

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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SCAF Core Services Rubric

Areas of Emphasis	Established (<i>Campus adoption</i>) 4	Developing (<i>Library adoption</i>) 3	Beginning 2	Considering 1	Not Appropriate 0
Institutional Repository Management	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.

Areas of Emphasis	Established (Campus adoption) 4	Developing (Library adoption) 3	Beginning 2	Considering 1	Not Appropriate 0
Publishing Services	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Areas of Emphasis	Established (<i>Campus adoption</i>) 4	Developing (<i>Library adoption</i>) 3	Beginning 2	Considering 1	Not Appropriate 0
Copyright Services	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Areas of Emphasis	Established (<i>Campus adoption</i>) 4	Developing (<i>Library adoption</i>) 3	Beginning 2	Considering 1	Not Appropriate 0
Data Management Services	The library provides feedback frequently on data management plans and/or provides consultations or workshops on data management, storage, or description. Outreach and instruction campaigns occur frequently and at least the combined equivalent of one person's time is assigned to managing data management services in the library. The campus is committed to funding the software or resources necessary to maintain data management services. The library has documented procedures to offer data management services for all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured. The library offers training on the impact data collection has on the privacy and agency of human subjects.	The library may provide feedback on data management plans and/or provide consultations or workshops on data management, storage or description. Technical skills are adequate to maintain the data management 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 publishing services. The library is committed to funding the software or resources necessary to maintain data management services. The library has offered data management services for all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured. The library may have offered training on the impact data collection has on the privacy and agency of human subjects.	Personnel have participated in training on trends in library data management services or developed technical skills to support a service. Plans for outreach and instruction have begun.	Personnel are aware of trends in data management 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) 4	Developing (Library adoption) 3	Beginning 2	Considering 1	Not Appropriate 0
Assessment and Citation or Alternative Metrics	The library frequently provides consultations or workshops on research impact, faculty profile systems or networks. Outreach and instruction campaigns occur frequently and at least the combined equivalent of one person's time is assigned to assessment and impact metrics for scholarly communication in the library. The campus is committed to funding the software or resources necessary to maintain assessment and impact metrics. The campus uses data the library creates and acknowledges the library for this effort. The library has documented procedures for showing and sharing citation and alternative metrics for all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	The library may provide consultations or workshops on research impact, faculty profile systems or networks. 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 assessment and impact metrics for scholarly communication in the library. The library is committed to funding the software or resources necessary to maintain assessment and impact metrics. The library has begun to develop recommendations for showing and sharing citation and alternative metrics for all types of scholarly outputs, including creative works, public scholarship, and other types regardless of how traditional research impact is measured.	Personnel have conducted training on trends in assessment and impact metrics or developed competency or technical skills to support a service. Plans for outreach and instruction have begun.	Personnel are aware of trends in assessment and impact metrics, 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.