

Bibliometrics competencies

The lis-bibliometrics community, sponsored by Elsevier, is seeking to develop a community-supported set of bibliometric competencies, particularly for those working in libraries as well as in other related services, such as research offices.

Bibliometrics competency study

Thank you for coming to this page to complete the questionnaire. Full details of the study are set out below. If you have any questions about the project do not hesitate to contact Andrew Cox, a.m.cox@sheffield.ac.uk

About the project

Researchers

Andrew Cox, The Information School, University of Sheffield, UK (a.m.cox@sheffield.ac.uk) .

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Purpose of the research

The lis-bibliometrics community, sponsored by Elsevier, are seeking to develop a community-supported set of bibliometric competencies, for those working in libraries as well as in other related services, such as research offices.

Who will be participating?

We are inviting anyone whose job involves bibliometric work in the HE sector to participate.

What will you be asked to do?

We will ask you to send us your comments on a list of tasks and whether you consider them to be entry level, core or specialist aspects of bibliometrics work.

We will also ask some questions about your role, to allow us to analyse trends across institutions.

What are the potential risks of participating?

The risks of participating are the same as those experienced in everyday life.

What data will we collect?

The data are your responses to the questions.

What will we do with the data?

Your comments on the draft competency model will be saved to the School's Research Data drive. They will be analysed on password protected computers, by the research team only. Anonymised data will be shared on Github.

Will my participation be confidential?

Responses to the questionnaire will not be attributed to any individual or institution. Any identifying information will be excluded.

What will happen to the results of the research project?

The results of this research will be reported in journal papers and at a future lis-bibliometrics event; a summary of the results will also be posted to a University of Sheffield web site and be available by contacting the primary investigator. Anonymised data from the questionnaires will be shared on Github.

By completing and submitting the questionnaire

- I confirm that I have read and understand the description of the research project, and that I have had an opportunity to ask questions about the project, by email.
- I understand that my participation is voluntary and that I am free to withdraw at any time without any negative consequences.
- I understand that if I withdraw I can request for the data I have already provided to be deleted, however this might not be possible if the data has already been anonymised or findings published.
- I understand that I may decline to answer any particular question or questions, or to do any of the activities.
- I understand that my responses will be kept strictly confidential, that my name or identity will not be linked to any research materials, and that I will not be identified or identifiable in any report or reports that result from the research, unless I have agreed otherwise.
- I give permission for all the research team members to have access to my responses.
- I agree to take part in the research project as described above.

Note: If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, please contact Dr Jo Bates, Research Ethics Coordinator, Information School, The University of Sheffield

(ischool_ethics@sheffield.ac.uk), or the University Registrar and Secretary.

There are 33 questions in this survey

A. Awareness raising and responsible use

1 [A]

For each competency, choose whether you consider it to be

a)Entry level – a basic task of bibliometrics, one that a newly qualified professional should be able to perform

b)Core – a core task of bibliometrics, one that an established professional with a responsibility for bibliometrics performs beyond entry level tasks

c)Advanced/ Specialist – a task involving very specialist knowledge and evaluative skills

d)Out of scope of the role

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/specialist	Out of scope
1. Explains the concept of bibliometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Explains the concept of altmetrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advises on which are the appropriate tool(s) for a particular metric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Explains differences in results between metrics based on different tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Explains responsible use as a general set of principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Applies responsible use principles to specific requests/cases and in their own practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Advises on the applicability of metrics to particular disciplines/metadisciplines (e.g. Arts and Humanities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Advises on the usefulness of particular tools to particular disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Understands the potential use of text mining in bibliometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Explains and promotes author identifiers, eg ORCID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Explains and promotes use of the CRIS and the institutional repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Entry level	Core	Advanced/specialist	Out of scope
12. Explains use of Academic SNS such as Researchgate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Explains the benefits of open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 [A14]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

B. Applications of bibliometrics

3 [B]

For each competency, choose whether you consider it to be

a) Entry level – a basic task of bibliometrics, one that a newly qualified professional should be able to perform

b) Core – a core task of bibliometrics, one that an established professional with a responsibility for bibliometrics performs beyond entry level tasks

c) Advanced/ Specialist – a task involving very specialist knowledge and evaluative skills

d) Out of scope of the role

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/specialist	Out of scope
1. Uses bibliometric knowledge to ... recommend where to publish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ... Recommend what to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ...Increase staff bibliometric literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ...Support annual reporting by departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...Promote/employ staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...Evaluate departmental/research centre performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...Allocate funding to departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...Evaluate institutional performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ...Support grant applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ...Guide library collection development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ...Evaluate repository coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ...Support submission to National Research Assessment exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ...Support academic bibliometric research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 [14]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

C. Metrics: About scholars, academic units and institutions

5 [C]

For each competency, choose whether you consider it to be

a) Entry level – a basic task of bibliometrics, one that a newly qualified professional should be able to perform

b) Core – a core task of bibliometrics, one that an established professional with a responsibility for bibliometrics performs beyond entry level tasks

c) Advanced/ Specialist – a task involving very specialist knowledge and evaluative skills

d) Out of scope of the role

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/Specialist	Out of scope
1. Uses bibliometric tools to find metrics on a specific scholar: H-index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses bibliometric tools to find metrics on a specific scholar: G-index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses bibliometric tools to find metrics on a specific scholar: Full and mean citation counts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses bibliometric tools to find metrics for a research group or departmental metrics: description of output (eg quantity, type of publications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Evaluates the quality of research group or department output	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Analyses/benchmarks output in the context of discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Analyses collaboration patterns in a research group or department (including to compare with competitors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Identifies potential strategic partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Identifies the rate of international collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Entry level	Core	Advanced/Specialist	Out of scope
10. Identifies current collaborations with specific other entities eg countries or institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Identifies key scholars in a particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Finds institutional metrics / benchmarks its performance against other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identifies institutional strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Examines trends in institutional performance and advises on improving its ranking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 [15]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

D. Metrics: About journals

7 [D]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/ specialist	Out of scope
1. Uses bibliometric tools to find metrics on an individual journal: JIF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses bibliometric tools to find metrics on an individual journal: 5 year impact factor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses bibliometric tools to find metrics on an individual journal: SNIP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses bibliometric tools to find metrics on an individual journal: Eigenfactor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses bibliometric tools to find metrics on an individual journal: SCImago Journal Rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identifies the top journals in a field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Evaluates likely impact on citation of publishing in a specific journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Identifies a journal's research strengths by key-word analyses of published articles/journal categories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Recommends a journal to publish in purely through bibliometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Recommends a journal to publish in taking into account acceptance rates, turnaround time, publication speed, subscription levels etc as well as bibliometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Entry level	Core	Advanced/ specialist	Out of scope
11. Maintains awareness of departmental recommended journal lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 [D12]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

E. Metrics: About articles/ specific outputs

9 [E]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/specialist	Out of scope
1. Uses bibliometric tools to find citations for a specific article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Evaluates quality of specific article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advises on how to increase citations of articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advises on how to use social media to increase citation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Explains metrics for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Explains metrics for research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10 [E7]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

F. Metrics: About Impact

11 [F]

By impact we mean the effect of research beyond academia.

This is the specific meaning used in the context of the UK's national research assessment exercise (the Research Excellence Framework or REF).

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/specialist	Out of scope
1. Advises on definitions of impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advises on demonstrating impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gathers evidence to support a national research assessment exercise impact case study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 [F4]

Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

G. Bibliometric tools

13 [G1 Bibliomet tools] *

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/Specialist	Out of scope
1. Maintains awareness of the functions of the main bibliometric tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Chooses the right tool for a specific task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Supplies tool providers with current lists of staff members for customized institutional measures and indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Checks completeness of author profiles on WoS or Scopus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Connects institutional repository with WoS or Scopus to determine share of indexed articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 [G2] Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

H. General data handling and presentation tasks

15 [H.]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

Please choose the appropriate response for each item:

	Entry level	Core	Specialist/advanced	Out of scope
1. Downloads, cleans and manipulates bibliometric data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Conducts manual statistical analyses outside of proprietary tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Applies statistical tests of significance to analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Undertakes programming for downloading/manipulating data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Undertakes Network analysis for bibliometrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Undertakes text mining for bibliometric purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Presents data effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16 [H8]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

I. Training, education and advice to users

17 [I]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/ specialist	Out of scope
1. Writes documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Designs online training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Delivers group f2f training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Delivers 1:1 training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Undertakes charged-for consultancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 [I6] Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

J. Systems procurement and use

19 [J]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/ specialist	Out of scope
1. Evaluates systems for the purpose of procurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Researches user needs from bibliometric tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advises on decisions about what bibliometric tools should be subscribed to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advises on decisions about how the institution should use specific tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

K. Policy and strategy

20 [K]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/ specialist	Out of scope
1. Advises on decisions about institutional KPIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advises on decisions about what bibliometric service should be offered to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Explains university ranking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Monitors national policy changes around research evaluation and advising on institutional responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understands the key characteristics of scholarly communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Keeps abreast of current developments in scholarly communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participates in debates about how research quality should be evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Explains the likely role of bibliometrics in the next national research assessment exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Advises on decisions about what a responsible use policy should contain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 [K10]Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

L. Professional skills

22 [L]

For each competency, choose whether you consider it to be

a) Entry level

b) Core

c) Advanced/ Specialist

d) Out of scope

*

Please choose the appropriate response for each item:

	Entry level	Core	Advanced/specialist	Out of scope
1. Works effectively within local institutional culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Creates and sustains professional networks inside the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Creates and sustains professional networks beyond the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Influences others, including senior departmental and institutional managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plans effectively in the context of a rapidly changing environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Works effectively as part of a team with other library staff, colleagues in professional services and researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Learns to update skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Completes work with attention to detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23 [L10] Identify any items in this section you think will be of increased importance in the next 5 years

Please write your answer here:

M. About you

24 [M1]Are you based in a UK institution? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

25 [M2]

What is the name of your university/ institution?

*

Please write your answer here:

26 [M3]How many staff work on bibliometric analysis in your institution, in full time equivalents (FTE)?

Please write your answer here:

27 [M4]Where are you located? *

Please choose **all** that apply:

- ☐ Library
- ☐ Research administration
- ☐ Team leading institutionally on the national research assessment exercise
- ☐ Planning office
- ☐ Other:

28 [M5]

What is your job title ?

*

Please write your answer here:

29 [M6]

How would you summarize the scope of your job?

Please write your answer here:

30 [M7]

What is the core URL for bibliometrics at your institution?

Please write your answer here:

31 [M8]

If you have an Library/Information Studies qualification, did it cover bibliometrics?

Please write your answer here:

32 [M9] Apart from on an LIS course, have you received training in bibliometrics? If so please give brief details.

Please write your answer here:

33 [M10 Open question]

If you want to add any other comments in response to the survey please use this space

Please write your answer here:

Thank you for completing the survey!

We will be publishing our initial model in the next few months via lis-bibliometrics, at a future lis-bibliometrics event and also have a planned presentation at UKSG this year.

01.01.1970 – 01:00

Submit your survey.

Thank you for completing this survey.