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Scholarly Communication Competencies Self-Assessment

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Start of Block: Intro

[Intro1]
This self-assessment instrument is intended to:

- understand librarian competencies and experiences regarding core areas of scholarly communications in order to improve research support services;
- assist with planning departmental and individual liaison goals related to research and scholarly communication support;
- help inform scholarly communication professional development for the department; and
- create a collaborative, non-punitive, and effective assessment process of research support.

This assessment is best taken on a computer rather than a mobile device.

[Intro2]

Throughout this assessment, you will be asked to rate your skill level on a 4-point scale as pertains to particular topics within eight areas of scholarly communication.

In determining your skill level for a particular item, think of [Bloom's Taxonomy for Teaching, Learning, and Assessment](#), where **Level 1** represents more foundational skills (such as *Remember* and *Understand*) and **Level 4** represents more advanced skills (such as *Evaluate* and *Create*).

Below is additional guidance for how you might conceptualize each skill level:

Level 1	Minimal Skill	Perhaps familiar with some terminology and its place in scholarly communication, but no significant experience in application
Level 2	Basic Skill	Have a solid understanding of the important terminology and concepts of a topic and have had some practice applying these concepts to new situations; often still reliant upon experts or resources
Level 3	Intermediate Skill	Feel comfortable examining new situations and finding evidence to support explanations or conclusions; may still rely on consultation with experts or resources
Level 4	Advanced Skill	Able to critique the nuanced or contested points within the topic; experienced in advising researchers or other librarians on the topic; and/or has created educational items/curriculum on the topic

You will also be asked about the demand that you **personally** experience for each topic (within or beyond your liaison assignment(s)). Only consider up to the past 5 years.

Level 1	No Demand	You are not asked for assistance with this topic.
Level 2	Low Demand	You are asked about this 1-2 times/year.
Level 3	Moderate Demand	You are asked about this 3-5 times/year.
Level 4	High Demand	You are asked about this 6 or more times/year.

If you are newer to your current position, you may mark "Unsure" if you're not yet familiar with the demand for a particular topic.

Click here to open a new tab and keep a copy of these tables open throughout the survey.

End of Block: Intro

Start of Block: Demographics

[0.1] Are you a member of the LRS (Library Research Services) department?
- ○ Yes - member of LRS (1)
- ○ No - member of another department (2)

[0.2] Do you have faculty status?
- ○ Yes (1)
- ○ No (2)

End of Block: Demographics

[1] In the area of **FUNDING** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(1.1) Funding sources available through the University	○	○	○	○	○	○	○	○	○
(1.2) Funding available through state, national, and international sources	○	○	○	○	○	○	○	○	○
(1.3) Grant-related databases and resources for locating funding	○	○	○	○	○	○	○	○	○
(1.4) Office of Research and Sponsored Programs (ORSP) role in supporting the application and allocation process	○	○	○	○	○	○	○	○	○
(1.5) Funding requirements as may affect methodology and publication choices	○	○	○	○	○	○	○	○	○

End of Block: Funding

[2] In the area of **PLANNING & WRITING** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(2.1) Literature review formats and research methodologies, particularly as they relate to various disciplines	○	○	○	○	○	○	○	○	○
(2.2) The research process and how the University Libraries supports the various stages	○	○	○	○	○	○	○	○	○
(2.3) When and where to refer researchers for planning and writing services (Office of Research and Sponsored Programs, Writing Center, IM&T, editing services, Graduate School, etc.)	○	○	○	○	○	○	○	○	○
(2.4) Human subject research and the University IRB process	○	○	○	○	○	○	○	○	○
(2.5) Animal subject research and the University IACUC process	○	○	○	○	○	○	○	○	○
(2.6) Research project planning/execution resources and tools (SAGE Research Methods Project Planner, UNC Social Research Lab, etc.)	○	○	○	○	○	○	○	○	○
(2.7) Citation management tools (Refworks, Zotero, etc.)	○	○	○	○	○	○	○	○	○

[3] In the area of **DATA** as it relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(3.1) Components of a data management plan	○	○	○	○	○	○	○	○	○
(3.2) Best practices for data management	○	○	○	○	○	○	○	○	○
(3.3) Storage, preservation, and sharing of research data	○	○	○	○	○	○	○	○	○
(3.4) Locating sources of data and data sets	○	○	○	○	○	○	○	○	○
(3.5) Data management-related tools (DMPTool, etc.)	○	○	○	○	○	○	○	○	○

[4] In the area of **COPYRIGHT** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(4.1) Copyright law as it relates to teaching	○	○	○	○	○	○	○	○	○
(4.2) Copyright law as it relates to research and publication	○	○	○	○	○	○	○	○	○
(4.3) Making use of exceptions to copyright law (fair use, TEACH Act, etc.)	○	○	○	○	○	○	○	○	○
(4.4) When and how to seek permission from a copyright holder	○	○	○	○	○	○	○	○	○
(4.5) Author rights and ways authors/creators can retain control over their published works	○	○	○	○	○	○	○	○	○
(4.6) Nuances in copyright law as they apply to different formats and types of materials	○	○	○	○	○	○	○	○	○
(4.7) Options for authors and creators to openly share their work (Creative Commons, gnu)	○	○	○	○	○	○	○	○	○

[5] In the area of **PUBLICATION** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(5.1) Full life cycle of publishing	○	○	○	○	○	○	○	○	○
(5.2) Variations in commercial and open access publishing models	○	○	○	○	○	○	○	○	○
(5.3) Open access publishing platforms	○	○	○	○	○	○	○	○	○
(5.4) Object identifying standards such as DOI, ISSN, and ISBN	○	○	○	○	○	○	○	○	○
(5.5) Various forms of author/publisher agreements and what to look for as an author	○	○	○	○	○	○	○	○	○
(5.6) University policies regarding publication and work for hire	○	○	○	○	○	○	○	○	○
(5.7) Assessment criteria for the evaluation and selection of appropriate publication outlets (including predatory practices)	○	○	○	○	○	○	○	○	○
(5.8) Current trends and issues in publication	○	○	○	○	○	○	○	○	○

[6] In the area of **ACCESS & PRESERVATION** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand within past 5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(6.1) The purpose of the University Libraries institutional repository (IR)	○	○	○	○	○	○	○	○	○
(6.2) Types of collections and publications supported by the University Libraries IR	○	○	○	○	○	○	○	○	○
(6.3) Advantages of depositing materials in a repository	○	○	○	○	○	○	○	○	○
(6.4) Resources for determining publisher rules regarding sharing materials in a repository (SHERPA RoMEO, etc.)	○	○	○	○	○	○	○	○	○
(6.5) Awareness of relevant disciplinary repositories	○	○	○	○	○	○	○	○	○
(6.6) Differences between commercial academic social media platforms and institutional/disciplinary repositories	○	○	○	○	○	○	○	○	○

End of Block: Access & Preservation

[7] In the area of **OPEN INITIATIVES** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand in the past 4-5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(7.1) Open initiatives at the University	○	○	○	○	○	○	○	○	○
(7.2) Trends and issues in open access (OA) (preprints, OA mandates, open data, open licensing, etc.)	○	○	○	○	○	○	○	○	○
(7.3) Different levels of open access (green, gold, etc.)	○	○	○	○	○	○	○	○	○
(7.4) Various open advocacy organizations (SPARC, Creative Commons, etc.)	○	○	○	○	○	○	○	○	○
(7.5) The definition of open educational resources (OER)	○	○	○	○	○	○	○	○	○
(7.6) The difference between open access and affordable learning	○	○	○	○	○	○	○	○	○
(7.7) How to locate OER and low-cost resources in liaison disciplines	○	○	○	○	○	○	○	○	○
(7.8) Open pedagogy strategies	○	○	○	○	○	○	○	○	○

[8] In the area of **AUTHORITY & IMPACT** as relates to scholarly communication, rate your skill level on the following topics:

	Your skill level:				Demand in the past 4-5 years:				
	Minimal Skill (1)	Basic Skill (2)	Intermediate Skill (3)	Advanced Skill (4)	No Demand (1)	Low Demand (2)	Moderate Demand (3)	High Demand (4)	Unsure (5)
(8.1) Level at which impact can be measured (item, author, institution, etc.)	○	○	○	○	○	○	○	○	○
(8.2) Methods to describe impact	○	○	○	○	○	○	○	○	○
(8.3) Sources of various impact measures	○	○	○	○	○	○	○	○	○
(8.4) When and how impact is used	○	○	○	○	○	○	○	○	○
(8.5) Scholar profiles and social networks	○	○	○	○	○	○	○	○	○
(8.6) Faculty reporting systems (Digital Measures, etc.)	○	○	○	○	○	○	○	○	○
(8.7) Faculty evaluation, promotion, and tenure policies and procedures at the University	○	○	○	○	○	○	○	○	○