)

The Library should foster the Dataverse Lifestyle training group to support the organic formation of a campus-wide open data and data sharing community of practice.

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INTRODUCTION

The Library's Strategic Plan 2020-2025, states a clear commitment to champion and provide campus leadership in Research Data Management (RDM). The library plays a key role in supporting researchers through training and awareness-building initiatives that promote best practices, principles, and policies concerning research data management.

These outreach and training initiatives assume various forms. The library undertakes an annual thematic campus-wide capacity building initiative dedicated to research data management, internally referred to as “RDM day.” In addition, the library continues to deliver training sessions and customized workshops to the uOttawa community throughout the academic year.

This report distills the successes and lessons learned from these various initiatives, including event format and associated logistical details, participant engagement, and provides recommendations. The details reflected in the report will be a useful resource for organizers of upcoming virtual events hosted by the Library, and recommended directions for Institutional RDM Strategy consultation, RDM awareness and outreach activities in the coming year.

INITIATIVES

PART 1: LEARNING FROM SUCCESS

Making Research Data Public: Workshopping Data Curation for Digital Humanities Projects, was hosted and promoted by the uOttawa Digital Humanities Summer Institute: Technologies East 2021 (known as DHSITE). This virtual event took place over two days, May 21 and 28, 2021. Day 1 of the event featured a panel presentation, “Learning from Examples” where DH scholars explored case studies related to DH curation challenges. The panel presentation was followed by a workshop portion introducing best practices in research data management, as promoted through the Portage network. Day 2 focused on the collaborative creation of a Data Primer for DH researchers.

The RDM workshop was originally planned to be delivered in July 2020 as part of the DH 2020 Conference in Ottawa. During the spring of 2020, as a pandemic-response, the workshop organizers recommended postponing the workshop for a year and offering it as the core programming for the library-led RDM day 2021, serving the RDM awareness raising objective of the library.

LESSON PLAN

Day 1

1. Panel presenting case study examples of the research lifecycle, featuring DH scholars and digital asset management specialists.
2. Participants are introduced to key data curation concepts. They will learn to recognize DH data and the importance of mapping their data workflow in order to make their data public.
3. Participants are introduced to data management plans in international contexts.
4. Breakout rooms: Participants map their research data at different phases of the project.
5. Participants will learn how to map their data into 5 categories of access from secure & protected to open license.
6. Introduction to data papers and data journals.
7. Breakout rooms: participants map their data flow models onto 5 categories of access from secure & protected to open license.
8. Facilitators report on themes, sticking points or revelations from the breakout sessions.

Day 2

1. Review of highlights from workshop Day 1.
2. Participants are presented an overview of the data primer and provided directions on how collaborative editing will work.
3. Assigned sections are available to all participants via public links to Google docs.
4. Breakout rooms: participants review/comment/edit assigned sections.
5. Q&A and feedback discussion.
6. Breakout rooms: participants review/comment/edit assigned sections.
7. Wrap up and next steps.

Format: webinar plenary and guided workshops

The virtual nature of the event presented opportunities to broadcast *Making Research Data Public* to a wider audience. As such, the planning committee chose to offer the plenary as a webinar session. This offered several benefits, including the technical features to configure simultaneous interpretation, a larger participation capacity, minimize potential participant disruptions, and the ability to record the session and make it broadly available post event.

The library acquired support from the Teaching and Learning Support Service (TLSS) to use their Zoom webinar account as a web conference tool. TLSS also provided technical support on the day of the event to ensure features went smoothly, support external parties, and troubleshoot issues. As uOttawa is a bilingual institution, it was decided to redirect funds originally planned for hospitality to procure simultaneous interpretation services. A contract with LMB Interpretation Systems & Services was obtained.

Logistics

While the plenary session was planned to be delivered as a webinar, the programming for part 2 of day 1 was intended to be interactive. In keeping with the original vision of the event, a capacity limit of 40 was set to encourage engagement and a better user-experience with a maximum number of 8 participants during breakout sessions of the workshop. Each breakout session was facilitated; therefore, the availability of 5 facilitators determined the registration capacity. We also needed to create a Zoom meeting, which offered the technical feature of breakout rooms. A lesson learned from the feedback of several participants noting that during the time of registration, it was confusing that it was required to register to both the panel and workshop to receive the required Zoom details to join the virtual sessions.

Each breakout room was paired with a facilitator. Prior to the event, the facilitators received dedicated instructions and coaching from the planning committee, refer to Appendix A for Principles of facilitation document.

Participants were asked a set of questions at time of registration and separated into breakout rooms prior to the event according to their self-reported knowledge of RDM, their country of attendance, and their institution. This intentional grouping was done to foster conversation around shared concerns and to promote active participation and data community-building opportunities during breakout sessions.

The same groups were kept for the breakout sessions on day 2. During the three days between sessions, the event coordinators converted the workshop notes and observations in the breakout rooms into a first draft of a data primer. On day 2, each group was assigned a section of the primer to edit. A Google document was created for each section for the purpose of collaborative editing. Each contributor was credited for their participation in the group editing, with their permission, according to the roles outlined in the [CRediT Taxonomy](#).

Event promotion

Given the disciplinary focus of *Making Research Data Public*, other modes of event promotion beyond those typically employed by the library were identified in the communication plan.

As with past library-led RDM day events, a program website² was developed with branding for the workshop. The library's Design and Outreach unit played a role in creating the event branding, featuring the event on the carousel on the homepage of the library's website, as well as event promotion through the library's social media accounts. Branding was developed with graphics that paid homage to the [UBCO Amp Lab](#) and the [Spoken Web partnership](#), as an acknowledgement of this project's central role as case study in the workshop content.

The event organizers targeted research communities via disciplinary listserv, as well as the student and faculty demographics typically reached by the library via its website and social media for workshops. As the event was also part of the DHSITE 2021, the RDM workshop was featured on the DHSITE 2021 website³ and distribution lists. We also promoted the event through the DHSI listserv, the largest DH listserv in Canada, with many international subscribers. Our speakers also promoted the event to their international networks. These outreach initiatives

² <https://biblio.uottawa.ca/en/news/making-research-data-public-workshopping-data-curation-digital-humanities-projects>

³ <https://dhsite.org/dhsite-2021/>

attracted the target audience of researchers and post-graduate students from the humanities from University of Ottawa and connected them to researchers from institutions around the world.

Dissemination of event materials

A [Dataverse](#) was created to disseminate workshop materials. The workshop slides and Data Flow and Discovery model were deposited and the Dataverse was shared with participants prior to the event. Both the English panel recording, and the French-language dub were deposited post-event. Streaming copies of the event recordings were also shared to the library's YouTube channel and event website.

PARTICIPANT DATA: PLENARY "LEARNING FROM EXAMPLES DH DATA CURATION SUCCESSES (AND FAILURES)"

The roundtable panel, entitled "Learning from examples DH data curation successes (and failures)", followed high-profile case study examples of the research lifecycle, as a result it covered all areas of data management, including permissions and informed consent, data collection and storage, metadata description, file sharing, preservation, data sharing, and citation. The panel featured both national and internationally recognized DH scholars and digital asset management specialists:

- Constance Crompton (University of Ottawa),
- Karis Shearer (University of British Columbia Okanagan Campus),
- Matthew Lincoln (Carnegie Mellon University),
- Mikhel Proulx (Concordia University and Indigenous Digital Art Archive)

The panel had 100 attendees and attracted participants from around the world. Figure 1 depicts the country of residence of the attendees. The charts show that the panel attracted several attendees from the United States (39%). This high attendance rate is likely a result of promoting the event on an international listserv popular in the humanities field.

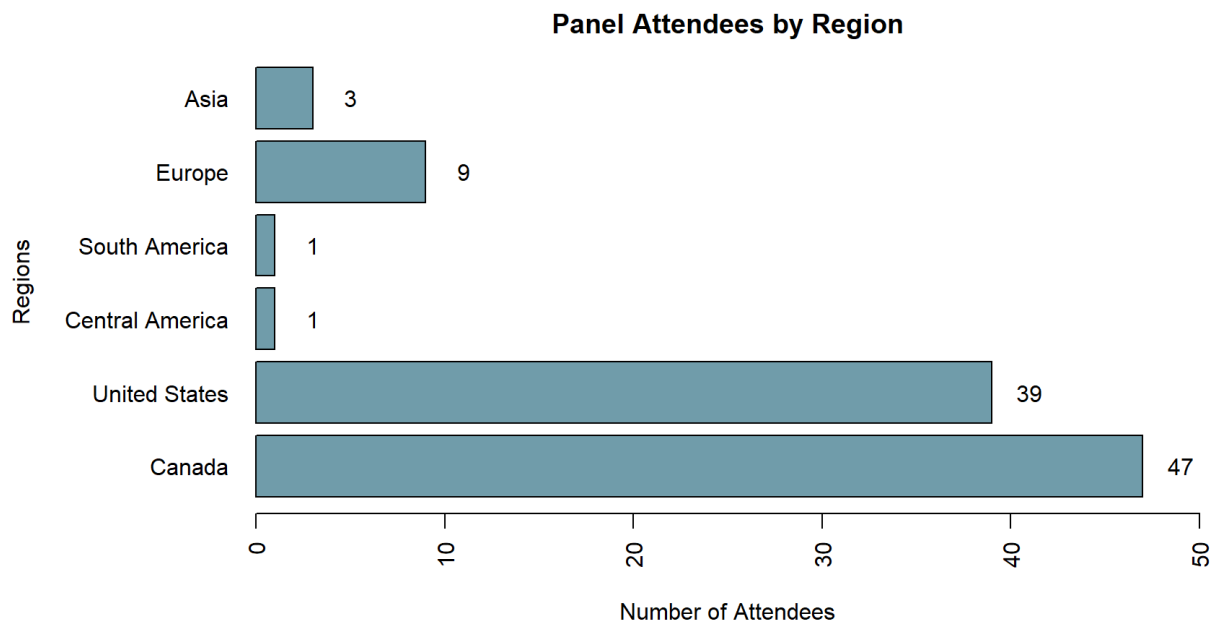


Figure 1.

PARTICIPANT DATA: WORKSHOP

The workshop presentation, held on May 21st, delivered by Felicity Tayler and Marjorie Mitchell⁴ provided an introductory overview of best practices in research data management as promoted through the Portage network. DH is one of the social and conceptual spaces where "data communities" arise across national and international borders. As such, the lack of formal training and tools for RDM in multi-site teams means that humanities data is in danger of being lost. At the time of registration, participants to the workshop were asked to self-identify their level of familiarity with RDM from inexperienced, basic awareness, and experienced managing data for projects. While the majority of participants have had direct experience treating data, figure 2 depicts that half of the participants were novice in their RDM skills. This information allowed the workshop presenters to tailor the workshop content to the audience.

⁴ a Librarian at UBCO and also a co-ap on the Spoken Web Partnership

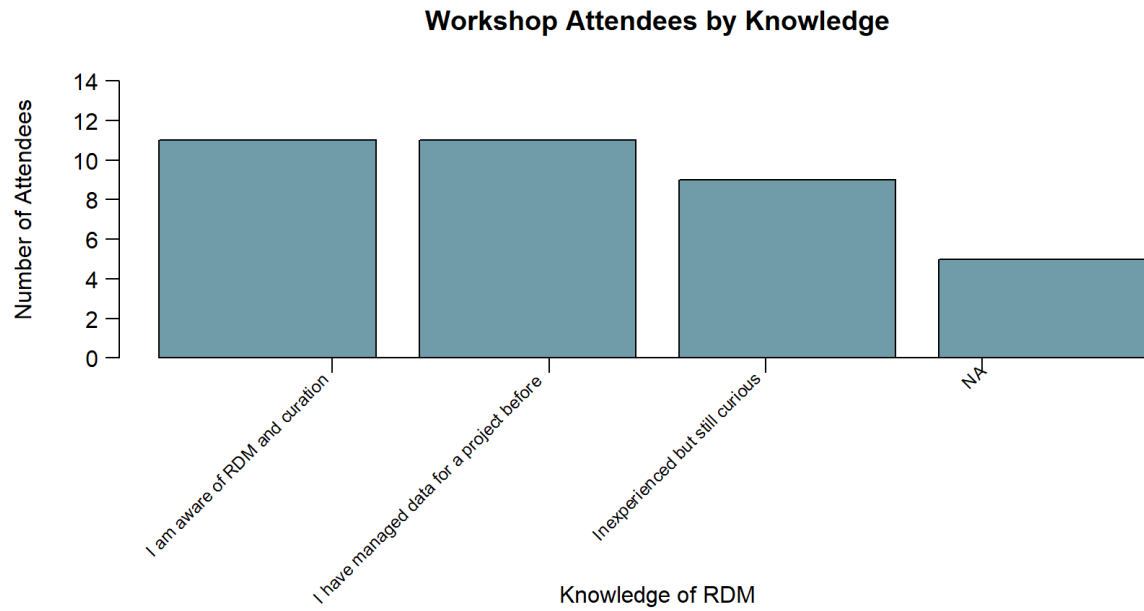


Figure 2.

Of the 100 people who participated in the panel, 36 continued into the activities for the rest of the workshop portion of the event. As capacity was set to 40 participants, having 36 participants engaged with the workshop portion is a strong indicator of the value of this type of disciplinary event. Figure 3 highlights the country of the attendee’s institutional affiliation. We can see that the event attracted international researchers and graduate students.

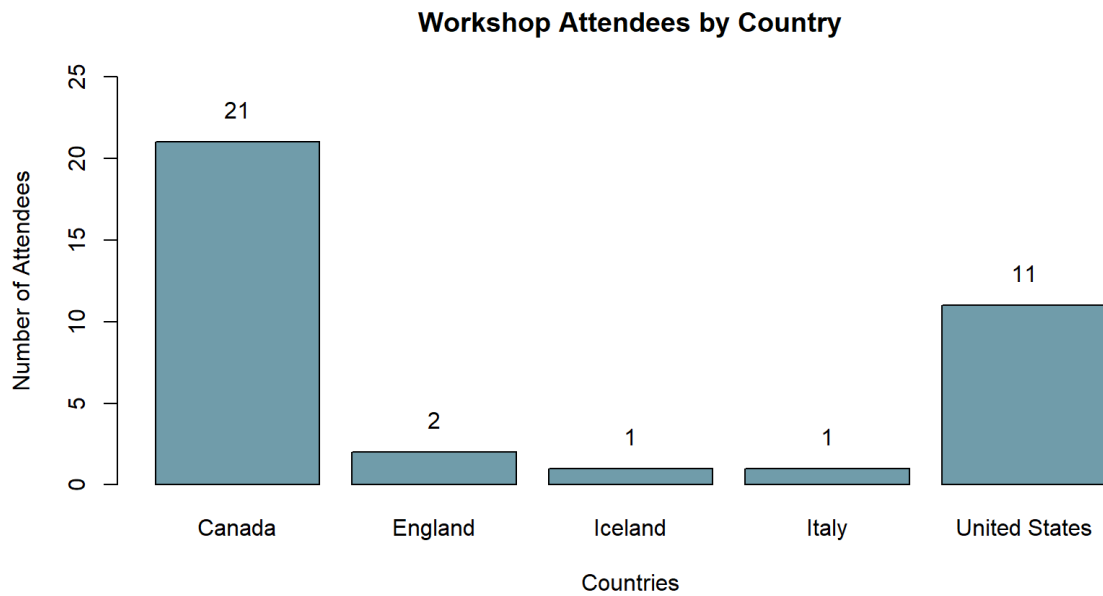


Figure 3.

Traditional humanists do not often identify their source material as “data”, therefore the RDM needs of humanities researchers differ from traditional quantitative disciplines. During the workshop, participants were asked to identify what their research data was. The graph depicts that many DH researchers use various forms of research data. As we can see from figure 4, 18 of the 30 people who responded to the poll had identified that they work with text as data format.

What is your Research Data [select all that apply]

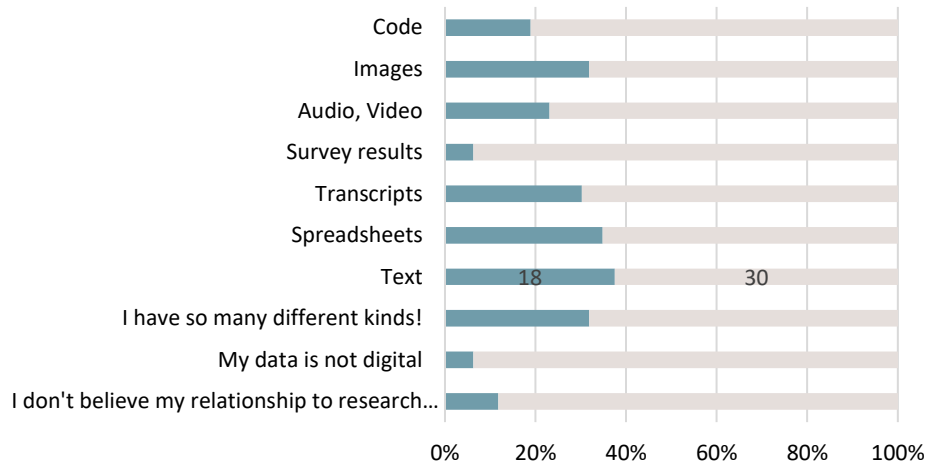


Figure 4.

The content of the workshop featured an applied example of data curation practices adopted across the SpokenWeb partnership⁵. The workshop had two break-out sessions, where participants mapped their own project data flow using the Data Flow and Discovery Model. The objective of the Data Flow and Discovery Model was to help participants identify what data exists within their projects and to map a data workflow that helps them plan early for the many different kinds of publications in Digital Humanities projects. The Data Flow and Discovery Model template was published in Dataverse (doi.org/10.5683/SP2/VAPPJQ).

COLLABORATIVE WRITING OF A DATA PRIMER

One of the goals of the *Making Research Data* Public workshop day was future oriented, with the aim of making the tools and networks developed in the workshop widely accessible through a data primer, or how-to guide, outlining a data flow for curating DH data. This data primer and model of collaborative authoring were based on examples set by the Data Curation Network and the RDC-DRC NDSF Summit process for consultation on the Kanata Declaration.

In the first part of the workshop, facilitators listened intentionally to the discussions and descriptions of successes and challenge areas in the participants' research projects. That discourse was incorporated into a draft of a data primer, whereby participants were invited to return for part 2 of the workshop (May 28) to collaboratively workshop the content that was drafted.

⁵ The SpokenWeb Partnership comprised of 28 institutions across Canada and the US, develops collaborative approaches to literary historical study, digital development, and critical and pedagogical engagement with diverse collections of literary sound recordings from Canada and beyond.

Once again, attendees were grouped into breakout rooms and collectively reviewed the draft primer sections. Guided by prompt questions, participants framed their questions and feedback directly into collaborative editing. The radically collaborative model ensured that the primer reflected the needs of the data communities and ensure the language chosen to convey RDM practices were inherently known within DH. The primer will ultimately be made bilingual and shared broadly under a creative commons license to facilitate adoption and re-use.

WORKSHOP FEEDBACK

While a feedback survey was circulated to participants following the event, response rates (2 responses) were such that no conclusions can be shared. Nevertheless, anecdotal feedback was shared in the conference platform as participants signed off and included the following statements:

Thanks everyone! Really enjoyed these presentations and the small group discussions. Lots to take away.

Great workshop! Thanks all.

Thank you, this was a wonderful introduction for a beginner

Thank you! See you next week!

PART 2: ONLINE RDM TRAINING MODELS

RDM WEBINAR SERIES

The library places emphasis on supporting students and novice researchers with developing foundational information literacy skills. The library offers a series of online tutorials, and previously hosted a series of in-person seminars known as BiblioGrad, as a means of equipping students with essential research skills, along with knowledge about the various ways the library can offer support.

In the winter of 2021, the library in partnership with Information Technology delivered a webinar series on Research Data Management (RDM) that ran from January through April⁶. These sessions presented best practices in RDM through the full research data lifecycle, including how to develop a plan to manage your data, tools to help manage research data during a project, and how to deposit and share research data, refer to Appendix B for a listing and description of the sessions.

These sessions were open to all uOttawa faculty, staff, and students and featured presenters from the uOttawa Library, IT, and invited experts. The intention of the webinar series was to pilot a training model to evaluate the effective delivery of RDM capacity building and awareness-raising of library support in relation to RDM services and tools. Figure 5 presents the number of participants to each webinar, with the IT services webinar attracting the highest number of participants.

⁶ The last session in the webinar “Introduction to Dataverse for data sharing” was postponed to June 16, 2021

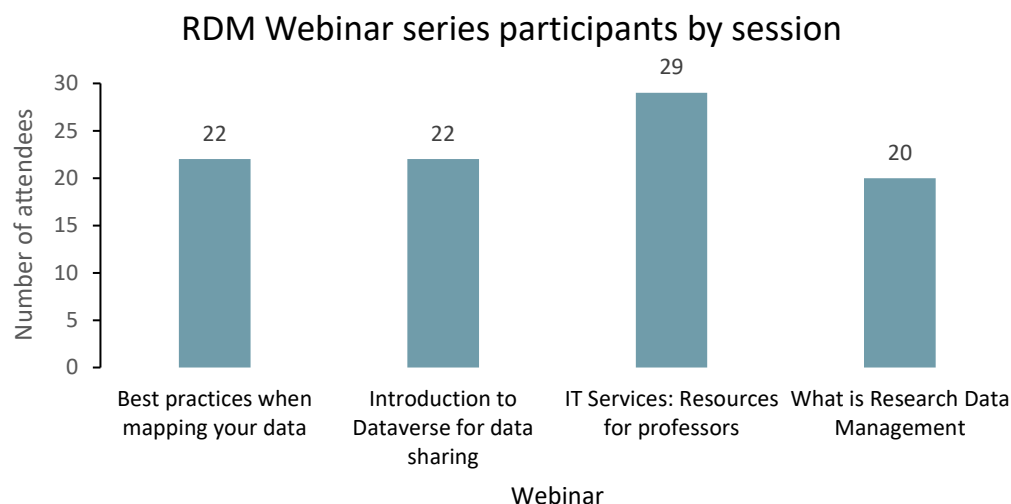


Figure 5.

Event promotion

As the webinar series was open to the uOttawa community, the traditional library dissemination channels were used to advertise and promote the sessions. These included the advertisement on the library’s RDM website under Training and Events⁷, the library’s homepage, social media accounts, internal channels (e.g. teams). What’s more, as the series was developed in collaboration with IT, the sessions were also promoted on the Scientific Computing seminar series webpage⁸ and the IT linkedIn profile.

FACULTY INVITED PRESENTATIONS

In addition to the training sessions planned as live webinars while the library was closed, customized training workshops were also developed and delivered upon request. The RDM Librarian was invited to speak to several faculties, with special topic sessions geared towards graduate students as well as faculty researchers. The session

⁷ <https://biblio.uottawa.ca/en/services/faculty/research-data-management/training-and-events>

⁸ <https://it.uottawa.ca/professors/scientific-computing>

topics included disciplinary focused DMP support, general information regarding funders policies, as well as introductory RDM level sessions. The following Figure 6 highlights the participation at these sessions.

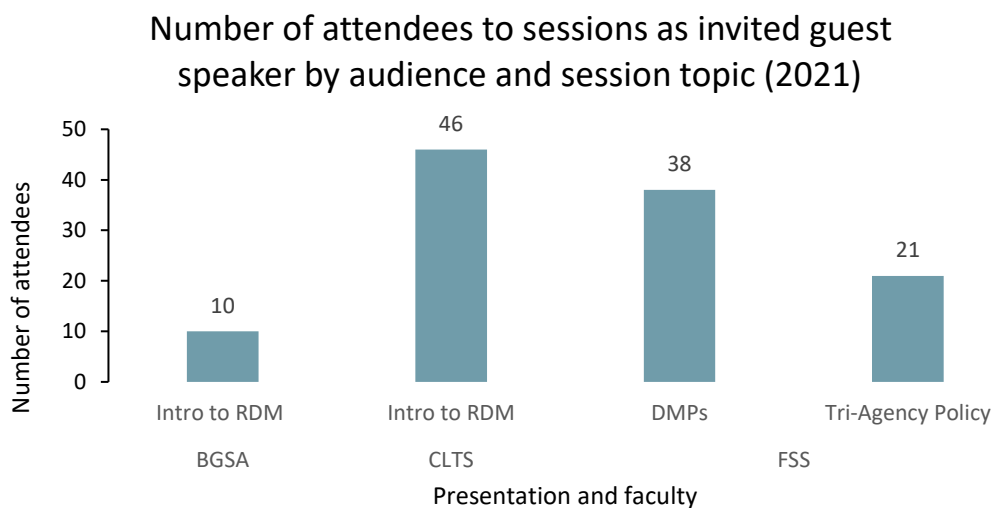


Figure 6.

ANALYSIS

As of July 16 2021, the RDM unit within the library had delivered 8 training events, as well as a comprehensive 2-part RDM workshop. The participation data and feedback gathered from these events serves to evaluate outreach and training initiatives and efforts and draw insight into recommendations moving forth.

As we can see in Figure 7, events where the RDM librarian is an invited speaker, often at Faculty meetings or faculty-led information sessions, there is a higher participation rate. What is of significance is the audience that engages with the two types of session; library-led sessions tend to attract predominantly a student-based audience or other library professionals, while the invited speaker type sessions are primarily composed of researchers.

Event participation by Type

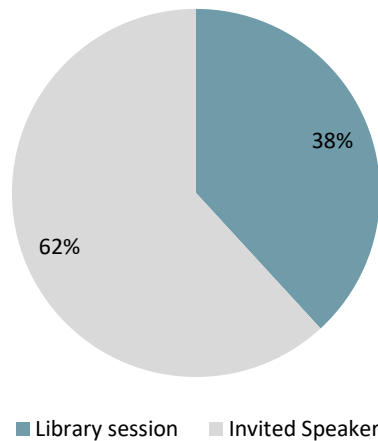


Figure 7.

Given the potential high demand for RDM support and services with the launch of the Tri-Agency Research Data Management Policy in March of 2021, special consideration is needed in determining which efforts to put energy towards as capacity and resources are limited.

This feedback from a researcher who received RDM support for a SSHRC grant in Fall 2021, highlights the pressing need for RDM capacity building:

Felicity Tayler et Fatoumata Bah ont soutenu le développement d'un plan de gestion des données efficaces et conforme aux règlements et meilleurs pratiques. Leur soutien est un bijou bien caché à l'Université! Leur expertise hautement spécialisée est essentielle aux chercheurs qui ne peuvent pas être à la fine pointe de ce domaine émergent et qui requiert des connaissances légales et techniques difficiles à acquérir. Leur soutien post-octroi devrait, d'après moi, être ajouté aux contributions offertes par uOttawa.

Efforts for training, outreach and capacity building should be prioritized to uOttawa affiliates working on DMPs for grant applications or depositing data to meet funder requirements or for peer-reviewed publication. The following section outlines specific recommendations to prioritize based on capacity and lessons learned from outreach activities this past year.

RECOMMENDATIONS

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Training and capacity building in Research Data Management requires a significant investment of time and resources for the trainers and trainees, whether online or in person. Drawing on insightful feedback from training events and participation data, several recommendations are made to better position the library in its role of training and awareness raising:

- Efforts for training, outreach and capacity building should be prioritized to uOttawa affiliates working on DMPs for grant applications or depositing data to meet funder requirements or for peer-reviewed publication.
- The library should continue to work with RMS and research facilitators to deliver disciplinary focused RDM advanced sessions, including workshops on DMPs and data deposit aligned with the granting cycle.
- The RDM unit should work with other units within the library, notably the Interdisciplinary Data Team, to offer data skills based RDM workshops for graduate students.
- After several success years of offering RDM awareness raising efforts via the Library's RDM Day event, the 2022 event should be leveraged to support efforts in developing an institutional strategy.
- Resources should continue to be allocated to disciplinary-specific RDM training in our local campus environment, as has proven successful with the Making Research Data Public RDM workshop for DH as well as with the preceding two years of Shifting Horizons programming and Equator Network training events for clinical researchers in Health Sciences fields.
- The library should continue to invest in bilingual materials that serve a wide audience (e.g., translation of workshop content and interpretation services for select virtual events)
- The library, through the RDM Advisory Group, should foster relationships with existing campus open science groups in order to organically support an RDM Community of Practice, with the goal of outreach and promotion of RDM training events beyond the traditional library communication channels.



As a facilitator you have a key role in this workshop to coach others to share information, surface issues, acknowledge challenges, collaborate, and make decisions about their projects. The following principles will serve as a guide during the breakout sessions of the workshop.

Starting off

Reaffirm the purpose of the discussion, it is technical not opinion based, and ensure that the participants have the same understanding.

A data-flow diagram is a way of representing a flow of data through your DH methodologies, it gathers information about the material and immaterial outputs and inputs of each entity and the process itself. Specific operations based on the data can be represented by a flowchart, which is the handout you will fill in today.

The purpose of the discussion is to work together to map a data flow according to your own research practice or the case studies presented today. *It is ok if the members of the breakout room aren't constantly discussing but take the time to work on the workflow document and engage when they have questions.*

Explain your role as facilitator - a person whose role it is to keep the discussion focused and energized and to create an environment for all to have a chance to participate.

Guiding principles

1) Facilitators are coaches.

Facilitators may try to talk as little as necessary to free up as much time for group discussion and deliberation as possible. Some may look to you to provide the answers to challenging questions or situations. Refrain from immediately providing "your answer" to the issue at hand. Turn the situation back to the questioner or ask the question of the whole group.

2) Facilitators attend to the flow of the conversation.

Successful facilitators listen rather than talk. Watch for warning signals:

- Talking too much
- Feeling the need to address all questions
- Seeing the group interacting more with you rather than with each other

3) Facilitators note where the discussion went off track and ask the group if they would like to re-focus on the framing question or topic at hand.

See sample questions to guide the conversation.

Wrapping up

4) Facilitators summarize the main ideas that have emerged from a group discussion

Strive to either take the form of verbal summaries or the documentation of ideas on whiteboard or shared notes so that all participants can see and validate the written record of their discussion.

Not only will this be helpful for the group, it will also help when we reconvene and debrief among the facilitators.

Sample questions:

To kick it off:

- How did you answer the zoom poll – What is your data!?
- Who is here on a research team?
 - o Anyone want to tell us about their project?
- Does anyone have an issue or challenge within their project that they would like to raise to get us started?

To keep the conversation going:

- What are you struggling with here?
- Can you clarify that point...
- What is a different way of saying that?

To wrap up:

- Has the understanding of your research data changed working through this process?
- Some of the main points I have heard are...
- What were some of the main themes here have been...
- Can someone give a brief distillation of the discussion that we just had?

Note: Some struggle with the form is ok, and expected. We want it to be productive, we would like the facilitator to encourage the members of the breakout to work through the struggle together.

Note: The section of the handout “Questions to follow-up on” you are encourage to guide the members of the breakout room to place their questions there to follow up on at a later point. It is ok not to have the answer.

[these will be in the handout to participants]

Regarding the workflow tool:

Consent:

- Who is the owner of your data (Consider contracts, collective agreements, copyright, etc)?
- Is there a need for anonymity (do you have personal identifiable information - what did the consent form include)?

Data collection:

- What is your data (Recall that our speakers identified their data in different ways ...)
- Do you need to respect copyright? DO you need to maintain confidentiality/anonymity?
- Will you produce metadata?

Data Processing

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- What file formats are you working with (.xml, .xlsx, etc).
- What is the number and size of files you are working with?
- What is the planned storage and backup?
- How do you plan to share files (anticipate use: need for access to files between partnership collaboration).

Critical/Analysis

- What file sharing options give access to files between partnership collaborators?
- Does your planned file storage balance security with file sharing across collaborators?

Sharing & Preservation:

- Which of your data requires long-term preservation?
- How will your data be published, or shared with collaborators beyond the partnership?
- Will you be sharing metadata?

- **What is Research Data Management**

Presenters: C. Ripp (Library) & J. van der Kolk (IT) // Date: January 20, 2021

Interested in learning more about Research Data Management (RDM)? Come and discover best practices in RDM and what services exist at uOttawa to help you meet the Tri-Agency's upcoming RDM Policy.

- **IT Services: Resources for professors**

Presenters: J. van der Kolk (IT) & P. Mercier (IT) // Date: February 24, 2021

Learn more about the Information Technology resources that support your daily communications, production of classroom materials, and technology needs. We will also provide an overview of the support we provide to researchers, including our state-of-the-art Colocation Data Centre for your research hosting needs. Information Technology provides strategic leadership for technology initiatives at the University in addition to face-to-face, phone and electronic support for IT-related questions.

- **From the spreadsheet to the map: Best practices when mapping your data**

Presenters: R. Duplain (Library) & H. Crites (Library) // Date: March 10, 2021

Have you ever wanted to map data from an Excel spreadsheet? Here, we will examine how to take data from a spreadsheet and put it into a map in ArcGIS Online. We will also explore useful tips and recommendations when it comes to file naming, data massaging, and data storage. No previous experience is required!

- **Introduction to Dataverse for data sharing**

Presenters: C. Ripp (uOttawa Library) & J. Fry (Carleton University) // Date: June 16, 2021

Scholar's Portal Dataverse is a publicly accessible, secure, multi-disciplinary, multi-lingual repository for research data, searchable from anywhere in the world with servers hosted in Canada. Developed at Harvard University, this repository platform includes features such as permanent links (DOIs) that encourage citation of your data set and help you to set licensing terms for access and reuse of use of your data. In this session, we will explore best practices for organizing your research data for sharing, DOIs and data citation. We will discuss the importance of curating data throughout your project to meet FAIR guidelines when sharing your data using Dataverse.