



**Scholarly Communication  
Assessment Forum**————

# **Evaluating Scholarly Communication Programs at Large Master’s Level Institutions: Findings from the IMLS-Funded Scholarly Communication Assessment Forum (May 2020)**

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April 2022



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# Scholarly Communication Assessment Forum Project Team

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- Allegra Swift | Scholarly Communications Librarian, University of California, San Diego
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# Introduction to the Scholarly Communication Assessment Forum (SCAF)

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 support these facets of the research lifecycle as “scholarly communication” services. A growing number of libraries have invested in personnel, software, and other resources to advance these programs, including those from M1 Carnegie-classified public institutions.

Sacramento State University and San José State University sought and were awarded an Institute of Museum and Library Services (IMLS) National Forum grant ([LG-35-19-0066-19](#)) to assess scholarly communication programs at M1 Carnegie-classified public institutions.

By convening the “Scholarly Communication Assessment Forum,” or “the Forum,” the principal investigators aimed to assemble a variety of library practitioners, assessment experts, and campus stakeholders at M1 institutions to solicit their recommendations for quantitative and qualitative measures that could be used when reporting academic libraries’ scholarly communication engagement and impact.

The Forum added further insight on the value and assessment of M1 scholarly communication programs within their local contexts beyond output measures, like simple counts of consultations, workshop attendance, or repository downloads or growth. Some of the key characteristics of M1 or Masters’ level institutions – having a teaching and learning focus, serving a diverse study body, and lacking the financial resources, staffing, and infrastructure of research-intensive institutions – inevitably impact how M1 institutions conceive, select, and carry out their local scholarly communication initiatives.

The Forum was preceded by:

- Three focus group interviews with 20 scholarly communication librarians from M1 Carnegie-classified institutions to learn more about current provision and assessment of scholarly communication services, as well as observed gaps in service delivery (Fall 2019); and
- Thirteen in-depth interviews with campus stakeholders who had administrative and budgetary responsibilities, and represented units like research offices, offices for sponsored research, and offices for graduate studies and research (Winter 2019 and Spring 2020). The interview questions sought perceptions of the library’s scholarly communication programming that targeted the different stages of the research lifecycle<sup>1</sup>.

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<sup>1</sup> The project leads used [University of Central Florida’s Research Lifecycle](#) to depict the various stages of the research lifecycle and to prompt discussion about the library’s past, current, and future activities in each area.

Input from the focus groups and interviews influenced the Forum's schedule and content; some focus group participants were subsequently invited to present on specific topics. The Scholarly Communication Assessment Forum was held virtually from May 4-5, 2020 (Appendix A), with 43 people in attendance (Appendix B). Twenty presenters spoke across seven panels that spanned five topical areas. Faculty stakeholders and campus stakeholders were invited to share their thoughts and suggestions as to how M1 libraries could better meet diverse campus needs and report on their progress and impact. Attendees reflected upon and shared their individual institutional contexts, and provided potential data points for assessment purposes (Appendix C). This white paper summarizes the content discussed at the Forum, provides suggestions for future directions, and presents a draft engagement matrix (Appendix D) and draft services rubric (Appendix E) for holistic evaluation of scholarly communication programs at M1 institutions.

## **Theme 1. The Institutional Repository (IR) is Key**

A major topic of discussion at the Forum involved the myriad of ways in which the institutional repository (IR) could be utilized to address M1 needs and areas of emphasis.

Depending on the university, the IR served a variety of functions: providing access to faculty publications and datasets, repository for student electronic theses and dissertations, open access journal publishing platform, showcase of student work, and dissemination channel of university intellectual assets.

The IR was valued by M1 faculty who needed to meet funder data requirements. By addressing faculty needs for data deposit, librarians could further discuss data management plans, proper stewardship of resulting data sets, and leveraging the IR to facilitate worldwide dissemination of output. Faculty appreciated that data sets could be deposited to the IR to fulfill funder data mandates and that librarians could supply the necessary language about data management in grant proposals.

The IR could further support campus undergraduate research initiatives by showcasing student work, enabling students to view peers' contributions, and possibly imagine their own participation. For first-generation students who are new to the research enterprise and publishing, posting to the IR can offer valuable educational opportunities to have structured conversations about licensing, copyright, and distribution without having to disseminate work through traditional forms of peer-reviewed journal articles with their relatively high bars for entry.

The IR could also be used to support growth of open educational resources (OER) and open access journal publishing. OER, or teaching and learning materials that are shared under expansive use licenses, have been increasingly featured as alternatives to costly textbooks. With large populations of first-generation and federal aid-eligible students, M1s are leaders in these equity-driven initiatives. The IR can serve as a local solution for managing and hosting OER. As faculty pursue more open access publishing opportunities and even seek to establish open access journals, the role and contents of the IR may expand to encompass greater teaching, learning, and scholarly endeavors.

## **Theme 2. M1 Libraries are Uniquely Situated to Promote and Contextualize Campus Scholarship**

Forum participants discussed the importance of the library's efforts to build campus awareness of institutional scholarship and research through annual reporting. Faculty and campus stakeholders were in agreement that librarians were uniquely poised to comprehensively collate, contextualize, and preserve the publications, grants, and other scholarly products/contributions of the campus. Annual reporting could aid campus efforts to communicate faculty achievements and reach, and establish baselines for scholarly output. Librarians possessed the skills and were conversant with the tools to perform these activities, and libraries served all students, faculty, and staff. Inherent in these conversations were a high regard for libraries and their ability to provide objective, neutral information.

Annual reports and bibliographies could further surface campus publishing trends, disciplinary differences in output, accessibility, scholarly impact, and integration in the teaching and learning enterprise. With M1 institutional focus on student success and retention, publications with student authors, for example, could be annotated to highlight the high-impact practice of student involvement in faculty-led research. Tracking the impact of research is multifaceted, and libraries could assist with the collection and interpretation of various data streams. It was noted that universities, on the whole, need to do a better job of tracking how student participation in research experiences influence student success and future career measures. Internally, libraries could identify outreach opportunities to faculty about pertinent library programming, including author rights, open access, and using the institutional repository for self-archiving.

If libraries assume a larger role in assisting in campus reporting, it will be increasingly important to identify assessment measures and determine how to report on successes. Depending on the manner of the service, multi-level assessments can be leveraged to acquire quantitative and qualitative inputs, user satisfaction with programming, and general impact. Other suggested measures included pre- and post-tests, formative evaluations, summative assessment, and telling meaningful stories to complement quantitative measures.

Unlike research-intensive institutions that focus on impact factors and other prestige indicators with their inherent biases, M1s should prioritize more holistic evaluations of scholarly impact. The attendees felt a particular responsibility to serve and provide access to faculty work to their immediate regional community as a high degree of their research and scholarship was situated in their locality. It was further emphasized that as M1 institutions primarily educate practitioners, there may be fewer opportunities for high citation counts and an extant need to support current awareness and best practices among alumni field professionals.

## **Theme 3. Measuring Scholarly Communication “Embeddedness”**

At M1 institutions, the number of dedicated library employees who are working on scholarly communication activities may be limited. Thus, it was emphasized that libraries need to facilitate scholarly communication learning and training opportunities among all library staff and faculty to promote a base understanding of the multifaceted nature of activities under the scholarly

communication umbrella. With a stronger scholarly communication foundation, more library employees beyond those whose functions and titles are directly tied to scholarly communication could provide assistance. This could lead to improved and more equitable distribution of work, diversity in thought and approaches in programming, and enhanced interdepartmental synergy across library services, programs, and resources. This would complement the liaison librarian model, which provides another level of embeddedness through individual, discipline-specific consultations and outreach on topics like where to publish, funding opportunities, and broadening one's impact.

Forum participants stressed the importance of strong relationships with faculty and campus units, and identified participation in campus committees as opportunities for outreach, education, professional development, and advocacy. It was argued that embeddedness in the institution could be simply measured in terms of (non)existing relationships and collaborations with campus units. Were the local centers for faculty excellence partnering with the library on programming, like writing groups, authors' rights, and peer review? Did the office of research refer data management queries to the library? Frequent collaboration indicated strong relationships and acknowledgement of the library's value to supporting faculty growth and fulfilling institutional priorities.

Campus committees were another critical area for embeddedness, particularly if library participation was formalized. Through these venues, library employees could provide a unique perspective to discussions and, as appropriate, highlight scholarly communication topics and activities. For example, in providing feedback on a campus intellectual property policy, one M1 librarian was able to lead advocacy discussions about student copyright and research data. Structural embeddedness through recognition in committee and governance structures was in and of itself an achievement, and it was acknowledged that outreach, education, and collaborative opportunities were greatly enhanced with its conferral.

Librarian-taught courses offer another way for libraries to integrate structured and formalized scholarly communication instruction into undergraduate and graduate curricula. With credit-bearing courses, librarians could engage students on many topics: copyright, trademarks, and patents; open science and open access; data visualizations; and citizen science. Students could consider dissemination through a wide range of publications and formats that use data in diverse ways for education and science communication purposes.

With a focus on student equity concerns, participants indicated that their M1 institutions were increasingly investing in affordability initiatives. Integrating open or free materials, like OER, library resources, and green open access faculty publications, into the curriculum as course materials was another facet of embeddedness. Librarians are promoting and assisting faculty with the creation, selection, and use of OER. These activities are improving faculty's understanding of OER, facilitating faculty development and choice in course materials adoption, and supporting students with textbook affordability.

## **Barriers to Library Success**

### **Lack of Alignment with Strategic Plans and Staffing**

Among the attendees, it was noted that scholarly communication activities were not well reflected across their library strategic plans. Furthermore, very few participants could make connections between library scholarly communication activities and the university strategic plan. This often made it difficult to justify new hires for burgeoning scholarly communication service and programmatic areas, and the lack of alignment with strategic plans could affect library staffing.

Attendees also noted that there was uncertainty as to how scholarly communication activities should be carried out and by whom. For institutions with a dedicated scholarly communication librarian, there could be a tendency to expect that individual to assume all scholarly communication inquiries and activities. Overall programmatic effectiveness, however, was impacted by how well other library colleagues were integrated in supporting scholarly communication activities, initiatives, and programs. With mention in the library strategic plan, there was a greater imperative to integrate scholarly communication support into more library employees' job responsibilities, though it was cited that there could be resistance from library colleagues who viewed their work within traditional paradigms.

### **Faculty and Campus Stakeholders Lack Awareness of Library Services and Support**

Faculty and campus stakeholders were largely unaware of library services, resources, and programs until they had an express need that could be fulfilled by the library. Many faculty and external stakeholders indicated that they had only become aware of the library's efforts in scholarly communication after they had sought specific services, like data management plan assistance.

Prior to these instances, faculty and campus stakeholders emphasized that it was difficult to know the current offerings of the library. They valued librarians' support to students, but they had not considered that libraries could assist them in their research, scholarship, and grant-seeking activities. It was further noted that the library was simply not seen as a natural partner or leader in this area, or a provider of these services. Some stakeholders were unaware of how library services were evolving to meet these emerging areas of scholarly communication.



## Future Directions

### Faculty and Campus Stakeholder Priorities

Faculty stakeholders were largely satisfied with the library's support of student outcomes. However, library support of faculty research and scholarship could be improved. While faculty valued existing access to resources, there was a desire for increased access to scholarly resources. It was acknowledged that this desire had to be balanced with competing collection priorities. It was also suggested that the library view their activities with a pedagogical lens and provide a structure for faculty engagement to improve teaching and learning. This would further bolster the scholarship of teaching and learning as valuable and impactful activities at M1 institutions.

Campus stakeholders identified several priorities for their respective M1 institutions: improved opportunities for faculty collaboration, support for data management plans, education about unscrupulous publishers, creating awareness alerts to ensure currency with literature reviews, and improving faculty knowledge on ownership, copyright, and intellectual property.

Understanding that collaborations were fundamentally relational, there was an emphasis on facilitating opportunities to connect with others, particularly for early career faculty. This could accelerate cross-disciplinary collaboration and foster grant competitiveness.

Supporting the creation of data management plans was an important area of focus. Bolstering faculty's understanding of how to manage their data and determining the digital repositories that would amplify their research impact would tremendously help in writing competitive grants. Libraries were a natural partner in fulfilling these priorities, as well as providing and interpreting analytics on data usage, which could be used to further develop grant proposals.

One panelist suggested that libraries focus on educating the faculty about unscrupulous publishers, journals, and conferences. Some faculty have, to their detriment, invested their time and submitted their research to these questionable venues, affecting their ability to progress with retention, tenure, and promotion. Librarians could help faculty avoid these scholarly dangers.

Literature review services and assistance with setting up current awareness alerts were valued because they could lead to competitive grant proposals. Campus stakeholders stated that up-to-date information and articles would do much in addressing funder concerns about older citations.

It was also recommended that libraries should prioritize educating the campus community on author rights and intellectual property. While these kinds of support may not be viewed as necessary for an M1 institution, it was suggested that there were many potential scenarios among faculty, students, and the university for which clarification on ownership could be useful.

## **The Landscape Continues to Change**

The COVID-19 pandemic has presented new challenges and opportunities for libraries. COVID-19 has accelerated the adoption of virtual communications, and highlighted and exacerbated equity concerns, particularly in the area of digital inclusion and materials accessibility. OER have been front of mind for librarians who are advocating for expanded digital access to course content and textbooks in order to mitigate the equity gap among students as they operate in remote and hybrid learning environments.

It is important that the library is poised for the future as the scholarly communication ecosystem continues to evolve. There are growing numbers of librarians and professionals who have “scholarly communication” in their titles or who support digital preservation, digital collections, or research data services. Librarians are wading more fully into negotiating with publishers on the terms of subscription licenses and contracts to promote open access and faculty choice. Most recently, social justice has been used to reframe the work being done by libraries and funders to grapple with foundational issues about knowledge, access, preservation, and inclusion across all of these processes.

## **Center Equity, Diversity, and Inclusion**

While systemic inequities within higher education existed long before our grant project, the awareness of these inequalities has risen over the last two years, exacerbated by the COVID-19 pandemic and racist police action. Many strong library voices have spoken up about the way that systemic inequities permeate librarianship in the United States. The Association of College & Research Libraries (ACRL) published the research agenda “Open and Equitable Scholarly Communications” in summer 2019 to highlight the ways that scholarly communication can perpetuate systems of power. Due to unfortunate timing, this document was not integrated into the Forum’s and project’s activities.

In future projects, this document and its accompanying perspectives should be applied to generate inclusivity; centering this critical framework will help to identify and dismantle the existing structures that often reify power dynamics and structures.

## **Improve Awareness of the Library and Use More Accessible Language**

Libraries need to better promote their existing and nascent scholarly communication services, and leverage the campus’ relational culture. Department chairs should be targeted as a key constituency. Department chairs field a myriad of questions from their faculty, so giving them a comprehensive library overview would help them to become part of the educational infrastructure of the institution. Also, connecting with department chairs in order to secure the ability to present at a departmental meeting eliminates the initial barrier for faculty to reach out to the library first. Faculty and campus stakeholders recommended that libraries frame their programs in the language of the faculty, and center and connect their work to student and faculty outcomes.

### **Improve Data Collection for Enhanced Program Assessment**

Assessment of scholarly communication programs and services is hampered by inconsistent data collection and subsumption in broader data categories. Academic libraries must do more in disaggregating scholarly communication work from general instruction or reference and research services. Scholarly communication programs encompass many discrete services (e.g., literature/systematic review support, publishing support, research impact support, etc.), each replete with a potential corresponding need for librarian skill development; usage of specialized databases, tools, or platforms; and plans for promotion and marketing to faculty.

Greater granularity of data points across education, advocacy, training, and other scholarly communication inputs will aid M1 academic libraries in how they identify, plan, create, implement, and refine existing programming and services. In the future, the authors propose that a standard tool for scholarly communication data points be created and tested using some of the recommendations from this white paper: responsiveness and flexibility to local campus concerns; centering equity, diversity, and inclusion; and the general elevation of scholarly communication data points separate from academic libraries' traditional instructional program. This would do much in assisting a common framework for benchmarking, comparison, and evaluation in scholarly communication.

## Preparing the Matrix and Rubric

### Preparing the Engagement Matrix

A draft engagement matrix (Appendix D) has been developed to contextualize the level of embeddedness and engagement that a library may have with campus partners, as well as the maturity of those services and their corresponding reception.

The authors were influenced by the work of Harland, Stewart, and Bruce (2019) who presented various frameworks for academic libraries' strategic engagement with external stakeholders that accounted for organizational culture and employee readiness. Also, Broughton's (2016) librarian engagement matrix was very helpful in further contextualizing how existing liaison relationships could be contextualized and categorized.

### Preparing the SCAF Core Services Rubric

A draft rubric (Appendix E) has been developed based on the discussions from the Forum and the preceding activities.

The following items further informed the creation of the rubric:

- UCF Research Lifecycle;
- The scholarly communication and digital initiatives rubric in Appendix A from "Demonstrating library impact: Liaison assessment" (Resnis & Natale, 2020);
- The Association of American Colleges & Universities VALUE rubrics;
- The themes and potential areas of emphasis from the NASIG Core Competencies for Scholarly Communication Librarians (2020).

In preparation of the Forum, three focus groups (one held in-person and two virtually) were conducted with librarians. As part of the session, attendees were asked to rate their scholarly communication activities under the stages of Beginning, Developing, or Established and discuss their programs. This helped to frame how librarians were differentiating between the descriptors; these conversations have informed the rubric definitions for levels of engagement. Based on analysis of the focus group results and discussions at the Forum, the project leads also added two additional levels of engagement: Considering and Not Appropriate. These levels of engagement were used as numbered benchmarks (0-4) to rate the service listed within the rubric, similar to the AAC&U VALUE rubrics.

This rubric was framed around the NASIG Core Competencies for Scholarly Communication Librarians. Jennifer Pate, University of North Alabama's Open Education Resources (OER) & Scholarly Communications Librarian, shared how she used these as a framework for developing her scholarly communication skill set during the Forum. Her presentation was highly informative and led to the project team's application of these guidelines in this white paper. This rubric provides a lens by which to evaluate a library's strengths and areas for improvement in the arena of scholarly communication.

## Acknowledgments

The Project Team gratefully acknowledges the comprehensive research lifecycle created by the University of Central Florida. The assorted diagrams and descriptions of each stage were very helpful in framing the conversations with focus groups, campus stakeholders, and Forum participants.

The Project Team would also like to thank C. Jeffrey Belliston, Senior Associate University Librarian for Administrative Services at Brigham Young University, for the extensive list of opportunities and possibilities for assessment across the research lifecycle. Some of these metrics were incorporated in the SCAF Core Services Rubric.

The Project Team is indebted to the focus group, external stakeholders, and Forum participants for their insights, presentations, discussions, and reflections. Their experiences and observations did much to elucidate themes. Furthermore, some Forum participants served as reviewers; they read and provided comments on the draft white paper and rubrics. The Project Team recognizes and appreciates their significant contributions to the grant deliverables. Special thanks go to Charlotte Roh, Reference and Instruction Librarian at California State University, San Marcos, who provided an excellent and critical review of the draft white paper and rubrics. The Project Team is grateful and appreciative of her tremendous work.

Finally, the Project Team would like to extend their thanks to Ashley Sands, Senior Program Officer of the Institute of Museum and Library Services, for her initial feedback and suggestions, and the Institute of Museum and Library Services for the grant funding. This project would not have been possible without their support.

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### Day 1: Monday, May 4th, 8:00 am-3:00 pm

#### 8:00-8:30 am Welcome from the Dean

Introduction & Framing the Forum

#### 8:30-9:15 am Building Awareness of Faculty Scholarship

##### Speakers:

Jennifer Townes

Scholarly Communication Librarian, Georgia College & State University

Erika Bailey

Data & Digital Scholarship Librarian, University of Washington, Tacoma

Nerissa Lindsey

Head of Technical Services, San Diego State University

#### 9:15-10:00 am Measuring Embeddedness in the Institution

##### Speakers:

Jennifer Pate

Scholarly Communications & Instructional Services Librarian, University of North Alabama

Ashley Ireland

Dean, University Libraries, Murray State University

Carmen Mitchell

Scholarly Communication Librarian, California State University San Marcos

#### 10:00-10:10 am Break

#### 10:10-10:45 am Integration in the Curriculum: Librarians Teaching

##### Credit-Bearing Courses

##### Speakers:

Yasmeen Shorish

Data Services Coordinator, James Madison University

Lana Mariko Wood

Health Sciences & Scholarly Communications Librarian, California State University,

East Bay

#### 10:45-11:45 am Faculty Stakeholder Panel

##### Speakers:

Kelly McDonald

Associate Professor, Dept of Biological Sciences & Director, Center for Science and Math Success, California State University, Sacramento

Ron Coleman

Professor, Dept of Biological Sciences & Director, Student Research Center  
California State University, Sacramento

Katherine D. Harris

Professor, Dept of English & Comparative Literature, San José State University

#### 11:45-12:30 pm Discussion

Mapping scholarly communication programs into your library, campus and consortial strategic plan

#### 12:30-1:15 pm Break

#### 1:15-2:15 pm Campus Stakeholder Panel

##### Speakers:

Bill DeGraffenreid

Interim Vice Provost for Faculty Affairs, California State University, Sacramento

Julia Gaudinski

Director of Research Development, San José State University

Yvonne Harris

Associate Vice President for Research, Innovation & Economic Development,  
California State University, Sacramento

Kristel Seth

Director, Office of Research & Sponsored Programs, University of Minnesota, Mankato

#### 2:15-2:55 pm Discussion

Reflecting on input from faculty and campus stakeholder panel:

How can librarians serve them? How does this tie into assessment?

#### 2:55-3:00 pm Wrap Up

## Day 2: Tuesday, May 5th, 8:00 am-2:30 pm

### 8:00-8:15 am Welcome

### 8:15-9:00 am Multifaceted Assessment for Scholarly Communication

#### Speakers:

Jaquelina Alvarez

Graduate Research and Innovation Center (GRIC) Coordinator, University of Puerto Rico, Mayaguez

Ellen Neuhaus

Digital Scholarship Librarian, University of Northern Iowa

Patricia Hswe

Program Officer for Scholarly Communications, The Mellon Foundation of New York

### 9:00-9:35 am Going Beyond Impact Factor

#### Speakers:

Rita Premo

Scholarly Communications Librarian, Sonoma State University

Jenny Oleen

Scholarly Communication Librarian, Western Washington University

### 9:35-10:00 am Break

### 10:00-11:15 am Discussion

Creating scholarly communication "stories" to document and capture anecdotal impact and evidence. How do we measure intangibles, like word of mouth, outreach success, and engagement levels?

### 11:15-12:15 pm Discussion

How could rubrics enable and facilitate academic libraries' ability to identify and flexibly respond to their individual campus' needs?

### 12:15-1:15 pm Break

### 1:15-2:15 pm Continued Discussion

What elements should appear on a rubric that evaluates scholarly communication development and success?

### 2:15-2:30 pm Wrap Up

## Assessment Experts

C. Jeffrey Belliston

Senior Associate University Librarian, Brigham Young University

Margaret Fain

Assessment Librarian, Coastal Carolina University

Carolyn Caffrey Gardner

Information Literacy Coordinator, California State University,  
Dominguez Hills

Merinda Kaye Hensley

Associate Professor & Digital Scholarship Liaison & Instruction Librarian  
University of Illinois at Urbana-Champaign

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## Appendix B - SCAF Attendee List<sup>2</sup>

- Jaqueline Alvarez | Graduate Research and Innovation Center (GRIC) Coordinator, University of Puerto Rico, Mayagüez
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- C. Jeffrey Belliston | Senior Associate University Librarian, Brigham Young University
- Carolyn Caffrey Gardner | Information Literacy Coordinator, California State University, Dominguez Hills
- Emily K. Chan | Associate Dean for Research & Scholarship, San José State University
- Ron Coleman | Professor, Department of Biological Sciences & Director, Student Research Center, California State University, Sacramento
- Bill DeGraffenreid | Interim Vice Provost for Faculty Affairs, California State University, Sacramento
- Daina Dickman | Scholarly Communication Librarian, California State University, Sacramento
- Margaret Fain | Assessment Librarian, Coastal Carolina University
- Scarlet Galvan | Collection Strategist Librarian, Grand Valley State University
- Julia Gaudinski | Director of Research Development, San José State University
- Katherine D. Harris | Professor, Department of English & Comparative Literature, San José State University
- Yvonne Harris | Associate Vice President for Research, Innovation & Economic Development, California State University, Sacramento
- Merinda Kaye Hensley | Associate Professor/Digital Scholarship Liaison & Instruction Librarian, University of Illinois at Urbana-Champaign
- Alexa Hight | Scholarly Communication Librarian, Texas A&M University-Corpus Christi
- Patricia Hswe | Program Officer for Scholarly Communications, The Mellon Foundation of New York
- Ashley Ireland | Dean, University Libraries, Murray State University
- Heather James | Coordinator, Digital Programs and Scholarly Communication, Marquette University
- Kristin Kerbavaz | Strategic Assessment Librarian, Grand Valley State University
- Nicole Lawson | Associate Dean for Academic Services, California State University, Sacramento
- Nerissa Lindsey | Head of Technical Services, San Diego State University
- Lili Luo | Professor, School of Information, San José State University
- Kelly McDonald | Associate Professor, Department of Biological Sciences & Director, Center for Science and Math Success, California State University, Sacramento
- Anamika Megwalu | Assessment Librarian, San José State University
- Kelly Mihelich | Administrative Support Coordinator, California State University, Sacramento
- Carmen Mitchell | Scholarly Communication Librarian, California State University, San Marcos
- Ellen Neuhaus | Digital Scholarship Librarian, University of Northern Iowa
- Jess Newman | Assessment & Scholarly Communications Librarian, University of Tennessee Health Science Center
- Jenny Oleen | Scholarly Communication Librarian, Western Washington University
- Kristy Padron | Scholarly Communication Librarian, Florida Atlantic University
- Jennifer Pate | Scholarly Communications & Instructional Services Librarian, University of North Alabama
- Rita Premo | Scholarly Communications Librarian, Sonoma State University
- Kristel Seth | Director, Office of Research & Sponsored Programs, University of Minnesota, Mankato
- Yasmeen Shorish | Data Services Coordinator, James Madison University
- Sadie Skeels | Liaison Librarian & Vet Library Manager, Colorado State University
- Traci Stuntz | Zoom Technical Support, California State University, Sacramento
- Allegra Swift | Scholarly Communications Librarian, University of California, San Diego
- Camille Thomas | Scholarly Communications Librarian, Florida State University
- Jennifer Townes | Scholarly Communication Librarian, Georgia College & State University
- Yen Tran | Research Impact Librarian, San José State University
- Lana Mariko Wood | Health Sciences & Scholarly Communications Librarian, California State University, East Bay
- Jane Wu | Systems Librarian, Otterbein University
- Suzanna (Conrad) Yaukey | Associate Dean for Digital Technologies & Resource Management, California State University, Sacramento

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<sup>2</sup> The attendees' titles listed here were current at the time of the Forum.

## Appendix C - Suggested Data Points for Assessment

Divided by Zoom breakout room, attendees discussed one stage of UCF's research lifecycle: Planning; Project Management; Publishing and Presenting; Preserving and Disseminating; and Prestige, Impact, and Discovery. The attendees were asked to consider their respective stage of the lifecycle and identify ways in which they would assess the stage's activities. Additionally, they were asked to propose rubric elements.

This is a general overview of the suggested data points that could be measured:

- Quantity of items, downloads, and usage
- Number and duration of sessions, consultations, or touch points
- Library connections to outputs, including grants or publications
- Audience types and numbers
- Promoted as an official service
- Marketing efforts
- Accessibility of content
- Effectiveness and efficiency of workflows
- IR infrastructure and interoperability
- Services requested
- Embeddedness in the curricula
- Embeddedness of the library in the campus research ecosystem
- User satisfaction with services
- Understanding and tailoring services to meet faculty's disciplinary differences
- Alternative metrics for measuring non-traditional output
- Library development and ability to meet evolving needs of the campus

Some attendees struggled with how rubrics could be applied in this manner. A suggested rubric involved contextualizing the role or existence of faculty cheerleaders, individuals who were highly supportive of the library. It was also emphasized that failure could be both very motivating and educational. Failing could initiate fruitful conversations on how to avoid the same pitfalls in the future.

It was emphasized that customization and scalability were important elements of any rubric, as every institution's priorities and relative resources were different.

## **Appendix D - SCAF Engagement Matrix**

### **How to Use the Matrix**

The matrix aims to help libraries at M1 institutions develop a holistic understanding of where their scholarly communication services stand in terms of library commitment compared to campus interest.

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 matrix can offer a way for libraries at M1 institutions to identify service priorities and make more informed decisions on time/resource allocations.

The matrix 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 matrix 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 matrix 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 matrix 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 Engagement Matrix

The SCAF Engagement Matrix assesses the level of embeddedness of the scholarly communication program at an institution. This can also be used at a service level, to determine embeddedness and engagement of specific and particular services.

### Glossary:

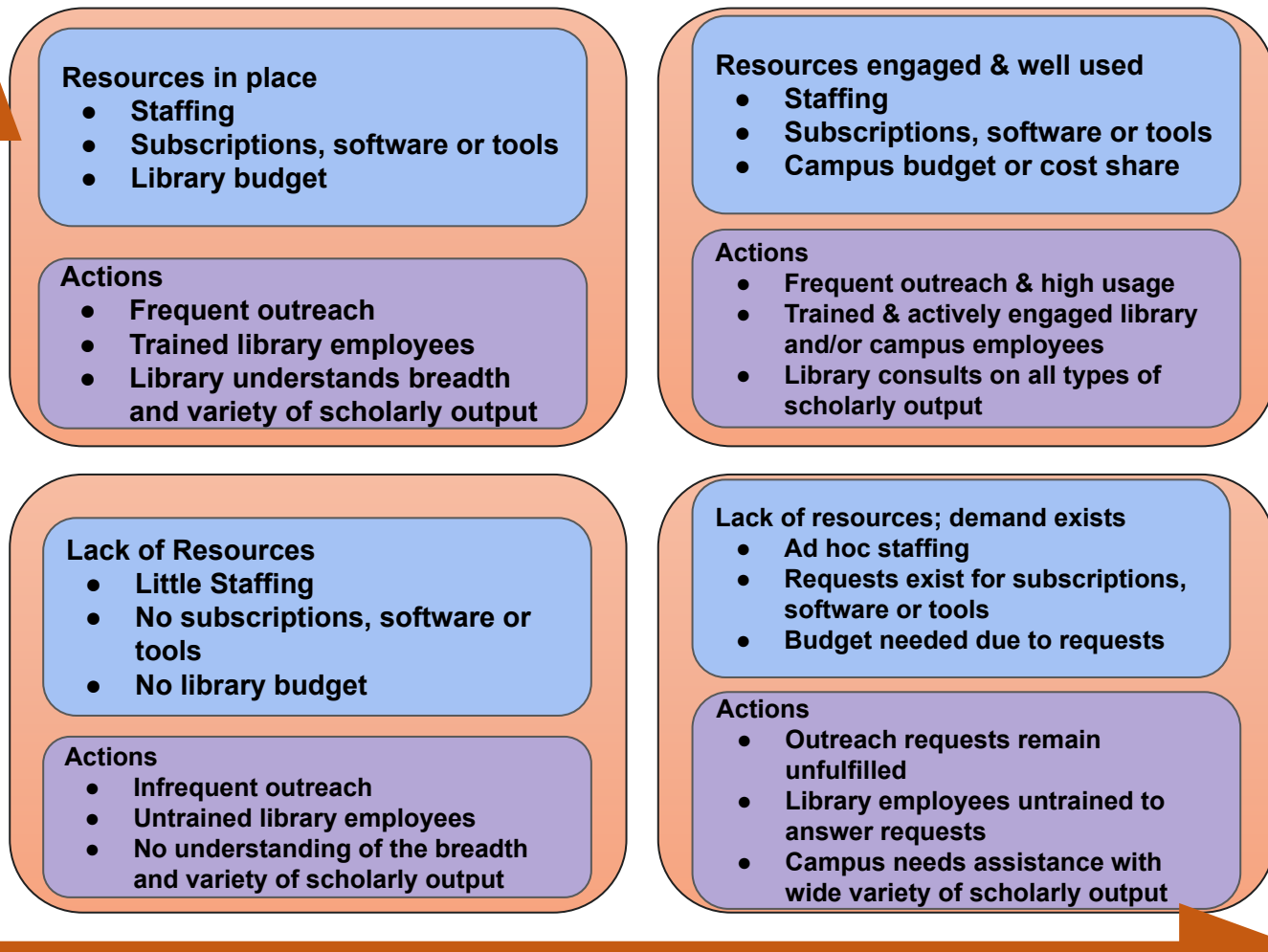
- Staffing: More robust and reliable staffing generally indicates a more mature program and can reflect interest from the campus.
- Outreach: Outreach refers to external-facing services and connection points such as workshops, consultations, websites, LibGuides, and other methods to connect with the campus or greater public. This includes education and advocacy to external stakeholders.
- Training: Training indicates whether or not the library has committed to training library employees. Training can tie into interest, as a more requested service would encourage library administration or other leaders to initiate appropriate training for consideration of initializing services in this area. Training is an internal process.
- Subscriptions: Subscriptions to services or software may indicate library commitment; conversely requests for a specific service or software, if they are continual and from multiple campus stakeholders, may indicate a level of interest in the service or software.
- Budget: Funding either is or is not allocated to this service, which often indicates library and/or campus support. Cost sharing may also be in place across campus departments.
- Understanding of the breadth and variety of scholarly output: Library employees understand that scholarly output across disciplines can vary broadly and that research is a complex term. Library employees have an understanding of what kinds of non-traditional research are being conducted on their campus and how the library might support it.

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**Engagement Matrix**

**Library Commitment**



**Campus Interest**

## **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.

\*This rubric is adapted with a Creative Commons Attribution-ShareAlike license from NASIG. The NASIG Core Competencies for Scholarly Communication Librarians are available here: <https://www.nasig.org/Competencies-Scholarly-Communication>.

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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.



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

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

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