



# “I don't have data”: Navigating RDM support for HASS disciplines

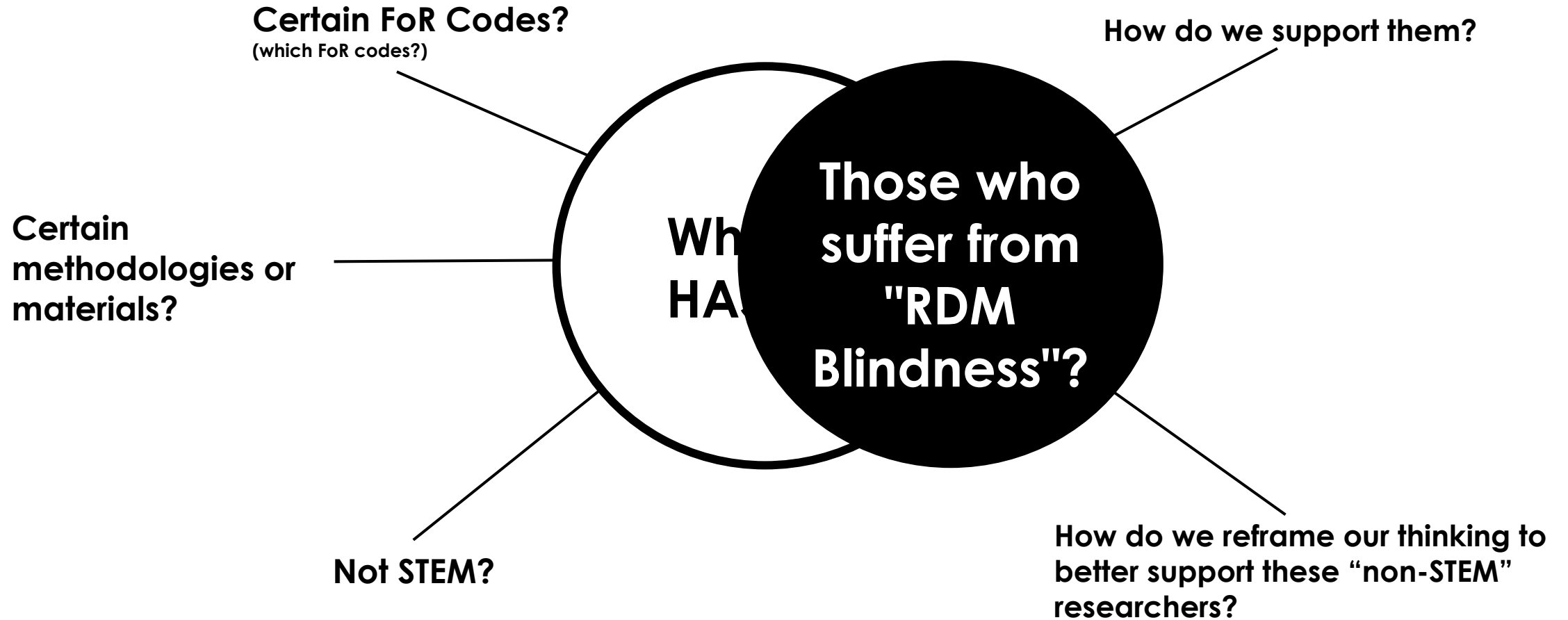
BOF SESSION – **ERESEARCH AUSTRALASIA 2025**

## **Acknowledgement of Country**

We acknowledge the  
Jagera and Turrbal people  
upon whose lands we meet today,  
here in Meanjin.

We pay respect to Elders past and present,  
acknowledging them as the  
Traditional Custodians  
for these lands.

# An Eclipse Mistaken for a Venn Diagram



\*With apologies to our digital humanities friends. We see you, and you're doing great – gold stars all round!

# Session Structure

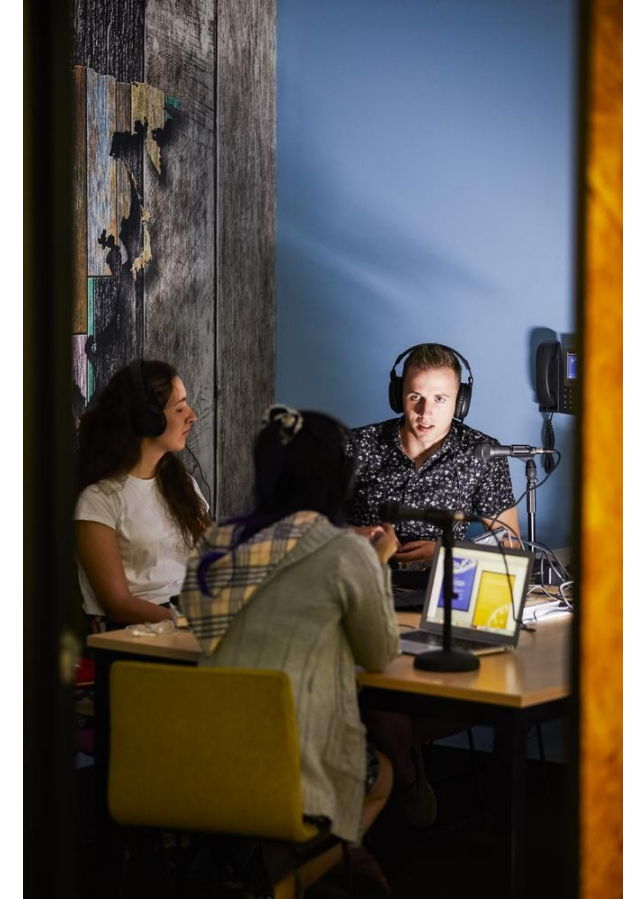
- **Common Challenges** – Alexis Tindall, University of Adelaide
- **Views of the ('HASS data') Landscape** – John Brown, Curtin University
- **Engagement Strategies** – Shannon Taylor, University of Sydney
- **Rethinking Our Approach** – Ria Hamblett, UTS
- **Interactive Discussion**

# Common challenges

## **Why is this an issue? Isn't our support "discipline-agnostic"?**

Are our messages resonating? Can we adapt standard approaches to improve outcomes for all?

1. **"I don't have data!":** common perceptions of what we mean when we talk about research data.
2. **Custodianship, rights, and responsibilities:** researcher is not the authors, creator or sole-owner, they have obligations to others (or limited responsibility).
3. **Methods and our messaging:**
  - a. How we usually describe the data lifecycle and workflows
  - b. What does reproducibility or re-use mean in HASS contexts?

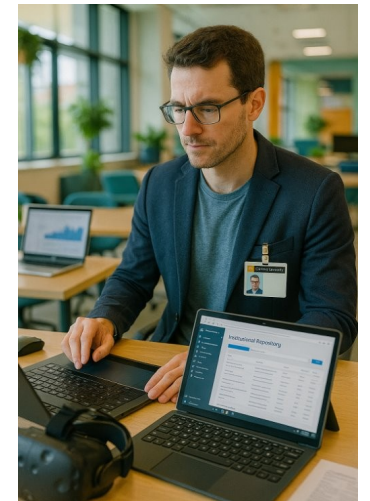


Media students, University of Adelaide  
Photographer: Randy Larcombe, for University of Adelaide

# Views of the landscape

- Humanities, Arts and Social Sciences covers an enormous range of disciplines with diverse research practices
- To explore this diversity, I used ChatGPT to retrieve a range of information about selected FoR Codes.
  - **Common research methods** - what are the 3 most common research methods in the field
  - **Data sources** – what does the field use as raw inputs for data?
  - **Data origin** – where do they get that data?
  - **Data Grouping** – what artificial groupings could we apply to the data?
  - **Research Practice Orientation** – could we group the types of research the field does?
  - **RDM Challenges** – what sort of RDM challenges does this field present?
- **Consider – where do we start to create a common approach?**

For Code	Discipline	Top 3 Research Methods	Most commonly used primary data	Typical Sources of data	Primary Data Type Group	RDM Challenges
350806	Tourist behaviour and visitor experience	Surveys; Observational studies; Interviews/focus groups	Survey responses; Visitor diaries; Field notes	Own surveys/interviews; Shared tourism datasets	Survey/ Interview	Sensitive human data
380109	Industry economics and industrial organisation	Econometric modelling; Statistical analysis; Case studies	<i>Firm-level data; Industry statistics; Policy/regulatory data</i>	Shared government/industry datasets; Own surveys	Experimental/ Instrumental	Conventional numeric data
390405	Educational technology and computing	Experimental trials; Surveys; Learning analytics	System logs; Student survey data; Performance metrics	Own classroom studies; Shared education datasets	Survey/Interview	<i>Large/complex datasets</i>



For Code	Discipline	Top 3 Research Methods	Most commonly used primary data	Typical Sources of data	Primary Data Type Group	RDM Challenges
440305	Population trends and policies	Demographic analysis; Statistical modelling; Policy analysis	<i>Census data; Migration records; Policy documents</i>	Shared government datasets; Own policy case studies	Textual/ Documentary	Large/complex datasets
470202	Asian cultural studies	Ethnography; Textual/discourse analysis; Historical research	Field notes; Cultural texts; Archival materials	Own fieldwork; Shared archives and texts	Textual/ Documentary	<i>Heritage/archives</i>



# Engagement strategies

## Faculty of Arts and Social Sciences (FASS) case study

1. Lack of engagement and compliance – Identify the root cause of the problem
2. Consultation – Work with the researchers to bring them on the Research Data Management (RDM) journey, language shift
3. Be adaptable and come up with a solution to benefit these researchers so that they feel heard (specific tools etc.)
4. An RDMP audit – Was this the answer to resistant researchers
5. Positive outcome – Drafting the RDM procedures document pushed by FASS leadership



# Rethinking our approach

## RDM for Faculty of Law – project at UTS

- **Diversity requires flexibility**
  - One-size-fits all doesn't work. RDM requirements must reflect disciplinary practices and methodologies.
- **Tiered, risk-based RDMPs**
  - Lighter touch for low-risk projects; robust plans for sensitive research.
- **Systems must support continuity**
  - Tools and platforms should support long-term scholarly work, not disrupt it with system changes.
- **Language matters**
  - RDM vocabulary must resonate with HASS practices – **sources, materials, evidence** – not just "data".
  - Rather than “validate” and “reproduce”, consider:

**Citation**

**Archival referencing**

**Interrogation and interpretation**

**Verifiability**



Image created by Copilot

# Interactive Discussion

**Menti.com**  
**Code: 4111 2101**



# Discussion – 30 mins

**Do you have any experience of adjusting your RDM support approaches that have resonated better with HASS researchers? Any tips?**

**When considering how to structure and frame RDM support in HASS areas, which piece of the puzzle is best to start with?**

1. Methodology
2. Primary data type
3. Data source
4. Discipline
5. Other?

**How do you approach a researcher who might be working with data but because they aren't creating data they assume they don't need to engage with RDM?**

**How do we address the scalability/inclusivity aspect, when dealing with so many different kinds of data/methodologies?**

**Are there STEM tools/resources/platforms that could apply nicely to HASS contexts?**

**What has this session inspired you to do on Monday?**

# Contact Details

Ria Hamblett, UTS, [Ria.Hamblett@uts.edu.au](mailto:Ria.Hamblett@uts.edu.au)

Alexis Tindall, University of Adelaide, [alexis.tindall@adelaide.edu.au](mailto:alexis.tindall@adelaide.edu.au)

John Brown, Curtin University, [John.Brown@curtin.edu.au](mailto:John.Brown@curtin.edu.au)

Shannon Taylor, University of Sydney, [shannon.taylor@sydney.edu.au](mailto:shannon.taylor@sydney.edu.au)

Cameron Fong, University of Sydney, [cameron.fong@sydney.edu.au](mailto:cameron.fong@sydney.edu.au)

Andreas Mertin, UTS, [Andreas.Mertin@uts.edu.au](mailto:Andreas.Mertin@uts.edu.au)

# Reference: HASS FoR Codes? (2 Digit)

- 12 Built Environment and Design
- 13 Education
- 14 Economics
- 15 Commerce, Management, Tourism and Services
- 16 Studies in Human Society
- 17 Psychology and Cognitive Sciences
- 18 Law and Legal Studies
- 19 Studies in Creative Arts and Writing
- 20 Language, Communication and Culture
- 21 History and Archaeology
- 22 Philosophy and Religious Studies

# Reference: HASS FoR Codes? (4 Digit)

## **12 Built Environment and Design**

- 1201 Architecture
- 1202 Building
- 1203 Design Practice and Management
- 1204 Engineering Design
- 1205 Urban and Regional Planning
- 1299 Other Built Environment and Design

## **13 Education**

- 1301 Education Systems
- 1302 Curriculum and Pedagogy
- 1303 Specialist Studies in Education
- 1399 Other Education

## **14 Economics**

- 1401 Economic Theory
- 1402 Applied Economics
- 1403 Econometrics
- 1499 Other Economics

## **15 Commerce, Management, Tourism and Services**

- 1501 Accounting, Auditing and Accountability
- 1502 Banking, Finance and Investment
- 1503 Business and Management
- 1504 Commercial Services
- 1505 Marketing
- 1506 Tourism
- 1507 Transportation and Freight Services
- 1599 Other Commerce, Management, Tourism and Services

## **16 Studies in Human Society**

- 1601 Anthropology
- 1602 Criminology
- 1603 Demography
- 1604 Human Geography
- 1605 Policy and Administration
- 1606 Political Science
- 1607 Social Work
- 1608 Sociology
- 1699 Other Studies in Human Society

## **17 Psychology and Cognitive Sciences**

- 1701 Psychology
- 1702 Cognitive Sciences
- 1799 Other Psychology and Cognitive Sciences

## **18 Law and Legal Studies**

- 1801 Law
- 1802 Maori Law
- 1899 Other Law and Legal Studies

## **19 Studies in Creative Arts and Writing**

- 1901 Art Theory and Criticism
- 1902 Film, Television and Digital Media
- 1903 Journalism and Professional Writing
- 1904 Performing Arts and Creative Writing
- 1905 Visual Arts and Crafts
- 1999 Other Studies in Creative Arts and Writing

## **20 Language, Communication and Culture**

- 2001 Communication and Media Studies
- 2002 Cultural Studies
- 2003 Language Studies
- 2004 Linguistics
- 2005 Literary Studies
- 2099 Other Language, Communication and Culture

## **21 History and Archaeology**

- 2101 Archaeology
- 2102 Curatorial and Related Studies
- 2103 Historical Studies
- 2199 Other History and Archaeology

## **22 Philosophy and Religious Studies**

- 2201 Applied Ethics
- 2202 History and Philosophy of Specific Fields
- 2203 Philosophy
- 2204 Religion and Religious Studies
- 2299 Other Philosophy and Religious Studies

# UniSyd Resource

## Faculty driven approach

1. UniSyd identified academics who weren't engaging with RDM through a RDMP audit of ARC grant projects (email [shannon.taylor@sydney.edu](mailto:shannon.taylor@sydney.edu) if you would like more information)
2. Sent out project specific email to academics highlighting that a RDMP is required while offering support via the data consultants at the university.
3. This prompted a lot of responses where the faculty support staff could then forward on researchers to have discussions with the Research Data Consulting team.

Dear XXX,

We are emailing you regarding your project:

XXXXXXXX

We are reaching out regarding the development of this project's Research Data Management Plan (RDMP) as we have noticed that it is not yet complete.

As you may be aware, the University's Research Data Management [Policy](#) and [Procedures](#) require every researcher conducting research at the University to be responsible for managing their research data.

The University provides resources and infrastructure to help you manage your data, and XXFACULTYXX wants to make sure you have the support you need to develop and maintain your RDMP.

### Guidance

Guidance and links to tools that will assist you in planning and implementing a good RDMP can be found on the [Research Data Management](#) (RDM) page of the intranet.

### Training

If you are new to this process, we recommend you explore the [Research Data Management Training](#) on Workday. If you are short on time the following modules are likely to be most useful:

- [Research Data Management \(RDM\) Planning](#) – a short introduction on how to create, access and update your RDMP on [DashR](#).
- [University-Supported Data Platforms](#) – an overview of appropriate University data platform options.

If you are a HDR supervisor, you may also like to explore:

- [HDR Supervision and RDM](#) – an outline of RDM expectations for HDR supervisors.

### Contact

For additional support, or queries regarding RDM processes and how to align your project with university Research Data Management systems, contact Research Data Consulting at XXXX.

Kind regards,

xxx|