# Appendix E - SCAF Core Services Rubric

### How to Use the Rubric

The rubric aims to help libraries at M1 institutions develop a holistic understanding of where their scholarly communication services stand in support of common NASIG-identified scholarly communication practitioner competencies. By identifying the services as Established, Developing, Beginning, Considering, or Not Appropriate, libraries will be able to determine existing strengths, as well as identify areas for further development and potential opportunities for collaborating with other campus units.

We recognize that M1 institutions are generally not equipped with the same level of funding and resources as R1 institutions, and thus, we hope the rubric can offer a way for libraries at M1 institutions to identify service priorities and make more informed decisions on time/resource allocations.

The rubric is by no means a system to judge the success of a library's scholarly communications. We intend for it to be a tool that libraries can use to determine benchmark progress and plan future directions in service development and growth. Libraries may also use the rubric to guide their efforts in capturing data points to demonstrate the value and impact of the library's scholarly communication services. Furthermore, when having conversations with campus stakeholders, libraries can use the rubric to frame the discussions, gathering input to determine the most meaningful, effective and efficient approaches in providing scholarly communication services to meet campus community needs.

We also acknowledge that every institution is unique with a localized culture. The rubric is intended to capture the comprehensive landscape of scholarly communication services and offer a tool to help libraries engage in reflective practice with the unique lens of the local campus context to ultimately determine the best way forward for all the parties involved. Not all areas will apply simultaneously, nor should they, as each academic library engages in a campus-specific approach within the confines of finite time, resources, and staffing.

## **SCAF Core Services Rubric**

The SCAF Core Services Rubric\* assesses scholarly communication services across five areas of emphasis, including institutional repository management, publishing services, copyright services, data management services, and assessment and impact metrics. These areas are influenced by the NASIG Core Competencies, but are meant for use in reviewing programs or services, not individuals or liaisons, as the NASIG Core Competencies are intended.

### Glossary:

- Institutional repository management: Includes collecting, storing, and preserving research; scholarship and creative activities outputs from the campus in a platform with file management; metadata for discovery; and analytics to assess usage.
- Publishing services: Library may be involved with various publishing services including open access education and training; hosting or support for journals, books, open educational resources, conference proceedings, or digital scholarship outputs.
- Copyright services: May include copyright advice or guidance offered by library specialists, outreach and training, and general knowledge of copyright as it pertains to academia.
- Data management services: Includes offering advice or guidance on data management plans for funding applications, providing storage or description, or offering of third party data services.
- Assessment and impact metrics: Providing assistance to authors to determine research impact, whether through citation counts, journal impact factor, or altmetrics. This may also include providing assistance with faculty profile systems or academic social networks.

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Areas of Emphasis	Established	Developing	Beginning	Considering	Not Appropriate
	(Campus adoption)	(Library adoption)	2	1	0
Institutional Repository Management	4 Adoption of the institutional repository across the campus is mandated or is well-used across departments and programs. Statistics show increasing downloads and pageviews. Outreach and instruction campaigns occur frequently and a team of people are assigned to manage the functions of the institutional repository. The campus is committed to funding the software or resources necessary to maintain the repository. The library has documented procedures for depositing all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	An institutional repository exists, certain faculty or programs are depositing content, and usage statistics are generated. Technical skills are adequate to maintain the repository. Outreach and instruction campaigns occur. At least a combined equivalent of one person's time is assigned to managing the functions of the institutional repository. The library is committed to funding the software or resources necessary to maintain the repository. The library has begun to develop recommendations for depositing all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	Personnel have participated in training on trends in institutional repository management or developed technical skills to support a service. Plans for outreach and instruction have begun.	Personnel are aware of trends in institutional repository management, the skill sets, and potential staffing required for such work. Administration may have assigned an individual or a team to begin looking at the service.	Personnel have no background knowledge or technical skills to address this area of emphasis. Service may be offered elsewhere (consortially or another department) or no demand exists.

### SCAF Core Services Rubric

Areas of Emphasis	Established (Campus adoption) 4	Developing ( <i>Library adoption)</i> 3	Beginning 2	Considering 1	Not Appropriate 0
Publishing Services	The library hosts campus publications and/or provides consultations and workshops on author rights and where to publish frequently. Outreach and instruction campaigns occur frequently and at least the combined equivalent of one person's time is assigned to managing publishing services in the library. The campus is committed to funding the software or resources necessary to maintain publishing services. The library has documented procedures for hosting or publishing all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	The library may host or advise on hosting for campus publications, and/or provide consultations or workshops on author rights or where to publish. Technical skills are adequate to maintain the publishing services. Outreach and instruction campaigns occur. At least a combined equivalent of 50% of one person's time is assigned to managing the functions of the publishing services. The library is committed to funding the software or resources necessary to maintain publishing services. The library has begun to develop recommendations for hosting or publishing all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	Personnel have participated in training on trends in library publishing services or developed technical skills to support a service. Plans for outreach and instruction have begun.	Personnel are aware of trends in publishing services, the skill sets, and potential staffing required for such work. Administration may have assigned an individual or a team to begin looking at the service.	Personnel have no background knowledge or technical skills to address this area of emphasis. Service may be offered elsewhere (consortially or another department) or no demand exists.

Areas of Emphasis	Established (Campus adoption) 4	Developing (Library adoption) 3	Beginning 2	Considering 1	Not Appropriate 0
Copyright Services	The library advises frequently on copyright and/or provides consultations or workshops on copyright topics. Outreach and instruction campaigns occur frequently and at least the combined equivalent of one person's time is assigned to managing copyright services in the library. The campus is committed to funding the software or resources necessary to maintain copyright services. The library considers strategies for revisiting copyright including strategies to make as much as possible accessible and to appropriately exercise fair use.	The library may advise on copyright and/or provide consultations or workshops on copyright topics. Competency and/or technical skills are adequate to maintain the copyright services. Outreach and instruction campaigns occur and at least a combined equivalent of 50% of one person's time is assigned to managing the functions of the copyright services. The library is committed to funding the software or resources necessary to maintain copyright services.	Personnel have participated in training on trends in library copyright services or developed competency or technical skills to support a service. Plans for outreach and instruction have begun.	Personnel are aware of trends in copyright services, the skill sets, and potential staffing required for such work. Administration may have assigned an individual or team to begin looking at the service.	Personnel have no background knowledge or technical skills to address this area of emphasis. Service may be offered elsewhere (consortially or another department) or no demand exists.

Areas of Emphasis	Established (Campus adoption)	Developing (Library adoption)	Beginning 2	Considering 1	Not Appropriate 0
	4	3			
Data Management Services	The library provides	The library may provide	Personnel have	Personnel are aware	Personnel have no
	feedback frequently on data	feedback on data	participated in	of trends in data	background knowledge
	management plans and/or	management plans and/or	training on trends	management	or technical skills to
	provides consultations or	provide consultations or	in library data	services, the skill sets,	address this area of
	workshops on data	workshops on data	management	and potential staffing	emphasis. Service may
	management, storage, or	management, storage or	services or	required for such	be offered elsewhere
	description. Outreach and	description. Technical skills	developed	work. Administration	(consortially or another
	instruction campaigns occur	are adequate to maintain the	technical skills to	may have assigned an	department) or no
	frequently and at least the	data management services.	support a service.	individual or team to	demand exists.
	combined equivalent of one	Outreach and instruction	Plans for	begin looking at the	
	person's time is assigned to	campaigns occur and at	outreach and	service.	
	managing data	least a combined equivalent	instruction have		
	management services in the	of 50% of one person's time	begun.		
	library. The campus is	is assigned to managing the			
	committed to funding the	functions of the publishing			
	software or resources	services. The library is			
	necessary to maintain data	committed to funding the			
	management services. The	software or resources			
	library has documented	necessary to maintain data			
	procedures to offer data	management services. The			
	management services for all	library has offered data			
	types of scholarly outputs,	management services for all			
	including creative works,	types of scholarly outputs,			
	public scholarship, and	including creative works,			
	other types regardless of	public scholarship, and other			
	how traditional research	types regardless of how			
	impact is measured. The	traditional research impact is			
	library offers training on the	measured. The library may			
	impact data collection has	have offered training on the			
	on the privacy and agency	impact data collection has			
	of human subjects.	on the privacy and agency of			
		human subjects.			

Areas of Emphasis	Established (Campus adoption)	Developing (Library adoption)	Beginning 2	Considering 1	Not Appropriate 0
	4	3			
Assessment and Citation or	The library frequently	The library may provide	Personnel have	Personnel are aware	Personnel have no
Alternative Metrics	provides consultations or	consultations or workshops	conducted training	of trends in	background knowledge
	workshops on research	on research impact, faculty	on trends in	assessment and	or technical skills to
	impact, faculty profile	profile systems or networks.	assessment and	impact metrics, the	address this area of
	systems or networks.	Outreach and instruction	impact metrics or	skill sets, and	emphasis. Service may
	Outreach and instruction	campaigns occur and at	developed	potential staffing	be offered elsewhere
	campaigns occur frequently	least a combined equivalent	competency or	required for such	(consortially or another
	and at least the combined	of 50% of one person's time	technical skills to	work. Administration	department) or no
	equivalent of one person's	is assigned to managing the	support a service.	may have assigned	demand exists.
	time is assigned to	functions of assessment and	Plans for outreach	an individual or team	
	assessment and impact	impact metrics for scholarly	and instruction have	to begin looking at the	
	metrics for scholarly	communication in the library.	begun.	service.	
	communication in the	The library is committed to			
	library. The campus is	funding the software or			
	committed to funding the	resources necessary to			
	software or resources	maintain assessment and			
	necessary to maintain	impact metrics. The library			
	assessment and impact	has begun to develop			
	metrics. The campus uses	recommendations for			
	data the library creates and	showing and sharing citation			
	acknowledges the library	and alternative metrics for all			
	for this effort. The library	types of scholarly outputs,			
	has documented	including creative works,			
	procedures for showing	public scholarship, and other			
	and sharing citation and	types regardless of how			
	alternative metrics for all	traditional research impact is			
	types of scholarly outputs,	measured.			
	including creative works,				
	public scholarship, and				
	other types regardless of				
	how traditional research				
	impact is measured.				
	impact is measured.				