



Lessons learned from implementing the Data Audit Framework

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Overview



- Edinburgh DAF implementation
 - GeoSciences Pilot
 - Further data audits
- General issues
- Common data management issues
- Lessons learned



Edinburgh implementation



- GeoSciences pilot audit
- Further data audits across three colleges:
 - Science and Engineering:
The Institute for Astronomy
 - Humanities and Social Science:
The School of Divinity, Economic and Social History
 - Medicine and Veterinary Science:
The Centre for Integrative Physiology,
Brain Imaging Research Group

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GeoSciences pilot audit



- A leading international centre for research into GeoSciences
 - 80 academics, 70 research fellows, 130 PhD students
- Five main research groups
 - Earth Subsurface Science
 - Global Change
 - Human Geography
 - Edinburgh Earth Observatory
 - Centre for Environmental Change and Sustainability

1. Planning the audit



- Desk research
 - School website, staff home pages, publications, technical documents etc.
 - Identifying key research staff and projects they are responsible for
- Initial meeting with IT Managers
- Setting up interviews with staff

2. Identifying & classifying



- Conducting semi structured interviews with 35 staff mainly in Human Geography and Global Change research groups
 - Interview duration varied between 30 mins and 2 hrs
- Creating an inventory of 25 data assets
- Classifying these data assets

3. Assessing management



- Assessing the most significant assets in detail, collecting a basic set of data elements based on Dublin Core
- Checking the accuracy of the information collected via emails

4. Reporting back



- A draft report that feeds back on the results of each stage of the audit
- Draft recommendations to the school to improve data management
- Draft recommendations to Information Services to further improve their support to the research community



College of Humanities & Social Science

- The School of Divinity
 - 30+ academic staff
 - Interviews with 6 staff
- Economic & Social History
 - 18 academic staff
 - Interviews with 5 staff



College of Medicine & Veterinary Medicine

- The Centre for Integrative Physiology
 - 30+ academic staff
 - Online questionnaire: 50% response rate
 - Interviews with 2 staff
- Brain Imaging Research Group
 - Online questionnaire: 3% response rate



College of Science & Engineering

- Institute for Astronomy
 - 20+ academic staff
 - Online questionnaire: 30% response rate
 - Interview with one staff

General issues



- Restricted or no access to the shared or personal drives
- Little or no documentation / knowledge of what exists
- Time required to arrange meetings and conduct interviews
- Low rate of response to the questionnaire



- Inadequate storage: data stored on personal PCs, laptops, external storage devices
- Lack of formal policies for creating and managing data
- Lack of training and guidance on best practice in data management

Lessons learned



- A good starting point to recognise and address data management issues
- Outcomes preliminary but positive
- Inventory doesn't always have to be comprehensive but could be a representative sample
- Defining the scope and granularity carefully is crucial

Lessons learned



- Planning well in advance helps
- Time needed is longer than initially anticipated but still manageable
- Support from senior management speeds up the process
- Collecting as much information as possible in the interviews/surveys saves time later



Further information



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Thank you! Any questions?

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