

Discussion Guide

Overarching purpose: Determine best practices and needs in the assessment of scholarly communication services and programs at public academic libraries.

Focus Group Research Questions: Identifying program and staffing priorities for scholarly communications; How do institutions define scholarly communication; What kinds of assessment do public institutions have in place for scholarly communication services and programs? What questions do public institutions have when assessing scholarly communication services and programs that current data cannot answer?

Moderator Introduction:

We will now start the recording. With new technologies and paradigms for creating and sharing work, scholars across all fields have seen changes in research output, dissemination and preservation of the scholarly record, emergent publishing models, and the measurement of scholarly impact. Libraries have broadly defined their efforts to address these concerns as “scholarly communication” services. During the past two decades, academic libraries have begun to further invest in scholarly communication through the allocation of staffing and resources and even establishing institutional repositories. We are conducting this focus group to identify program and staffing priorities for scholarly communications, explore the kinds of assessment public institutions have in place for scholarly communication services and programs, and uncover any questions public institutions may have when assessing scholarly communication services and programs that current data cannot answer. The focus group will be about 90 minutes in length, and your input is valuable and important to us. Please feel free to contribute any and all details. Our goal is to hear from everyone in the room, so we may ask individuals follow-up questions. As noted in the consent form, this session is also being recorded so that we can more closely review everybody’s input later on.

Are there any questions?

Let’s begin by having everyone introduce themselves:

- 1. Please tell us your name and your role in scholarly communication at your institution. Opening (10 minutes)*
- 2. Thanks everybody for the introductions. Now let’s complete an activity to help us get an overview of how you currently provide scholarly communication services at your institution. For this activity, we are asking everybody to review a Research Lifecycle Form that lists the different stages of the research lifecycle. If you are not currently at an M1 institution, use your past experience at an M1 to inform your responses.*

For each stage, please write down the name of the service, the element or elements of the lifecycle that it supports, the size of the team supporting the service, and how developed the service is. There is an example listed at the top of each grid to help you get started. Feel free to include any service that your institution offers, even if it doesn’t exactly fit the definitions you see on the document. You can use the ‘Other’ column to provide a short description. Key (15 minutes)

3. What does your day-to-day work look like concerning scholarly communication? *Transition* (10 minutes)
4. Let's all look at the Research Lifecycle Forms we created and discuss one or two services that you entered: *Key* (10 minutes)
 - a. Which stage of the research lifecycle does the service support? And how? *probe*
 - b. What kind of service is this (if it isn't self-evident)? *probe*
 - c. How is this service branded? *probe*
 - d. Is the service offered by one person or by multiple people? *probe*
5. How do you feel that the library's scholarly communication programs and services are supporting the campus' goals? *Key* (10 minutes)
 - a. How aware are your campus stakeholders of your scholarly communication services and programs? *probe*
 - b. How have your campus stakeholders responded to the services you have or those that you're planning on offering? *probe*
 - c. What services would you like to provide that you're not currently offering? *Probe*
 - d. What are the reasons for not offering these services? *probe*
6. Now let's move on to take a look at the assessment of the scholarly communication programs. Do your library's assessment efforts address scholarly communication? *Transition* (5 minutes)
7. What are the metrics for success of your scholarly communication services? *Key* (10 minutes)
 - a. What kinds of qualitative or quantitative data does your institution collect on the services you mentioned in your form? *probe*
 - b. Who is looking at the data you collect? What is the data used for? *probe*
 - c. What gaps have you noted for reporting the success of your scholarly communication programs or services? *probe*
8. We have come to the end of our discussion. Is there anything else you would like to add? *Ending* (10 minutes)

Closing script: Thanks for your participation. We're going to turn off the recording now. We have some additional information about the grant and next steps that the Co-PIs would like to share with you.

Post Focus Group Information on Next Steps for the Grant Project:

- Please provide us with your forms.
- Referrals to campus stakeholders for one-on-one interviews
- National Forum potential participation in Sacramento on May 4th & 5th, 2020.
- Potential participation as a whitepaper and rubric reviewer