



Editorial

Targeting and Customizing Research Data Management Services (RDM)

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Focus

Designing library services is not new to our field. Service design done right is both challenging and rewarding. In this issue of the Journal of eScience Librarianship, librarians across the country write about the importance of providing a solid Research Data Management (RDM) Service, coupled with targeting institutional partners and solid education practices.

Designing library services is not new to our field. Service design done right is both challenging and rewarding. In the New England region, our librarians have told us they understand what data management is and how important it is for the library to start a Research Data Management Service (RDM), but they are not quite sure what the service should look like or what models there may be out there to follow. I suspect librarians in other areas of the country are expressing similar concerns. Several of the articles in this particular *JeSLIB* issue address specifically how to target and customize Research Data Management Services. Whichever model a library uses, there are several characteristics of successful RDM service design. These include: designing from the researcher perspective, proactively soliciting support for and interest in the library's role in RDM, merging design principles with evaluation at the outset of the service design process, and continually adapting the RDM service to meet ongoing researcher needs and feedback. It is no longer a question as to whether a library needs to offer Research Data Management Services. However, questions do remain as to how to offer

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those services and which type of services will meet your researcher and student needs. This issue attempts to start the conversation amongst librarians about how to target and customize RDM services.

Three articles, authored by Fong and Wang, Weller and Monroe-Gulick, and Nelson discuss how they focused outreach efforts and resources towards graduate students, junior faculty, and specific departments. For all three, *collaboration* with institutional stakeholders was found to be key in their successful ventures to bring the services and education to their users. Customizing and targeting these services and education to meet the needs of diverse users helped in building institutional relationships, along with a good understanding of the libraries' roles in research data management best practices.

While it's important to focus on the needs of the libraries' different users, it's just as important to educate the data service providers in the complexities of the federal agency data management requirements. Jennifer Thøgersen discusses the need for RDM service providers and collaborators to understand the federal policies and expectations surrounding data management plan guidelines. If there is no understanding of the basic principles underlying the federal government's mandates, then the institution will not be well served.

Erin Kerby's article brought forth the importance of targeting research data practices in the focused field of veterinary medicine. The development of new, targeted services was important to fostering relationships between the institutions librarians and veterinary medicine researchers.

Interestingly, Nelson's and Reed's articles show that initiating and customizing data services doesn't necessarily need to happen in a classroom environment. Reed and his institutional collaborators mounted a research data management symposium in order to define institutional RDM priorities and to learn how to customize their outreach and training across a diverse academic institution. Nelson writes about how she and her colleagues developed a brown-bag workshop to assist junior faculty who are transitioning into tenure-track positions and leaders of research groups with data management practices, a topic often not covered by faculty mentors.

With a focus on education as one possible RDM service, Natalie Clairoux's article documents how she adapted and translated into French the New England Collaborative Data Management Curriculum's (NECDMC) introductory module (Overview of Research Data Management), evaluation materials and a biology data management plan for a community of health sciences researchers at the Université de Montréal.

Using an online survey, Goldman, Kafel, and Martin assessed the New England region's medical libraries services and programs for providing research data management education and support. By targeting this specific library population, it helps the NN/LM NER better understand what the eScience learning needs are for this population and to customize and plan professional development programs that will foster effective biomedical research data services. Though focused on one part of the country, the comments illustrate the need for more specific models of RDM services for our librarians to learn about and possibly customize for their own institutional needs.

With the growing number of federal mandates and publisher data sharing policies, designing a Research Data Management Service is more important than ever for librarians. These services need to go beyond helping researchers and grant writers develop required Data Management Plans. Services must extend beyond the planning phase to ongoing education about how to organize and manage the data, and offering services for preserving and archiving data, as well as analytical and other statistical consultation services (perhaps in collaboration with other groups on campus), etc. The authors in this issue offer some insights as to how to target and customize an RDM service.