Skills for scholarly communication roles – discussion notes and groupwork outputs from Jisc OA community event in York, 7 February 2019

Data management

- **Core**
  - Attention to detail
  - Flexibility
  - Team working skills
  - Advocacy for policy
  - Training and teaching skills
  - Engagement
  - Defining data in the arts
  - Influencing skills
  - Understanding the research and data lifecycle
  - Data repository depositing and preservation
  - Metadata
  - Licensing and copyright
  - Funder requirements – planning, sharing, DMPs
  - GDPR and data protection
  - Data access statements
  - Institutional IT infrastructure
  - Stakeholder liaison

- **Specialist**
  - Disciplinary specific metadata
  - Metrics – citation
  - Publications processes (journals data policies)
  - IT / Digital / Technical expertise
  - Understanding of ethics and research integrity
  - Anony/pseudo anonymisation techniques
  - Digital preservation
  - Training experience
  - Advocacy and influencing – high level
  - (TDM does not belong)
  - Ability to effectively train / share knowledge within service
Data management

Core

- FLEXIBILITY
- Attention to detail
- Teamwork skills
- ADVOCACY - for policy
- Data engagement
- Defining data in the arts
- Understanding research & data uptake
- Data repository / deposition - methods & preservation
- Fundraising requirements, planning, budget
- Grant & proposal writing
- Data accessibility requirements
- Institutional IT infrastructure
- Standardization

Specialist

- DIVERSITY - ethics, predication, policy
- NETWORK - client
- Prevention, access, (grant & data policy)
- IT/DIGITAL/TECHNICAL EXPERTISE
- Understanding of ethics, research integrity
- Anonymity, pseudonymization, ethics
- Digital preservation, training, expertise
- ADVOCACY (high level)
- DOES NOT REQUIRE
- ABILITY TO EFFECTIVELY SHARE INFORMATION/DATA/RESOURCE
Scholarly publishing ecosystems, traditional and OA

- Ecosystems – what does this bit mean?
- This title doesn’t mean anything – jargon! ...Agree
- Understanding user experience
  o How researchers use information
  o Drivers of OA movement – motivation of stakeholders
  o Research career paths and motivations
- Understanding of academic publishing
  o Subscription models
  o Understanding publishing processes – “librarianly mediation”
  o History of academic publishing? How did we get here? Expert – where do we go now?
    Influence policy
  o Business models / licenses / subscriptions etc
- Ability to communication and adapt communication with people across disciplines
- Ability to understand and convey complex information
- Demystifying jargon and complex language for the end user
- Confidence in being expert in your field
- Confidence to challenge a question
- Managers: empower your staff to have autonomy
- Funding – how does research funding work?
- Keeping up to date with policies and ecosystem changes
- Flexible approach to change

Entry level – understand and apply

Expert level – design, influence and advocate
Scholarly Publishing Ecosystems: Challenges and Opportunities

- Understanding user experience
  - How did user experience evolve?
  - How do user behaviors change?
- Understanding the needs of different stakeholders
  - Authors
  - Readers
  - Libraries
  - Publishers
- Understanding the role of technology in scholarly communication
  - How technology has evolved over time?
  - How does technology impact scholarly communication?
- Understanding the complex interplay of various stakeholders
  - How do different stakeholders interact?
  - What are the key drivers of change?
- Demystifying jargon and complex language
  - How can we communicate with non-specialist audiences?
  - How can we adapt communication strategies?
- Developing a better understanding of academic publishing
  - How do academic publishers differ from commercial publishers?
- Building confidence in being the expert in your field
  - How can we build confidence in our knowledge?
- Developing confidence to challenge and question
  - How can we encourage critical thinking?
- Managing: empowering your staff to make decisions
  - How can we empower staff to make decisions?
- Funding: how do we secure funding?
  - How do we identify funding opportunities?
  - How do we write successful grant proposals?
- History of academic publishing: where do we go from here?
  - How have academic publishing models changed over time?
  - What are the key trends in academic publishing?
  - How do we stay ahead of the curve?
- Business models: licenses, sales, etc.
  - How do business models impact publishing practices?
  - How do we balance financial sustainability with scholarly mission?
- Keeping up to date with policies and standards
  - How do we stay informed about new policies and standards?
  - How do we ensure compliance with various regulations?
Copyright, IP and licensing

HB note – due to nature of flipchart, it was hard to work out what should go in which level

Entry / core

- Broad awareness of CC licences
- Awareness of embargoes
- Judgement when to ask for help
- Influencing skills
- Fact based not my opinion
- Analytical, interpreting, communication skills

Para pro

- Advice on CC licences, appropriate licences and research outputs
- Check ?? to licence has been assigned by publisher
- Check permissions for images / other elements
- Advising on author rights (5-10 years experience)
- Know your exceptions!
- Knowledge of general copyright
- Training design

Expert

- Deliver an institution wide scholarly comms licence
- Liaise with publishers via (inter)national consortia on licences
- High level advocacy – institutional and national
- Policies – creating, implementing and advocacy (incl funder policies)
- Liaison with legal experts

Useful resources

- Read Naomi Korn’s blog
- Jisc copyright list
- Copyseek
- Sparc Toolkit
Copyright, IP and licensing

**ENTRY**
- Broad awareness of CC licenses
- A library of examples

**PARA-PRO**
- Advise on CC licenses appropriate licensing and research outputs
- Check against license metadata
- Advising on author rights

**EXPERT**
- Delivers an instruction role
- Scholarly works, licenses
- Liaise with publishers
- Training, design
- Policies creating implicit advocacy

CORE: ANALYTIC INTERPRETIVE COMMUNICATION SKILLS
- Judgment when to ask for help
- Influence of skills fact based, not my opinion

IsValid

Need work on:
- The O bit
- Scope

Specialist
Assessment and impact

- Different levels of awareness of metrics for core (eg JIF / Altmetrics) and specialist (eg m index)
- Impact case studies and libraries
- User of open metrics (knowledge and advocacy. Specialist with academics
- Contextualise metrics
- Pathways to impact – social media
- Supporting researchers in writing their profiles
- Core – metadata standards, ORCID
- Advanced – ORCID, technical skills
- Advanced – plumbing ORCID
- Responsible metrics – influencing policy, academic reward structure, Plan S, Wellcome OA policy, DORA etc
- Impact of research
  - For REF (specialist)
  - Skills in assessing impact / analysis (core)
  - Data / info organisation and stats (core)
- Impact of research support team
  - Knowledge – skills in assessing impact objectively
- Bibliometrics and altmetrics
  - Evaluation of information relating to metrics (core)
  - Critical information literacy
- Ability to present complex data to a wide range of audiences
- Appreciation of subject differences
- Advanced – stats / calculation of metrics
- Peer review / assessment of research, qualitative v quantitative
- Critical thinking – not all impact is positive
Assessment and impact

1. Different kinds of problems to solve
   - For students
   - For society
   - For researchers

2. Impact on stakeholders
   - People involved
   - Society

3. Use of Open Access
   - Sharing knowledge
   - Accessibility

4. Communication strategies
   - In-person
   - Online

5. Impact and achievement
   - Increase in knowledge
   - Increased interest

6. Use of research impact
   - For funding
   - For visibility

7. Critical thinking
   - Not all impact is positive

- Translation
- Adaptation
- Inception
- Training
Publishing services

Note - Some confusion over what this category meant – some overlap with scholarly ecosystems? (suspect this has come from merging 2 frameworks)

- Assumed this was university presses not publishers
- Publishing expertise
- Where to find the info you need – metadata etc
- Problem publishers / bad metadata
- Background info in how journals work / what is a journal?
- How are conference papers publishes?
- Minimum data needed for each output
- Searching skills – both library systems and outside
- Difference between early view etc
- What is standard licence type? From publisher
- Knowledge of publishing processes
  - differences between publishing books / journals / other outputs
  - How to disseminate published material
- Does publisher make it easy to cite data – data submission policy or publisher
- Internal press and discoverability
- ULRICHs lists indexed journals
- Input data correctly – QA (core)
- Coding skills – personalise / customise existing platforms / systems
- Use of BIBTEX (publisher -> repository metadata transfer)
- Technical IT skills for publishing
- Links to repository management / publishing ecosystems
Publishing Services

CORE - Publishing expertise
Where to find the info you need - metadata, etc.

- Problem publishers - Bad metadata.
- Background info on how journals work / what is a journal?
- How are conference papers published?
- Minimum data needed for each output.
- Difference between - early view, etc.
- What is standard license type? - from publisher.

- Knowledge of publishing processes - Difference between AUP/PEP vs. Books/Journals/Other Outputs

- Does publisher make it easy to cite data?
- Data submission policy of publisher

- Internal press + discoverability
- ULRIChs - lists indexed journals
- Input data correctly / QA
- Coding skills - personalize/customize existing platforms/systems
- Use of BibTeX (publisher -> repository metadata transfer)
- Link to repository management / publishing ecosystems
- Technical (IT) skills for publishing
Repository management

1. Knowledge of OA publishing proceed including institutional / funder policies
2. What are research outputs?
3. Research lifecycle including REF and where the repository sits
4. Confidence to communicate (and challenge) to all levels

Core
- Good communication skills
- Good IT skills
- Attention to detail
- Persuasion, negotiation and influencing
- Flexible – choice of what does not need to be done, not a sausage machine
- Understand different types of research outputs
- Ability to understand and apply policies / rules
- Judgement to know when to decide yourself / escalate

Specialist
- Advocacy
- Supplier liaison
- Web services
- Knowledge of APIs
- RIOXX (funder compliance criteria)
- Innovation
- Horizon scan – forward planning for requirements
- Value – business case
- Digital preservation
- Interoperability / standards
- Propriety formats
- Knowledge of open infrastructure
Knowledge of Open Access & the Publishing process

CORE
  Good communication skills
  Good IT skills
  Attention to detail
  Persuasion & negotiating
  Influencing
  Flexible choice of what needs to be done - not a sausage machine

ADVICE
  Supervision
  Non-technical knowledge
  Knowledge of APP
  RQIA
  Innovation

TECH
  Machine
  Team
  Applies rules
  Judgement

Repository management
What’s missing?

- Understanding the user experience (Carol Tenopir et al) UX work (part of the schol comm ecosystem)
- Catching people PRE publication
- Developing collaborative relationships
- Using schol comms tools / data (assessment and impact)
- Using tools to raise profile of research (assessment and impact)
- Finance info eg VAT (schol pubs ecosystems)
- Repository interoperability
- End user interface
- User experience
- Finding OA from user perspective (CORE / Unpaywall)
- Research context and processes (research lifecycle) (new section)
- V. simple – glossary of terms (CC-BY, name of deals etc)
- REF impact case + studies terminology + impact landscape + bigger picture
- Institutional change (bringing about)
- Students
- Accreditation for mark of repository quality
- Accreditations for researcher REF2021
- Collaboration with each other
- Teaching different audiences – student, researcher, stakeholders
- Standardisation of repositories, skills, services, message -> too many acronyms – CRIS, OA, RDM, REPO, Gold, Green, AAM
- Staff management
- Ranganathan – “save the time of the user” – do our end user interfaces do this?
- Simplicity – keep it simple!
- How do I keep up to date with all this? Share best practice
Understanding the user experience (e.g., Tangir et al.)

Share Best Practice

Why talk to users and research (Assessment & Impact)

Developing collaborative relationships with users (managing feedback)

Finance: Ref, e.g., VAT (Charging Advisory Council)

ACCREDITATION for KEOs/ MARK of QUALITY

STUDENTS

TEACHING different modules

STAFF MANAGEMENT

How do I keep up to date with all this?

Research context + pressures (research lifecycle) (new action)

REF impact case studies, methodology + impact mappings + bigger picture

Ranganathan: "How the one-size fits all way... do our one-size-interfaces do this?"

STANDARDS: DATA, SERVICES, WEB, SAGE (version 3.0)

SUB-TITLE: DO YOU INHIBIT APPLICANTS?

Tax, Research (UK), and more