



FAIRSFair

Fostering Fair Data Practices in Europe

ACME Checklists for FAIR-enabling Capabilities

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Aims

- ❑ Offer a brief introduction to ‘ACME’, a framework for organisations to self-assess their capabilities to enable FAIR data
- ❑ Comprising checklists on 7 topics
- ❑ E.g. ‘Professionalising roles through training, mentoring and recognition’
- ❑ Invite your feedback



FAIRsFAIR www.fairsfair.eu

To supply **practical solutions** for the use of the FAIR data principles throughout the research data life cycle. Emphasis is on **fostering FAIR data culture and the uptake of good practices** in making data FAIR.

T3.3 To identify areas of practice where changes would have greatest effect in furthering the FAIR principles. Focusing on enabling role of RDM services in Research Producing Organisations.



Why use capability models to assess RDM support services?

Definitions!

RDM Service: a means of delivering value to the producers and users of digital research objects, by facilitating the outcomes they want to achieve without the ownership of specific costs or risks *

Capability: the ability to generate or facilitate those outcomes

(*our view- borrowing from ITIL definition of a service)



Why use a capability model to assess RDM services at operational level?

- ❑ Define what the service needs to be able to do, to successfully achieve the outcomes that deliver value
- ❑ “Maturity models are commonly used to help organisations assess effectiveness in a given area and to support understanding of what is needed to improve performance. They are most effective when linked with strategic leadership.”

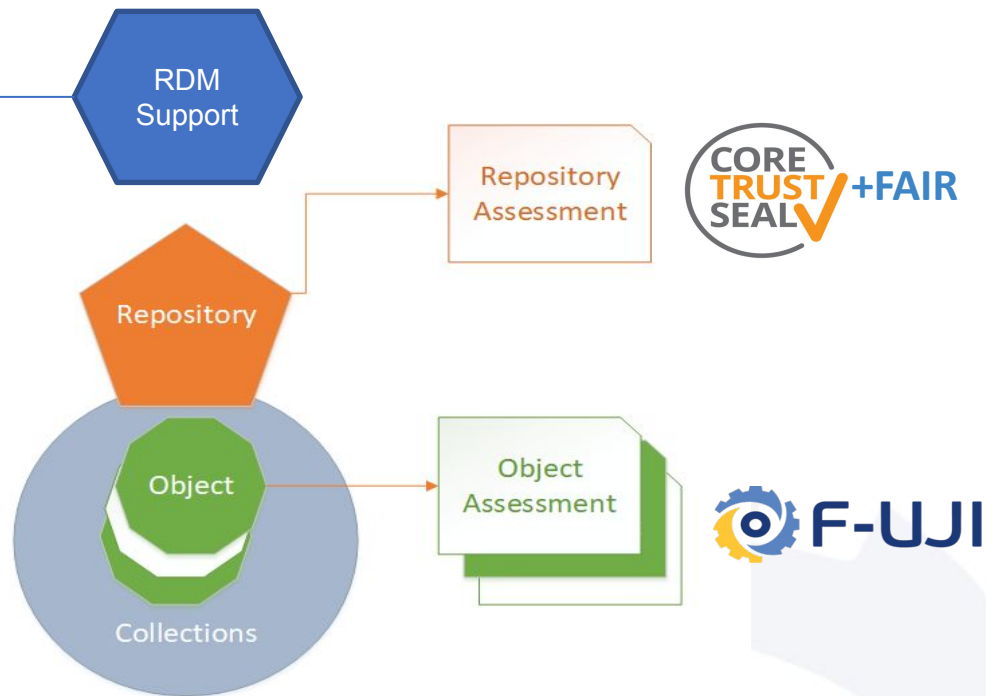
OECD (2020), "Building digital workforce capacity and skills for data-intensive science", OECD Science, Technology and Industry Policy Papers, No. 90, OECD Publishing, Paris, <https://doi.org/10.1787/e08aa3bb-en>



Adrian Dust <https://www.geograph.org.uk/profile/97490> CC-BY-SA 2.0

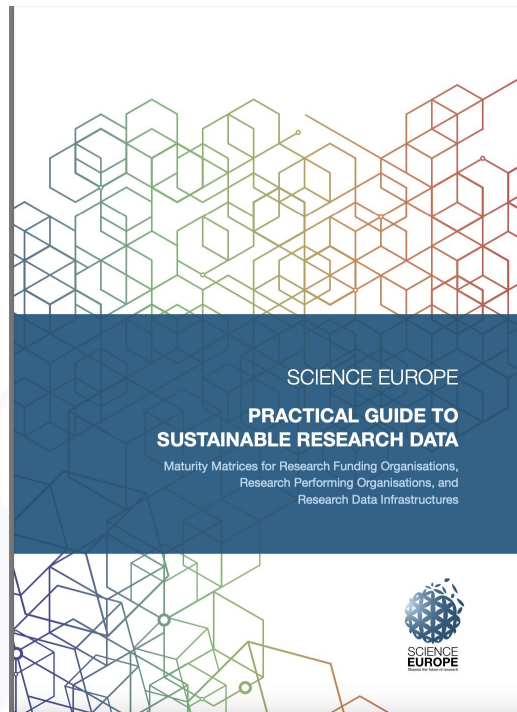
ACME

...and other
assessment tools
from FAIRsFAIR



Where has ACME come from?

- ❑ Digital Curation Centre RISE self-assessment framework (2017), 'Do I Pass for FAIR' Netherlands National Coordination Point Research Data Management (2020)
- ❑ Underpinned by scope of recommendations in *Turning FAIR into Reality* and *FAIRsFAIR Recommendations on Policy (D3.2) and Practice (D3.4)*
- ❑ Complements Science Europe's Practical Guide to Sustainable Research Data
- ❑ <https://www.scienceeurope.org/our-resources/practical-guide-to-sustainable-research-data/>



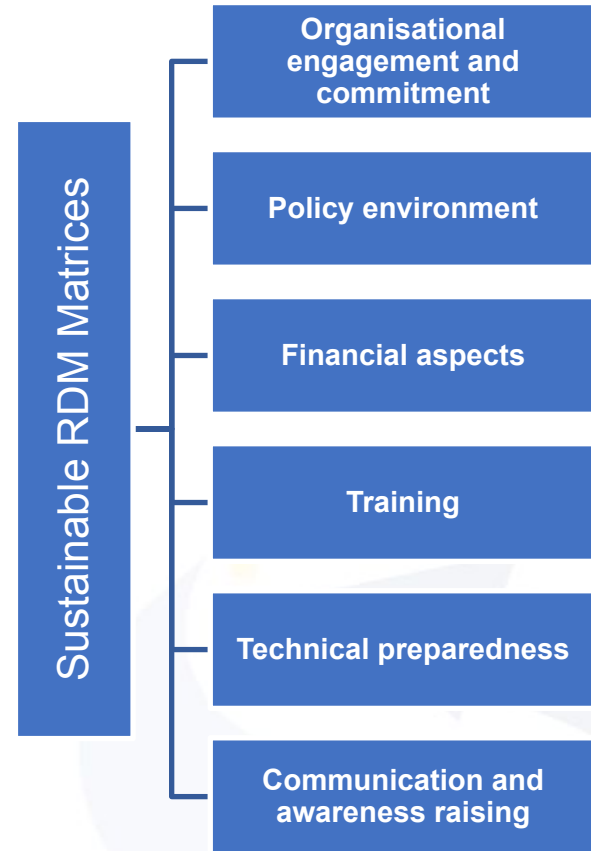
What use cases?

- ❑ Dialogue within RPOs at operational level (services) - on building the capabilities to deliver RDM support e.g. following assessment using Science Europe matrices.
- ❑ Collecting data on support capabilities across RPOs
- ❑ Comparing assessments between organisations to identify the potential for complementary service provision and collaboration.



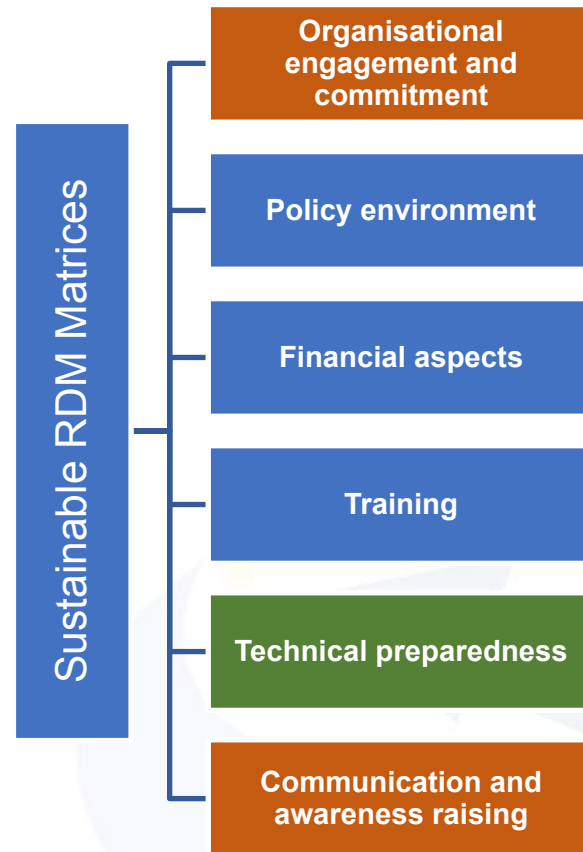
Complements Science Europe matrices

- ❑ Focuses on RPOs
- ❑ RDM Support Service
- ❑ Informed by strategic view



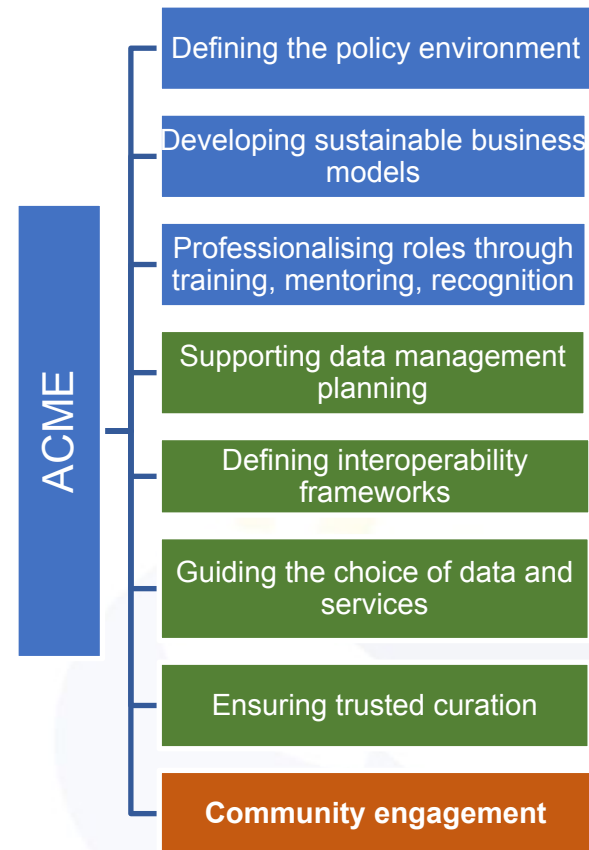
ACME: Assessing Capability Maturity and Engagement

- ❑ Similar progression through levels
- ❑ Expands ‘technical preparedness’
- ❑ Combines first + last practice areas



ACME: Assessing Capability Maturity and Engagement


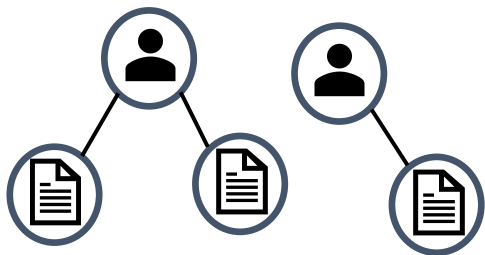
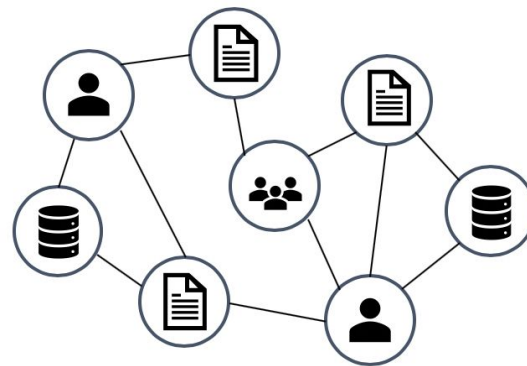
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ACME scales



Capability maturity –
alignment with
organisational
standards and practice



Community engagement –
awareness, adoption, and
collaboration


Why separate scales?

Capability maturity –
alignment with
organisational
standards and practice

- Research support needs to consider **both** organizational standards and those of research communities
- Disciplinary and practice-based (methods, data, instruments)

- Differences could help identify strengths and weaknesses for a service area

Community engagement –
awareness, adoption, and
collaboration



ACME-FAIR example


Capability maturity –
alignment with
organisational
standards and practice

Professionalising roles
through training, mentoring
and recognition (draft here)

Community engagement –
awareness adoption and
collaboration



ACME themes cover specific capabilities

- 
1. Defining professional roles and profiles for enabling FAIR
 2. Training professional services staff and researchers
 3. Developing FAIR-enabling educational curricula for students
 4. Recognising skills acquisition through certification, accreditation, or HR processes

Professionalising roles
through training, mentoring
and recognition (draft here)

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5. Advocating and raising awareness of FAIR data policy and principles
 6. Engaging in mentorship with professional support networks for FAIR data

Questions?

- ❑ Do your institution's planned initiatives in skills for FAIR include building these capabilities? Or others?
- ❑ Your comments welcome by end October
- ❑ Next release for community review in November

Space for anything you would like to ask, further comments

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