

A photograph of a smiling woman in a library setting. She is wearing a light-colored blazer over a blue top. Her right hand is raised, holding a white object, possibly a book or a folder. The background shows bookshelves with various colored sticky notes (green, orange, yellow) attached to them. The overall lighting is soft and focused on the woman.

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Competency Lists for Academic Libraries

With an Australian emphasis

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This document is a derivative of the annotated bibliography section of the “CAVAL Competencies for Academic and Research Librarians”, CAVAL, November 2017.

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This derived document includes a substantial number of additional references and has been re-arranged under topics by Julia Leong, RMIT University and Teresa Boonekamp, Box Hill Institute.

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Introduction

Over the past 10 years or more I have taken a note of competency lists as I see them. This work is an attempt to collect these in one place for the benefit of my Library and Information Science colleagues. A topical arrangement has been chosen to assist the reader to find the most relevant items for their purpose.

The collection has been developed through the eyes of an academic librarian in a particular institutional setting, but is not limited to works specifically relevant to academic library competency needs. Although international in scope, it has an Australian bias. Most of the items included are straight out competency lists. Occasionally a research article has been added where it includes a competency listing(s) or is seen to fill a gap.

A number of the items in this bibliography were first included in J. Leong and S. Woods. (2017). *CAVAL competencies for academic and research librarians*.

http://members.caval.edu.au/media/images/Documents/PDIG/CAVAL_PDIG_Competencies_2017.pdf

Limitations

Annotations included are designed to allow readers to ascertain the relevance of an item to them. They do not always fully represent the content of the item, particularly in the case of articles.

As a comprehensive document would be a daunting read, this list is selective. A good source to keep an eye on is Librarianship.ca, <https://librarianship.ca/resources/competencies/>. Note that a full list of ACRL standards is available at

<http://www.ala.org/acrl/standards/standardsguidelinestopic>.

Acknowledgements

I am grateful for the assistance provided by Teresa Boonekamp during a student placement at RMIT University for her Diploma of Library and Information Services through Box Hill Institute. Thanks also go to Sandra Woods who identified a number of additions. Others are welcome to update and adapt this work in future.

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September 2018

Topical Annotated Bibliography

Types of libraries

Libraries in general

American Library Association, Presidential Task Force on Library Education. (2009). ***ALA's core competencies of librarianship***. Chicago. Retrieved from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

"This five page 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)

Australian Library and Information Association. (n.d). **ALIA PD Scheme specialisations**. Retrieved from <https://membership.alia.org.au/pdinfo/specialisations/alia-pd-scheme--specialisations>

Members of ALIA and its Professional Development scheme can choose from a number of specialisations and these are listed on this web page. At the time of producing this document these specialisations were: data, government, health, indigenous engagement, LIS practitioner research, public library, research/academic, schools, and VET Vocational Education and Training. Links on the page lead to more information such as competency lists and skills audit checklists.

Australian Library and Information Association. (2015). **Foundation knowledge, skills and attributes relevant to information professionals working in archives, libraries and records management**. Retrieved from <https://www.alia.org.au/foundation-knowledge-skills-and-attributes-relevant-information-professionals-working-archives>

Here is a short web document covering required abilities for workers in archives, libraries and records management. These are grouped under the following headings: knowledge of the broad context of the information environment; the purposes and characteristics of information architecture, organisation and access; processes and practices relating to information management; information sources, services and products; and general employability skills.

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 brief publication identifies areas of strength of the library and

information sector and core skills and knowledge needed by its professionals. Headings used to group core skills and knowledge are: knowledge of the broad context of the information environment; information seeking; information architecture; information organisation and access; information services, sources and products; information management; generation of knowledge; and employability skills and attributes.

Buttler, L., & Mont, R. (1996). **Library and information science competencies revisited**. *Journal of Education for Library and Information Science*, 37(1), 44-62. doi: [dx.doi.org/10.2307/40324283](https://doi.org/10.2307/40324283), Stable URL: <https://www.jstor.org/stable/40324283>, https://repository.arizona.edu/bitstream/handle/10150/105083/Buttler_and_DuMont.pdf?sequence=1

Researchers asked alumni of M.L.S. programs to rate the value of 55 competencies to facilitate curriculum planning. The article gives a literature review and results of the ratings. Table 6 lists the 10 most frequently rated as essential. Table 7 gives the 5 most highly rated by type of library. There are also tables for beginning librarians and experienced librarians, including by type of library.

Canadian Library Association, Library Technicians Interest Group. (2011). **Guidelines for the education of library technicians**. Retrieved from <http://cfla-fcab.ca/en/guidelines-and-position-papers/guidelines-for-the-education-of-library-technicians/>

Minimum competencies are listed for graduate library technicians. These are described as tasks these staff should be able to perform. Compare these with Library Support Staff Certification (2012) which is also listed.

CILIP. (n.d.). **Professional knowledge and skills base**. Retrieved from <https://archive.cilip.org.uk/careers/professional-knowledge-skills-base/what-professional-knowledge-skills-base>

This framework is in the shape of a wheel with ethics and values at the centre. The next band gives four generic skills clusters and eight areas of professional expertise. These are set within the wider library, information and knowledge sector context. On the outside of the wheel is the wider organisation and environmental context. It has been designed to work as a practical online self-assessment tool. Access is restricted to CILIP members.

Edwards, A. (2013). **ALIA PD – Library knowledge and skills audit**. Deakin, ACT: ALIA. Retrieved from http://alia.org.au/sites/default/files/documents/Library.Skills.Audit_.PD_.20130529.JB_.pdf

This skills checklist covers the range of library functions. People can rate how well they can do each item as: really well, well, I can do this, more practice, learn this, or no interest.

Fraser-Arnott, M. (2017). **Competencies for information specialists in emerging roles**. *Library Management*, 38(1), 65-76. <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 https://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 an unusual level of 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.

Jisc. (n.d.). **Building Digital capabilities: the six elements defined**. Retrieved from http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF

This is now a well-known top-level framework for building understanding and consensus on capabilities needed in a digital organisation. It can be used for staff and curriculum development.

Library Support Staff Certification: Competency sets. (2012)
Retrieved from <http://ala-apa.org/lssc/for-candidates/competency-sets/>

The Library Support Staff Certification (LSSC) Program allows US library support staff, who work in positions which do not require a graduate degree in library science, to demonstrate their competencies and gain certification. Competencies are listed under the following clusters: foundations of library services, communication and teamwork, technology, access services, adult readers’ advisory services, cataloging and classification, collections, reference and information services, supervision and management, and youth services.

MLIS skills at work: A snapshot of job postings Spring 2018.
(2018). San Jose, San José State University School of Information. Retrieved from http://ischool.sjsu.edu/sites/default/files/content_pdf/career_trends.pdf

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

Schwartz, M. (2016, 9 March). **Top skills for tomorrow's librarians: Careers 2016**. *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 by librarians in the next twenty 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").

Values

Australian Library and Information Association. (2018). **ALIA core values statement**. Retrieved from <https://www.alia.org.au/about-alia/policies-standards-and-guidelines/alia-core-values-statement>

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

Academic libraries

Australian Library and Information Association. (2016). **Research / Academic Specialisation**. Retrieved from <https://membership.alia.org.au/pdinfo/specialisations/alia-pd-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 three streams: general, research and academic libraries (teaching and learning). Reflective learning for professional practice is guided by the competencies and supported by the Specialisation's Skills Audit Checklists for members.

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

The knowledge, skills and capabilities are arranged under seven categories and are a good guide to what is needed to work in an academic library. An update to this work is anticipated.

Council of Australian University Libraries. (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 *CAVAL competencies for academic and research librarians* (Leong & Woods) will be applied. The CAUL document shows what it is that libraries do to enable the university's mission to be fulfilled.

Farooq, M.U., Ullah, A., Iqbal, M., & Hussain, A. (2016). **Current and required competencies of university librarians in Pakistan**. *Library Management*, 37(8/9), 410-425. <https://doi.org/10.1108/LM-03-2016-0017>

This paper reports on a qualitative study of perceptions of academic librarians in Pakistan regarding current and required competencies. The research participants were librarians with Masters or a higher qualification at 15 public universities in Islamabad and Rawalpindi. As well as a literature review, description of the research, and discussion of findings, there are Tables of competency lists on: managing information organization and resources; applying information tools and technology; and personal competence.

Leong, J., & Woods, S. (2017). **CAVAL competencies for academic and research librarians**. Bundoora: CAVAL. Retrieved from http://members.caval.edu.au/media/images/Documents/PDIG/CAVAL_PDIG_Competencies_2017.pdf

These competencies are built on the Core Competencies for 21st Century CARL Librarians (2010) which were amended and adapted for the current Australian library and information context. This work outlines the broad spectrum of organisational competencies that are needed in an academic research library workforce.

Standards

Association of College and Research Libraries. (2018). **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. Sample outcomes are given to help libraries take an outcomes-based approach.

Special libraries and specific discipline areas

Association of College and Research Libraries, Rare Books and Manuscripts Section, ACRL/ALA Task Force to Review Competencies for Special Collections Professionals. (2017). **Guidelines: 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 more general library competency lists, it is a useful supplement for academic librarians working in special collections as it adds important specialist competencies.

Special Libraries Association, Competencies Task Force. (2016). **Competencies for information professionals**. Retrieved from <http://www.sla.org/about-sla/competencies/>

The document gives descriptions and lists of elements for six core competencies and enabling competencies for information professionals. It is designed to allow information professionals to articulate their value and consider professional development needs, for employers and students to understand the profession, and for educators in developing curricula.

Art, Architecture and Design

Art Libraries Society of North America. (2017). **ARLIS/NA core competencies for art information professionals**. Retrieved from <https://www.arlisna.org/images/researchreports/arlisnacorecomps.pdf>

Updating the 2006 edition, this revision emphasizes “the specialized skills needed by art information professionals that are beyond general competencies expected of all information professionals”. It is relevant to those working with clients in art, architecture, design and related fields.

Government

Federal Library and Information Center Committee, & Federal Library and Information Network. (2011). **FLICC competencies for Federal librarians**. Library of Congress. Retrieved from https://www.loc.gov/flicc/publications/Lib_Compt/2011/2011Competencies.pdf

A notable feature of these competencies is the arrangement in three columns: 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 not always well developed elsewhere (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 libraries.

Health

Albarqouni, L. et al. (2018). **Core competencies in evidence-based practice for health professionals: Consensus statement based on a systematic review and Delphi survey**. *JAMA Network Open*, 1(2):e180281. <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2685621>

A consensus-based, contemporary set of Evidence Based Practice (EBP) core competencies for health professionals is provided in Table 5 of this article. The article reports on a thorough international research project undertaken to inform curriculum development for entry-level EBP teaching and learning. The competencies are not specific to the work of librarians, but will be of interest to those specialising in this area.

Medical Library Association, Task Force to Review MLA's Competencies for Lifelong Learning and Professional Success. (2017). **MLA competencies for lifelong learning and professional success**. Retrieved from <https://www.mlanet.org/p/cm/ld/fid=1217>

On this website six broad competency areas for health information professionals are listed. For each a number of performance indicators are given for Basic and Expert levels. The broad areas are: information services; information management; instruction and instructional design; leadership and management; evidence-based practice and research; and health information professionalism.

Law

AALL body of knowledge (BoK). (2018). Chicago, Ill.: American Association of Law Libraries. Retrieved from <https://www.aallnet.org/wp-content/uploads/2018/07/BoK-FINAL-06.22.2018-web.pdf>

Succinctly expressed and attractively formatted, this supersedes the 2001 *Competencies of Law Librarianship*. The competencies illustrate current thinking around organisational culture and innovative practice. This work is of value to a wider audience than its intended one. Content is organised under six domains: professionalism + leadership at all levels; research + analysis; information management; teaching + training; marketing + outreach; and management + business acumen.

Aspects of library work

Analytics

Association of College and Research Libraries. (2017). **ACRL proficiencies for assessment librarians and coordinators**. American Library Association, Retrieved from http://www.ala.org/acrl/standards/assessment_proficiencies

Proficiencies are listed for staff in academic libraries who are tasked with measuring and demonstrating value in a range of library areas. Categories are: knowledge of assessment in libraries and higher education; ethics; assessment methods and strategies; research design; data collection and analysis; communication and reporting; advocacy and marketing; collaboration and partnerships; leadership; management; and mentoring, training, and coaching.

Leadership and management

Library Leadership and Management Association. (n.d.). **Leadership and management competencies**. American Library Association. Retrieved from <http://www.ala.org/llama/leadership-and-management-competencies#LLAMA%E2%80%99s%2014%20Foundational%20Competencies>

LLAMA's 14 foundational competencies are listed on this webpage. For each a suggested source or sources for further exploration is given.

Learning and teaching

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

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

Australian Council of TESOL Associations. (2015). **EAL/D: Elaborations of the Australian professional standards for teachers: For use when working with learners of English as an additional language or dialect (EAL/D)**. Author. Retrieved from http://www.tesol.org.au/files/files/531_60238_EALD_elaborations-Full_Version_Complete.pdf

This document expresses how the Australian Professional Standards for Teachers apply in the context of working with learners of English as an Additional Language or Dialect (EAL/D). Despite the specific context it is of value more generally in the learning and teaching area. For each competency the actions/behaviours required are given for graduate, proficient, highly accomplished, and leader levels.

Azmi, H. (2014). **Media and visual competencies for information professionals in the Arab World: Challenges of the digital environment**, presented at IFLA WLIC 2014: Libraries, Citizens, Societies: Confluence for Knowledge in Session 139 - Audiovisual and Multimedia with Information Technology, Lyon, 16-22 August 2014. IFLA. Retrieved from <http://library.ifla.org/888/1/139-azmi-en.pdf>

On pages 20-25 of this article, Azmi outlines a suggested new curriculum for Arab LIS schools detailing objectives and learning outcomes. The learning outcomes effectively form a media and visual literacy competency list.

Colorado Public Computer Centers. (n.d.). **Technology trainer competencies**. Library Creation and Learning Center. Retrieved from <https://create.coloradovirtuallibrary.org/technology-trainer-competencies/>

This website lists a series of competencies needed for library staff to be effective technology trainers when assisting patrons.

Koh, K., & Abbas, J. (2015). **Competencies for information professionals in learning labs and makerspaces**. *Journal of Education for Library and Information Science*, 56(2), 114-129. Retrieved from <https://eric.ed.gov/?id=EJ1073572>

This article reports on findings of a research study on competencies required for work in library and museum learning spaces. Top competencies and skills needed are indicated, as is the relevance of

higher education for professionals in this area.

Reference and User Services Association, Professional Competencies for Reference and User Services Librarians Task Force. (2017).

Professional competencies for reference and user services librarians. American Library Association. Retrieved from <http://www.ala.org/rusa/resources/guidelines/professional>

The focus is on competencies specific to reference and user services: those common to other roles are not included. These competencies build on ALA's Core Competencies of Librarianship, Section 5. Reference and User Services and provide lists of behaviours required under the tasks involved in these roles.

Collections and discovery

Association for Library Collections and Technical Services. (2018). **Core competencies for acquisitions professionals.** Retrieved from <http://hdl.handle.net/11213/9058>

Competencies and soft skills needed for acquisitions work were identified through a systematic review of job advertisements and revised after feedback from acquisitions professionals. Knowledge, skills and abilities, and behavioural attributes are outlined.

Association for Library Collections and Technical Services. (2017). **Core competencies for cataloguing and metadata professional librarians.** Retrieved from <https://alair.ala.org/bitstream/handle/11213/7853/Core%20Competencies%20Cataloging%20Metadata%20Professional.pdf?sequence=1&isAllowed=y>

The ALCTS web resource offers an up to date list of knowledge, skill and ability, and behavioural competencies for cataloguing and metadata librarians in any type or size of library.

NASIG Core Competencies Task Force. (2016). ***NASIG core competencies for electronic resources librarians.*** Retrieved from http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=7802

The competencies are presented under the following headings: life cycle of electronic resources, technology, research and assessment, effective communication, supervising and management, trends and professional development, and personal qualities.

NASIG Core Competencies Task Force. (2016). ***NASIG core competencies for print serials management.*** Retrieved from http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=8576

This is a supplement to the *NASIG core competencies for electronic resources librarians* and follows a similar pattern to that document. The supplement describes the skills and knowledge needed for handling print serials.

National Archives of Australia. (2018, May). **Information management and data capabilities** (beta). Retrieved from

<http://capabilities.naa.gov.au/>

NAA outlines the skills and knowledge needed “to create and manage information and data effectively to meet business and accountability requirements.” There are two sets of information provided – one for all staff and one for information management/records management professionals. The information management section is subdivided into information management professionals and data for IM professionals. Within each section a number of topics and capabilities are listed for each under four categories: Foundation, Practitioner/skilled professional, Management/specialist, and Executive/lead.

Research and publishing

Australian Library and Information Association. (2016). **Data Specialisation**. Retrieved from <https://membership.alia.org.au/pdinfo/specialisations/data>

A list of 10 competencies for librarians working in the research data field has been created as part of the ALIA Professional Development Scheme specialisations.

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

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.

Federer, L. (2018). **Defining data librarianship: A survey of competencies, skills, and training**. *Journal of the Medical Library Association*, 106(3), 294-303. <https://doi.org/10.5195/jmla.2018.306>

The author built on previous research and surveyed data librarians to ascertain their ratings of the importance of skills, knowledge and competency items. Cluster analysis identified two groups of data librarians – subject specialists and data generalists. In addition to the research report, a 2-page *Taxonomy of skills and expertise for data librarians* was created. This can be located by viewing the html version of the article and looking for Supplemental files – Appendix B – <http://jmla.pitt.edu/ojs/jmla/article/view/306/670#s2-jmla-106-294>

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

This gives four themes that are common to Scholarly Communications Librarians (SCL) work - background knowledge, technical skills, outreach and instruction, and team building. The document also lists

six areas of emphasis that are often involved in SCL 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.

Nicholson, J., & Howard, K. (2018). **A study of core competencies for supporting roles in engagement and impact assessment in Australia.** *Journal of the Australian Library and Information Association*, 67(2), 131-146.
<https://doi.org/10.1080/24750158.2018.1473907>

The authors report on research to identify core competencies to support engagement and impact (EI) assessment work for the new Excellence in Research for Australia (ERA) national framework.

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

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: <https://doi.org/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 which identified 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).

Alphabetical List

- AALL body of knowledge (BoK). (2018). Chicago, Ill.: American Association of Law Libraries. Retrieved from <https://www.aallnet.org/wp-content/uploads/2018/07/BoK-FINAL-06.22.2018-web.pdf>
- Albarqouni, L. et al. (2018). Core competencies in evidence-based practice for health professionals: Consensus statement based on a systematic review and Delphi survey. *JAMA Network Open*, 1(2):e180281. <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2685621>
- American Library Association, Presidential Task Force on Library Education. (2009). ALA's core competencies of librarianship. Chicago. Retrieved from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>
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