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# **CAVAL** **Competencies** **for Academic** **and Research** **Librarians**

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This document is a derivative of “Core Competencies for 21st Century CARL Librarians”, Canadian Association of Research Libraries, Library Education Working Group and Building Capacity Subcommittee, October 2010.

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The document has been amended and adapted for the current Australian context by Julia Leong, RMIT University and Sandra Woods, University of Melbourne with support from the CAVAL Professional Development Interest Group and other key library and information experts in their field.

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## **Foreword**

As Chief Executive of CAVAL it is my pleasure to introduce this work on Competencies for Academic and Research Librarians.

CAVAL is a “for benefit” member-based co-operative of ten Australian academic libraries, most of which are based in the state of Victoria. We provide a range of professional development and networking opportunities for member libraries, including a facilitated mentoring program, a collaborative network of interest groups and communities of practice, and special events such as seminars and workshops on topics tailored to the interests and priorities of our membership.

The authors of this work have been active members of the CAVAL Professional Development Interest Group (CPDIG) over a number of years. Sandra Woods from The University of Melbourne chaired the group from 2013-2016, and Julia Leong from RMIT University is the chair for 2017-2018. CPDIG organises events for member library staff on topics relating to professional practice and skills, and a focus has been on the competencies needed for the changing library and information environment.

This publication provides an up to date overview of the competencies required for libraries to deliver excellent learning and teaching support to their university and research communities. I am delighted that CAVAL is associated with bringing this work to a wider audience.

Dr Michael Robinson  
Chief Executive Officer  
CAVAL Ltd

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## Introduction

These competencies are built on the *Core Competencies for 21st Century CARL Librarians* (2010) which we have amended and adapted for the current Australian library and information context. Our aim is to outline the broad spectrum of organisational competencies that are needed in an academic research library workforce.

This document can be used to:

- understand the skill sets and capabilities of workers in the Library and Information (LIS) sector
- help current and new LIS practitioners to identify their professional and personal developmental priorities
- inform conversations on LIS organisational workforce capabilities needed to provide current and relevant services and resources.

At an organisational level, organisations may wish to ask themselves 'what capabilities should our workforce possess or progress towards' in order to respond to change and to offer new services or products of relevance to their clients or communities. An organisation may need most or all listed competencies within its workforce. It is important to note, however, that there is no expectation that each individual library and information professional will be an expert in all of the competencies listed. An individual will need to determine appropriate competencies for their current work, for likely future work, and to fulfil their career ambitions.

This document will be useful to identify knowledge, experience, skill, and attitudinal areas where there is potential for improvement through organisational, team and individual training and professional development.

## Methodology

The first step in developing these competencies was to search for existing national and international library and information services competency documents of potential relevance to the academic research library environment. These were studied and compared to assess their fit with the current Australian library and information scene. The CARL ABRC *Core competencies for 21st century CARL librarians* (2010) were assessed to be the closest fit. These were available for use under a Creative Commons Attribution - NonCommercial - ShareAlike license.

A literature review was undertaken to identify emerging trends regarding competencies needed in the library and information services field with particular attention given to possible gaps in existing standards. This unpublished review focused on 2012-15 literature and relevant new literature has been monitored through to mid-2017. The review identified a number of new areas which have been included in this document. It also illuminated current terminology to assist in updating the CARL work.

The scope of this work is limited to an overview of the skill sets needed by Australian academic and research librarians. The authors found it

challenging to balance the need for brevity with a desire to highlight current new areas of interest and have erred towards the latter. For any topic this document serves as a starting point and readers are encouraged to consult more sources for areas of relevance to them. There are a variety of useful publications offering more detailed competency lists for specific aspects of library and research work. A number of these have been highlighted in the annotated bibliography.

## ***Acknowledgements***

The authors were aided by expert advice and review from many colleagues including the CAVAL Professional Development Interest Group members and a number of experts from Victorian academic libraries who helped determine major categories and identify additional pertinent competencies. Notwithstanding this, the authors take full responsibility for the final version.

**Particular thanks go to the following for their expert input.**

CAVAL Professional Development Interest Group members (2016-17) - Adrian Gallagher, Victoria University; Wendy Hoyle, University of Tasmania; Janine Epps, Deakin University; Angela Lang, Monash University; Anatolij Lisov, Swinburne University; Kerry Wilson, Federation University; Geoff Payne and Linda Sheridan, La Trobe University; Djamila Hacene, University of New South Wales; Louise Dick and Linda Rooney, CAVAL Limited.

**The following people, listed in chronological order of their first input, also provided expert advice.**

Tanya Bramley, RMIT University; Helen Thomson, University of Melbourne; Annette Sullivan, RMIT University; Simon Huggard, La Trobe University; Anna Rubinowski, Monash University and ALIA Student and New Graduates Group National Co-convenor; Janette Burke and David Groenewegen, Monash University; Fiona Salisbury, La Trobe University; Sabina Robertson, Deakin University; and Deirdre Gillespie and Stephen Gillespie, RMIT University.

The authors also consulted with Judy Brooker, Director of Learning, Australian Library and Information Association.

## Core competencies for academic and research librarians

With differences in emphasis depending on the nature of the individual academic/research library, the following is presented as a holistic compendium of core competencies for librarians working in academic libraries in an intense research environment.

### 1. *Context Knowledge*

Librarians in the sector should have a strong foundational knowledge of:

- a. **The social, cultural, economic, political, legal and information environment within which they work**
- b. **Librarianship and professional practice**
  - The ethics and values of the library and information profession
  - The role of the library in the promotion of intellectual freedom through the development, management and preservation of the scholarly research record.
- c. **The library or library system within which they work**
  - Structure (the divisions, departments, units)
  - Decision making bodies and processes
  - Advisory committees
  - Budget process
  - Key policies and procedures
  - Key collection strengths (subject areas, formats, etc.)
  - Key services for students, faculty, scholars and the general public.
- d. **The larger institutional organisation**
  - The campus environment
  - Organisational structure and library context
  - Key institutional decision making bodies and processes
  - Institutional budget process / how funding is allocated within the university
  - Institutional mission, goals and objectives including key current strategic directions.
- e. **The extra-institutional environment**
  - Regional, provincial, national and international organisations which affect library organisation and operation (e.g. QULOC, CAVAL, WAGUL, CAUL).
- f. **The higher education environment at various levels**
  - Funding processes
  - Regulation.
- g. **Scholarly communication models and practices**  
(including institutional repositories, open access journals, data management).

**h. Legal issues related to the academic library environment**

- Knowledge of copyright and other intellectual property provisions (basic understanding of copyright legislation and how it applies to libraries – reserves, photocopying, etc.)
- Privacy compliance (including for data sharing)
- Occupational Health and Safety
- Equity and Diversity legal requirements, including for clients with a disability or special needs.

## **2. *Personal Skills***

All academic and research librarians should have the following attributes, skills and competencies:

### **Attributes**

- **Adaptability** – flexibility and eagerness for new experiences and knowledge
- **Emotional and social intelligence** – demonstrating interpersonal skills, understanding of self and others, conflict management, collaboration and teamwork and the ability to work effectively with others
- **Resilience** – working effectively in the face of ambiguity, being open minded to change and adapting work habits/behaviour to different conditions
- **Creativity, innovation and initiative** - applying curiosity, imagination, knowledge and drive to identify opportunities for new or improved approaches or services and to develop, test, implement, evaluate and refine actions to address these opportunities
- **Lifelong learning** – maintaining currency of professional knowledge and practice.

### **Competencies**

- **Cultural competence** – communicating sensitively and effectively with clients who have different languages, cultures, religions, genders, ethnicities, disabilities, ages and sexualities
- **Mentoring** – providing useful advice and feedback to members of the profession to help them attain success in the field and in their positions.

### **Skills**

- **Communication and advocacy** – skillfully communicating with colleagues and clients, effectively conveying the value of libraries to their target audiences/constituencies and advancing the values of the library profession
- **Time management** – Setting goals and priorities, organising actions and time allocation, and establishing self-management habits to increase productivity and well-being
- **Negotiation and influence** – working with others to arrive at mutually acceptable/beneficial solutions



- **Critical thinking** – objectively conceptualising, analysing, synthesising and evaluating information, keeping an open-mind and seeking evidence to arrive at conclusions
- **Problem solving** – identifying and clarifying issues and problems; generating and assessing possible solutions; selecting, applying, reviewing and adjusting solutions
- **Core technologies** – competently using common technologies (e.g. computer use, printing and saving, file management, email, World Wide Web searching, online security, and office software)
- **Statistics and metrics** – gathering, storing and re-purposing information appropriately (e.g. collecting resource usage data, use of spreadsheets, analysis of client feedback, making informed recommendations or decisions)
- **Social and web-based technologies** – knowledge of emerging and popular online platforms, networks and sources of information (e.g. Facebook, Twitter, Instagram, LinkedIn, and YouTube)
- **Writing skills** – writing clearly and succinctly, with correct grammar, in a variety of formats (e.g. email, chat, web and reports)
- **Presentation skills** – speaking confidently in front of an audience – with or without technology.

### **3. *Leadership and Management***

Senior librarians and emerging leaders should develop the skills and attributes listed in section 2 and also competence in the following areas:

- **Strategic leadership** – vision setting, setting goals or objectives, thinking analytically to solve problems, building high performance teams, developing staff capability, facilitating participative decision making, managing operations and resources, coaching and inspiring others to strive for excellence, and leading change within the organisation
- **Writing skills** – preparing persuasive proposals, reports or business cases
- **Financial management** – understanding the principles of planning, budgeting and financial management
- **Human resources management** – understanding and applying principles of effective personnel practices including workforce planning, talent and succession management, recruitment and induction, occupational health and safety, staff training and development
- **Governance and risk management** – understanding the advantages and disadvantages of any action or decision and being able to effectively evaluate both to support any decision made
- **Project management** – planning, organising and managing resources to successfully complete specific project objectives within a certain time frame

- **Partnerships and collaboration** – developing collaborations and partnerships with stakeholders and relevant communities
- **Analytics** – analysing and making changes in response to internally and externally gathered data on resources, services and resource usage
- **Satisfaction and needs analysis** – understanding and identifying what clients need to achieve their desired outcomes in order to meet needs, remove pain points and increase client satisfaction
- **Services and resources development** – planning and implementing new services and/or resources, in the light of current and anticipated needs, and project evaluation and outcomes assessment
- **Space and facilities management** – maintaining awareness of current trends in space and facilities provision in the academic environment and responding to changing needs and usage patterns in partnership with the managers of institutional facilities
- **Marketing** – promoting the value, expertise, services, collections, and facilities of the library to key stakeholders and a varied clientele (e.g. undergraduate students, graduates, and faculty)
- **Donor engagement and fundraising management.**

#### **4. *Collections and Discovery***

Academic and research librarians should have capability in the following where relevant to their role in the organisation:

- **Collection development** – goals for collecting areas and strengths; analytics and collection analysis; selection practices for purchases, subscriptions and digitisation; contract and intellectual property obligations; disposal and cancellation practice
- **Collection management** – organising and maintaining physical and digital collections to provide circulation and access
- **Borrowing and document delivery** - providing local and remote clients with access to and/or loans or copies of resources held on-site, off-site, at other sites, and at other institutions; and responding to requests from other institutions
- **Electronic resource management** – selecting, acquiring and licensing; providing and maintaining access; tracking usage and evaluating for promotion, renewal, cancellation or de-selection
- **Digitisation** – techniques, tools and standards to help transform analogue data into digital data
- **Resource description** – current cataloguing and metadata standards for various formats
- **Preservation** – preservation methods for general collections, special collections, rare books and archives; archiving systems for subscribed electronic resources; digital preservation principles and standards

- **Virtual presence** – infrastructure and support to provide anywhere anytime access to learning, teaching and research information
- **Web presence** – device neutral approaches to structuring and organising web information; writing and page design for findability, usability and accessibility
- **Integrated library systems (ILS)** – structure, content and use of an integrated library system
- **Discovery systems** – indexing and delivery of print, full text and a wide variety of electronic resources, to effect maximum discovery by users
- **Repositories** – structure, content and use of campus institutional repositories (e.g. research repository, data repository, digital learning object repository)
- **Digital curation** – understanding best practices for the selection, collection, preservation, description, organisation, and archiving of objects which include digital documentation, research data and large digital object collections.

## **5. *Learning and Teaching***

Academic and research librarians working in learning and teaching should have a strong understanding of and competence in the following:

- **Client relationships** – building and managing relationships and partnerships with researchers, faculty, students and professionals, and communicating information and resources to a range of clients
- **Information services** – providing advice and instruction to enhance access to relevant and reliable information
- **Sources of information** – knowledge of core finding tools, databases and resources at a level appropriate to the position (e.g. subject expertise, ebook access, open educational resources)
- **Institutional teaching and learning** – knowledge of institutional curriculum to effectively embed information literacy as appropriate
- **Learning and teaching theory and practice** – knowledge of learning models and strategies, pedagogy, current educational technologies for the academic environment, and learning analytics to provide scaffolded training and skills development opportunities for clients
- **Learning management system (LMS)** – knowledge of the structure and the use of campus learning content management system
- **Digital content creation** – developing, creating and implementing online learning modules
- **Scholarly literacies** – knowledge of current terminology, principles and practice relevant to sourcing, using, evaluating, creating and sharing of information in an academic and digital environment (e.g. information, digital and academic literacies)

- **Digital literacies** – nimble, flexible, and efficient selection and use of appropriate technologies to read, search, evaluate, organise, create, connect and communicate effectively
- **Learning and teaching trends** – awareness of new developments in learning and teaching and potential for library services and programs (e.g. immersive environments)
- **Ethical use of information** – awareness of copyright law, contract obligations and plagiarism in the learning and teaching context.

## **6. *Research and Publishing***

As appropriate for the library, key staff should have suitable skills in, and be able to advise clients on, the following:

- **Scholarly publishing cycle** – understanding the life cycle of scholarly publishing, from creation through various stages of use to dissemination
- **Research services and requirements** – applicable government, institutional and library services and policies (e.g. research ethics, reporting and submission requirements)
- **Advanced search and current awareness strategies** – web, specialised databases, datasets, alert services and academic online communities (e.g. researchgate.net)
- **Research models and methods** – awareness of the availability of a wide variety of research methodologies and methods (e.g. scientific, ethnographic, action research; experiments, observation, interviews; qualitative and quantitative)
- **Data management** – institutional and discipline-based research data management frameworks and practices and requirements of major funding bodies, such as the Australian Research Council and National Health and Medical Research Council, regarding data management plans, sharing and re-use of data
- **Metadata creation and application** – to ensure discovery and reuse
- **File formats and standards** – technical proficiency and appropriate knowledge
- **Large digital object collections** – the ability to manage and use systems to ensure the capture, description, preservation and integrity of these collections
- **Data analysis** – tools and techniques to analyse and visualise digital data (e.g. Geographic Information Systems (GIS), SciVal and bibliometric tools)
- **Visualisation** – the ability to understand how data can be transformed from tabular into visual data and visualisation tools to enable effective storytelling
- **Digital humanities** – understanding of computational tools and digital tools used in this field
- **Digitisation** – techniques, tools and standards to help transform analogue data into digital data

- **Publication** – options for publication, intellectual property rights, deposit requirements, open access models
- **Collaboration** – joint research, presentation and publication by information and discipline experts
- **Identity management and impact** – persistent researcher identifiers (e.g. ORCID), maximisation of research visibility, and measurement of impact (e.g. citation and altmetrics tracking).

## **7. *Professional Engagement***

Professional librarians should develop knowledge and competence in the following:

- **Research and publication** – contributing through research (e.g. evidence-based practice and user experience), writing, editing, reviewing and/or publishing
- **Presentations** – sharing learning and experience at professional or scholarly conferences, seminars or meetings
- **Formal study** – study to broaden subject or professional knowledge
- **Teaching** – imparting expertise to colleagues and/or teaching courses in areas of librarianship, archives or other academic disciplines as appropriate
- **Event management** – planning, organising or conducting professional programs, workshops, seminars or conferences
- **Professional associations or networks** – active participation in professional associations (e.g. holding executive office, serving on committees, attending events) and in online social networks
- **Staying informed** – keeping abreast of relevant trends and research and development in a specific topic/area to support the work of the library or profession
- **Funding sources** – knowledge and pursuit of avenues available to fund research and professional development, including scholarships and grants.

## Annotated Bibliography

American Library Association Presidential Task Force on Library Education, *ALA's core competencies of librarianship*. (2008). Retrieved from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

"This document defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies. Librarians working in school, academic, public, special, and governmental libraries, and in other contexts will need to possess specialised knowledge beyond that specified here."  
(Introduction)

Association of College & Research Libraries. (2011). *Standards for libraries in higher education*. Retrieved from <http://www.ala.org/acrl/standards/standardslibraries>

Nine principles and related performance indicators are set forth regarding the contribution of academic libraries to institutional effectiveness. These are phrased in positive language which is useful when seeking to demonstrate value. A distinctive of this version of the *Standards* is the provision of sample outcomes to help libraries take an outcomes-based approach.

Association of College & Research Libraries. Standards for Proficiencies for Instructional Librarians and Coordinators Revision Task Force. (2017). *Roles and strengths of teaching librarians in higher education*. Retrieved from <http://www.ala.org/acrl/standards/teachinglibrarians>

This is a revision of *ACRL Standards for proficiencies for instruction librarians and coordinators*, 2007, <http://www.ala.org/acrl/standards/profstandards>. The 2007 document provided 'proficiencies' under 12 categories. The revised draft document moves to an emphasis on strengths rather than skills and organises these under seven roles: advocate, coordinator, instructional designer, lifelong learner, leader, teacher, and teaching partner.

Association of College & Research Libraries/American Library Association Task Force on Core Competencies for Special Collections Professionals, Rare Books and Manuscripts Section. (2008). *Competencies for special collection professionals*. Retrieved from <http://www.ala.org/acrl/standards/comp4speccollect>

While the content of *Competencies for special collection professionals* overlaps considerably with this work, it is a useful supplement for academic librarians working in special collections as it adds important specialist competencies.

Australia. Tertiary Education Quality and Standards Agency. (2017). *Guidance note: Staffing, learning resources and educational support*. (Version 8 March). Retrieved from [http://www.teqsa.gov.au/sites/default/files/GuidanceNote\\_Staffing\\_LearningResources\\_Educational%20Support1.2.pdf](http://www.teqsa.gov.au/sites/default/files/GuidanceNote_Staffing_LearningResources_Educational%20Support1.2.pdf)

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. Several *Guidance notes* explain the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework), <https://www.legislation.gov.au/Details/F2015L01639>, which applied from 1 January 2017. This *Guidance note* covers requirements around qualifications and continuing professional development of staff who deliver and support courses and the provision of learning resources. Provision of learning resources includes a requirement that resources are specifically relevant to courses, up-to-date and accessible. Learning resources and educational support should also underpin general learning needs such as study skills, developing English language proficiency and international students becoming familiar with living in Australia.

Australian Library and Information Association. (2007). *ALIA core values statement*. Retrieved from <https://www.alia.org.au/about-alia/policies-standards-and-guidelines/alia-core-values-statement>

Seven core values are listed for Australian library and information professionals.

Australian Library and Information Association. (2014). *The library and information sector – Core knowledge, skills and attributes*. Retrieved from <https://www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes>

This is a brief publication which identifies areas of strength of professionals in the library and information sector and core skills and knowledge.

Australian Library and Information Association. (2016). *ALIA PD Scheme-Research / Academic Specialisation*. Retrieved from <https://membership.alia.org.au/pdinfo/specialisations/aliamd-scheme--researchacademic-specialisation>

The ALIA PD Scheme Research/Academic Specialisation is a framework that supports the demonstration of specialised knowledge based on a set of competencies which address the unique opportunities and challenges within the research and tertiary education sectors including four streams: general, research, academic libraries (teaching and learning) and data. Reflective learning for professional practice is guided by the competencies and supported by the Specialisation's Skills Audit Checklists.

Canadian Association of Research Libraries/Association des bibliothèques de recherche du Canada/(CARL/ABRC). Library Education Working Group and the Building Capacity Subcommittee. (2010), *Core competencies for 21st century CARL librarians*. Retrieved from [http://www.carl-abrc.ca/doc/core\\_comp\\_profile-e.pdf](http://www.carl-abrc.ca/doc/core_comp_profile-e.pdf)

Calarco, P., Shearer, K., Schmidt, B., & Tate, D. (2016). *Librarians' competencies profile for scholarly communication and open access*. Joint Task Force on Librarians' Competencies in Support of E-Research and Scholarly Communication. Retrieved from <https://www.coar->

[repositories.org/files/Competencies-for-ScholComm-and-OA\\_June-2016.pdf](https://repositories.org/files/Competencies-for-ScholComm-and-OA_June-2016.pdf)

Here you will find roles, competencies and skills for the following four aspects of library activities in scholarly communication: scholarly publishing services, open access repository services, copyright and open access advice, and assessment of scholarly resources.

Chen, H.-I., & Zhang, Y. (2017). Educating data management professionals: A content analysis of job descriptions. *The Journal of Academic Librarianship*, 43(1), 18-24. Retrieved from <http://dx.doi.org/10.1016/j.acalib.2016.11.002>

A study of job announcements including the word 'data' in the job title for the period 1 January to 30 April 2015 on the following web sites: American Library Association, The Chronicle of Higher Education, Higher Ed Jobs, Association of Research Libraries, and Inside Higher Education. Included in results are the most frequently required skills knowledge and qualifications, and examples of descriptions of these.

Council of Australian University Librarians. (2016). *Principles and guidelines for Australian higher education libraries*. Retrieved from <http://www.caul.edu.au/content/upload/files/best-practice/principles-guidelines2016public.pdf>

This short document provides a clear context in which the knowledge, skills, competencies and capabilities listed in the current work will be applied. The CAUL document shows what it is that libraries do to enable the university's mission to be fulfilled.

Federal Library & Information Center Committee & Federal Library and Information Network. (2011). *FLICC competencies for Federal librarians*. Library of Congress. Retrieved from [http://www.loc.gov/flicc/publications/Lib\\_Compt/2011/2011Competencies.pdf](http://www.loc.gov/flicc/publications/Lib_Compt/2011/2011Competencies.pdf)

A notable feature of these competencies is the arrangement in three columns of Basic Stage (Has knowledge of...), Advanced Stage (Has knowledge, skill, or ability to...), and Expert Stage (knowledge, skill, or ability to...). It offers some detail for competencies additional to those in the current work (e.g. Best practices and evaluation, Assistive technologies and Staff development), but as it is framed for a specialised audience not all the content is a good fit for university research libraries.

Fraser-Arnott, M. (2017). "Competencies for information specialists in emerging roles", *Library Management*, 38 (1), 65-76. doi: [10.1108/LM-09-2016-0074](https://doi.org/10.1108/LM-09-2016-0074)

This paper provides a common competency profile for information specialists - librarians, records managers, information managers, archivists, and knowledge managers. Table I: Competencies for information specialists lists 6-11 competencies common to information specialists under the headings of: collaboration, client service, and communication; organisational understanding and strategic alignment; program and service delivery and management; records, information,



and knowledge management technical competencies; and personal qualities.

Gutsche, B., & Hough, B. (Eds.). (2014). *Competency index for the library field*. (Rev.ed. Version 19 March 2015). OCLC WebJunction. Retrieved from [http://www.webjunction.org/documents/webjunction/Competency\\_Index\\_for\\_the\\_Library\\_Field.html](http://www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html)

This is an excellent resource compiled from a number of other competency lists and with input from practitioners and leaders. It is designed for any type of library and thus lacks some topics needed for academic libraries. It is particularly useful as it offers many topics and more detail on each competency which adds clarity. For example the competency "Communicates effectively using a variety of methods" is expanded by five associated skills and knowledge.

*MLIS skills at work: A snapshot of job postings Spring 2017* (2017). SJSU, School of Information. Retrieved from [http://ischool.sjsu.edu/sites/default/files/content\\_pdf/career\\_trends.pdf](http://ischool.sjsu.edu/sites/default/files/content_pdf/career_trends.pdf)

This is one in a series of annual snapshots which give valuable insight into competencies sought in job advertisements for information professionals in USA. It offers sample job titles, duties and skills required for various aspects of library work and types of libraries.

NASIG Core Competencies for Scholarly Communication Librarians Task Force. (2017). "NASIG Core Competencies for Scholarly Communication Librarians." Final. Retrieved from [http://www.nasig.org/site\\_page.cfm?pk\\_association\\_webpage\\_menu=310&pk\\_association\\_webpage=9435](http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=9435)

This gives four themes that are common to Scholarly Communications Librarians (SLC) work - background knowledge, technical skills, outreach and instruction, and team building. The document also lists six areas of emphasis that are often involved in SLC work with core competencies within these six areas. The areas of emphasis are: institutional repository management, publishing services, copyright services, data management services, assessment and impact metrics, and personal strengths.

Schmidt, B., & Shearer, K. (2016). *Librarians' competencies profile for research data management*. Joint Task Force on Librarians' Competencies in Support of E-Research and Scholarly Communication. Retrieved from [https://www.coar-repositories.org/files/Competencies-for-RDM\\_June-2016.pdf](https://www.coar-repositories.org/files/Competencies-for-RDM_June-2016.pdf)

This is a valuable addition to the competency literature. It lists library roles and core competencies for the area of research data management.

Schmidt, B., Calarco, P., Kuchma, I., & Shearer, K. (2016). Time to adopt: Librarians' new skills and competency profiles. In F. Loizides & B. Schmidt (Eds.), *Positioning and Power in Academic Publishing: Players, Agents and Agendas*, (pp. 1-8). IOS Press Ebook. doi: 10.3233/978-1-61499-649-1-1

This article presents a very readable overview of the work and findings of the Joint Task Force on Librarians' Competencies in Support of E-Research and Scholarly Communication work on identifying emerging roles and competencies in research data management, scholarly communication and Open Access, digital curation and preservation and support for digital scholarship. The Task Force was formed by the Association of Research Libraries (ARL), the Canadian Association of Research Libraries (CARL), the Association of European Research Libraries (LIBER), and the Confederation of Open Access Repositories (COAR).

Schwartz, M. (2016, 9 March). Top skills for tomorrow's librarians. *Library Journal*. Retrieved from <http://lj.libraryjournal.com/2016/03/featured/top-skills-for-tomorrows-librarians-careers-2016/>

From academic and public library directors, and other thought leaders nationwide, Library Journal identified 11 essential skills, and three additional ones for academic libraries, needed in librarians in the next 20 years. Essential were: advocacy/politics, collaboration, communication/people skills, creativity/innovation, critical thinking, data analysis, flexibility, leadership, marketing, project management and technological expertise. The add-ons for academic libraries were teaching, active faculty support and active resource response ("quickly putting together resources and activities to help students respond to and understand current events").



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